

Module Reflection

Name: VIKRAMKUMAR MAHENDRAKUMAR PATEL

Student Number: 2133821

Module Code: BMSW4001

Module Title: Academic and Employability Skills A2

Lecturer's Name: SUKHPREET GREWAL

Table of Contents

Table of Contents.....	1
Introduction	3
Time Management	4
Paraphrasing	6
Summarizing	8
Presentation.....	10
References	12

Introduction

Reflection is the deliberate process of examining and studying one's experiences, emotions, views, and/or acts in order to find new meaning as well as grow from them (Chang, 2019). The need for learners to take a break and think on their experience is crucial to the educational process. Through a process of internally analysing strengths and identifying opportunities for progress, reflection in learning aims to foster the growth of critical-thinking abilities. By creating and defining meaning in light of their own comprehension and reasoning, the learner supports shifts in theoretical view (Wain, 2017). Graham Gibbs created the Gibbs reflecting cycle in 1988 in light of reflection. Via six stages; description, feelings, evaluation, analysis, conclusions, and action plan, it provides a framework of the learning process that occurs through experience (Gibbs, 1988). The first stage is description, where the subject has the chance to elaborate on the circumstance. Being objective is crucial since sentiments, thoughts, moods, and conclusions can be discussed later (Gibbs, 1988). In the second stage, known as feelings, people examine their emotions or thoughts related to the experience (Gibbs, 1988). Evaluation in the third stage refers to identifying the event's positive and negative features, irrespective of whether the participant thinks the event is positive or unpleasant (Gibbs, 1988). The fourth stage, analysis, an individual gets the opportunity to comprehend what transpired utilizing theory and circumstance. This stage should take up the most of one reflection and incorporate any new information learned from the preceding steps (Gibbs, 1988). The fifth step, conclusion, is where people draw conclusions about what happened by summarizing significant discoveries and considering adjustments that might enhance results in the future (Gibbs, 1988). The action plan stage, which comes last, is designed to explain how a person will behave differently in the future in the event of a situation that is similar. Making ensuring that excellent intentions are supported by action requires a plan, which is crucial (Gibbs, 1988). This report is going to make use of the Gibbs reflective cycle's stages to reflect on my learning experience in the module on the topics of; time management, paraphrasing, summarizing and presentations.

Time Management

Description

Prior to attending the module, I had difficulties in managing my time effectively in terms of completing assignments before deadlines and arriving in class on time. In the module, I was introduced to the topic of time management. The topic of time management was all about keeping track of and managing time. Time management refers to the technique of organizing, scheduling, and monitoring time to complete more and better work within a short period (Mindtools, 2019). I learned the value and necessity of time management skills as well as time management strategies, such as making a to-do list and setting sensible goals to prioritize critical chores over less important ones while making sure they are all finished ahead of schedule.

Feelings

Prior to the module, I struggled with time management, which used to make me anxious because of the mountain of work that would build up right before the deadline. Therefore, at the beginning of the module, when I learned that the topic of time management was inclusive in the module, I was really interested and eager to learn the skills that would enable me to successfully manage my time and thus eliminate my anxiety when executing assignments. Learning about the subject was pretty intriguing because it was both theoretical and practical. Making a time plan was my favourite lesson in the program, and it has really helped me arrange my activities properly by doing the more urgent tasks first and the others afterwards. My anxiety has been reduced as a result, and I now enjoy undertaking assignments.

Evaluation

Learning how to create a time plan and schedule my activities efficiently has worked well for me as now I have a balanced academic and social life. However, having a time schedule puts so much pressure on me that I never think about taking breaks in order to finish a task within the deadline I set for myself. This always leaves me so exhausted and overwhelmed.

Analysis

I believe that the fact that I now have time for my social life is due to the fact that having a time plan enables me to start working on my tasks sooner rather than waiting until they are almost due, which causes a significant task backlog and prevents me from having free time (Adams and Blair, 2019). I also think that having a time schedule put pressure on me due to the guilty

feeling that comes after failing to complete a task within the set period. I also think that having a time schedule put pressure on me due to the guilty feeling that results from failing to complete a task within the set period which prompts one to reschedule plans.

Conclusion

I learnt that when creating a time schedule, it is essential to prioritize tasks that have demanding deadlines first and then the other tasks that are less urgent follows.

Action plan

When creating a time schedule in future, I will ensure to set breaks in between tasks to recharge in order to avoid exhaustion and overwhelming feelings when undertaking tasks.

Paraphrasing

Description

Before to the module, I had some knowledge on paraphrasing. However, attending the module has expounded my knowledge on what really paraphrasing is all about and its importance. Paraphrasing refers to writing down someone else's views while ensuring that the sentence's meaning is preserved (UEFAP, 2019). The lesson involved working on tasks that required research and reference from secondary sources and drafting the findings in my own words.

Feelings

Higher learning demands more often a student to undertake research related tasks. I have always been fond of writing and researching as they expound my knowledge. However, the idea of plagiarism has been my greatest scare when writing research related reports. This is because, from the beginning of the module, the tutor made it clear the repercussions that comes with plagiarism. However, the lesson of paraphrasing has in time helped me perfect my writing skills and enhanced my knowledge on referencing which has lessen my fears of plagiarism.

Evaluations

My passion for writing, research, and improving my writing skills served as a good source of motivation for me and helped me pay close attention in the lesson. The fact that despite paraphrasing a document, referencing is also required, limited my writing skills expertise as there are several referencing styles and the module majorly focused on only Harvard referencing style and citation.

Analysis

According to Ruiz-Alfonso and León (2019), passion promotes curiosity and maximizing chances for growth, innovation, and learning. This explains my focus and better performance in the lesson.

Conclusions

I have learnt that when paraphrasing a text, I should use my own words and still ensure I acknowledge the author of the original text through including citations. Having critical knowledge on referencing on top of paraphrasing is essential for effective writing.

Action Plan

I plan to learn more on different styles of referencing as they go hand in hand with paraphrasing to enhance writing skills. Also, reading more books will help me improve on my grammar and spellings which are necessary when it comes to paraphrasing.

Summarizing

Description

The lesson on summarizing involved learning the concepts of creating a summary, its importance and learning several summarizing techniques. A summary refers to a reiteration of the main points of a written work in the author's own words (Bohm et al, 2019). In the lesson, I was required to undertake tasks that involved referring to existing published works and the read and summarize only the relevant information. Also, make a summary during lectures.

Feelings

For me, the concept of reading a variety of other people's writing in order to understand the essential ideas so that I could produce a summary sounded like a tedious, time-consuming activity. But when I learned various summarizing strategies throughout time, including taking notes while I read, it became more engaging and less boring for me. Also, making a summary during lectures was fun for me as I could only note down the main points and was less tedious when rereading the notes later on.

Evaluation

Making a summary during lectures which involved taking notes of only important concepts mentioned worked to my advantage, as I am a kind of person who loses focus when reading a lot of writings at the same time. Summarizing has helped me to only reread the main ideas which are less and therefore my focus is maintained throughout hence enhancing my remembering. However, taking notes during lectures was also a challenge for me since I am a slow writer. Therefore, I could miss a lot of major points said as I was busy writing the previously said concepts. This affected my performance negatively as I only read the notes I wrote.

Analysis

According to Hwang et al (2019), summarizing aids comprehension and dramatically increases long-term memory retention in learners. One metacognitive strategy, summarizing, promotes effective use of mental abilities and improves knowledge and memory. This explains my focus retention and high remembrance throughout the course of the lesson.

Conclusion

I have learnt that summarizing aids in focus retention during a lecture as it keeps a student engaged, and it also boost remembrance. I have also learnt that fast writing is a skill that is essential in summarizing to avoid missing out on some important ideas.

Action Plan

In order to perform better out of a summarizing encounter, I would need to increase on my writing speed. I could be able to do this through practicing more on writing while timing myself and read more books to train my mind how to maintain focus when writing an extensive written piece of paper.

Presentation

Description

At one point in the module, the tutor assigned as the students an assignment to execute and present individually. The presentation involved standing in front of some students and lecturers and present the individual assignment using a PowerPoint slide. I had never presented to an audience by myself before this module. In my previous learning experiences, such presentations we performed as a group. However, the individual presentation went well than I had anticipated.

Feelings

I was a little apprehensive, anxious and nervous before the presentation because I had never given a personal presentation to an audience. But prior to the presentation, I practiced by giving a presentation to my friends after doing extensive research on how to engage an audience. I felt prepared as a result, during the actual presentation.

Evaluation

The fact that I had done significant research before the presentation and had practiced by giving presentations to friends was something that was beneficial and worked well because it gave me the feeling of being suitably prepared during the actual presentation. In moreover, I was a little scared the entire presentation because I had never given a presentation alone in front of an audience before. Everything went well, although the instructor commented that the presentation may be improved by including more images the next time.

Analysis

I think the reason that I felt prepared was because I had practiced the presentation before my friends which familiarized me with the whole experience. According to Saukh and Maag (2019), practicing a presentation reduces anxiety and boosts energy levels of a speaker.

Conclusions

I have learnt that practising a presentation is very important as it helps one to memorize the concepts of the presentation building one's confidence during the actual presentation.

Action Plan

In order to finally increase my confidence and get rid of the sense of being afraid when giving a personal presentation, I intend to give more personal presentations and practice them in front of more people, rather than just my friends.

References

- Adams, R.V. and Blair, E., 2019. Impact of time management behaviors on undergraduate engineering students' performance. *Sage Open*, 9(1), p.2158244018824506.
- Böhm, F., Gao, Y., Meyer, C.M., Shapira, O., Dagan, I. and Gurevych, I., 2019. Better rewards yield better summaries: Learning to summarise without references. *arXiv preprint arXiv:1909.01214*.
- Chang, B., 2019. Reflection in learning. *Online Learning*, 23(1), pp.95-110.
- Gibbs, G. (1988) *Learning by doing: A guide to teaching and learning methods*. London: FEU.
- Hwang, G.J., Chen, M.R.A., Sung, H.Y. and Lin, M.H., 2019. Effects of integrating a concept mapping- based summarization strategy into flipped learning on students' reading performances and perceptions in Chinese courses. *British Journal of Educational Technology*, 50(5), pp.2703-2719.
- Mindtools (2019) 'What Is Time Management?'
https://www.mindtools.com/pages/article/newHTE_00.htm
- Ruiz-Alfonso, Z. and León, J., 2019. Teaching quality: relationships between passion, deep strategy to learn, and epistemic curiosity. *School Effectiveness and School Improvement*, 30(2), pp.212-230.
- Saukh, O. and Maag, B., 2019, April. Quantle: fair and honest presentation coach in your pocket. In *Proceedings of the 18th International Conference on Information Processing in Sensor Networks* (pp. 253-264).
- UEfAP (2019). 'Academic Writing: Reporting - paraphrase, summary & synthesis'. Online.
<http://www.uefap.net/writing/writing-reporting/writing-reporting-paraphrase> (accessed 3rd August 2022).
- Wain, A., 2017. Learning through reflection. *British Journal of Midwifery*, 25(10), pp.662-666.