

**Report with reference to the module:
Academic and Employability Skills,
University of Wales Trinity Saint David**

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1 September 2022**

Executive summary

This module was very useful for personal development. The topics included in the module that were: Time management, Organising study, Academic writing, Using the library and gathering information, Paraphrasing, Summarising, Referencing, Reflection, CV writing and Cover letter writing, they helped us prepare the priorities for a future job and include them in a presentation with which we had the opportunity to overcome the fear of public speaking and presentation. The report has been focusing on academic and employability skills learned by the study developer while reviewing the module.

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Introduction

The report has been focusing on academic and employability skills studied during the review of this module. All topics in this module helped us create the content of this report. For the development of specific topics, we used "Gibb's Reflective Model", which was developed by Graham Gibbs in 1988 to give structure to learning from experiences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well.

Gibb's Reflective Model is one of the most famous cyclic patterns of reflection that leads you through six stages of exploring an experience: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan shown in figure 1.

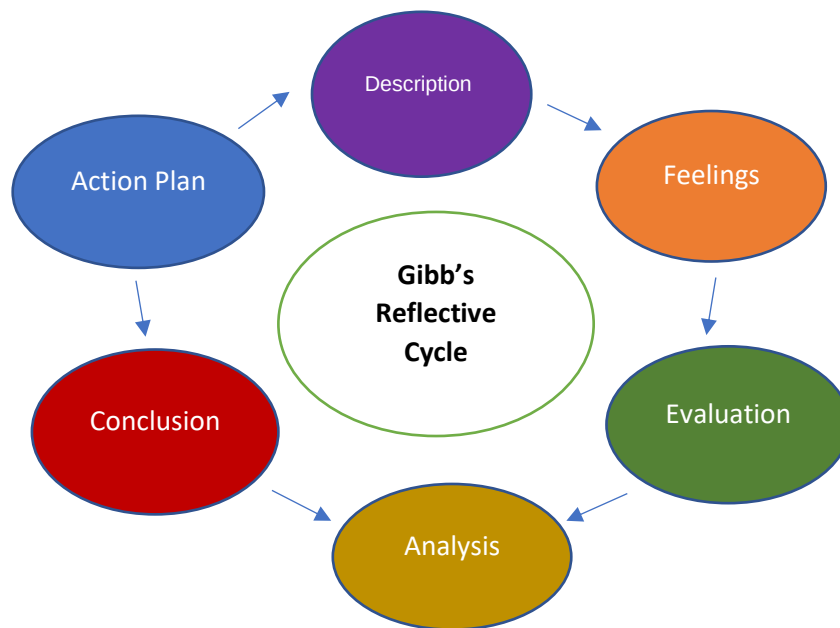


Figure 1: Gibb's Reflective Model

Reflection of “Personal and professional development topics”

Time Management

Successful “Time management” is packed with proven tips and techniques to help you time management and adopt new work practices to improve it. It includes great time-saving ideas, practical solutions and checklist, plus advice on: controlling paperwork; organizing your e-mail inbox; delegating and working with others; prioritizing to focus on key issues; getting and staying organized. (Kogan, 2013, p.196)

Time management can be identified as a plan of activities and an improvement of an effective program of a day or week, which we studied in the first week. During the lecture, we were excited because of the teacher, who talked to us about the success he had because of time management, through which one perceives common sense or a skill that must be learned. As a parent of a baby, I thought it was not possible to manage time, but after the lecture I understood how important it is when a child has a well-established schedule, especially for sleep, then parents also have time for additional activities, which demonstrates the usefulness of this topic. It can be difficult to accomplish all that must be done in a given day, week or month. There are distractions all around us, as well as new tasks popping up to bog us down. Without a strategy you will most likely find yourself overwhelmed and unproductive. (CandidCareer.com, 2014) Of course, after this lecture, having so many management tools, he follows an efficient program of activities and I can say that he has already grown. Having difficulty finishing some activities in time, now I have to set the priorities well in order to be efficient and useful both for the family and in achieving my career goals.

Paraphrasing

Paraphrasing is a possibility to be inspired by the works of experts without being suspected of plagiarism because you have the possibility to make changes, for example you use in a paraphrase exactly as many words as in the original phrase, only you change with synonyms or the tense of the verbs. Initially I was confused and even worried because it was a new topic for me. I found it difficult because there was a lot of information on paraphrasing, but at the same time useful to have academic coursework rich in content in the future. One of the most common and vital areas of coverage in second language (L2) writing instruction is writing from sources, that is, the process of reading source text material and transferring content from that reading to writing. Research as well as everyday practice in the classroom has long shown that working with source texts is one of the most challenging of all academic literacy activities for L2 writers. This is particularly true in the domain of paraphrasing, an important and yet complicated device for the treatment of source text material. While the procedures involved in paraphrasing source text material may appear simple, the enactment of those procedures is a complex and often elusive experience for L2 writers. In this article we discuss a study of two mainland Chinese students' engagement with paraphrasing in an undergraduate academic writing course, with a particular focus on their understanding of the purposes and functions of paraphrasing and how such understanding influenced their paraphrasing practices. Our results reveal a multilayered relationship between the students and paraphrasing and contribute to the paraphrasing literature by drawing greater attention to paraphrasing from students' perspectives. Students perform decontextualized paraphrasing exercises with some success. Transitioning from decontextualized exercises to authentic uses of paraphrasing is difficult. Students struggle to find any meaningful value for paraphrasing as a tool in academic writing. By writing this report I have already started to put into practice what I studied previously. Having key texts, I will work on paraphrasing and enriching knowledge based on what has already been demonstrated. Elsevier Ltd (2017-2021)

Summarizing

Summarizing is about the narration of a shortened text, the key words are established and the emphasis is placed on them in the summary. During the lecture, we were captivated by the teacher, which helped us to be cheerful and self-confident. The usefulness of this theme is the fact that you can relate a longer text in a shorter form so as not to get bored.

Academic article: Information overload occurs when decision-makers face a level of information that is greater than their information processing capacity, i.e., an overly high information load (Schroder et al. 1967; Eppler and Mengis 2004), but the phenomenon is not confined to the modern world. As Blair (2012) noted in her review article, even in the thirteenth century, scholars complained of "the key ingredients of the feeling of overload which are still with us today: 'the multitude of books, the shortness of time and the slipperiness of memory'" (Blair 2012, p. 1).

Two radical innovations supported the rapid increase in the availability of information and the decrease in information search-related costs: Gutenberg's printing innovations and the rise of information technology (IT). Before these radical innovations, the issue of information overload was limited to a wealthy and privileged elite. In particular, the rise of IT and the use of internet services have resulted in an expansion of information overload-related problems for all social ranks. In ancient and medieval times, the nobility and academics almost exclusively faced information overload-related problems, as Blair (2012) and Levitin (2014) suggested.

In order not to overload with information, we establish well the essence of a text and render it in the form of a summary. For the future, I will improve my ability to summarize in order to be productive in all the proposed activities.

Public speaking and giving presentations

At the end of the module, we were challenged to create and present to an audience of our peers and the teacher a power point presentation about a future job or a business we want to start. At first I was worried because it was a new attempt to create the presentation using academic terms and put into practice what I had studied throughout the semester, sure captivating the audience with a successful career was the most difficult because preferences differ. Being out of my comfort zone and speaking in public I was also quizzed where I didn't explicitly reproduce the information which made me more excited than I was initially, in my opinion the quiz was the hardest part , but the teacher supported every idea and she was in a good mood, which helped us overcome the fear of public speaking. Imagine you just found out you have to give a 10 minute speech in front of three hundred people next week. For most of us, this news would bring a giant wave of panic, which can be exceeded. After this presentation I feel more confident, but I am sure that I will practice these skills as much as possible to be able to give speeches in front of the public.

Conclusion

The report concluded that time management, paraphrasing, summarizing and public speaking are employability skills and major academic skills. From this study it was evaluated that time management is the beginning of a successful career, because priorities are well established and efficiency increases. The use of paraphrases improves and develops coursework because flexible academic terms are used in the same context. Both the paraphrase and the summary offer students the opportunity to improve their knowledge from truthful sources and already demonstrated factors. Public speaking is not only about the fear of standing out, but also about practicing to be successful.

Referesing

Kogan Page Ltd. 2013; Edition 3dr ed. Successful of Time Management. Alma (p.196)

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