

Task 3 LCLM4001 Academic Skills Reflective Writing Template

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Module code and title	LCLM4001
Name of Task	Task 3- Reflective Report
Lecturer	Wenli Wu
Time Allowed	2hrs 30mins
Word count	900 words +/- 10 % (excluding words already on the template)

Using the Gibbs Reflective Cycle

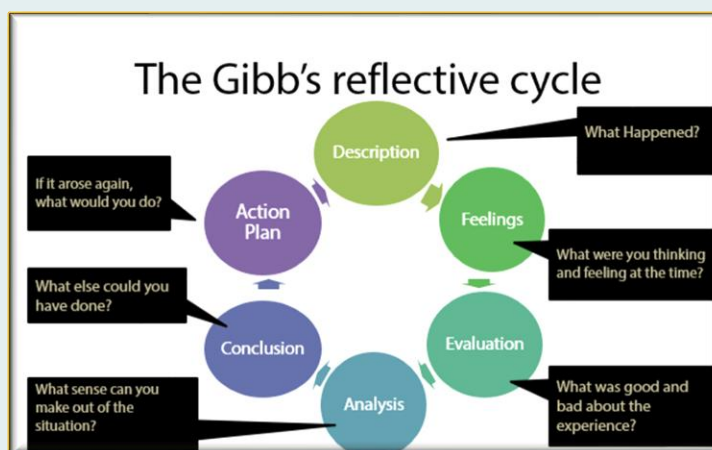
Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your writing should

focus on at least **ONE or TWO** experiences you had while studying the module.

Examples of in-class experiences you can reflect on are:

- Task 1 and Task 2
- Class activities and discussions (e.g., topics covered in class such as referencing and paraphrasing)
- Feedback received
- Skills you have developed

(The boxes will expand as you type)



Description

(What happened? Describe the experience or experiences in class that you want to reflect on)

In week five of my studies in the Certificate of Higher Education in Business Skills for the Workplace at the University of Wales

Trinity Saint David (Birmingham campus), I completed Task 1 for the Academic Skills module. I achieved a good mark, which made me feel satisfied with both my performance and the effort I had put into preparing for the assessment. This result encouraged me to reflect on my preparation, performance, and the areas where I could further develop my academic skills.

In week six, during a classroom session, I practised writing paragraphs and received feedback from my lecturer. I was informed that my paragraph read more like a list of simple sentences rather than a fully developed academic paragraph. My lecturer advised that I needed to use more formal academic language, create clearer links between ideas, and

provide deeper explanations to support my points. I was also encouraged to follow the TSCl structure more clearly when writing paragraphs.

After receiving this feedback, I worked on improving my writing skills. In class, I learned about TEEL (Topic sentence, Explanation, Evidence, Link) and PEEL (Point, Evidence, Explanation, Link) paragraph structures, which provided guidance on organising ideas logically. Additionally, I became familiar with the CRAAP test, a framework for evaluating the reliability and quality of sources. I also improved my note-taking skills by learning four different methods: tabular, diagram, Cornell, and linear methods. Previously, I had only used one simple style of note-taking. Among these methods, I found the

	diagram method most effective because it helped me understand information more clearly and visually.
Feelings <i>(What were you thinking and feeling at the time? How did you feel before / during / and after the experience?</i> <i>Did you feel overwhelmed / confident / nervous? Were you alone in feeling this way or did other students share your feelings?)</i>	Receiving a good mark for Task 1 made me feel happy and proud, as it reflected the effort I had invested in my studies. I felt confident that my preparation had been effective and that I had performed well. However, feedback on my paragraph writing brought mixed feelings. Initially, I felt slightly disappointed because I realised my writing was weaker than I had thought. I had believed my paragraphs were acceptable, but the feedback showed that they required further development. Despite this, I felt motivated because the lecturer provided clear

	guidance on how to improve. Learning about TEEL and PEEL structures boosted my confidence, as I now had a framework to structure my paragraphs effectively. I also became aware that my writing had been too informal, such as using contractions like “doesn’t,” whereas academic writing requires full forms like “does not.” Learning different note-taking methods made me feel more organised. I particularly enjoyed the diagram method, which made learning more engaging and helped me understand concepts more easily. Overall, I felt encouraged and more confident about improving my academic abilities.
Evaluation <i>(What was good and bad about the experience?)</i>	This experience had both positive and negative aspects. A positive outcome was achieving a good mark in Task 1,

demonstrating that my preparation and understanding of the material were effective. I had reviewed the course content and ensured I understood the assignment requirements.

However, a negative aspect was my weakness in paragraph writing. My paragraphs often consisted of simple, disconnected sentences, which lowered the overall quality of my work. After learning TEEL and PEEL structures, I practised writing paragraphs using these frameworks, which helped me organise my ideas clearly and support them with explanations and evidence. Consequently, my writing became more structured and easier to follow.

Another positive development was my focus on improving vocabulary. I began using synonyms

	more frequently to avoid repetition and create a more formal tone. Learning about the CRAAP test enhanced my ability to evaluate sources, an essential academic skill. Additionally, exploring different note-taking methods improved my study habits. The diagram method, in particular, helped me remember and understand information effectively. Nevertheless, I recognise that I still need to practise other methods, such as the Cornell method, to further improve my skills.
Analysis <i>(What sense can you make out of the situation?)</i> Why was the situation positive or negative? When things went well, what role did you play? When things went badly, can you explain why? Do you know how if other students felt the same as you? Why or why not?	This experience helped me understand the importance of structured writing in higher education. Academic writing requires more than expressing ideas; it demands a clear structure that guides the reader through the

argument. TEEL and PEEL frameworks are effective tools, providing a logical approach to paragraph development. Using these structures ensures that each paragraph begins with a clear topic sentence or point, followed by evidence and explanation, and ends with a linking sentence connecting it to the main argument. This improves coherence and clarity in writing. Academic writing also supports learning and thinking, helping students organise ideas and deepen understanding. Writing allows reflection and improvement through feedback, showing that it is both a communication tool and a learning mechanism (Day, 2023). This aligns with my experience of applying TEEL and PEEL structures in class and using lecturer

	feedback to improve my paragraphs. Formal language is another key aspect. Avoiding contractions and using precise vocabulary contributes to a professional tone. By expanding my vocabulary and focusing on synonyms, I improved my writing quality. Constructive feedback from my lecturer was crucial, as it highlighted areas for improvement in paragraph structure and formal language use. Many students face similar challenges in transitioning from informal to academic writing.
Conclusion <i>(What else could you have done? Or what could you have improved? What could you do differently next time)</i>	This experience has helped me improve both academic writing and study skills. Although I achieved a good mark in Task 1, feedback highlighted areas for

	improvement, particularly in paragraph structure and formal writing. Learning TEEL and PEEL structures enabled me to write more organised and developed paragraphs. Improving vocabulary and avoiding informal language also enhanced the quality of my work. Additionally, I developed new skills, including evaluating sources using the CRAAP test and employing different note-taking methods. These skills will support my future academic success. Overall, the experience allowed me to recognise my strengths while identifying areas that need continued improvement.
Action Plan <i>(Create a plan to support you in learning/developing the skills you need to improve the situation next time)</i>	To continue developing my academic skills, I have created a plan for future learning. First, I will practise paragraph writing regularly using TEEL and

	PEEL structures to improve organisation and clarity. Second, I will expand my vocabulary by learning new academic words and synonyms. Third, I will apply the CRAAP test when evaluating sources to ensure their reliability. I will also practise different note-taking methods, especially the Cornell method, to enhance study techniques, while continuing to use the diagram method that suits my learning style. Finally, I will carefully review and apply feedback from lecturers to future assignments. Following this plan will help me strengthen my academic performance and achieve better results throughout my course.
Reference list	<i>Day, T. (2023) Success in Academic Writing. London: Bloomsbury Publishing.</i>

