

Academic Skills

Task 3 - Reflective Report

Student Name: Beihan Sali

Student ID: 2336699

Module Code: LCLM4001_Academic Skill

Lecture : Peter Allen

Contents

1. Introduction	3
2. Description of Experiences	3
3. Analysis and Personal Reflection	4
4. Conclusion	5
5. References	6

1. Introduction

The Academic Skills module has been the subject of analysis for my learning journey. The main goal of this reflection involves examining how different learning experiences enhanced my academic growth. Particularly in critical thinking and academic writing and management of time as well as communication skills. This report outlines classroom practices and then analyses my abilities against obstacles. This also shows how learning from these events has developed my identity within a university-level learning environment. Academic skills create essential conditions for student success enable independent learning and promote institutional standards of integrity throughout life (Cottrell, 2019). The module has established essential groundwork that prepares me for moving toward higher-level academic learning.

2. Description of Experiences

This module provided several experiences which directly affected my academic capabilities and scholarly confidence. I learned different cognitive levels through Bloom's Taxonomy during the first session because it showed me how to progress from basic understanding to advanced evaluation and creation (Krathwohl, 2002). The concept returned often during the course when we examined critical thinking alongside essay development. During the peer review session, we reviewed each other's draft plans to assess argument structure along with clarity of presented information. My peer provided positive feedback about my writing skills. It helped me find logical ideas to understand and build my confidence.

One major educational experience involved creating a short oral presentation about the effect of social media on student performance which I prepared. The process of presentation development helps us understand professional communication and how to handle audiences within the deadline (Bryson, 2013). The instructional sessions regarding proper referencing techniques changed my understanding of the subject. Participating in real-time Harvard referencing applications showed me how frequently I depended on guessing previously. The

workshops effectively expanded my knowledge about academic honesty as well as citation methods (Neville 2016).

3. Analysis and Personal Reflection

My skills and mindset have shown noticeable progression through the experiences of this module. The process of organizing academic writing proved to be one of my strongest points. The Week 5 essay planning activity served as a breakthrough. A logical arrangement of ideas creates positive feedback and helps our peers prove our strong writing skills (Bailey, 2018). Through the writing assignment, I learned about the essential role of structure in supporting evidence in academic papers. Through using the PEEL (Point, Evidence, Explanation, Link) technique I learned during class I now create stronger targeted arguments.

The ability to handle my time effectively proved itself as one of my attributes throughout the module. The educational content in the beginning included SMART goals and time-blocking techniques. I made a study schedule and then committed to keep it as a regular practice. Achieving my work before deadlines allowed me to dedicate time to both revision and proofreading my assignments. According to Mancuso Murthy (2016), time management serves as a fundamental element in academic success this discipline helped improve my educational results as well as my mental state.

According to Andrews (2008), The educational experience in the module produced additional learning opportunities together with areas that needed improvement. I struggled with both critical reading and analysis tasks. The processing of texts into summaries occupied my focus on a deeper interpretation of content. I have examined some scholarly papers which required us to detect prejudices and determine the quality of presented arguments. The annotations demonstrated my understanding of the content but failed to demonstrate any analysis of the assumptions or alternative perspectives presented by the author. My experience helped me understand how crucial it is to develop critical thought processes. I have

learnt to implement the SQ3R method—Survey, Question, Read, Recite, Review—from the analysis of Robinson (1970).

My weakest area proved to be oral communication abilities during class presentations. When I presented my information for the presentation task my delivery speed was too fast since I lost track of my notes and experienced performance anxiety. Documents show that successful oral communication needs both assurance and directness (Andrews 2008). The presentation did not achieve the desired level of composure according to my tutor and classmates. I have learnt to improve my skills which is required to assess my rhythm alongside my vocal tone. The exercise helped me gain more awareness of my presentation abilities while showing me that I must continue refining my skills.

4. Conclusion

My academic journey gained a fundamental and transformative basis from the Academic Skills module (LCLM 4001). Through this Academic Skills course, I learned to identify my capabilities particularly my ability to organize and manage time. It also helped me improve my critical reading skills and verbal communication abilities. This module exposed me to essential concepts about academic integrity along with critical analysis abilities alongside effective communication methods. What I learned through the program will benefit me during my academic pursuit and future professional career.

References

- Andrews, R., 2008. *Re-framing literacy: Teaching and learning in English and the language arts*. London: Routledge.
- Bailey, S., 2018. *Academic writing: A handbook for international students*. 5th ed. Abingdon: Routledge.
- Bretag, T., 2016. Challenges in addressing plagiarism in education. *PLoS Medicine*, 13(12), pp.1-5.
- Bryson, C., 2013. *Understanding and developing student engagement*. Abingdon: Routledge.
- Cottrell, S., 2019. *The study skills handbook*. 5th ed. London: Macmillan International Higher Education.
- Kolb, D.A., 1984. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs: Prentice Hall.
- Krathwohl, D.R., 2002. A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), pp.212-218.
- Mancuso Murthy, S., 2016. Time management in higher education. *Journal of Learning Development in Higher Education*, (10), pp.1-15.
- Moon, J., 2008. *Critical thinking: An exploration of theory and practice*. Abingdon: Routledge.
- Neville, C., 2016. *The complete guide to referencing and avoiding plagiarism*. 2nd ed. London: Open University Press.
- Pears, R. and Shields, G., 2019. *Cite them right: The essential referencing guide*. 11th ed. London: Red Globe Press.
- Robinson, F.P., 1970. *Effective study*. New York: Harper & Row.