

Assignment Title: Academic Skills

Module Code: LM4001

Task 3: Reflective Report

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1. Introduction

The purpose of this report is to reflect on my learning journey during the Academic Skills module, focusing specifically on Task 1 (Academic Skills Quiz), Task 2 (Application of Academic Skills Exercise), and key classroom activities that contributed to my academic development. Reflection, when practised consistently, plays a vital role in enhancing self-regulation and promoting lifelong learning by enabling students to evaluate experiences and apply lessons in future contexts (Alt, Raichel and Naamati-Schneider, 2022). I recognise that reflective practice is not a casual recounting of events but a structured and deliberate approach to analysing actions, outcomes, and the thinking that underpins them (Mohamed, Rashid and Alqaryouti, 2022). This process has allowed me to identify strengths, acknowledge areas requiring improvement, and develop strategies for both academic and personal growth.

2. Description of Experiences

Task 1 assessed key academic skills, including time management, effective note-taking, academic integrity, and accurate Harvard referencing. In preparation, I reviewed my class notes, consulted a university referencing guide, and created concise revision cards for key concepts. During the quiz, I approached the questions methodically but found myself uncertain about differentiating between paraphrased and directly quoted material, as well as the correct ordering of bibliographic elements in certain reference formats.

Task 2 required me to take structured notes from a short text, paraphrase individual sentences, and compose a coherent paragraph in line with academic writing conventions. I opted for the Cornell note-taking method to separate key ideas from supporting details. My paraphrasing strategy involved changing sentence structure and adjusting the focus while maintaining the original meaning. The paragraph drafting stage emphasised the integration of evidence and the correct use of in-text citations.

In one classroom activity, we engaged in small-group critiques of paragraph drafts, where each student received feedback from peers and the lecturer. Such active, participatory methods helped transform theoretical skills into practical habits by encouraging deeper engagement with the learning process (Colomer, Serra, Cañabate and Bubnys, 2020).

Throughout the module, feedback came from two sources: personalised comments from the lecturer and peers, and analytics-based tools such as Turnitin originality reports. The combination of these forms of feedback enhanced my awareness of potential weaknesses in my writing and guided targeted improvements (Suraworachet, Zhou and Cukurova, 2023).

3. Analysis and Personal Reflection

3.1 What went well and what did not

In Task 1, I managed my time evenly across the quiz, completing all questions without rushing. However, I did not leave enough time for a final review, which resulted in avoidable referencing errors. In Task 2, I improved by allocating fixed time blocks for each stage and reserving a brief period for checking, a practice reinforced by the module's use of short, repeatable tasks that encouraged habit formation (Daff, Tame and Sands, 2024).

My note-taking was effective in capturing main ideas, particularly when using the Cornell method, but I occasionally recorded too many verbatim phrases. This slowed my paraphrasing process and risked unintentional plagiarism. One challenging paraphrase required me to restructure the sentence entirely and shift the emphasis, which resulted in a clearer and more original expression.

In terms of academic writing, my paragraph structure improved through the consistent use of topic sentences and logical progression. Nonetheless, some paragraphs initially lacked transitional phrases, and I occasionally omitted signalling language to introduce evidence. In referencing, I corrected errors such as missing italics and misordered elements by cross-checking against the official Harvard guide.

3.2 What I learned

Through consistent practice, I discovered that short, regular reflections enabled me to recognise patterns in my academic habits, such as underestimating the time needed for proofreading (Sudirman et al., 2024). This awareness allowed me to make intentional adjustments before subsequent tasks.

I also learned to move beyond describing events to critically evaluating decisions and their outcomes. By applying guiding principles of structured reflection, I was able to identify specific changes to improve my performance in future tasks (Harvey et al., 2025). For example, after noting

that my paraphrasing was overly close to the source, I implemented a strategy of drafting paraphrases without directly looking at the original text before verifying accuracy.

Collaboration was another key learning area. During one group writing activity, a planned mid-session reflection allowed us to clarify our roles, align our writing style, and ensure consistency in citations. This pause not only improved the final product but also demonstrated how scheduled reflection can enhance team coordination and productivity (Schürmann, Bodemer and Marquardt, 2025). These experiences reinforced the value of both individual and collaborative reflection in improving academic outputs.

3.3 Strengths and areas for improvement

One of my strengths in this module was active participation, both in whole-class discussions and smaller group work. I consistently sought clarification when uncertain and applied feedback quickly to my work. I also demonstrated adaptability in adopting new note-taking and paraphrasing techniques.

However, I recognise areas for improvement. I need to refine my paraphrasing skills when dealing with complex theoretical material, ensure I allocate sufficient time for proofreading, and maintain precision in Harvard referencing—particularly regarding author order, year placement, and punctuation. The integration of human feedback with analytics-based insights pushed me to engage more deeply with revisions and strengthened my attention to detail.

3.4 Personal growth and professional relevance

The module has equipped me with transferable skills that extend beyond academic work. I have adopted a cycle of planning, executing, reflecting, and implementing one concrete adjustment, a process that is equally valuable in professional contexts where continuous improvement is essential (Barr, Nabi and Andrei, 2025). Looking ahead, I plan to conduct a brief weekly review session structured around three headings: evidence of progress, obstacles encountered, and one actionable change for the following week.

4. Conclusion

This module has strengthened my ability to manage time effectively, capture and organise information through proposition-focused note-taking, paraphrase with meaning-led strategies, and

apply Harvard referencing with greater accuracy. These developments have increased my confidence in approaching academic tasks and prepared me to anticipate potential challenges in future assignments.

The process has also introduced me to anticipatory reflection, a practice that bridges learning with the ability to respond proactively to new situations (Glaister and Gold, 2022). To maintain and extend these gains, I will implement a referencing checklist for every assignment and continue short, structured reflective reviews to embed improvement as an ongoing process.

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