



LCLM 4001

Task 3 - Reflective report

Student name: Salomea Dragusin

Id number: 2438370

Table of Contents

Introduction	3
Description of Experiences.....	3
Analysis and Personal Reflection.....	4
Conclusion	6
References.....	7

Introduction

This reflective report critically analyses my transformational learning experience via the Academic Skills module with respect to critical experiences that have developed my ideas of higher education substantially. This reflection should help to measure my progress in the significant academic areas such as note-taking, research skills, and critical thinking and define the areas that I still need to develop. As stressed by Moon (2013), reflection causes a change of experiences into learning, which is why this process is critical to my academic growth. These experiences will not just teach me important lessons during this module and have values that are deeper than what this module offers; it lays the foundation of my skills-building, which will be critical to my success in all other modules of my Certificate in Higher Education Business Skills in the Workplace and my professional pursuits in general.

Description of Experiences

Note-taking Evolution Through Practice

In the note-taking session of Week 2, I still took my usual approach to listening to the podcast with BBC and trying to write everything down. This was not effective when making efforts to answer certain questions posed on the names of the speakers and chief motivation hints. The more systematic alternatives that followed, such as the Cornell Notes system and diagram formats, allowed reinforcing the understanding rather than transcribing notes. I was able to apply these methods in the Week 7 practical assessment (Task 2) successfully and show that my note-taking skills had improved, as I had stopped scribbling aimlessly and begun to organise and purposefully take notes.

Research Skills Transformation

My attitude towards the evaluation of information has changed essentially after the research skills session. In the beginning, I used Google searches and Wikipedia with blind faith in obtaining the information. This activity of learning the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose) created a much-needed system of source evaluation. In the activity aimed at searching sources on the topic of the most effective way to motivate staff, I have found out the distinction between the trustworthy

scholarly sources and the unreliable ones. This solved my ignorance of the credibility of sources that I had before and exposed me to the library materials and databases available at UWTSD.

Collaborative Learning Insights

During group discussions within the module, there were differences in how students approached learning. That about activity 2, where we talked about making the best learning environments, was quite memorable. The listening skill, as I heard other classmates opinions on time management and strategies of studying, posed challenges to my assumptions on effective learning approaches. The manner in which the peer interactions took place in the course of CRAAP test activities showed how collaborative learning may promote individual learning with the help of collective insights and different experiences.

Analysis and Personal Reflection

Critical Analysis of Learning Process

Much of my learning experience tallies with the experiential learning cycle put forth by Kolb (1984) as concrete experience, reflective observation, abstract conceptualisation and active experimentation. For instance, during the note-taking exercise, I experienced the concrete challenge of capturing information (concrete experience), reflected on why my method failed (reflective observation), learned about structured note-taking systems (abstract conceptualization), and successfully applied Cornell Notes in subsequent sessions (active experimentation). This cyclical process transformed my understanding from surface-level awareness to deep, applicable knowledge.

Gibbs' (1988) reflective cycle further illuminates my development, particularly the evaluation and analysis stages. Initially, I felt overwhelmed by academic expectations, but systematic reflection on each learning experience enabled me to identify specific areas for improvement and develop targeted strategies for enhancement. The module's emphasis on reflection as a learning tool itself became meta-cognitive, teaching me how to learn more effectively.

Strengths Identification and Evidence

Through this module, I have identified several key strengths that emerged through practical application. My time management skills developed significantly, evidenced by consistent punctual attendance and thorough preparation for each session. During Task 1, my foundational knowledge of academic concepts enabled me to answer quiz questions with reasonable confidence, scoring well on topics including time management and basic referencing principles.

My research capabilities showed marked improvement, particularly in source evaluation. Ryan (2013) suggests that information literacy develops through practice and reflection, which accurately describes my journey from accepting any online source to systematically evaluating credibility using the CRAAP framework. The fact that I found some relevant business sources, such as CMI publications and government reports, proves that I am becoming more competent in terms of discipline-specific research.

Active participation in classroom discussions revealed my developing critical thinking skills. Cottrell (2017) emphasizes that critical thinking involves questioning assumptions and evaluating evidence, which I demonstrated during debates about reliable versus unreliable sources and discussions about effective learning environments.

Areas for Improvement and Action Plans

Despite these developments, several areas require continued attention. My academic writing skills, while improving, still need refinement to meet higher education standards. Moon (2013) notes that academic writing develops through practice and feedback, highlighting the importance of continued effort in this area. I plan to utilize the university's writing support services and practice regular academic writing exercises to strengthen this competency.

Critical analysis remains challenging, particularly moving beyond description to deeper evaluation. Brookfield (2017) emphasizes that critical thinking requires sustained practice and conscious effort to question underlying assumptions. To address this, I will engage more actively with academic literature, practice analyzing arguments from multiple perspectives, and seek feedback on my analytical writing.

Digital literacy, particularly using online databases and academic search engines, requires development. While I have learned basic navigation of the UWTSD library system, I need greater confidence in using advanced search functions and specialized

business databases. I plan to attend additional library training sessions and practice regular database searches to build these skills.

Impact on Personal and Academic Development

This module has catalyzed a fundamental shift in my identity as a learner. Previously, I approached education passively, accepting information without question. Now, I actively engage with material, evaluate sources critically, and reflect consciously on my learning processes. This transformation outlined by Biggs and Tang (2011) involves the transition to deep learning techniques that are aimed at pursuing meaning and drawing connections in order to learn and not memorise the information.

The research skills easily influenced my certainty towards pursuing the academic work. Learning ways of locating, assessing and drawing upon academic sources has made the process of research less mystified and has equipped them with means of approaching future assignments with an even higher degree of confidence. Such a competence will be very essential in all of my programme modules as well as in my future work life.

Conclusion

The module of academic skills has completely altered my study and interaction pattern with academia. The well-structured acquisition of note-taking, research skills and critical thinking has made me ready to cope with intellectual challenges in my post-high education and also provided me with confidence to succeed in my academics. The main shifts are that the passive reception of the information was replaced by critical consideration, the systems of organised work on the learning tasks were acquired, and understanding of the reflection as a force of endless improvement.

The effects of the module not only encompass academic skills but also personal growth, as it created self-consciousness regarding my learning orientation and approaches to improving my shortcomings. The competencies that I am acquiring by completing this certificate program will help me develop and respond to the changes in the future as I continue to explore more career opportunities. Above all, I have learnt to appreciate lifelong learning in the sense that the skills gained here are not the starting point but just the commencement of my education.

References

Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University*. 4th edn. Maidenhead: Open University Press.

Brookfield, S.D. (2017) *Becoming a Critically Reflective Teacher*. 2nd edn. San Francisco: Jossey-Bass.

Cottrell, S. (2017) *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. 3rd edn. London: Palgrave Macmillan.

Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit.

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice-Hall.

Moon, J.A. (2013) *Reflection in Learning and Professional Development*. London: Routledge.

Ryan, J. (2013) *Cross Cultural Teaching and Learning for Home and International Students*. London: Routledge.