

UNIVERSITY OF WALES TRINITY SAINTS DAVID

REPORT

ACADEMIC SKILLS (LCLM4001_LON)

TIME MANAGEMENT- NOTE TAKING

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1. Introduction

This report aims to recount my personal perspective of learning during the Academic Skills module especially in management of time and note-taking. The two topics are critical towards handling a lot of work in professional and educational life. By analysing classroom exercises, like the Eisenhower Matrix activity and the exercises related to Cornell Notes, I learned about some of the strategies that could help achieve better results in the form of productivity, comprehension, and memory. When looking back at the experiences, it is possible to note that they not only enabled me to maximize my learning outcomes by advancing my study strategies but also allowed me to become more self-aware and better prepare to meet the challenges related to academic work by being more strategic.

2. Description of experiences

Specific experiences from the module

Various methods of time management, note-taking strategies, have been discussed during the module and became significant components of my study methods. According to Bartlett et al., (2021), time management is needed to manage educational tasks evidently and it can be regarded as a key quality of a student. During the session on time management, I was introduced to frameworks like the Eisenhower Matrix, the 4-D Strategy, and the Pomodoro Technique, which emphasised the importance and contribution of prioritisation and structure on study-related productivity and decrease in stress levels.

Likewise, the note-taking module provided me with different tools such as mind maps, linear notes, and Cornell Notes which allowed me to discover that note-taking is not all about taking down as many things as possible but rather about organising and making sense of the data (Week 2a, 2025). All this influenced my attitude towards academic work.

Key classroom event that has an impact on the learning

week and by classifying those things as urgent, important and deferrable I became aware of how I have in the A main classroom experience that was influential to my learning was the Eisenhower Matrix experience in time management lesson. According to the matrix, prioritizing tasks is a smart tool that can be used in order to schedule tasks in

accordance with importance and urgency (Sofijanov et al., 2024). I have just had a list of things I should/need to complete in the next past mistaken a sense of urgency on the part of a task. This activity made it clear to me that I had too much time on the activities that do not provide value and delay the study work. Likewise, when taking notes in the note-taking course, by writing Cornell Notes when listening, it was easier to summarize and organise the important information on paper. The two events increased my level of self awareness and provided practical means to manage workload and enhance retention.

3. Analysis and personal reflection

- Evaluation of experiences (what went well and what went poorly)

Considering time management and note-taking and module sessions, it can be observed that it has helped me understand my own academic habits and the development of certain character traits. Both classes helped me to understand my weaknesses regarding these areas provided me tips on how to enhance my studying. This reflection assesses what worked and what did not work with respect to time management and note taking and helped me to understand how I should manage time and take notes in the future for ensuring my educational and professional progress.

Experiences and learning from it

I found the session on time management especially useful as I was able to see some of my flaw within my work to time duties. As per Kalra et al., (2021), in professional life and in the competitive job market, having time management skill for any role of job is considerably important. The Eisenhower Matrix exercise was positive because it forced me to be more reasonable about prioritizing tasks, instead of viewing all of them as equally-important. It also taught me that I tend to use precious study time on things that are not essential and as a result, this caused me stress before the deadlines. However, on one hand, I can say that I had a hard time initially learning the Pomodoro Technique since I could not concentrate on such short bursts of study without extending the study time. Although it was good in keeping me energized, I had to change to accommodate control of changes in stopping and resuming.

During the note-taking session, I was able to explore various techniques which included Cornell Notes and mind mapping. Mind mapping can be regarded as a key aspect of learning new things (Kusumayanthi and Malik, 2022). I have discovered that in the case of fast-paced lectures I would be tempted to copy too many things rather than process information. This is definitely a great learning factor. However, this could compromise the quality of my notes sometimes because they were not structured and had no particular meaning. Hence, I have to be more conscious in lectures that would help me in taking short notes on it and at the same time processing it in mind can also be possible through mind mapping.

How the experiences contributed to the understanding of the module

Based on the experience of these modules, I learned that effective time management is not about a schedule, but about making crucial decisions on what is important. This strategy made me realize that delegating or downgrading certain tasks which are considered less important is not a sign of failure but are rather a way of saving some energy in performing other higher value tasks.

Likewise, my experience of using structured note-taking made me realize that notes are not only a memory device but a form of learning, which determines the understanding of information. By reading, reorganising, comparing and summarising the information I was able to immerse much more into the material.

These experiences were complemented to add to my understanding of the message of the core of the module which includes the need to employ active strategies rather than passive habits to successful academics. Management of time techniques is the way in which managing competing demand and reducing stress through making decisions is needed to be demonstrated (Khan, 2023).

Meanwhile, the note-taking strategies made it clear to me how the learning style of mine can be aligned with the effective strategies that would not entail rote memorisation but a better level of comprehension. Both regions were able to show that skills development is directly associated to both long-term success and academic performance.

Strengths and areas for improvement related to the module

One of the strengths that I identify is that I easily adapt upon being exposed to a new way of doing something. Such as when studying Cornell Notes, it took a single practice to be able to utilize the structure later. In the same vein, I can identify self-awareness as a strong point of mine. For emotional and social well-being of students, Self-awareness is needed (Dubey, 2024). Throughout the activities of time management, I have been able to be aware of all of my abilities and disabilities regarding the process.

Nonetheless, I also came up with areas of improvement. I should establish consistency to practice any new and fruitful habit as I have a tendency to go back to old habits when I get stressed. Also, I will have to learn to filter the important notes in lectures instead of trying to capture all information. This must take practice and more confidence in the judgement of what is of the utmost importance.

Reflection on personal growth and development as a student of this program

These experiences have become rather instrumental to my own personal development as a learner. They urged me to have more control of my own learning and I learn that, being academically successful was not only a matter of being smart, but being strategic, disciplined and self-reflective about my studies. The module informed me that I can become a better worker not only in the sense of putting more effort but in terms of being smart about it. I now feel more ready to handle the requirements of the programme by doing proper planning and effective study skills. This knowledge has also boosted my confidence since I realise that I am capable of altering my unhealthy habits and replacing them with well-being- and academic success-supporting strategies.

4. Conclusion

This report has been a reflective piece where I have written my experience regarding the learning of time management and note taking in order to achieve academic success. Practices, including Eisenhower Matrix, Pomodoro Technique and Cornell Notes allowed me to better plan and focus on the most important things and memorise information in a better way.

The analysis of these experiences revealed both strengths, such as adaptability, and a weakness, such as consistency and filtering of key ideas. In sum, the module has been of benefit during my learning experience in that it made me more self-aware, helping alleviate the stress I felt previously and improve my productivity.

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