

Task 3 LCLM4001 Academic Skills Reflective Writing Template

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Module code and title	LCL4001
Name of Task	Task 3- Reflective Report
Lecturer	Academic Skills
Time Allowed	2hrs 30mins
Word count	900 words +/- 10 % (excluding words already on the template)

Using the Gibbs Reflective Cycle

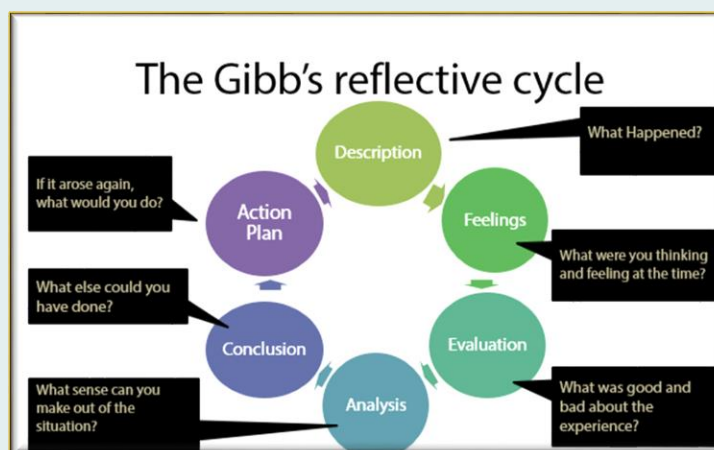
Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your writing should

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)

During an academic skill session, completed task 1, which focused on paraphrasing and referencing. The task required me to rewrite a given text in my own words while maintaining the original meaning and applying correct citation techniques. I initially attempt the task independently but later received feedback

	from my tutor, who highlighted weaknesses in my paraphrasing and referencing style.
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>	At the beginning, I felt relatively confident, as I believed paraphrasing was a simple process. However, as I progressed, I began to feel uncertain and overwhelmed, particularly due to the risk of unintentional plagiarism. After receiving feedback, I felt slightly discouraged but also motivated to improve. Observing that other students experienced similar difficulties reassured me that this was a common challenge.
Evaluation <i>(What was good and bad about the experience?)</i>	One positive aspect of this experience was the opportunity to develop essential academic writing skills, particularly in relation to referencing and avoiding plagiarism. The tutor's feedback was constructive and provided clear guidance for improvement. However, a negative aspect was my limited understanding effective paraphrasing techniques, which impacted the quality of my work.
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 highlighted that paraphrasing is a complex skill that requires both comprehension and the ability to rephrase ideas accurately. My difficulty stemmed from relying too heavily on the original text rather than fully processing its meaning. When I performed well, it was because I focussed on my understanding the content before rewriting it. Conversely, my weaker attempts occurred when I rushed the task. The fact that other students faced similar issues suggests that this is a common developmental stage in academic writing both an expression of your thinking and a vehicle for helping you to think. When writing an essay or preparing a practical

	report and encourages you to see seek answer and deepen your understanding.
Conclusion <i>(What else could you have done? Or what could you have improved? What could you do differently next time)</i>	In hindsight, I could have improved my performance by taking more time to understand the source material and by applying structured paraphrasing strategies. Additionally seeking clarification from the tutor during the session would have helped address my uncertainties earlier.
Action Plan <i>(Create a plan to support you in learning/ developing the skills you need to improve the situation next time)</i>	To improve my academic writing skills in the future, I will Practice paraphrasing regularly using academic texts.
Reference list	