



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Task 3: Reflection, Evaluation, and Analysis of Academic Skills Module

Student Name: Galya Georgieva

Student ID: 2428902

Module Code: LCLM4001

Module: Academic Skills

Lecturer: Sylvia Hoffmann

Table of Contents

1 Introduction	3
2 Description of Experiences	3
3 Personal Reflection	4
3.1 Evaluation	4
3.2 Analysis	4
4 Conclusion	5
References	6

1 Introduction

Reflection on teaching is critical for teaching professionals to improve their performance. The concept of reflection was introduced to the teaching process in the twentieth century by Dewey. The term reflection is described as constructive self-criticism of someone's actions with a view to improvement. (SMITH, 1994).

Reflective practice is used by teaching professionals development tool when looking back on their teaching performance. This process transforms their thinking into an innovative action and improvement of their future performance. (Lefebvre, 2023)

The purpose of this report is to provide personal reflection and experience on the Academic Skills module. This report will provide a brief analysis and evaluation of my overall performance in this module. Initially, a description of my experience will be provided, followed by personal reflection on the Tasks' performances and class experience, which includes evaluation and analysis of some skills, what went well, and what went wrong. At the end, the report will be wrapped up by a general conclusion and final thoughts.

2 Description of Experiences

One of the most important topics for me personally is Time management, and I am very happy that this skill was introduced very early in this module, right in the beginning at Week 1. As a first-time student and English as a second language, this skill modified a lot the entire studying strategy for me, not only for this module, but from now on in general. As a busy professional, efficiency and work-life balance are extremely important, together with low stress and efficient study time.

Writing a Paragraph, for me personally, was a very fundamental skill in terms of my first steps in Academic writing, Unfortunately, I found it very challenging in the short time until Week 7-Task 2 to get used to the basics of a good paragraph structure. Good Paragraph structure usually, but not always, starts with a topic sentence, followed by a couple of supporting sentences that provide additional information, and finishes with a summary. (Bailey, 2015). Paragraphs are known as building blocks of Academic writing, and good organisation is extremely important. For me was critical to learn the basics of a good structure, which provides a better understanding to the reader and creates flow in the text structure and follows the arguments clearly.

Finally, summarizing came to me as a logical ending of the writing process. Usually, it is used to describe the main features of the subject. (Bailey, 2015). In my academic writing experience, it is very

important to be able to highlight a large portion of text, or when presenting ideas or points collected from research. (Hoffmann, 2025)

3 Personal Reflection

3.1 Evaluation

For this module, I achieved 100% attendance, which allowed me to interact with the lecturer and my colleagues on each of the related topics. As the first module in my education, this provided me with the confidence and courage to participate in class discussions. Time management resonated most with my everyday life. As a busy professional and current student, this topic opened my eyes to the benefits of proper time scheduling and its impact on my student performance. However, I found Task 1 very stressful; as my first task ever, I was quite nervous, and a lack of confidence played a significant role during the exercise, leading to a less favourable outcome in this first assessment. As the module progressed, I began to build more confidence and approached the next tasks with a positive outlook. The class discussions and group exercises significantly contributed to my performance, allowing me more time to think and disseminate the information presented.

Generally, I find all written tasks quite difficult, but this is a fundamental part of the entire education, so overall, after this module, I have a better understanding of the basics and the minimum requirements for a well-written report, which I am looking to prove in my final assessment.

3.2 Analysis

Through this module, my initial concern was my ability to grasp the essence of each section and have sufficient time to assimilate and effectively apply the specific steps we learned each week. Research conducted by Temel et al. suggested that introverts feel much more anxiety during the educational process, especially during exams (Temel Alper Karşlı, 2010). As a slight introvert, I was also worried about my group participation in class, but to address this, I managed to create a close circle of friends with whom I can frequently collaborate without feeling pressured. As a busy professional, I worried that I would not have enough time for self-study to practice and apply the skills we were learning. However, over time, my worries began to diminish, thanks to the module's clear structure, the relaxed classroom environment, and the opportunity to engage in multiple discussions, particularly the individual activities. A clear example of this was my experience with the first task and the approach I

took in the second. In the future, if I need to improve something or repeat the course, I would focus on my strengths, establish boundaries with colleagues early on, and seek more support whenever possible.

Secondly, English is my second language, which created some discomfort and doubt regarding the correctness of my grammar and vocabulary. Even during the early weeks of the module, I felt a bit shy and often thought twice before speaking up. This uncertainty acted as a barrier for me, especially when I had to participate in discussions with the lecturer. In the first few weeks, the emphasis was more on verbal participation in class, while in the later weeks, the focus shifted more toward writing skills and grammar. I found it quite difficult to paraphrase and summarize due to my level and the variety of my vocabulary, which made completing my tasks challenging. Although some research suggests that bilingual students usually outperform their monolingual classmates (Natsuki Atagi, 2023), I still find it difficult to express myself correctly, particularly on specific topics that require professional vocabulary. However, improving this will require a lot of practice and self-improvement until I manage to elevate my vocabulary to my desired level.

4 Conclusion

In conclusion, the Academic Skills module helped me build fundamental skills in academic writing, note-taking, and time management. These skills will be a key factor in my future education, and perfecting them will save me time and reduce stress as I complete the rest of the modules successfully. Continuous practice and improvement of my academic skills will help me build more confidence and participate better in class activities, along with producing good written assignments. I view this module as a continuous improvement skill set that will successfully carry me to the end of my education.

References

- Bailey, S., 2015. *Academic Writing A Handbook for International Students*. 4th ed. London: Routledge.
- Cottrell, S., 2019. *The Study Skills*. 5th ed. London: Red Globe Press.
- Hoffmann, S., 2025. *LCLM4001 Academic Skills (ACS) Summarising*. London: University of Wales.
- Hoffmann, S., 2025. *LCLM4001 Academic Skills (ACS) Time Management*. London: University of Wales.
- Hoffmann, S., 2025. *LCLM4001 Academic Skills (ACS) Writing paragraphs*. London: University of Wales.
- Lefebvre, J., 2023. Reflection on teaching action and student learning. *Teaching and Teacher Education* .
- Natsuki Atagi, C. M. S., 2023. Monolingual and bilingual children's performance on arithmetic fluency varies by language fluency. *Journal of Experimental Child Psychology*, Volume 233.
- SMITH, N. H. a. D., 1994. REFLECTION IN TEACHER EDUCATION: towards definition and implementation. *Teaching & Teacher Education*, 11(1), pp. 33-49.
- Temel Alper Karşlı, İ. A., 2010. elationship among introvertism - extrovertism, narcissistic developmental line, locus of control and level of trait and state anxiety in a Turkish adolescent population preparing for university entrance exam. *Procedia - Social and Behavioral Sciences*, 2(2), pp. 787-791.