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ASSIGNMENT TITLE: Task 3 Reflective Report 1000 words.

COURSE CODE: LCLM4001-Academic Skills

LECTURER'S NAME: Daniel Jenkin-Smith

According to Shockley et al., (2016), to gain career success, one must be dedicated to personal development by attaining knowledge and skills. While I employ the use of the ERA Model to provide an analytical reflection of my academic journey, I ponder on how uncertain it was for me to go back to school. I was scared of what the school system entailed, as it had been years since I had been within the four walls of school. I carefully analyzed my decision and was persuaded that with the help of God, knowledge and grit I can build a successful career.

Gaining admission to study Higher Education Business Skills for the Workplace at the University of Wales Trinity Saint David was less challenging and more motivating. I discovered that not everyone has their journey all figured out, and they also took bold steps as I have done. As I reflect on my journey studying academic skills, I am very elated at how much knowledge I have acquired in a few weeks, thanks to my excellent lecturer Daniel Jenkin-Smith who not only taught with passion but also made my journey less stressful and seamless. I can vividly remember our introduction to the academic course, the shared experiences, general rules, and guidelines to access our courses. Over the week, I have gained robust knowledge in time management, researching, critical thinking, digital skills, reading, note-taking, referencing, and presentations.

Last week was wholly centered on academic reflection models, of which I preferred the ERA Model categorized into Experience, Reflection, and Action.

Time management taught me to consciously plan and carefully allocate my time to various tasks to produce maximum productivity and results—a skill I now use in my everyday life. I learned, through the lens of Moore et al. (2010), about the time management challenges faced by students, and I have replaced procrastination with the 'do-it-now' mentality. I learned to use methodologies such as SMART Goals and the 4D strategies to achieve my goals. I now create a to-do list, which has been very resourceful for me. By the end of the second week, I had learned how to navigate and assess specifications. I now know how to write a good assignment within the academic framework. I have acquired knowledge of the differences between essays and reports, and how to make individual and group presentations. The use of case studies to create scenarios and situations has further helped me to understand our course well. While I became more interested in obtaining scholarly resources from the school library and the internet, I learned how to conduct research, source information, and deploy it for use.

Our third week's lecture on using CRAAP tests to evaluate the suitability of sources through the quality of their currency, relevance, authority, accuracy, and purpose was very interesting. The topic 'Reading and Taking Notes' really stood out for me, as it has inspired me to become a better writer and a great listener. I have learnt that studying is a rigorous task and I have to carefully plan where, how and when to study (Burns and Sinfield, 2016). The S³R technique of Surveying, Skimming, and Reading is now a habit I practice. I learned the importance of taking notes and have become more effective by applying this skill personally in my daily life, as I write more in

my notepad when studying a course or sourcing information online. The topic 'Referencing' was quite challenging for me at the beginning, but with more practice, I have learned to cite and prepare reference lists by meticulously arranging the names of authors and applying the Harvard style of referencing for academic and professional writing. Understanding the importance of referencing others' ideas, works, and images, I have learned to give credit to authors for their contributions. I have also learned about various forms of academic misconduct, such as plagiarism and deliberate or contract cheating. Furthermore, by studying the references at the end of each module coursework, I better understood how to make appropriate references to borrowed sources.

Week 5's topic was centered on paragraphing. It reminded me of my primary school days when we wrote informal and formal letters using paragraphs. This topic was easy to understand and implement. I learned to use the PEEL structure (Point, Evidence, Explanation, and Link) to arrange paragraphs. I enjoyed the topic 'Paraphrasing' because it helped me to utilize others' work without copying them word for word. This technique helps me avoid plagiarism and academic theft. In recent weeks, I learned how to carefully identify academic writing through a clear demonstration of structure, formality, and conciseness, devoid of slang, jargon, and emotion. I have learned that research is the hallmark of academic work. I also learned about the use of Turnitin to prevent plagiarism. The importance of signposting was also clearly explained to us, and I learned about how to structure my essays using the Hamburger model of introduction, body, and conclusion. This robust course 'Academic Skills' has not only improved my knowledge of academic work but has also helped me to develop critical thinking and problem-solving abilities, which are essential in making decisions and navigating complex situations.

I aim to employ the effective communication skills I have learned in my career after this. In my pursuit of success in my career, communication skills are essential to building relationships and collaborating with people. I can now make decisions and identify patterns by conducting research and drawing conclusions. By employing time management skills, I have developed strong work ethics to achieve goals and meet deadlines. These skills, all combined, will greatly improve my employability. I am very grateful that I began this journey, as I look forward to seeking support from my mentors and setting clear goals on writing applications to organizations.

REFERENCES

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