

Module Code: LCLM 4001

Module Title: Academic Skills

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Introduction

Reflection is an important feature of higher education learning as it permits students to critically evaluate their experiences and define the factors for better improvement. This report aims to identify what I have learnt throughout the Academic Skills module. I will discuss three important skills: note taking, paraphrasing, and time management, illustrated with selected tasks, such as Task 1, Task 2, and class discussions. In that sense, these skills were vital in my academic development as I became a far more confident and organised learner. This report will detail what I have done reading through the content of the module, learning from the module content, and how this has enabled me to progress both personally and academically.

Description of Experiences

Through this module, I participated in several classroom activities from which I learnt a lot about what constitutes academic expectations at the university level. In Week 2, we developed one of the first skills, note-taking. The act of effective note-taking helps students remember material as well as review and revise it. Then, in a short lecture, we would look for key points and summarize them ourselves. It served as a reminder to me that I tended to write too much, to go the extra mile to copy whole sentences rather than to put in effort to summarise (Morehead et al., 2019).

Other things I found difficult to handle were academic writing and paraphrasing in Week 4. The paraphrasing skills involve converting the information from the source into English words, but maintaining the same meaning. In Task 1, we were asked to paraphrase short academic texts, however, I was caught off guard because I could not restructure a sentence without changing the meaning too much. This was a facilitating task that made me understand the difference between paraphrasing and quoting, from summing up.

Week 6, for instance, on reflective writing, was another useful class since it taught us to write critically and with a structural perspective. I also had group discussions and peer feedback periods to help me get new perspectives on and build confidence with presenting ideas.

Analysis and Personal Reflection

Evaluation

Parts of the module were done well for me, such as note-taking and group discussion. The key points of this can be quickly jotted down in class when presented with a class lecture on referencing styles and used at a later date to finish Task 2 effectively. I got the feeling of improvement because a few weeks earlier, I was struggling to tell what information was relevant. For a flexible note-taking structure, the Cornell method was very useful (Fang et al., 2022).

It was more difficult for me to paraphrase and manage time. For instance, in Task 1, I spent too much time rewriting sentences and ended up submitting the work right before the deadline. I knew the reason behind paraphrasing, yet I stuck too close to the original wording or changed the meaning unintentionally. This affected my confidence in academic writing.

I mostly had positive group discussions, except when I was unsure of an answer, and I was a little hesitant to speak out. However, listening to others helped rid me of other ways of approaching the same problem so that I could better come to understand the problem.

Analysis

Observation: Looking back on these experiences, I think my strengths include my capacity for observing and learning from others, and the growing skill, or I can say the ability to say no, is my strong observation. and I think I present myself well during interviews. Structured note-taking leads to improved active listening and learning efficiency, which I did as well. And as I used bullets and keywords, I could easily recall lecture content, and the completion of assignments became much simpler (Escolano-Pérez et al., 2017).

Paraphrasing: They are still lacking in the area of paraphrasing (Na and Nhat Chi Mai, 2017). Paraphrasing is difficult for many students because they fear losing the original meaning when paraphrasing, hence feeling unconfident. This resonates with me. There were times when I wanted to forget the original text and rely too heavily on what I wrote. Feedback on Task 1 stated that certain paraphrased sentences were too similar to those of the source.

Time management: In this time management, I found myself procrastinating before doing a task, particularly when I did not know how to proceed with it. It resulted in additional late work and stress. Hence, to improve on this, I have started using online tools like Google Calendar and Trello that break a task down to smaller steps and set personal deadlines. They have reduced my workload and my anxiety (Gayef, Tapan, and Sur, 2017).

Group discussions: Yet another learning moment was through group discussions, where we all gave feedback on reflective writing samples shared by all. Reading these sessions made me think more carefully and respond more broadly and structured. It also showed me how to receive and give constructive criticism properly. Collaborative learning encourages critical thinking and allows students to hear and examine a variety of viewpoints, and this is something I knew firsthand in these discussions (Bohari, 2020).

Self-reflection: Through this module, I finally learned the importance of self-reflection. Writing has helped me to understand what I learn best. I have also realized that the route to academic

success can be seen as much in understanding the contents as much about developing habits related to time management, critical thinking, and organisation (Yusuff, 2015).

Conclusion

My university student development has been significantly contributed to by the Academic Skills module. I not only improved my note-taking ability but also gained awareness about my difficulties with paraphrasing and also on how to manage time accordingly. Apart from that, I believe that module has also aided me in being a more reflective learner and shown the importance of planning, participation, and self-awareness in academic success. I've learned all of this, and I will continue to improve my writing work for my academic work as well as improve in time management and add to my strengths! This set the foundation for my future study.

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