

## Reflective report

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                                                                                                                                                                                                                                                 |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student name:</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Student ID number:</b>                                       |                                                                                                                                                                                                                                                 |
| <b>Programme:</b>           | Certificate of Higher Education in Business Skills for the Workplace                                                                                                                                                                                                                                                                                                                                                             |                                                                 |                                                                                                                                                                                                                                                 |
| <b>Module:</b>              | Academic Skills                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                                                                                                                                                                                                                                                 |
| <b>Module code:</b>         | LCLM 4001_Lon                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Contribution to Overall Module Assessment (%):</b>           | <b>100%</b>                                                                                                                                                                                                                                     |
| <b>Lecturer:</b>            | <b>Sylvia Hoffmann</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Internal Verifier:</b>                                       | <b>Dr Lizeta Demetriou</b><br><br><b>Naomi Doerge</b>                                                                                                                                                                                           |
| <b>Assignment Title:</b>    | <b>Academic Skills</b><br><b>Task 1-</b> Academic Skills Quiz<br><br><b>Task 2 -</b> Application of academic skills tools exercise<br><br><b>Task 3 -</b> Reflective report                                                                                                                                                                                                                                                      | <b>Word count (or equivalent):</b>                              | <b>Task 1 – 40 mins</b><br><br><b>Task 2 – 60 mins</b><br>900 words<br><br><b>Task 3 - 1200 words</b><br>(+ or – 10%)                                                                                                                           |
| <b>Submission deadline:</b> | <b>Task 1:</b> Academic Skills Quiz<br><b>Week 5 -</b> Week commencing <b>4<sup>th</sup> of November 2024</b><br>(in class, during class time)<br><br><b>Task 2:</b> In-class exercise<br><b>Week 7</b> Week commencing <b>18<sup>th</sup> of November 2024</b><br>(in class, during class time)<br><br><b>Task 3:</b> Reflective Report<br>Submitted to Moodle/ Turnitin<br><b>Week 11 – 18<sup>th</sup> of December</b> by 2pm | <b>Return date of provisional marks &amp; written feedback:</b> | <b>Task 1 –</b> Marks on the Moodle by <b>December 2<sup>nd</sup> 2024</b><br><br><b>Task 2 –</b> Marks on the Moodle by <b>December 16<sup>th</sup> 2024</b><br><br><b>Task 3 –</b> Marks on the Moodle by <b>January 15<sup>th</sup> 2025</b> |
| <b>Submission method:</b>   | All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)<br><br><b>Alternative submission method (if applicable):</b>                                                                                             |                                                                 |                                                                                                                                                                                                                                                 |

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## **Introduction**

The reflective report will utilize one of the reflective models for evaluating how the modules learned in the class have been beneficial for developing certain academic skill sets.

## **Reflective report: Development of academic skills through the help of module learning.**

The procedure of academic development is defined to be one of the continuous journeys that mandatorily needs deliberate engagement amongst various activities of learning as well as reflective practises. This report will be incorporating Gibbs's reflective cycle for evaluating and reflecting as to how the activities of the module related to summarising, paragraph writing as well as paraphrasing contributed towards my academic skill set. The Gibbs model involves six stages, namely description, feelings, evaluation, analysis, conclusion, as well as an action plan.



***Figure 1: Gibbs Reflective Cycle***

***Source: Created by Learner***

- **Description**

The module introduced three of the major academic skills, including summarising, paragraph writing as well as paraphrasing. During the session, paraphrasing was taught to be one of the most important skills and it was taught by illustrating its significance in aspect of academic writing (Subandowo and Sárdi, 2023). The emphasis was particularly on demonstrating understanding, clarifying the ideas, and

avoiding any plagiarism. Five of the specific techniques were discussed such as utilizing synonyms, altering the forms of the word, changing the order of words, and switching between passive as well as active voice, followed by incorporating positive or negative tones (Verleyen and Beckers, 2023). The mentioned techniques were practiced through various instances, quiz as well, and exercises, which eventually solidified understanding along with its application.

Summarising the activities also included recognizing nature points from the text, involving issues at the workplace involving passive aggression, complexities in communication along the blame game. This particular task required condensing various ideas into defined statements while also retaining their core meaning. Lastly, paragraph writing was particularly explored by dissecting the structure of highly effective paragraphs. We also evaluated certain instances for identifying the topic sentences, the supporting details as well as the concluding sentences. The mentioned approach permitted us to practice develop, developing coherent logically structured paragraphs.

- **Feelings**

In the initial phase, I was very overwhelmed by the technicalities that were involved in the aspect of paraphrasing along summarising. Various techniques seem to be very complex and also need meticulous attention to the slightest of the details. However, the step-by-step instruction along with the practice exercises was beneficial for easing my apprehension. I also began to appreciate the crucial nature of those skill sets in improving the quality along credibility of the academic work.

The summarising tasks, specifically those dealing with the intricate dynamics of the workplace, initially felt very complex due to its dense content. However, as I started progressing, I felt a very strong sense of accomplishment in being capable of distilling, the lengthy text into certain meaningful summaries. Similarly, the paragraph writing exercises also fostered strong confidence as I learned to organize my ideas effectively. By the end of the module, I felt very equipped with all the tools that majorly enhanced my ability in academic writing.

- **Evaluation**

The design of the module was highly effective in facilitating the development of the skill set. The structured approach towards paraphrasing, which involves theoretical explanation as well as practical application was specifically beneficial and advantageous (Abdel-Reheem Amin and Alammam, 2023). The practice exercises as well as the quiz were quite engaging and also offered prompt feedback that eventually reinforced learning. The incremental introduction of various techniques involving utilizing synonyms and changing the order of the word made the process quite manageable and much less intimidating.

The activities of summarising were insightful, specifically the emphasis on identified major points in highly complex circumstances. This activity was not just beneficial in enhancing my capability for summarising, but also drastically improved my critical reading skill set. The utilization of highly relevant instances, involving communication issues at the workplace, made the tasks very relatable and highly practical.

Paragraph writing was one of the significant areas where the module excelled. Evaluating the instances for understanding the role of various topic sentences, supporting details, as well as conclusions, was an eye-opening practice (Chen and Wang, 2022). It also highlighted the eminent nature of coherence and logical flow in the aspect of academic writing. The potential opportunity for practicing the writing of paragraphs also solidified my understanding.

- **Analysis**

The activities in this particular module were very instrumental in developing my academic skill set. Paraphrasing is defined to be one of the critical skills for demonstrating immense understanding and preventing plagiarism in the academic landscape (OGUNJIMI, 2022). The techniques that were learned involved the utilization of synonyms and altering the forms of words eventually enhanced my ability to convey ideas in my own set of words. For instance, during one of the practice exercises, I was capable of re-freezing a paragraph regarding the dynamics at the workplace while also preserving its meaning. This particular skill has become very integral to my skill set.

Summarising also required me to recognize and condense key ideas, which improved my capability for processing and synthesizing information. This was specifically evident during the activity regarding the complexities at workplace. A distilled complex

set of complexities and issues such as passive aggression along with the blame game in the concise summaries was one of the rewarding exercises that improvised the ability of comprehension and analytics.

Paragraph writing was one of the other areas where the skills improved majorly. The structured approach towards evaluating and writing paragraphs focused on the crucial nature of organization as well as clarity. For instance, deeply understanding the role of a topic sentence in setting the background for a particular paragraph was beneficial for me in writing a more emphasized and coherent piece of content. Similarly, learning to utilize various supportive sentences for elaborating on the significant idea and the concluding sentences for summarising the idea, strengthen my skill of writing.

- **Conclusion**

The learning activities in this particular module were highly advantageous in developing academic skills. Techniques of paraphrasing enhance my capability for rewriting the content in a specific way that demonstrates immense understanding and also prevents plagiarism. Summarising the activities also improved my skill set of critical reading and information synthesis. Paragraph writing exercises were beneficial for me as they taught me to structure my own set of ideas in a logical and coherent manner which is highly crucial for effective academic writing.

Despite the specified improvements, there is still room for growth. For instance, while I have become highly proficient in utilizing various techniques of paraphrasing, I need to particularly work on applying them in a consistent manner in aspect of longest. Similarly, my skills in summarising can be further refined with the help of practicing with highly complex materials. As for paragraph writing, I emphasize enhancing the depth along with the breadth of my supporting sentences to offer highly substantial arguments.

- **Action plan**

To continue to develop the specified skill set, I am planning to implement the below-mentioned actions.

- For regular practice, I am aiming to dedicate time each week to practicing summarising, paragraph writing as well as paraphrasing. Utilization of academic texts along with articles will also be one of the factors for ensuring

exposure to diversified styles and content of writing (Badilla-Quintana *et al.*, 2020).

- For seeking feedback, I will be sharing my work with friends and instructors for receiving feedback. This step will be beneficial for me in identifying improvement areas so that my skills will be refined.
- I will also be utilizing online resources involving guides on academic writing and tools of paraphrasing for exploring advanced techniques and gaining key insights.
- The skill set that will be learned will be applied in academic assessments to reinforce confidence in learning.

## **Conclusion**

The report concluded by analysing that the modules were beneficial in developing skill sets, including paraphrasing, summarising as well as paragraph writing skillsets.

## Reference List

- Abdel-Reheem Amin, E. and Alammam, A., (2023). EFL students' perception of using AI paraphrasing tools in english language research projects. *Arab World English Journals*, 14(3).
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- Chen, W. and Wang, J., (2022). Understanding source use by undergraduate post-novice EFL writers for the sustainability development of academic literacy: Abilities, challenges, and strategies. *Sustainability*, 14(4), p.2108.
- OGUNJIMI, B.E., (2022) AI Integration in Digital Libraries: A Framework for Promoting Academic Integrity and Originality. *AI and Ethics, Academic Integrity and the Future of Quality Assurance in Higher Education*.
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- Verleyen, E. and Beckers, K., (2023). European Refugee Crisis or European Migration Crisis? How Words Matter in the News Framing (2015–2020) of Asylum Seekers, Refugees, and Migrants. *Journalism and Media*, 4(3), pp.727-742.

## Appendices

### Appendix 1 – Paragraph Writing

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Prifysgol Cymru  
University of Wales  
Welsh Language

Trawsnewid Addysg; Trawsnewid Byrddau  
Transforming Education; Transforming Lives

### Task 1 - Analyse the paragraph

- Now analyse the paragraph about Switzerland into these three parts:
  - topic sentence
  - the supporting sentences
  - the concluding sentence

### Answers

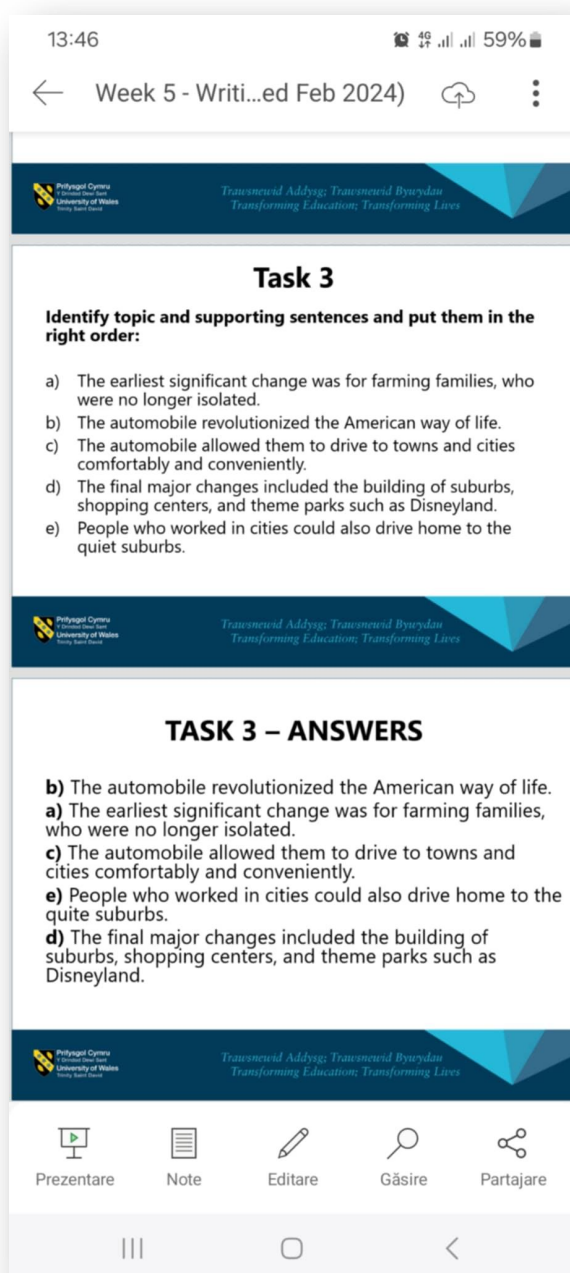
- If you dream of travelling to a country with beautiful mountains, delicious food, wonderful places to go sightseeing and polite people, you should visit Switzerland. If you look at a map, the first thing you notice is that Switzerland has many mountains, including some of the highest in Europe. Climbing or skiing down the mountains is great fun. Another thing you will notice is that Switzerland shares its borders with five different countries: France, Germany, Italy, Austria and Liechtenstein. In fact, there are four official languages in Switzerland: German, French, Italian and Romansch. All these groups of people make Swiss culture very interesting. Finally, Switzerland has many cities and interesting places to visit. Cities such as Bern have modern buildings like the Paul Klee Zentrum, yet the traditional alpine refuges in the mountains show that the country's old traditions are still alive. All the people, places and things to see definitely make Switzerland a great place for a holiday.

### Review Exercise

Put these sentences in the right order to make a paragraph:

- It wasn't an easy decision, but for the reasons listed above, I have decided to study journalism.
- It can be difficult to choose a subject to study at university because there are so many choices, but by considering my skills and interests, I have decided to study journalism.
- I have always enjoyed writing, so it is possible to choose a

## Appendix 2 – Paraphrasing



## Appendix 3 – Summarising

### SUMMARISING

#### Task 1: Identifying main points from the text

The text below is from a chapter called 'Examples of Bad Communication at Work' by Zach Lazzari (2019) from <https://smallbusiness.chron.com/examples-bad-communication-work-24256.html>.

Please read it and make notes on the key points.

No business runs perfectly but the way people communicate and work through problems can be a sign of a company's overall well-being. Healthy communication in the workplace is critical for driving results while also creating a positive work environment. However, bad communication can begin to cripple an organization and have a negative impact on all staff. Learning to detect poor communication habits and replace them with healthy ones will have a positive effect on productivity and even financial success.

#### Passive Aggressive Communication

Passive-aggressive communication is a poor practice that directly affects how people feel about themselves and others in the workplace. Passive-aggressive behaviour or communication is a difficult issue, because the negative things that are being said or done are often subtle and may not be seen as overtly aggressive, offensive or confrontational. However, the person on the receiving end of the communication repeatedly feels neglected or treated poorly and to the point that the relationship is damaged. For example, employees or leaders who refuse to speak directly to a co-worker are being passive-aggressive. Intentionally using only email and memos to communicate without ever speaking face to face with someone in the office is a form of the problem. Purposely avoiding working with someone on a specific task without providing a reason for it is also a form of passive-aggressive behaviour in the workplace.

#### Intimidation in the Workplace

Intimidation tactics are a form of negative communication that quickly creates a toxic and often fear-filled work environment. A boss who bullies his employees into getting things done is likely to experience high turnover rates. Intimidation can also occur between co-workers competing for the same promotion. This unnerving type of behaviour is often in the form of direct verbal language or physically threatening actions. Examples of intimidation include loud speech, physically taking over workspace, or standing in close physical proximity to cause discomfort.

#### The Blame Game

Another example of poor communication is closely linked to ethics and responsibility. Failure to own a mistake or accept responsibility for a missed deadline shows a lack of responsibility. Yet, blaming others is counterproductive and does not work towards a solution for the common good. Learning to accept responsibility and move forward is one positive solution. However, those who continue to blame others for their mistakes will damage working relationships and may find themselves ostracized.

#### Failing to Listen

Leaders and employees who operate as disconnected individuals and fail to listen to those around them are engaging in poor communications. There are many examples of failure to listen, among them the failure to listen to your customer base. If a product or service receives recurring negative feedback and you do not listen and solve the problem, your customers will quickly become dissatisfied and buy elsewhere. A competitor who listens and meets the need, may also win your customers' business. In an office environment, failing to listen to co-workers is also problematic. It creates an ecosystem of disregard for individual feelings, and devalues personal relationships in the workplace. For example, if employees express concern over an issue they see in the workplace, but the manager doesn't ask them to explain the problem in greater detail or look into the issue, the problem may go unchecked and the employees will likely feel that their input does not matter. Workers want to feel that their ideas have value and know that they are recognised as valuable contributors to the corporate mission.

#### Task 2: Summarising ideas

Now summarise ideas from the text above in your own words. Write about 150-175 words.

You can use these expressions to introduce the authors' ideas:

Lazzari (2019) suggests...

Lazzari (2019) observes...

According to Lazzari (2019)...

Healthy communication in the workplace is critical for driving results while also creating a positive work environment. However, bad communication can begin to cripple an organization and have a negative impact on all staff. Passive-aggressive communication is a poor practice that directly affects how people feel about themselves and others in the workplace.

According to Lazzari (2019), how people communicate with each other at work can determine whether a business is successful or not. Profits can be affected negatively if there is bullying and intimidation in the workplace. Blaming others for your own mistakes or shortcomings and by Management not listening can also affect profits.