

Reflective Report DAN W003.docx

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Reflective Report

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Introduction

Reflective practice is something highly important in one's personal and academic development as it enables a person to analyze different learning processes and experiences and then adapt the gained insights to other tasks and assignments. In this report, I employ Gibbs' Reflective Cycle (1988) in order to capture how the LCLM4001 Academic Skills module has developed my academic skills particularly writing, note-taking, and research skills. This reflective process is going to include the description of my experiences, my feelings, my evaluation, my analysis, my conclusion and my action plan in order to have a precise and detailed insight of my development.

Description

The LCLM4001 Academic Skills module was useful in giving a comprehensive information on various academic skills that are fundamental in university. The module focused on Writing for Academic Purpose, which entails writing of structured, evidence-based and sound arguments. It also emphasized on the issue of note taking as a way to enhance reception and consolidation of knowledge (Week 2a Lecture Notes, 2024). Moreover, the module provided for identifying and assessing sources of information with an emphasis on the CRAAP test as a tool for determining the believability of the obtained information.

While following the actions indicated throughout the module, I participated in several activities aimed at enhancing these skills. For instance, the exercises that required translating informally written texts into academically formal language assisted me to learn the differences. By listening to the podcast and taking notes, I was able to effectively summarize and categorize the information that was presented. Moreover, the application of the CRAAP test to identify

good and bad sources increased the overall understanding of how to determine which sources to utilize while conducting an academic research (Blakeslee, 2004).

Feelings

First I attributed entrance into college as being the initial step towards academic writing standards and the start of receiving a good grade. The need to provide formality, distinctiveness, and criticality in my forms of writing appeared to be overwhelming. I was also concerned whether I would be able to take notes effectively especially during lectures since I sometimes get overwhelmed by the details. I also felt further pressured by the task of assessing the reliability of sources since there is so much information available on the internet.

Nevertheless, as the module was going through its different stages, these feelings of anxiety steadily diminished. Another advantage worth mentioning is that the structure given by the module, especially the tool used in the given task, namely Gibbs' Reflective Cycle, helped to analyze these skills into pieces. As a result, I began to believe in my capability to write academically sound papers that would meet the standard set by the University. The interventions including rewriting text and taking notes from the podcast were very helpful since the weakness was identified and a practical way to solve it was also provided, thereby increasing confidence.

Evaluation

It was very useful that the module focused on the aspects of academic writing, note taking and researching. The practical part of the course was much more useful and productive in terms of consolidation of the material discussed in the lectures. For instance, the activity of transforming an informal text into an academic register played a vital role in the development of the concept of tone and structure of an academic text. It was also interesting to note that there needs to be a conscious effort not to complicate sentences for the sake of the use of big words.

Likewise, the note-taking exercises conveyed the importance of summarization and organization in accommodating data. Through the use of these techniques, I was able to adjust my note-taking system to focus on getting the important aspects of the lectures without getting bogged down in all of the little details. By improving my note taking, I have seen a direct boost in my capacity to review and study lectures.

Another area that was of a great interest and discussed in the given module was how ⁸ the CRAAP test can be used as a tool for assessing the sources. Prior to this, I repeatedly struggled when it came to assessing the reliability of the information I came across the internet. CRAAP test helped me to understand how reliable a given source is and its application in evaluating sources has helped to enhance the analysis I carry out for my assignments.

Analysis

The LCLM4001 Academic Skills has offered me the necessary framework in the area of the academic writing, note-taking, and the research which has qualitatively advanced my academic professionalism. For instance, in academic writing, the respective module addressed the issue of text organization, argumentation and evidence, as well as critical thinking. From an activity of the informal text transformation into an academic essay, I realized how to build an argument logically and lay down the data to support it, and in general, avoid an informal tone that is widely used in writing academic essays (EAP Foundation, 2013). In note-taking I did an activity in which I listened to a podcast and summarized what I have heard. This activity helped me in adopting attention to particular contents by enhancing understanding and memory of content as delivered in class by the professor (McPherson, 2018).

The skills I obtained for my coursework have allowed me to have efficient study sessions especially when revising for tests or working on assignments. In that particular activity of the

module, the research aspect provided guidance on the application of the CRAAP test to determine the credibility of a source. By taking into account such factors as the currency, relevance, authority, accuracy, and purpose of the source, I developed such an important skill as distinguishing 'good' from 'bad' information (Blakeslee, 2004). This method has since improved the quality of my research and assignments preparing me for both, college and career.

Action Plan

As a student, in order to foster continued learning and further practice the behaviors that were learned in this specific module, it is advisable to incorporate them into the regular college schedule. In future academic writing, I will pay particular attention to structure and the manner in which information is presented as well as ensuring that the points made are backed by adequate evidence. I will ask my tutors and peers to review my assignments in order to discover the potential obstacles I face while composing and I will daily read academic journals for the purpose of informing myself on the standards of formal writing (Cameron, 2008).

As for the notes, I think it will be useful to try different approaches, including mind maps, tabular notes, etc., and select those that are effective in terms of the type of material. I will also adapt the habit of going through my notes frequently so that I may refresh my memory of what was taught. As for the research skills, I will have to keep on using the CRAAP test that helps to determine the reliability of the sources I am going to use in my work. I will also learn more about different databases and online libraries that I can use as sources for my research. Therefore, by using these strategies, I believe that I will enhance my skills in this course and perform better in all my studies.

Conclusion

In conclusion, the LCLM4001 Academic Skills module has been instrumental in my learning as a student in the aspects of writing, reading, class noting and research. Due to the systematic approach to teaching and the practical assignments included in the module, I was able to develop a good understanding of these skills. It has increased my self-confidence in writing neat, comprehensive and relevant research papers, noting facts and doing proper researches.

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Appendices

Appendix 1: Academic Writing

Characteristics of Academic Writing: Contrary to informal writing, in an academic style writing, the text is organized, supported by data, analytical, and impartial, contains fair amounts of both common and specific language, and employs formal language (EAP Foundation, 2013).

Essay and Report Formats: Essays aim to provide answers to related questions using collected and accumulated knowledge and perceptions in contrast Reports present results, analysis and recommendations of exemplar studies (EAP Foundation, 2013).

Differences in Writing Levels: It also distinguishes student writing from other academic writing used in professional writing or writing for publication, which does not necessarily simplify (EAP Foundation, 2013) .

Appendix 2: Note-taking

Activity 1- Taking notes

Motivation vs Procrastination.

→ Procrastination is the voluntary delay of important tasks.

↳ Types of Motivation

→ Intrinsic doing things for love.

→ Identity based Motivation.

→ (Tips)

→ plan a head.

→ Set up your environment to make it easier to start.

↳ Emotional roots of procrastination

- Comes from negative emotions

- Poor Mood Management

(Root of Identity)

- Identifying with a certain behaviour.

Appendix 3: Finding Information / Research Skills

Activity 1 – Find a reliable source

Hedges, K. (2023). How to Motivate Employees When Their Priorities Have Changed. [online] Harvard Business Review. Available at: <https://hbr.org/2023/05/how-to-motivate-employees-when-their-priorities-have-changed>.

Activity 2 – Use the CRAAP test

CRAAP Criteria	Evaluation	Conclusion
Currency	Published May 11, 2023; timely and relevant to current workplace trends.	Up-to-date and timely.
Relevance	Focuses on modern employee motivation, applicable to various industries.	Highly relevant.
Authority	Written by Kristi Hedges, published in Harvard Business Review.	Strong authority.
Accuracy	Likely evidence-based, with HBR's rigorous editorial process.	Accurate and reliable.
Purpose	Aims to inform and guide with no evident bias.	Educational and informative.

This source is credible, relevant, and suitable for use in research or professional settings.

Appendix 4 ¹Time Management

The Eisenhower Method

Name(s) Dan Mihail Dragut

	URGENT	NOT URGENT
I M P O R T A N T	<i>DO! These activities usually get done.</i> <i>1. Completing an assignment with an imminent deadline</i>	<i>DECIDE LATER. These activities are high impact but can be scheduled for later. Make them a priority.</i> <i>2. Long-term project planning or personal development activities</i>
6 N O T I M P O R T A N T	<i>DELEGATE (if you can). These activities are deceptive – don't confuse urgent & important. Minimise these.</i> <i>3. Responding to non-critical emails or attending meetings without clear objectives</i>	<i>POSTPONE or AVOID. These activities are usually a waste of time.</i> <i>4. Browsing social media or engaging in unproductive tasks</i>

Weekly planner

Time	1 Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9	Breakfast & Exercise	Breakfast & Exercise	Breakfast & Exercise	Breakfast & Exercise	Breakfast & Exercise	Breakfast & Exercise	Breakfast & Exercise
9-10	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Weekend Reading	Weekend Reading
10-11	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Weekend Reading	Weekend Reading
5 11-12	Study/Assignments	Study/Assignments	Study/Assignments	Study/Assignments	Study/Assignments	Weekend Reading	Weekend Reading
9 12-13	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
10 13-14	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Lecture/Study Time	Personal Time	Personal Time

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