Academic/employablity skills

Class code:BMSW4001_LON

Lecturer: Joanna Walsh

Good morning, this presentation will attempt to present a well-structured and extensively thorough in-look relating to the analysis of my academic and employability skills to a standard which upholds to academic expectandacies and MOTs such as DIEP, Kolb's learning cycle and Gibb's reflective cycle will be utilised to appeal to academic standards and life-experiences such as my educational courses will be included. Examples of what I'll be discussing can be seen on the symbols to the right to bottom-left, thank you for joining this discussion

Academic writing

Online learning experience

Note-taking

Summarizing

Information about me

- I'm a fellow student of the uwtsd(university of health and social care, trinity saint david) and I'm extremely proud to be occupying this university with all you and I want to make a grand-name for myself, both in reverence for my skills for those in need who aren't getting the suppourt they personally feel that they should be naturally given as well as respect and glory in the health and social care industry for the amount of innovations I provide to it's workforce as a whole. Aside from the university, I was born in Ireland and I used to be part of two educational institutes being UAE(university academy of engineering, south bank) and Lewisham college, both of which gave me the fundamental template of health and social care subjects, I'll be discussing about my schools in relation to my academic/employability skills.

Reflection

- In the topic of reflection, more specifically, for a individual to cease and consider an action through a model of theory connecting to causality and contemplating on how to asess the aforementioned causality(Graham Gibbs (1988) .The conceptual image of reflection in my young livelihood was never realised opportunely as I never genuinely understood it's as I only remotely grasped upon it's reflective properties such as thinking about a experience, using your thoughts, feelings and connecting it to analysis and actions to achieve a desired outcome(Gibbs G, 1998) whenever I would ponder on a phenomena that I couldn't comprehend efficiently. Rather sardonically, this was a contant obstacle in my secondary-school of UAE(University academy of engineering as I struggled desperately to portray a thorough idea of a concept or phenomena I couldn't understand properly, I couldn't portray conceptualize the abstraction nor properly think of any proper plan to solve the constant. The higher-ups in the school just simply guessed that I'd cope with this problem somehow, that ended being nothing but a rose-tinted lie.

- However, In my current situation of enrollling in uwtsd(university of health care, trinity saint david) and my teachings provided to me by my ACE course teacher of Joanna walsh, I believe I can now conventionally sculpt a concrete method of reflective practice more than a surface-level summary of it's techniques and how to effectively apply them to my work-product as to assure a smooth and efficient progress of academic-

- Regardless, I'm able to evaluate my discussed boundaries by developing theories to reach a desired outcome through collected-knowledge by formulating a plan based on phenomena or event(Kevin,M.Rosseger 2017) for use academically and in my daily livelihood whenever I encounter a constant that's not easily explained, Through analysing and transforming the experience through experimentation. I take the conceptualized conception of the prevaling constant in my mind and rectify the phrenic conception with theory by assessing it by describing my experience with the constant in question, optically canvassing it and building theories on how to counteract the constant, get the exact

Note-taking

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- Apart from having a rudimentary understanding of note-taking as posessing the nessecary cognitive ability to choosef information and adhere to written production processes(Piolat, Annie, Olive, Thierry & Kellogg, Ronald T., 2005), I couldn't really grasp the note-taking techniques in UAE which is primarily
- due to feeling overwhelmed and a difficulty with properly understanding the right terminologies(the topics portrayed by the lecturers) in the lecture. Due to this incapability, I immediately took the chance of joining a group chat ounce I saw it being advertised on my lectures. Due to my choice since then, I noticed a stark increase of my note-taking capabilities(recording key ideas/concepts and organization, planning written assignments) as I had access to multiple sources as well as information relating to the lectures itself which allowed me to smoothly review and decode the information and use it's basis as a structure to improve my learning and understanding abilities in any further lecture from then on.

- Moving on, In the schools, I attended, I always took something like note-taking to just simply inscribe down any info you feel is germane without any further in-look akin to terminologies like time-management or most importantly, organisation. this circumscribed line of cerebrating derived from the lack of felicitous exhaustive edifying that I was supposed to recieve relating to the subject made me just rip out whatever clutter i thought was pertinent which would frequently lead me to a obstruction of failure in organising any info, this severely made me dejected as I felt I could never organise my academic-edifications and I wouldn't receive the urgent support needed from my school

- Likewise, in my current standing of being a student of uwtsd and by my given teachings, I can properly evaluate and structure a effiencient note-taking strategy to deconstruct and asess any given subject that I find hard to process adequately, this will be achieved through the use of a strategic-model, particually Mclaughlin's information processing model by the requirement the automatization of component sub-skills. (Karmiloff-Smith,1986a).These notions—automatization and restructuring –
- are central to cognitive theory (Mclaughlin, 1987: 133-4; quoted in Mitche

Academic writing

- My self-knowledge with academic-writing's clear, concise, and focused writing in it's technicality relating to a language and discourse model style was arbitrary in my educational courses(Imke .n Susanne.G, 2015), I'd only somewhat understood it's terminology through other literary techniques Like PEAL as an example, as my aforementioned lack of full-understanding can be explained as i wasn't given the proper support in my aforementioned educational institutes on disinterestedly mastering the conceptualization of decorticate and tintinnabulate and it woefully overfreighted my accomplishments skills in those institutes

- Furthermore, In the schools, I attended, I always took something like academic inscribing to just simply to make your work-product appeal to a academic standard, this constrained line of cerebrating derived from the lack of congruous exhaustive edifying that I was supposed to recieve relating to the subject made me just rip out whatever academic technique i thought would give me good grades like PEAL or any literacy technique, of course this didn't give me the results I desperately desired which doesn't represent my current standing in the university

Summarising

- Furthermore, my knowledge with summarizing as I have applied it is "preparing for and writing an argumentative essay"(**Elizabeth Abrams 2000, for the Writing Center at Harvard University) as well as recapping key-points of a analytical source for your own work.** i'd only used it arbitrary as those aforementioned schools never taught me the more complex knowing of the conceptualization which would severely hamper me, this of course lead to a absence of improvements in any demand for any work-product for me to develop more envoloped techniques of summarizing than the technique of simply listing information that I was used to back in my pre-university livelihood

- In the present situation of the university, I believe I can now felicitously sculpt a felicitous method of planarity understanding more than a surface-level cognizance of the sundry summarizing techniques and how to efficaciously apply them to my work-product as to assure a smooth and efficient progress of my edifying course,

Online-learning experience

- To the point of my experience with my online-learning experience as a, it's an ironic-contrast to the previously-discussed academic/employablity skills as I'm surprisingly rather employed in the evaluated utilization of online-learning experience such as navigating internet environments,data visualisation, extraction of information which has granted me smooth accessibility, flexibility, and interaction, finding and evaluating information, utiliising it then sharing and creating content using information technologies and the Internet(Alessia.Z.2019), these are all digital-skills that I've gathered across from the vast amount of information that's readily available in a online-enviroment where the "online environment affords an open forum where ideas can be exchanged and critically analyzed at length", this demonstrates the oppurtunities that a individual could take in a online-environment if their well-comprehensive in online-based learning and wish to provide to the aforementioned digital-enviroment with their own skills.

- Discussing my interpretation of the subject, It's majorly a method of memorising and mastering aforementioned digital-skills such as data visualisation, digital literacy(, utilisation of digital-data then sharing and creating content using information technologies and the Internet) which you'll use in a digital-environment to achieve a desired result in the online-world,

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