

AZ AZ

Reflective ReporT.docx

 American Education Centre Ltd

Document Details

Submission ID

trn:oid:::28592:74042166

Submission Date

Dec 14, 2024, 1:49 PM GMT+5

Download Date

Dec 14, 2024, 1:53 PM GMT+5

File Name

Reflective ReporT.docx

File Size

24.7 KB

7 Pages

1,240 Words

6,794 Characters

0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups



1 AI-generated only 0%

Likely AI-generated text from a large-language model.



2 AI-generated text that was AI-paraphrased 0%

Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

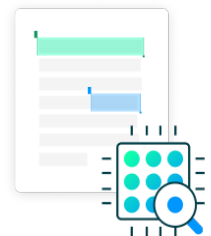
AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



Reflective Report: Development of Academic Skills

Table of Contents

1. Introduction	3
2. Note-Taking Skills.....	3
3. Academic Writing Skills	4
4. Referencing Skills.....	5
5. Conclusion	6
References	7

1. Introduction

The Academic Skills module has been a really positive experience that gave me a great opportunity to develop the pertinent skills for the academic environment. This reflective report examines my learning journey, focusing on three core academic skills: typing, taking notes, writing essays and research papers, and citation. According to Gibbs' Reflective Cycle analysis, I shall analyze my achievements, factors that hinder my growth, and how these skills have promoted my academic learning.

2. Note-Taking Skills

Description: At one point, I was writing notes haphazardly and could not easily track or make much use of them. In the course of the work done during the module, I was learning to paraphrase, to repeat the main concepts, as well as to systematize the obtained information.

Feelings: Initially in my learning, I struggled to learn under these approaches, especially during lectures that involved a lot of writing on the board or on the whiteboard. However, after mastering these approaches, I realized that my ability to manage information had greatly enhanced.

Evaluation: Brought approaches enabled me to define additional aspects and recognize that different ideas are in fact related. For instance, an exercise based on an article that discussed critical thinking underscored the need to find out the key arguments. I was able to increase my mechanical organizing of notes, although at times I found it difficult to take detailed content when discussions progressed quickly ('Strategies for Learning: An adjunct study skills model on JSTOR,' 1987).

Analysis: This is a sign that note-taking is one of the most essential habits of understanding and remembering knowledge in class. From this module, I have comprehensively learned how to take notes in a logical system that is very useful when studying or doing assignments. Different exercises that involved breaking down content from a lecture also built my capacity in appreciating the connections between ideas found in content.

Conclusion: I have developed good note-taking skills that prepare me for other academic activities. But to perform other activities, like fast speech rate of educators during the lectures, more practice is required.

Action Plan: To improve this particular soft skill, I have devised a skills improvement plan where I will use information technology applications such as Microsoft OneNote for better organization. I will also set more time after the lectures in order to review the notes and add any details left out or any clear detail that would not have been well documented.

3. Academic Writing Skills

Description: For me personally, it was most difficult at the start of the module, especially countering academic writing. To build valid arguments or stick to formal writing style, much effort was employed.

Feelings: At first, I felt under pressure to fulfill the task of maintaining both the critical perspective and the rather formal writing style. However, due to increased practice and the feedback that I received, I felt self-assured in writing good English.

Evaluation: Among them, the most helpful were exercises to create a report structure or to improve one's grammar. For instance, one of the activities tackled required the use of samples of reports often produced by the academic world to determine best practices. From this activity I learned to make logical steps in reasoning when writing. However, there was some area of improvement that was rather challenging; it is integrating critical perspectives and ensuring that whenever there is a long text ahead, one does not become biased.

Analysis: The module also made it clear that reporting is not just about writing information but reporting in such a manner that is accurate, supported, and organized. These aspects of the subjects were met through writing tasks because they required the use of evidence and formal language. While going through model reports, the strengths of the topic areas became apparent, as well as how concise and brief the reports should be.

Conclusion: There is improvement in the areas of producing concise, structured, and coherent reports; however, there needs to be evolution in the manner of assimilating external opinions and sharpening the critical thinking skills.

Action Plan: To enhance, I would like to allocate a certain period of time for the purpose of coverage of high-impact journal articles' analyses with an emphasis on their argumentative

approach. Getting extra comments from other students and teachers will also serve to ensure that any shortcomings in writing are noticed and then remedied.

4. Referencing Skills

Description: I was challenged using the Harvard style of writing as it was my first-time practicing citation and referencing. Originally, I would focus on format issues or be unsure when it is necessary to cite at all and when it must be done properly.

Feelings: At the start I also used to think that using references was tiring and very much scary. Nevertheless, due to the routine encountered and citation tools used in the class, I gained apparent confidence in applying the Harvard style.

Evaluation: Some of the class activities that supported my understanding include making reference lists and identifying the kind of errors that could occur in citing references. For instance, in one assignment, I was able to cite a variety of resources, which showed that I have a wide-ranging interest and knowledge while accurately following all of the formal guidelines as per academia. But formatting errors showing up once in a while indicated that I must pay more attention to the type of work I'm doing (Morse and McCune, 2014).

Analysis: The use of references is important in writing, copying work and ideas from other authors and sources, while its usage makes an argument stronger and more legitimate. The use of respectively effective tools, such as Zotero, made it much easier and contributed to concentrating simultaneously on the quality of the content. Finally, one was to receive information on plagiarism and its implications that strengthened the understanding of ethical practice.

Conclusion: Citations have now become a valuable asset in that their inclusion gives work a professional touch and increased reliability. However, it continues just as a goal to be received in a pinpoint absolute correct direction.

Action Plan: I will apply referencing by use of special exercises and use the standard Harvard referencing manual to sharpen the methods. Also, citation software will be employed to maintain coherence as well as reduce working time.

5. Conclusion

Thus, the Academic Skills module, being the most prominent, has been able to provide me with relevant competencies needed to respond to the challenges of academia. Better note-taking skills, together with writing and referencing skills, prepare students for future sockets. Thus, I am fully assured that the challenges of academic and professional work will be easily managed; we produce these skills through practice and coming through feedback sessions. The actions subsequent to this are the expansion of knowledge of digital tools used in various forms of learning, as well as the reading of fantastically high-quality academic pieces and the constant real-life implementation of the principles studied within this particular module.

References

Morse, H.T. and McCune, G.H. (2014) *Selected items for the testing of study skills and critical thinking*.

<https://eric.ed.gov/?id=ED059121>.

'Strategies for Learning: An adjunct study skills model on JSTOR' (1987) www.jstor.org [Preprint].

<https://www.jstor.org/stable/40029825>.

Winne, P.H. (2013) 'Learning Strategies, study skills, and Self-Regulated Learning in Postsecondary education,' in *Higher education*, pp. 377–403. https://doi.org/10.1007/978-94-007-5836-0_8.