Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Reflective report

Student Name: Andriana Chemodurova

Student ID:2441784

Module Code: LCLM4001

Module: Academic Skills

Lecturer: Abdulla Sodiq

Table of Contents

1 Introduction 3
2 Description of Experiences 3
3 Personal Reflection 3
3.1 Evaluation 3
3.2 Analysis 4
4 Conclusion 5
5 References 6

1 Introduction

Reflection means thinking carefully about our experiences to understand what we learned and how we can improve. It allows students to connect what they study with real situations (Gibbs, 1988). In this report, I will reflect on three skills I developed during the module: reflective writing, note-taking, and teamwork. These skills were important for my learning because they helped me organise information, work effectively with others, and think more deeply about my progress. I will describe my experiences, evaluate what worked well and what was challenging, analyse the reasons behind there results, and present my final conclusions.

2 Description of Experiences

One important skill I learned was reflective writing. I practised describing my experiences, thinking about them, and deciding how to improve in the future. This process helped me see both my strengths and weaknesses. It also made me more confident in expressing my thoughts clearly and logically.

Another skill was note-taking. I learned to make clear and organised notes during lessons, using bullet points, headings, and short sentences. Sometimes I added colours or symbols to highlight key points. This made it easier to remember important information, revise before assessments, and prepare for tasks. Over time, my notes become more focused, as I started recording only the most relevant details instead of everything.

The third skill developed was teamwork. Group work taught me how to share tasks fairly, communicate my ideas clearly, and listen to other opinions. I realised that good teamwork requires respect, patience, and good planning.

However, I also faced difficulties. Paraphrasing was hard because I was not always sure how to change sentences without losing their meaning. Writing reports was another challenge, especially when trying to organise my ideas and use the correct academic style.

3 Personal Reflection

3.1 Evaluation

During the module, I had several positive achievements. Reflective writing become one of my strongest skills. It allowed me to better understand my progress and

identify areas for improvement. I felt more organised in my thinking and more confident in discussing my learning with other. This skill also encouraged me to think more critically about how my actions affect outcomes.

Note-taking was another strength. My notes were clear, structured, and easy to follow. This helped me save time when preparing for class tasks and assignments. Having well-organised notes also made revision less stressful and more effective, especially before assessment. Over time, I noticed that my summaries were becoming more concise and focused on the main points.

Working in a team was generally successful. I was able to share responsibilities, contribute ideas, and adapt to different working styles. I learned the keeping good communication within the group.

However, there were also challenges. Paraphrasing remained difficult, as I sometimes kept the sentence too similar to the original or changed it so much that the meaning was unclear. Report writing was another area where I struggled, especially with structuring my ideas and maintaining an academic tone.

Overall, this module helped me see my strengths in reflective thinking, organisation, and collaboration, while also showing that I need to focus on improving paraphrasing and academic writing.

3.2 Analysis

I think reflective writing went well because I enjoy examining my experiences and looking for ways to improve. Gibbs' Reflective Cycle (1988) supports this process by encouraging a review of what happened, an evaluation of the outcomes, and a plan for future action. This method made my learning more active and personal. Through it, I realised I am good at clearly describing events and recognising what I need to change, although I sometimes lacked deeper critical analysis. In future, I aim to push myself to explore not just what happened, but also why it happened in a certain way.

Note-taking worked effectively because I developed a system that matched my learning style. Research by Piolat et al. (2005) shows that clear and organised notes improve understanding and memory Using bullet points, headings,, and colours helped me focus on the main points, rather than copying text word-for-word. This meant I could spend more time engaging with the content and asking questions in class. Over tome, I become better at selecting only the most relevant information, which made revision easier and more productive.

In contrast, paraphrasing was a challenge. I often found it difficult to reword sentences without changing the meaning. Brown (2018) notes that many student

face similar issues due to a luck of confidence in rearranging sentence structure and finding suitable synonyms. For me, this problem was part due to limited practice and hesitation about whether my chances were correct. I plan to address this by practising daily paraphrasing exercises and comparing my version to professional examples.

Report writing also required improvement. I sometimes struggled to link evidence smoothly to my arguments or to keep a logical flow throughout the text. The University of Leeds (2020) states that good academic writing needs a clear structure, formal tone, and protect referencing. I realised I need to spend more time planing my reports before writing, as this would make my arguments stronger and more coherent. In addition, I will review sample reports to understand how experienced writers build their arguments.

From these experiences, I can identify my main strengths: reflective thinking, good organisation, and the ability to work well with collected information. My main weaknesses are paraphrasing and structuring longer pieces of writing. To improve, I plan to do paraphrasing exercises regularly, read more academic articles to learn from their structure, and use outlines before starting any report, These steps will help me build stronger academic writing skills for future studies.

4 Conclusion

This report discussed thee skills I developed during the module: reflective writing, note-taking, and teamwork. I evaluated what worked well, such as my ability to reflect, organise information, and work in a team, and identified challenges like paraphrasing and report writing. The analysis showed that my strengths are in organisation and reflective thinking, while my weaknesses are mainly in academic writing. To improve, I plan to practise paraphrasing, read more academic texts, and use structured plans before writing. Overall, the module had a positive effect on my learning and gave me clear steps for future improvement.

5 References

Brown, J. (2018) Academic skills for university success. London: Academic Press.

Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. Oxford: Oxford Polytechnic.

Piolat, A., Olive, T. and Kellogg, R. T. (2005) 'Cognitive effort during note taking', Applied Cognitive Psychology, 19(3), pp. 291–312.

University of Leeds (2020) 'Academic writing: How to incorporate evidence'. Available at: https://library.leeds.ac.uk/info/14011/writing/106/academic_writing/4 (Accessed: 1 November 2020).