

Task 3 LCLM4001 Academic Skills Reflective Writing Template

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Module code and title	LCLM4001 Academic Skills
Name of Task	Task 3- Reflective Report
Lecturer	Simon Chatterton
Time Allowed	2hrs 30mins
Word count	900 words +/- 10 % (excluding words already on the template)

Using the Gibbs Reflective Cycle

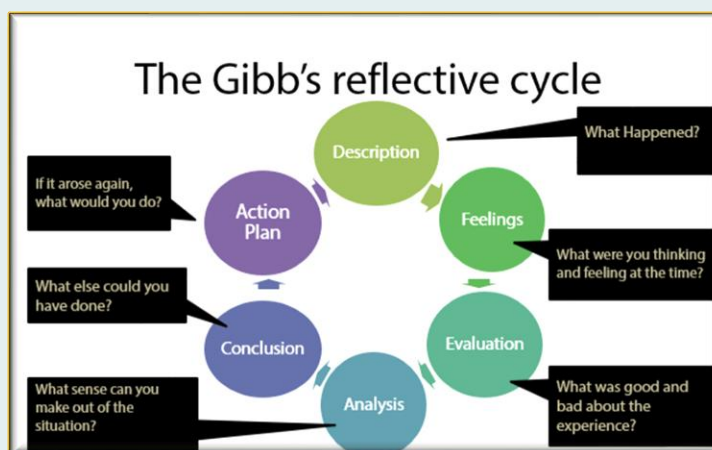
Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your writing should

focus on at least **ONE or TWO** experiences you had while studying the module.

Examples of in-class experiences you can reflect on are:

- Task 1 and Task 2
- Class activities and discussions (e.g., topics covered in class such as referencing and paraphrasing)
- Feedback received
- Skills you have developed

(The boxes will expand as you type)



Description

(What happened? Describe the experience or experiences in class that you want to reflect on)

During my recent assignment period I struggled to manage my time effectively and ended up leaving all my work on

	the last moment. This situation occurred when I had a busy week and I had to revise for my assessments period all within a week. Despite being aware in advance, I was close to my assessments day I was prioritising other tasks that were much easier and less time consuming instead of beginning to revise for my assessments period.
Feelings <i>(What were you thinking and feeling at the time? How did you feel before / during / and after the experience? Did you feel overwhelmed / confident / nervous? Were you alone in feeling this way or did other students share your feelings?)</i>	As the assessments period was getting closer, I realised that I underestimated the amount of time I have left to revise. I felt stressed and overwhelmed because I was not feeling ready for my assessments period and the time was getting closer. I prioritised other tasks instead of making sure I was ready for my

assessments period. I had not created an effective timeline for my studying and my day-to-day duties which resulted into me rushing and attempting to revise in a short period of time which could have led to total failure. I was nervous and I did not know how to manage my emotions because I had a lot to do within a week. I became overwhelmed and extremely pressured as the time was getting closer and I began to doubt my ability of getting a high score on my assessment. The last minute pressure was negatively impacting my emotions leading me to being angry. I managed to revise for a bit, but I was not totally sure I was going to pass the exam. After I completed the first exam, I was not feeling very positive about the score I

	would end up getting although I successfully managed to revise for a brief period.
Evaluation <i>(What was good and bad about the experience?)</i>	Evaluating this experience, it had both positive and negative aspects. On the positive side I managed revise for a bit, and I completed my first assessment as well as learning a lot from this experience for my next assessment, on the negative side I was not feeling very sure of the quality of my work due to lack of proper revising. Furthermore, the stress I experienced had a negative impact on my overall well-being, making the process more difficult than necessary.
Analysis <i>(What sense can you make out of the situation?)</i> Why was the situation positive or negative? When things went well, what role did you play? When things went badly, can you explain why? Do you know how if other	Analysing the situation further, it is evident that my difficulties were due to poor time management. I procrastinated and failed

students felt the same as you? Why or why not?

to create an effective plan for my day-to-day duties and revising. I underestimated the time required for research, writing, and revision, which also contributed to the problem. Furthermore, I allowed distractions, such as social media and other non-essential activities, to take priority over my academic responsibilities.

Conclusion

(What else could you have done? Or what could you have improved? What could you do differently next time)

In conclusion, this experience has highlighted several important lessons about time management. I have learned that starting tasks early and planning effectively are essential for producing high-quality work and reducing stress. Procrastination and poor prioritisation can have negative consequences, both in terms of performance and well-being. In the future for my next assessment, I will be

	improving my time management, and I will be sure to have an effective timeline prioritising my academic responsibilities.
Action Plan <i>(Create a plan to support you in learning/ developing the skills you need to improve the situation next time)</i>	In order to improve my time management I will be creating a clear timeline at the start of each assessment. I will set specific, achievable deadlines for each stage of the work. I also intend to use tools such as a planner to organise my time more effectively. To minimise distractions, I will allocate dedicated study periods and limit my use of social media during these times. I will also have short breaks between my revising time to clear my head. I aim to develop more effective time management skills, reduce stress, and achieve better academic outcomes in the future.

	Using Gibbs' Reflective Cycle has helped me think more clearly about my experience and understand what went wrong and what further steps I have to take for a good outcome. This reflection has shown me that time management is a skill I need to continue developing throughout my studies.
Reference list	Gibbs, G. (1988) Learning by Doing: A Guide to Teaching and Learning Methods.