

Task 3 Response Templat

Student Name: Chitoranu Elena Liliana

Student Number: 2431894

Module Code and Title: LCLM4001- Academic Skills

Task Title: Task 3 Reflective Report 1000 WORDS

Lecturer Name: Ellie Ristic

Introduction

Starting university is a significant milestone, often filled with anticipation and uncertainty. I began my university journey on 12 May 2025, filled with excitement, and hope for personal growth and academic success. While I was excited to embrace this new chapter, I soon discovered that transitioning into higher education came with unexpected challenges, especially with managing my time and staying on top of assessments. Using Gibbs' Reflective Cycle (1988), I will reflect on these early experiences, the emotional impact, the strategies I adopted, and how these moments shaped my personal development. I will also explore how these lessons will support my success in modules such as Academic Skills

Description

In the first few weeks of university, I met significant difficulty in balancing my schedule. With multiple assignments, readings, and deadlines, I found it overwhelming to manage everything effectively. I often felt like I was constantly behind, and I struggled to keep consistent routines. This challenge was especially difficult because I had big expectations for myself, but I was not yet equipped with

the tools to meet them. The pressure began to affect my motivation, and I questioned whether I could keep up with academic demands. Reflective writing on my university experience provides an opportunity to thoughtfully examine my personal and academic journey throughout my studies. It involves looking back on key moments, challenges, and successes to understand how they contribute to my growth as a student and individual. This type of writing allows me to explore how my knowledge, skills attitudes, and goals have evolved over time, while also identifying areas for improvement and future development. By engaging in self-reflection, I aim to gain deeper insight into the impact of university life on my learning, decision-making, and overall personal development.

Analysis and Personal Reflection

Initially, I felt anxious and discouraged. I expected that university would be demanding, but I underestimated how quickly the workload would build up. There were moments when I wanted to give up, especially when I saw others around me appearing to manage more easily. At the same time, I felt determined not to fail. I reminded myself that I had made the decision to pursue higher education for a reason, and that I had the ability to learn and adapt if I gave myself time and support. During my time at university, I encountered a variety of academic and personal experiences that significantly shaped my development. One of the most impactful challenges I faced was adapting to independent learning. At first, I struggled with managing my time and staying motivated without constant guidance. However, over time, I began to develop more importance of self-discipline and resilience qualities I had not fully appreciated before.

Although the situation felt negative at first, it became a valuable learning opportunity. One of the positive aspects was that I began to recognise my limitations and the need to develop new habits. I realised that my struggles with

time management were not due to lack of intelligence or potential, but because I lacked structure and realistic planning. I also appreciated the support from tutors who encouraged open communication, and study habits, including setting specific goals, creating structured schedules, and using feedback to improve my work. This gave me a sense of reassurance and helped reduce feelings of isolation.

On the negative side, I lost time in the early weeks due to disorganisation, which affected my confidence. I also found it difficult to stay focused for long periods, which made feel even more overwhelming.

According to Zimmerman (2002), self-regulated learners actively plan, monitor, and reflect on their learning process. I came to realise that I had been approaching my studies passively, waiting for motivation to come rather than creating a structure that would support consistent progress. This aligns with Kolb's (1984) experiential learning cycle, where concrete experience and reflective observation lead to meaningful change. Through trial and error, I began to apply basic time management strategies: setting specific study hours, breaking tasks into smaller goals, and using digital planners to visualise my week. These adjustments, though small, significantly reduced my stress levels and improved my sense of control. I also learned that resilience and adaptability are critical skills in academic life. As Cottrell (2019) explains, academic success is not just about understanding content but about managing one's learning environment and mindset. personally, I noticed a significant shift in my confidence and sense of identity. At the beginning of university, I often doubted my abilities and felt uncertain about my future. However, through successful presentations, passing difficult exams, and building meaningful relationships with tutors and classmates, I started to believe in my potential. This reflection has helped me see how much I have grown, not just as a student, but as a person. Looking back, I realize that university has been more than just an academic pursuit, it has been a journey of self-discovery, challenge, and transformation. I am now more motivated, self-aware, and better equipped to face both academic and life challenges moving forward.

Conclusion

Reflecting on my university journey so far, I see how much I have grown in a brief period. I learned that it is normal to struggle at the beginning, especially when transitioning into a demanding academic environment. More importantly, I learned to find my weaknesses without judgment and to take practical steps to improve. Managing my time has become not just a skill, but a source of confidence. I now believe that I can succeed in modules like Academic Skills, where consistency and organisation are essential.

Looking ahead, I intend to build on the progress I have made. I will continue using structured planning tools and aim to reflect weekly on what worked and what did not. To stay focused and avoid burnout, I will schedule time for rest and healthy routines alongside study. Finally, I aim to engage more actively in academic resources, such as workshops, writing support, and time management tools offered by the university. I am committed to improving continuously and believe that with the right habits and mindset, I will succeed in my academic journey.

Reference List

Cottrell, S. (2019) *The study skills handbook*. 5th edn. London: Red Globe Press.

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

Kolb, D.A. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Zimmerman, B.J. (2002) 'Becoming a self-regulated learner: An overview', *Theory into Practice*, 41(2), pp. 64–70.