

TASK 3 - REFLECTIVE REPORT

LCLM4001 Academic Skills

ACS report 1

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1. INTRODUCTION

The aim of this report is to reflect on the development of my paraphrasing skills, and referencing skills acquired in my Academic Skills class at the University of Wales TSD in London using the Gibbs Reflective Cycle. The reflective report will delve into each skill, exploring the experiences, and lessons gained through the process of acquiring and applying these skills as a student. This report aims to provide a comprehensive analysis of the development and impact of these skills on my academic journey, through the application of the Gibbs Reflective Cycle.

2. REFERENCING SKILLS

2.1. Description

During the third week of Academic Skills, our professor introduced referencing to me and my peers through a PowerPoint presentation and YouTube videos on the digital board. The purpose of this session was to understand referencing and plagiarism, and how to utilize referencing as a tool for avoiding plagiarism. We investigated the definition, reasons for application, and how to utilize referencing in our assignments. Afterward, we were involved in practical activities in class. The activities consisted of creating references for websites, books, and journals. We visualized a video about referencing in Harvard style by the University of Derby (2013), which simplified the concept for us. Thereafter, we did reference exercises, which required us to identify the essential needs to provide a reference list. This was not my first time providing rights to the author but I did not utilize Harvard referencing.

2.2. Feelings

At the initial stage, I was surprised to discover that there are various ways to reference the original authors. Throughout my secondary education, I simply included web links in my presentations, following the same approach as my peers. This realization sparked my curiosity and immediately captured my interest, but I also felt overwhelmed by the vast amount of new information. As the lesson progressed, my comprehension of the topic improved.

Upon engaging in the activities, I quickly recognized the concept and successfully compiled a comprehensive list of references for a book, website, and journal provided by the teacher. It was evident that the majority of my classmates were also proficient in the activities, as they actively participated in class without any complaints.

2.3. Evaluation

I can surely confirm that everything in this situation went excellent, I improved in knowledge and the practical activities helped me to demonstrate my capability to create references for various sources in Harvard style. I also valued proper referencing by avoiding utilizing someone else's ideas as your own. It was evident that despite my basic knowledge of providing sources, the introduction of Harvard referencing and its specific guidelines offered me a fresh learning experience. In fact, in-text citations can also be utilized to support your ideas.

2.4. Analysis

Upon further reflection, I realized that the session strengthened my understanding of the importance of acknowledging original authors. I also recognized the importance of providing a reference list because failing to provide it properly can give the impression that someone's ideas were originated by oneself, sabotage your learning, are academically deceitful, and unethical to other students, as mentioned by Scribbr (2024).

The practical task helped me utilize the structured method for generating references and the instructional video clarified the process. In addition, thanks to varied referencing sources on the website Cite Them Right (2023) provided by the lecturer.

2.5. Conclusion

In conclusion, this lesson in Academic Skills was necessary for broadening my perspective on proper citation practices. It made me realize how crucial it is to give credit and maintain academic integrity by attributing information to their rightful creators. Although I initially felt a bit overwhelmed by all the details and guidelines about citations, I was able to maintain a positive mindset and focus on

paying attention to detail. I am proud that I was able to advance while maintaining tranquillity.

2.6. Action Plan

If In reality, my intention is to dedicate more time to practicing proper citation techniques, engaging in interactive quizzes, and committing to memorizing the specific requirements in order to enhance my knowledge retention and manage my academic workflow in my future assignments. I am determined to actively solicit feedback from instructors and peers to ensure the consistency and accuracy of my citation practices.

3. PARAPHRASING SKILLS

3.1. Description

In the fourth week of Academic Skills, our lecturer introduced me and my classmates to paraphrasing through a PowerPoint presentation displayed on the digital board. This session aimed to familiarize us with paraphrasing as a tool to prevent plagiarism. We explored a precise guide to academic writing style provided by Duke University, which outlined the essential techniques to improve writing formally. Afterward, we engaged in a practical activity. The activity required us to identify the main topic and key points within a paragraph discussing the expected rise in the cost of living and paraphrasing another academic article on medical conditions. The objective was to identify three major errors and rephrase the content in our own words to improve the paragraph. This was my first experience practicing paraphrasing.

3.2. Feelings

In the beginning, I felt intrigued and curious about the new topic introduced in the session. The term 'paraphrasing' initially sparked a sense of complexity in my mind. As the lesson continued, I attempted to focus on understanding the concept thoroughly, while also observing the engaged expressions of my classmates who attentively followed the instructor's explanations. In contrast, a few individuals at the

back of the classroom appeared uninterested by occasionally chuckling softly, possibly due to the complexity of the presented material.

After initiating the first activity, I identified the main topic and key points with the facility, which pleasantly surprised me. However, the true challenge emerged during the subsequent task, which required me to rephrase a paragraph in my own words. I initially felt unsure of where to begin because the paragraph opened with an opinion, without specific dates, and lacked in-text citations, which are essential elements in academic writing and paraphrasing, as highlighted by Scribendi (2024).

Nevertheless, I maintained a positive mindset and confidence in achieving a favourable outcome. After finishing the exercise, I felt a sense of relief as I meticulously fabricated precise dates and citations, while utilizing Thesaurus (2024) for identifying suitable synonyms, as recommended by our instructor.

3.3. Evaluation

In reflection, the positive aspect of the experience was that I acquired a new academic skill to implement in my current and future academic courses. The practice has helped me improve the quality of my written assignments and avoid plagiarism. I appreciated the educational environment and the harmonious balance between theoretical concepts and practical applications provided by the instructor. I can also observe the effectiveness of my efforts after completing the tasks by implementing concise and academic style writing techniques.

Nonetheless, the downside of the experience was the self-imposed pressure I felt to complete the final exercise accurately and rapidly. It affected my mental well-being, resulting in moments of stress and self-doubts regarding my capabilities.

3.4. Analysis

Upon further analysis, the situation initially seemed positive, thanks to the conducive learning environment and the simplicity of the task. This led me to compare my results with those of my classmates, who also arrived at similar answers during the initial exercise.

Conversely, the experience concluded with self-doubt thoughts due to the complexity of the process as a first-time experience. This motivated me to search for

appropriate source materials at the library following the conclusion of the lesson. This experience indicates a requirement for self-regulation and better time management. I acknowledged the learning process, requesting guidance when facing difficulties, and embracing challenges.

I am unsure about the exact similarities between my feelings and those of other students, but I can confidently assert that we have all encountered challenges in this topic because I heard some of them complaining about it.

3.5. Conclusion

In conclusion, I have learned that paraphrasing is a fundamental tool in academic writing for effectively rephrasing information into one's own words while maintaining its original meaning, and the proper citation of sources is highly required to ensure academic integrity and avoid plagiarism. Through revising source materials from the library and course materials provided by the instructor, I have developed my ability to rephrase complex information precisely.

Regarding improvements, I could have requested more feedback from teachers and peers to further enhance my skills. They would have corrected my mistakes and guided me with valuable recommendations that would have helped me to improve and produce even more refined academic writing.

3.6. Action Plan

If we have more paraphrasing activities in class, I will collaborate with a friend. I would organize my workspace with my notebook, a blue pen, and my laptop opened to a website for finding suitable synonyms, as mentioned before. This will help me stay organized and ready for the task ahead.

I am planning to learn academic vocabulary efficiently rather than wasting time exploring words on the internet. I would incorporate training methods that improve my time management skills. The University of Plymouth (2023) suggests practical ways to learn new words. These include collecting word samples from letters, adverts, or packaging, organizing vocabulary with tables or mind maps, utilizing a dictionary for definitions, and revising word lists often. They also recommend

interactive vocabulary quizzes, getting a friend to quiz you, and explaining new words to others for practice.

4. CONCLUSION

To summarize, this reflective report is a critical exploration of the evolution of my paraphrasing and referencing skills learned through this term in Academic class. I experienced challenges with a positive mind gaining powerful knowledge at the end. Through this analysis, a comprehensive understanding of the development of these skills has been achieved. I also acknowledged the importance of providing a reference list even after paraphrasing. Ultimately, this report encourages the importance of continual self-growth and mastery of essential academic skills in achieving a successful educational experience.

References

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