

LCLM4001_LON Academic Skills

ACS report

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1.Introduction

This report is based on how this module has helped me

Improve my academic skills.

I will talk about Note-Taking skills, Finding information/search

Skills and Paraphrasing skills. My aims are to demonstrate what I have learned, the type of content I have covered, and how it was helped me improve

2.Reflective model

In this report, I will be using the Gibbs Reflective model.

Created by Gibbs Sampling

The Gibbs model is a tool used to improve learning and consist of six parts:

What was the lecture about? – How did you feel during the lecture? –Was it useful-What Have experts Said about this topic? - What will you focus on to improve? - and What is your future action plan?

I use the Gibbs model because it is the one I have learned good and is the one I find easiest to complete because the questions are easy to understand and answer

3.Academic skills

3.1Note taking

The Note-Taking class has covered how we can improve our way of taking notes, Working Memory, and method to improve note taking. They showed us to improve note-taking is using diagrams. This basically involves creating a map with a central topic and linking it with the information given to you. You can also use different coloured markers to highlight the things you believe are most important. I have also learned that many pieces of information and moment are linked to emotions, which is why we often remember moment associated with strong emotions like Scare or a funny moment.

During the class, I felt a bit stressed because it was one of the first classes I had attended in a long time, and I found it difficult to stay focused. However, during the class, I felt much more centred and less stressed because the teacher's explanations were clear and there was a good atmosphere in the classroom. By the end of the class, I felt good because I realised that it wasn't as difficult as I had initially thought it would be.

This class has been useful to me because I have improved my note-taking by following the syllabus and the teacher's instructions. The diagrams with pictures were good because they were clear, easy, and useful. One thing I didn't like about the class It's the diagrams because I find them a bit complicated to make.

Experts say: by Joseph Siegel that writing the 100% of what you hear during a lecture is impossible and can also cause you to miss much of the information given. That's why taking notes is a good way to learn. One thing I should improve on is using diagrams, as I find it a bit difficult to link the types of content. Experts say by: Emily Mills Visual notes are effective for learning, organizing, and retaining information. Sixty-five percent of people are visual learners, making them essential

I will focus on improving the use of highlighting because I don't usually use it, and it's a helpful tool.

My future action plan is on improving my note-taking so that in the future, I can make more useful use of them for my studies or work.

3.2 Finding information/Search Skills

The finding information skills class aims to improve your way of searching for content and the different sources where you can do so. There is a lot of false content online, and we learned where to find reliable content and how to identify it using a test called CRAAP, which involves following steps to identify. Additionally, I learned how to create references, which are also very useful for verifying data about information you have used in a document or report.

During the finding information skills class, I felt a bit confused because I thought most of the data on the internet was real, but that's not the case.

During the class I felt less confused thanks to the teacher's explanation on how to find real data on the internet, I understood everything better. By the end of

the class, I felt better and more knowledgeable because I had learned new ways to search for information.

Yes, it has been useful because I have learned new ways to search for information. I liked learning about CRAAP because it is quite useful. One thing I didn't like much is making references; I still find it a bit difficult.

Experts say: by Adeyinka Tella, in library science have observed that a new generation of library users is emerging, which differs significantly from current users in several aspects. These differences are reflected in their expectations regarding access to and retrieval of information, time management, personal effectiveness, use of information and communication technologies (ICT), and acceptance of diverse sources of information.

I will focus on improving my use of the CRAAP test because I had never heard of it before, and I find it an interesting way to verify information.

My future action plan is to continue practising my method of searching for content, so I can ensure that everything I find is usable and verified, and thus be helpful for my future work reports.

3.3 Paraphrasing Skills

In the paraphrasing skills class, we began by understanding what a paragraph is, which is a group of sentences about the same topic. We learned to analyse sentences and identify the main idea of a sentence by looking for words that indicate the main idea of the topic. We also learned how to find end-of-paragraph signals and how to look for a logical order to arrange them. At the

beginning of the class, During the class I felt good because it was a topic I had already studied before, At the beginning everything became even easier thanks to the new ways I learned to analyse paragraphs, by the end of the class, I felt a bit annoying, although a bit cold due to the strong air conditioning, which caused me to lose some focus on the lecture.

Yes, it has been useful because I have learned a better way to do paraphrasing. One thing I didn't like is analysing the sentences; I find it a bit complicated.

Experts say: by Ying-Hsueh Cheng affiliated to National Chung Cheng University in Taiwan: Many students studying English as a foreign language (EFL) often find it challenging to paraphrase when writing from source texts. This difficulty can result in different meanings or the unintentional copying of others' ideas, words, or work. However, there has been little research into the use of tools to assist students with paraphrasing. To address this gap, this study explored whether guided tool consultation, combined with paraphrasing strategy instruction, can improve students' overall paraphrasing performance.

I will focus on improving my search for the organization of the paragraph, as I still find it a bit difficult to identify supporting sentences when analysing the paragraph.

My future plan with paraphrasing is to keep practising, as it will be very useful when I need to write emails or documents with the appropriate words and phrases.

4. Conclusion

In this report, I have explored how I have improved my skills in note-taking, information search, and paraphrasing. The different methods through which I can enhance each of these skills, as well as the new approaches I have discovered, have been quite interesting and productive. This knowledge will be extremely useful for both my future academic and professional endeavours, should I need to prepare another report or any type of written document

5. Reference list

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