

TASK-3
Reflective Report

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Introduction

The objective of this report is to identify my learning process while completing sections of the Academic Skills module. I was also able to partake in many activities, including quizzes, writing assignments, and class conversations that allowed me to build important academic skills. Regarding this reflection, the areas of improvement that will be addressed include time management, academic writing, paraphrasing, referencing and critical thinking (Williams et al., 2020). These aspects are important to reflect on, as it helps to identify the strengths and weaknesses and thus set a better plan of development for the future studies.

Description of Experiences

Task 1: Academic Skills Quiz

Task 1 was an academic skills quiz taken during one of the class meetings, and it covered time management, note-taking, references, and academic misconduct. To prepare for the quiz, one had to study the previous lessons, as well as practise the citation styles. While I had a slight nervousness before beginning, recognition of the topics made me feel at ease.

Task 2: Application of Academic Skills Exercise

In the second task, there were several activities including reading through a short text, copying particular sentences in the text, and writing a coherent academic paragraph in 75 minutes. When it comes to managing this particular task and being under the work pressure, this could not in any way be easy. Nevertheless, it provided very useful information about how it feels and how is it possible to apply theoretical knowledge in practical timed assignment.

Classroom Activities and Discussions

The class discussions also proved quite helpful in my learning process. One of the most enlightening activities was the exercise regarding the assessment of academic sources where we were divided into groups to analyse the reliability of the information. One of the

most effective was a task called paraphrasing exercise which consisted in people exchanging each other's texts and analysing how to prevent the use of plagiarism (Stander, 2020). In addition, it is clear that these practical exercises have helped in gaining better understanding about them as well as encouraging active engagement.

Analysis and Personal Reflection

What Went Well

Among the new skills I learnt and achieved was the enhancement of my time management skills. Using an approach of systemising Task 1 helped me to structure the schedule for my study and set more realistic targets for a day. The other major improvement I made was in the order of paraphrasing, which was evident from the performances in the Task 2 activity as well as from the class activities conducted on a similar line (Bassot, 2024). Lost words were defined as words that occurred in one replayed idea that did not appear in the other but had a similar meaning to several other replayed ideas in the reworded text. It also increased my chances of active participation in the classroom and thus enhanced my knowledge of the contents of the given module as well as honed the communication skills.

What Went Poorly

I was faced with so many challenges in the beginning, especially on how to format papers using the Harvard referencing style. While I grasped the idea, I did not know how to use the formula in an appropriate way when analysing different sources. In the same Task 2, I also noted that I got stressed by time constraints while writing my paragraphs, which distorted the organisation of my ideas and writing in general. At first, I had a rather passive approach toward the materials used in the work, which shows that I had a problematic attitude towards critical thinking that is expected at the academic level.

Lessons Learnt

Something that I realised is that hard work pays, and therefore, constant practice wins the battle when it comes to academic success. I understood the value of scheduling time for revision and also for the proper orientation towards academic writing conventions from the first task. When I was taking task 2, I realised that paraphrasing is not just a simple replacement for words but is an exact comprehension of what the material is about. From the class activities, I learnt how to approach different sources and had a chance to judge whether it would be suitable to use it in the article I write (Ramlal and Augustin, 2020). These lessons have enhanced my scholarly ways of dealing with tasks in terms of thinking more strategically.

Strengths Identified

Looking at the various sections of this module, I was able to identify some of the strengths I possess in the following areas. My transcribing skill; effectively summarising the content of the lecture was possible as it facilitated me to overcome the challenge of Task 2. The exchange of ideas in class Conversations formed another strength, as I was able to interact with other individuals and hone in on my thoughts. I was also able to be flexible in the class, as I was able to correct my mistakes, especially in writing and referencing styles, as pointed out by other learners.

Areas for Improvement

However, there are still some areas of improvement for the field as well. I still have to improve regarding questioning and critically evaluating information; therefore, I have to focus more on critical thinking skills. However, there is still a need to improve on my paraphrasing skills, more so when it comes to more complicated texts. The last is to increase the productivity in time restraints to increase the quality of work in exams.

Overall Development

In general, I consider the Academic Skills module to have been most pivotal in my learning experience. Some of the interpersonal skills include writing ability, referencing, time management, and critical evaluation that are useful when it comes to higher learning

(Sokhanvar et al., 2021). In addition, I have learnt the principles of self-organisation, which will help in my further education. I have gained an understanding of how reflective practice can be used in assessing my developing abilities and ensuring improvement is consistent. The activities discussed above have enabled me to develop confidence and skills in handling future modules and assignments.

Conclusion

From the above real-life reflective report, it can be concluded that the Academic Skills module played a role in my personal learner development. From Task 1, Task 2 and the classroom activity, I gained memorable lessons on effective time management, academic writing, the reference system and critical thinking. However, the situations explained above were interesting, as they taught me critical aspects about my academic behaviours. As for the personal communication skills, I am now better prepared to meet the challenge of higher education and am focusing on their enhancement as I continue my education.

References

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