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Course title-ACE (academic and employability skills)-BMCW
4001

Reflective report of my experience in ACE skills.

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Abstract

This report aims to examine the Gibbs (1988) Reflective Cycle. The present study I use to show how students reflect on literary analysis. Gibbs' reflective cycle is an excellent framework for students' reflective thinking and is helpful for in-depth study of a particular literary work. It is the most appropriate and is often used as a source for students in high education. Also, the model is helpful as it has a suitable substructure and gives unlimited opportunities to users to improve their reflective thinking. The finding of the study revealed that Gibbs' reflective cycle is an excellent framework to be used by the students in writing reflections upon literary works they are working on. Wain, A. (2017)

Introduction

The paperwork explains how Gibbs (1988) reflective cycle works using all six aspects to improve reflective thinking. I will have the opportunity to reflect on the topics learned so far used in class, and I will use them in the Gibbs method. Here I decided to focus on four of the skills studied in class, or more precisely: paraphrasing, referencing, summarising, academic writing. That will help me to understand how the model is working. I will be talking about my experience at university and what I have learned. By reflecting on my past at university it will improve my -understanding of myself. I will learn my weaknesses, strengths and how to improve my skills in the future, (Zhilina, L. and Me, Y.H., 2020).

Methodology

One of the models I will use in my work is Gibbs (1988) reflective cycle. This model is presented in the six stages below:

Description of the experience.

Feelings and thoughts about the experience.

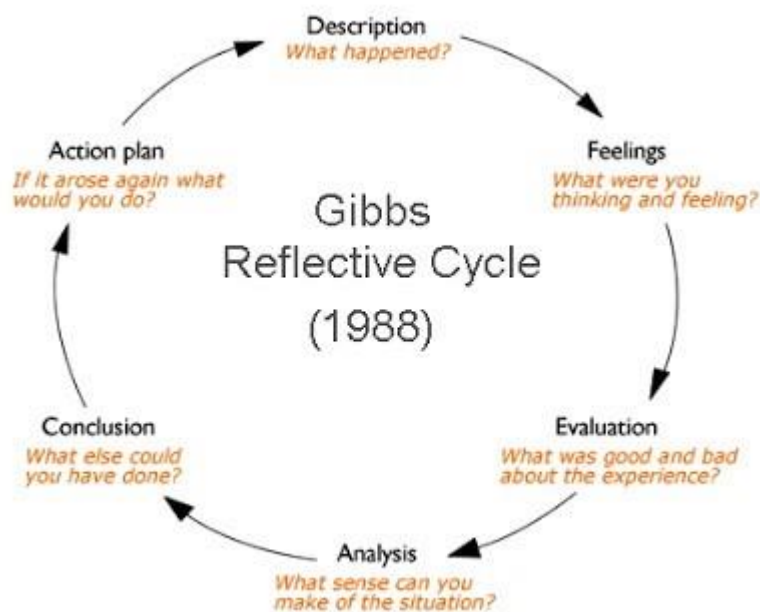
Evaluation of the experience.

Analysis to make sense of the situation.

-Conclusion about what I learned and what you could have done differently.

-Action plan for how I will deal with similar situations in the future.

The model is suitable for a way of working through experience. That could be a situation I often go through or a situation or experience that repeats itself., (Adeani, I.S., Febriani, R.B. and Safranin, S., 2020).



Gibbs Reflective Cycle-

(Oxford Brookes University, 2015)-Source.

Paraphrasing

Definition of Paraphrasing:

According to King (2007) the term paraphrase is to paraphrase text or writing. Paraphrasing is not the exact reproduction of the text. It is a clarification or explanation of the analysed content. The reader who intends to paraphrase a text should read it carefully, emphasize the

main and secondary ideas and finally write the paraphrase based on the interpretation of the main ideas contained in the text, another way to make a paraphrase is to use a synonym to change the text.

Description:

The experience that I have gained during university in the past few months in paraphrasing is of great importance for me. To find information in the various sites and books on internet, I had to read research academic evidence because it is essential to paraphrase. In general, when I wrote this report, there were many problems. For example, I had to understand a lot of information and rephrase it. Still, at one point, I realized that I could not understand all this literature and just added a lot of my ideas and experience, which I included in my work on the essay, (Na, C.D., and Nhat Chi Mai, N.X., 2017).

Feeling:

When I was writing my reflection report, I felt that I might not find information and literature. It did not confuse me that much because I know I will have the opportunity to improve these skills in the coming months at the University, but for me was difficult to know if I am doing the right things or no.

Evaluation:

I can appreciate this experience is very interesting. I managed to learn for myself that I can struggle with finding and reading academic literature on how and why it is important to paraphrase work. Now I know how much time I spend for research and how good I am in my new skills which I have during the first term of the University.

Analysis

Going back and looking at the situation, I already know what the paraphrase is. I can say that I know where I went wrong, what actions I had to take, and the consequences of the situation.

Now I know, I must spend more time for searching more evidence for my work because is good to use relevant sources for the topic.

Conclusion and action plan

As a conclusion and action plan, there are some things I would like to change. I could not find more detailed teaching materials for my work. For example, I did not use the school library for more evidence that would also help me with the structure of my academic report. Nevertheless, I already have experience and will be helpful for my plans in my future assignments.

Referencing

Definition of referencing

A reference is when I use an idea or quote from a specific academic material and prove where we found information about a particular topic. In this report, I will use Harvard style references. Also, I will use these references as a piece of evidence for my research, because I have not enough experience to write this essay by myself., (Cernostana, Z., 2017).

Description

For my experience at the university in terms of references, it turned out that I did not know so many details and how important they are in the presentation of academic work. To write this reflective report, I had to look for appropriate references to prove my ideas and reflections. Since I am using this evidence for the first time, it has been challenging to figure out which ones are correct for my essay, as they are different, such as in-text citations, author, and book citations, and the main which on the back page, (Grechuk, B., 2019).

Feeling

During my work on discovering how to place references and what I learned in class, I felt that I was not doing well. Because before, I thought I knew exactly what to do looking for relevant literature, but it was not like that. That made me feel confused, because I was not

familiar with much of the vocabulary within the relevant literature. However, I adapted, and I kept going.

Evaluation

From the point of view of looking for references, I do not think I was good enough, because the references had to be present in Harvard style, but I think I tried to succeed. To make sure that my concerns are correct, I checked my notes and the university's requirements and after, I was more confident.

Analysis

Now that I analyse the situation and deal with finding references, I think I did not have enough experience using the connections in my reflective report. However, the research I did will help me to make accurate decisions and choices in the same situation.

Conclusion and action plan:

In this aspect, I would like to change some of the things I have been working on to create this reflective report. For example, I was confused when I choose which references, I need and how to find them. But now that I have minimal experience, I could be better at my future homework at university.

Summarising

Definition of summarizing

According to Bhattacharyya, A. and Vreeken, J., (2017, June), Summarising is simply because to summarise means to identify the essential information from the literary work. This is very easy because I can find the keywords in the sentence to include in my research and so that the data is more easily accessible to me or the writer.

Description

My experience at the university so far in summarizing made me read academic theories and seminars on this, so it was easy for me to accept the material I study now. My learning style is based on reading, and in this case, summarizing help me to find information for my reflective thinking.

Feeling

My thoughts and feelings in finding keywords and reading between the lines are not my best qualities. But what I learned in the past months in class gives me a chance to cope with this challenge. I had moments when I did not feel confident, but I think I am doing well, and I will continue to do the same. Because now I know how important is summarising for my academic learning.

Evaluation

The essential point about this experience is that I understand what I can and cannot do. The academic reading about this topic made me struggle and left me confused because I must read a lot of new information myself, which makes me feel that I am not doing well.

Conclusion and action plan

Now looking back, some aspects I will change. In hindsight, I noticed that I did not use all the materials and support available, and I want to use them in my next article. For example, the online library provides a lot of support to help my spelling, grammar, and sentence structure, but I need to manage my time and stay organize.

Academic Writing

Definition of academic writing

Academic writing is used in universities and colleges and is different from writing stories, for example. It is also formal and does not use jargon. All words and grammar are other than what I write every day. Academic writing can include - paragraphs, the structure of the sentences is different and the organization sections, sentence structure sections, and a writing model that depends on the school. Graff, (G., Birkenstein, C. and Maxwell, C., 2014.).

Description

Now, when I write my reflective report in an academic style, I can say that I did not know what academic writing meant before I started my university studies. After reading many facts on various online platforms, I realized that it was new and valuable since I already use it in my reflective report. At the same time, I had to read relevant materials and examples of applying academic writing in my paperwork; it was essential to understand the skills I already have in the scholarly presentation of my essay.

Feeling

What I felt while studying what academic writing is and now when I write in this style gave me the feeling of insecurity in my writing, but what I learned will be very useful for writing my future reports. Of course, I had moments when I did not know if I was expressing myself correctly, but I think I have significantly improved in this regard.

Evaluation

The advantage (evaluation) of this experience is that I can find out what I can and cannot do. However, I found it challenging to complete all the academic writing and apply my findings to work.

Conclusion and action plan

In the conclusion and action plan, I can say that I would use more reliable sources because I did not have the opportunity to look in the right direction, using good resources. For example, I read long reports of other students on the internet, which took me a long time. But for the

futures reports, I will know what I must change and how to apply my knowledge in the academic writing.

Result of Findings

In the Gibbs 'reflective cycle, I entered four of the topics I was working on and indicated the method for using the model itself. In this model, I presented all the findings of this study. The presentation of the model has a single purpose: to understand how students use it in writing their reflective thoughts. I also found a difference in the results of students who use this model and those who do not, and found that it helps us understand our thoughts, feelings, and discoveries.

Discussion

In my work on paraphrasing, it was easy to understand that it is not so difficult to quote a particular author or idea and literary work. This experience helped me appreciate the importance of not coping with the text and reading between the lines while changing the text in my mind. I can also place a specific part of the text for processing in different groups, which should be disturbed according to the importance. My discussion aims to prove that other ideas can be exchanged during paraphrasing of the text, (Korpaš, O., 2021).

Conclusion and Recommendation

Through this essay, I have talked about my skills and experience in reflective writing. The implication of the paper I wrote is that learning and practicing students' reflections can be helpful for their future thoughtful works. The present study shows how students use the Gibbs cycle in reflecting a literary text. I can recommend in this case, students who use the Gibbs method can pay more attention to the language structure when writing and think about literary works.

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