

REFLECTIVE REPORT – TASK 3

Academic Skills Module – LCLM4001

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1. Introduction

For starters, I will briefly explain what this report will include, and I will expand on these topics throughout the report. I have chosen 3 academic skills that I learned about in my lectures and from the online recordings on Moodle. These skills are note taking, reference writing and summarizing. My aim is to show my understanding on the reflective cycle model by GIBBS

2. Reflective model

In this report, I will be using the Gibbs reflective model (GIBBS 1988) to describe the development of learning from experiences. He suggests that the description of the experiences, feelings and thoughts of the evaluation, analysis, conclusion and action plan, are all in a cycle. I chose the Gibbs reflective model because I believe it to be true. This model is about the reflection that affects our life and sometimes we might not even notice it. However, when we look back and reminisce on our experiences, we can see how each step of the model plays one by one. You can test this model and see how it works. Each stage of this model goes in depth. Meaning that it's more to it, Gibbs also indicates that certain information helps one remember their learning experiences. This is why in the description he asks questions of what happened when you learned certain information or skills etc. When and where did it happen? Were there any distractions? Were you in a comfortable state in order for you to learn? These can be positive or negative. For example i had to learn a skill in order to help my husband repair something in our home. While he was showing me what to do step by step to help him, my younger daughter distracted my attention therefore it had an affect on me learning that one skill I needed.

3. Gibbs reflective model

I was not present in class for the lesson on reflective models, however, I caught up online on Moodle learning about it on the recordings that were taken for this model. From what I gathered online the topic of reflective models is about how we use different stages of reflection on our learning experiences like I described above. As I was not there for this lecture my experience was different as I was not in the same classroom or that environment where I usually am when we learn, this impacted the way I learned this model and it took a couple of attempts as I kept getting distracted by small things surrounding me therefore I had to go over the same video taking notes about 3 times. This shows how things can impact the reflective cycle.

3.1 Note taking

There are many ways to note-taking, the ones that I've been the most familiar with are, diagrammatic, tabular, mind mapping and linear. Diagrammatic note-taking is an alternative to linear note-taking that makes use of visual aids such as Venn diagrams, mind maps, and flowcharts. You can more effectively visualize and understand complex information by outlining main concepts and branching out with related subjects, or by processing with shapes and arrows. Linear notes help review content, writing down information in a clear, often using bullet points, numbered lists, or paragraphs. This strategy makes it simple to follow up with the information as it is provided by organising notes in a step-by-step fashion. It's perfect for clearly and systematically recording lectures, meetings, or reading material. Because they offer a concise summary of the key ideas and supporting facts in an approachable format. Taking tabular notes entails arranging data into tables featuring rows and columns. While the columns are intended to classify and compare details like definitions, instances, or features, each row represents a distinct object or topic. This approach works well for methodically organizing and evaluating data. Lastly there is mind mapping, with a main idea in the centre of the page and branches out with related thoughts and details, mind mapping is a visual note-taking technique. Every branch depicts a distinct facet of the primary subject, forming a network of related concepts.

3.2 paraphrasing

Paraphrasing is basically restating facts or concepts in your own terms while maintaining the original meaning is known as paraphrasing. It is an important ability to have and its important for communicating information more effectively, staying away from plagiarism, and proving that you understand a subject. Rephrasing sentences and changing the structure without sacrificing the meaning of the message is known as paraphrasing. This method works well for summarising literature, breaking down complex ideas into smaller ones, and incorporating knowledge into fresh settings. You can deliver information in a novel way that is more suited to your audience and approachable by skilfully paraphrasing.

3.3 referencing skills

Referencing is used in order to provide credit to the original writers and make it easier for readers to find the sources themselves, referencing techniques entail correctly citing sources that you utilize in your work or study. This procedure is essential for upholding your work's legitimacy, preventing plagiarism, and preserving academic integrity. Understanding the different citation types and proper formatting for reference lists and in-text citations is necessary for effective referencing. Good referencing techniques show that you pay attention to detail and respect intellectual property in addition to supporting the validity of your ideas. Gaining proficiency in these areas will improve the caliber of your work and make the academic community more open and reliable.

4. Conclusion

To conclude this reflective report using Gibbs' Reflective Model will help you study more effectively by giving you a disciplined way to reflect on and improve your research and note-taking techniques. The model consists of stages including Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. You can find areas for improvement and create plans to use these talents more successfully in the future by methodically reflecting on events and results. Ultimately, developing these skills and reflective habits helps one approach academic and professional work in a more structured, perceptive, and credible manner.

Reference list

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