

Reflective report

MODULE NUMBER: DIGITAL SKILLS

MODULE NUMBER: (LCLM4001-LON)

STUDENT'S NAME: SHADI AL TARBOUSH

STUDENT ID: 2327528

GROUP: 3

LECTURER'S NAME: SAMUEL D'ELIA

Table of Contents

- 1.Introduction
- 2.Model of Reflection
- 3.Academic skill reflection 1: Note taking skills
- 4.Academic skill reflection 2: research skills
- 5.Academic skill reflection 3: paraphrasing skills
- 6.Conclusion

1.Introduction

This reflection on the development and improvement of critical academic skills through reflection in practice. This assignment will provide reflections on some of the academic skills, notably in note-taking, research, and paraphrasing, most particularly from the intention to introduce the concept of reflective analysis through the utilisation of Gibbs' Reflective Cycle and explanation of the model and usefulness of the model. Each reflection is based on Gibbs' Reflective Cycle model and includes the following elements: description, feelings, evaluation, analysis, conclusion, and action plan.

2.Model of Reflection

The Gibbs Reflective Cycle is one of the most common frameworks applied in reflection and learning from experiences. Developed by Graham Gibbs , the cycle is composed of six stages through which one can critically reflect on their experiences and learn from them . The cycle starts with a description of the event or experience and then goes on to explore the thoughts and feelings related to that event. The next stage is that of evaluating the experience; identifying what is good or bad and working out what could or might have been done differently. This then drives back the cycle of closing the experience, identifying what one has learned, and finally planning how it can be used in future experiences.

Academic Skill 1: Note Taking

I recently gained new experience from this course and wanted to share what I learned about the importance of taking great notes. It turns out to be a really valuable skill, especially for the work we do. The new stuff for me was the different types of note-taking – things like charts, mind maps, liner notes, and tables. Experimenting with these formats has made a huge difference in how I process information and keep everything organized. For example, I've found that

mind maps work best for me when I'm trying to see the big picture and connect different concepts. The visual layout just clicks in my brain. Written notes, on the other hand, are ideal for jotting down key points and action items.

What can note taking help to :

Improve your understanding through the process of replacing difficult ideas with your own words.

Be prepared for the clearest and best-communicated reasons in your essays.

Be more involved in terms of time in reviewing the examination.

Evaluate your progress as you study. (the open university 2024)

Note taking is a very crucial art to master as a student, as it contains the whole large information noted into a smaller and concise form, giving an interpretation of the large information in a coherent way. In my opinion, note-taking is mainly the act of removing out the main point and central ideas of text and leaving out the details that are unrelated.

In the future, I will practice actively by developing these skills, which of course will help me do well in academic and communicate more clearly.

Academic Skill 2: Research

On further analysis, I came to understand that, on the one hand, the research skills need to be improved to help in executing work better than ever before. I also realised that collecting more systematic data from a larger set of credible sources and doing the research using a wider range of research methods can help improve the research process. Improvement in critical thinking and attention to detail during data analysis were identified as an important area for development (Bapanova et al., 2023).

The project was a learning and growing experience in the sense that work done at an academic level can be a dynamic experience. It re-echoed the idea that research is not just a collection of data but an orderly analysis and interpretation to make sensible and meaningful inferences.

I have prepared an action plan to strengthen my research skills; areas needing improvement are articulated. I will be performing a comprehensive research plan laying down objectives,

methodologies, and timelines in black and white to ensure there are focused and organised steps into future projects, as mentioned by Billore et al. (2023). I would also try to enhance my data collection by using a combination of sources and qualitative and quantitative methods at relevant places, which can increase the depth and accuracy of my findings. Furthermore, I aim to hone my critical thinking ability through persistent practice in inspecting and interpreting complex data sets in a way that fuels deeper insight into research outcomes. This should be accompanied by seeking mentorship and guidance from already experienced researchers or faculty members, who will provide support through their insights and feedback in giving direction to one's attempts to polish the research skills. Eventually, I will also attend workshops or courses related to research methodologies and techniques to be up-to-date with contemporary best practices and developments in this field (Khasawneh et al., 2023). This well-rounded approach to skill development is an indicator of my commitment and dedication toward being a continuous learner and improver in the domain of research.

Academic skill Reflection 3: paraphrasing

Description

With the view to becoming a successful student, I believe that mastering paraphrasing skills is crucial for academic integrity and effective communication of ideas. Proper paraphrasing compresses information from resources using the writer's own words and maintains the intent of the original text (Alaofi, 2020).

Feelings

Oftentimes, I find it a bit hard to paraphrase complicated matters or technical language. On the one hand, I do get the point of writing without plagiarism and proper citation, on the other hand, I might interpret the original idea of the author incorrectly.

Evaluation

On reflection of my paraphrasing ability, there are some areas where i seem to not be able to do it well and another area where i have the ability to paraphrase the text perfectly. Nonetheless, on occasion, i am not able to really find appropriate words to convey the concepts without accidentally repeating the original text.

Analysis

Considering the significance of the paraphrasing skills described by Pertiwi (2019), it came to my mind, that to get better at paraphrasing, i have to practice more and be more attentive to details. Not just in trying to understand content, but rephrasing properly and coherently, without making a big deviation from the facts and nature of the content.

Conclusion

To sum up, developing my paraphrasing skills is core to realising success in academics and ethical scholarship.

Action plan

I dedicate quite a lot of time to the practice and development of my ability to paraphrase. This is achieved through intensive source reading, note taking and rephrasing the source in my own words as practice. In this connection, ensuring that my paraphrasing skills are improved on an ongoing basis ensures that i maintain academic integrity, clarity in writing, and credibility.

Conclusion

Conclusively, a lot was learned through the reflective process of note-taking, research, and paraphrasing skills. The application of Gibbs' Reflective Cycle enables one to arrive at a deep understanding of strengths, areas of improvement, and best steps towards betterment. These reflections help in an ongoing process of personal and academic growth.

References

- Alaofi, A.O., 2020. Difficulties of summarizing and paraphrasing in English as a Foreign Language (EFL): Saudi graduate students perspectives. *International Journal of English Language Education*, 8(2), pp.193-211.
- The open university (2024) *Note-taking techniques* Available at: URL <https://help.open.ac.uk/notetaking-techniques> (Accessed 29 April 2024)
- Bapanova, G.K., Orekhova, N.V., Kadirsisova, S.B., Kasbayeva, G.S. and Sholpankulova, G.K., 2023. Research skills as the student learning achievement. *International Journal of Educational Reform*, p.10567879231155874.
- Billore, S., Anisimova, T. and Vrontis, D., 2023. Self-regulation and goal-directed behavior: A systematic literature review, public policy recommendations, and research agenda. *Journal of Business Research*, 156, p.113435.
- Khasawneh, A.J., Khasawneh, M.A.S., Al-Sarhan, K.E. and Alkhawaldeh, M.A., 2023. Assessment of the Perspectives of Experts on the Evolution of Translation Education in the 21ST Century. *Migration Letters*, 20(S2), pp.894-908.
- Pertiwi, I., 2019. *Students' Paraphrasing Techniques in Writing (A Study at the Senior Students of English Program of IAIN Parepare)* (Doctoral dissertation, IAIN Parepare).