

ACS REFLECTIVE REPORT

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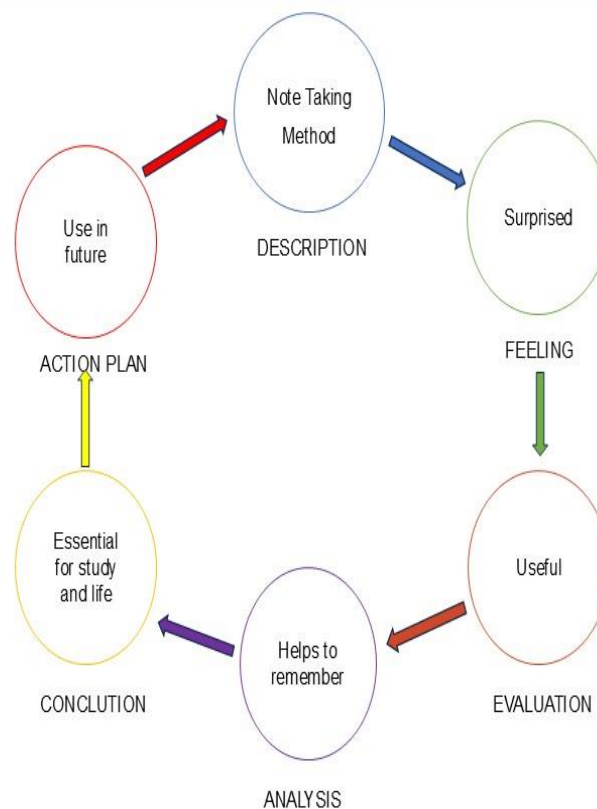
1 Introduction

On this reflective report I am going to discuss three different topic experiences within the one Gibbs reflection method, that we studied in week six. The topics I choose are note-taking skills, academic writing skills, and finding information skills. I have chosen this reflective cycle model because according to Finlay (2008), "Reflection is an indispensable part of teaching and learning, to make us more aware of our own professional knowledge and action. In addition, reflection causes us to learn more effectively as learning can be adapted to us" (Finlay, 2008). The Gibb's model is established on six phases of approaches: 1- DESCRIPTION (what happened?), 2- FEELINGS (what were you thinking and feeling at the time?), 3- EVALUATION (what was good and bad about the experience?), 4- ANALYSIS (what sense can you make out of the situation?), 5- CONCLUSION (what else could you have done?), 6- ACTION PLAN (if it arose again, what would you do?), (see appendix¹).

2 Reflection Topics

2.1 Note Taking Skills

My experience of note taking using Gibbs model



Source: the Author

- Description

In week two I learned about note-taking skills. Is the ability to take notes while listening or reading content. It is the act of taking relevant information from the source in a more precise and concise way (Siegel, 2020). We can use different format for different situations. The lecturer explained different types of format, such as Linear note-taking, useful for analytical task, Diagrammatic note-taking (see appendix²), useful for different ideas, Mind map note-taking, useful to capture and organize ideas and information, and Tabular note-taking, useful to compare and summarising, and Cornell method, useful for all kinds of subjects, easy to summarise.

- Feelings

At the beginning of the term1 course, due to my poor knowledge of the English language, I felt scared. But as time went on, I realized that there was no reason to be scared.

- Evaluation

I find it useful because help me to stay focused on the topics covered, and I can understand better about the topic.

- Analysis

In according to (Cottrell, 2019), making notes by hand helps me to remember more, because during the lesson in class, 50-60% of what we hear, get forgotten, even if we pay attention.

- Conclusion

What I have learned about notetaking is that for study, for job and, also for everyday life, it is essential because help us to remembering all kinds of subjects.

- Action plan

For the future, both during my studies and in daily life, my goal will be to practice more with the different note-taking methods.

2.2 Academic Writing Skills

- Description

In week four we had lesson about academic writing. I learned that the characteristic for a formal writing differs from an informal writing. A formal piece of writing must be structured, that is, it must have a title, a contents page, an introductory part, a main body, and a final part, where I describe what I understood and what not, what and how I can improve my knowledge and skills about the experience.

- Feelings

At the time I felt that in this academic course, I have more to learn about how to write academically correct and, with practice, I can do it.

- Evaluation

The good thing about this experience has been, in addition to learning new things, which interacting with the lecturer and the other students, it made me grow in the desire to learn more. The dreadful thing has been that often the lessons was disturbed by students that makes noises.

- Analysis

What I can make out of this experience is that there is always something new to learn, and every time is a rewarding feeling.

- Conclusion

Learning what the right tools are and how to use them has helped me grow intellectually and professionally.

- Action plan

What I am going to do in the future is to practice what I have learned in this academic journey.

2.3 Finding Information /Research Skills

- Description

In week three we discussed in classroom how to find/search information. The information must be revised, analysed, and interpreted to find the answer or solution to a given topic. To help us to find reliable information, we can use the CRAAP Test (source: UWTSD), it is a list of questions to evaluate the information, it has been developed by (Blakeslee, 2004):

- **C** – Currency, as something current happened.
- **R** – Relevance, something important connected to the topic.
- **A** – Authority, someone that have credential to tell us.
- **A** – Accuracy, something true and accurate to reality dates.
- **P** – Purpose, the reason the information exists and depend on the point of view.

(see appendix³).

- Feelings

I found this lesson remarkably interesting. Overcome by curiosity and the desire to learn how to understand if the result of the information is true and reliable.

- Evaluation

I learned that research skills are the ability to find answer to a questions or solution to a problems. It is a long and hard work to search and find right and correct answers.

- Analysis

Asking yourself questions is essential to finding answers. For example, is the information reliable? is the source credible? Is it supported by evidence and references? Am I able to use that source? More questions more chances to reach best information (see appendix⁴).

- Conclusion

In conclusion, academic research is a specified and systematic exploration into a specific area of study. It involves, in fact, research, investigation and critical analysis. It also usually involves a lot of reading.

- Action plan

Before starting my research, I must make sure that I understand the topic on which I am going to carry out my research, and make sure that I am going to use the right tools.

3 Conclusion

As a student in earlier stage, I know that my report does not need to be perfect, but it must be understandable, clear, and free of informal verbal expressions. Must have in-text citation in the paragraph, a list of references at the end of the report, and evidence. Must be grammatically correct much as possible. I have found that by developing these skills, academic writing, note taking, finding information and others, I get the technical skills that are essential for an academic preparation and success. First during the study period, and then in the world of work and daily life. However, amidst the complexity and challenges to face, also I have found opportunities for intellectual and personal growth. Moreover, relating and collaborating with culturally diverse teachers and students, had offering a diversified and wide-ranging academic perspective. I am happy to have undertaken this academic journey.

4 References

Blakeslee, S. (2004). "The CRAAP Test," LOEX Quarterly: Vol. 31: No. 3, Article 4. Available at: <https://commons.emich.edu/loexquarterly/vol31/iss3/4>. [Accessed: 10 08 2024].

Cottrell, S. (2019) *The Study Skills Handbook*. Fifth edition. London: Macmillan International Higher Education/Red Globe Press, an imprint of Springer Nature Limited.

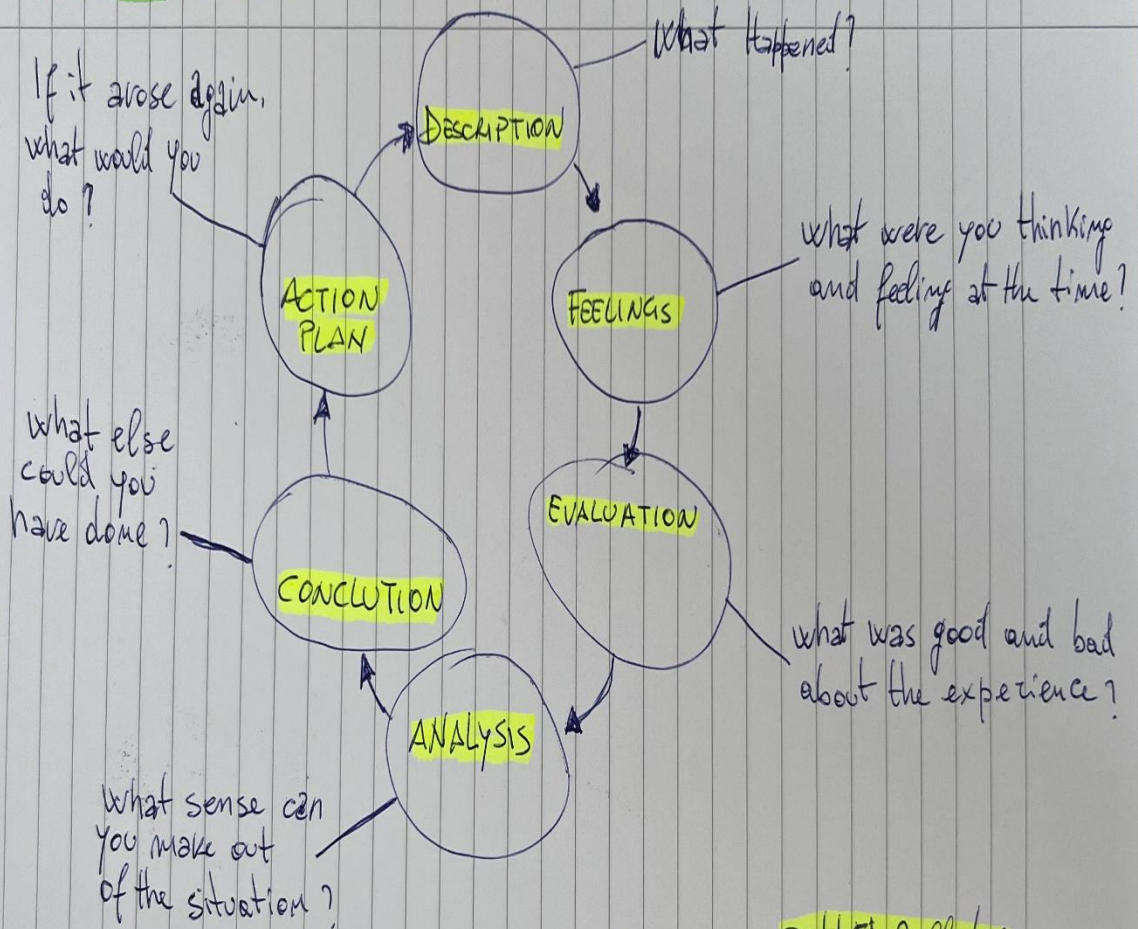
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5 Appendices

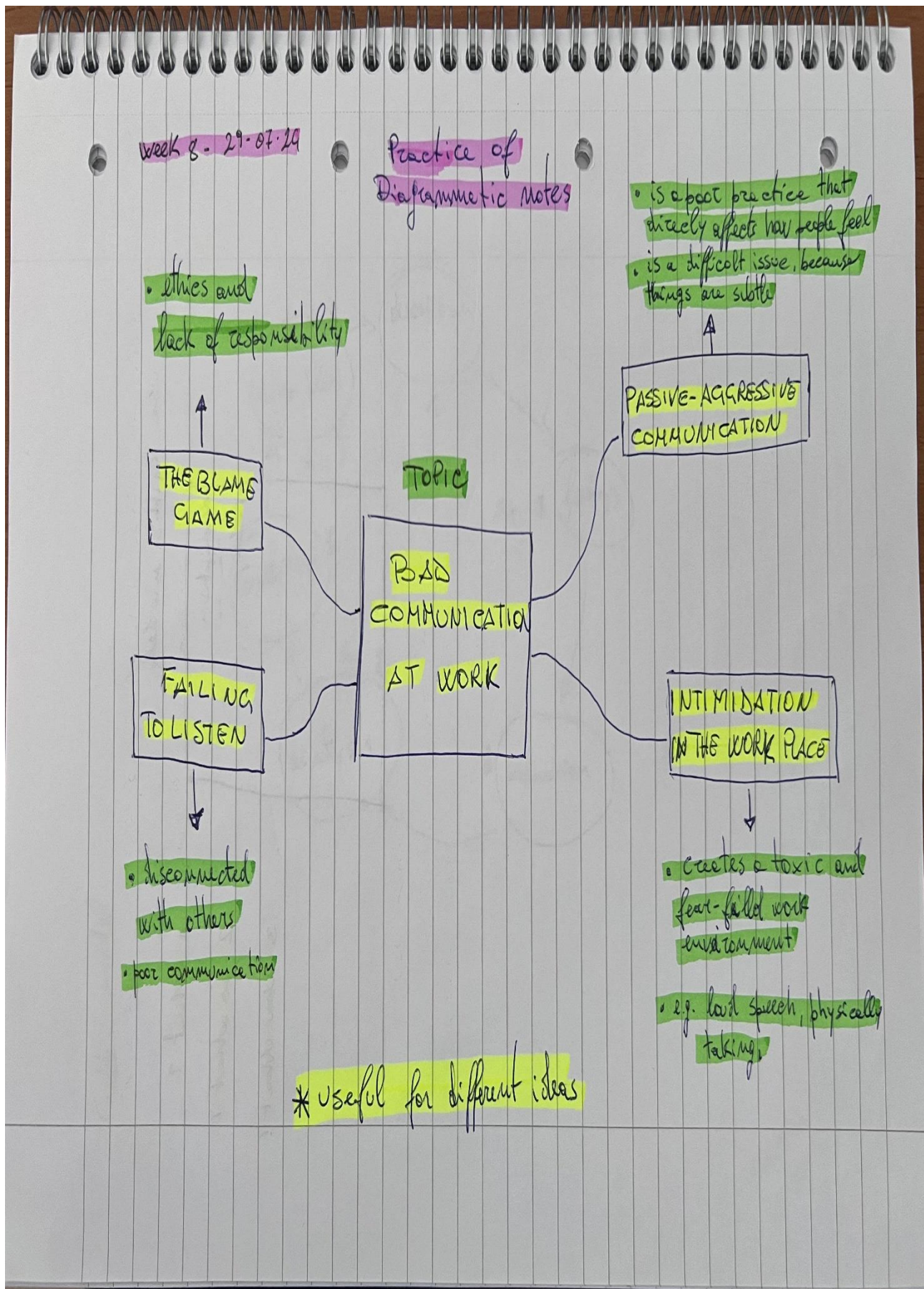
Appendix¹ Gibbs Reflective Cycle Method

WEEK 6, 15-07-24



Gibbs' Reflective
cycle (1988)

Appendix 2 Diagrammatic Note Taking



Appendix³ Finding Information - using CRAAP Test

WEEK 3 - 24-06-24 - FINDING INFORMATION

- SOURCE OF INFORMATION :

- UWTSD online library
- Google scholar to find academic sources
- news papers to find short article
- conference to find the latest update
- compenise house to find market reports
- British chambers of Commerce

* Use only reliable sources !!!

- CRAAP Test help to evaluate information.

C → CURRENCY = something current happened

R → Relevance = something important connected to the topic

A → Authority = someone that have credential to tell us

A → Accuracy = something accurate to reality dates

P → Purpose = the reason why the information exist and depend from the point of view

Appendix⁴ Finding Information – Reliable source.

Where come from?

24/6/24

week 3

Journal of Economic Perspectives—Volume 38, Number 1—Winter 2024—Pages 153–180

be public

Is Pay Transparency Good?

who write?

Zoë Cullen

Quality of text?

google scholar

The well-known case of Lilly Ledbetter suggests that information about the pay of coworkers can empower low earners to stand up to pay discrimination. In 1998, Ledbetter received a covert message from a male colleague sharing his salary and alerting her to the differences in the paychecks that she had received compared to 15 other all-male “area managers” at the same company, with similar experience and doing the same work. She used this information to press legal charges against her employer for unfair compensation. Her case became the basis for the 2009 Lilly Ledbetter Fair Pay Act, which removed the statute of limitation for pay discrimination lawsuits (Phillips 2009). *Reference - in-text*

It is tempting to infer from this case that greater transparency in salaries would help more disadvantaged workers to negotiate for higher pay. That reasoning has supported the passage of many pay transparency mandates (European Commission 2017; Obama 2014). The public discussion around Ledbetter’s high-profile case, however, reflects narrow thinking about the impact of pay transparency. Such reasoning ignores how employers respond to greater transparency by changing their hiring and pay strategies. It also ignores outcomes beyond pay gaps, like productivity and wage levels. Plus, the case focuses on only one kind of pay transparency, transparency between peers doing the same work. But what happens when the pay of the boss or boss’s boss becomes transparent, when pay information circulates beyond a single business to workers in competing businesses, or when the hiring manager who sets the wage learns about other wages being offered to a candidate?

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For supplementary materials such as appendices, datasets, and author disclosure statements, see the article page at <https://doi.org/10.1257/jep.38.1.153>.

chapter 1° Journal 1°
Cullen, Z (2004) ‘Is Pay Transparency Good?’ Journal of Economic Perspectives 38 (1), pp. 153–180.
Available at https://www.aeaweb.org/full_issue.php?doi=10.1257/jep.38.1#page=155
[Accessed: 25 February 2024]

→ Reference