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Reflective Report

Gibbs' Reflective Cycle

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Table of Contents

1 Introduction	
2 Description of Experiences	
3 Personal Reflection	3
3.1 Evaluation	3
3.2 Analysis	4
4 Conclusion	4
5 References	5

1 Instructions

In the context of higher education, this kind of reflective engagement enables students to track their academic progress and identify areas for improvement. In this reflective report, I will draft my learning progress during the Academic skills, learning a new way to write, as referencing, paraphrasing, critical thinking, and time management, pomodoro technique, note-taking and so many. Taking part in many class activities as points of reference, after all those weeks has had a clear effect on my understanding of academic journey and helped to increase my self-esteem, and provided a foundation for success in subsequent modules. as defined by Moon (2004), is a structured, purposive exploration into the thoughts, experiences, and actions of an individual, aiming to determine their meaning and facilitate growth and learning (BEKHEIRA, 2024).

2 Description of Experiences

The Academic skills module also provided practical and theoretically based tasks that consolidated academic background skills. Such as Task 1, an academic quiz to assess proficiency in referencing, time management and plagiarism. To face this evaluation, it was necessary to thoroughly revise my lecture notes, as well as the University Apps and quizzes provided during classes. Other than serving as a conventional evaluation, my

understanding of citation procedures and rules of academic integrity.

The second task engaged a more severe test of academic skills as it involved building an orderly note out of a reading, paraphrasing , in your own words, and drafting a properly structured academic paragraph. This exercise proved challenging because it required not only accuracy in remembering the original statement but also in restating ideas without altering their context. Initial efforts were damaged by excessive use of the source language. A combination of in-class tasks and faculty feedback enabled me to adopt a systematic way to paraphrasing learning material. This involved a sequence of steps: reading and analysing, followed by creating a summary in my own words.

Multiple classroom workshops made a significant contribution to my academic practices. The SMART goals workshop provided a set of realistic aims and foundations for time-management efficiency. A reference session helped to highlight the differences between quoting, paraphrasing, and summarising.

3 Personal Reflection

3.1 Evaluation

Throughout the ACS module, I have encountered a balanced mix of achievements and challenges. In Task 1, I had the ability to clearly differentiate between types of plagiarism and applying the Harvard referencing format most of the time. That was mainly dialectical: both strict training and ordering the online references tools.

Task 2, in its turn, showed that there was a significant weakness related to paraphrasing and referencing. There was a lack of structural development in the first draft, and this draft retained too much resemblance to the original extract, indicative of a lack of confidence in re-structuring ideas. Initially, I was reluctant to participate in class discussions; however, after several peer-review sessions, I developed more self-confidence, not only by absorbing feedback and expanding my expectations, but also by investing in improving my argument. Episodic lingual hesitation is still evident even though one continues to make progress, especially in a large-group context.

One of the outstanding strengths was note taking and working on my time management. The use of SMART objectives proved helpful in setting up weekly study plans and ordering the priorities of tasks, which reduced the cases of procrastination and improved last-minute panic..and still working on that. The comments of the lecturer and classmates provided a vital part of the learning experience, and helped me to provide the basis of my scholarly voice and technical writing skills.

3.2 Analysis

Good academic writing is a well-executed, structured context that delivers messages that are conceptually clear and follow logically. At first, my writing style was too descriptive and lacked critical analysis. This tendency began to change after analyzing role models and utilizing critical models, such as the Gibb's stage, to assess the quality of my answers. Methods of organizing, such as outlining, argument mapping, and synthesis, were then taught, and they significantly improved the readability and internal logic of my writing.

Studies presented by (Al-Sofi, 2024) emphasise the idea that academic writing cannot be limited only to the reproduction of what has already been written; it should include assessments and analyses of former work. This principle guided my process in Task 2, where I successfully combined the analysed information, both in my own words and through paraphrasing. Even though the final piece of writing still contained flaws that could be improved, I noted a visible improvement in the ability of my writing.

I was frustrated to follow paraphrasing in the beginning but I took into consideration the three stages identified in the methodology of (Roe et al., 2024). Breaking down the source text into small, manageable units and restating the words and thoughts I wanted to deliver more accurately requires internalisation.

One more point is time management, which is also a recognized transferable skill, as the QAA (2018) outlines (Abouammoh, 2025). Plans developed during the SMART goal meeting also helped me better coordinate my academic duties, keep a weekly goal and adjusting it based on measurable achievements helped me develop a long-term ability to manage my time effectively. This benefit has come in handy in other modules [Gibbs' Reflective Cycle](#) | [Reflection Toolkit](#) | [Reflection Toolkit](#)

4 Conclusion

The Academic and writing skills module has been a huge transformative journey that has increased my understanding of key academic practices. Through structured tasks, peer collaboration, and reflective thinking, I have developed greater confidence in academic writing, referencing, and time management. Despite challenges with paraphrasing and verbal contributions, I have gained tools and strategies for continuous improvement. This reflective process has not only highlighted my progress but has also helped me identify future actions to ensure ongoing development. I now feel better prepared for the academic demands of university life and look forward to building on these foundational skills.

5 References

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