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Moule Title: ACADEMIC AND EMPLOYABILITY SKILLS

Introduction:

The academic skills are considered as the key educational skills one gets to learn in the classroom. However, the essential academic skills may include academic writing, effective communication, referencing and presentation skills. Be that like it may, there are certain common academic and employability skills that I get to develop in my classroom are speaking skills, the skills of appropriate body language, skills of developing handouts and pre-talk presentation skills. However, I am going to reflect on my learning journey addressing the mentioned skills based on the relevant reflective cycles.

The skill of pre-talk presentation:

When it comes to discussing the skill of pre-talk presentation which I get to learn in my classroom, I would like to inform that there are certain stages I require to follow to bolster an environment of talking or communicating with the audience in front of me. Be that as it may, the stages associated with pre-talk presentation would involve introducing myself with the audience by making them aware of my name, where I am from, my academic qualification, my professional status and the purpose for which I am going to communicate with them. However, the next step of pre-talk presentation is unveiling which is all about portraying the topic on which I am going to talk or speak. In addition to that, the third phase of the pre-talk presentation is the management of the entire topic which involves sequencing the points I am going to cover in my mind so that there would not be any difficulty during talking flawlessly about the topic. Eventually, the last phase of this skill involves wrapping up or closure which is nothing but drawing a valid conclusion of the topic in my mind so that can conclude or summarize the discussion efficiently leaving an effectual impression on the mind of the person (Rowe and Zegwaard, 2017, p.219). However, to reflect on my learning relating to the skills of the pre-talk presentation I am going to use Gibb's cycle of reflective analysis.

[Diagram on Appendix]

At the first stage of developing the skills of the pre-talk presentation, I happened to learn what pre-talk presentation is and the importance of getting myself prepare before communicating with one or more people. However, in the second stage of learning, I emphasized the feelings I have relating to the significance of pre-talk presentation considering its requirement for me in the practical life. Additionally, I thought and felt that it would help me become not only an efficient communicator but also leave a good impression in the mind of the person I would be communicating with. Moreover, the third phase of Gibb's cycle is evaluation and when it comes to evaluating the pros and cons of the pre-talk presentation, I would like to mention that the positive part of this skills is that it has made me a more self-managed and presentable communicator. On the other hand, the negative aspect of this skill is that I have to think a lot before involving in any communication.

In addition to that fourth phase of this reflective cycle is an analysis which is all about the alternatives I can apply in a similar situation. However, I have learnt that when there is a very limited scope of the pre-talk presentation, I can initiate the conversation with a usual introduction following a core message I would like to convey to the listener. Be that like it may, the second last phase is conclusion in which I get to analyse the alternatives I could have done to overcome the challenges with pre-talk presentation and thus to accelerate my skills of the same. However, I have analysed that I have been working hard to learn different languages besides working on my body language to enhance my skill of pre-talk presentation. Eventually, I require to design an action planning to deliver a pre-talk presentation in future even more successfully. However, I tried to follow the instruction of my teacher and working hard on my management skills besides working on my speaking and listening skills.

Handouts skills:

Handouts are one of the effectual teaching tools which are produced professionally so that one can apply this skill in one's professional field in future (Burns and Danyluk, 2017, p.105). I have learnt that handouts must be a summary of the key points despite including all the notes from the presentation. Additionally, I get to learn that, I can use slides for livening up my presentation using valid examples, major facts and illustrations. Moreover, I can use audio and video clips to provide my presentation with an attractive and more vibrant look. For analysing the skills which I have developed to prepare an effective handout I am going to use Kolb's learning cycle.

[Refer to Diagram on Appendix]

The first stage of this reflective learning cycle is active experimentation phase. However, in this step, I produced a handout in the provided timeframe with ensuring that my handout is going to reflect on my presentation. In addition to that, I included the references I followed in my handout by considering the creation of a valid action sheet. Moreover, I tried to make it stand-alone by providing white spaces wherever required. Additionally, the second phase is the concrete experience stage in which I am supposed to do things to develop learning experience and potential employability skills about the topic. However, in this phase, I have gained the experience of preparing a professional handout. Moreover, I tried to add value to the handout I developed in the first phase by including essential facts, figures, audio and video clips to give it a professional touch. Moving on to the third phase, I would like to mention that, the second phase of this cycle is reflective observation where I ended up reviewing my performance by reflecting on my experience.

However, though my overall performance is good enough and I have successfully provided the handout with a professional look but I have realized that the handout I prepared should be more simplified. Additionally, the third phase is the abstract conceptualization phase in which I am supposed to conclude the learning experience I have developed while developing practical skills of handout preparation. However, I would like to conclude that I have developed a professional handout by making it more to the point but I require to insert more image for conveying the meaning more efficiently. Furthermore, I should have used shapes and lines to enhance the visibility and untenability of the contents. However, the last phase is the action experimentation phase in which I need to try out the facts I have learnt.

Appropriate body-languages:

Body languages are the parts of nonverbal communication which involves the body movement like facial expressions, hand gestures and body postures etc. while conveying a message (Anantasari, 2017, p.29). Additionally, body language might be used unconsciously and consciously while it would end up accompanies a verbal message as a substitute for speech (Wareing, 2017, p.119). Be that as it may, I would like to apply Gibb's cycle of reflective analysis again to reflect on the learning experience I have gained on the appropriate body language skills.

As mentioned earlier in the first stage which is the description stage of my learning I got to learn when body language is besides its role in effective communication in both the personal as well as the professional fields. In addition to that, the next stage of Gibb's cycle of reflective

analysis is feelings (Middleton, 2017, p.81). When it comes to enlightening my thinking and feeling relating to the essentiality of body language and the application of the same in professional field, I would like it to convey that I feel it adds value to my employability skills. Moreover, I strongly feel that the body language skills I have learnt are responsible for providing me with the capability of convincing people and making them understand my views. Furthermore, I have evaluated that the good parts about having body language skills are that I have proper understanding relating to the acceptable body postures, the hand gestures and facial expression I can use in my professional field, the significance of maintaining eye contact during any conversation and so on which help me a lot develop the employability skills.

On the other hand, the negative part which I feel body language skill can impose on one's personality is over consciousness. However, I have analysed that I need to go for self-speaking and presentation in front of the mirror for not only adding value to my body language skills but also for getting rid of the challenge of over-consciousness. Be that like it may, at that point I would like to conclude that I have realised that all I need to be master of positive body language which is nothing but when my gestures and movements end up showing that I am interested, open, engaged and approachable. Moreover, I require to explore the same following the examples of optimistic body language on the internet. Eventually, when it comes to developing an action planning, I would like it to convey that I am working hard on my tone of speaking, volume, space between two sentences I speak and eye contact besides focusing upon inconsistencies to take my body language skills to a next level of professionalism.

Speaking skills:

The speaking skills are identified as the skills which would provide users with the capability of communicating efficiently (Pianpeng and Koraneekij, 2016, p.109). However, I get to learn that these skills would allow us to convey our message in a thoughtful, convincing and passionate way. These skills also help me assure you that I will not be misunderstood and misinterpreted by the ones that would be listening to me. However, I am going to use Kolb's cycle of reflective learning once again to present a reflection on my learning of effective speaking skills.

The first phase of Kolb's reflective learning cycle is the active experimentation phase and, in this phase, I planned and tried out the four essential speaking skills which are fluency, grammar, vocabulary and pronunciation. However, to enhance my fluency and pronunciation I listened to the native speakers and tried to imitate them again and again whereas for enriching my grammar I followed the parts of speech with learning the next level of grammar like the use of gerund and infinity and the application of models and so on. In addition to that for adding value to vocabulary, I followed the advice of my teacher of learning five new words every day and memorise all of the new words I have learnt at the after every three days.

Moving on to the second phase of this reflective learning cycle I would like to convey that I experienced that speaking is all about listening and practising more and more be it the new words, the grammatical part or appropriate pronunciations. Be that as it may, when it comes to review and reflect on my experience of learning I would like to mention that I am now fluent enough with having a large vocabulary moreover I am like to do very less grammatical error while speaking and my pronunciation is far better than before. However, I would like to conclude that I need to practice more and work on the next level grammatical skill to take my speaking skill at the pinnacle of professional speaking.

Conclusion:

At the end of this discussion, I would like to conclude that certain academic skills are more complex such as reflective analysis, critical thinking, analytical skill and self-management and so on. On the other hand, the employability skills refer to the transferable efficiency or skills required by an individual professional for making them employable besides growing the personality development skills which are way too essential in the workplace. It is worth mentioning in this specific context that along with having good subject knowledge as well as technical skill, the employees at times end up outlining a range of various skills which they get to learn from the experiences they happen to gain with time while working in the professional field.

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Appendix 1

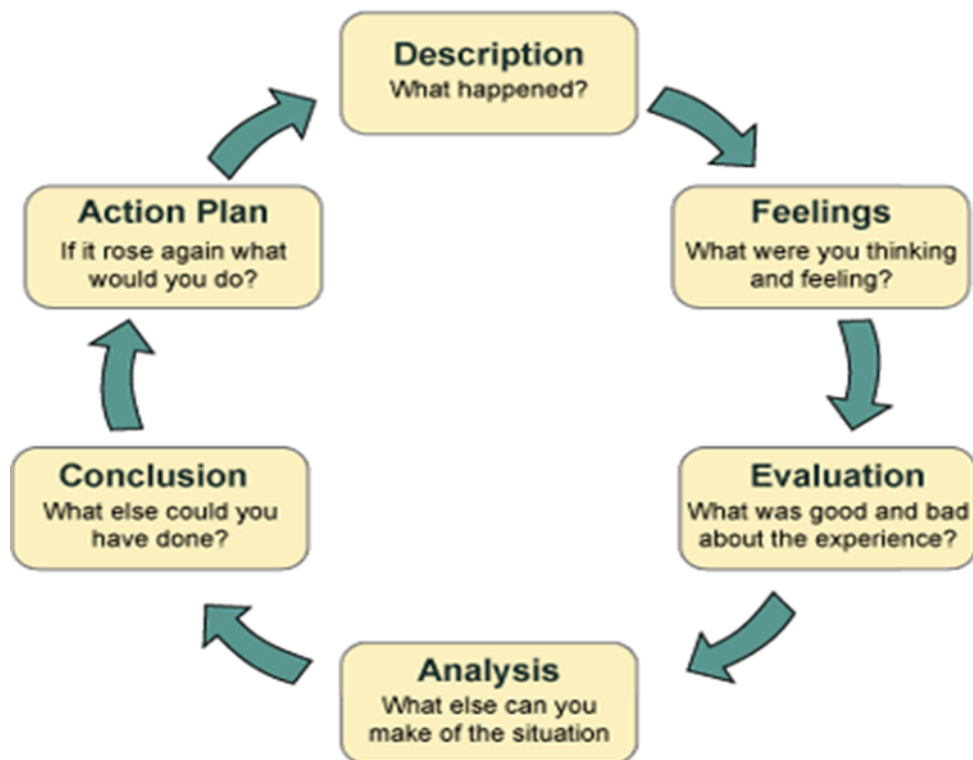


Figure.1 Gibb's reflective analysis cycle

(Source: Martin, 2016, p.118)

Appendix 2

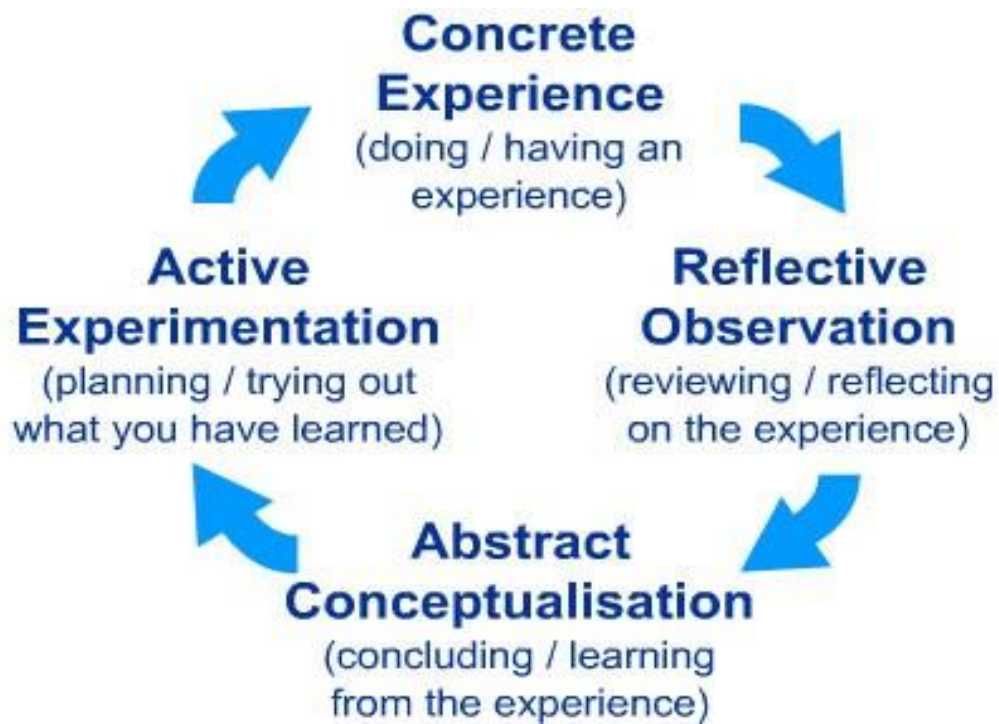
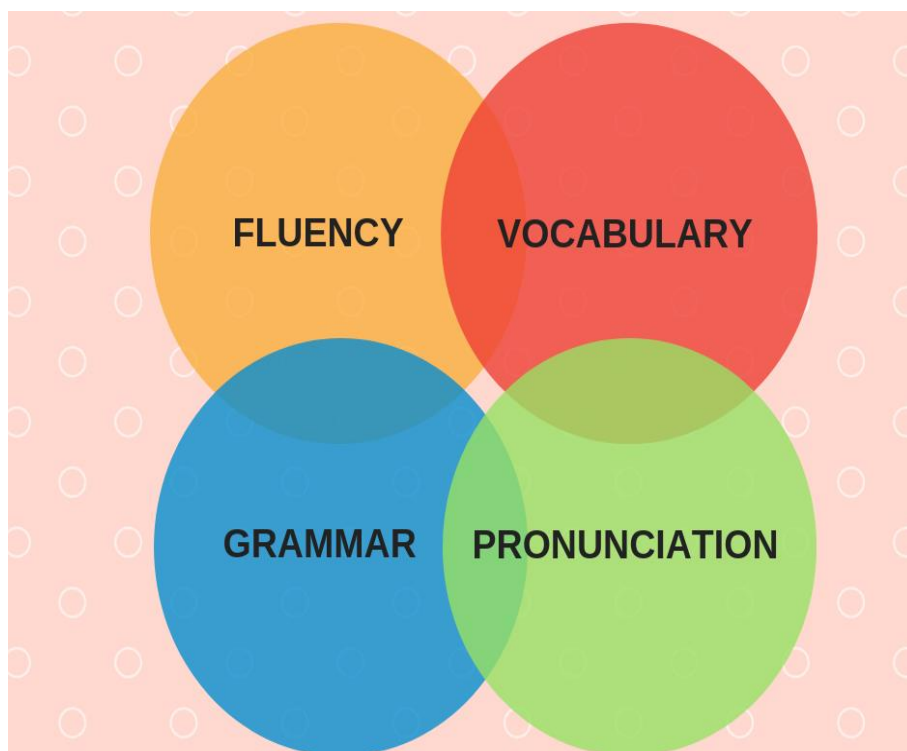


Figure.2 Kolb's cycle of learning

(Source: Thomas *et al.*2016, p.166)

Appendix 3



The four significant speaking skills

(Source: Wain, 2017, p.174)