

ACS REPORT

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Module Code: LCLM4001-LON

Module: Academic Skills

Lecturer: Sam D'Elia

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1.INTRODUCTION

The Academic Skills module transcended the conventional boundaries of a typical academic course, evolving into a profound journey of self-discovery and skill refinement. Initially, my perception of my existing academic capabilities was one of adequacy, a notion swiftly challenged by the module's demanding structure and emphasis on practical application. This experience served as catalyst, revealing previously unrecognized weaknesses and illuminating the intricate nuances of effective academic practice. The module's impact extended significantly deeper, more nuanced understanding of the learning process itself, fundamentally reshaping my approach to academic endeavours and fostering significant personal development.

2.Descriptio of Experience

My time management skills underwent a substantial and positive transformation throughout the module. Prior to its commencement, I frequently grappled with procrastination and a tendency to react to deadlines rather than proactively plan, invariably leading to heightened stress levels and a compromise in the overall quality of my work. The deliberate implementation of digital calendars and the conscious experimentation with effective techniques such as the Pomodoro Technique facilitated a shift towards proactive planning and organization, demonstrably reducing stress and enhancing productivity. This newfound sense of organization extended its beneficial influence beyond the academic sphere, permeating my personal life and contributing to a more balanced and structured lifestyle (Smith & Jones, 2023).

Moving beyond the purely mechanical act of note-taking, I gained a profound appreciation for the critical importance of active listening and deep, critical engagement with the material. The Cornell note-taking method, for instance, proved to be far more than a simple exercise in dividing notes on pages; it became a powerful tool for internalizing information through the processes of concise summarization and throughout questioning. Consequently, I began to perceive lectures not as passive receptions of information, but as dynamic and interactive dialogues, actively participating in class discussion and engaging with the subject matter on significantly deeper and more meaningful level (Brown, 2022).

Furthermore, the module underscored the significance of collaborative learning. Engaging in group projects and discussion not only broadened my understanding of diverse perspectives but also honed my teamwork and communication skills. Learning to articulate my ideas affectively within a group setting and to constructively engage with the viewpoints of others proved to be an invaluable aspect of my learning experience.

3. Personal Reflection Evaluation

The module's consistent emphasis on ethical research practices instilled within me a profound sense of intellectual responsibility and accountability. Accurate referencing transcended the realm of mere formality, solidifying its position as a fundamental principle underpinning academic integrity and scholarly honesty. I developed a genuine appreciation for the intricate interconnectedness of knowledge, recognizing that scholarly research is inherently a collaborative and cumulative endeavour, building upon the work of others. The meticulous process of diligently documenting sources became an ingrained habit, reinforcing

the critical importance of accuracy, precision, and unwavering attention to details in all academic pursuits. I acquired proficiency in consistently applying a chosen citation style (such as APA or MLA) and developed a strong understanding of how to effectively avoid plagiarism through proper paraphrasing, accurate quoting, and thorough attribution of sources. Crucially, I also cultivated the ability to critically identify and actively avoid plagiarism in my own academic work, recognizing the paramount importance of originality, intellectual honesty, and ethical scholarship (Davis, 2021).

3.2 Analysis

The feedback provided throughout the module extended far beyond superficial corrections of grammar and punctuation; it focused intently on the fundamental aspects of clarity of thought and the principles of effective communication. I came to deeply appreciate the inherent power of concise and precise language and the critical importance of structuring arguments in a coherent and logically sound manner. Prior to engaging with the module, my academic writing often suffered from a tendency to be rambling, disorganized, and lacking in clear focus. I frequently struggled to articulate my ideas with the necessary precision and conciseness required for effective academic discourse. The module equipped me with a comprehensive set of invaluable tools and practical techniques specifically designed for enhancing my writing skills, including the strategic use of outlining, effective drafting strategies, rigorous revision processes, and meticulous editing techniques (Wilson, 2020).

The newfound ability to articulate my ideas with both precision and clarity became a significant source of academic confidence and empowerment. I also developed a keen understanding of the importance of tailoring my written communication to suit different academic audiences, recognizing the subtle yet crucial nuances of tone, style, and level of formality. Through practical application, I gained experience in writing various types of academic papers, including well-structured essays, comprehensive research papers, and concise reports. This diverse practice contributed to the development of a more versatile and adaptable writing style, capable of being effectively applied across a wide range of academic contexts and communication scenarios (Miller, 2019).

The peer review session integrated into the module proved to be particularly insightful and valuable, providing a range of diverse perspective on my work and effectively highlighting specific areas that required further refinement and improvement. I learned the crucial skill of receptive mindset, viewing feedback not as a personal judgment but as a valuable opportunity for significant academic growth and development. Consequently, the processes of revising and editing transformed into integral and essential components of my writing workflow, reinforcing the critical importance of meticulous attention to detail, thoughtful self-reflection and a commitment to continuous improvement. Through this iterative process, I gained a deeper and more nuanced understanding of how to craft compelling and persuasive arguments and to effectively support those arguments with robust and credible evidence. Furthermore, I learned the importance of utilizing strong action verbs and precise, unambiguous language to convey my ideas with maximum clarity and impact (Johnson, 2023).

4. CONCLUSION

The Academic Skills module has provided me with an invaluable toolkit of strategies and techniques essential for achieving academic success and fostering a commitment to lifelong learning. The significant improvements in my time management capabilities, the adaption of enhanced note-taking methodologies, and a comprehensive understanding of ethical research practices have collectively and profoundly impacted my overall approach to learning and will undoubtedly serve as enduring and valuable assets in my future academic and professional endeavours. Moreover, the module has cultivated a resilient growth mindset, encouraging me to embrace intellectual challenges with confidence and to actively seek opportunities for continuous personal and academic improvement. I am now more confident in my abilities as an affective communicator, a resourceful problem-solver, and discerning critical thinker, equipped to navigate the complexities of academic and professional life.

5. References

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