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Module Code and Title: LCLM4001 – Academic Skills

Lecturers name: Peter Mcluskie

# Task 3 – Reflective Report

## Reflective Report on Learning Experience

### 1. Introduction

The reason for this reflective report is to reflect back over my learning experience throughout the Academic Skills module. I have been involved in a sequence of activities from structured tasks (Task 1 and Task 2), class learning like citation workshops, group work, and peer marking exercises for the past weeks. These have been great chances to develop my critical thinking, research, and academic writing skills. In this report, I will provide brief descriptions of some of the experiences that had an effect on my learning, critical reflection on what went right and wrong, and examination of my own improvement and strengths and weaknesses as a learner.

### 2. Description of Experiences

The most significant learning activity was completing Task 1, which involved reading two articles on scholarships and summarizing the highlights. My synthesizing and paraphrasing skills were the skills I struggled to learn initially. Instructions in Task 1 were that my summaries were great but my references needed rewriting.

But there was another significant event which was Citation workshop in Week 4 when we practiced Harvard citation exercises. We had all done in class the redoing of disorganized lists of references. The exercise erased common errors that I had been committing, including not having italics on book titles.

Also, peer marking for Task 2 was another learning experience. We shared our own copies of the critical essay and gave each other feedback. Initially, I did not wish to be critical, but sharing tips on writing essays and readability with classmates encouraged me to experiment with various types of essays. Week 6 discussion on research methods was another tool that assisted in learning how to look for the appropriate best resources to use, which assisted in editing Task 2 prior to submission.

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Experiences that were similar provided a setting which was favorable for learning and bore immediately on my academic mindset.

### 3. Analysis and Personal Reflection

Reflecting on those experiences, I am able to recognize some areas in which I performed well and must endeavor to improve.

#### What went right:

My participation during class discussion and peer review exercises was my best aspect. I also did not want to contribute initially but became engaged towards the end of the module. For example, during the workshop on citations, I had no hesitation in debating with another student why a certain source needs to have a retrieval date. This was an indication that even though I had learned about referencing rules, I could apply them as well.

The second of my skills was time management. I prepared far in advance for Task 1 and Task 2 and began early. This allowed me to work on my drafts and edit them in response to feedback. I observed that late starters could not do their task, whereas I was less stressed and highly organized.

#### What did not go so well

Critical thinking was my area of weakness. In Task 1, my summaries were condensed but did not elaborate. I managed to identify that I was adopting the authors' argument on some assumed premises and not doing a critical examination. of these. I did extra work. in Task 2 upon reading the feedback in using a tighter critical examination to experiment with sources, though I believe one can do better with this.

The second region to improve is writing formally academically. In the debate class, my instructor informed me that much of what I utilized was not formal enough to use in an academic essay. I utilized sample sentences such as "I believe" and "much evidence". I had to replace them with scholarly exact words. I am more careful in utilizing words from such reflection.

### Lessons learned

They have enlightened me that learning isn't just one experience. Discovering my strengths and weaknesses has instructed me on the individual steps that would better me as an individual. In critical analysis, I will be using tools like PEEL (Point, Evidence, Explanation, Link) when building paragraphs. Formal language will read scholarly journals and pay attention to words and tone used by published authors.

### Personal growth:

I have increased confidence in my learning skills from the module. I was apprehensive about writing and dreaded negative critique initially. With interaction with colleagues and completing set exercises, I came to appreciate that I was able to improve through practice and diligence. My planning, research, and writing skills have also improved greatly. I am better prepared to handle subsequent modules as well, as I now know how to deal with difficult assignments in a step-by-step manner.

Taken overall, these experiences have helped not only my academic skill but also my learning style. I have developed a tolerance for receiving feedback, learnt to utilize time well, and not be afraid to ask for more resources if needed. Though still in need of areas for improvement, I am satisfied with how they have been developed.

### 4. Conclusion

In general, the Academic Skills module has been an enlightening experience. I have developed my writing, referencing, and research skills through task, discussion, and activity. I have identified active participation and time management as strengths and weaknesses in academic voice and critical analysis, which I will strive to cultivate. In general, the module has been very influential in my academic and personal growth, and I feel more self-assured with more insightful approaches to future coursework. In the

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future, I will ensure that I apply the things that I have learned here so that long-term improvement can be made as a student.

### References

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Neville, C. (2016) The Complete Guide to Referencing and Avoiding Plagiarism. 2nd edn. Maidenhead: Open University Press.