

Academic and Employability Skills

Assessment 2 (BMSW 4001) resit

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Table of contents

1. Introduction
2. Reflective writing
3. Summarising
4. Online learning Experience

Introduction :

INTRODUCTION

Reflection is a deliberate activity in which you analyse your own thoughts, abilities, and reactions in order to learn and develop. We naturally reflect in our daily lives, thinking about events that have occurred, why they occurred, and whether we treated them well.

This may entail:

- Examining your own professional or academic practise
- Examining a situation and how you handled it;
- evaluating a project or experiment and figuring out how to do it differently next time;
- Examining a situation and how you handled it;

‘It is not sufficient to have an experience in order to learn. Without reflecting on this experience it may quickly be forgotten, or its learning potential lost.’ (Gibbs, 1988, p9)

Reflective Writing

As a means of informal, daily reflection, you may want to suggest keeping a learning journal. Here's an example of one method of going about it :

Example entry in a learning journal

Event - First day on the job

What did I learn? Who are my colleagues, the laboratory hierarchy staff, what every machine does

What went well? The training colleague explain me slowly, clearly to all my questions.

What could I have done better? Having a notebook and a pen with me :))

Long-term implications : Now realise that there are many ways of learning, listening and also taking notes.

Models of reflection :

It should consist of a series of questions you can ask yourself about an experience, as well as a method for applying and learning from your reflection. Here are a couple of examples of reflection models:

Before an experience	During an experience	After an experience
What do you think might happen?	What's happening now, as you make rapid decisions?	What are your insights immediately after, and/ or later when you have more emotional distance from the event?
What might be the challenges?	Is it working out as I expected?	In retrospect how did it go?
What do I need to know or do in order to be best prepared for these experiences?	Am I dealing with the challenges well?	What did I particularly value and why?
	Is there anything I should do, say or think to make the experience successful?	Is there anything I would do differently before or during a similar event?
	What am I learning from this?	What have I learnt?

Gibbs' Reflective Cycle Graham Gibbs (1988) created a reflective learning cycle, including the role of feelings:



Picture Source: Google

Summarising :

Summarising is an important skill in academic writing. It enables you to extract the most important points from a text and rewrite them in your own words, in a shortened form. Such skills are invaluable when you are note taking and researching for an essay.

When the original content is lengthy or to highlight important details or points, people often summarise it. Summaries exclude unnecessary detail or examples that may divert the reader's attention away from the most valuable facts, and they simplify complicated arguments, grammar, and vocabulary.

Summarizing , when done correctly, will save time, improve comprehension, and lend authority and reputation to your work. Where the exact wording of the original message

is less important than its general meaning, both methods are useful.

How to Summarize Text or Speech

1. Get a General Idea of the Original

To get a general idea of the quality of the text you're summarising, read it quickly. Pay special attention to the headings and subheadings, as well as the title, introduction, and conclusion.

2. Check Your Understanding

By reading the text again, you will improve your comprehension. Verify that your initial reading of the material was right.

3. Make Notes

Make a mental note of what you're reading or hearing. Use bullet points and begin each one with a key word or concept. For each bullet, only one point or concept should be written.

When summarising spoken content, you can not have a lot of time to spend on each point until the speaker goes on. Obtain a meeting agenda, a copy of the presentation, or a transcript of the speech ahead of time if possible, so you know what to expect.

4. Write Your Summary

For summaries, bullet points or numbered lists are often used – for example, on presentation slides, in meeting minutes, or in Key Points parts like the one at the end of this post.

However, don't depend solely on the bulleted notes you made in phase 3. If you want other people to understand them, you'll probably need to edit or "polish" them.

Continuous prose is needed in certain summaries, such as research paper abstracts, press releases, and marketing copy. If this is the case, format your summary as a paragraph, with each bullet point being a complete sentence.

Just use your own notes, and only refer to original records or recordings if absolutely necessary. This ensures that you speak in your own voice.

5. Check Your Work

Your explanation should be a condensed version of the original that is both descriptive and concise. Check that you've covered all of the major points with your own terms and that you've omitted any irrelevant details.

Online learning Experience

I can honestly say that studying online during the coronavirus pandemic was a good experience for me.

From the beginning of lock-down in March until tests, I will be sharing my personal experience of the online routine I followed.

The first thing I did was try to approach each lecture as if I were actually there. Fortunately, I didn't have many early mornings to begin with, yet seeing a morning video lecture at the time I would normally be attending helped me remain motivated.

This gave me a strong sense of purpose, particularly at the end of each day when I had completed everything on my daily to-do list. It can seem counter-intuitive to be efficient when you can sleep in until noon. However, I believe the opposite is possible...

Finding inspiration and structure is difficult at the best of times, but it's even more difficult when you're looking at the same four walls all day during lock-down. My university schedule and timetable offered a great blueprint for achieving the framework I desired – all I had to do was repeat what I had been doing for the past few months, almost on autopilot!

As real as all of the above was for me, I can also add that finding a balance was critical. There were times when I had to listen to my mind and my body and just relax. I got the same good results when I took a much-needed break as when I ploughed through my work during a period of high productivity. You can only stare at a computer for so long before you start to... zone out, just as with any other online operation. I wouldn't sit through a four-hour lesson, so I wasn't going to try it from home! When it comes to our phones, too much screen time can be harmful, and I believe the same logic can be extended to online learning. Take breaks as needed, rest your eyes and brain, and note that there is a world outside of your laptop screen!

The support I received during online teaching

I received numerous emails from various lecturers, unit coordinators, heads of departments, and the Vice-Chancellor himself, detailing everything I may wish to know about the work being done to ensure the best learning environment for students during these unprecedented times, particularly during the early weeks and months of lock-down.

Studying ONLINE has made me realise even more how important it is to maintain good physical and mental health, so I would encourage everyone to take advantage of these opportunities! Self-care is not at all self-indulgent.

REFERENCES

Books:

Gibbs, G (1988). Learning by doing: a guide to teaching and learning methods.
Oxford: Further Education Unit, Oxford Polytechnic.

Schön, D (1983). The reflective practitioner: how professionals think in action.
New York: Basic Books.

Online resources:

WWW.MINDETOOL.COM

[www2.open.ac.uk/students/skillsforstudy/ be-aware-of-your-habits.php](http://www2.open.ac.uk/students/skillsforstudy/be-aware-of-your-habits.php)