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Academic and Employability Skills – BMSW4001

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ACE Practical Portfolio

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1 ACADEMIC REPORT

This academic report was written with the aim of demonstrating that we understand what we have learned and how we have applied it to our study and work lives. This study is focused on what the students have learned in the last ten weeks. I am going to describe my personal development, what I knew, what I learned, and how I apply it to my day-to-day teaching.

1.1 REFLECTIVE WRITING

Most of the writing is in novels, in which you tell a tale. Enlightening prose, on the other hand, may assist in reflection. It is like looking back to a prior situation and analyzing what you might have learned. However, self-reflection is not only about the writer. Reflective prose is an analytical writing uses logical thinking.

1.2 REFLECTIVE REPORT

A Reflective Report is a piece of writing that summaries a student's critical reflection on a subject, as the name implies. Reflective Reports rely on first-person narratives, which are discouraged in scholarly literature. Reflective Reports are commonly used in project evaluations, they may be used in community assignments to record each student's commitment to the whole.

1.3 GIBBS' MODEL (1988)

The Gibbs reflective loop allows one to accurately focus on and benefit from events and accidents, whether they occur on a regular or irregular basis. (Bradford University, 2010). The Gibbs paradigm supports the use of critical thinking because it believes that one should only alter what is beyond one's power to change. It is also a safe place to consider for people who are new to reflective activities. To reach greater depths of understanding, the method necessitates looking beyond the surface of events and interactions. The procedure is basically a loop or cycle, with the following six elements:

- **DESCRIPTION:** A truthful account of the event is required for this component. At this stage, no conclusions are drawn; instead, the emphasis is on gathering relevant data. The following are few examples of prompts: So, what went wrong? What caused it? What exactly is the location? When do you think this will happen? Is there someone else? Was there a response? What were their responses? What was your purpose in being present? How did it go? How did it all end? This helps to fill up the gaps.
- **FEELINGS:** In this section, you can talk about any feelings you had during the incident. What were your feelings before the incident, for example? How about now? What happened after it was all said and done? What do you believe the reactions of others were like? What are your thoughts on the situation now? What do you think the general public's reaction is now? aids in correctly answering this part This section should not be too wordy or chatty, according to authors.
- **EVALUATION:** Consider the scenario objectively. What went particularly well? What did not work? What were the drawbacks and advantages of the situation? What part did you and the others play in it? (positively or negatively). This is a good place for authors to provide theories and sources as they analyze and judge the event.

- **ANALYSIS:** Consider what factors might have aided or hampered the situation. If necessary, link to a literary article (for writers) or prior experience to enhance this section. Make a link between the idea and the reality.
- **CONCLUSION:** Think about what you have learned from the experience. What other options did you have in that situation? What qualities will help you deal with it more effectively the next time? How would you respond differently if you were faced with a similar scenario again? What would you do if the results were negative? How do you make life better for you and everyone else if the results were positive?
- **ACTION PLAN:** This section addresses the strategy for dealing with and improving the situation in the future. Is there any experience, ability, or habit you have that can help you deal with the problem more effectively if it happens again? Is there anything more that needs to be discovered in order to get a successful result? Determine which areas need improvement and work hard to develop them.

2 INTRODUCTION

I decided to discuss in this report three topics that are fundamental to me. Firstly, I will discuss how I use my time management before and after my first academic module. Secondly, I will discuss how I have gained more awareness and knowledge in drafting and completing a CV. In the end, I will share my experience with Online learning.

2.1 TOPICS

I used the Gibbs' Model as a guide to extend it to three topics we covered this semester. I chose this method because in addition to contextualising the experience describing the specific tasks of a typical day, it also inserts first impressions and re-evaluations of them, thus listening to the emotional state.

2.2 TIME MANAGEMENT

According to Mind Tools (2021), the word "time control" relates to the process of organising and allocating time for different activities. Effective time management enables you to finish assignments with less time, even though deadlines are close and tension levels are high. Tension is created by ineffective time control. The term "time management" refers to the process of planning and organising one's time. Dedicating resources to time management education rather than going to work might seem counter-productive, but the reward will be enormous.

The first day I met my class and one of the first topics we discussed with the teacher was time management where we were asked to try to organise our days between study, work and various extra activities in order to minimise time and face the days with less stress and more

productivity. In order to organise my days in the best possible way, I started to write down all my appointments in a diary, starting with the most important ones, I entered the days I was at work and the days I was in class, I left my days off for last in order to have a clearer outline of what I could do at those times such as study, sporting activities, housework and various activities. Before the teacher asked us to do this task, I did not have a clear idea of how to manage my day and my time, in fact I always felt disorganised and never managed to complete during the day what I had previously set myself to do. I wasted time on useless things because I did not organise my time properly and this caused me a lot of stress and I was dissatisfied at the end of the day. After this experience and after learning new knowledge about how to organise my time I can say that my days have improved, I have reduced my time and increased my productivity and this makes me feel much more relaxed and confident about what I am doing or what I am going to do. The points I appreciated most in this module were the way my day took a significant turn for the better and the level of productivity I saw growing in me. I honestly didn't have any negative experiences as everything I learned helped me a lot. Reviewing the difference between the organisation of my time before learning this module and afterwards I can say that it has helped me a lot and by comparing myself with other classmates I have also had positive feedback from them. Everything I have learnt in this module makes me feel that I have started this course of study in the right way and has motivated me to go on with more desire to learn.

2.3 CV WRITING

Following Elsevier Global Communications (2019), A CV is a concise text that highlights your professional and academic experience. It is short for the Latin word "curriculum vitae," which means "course of life." Job experience, qualifications and honors, scholarships or grants you have earned, coursework, thesis projects, and publications about your work are usually included in CVs. A CV is usually two to three pages long, although it is not uncommon for it to be much longer for mid-level or senior position candidates because it acts as a comprehensive overview of one's professional achievements.

A CV must contain:

PERSONAL CONTACT DETAILS

PERSONAL STATEMENT

EDUCATION AND QUALIFICATIONS

WORK EXPERIENCE

ADDITIONAL RESPONSIBILITIES AND ACTIVITIES

HOBBIES & INTERESTS

Talking about CV writing I can say that it was one of the modules that I appreciated the most because nowadays I think that your CV is the first fundamental key to start a career. Everything starts from how you structure your CV and this module made me understand how to create one in a proper and above all professional way. Every single step I have learnt in this module has led me to new knowledge that I didn't know before and I have gained more confidence in myself and in what I will write in my CV. I think that this will help me a lot in my professional career both to find jobs, even high-level ones, and to show to those who are reading my CV that they are dealing with a professional. Before this experience I had a basic knowledge on

how to structure a CV and many times this caused me insecurity and fears because I was not sure of what I was writing and how I was writing it, now I have a clear vision of how to create a professional CV and I am sure that this will help me in my career especially when I will have my own business I will be able to personally distinguish the appropriate CV and then choose a suitable staff.

2.4 ONLINE LEARNING EXPERIENCE

According to Miller and Barr (2013), numerous words are used to describe the online learning environment. Distance learning entails a remote and mutual relationship between student and instructor. Distance schooling is often referred to as online learning or e-learning. Both words refer to a two-way partnership between student and instructor that is intentionally designed to assist students in learning by the usage of the Internet.

I start by talking about the tragic situation that hit the world around January 2020 started in China (Wuhan), the COVID-19 a global epidemic, which is currently ongoing. Because of this situation, one of the main restrictions was to study/work from home through the new technology that now allows us to do many tasks through a PC and the use of the internet.

For me there are two positive aspects that have guaranteed our safety from this virus through online learning. The main one has been the possibility of studying from home and the factor of not attending lessons in a closed environment reducing the risk of contamination. The negative aspects that I noticed during this experience are different, but I want to include here those that had a negative impact on me. The first difficulty was that sometimes the students or teachers did not have a good internet connection, so this meant that time was wasted, and misunderstandings occurred. Another difficulty I noticed was the lack of attention and commitment from some students perhaps since they were in a virtual class and not in a face-to-face class. My thinking from this experience is based on the ability to adapt, so I think that in every circumstance we find that it is online or presence we must commit ourselves to finding the right method of learning. At any time or situation, we may encounter difficulties, but it is up to us to know how to handle them in the correct way.

2 CONCLUSION

Thanks to this course I learned new knowledge of what I knew, but not in a well-defined way, and of what I had never studied. I can say that all this will have a great and positive impact on both my school and working career and that is why I will continue my studies.

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