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ACADEMIC SKILLS (FEB 2024)

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REFLECTIVE REPORT

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The purpose of this report is to reflect on my learning experience in this module by focusing on three academic skills, Note-Taking learned in week 2, Paraphrasing learned in week 4 and Summarising learned in week 7. This report uses the Gibbs Reflective Model as a framework to investigate how these skills are developed within the context of module learning. A model for organized reflection on experiences is Gibbs' Reflective Cycle, which is especially useful in the context of education and career advancement. Graham Gibbs created it and first described it in his 1988 book "Learning by Doing." Taking notes is essential to learning because it helps with understanding, remembering, and organizing the material. Conversely, the ability to paraphrase effectively allows people to express concepts in their own words, encouraging creativity and preventing plagiarism. In a similar vein, the ability to summarize helps students condense difficult ideas into manageable chunks that improve comprehension and communication. The Gibbs Reflective Model was specifically chosen because it promotes an all-encompassing investigation of learning experiences, including behavioural, emotional, and cognitive components. People can discover areas for growth, obtain a deeper understanding of their learning journey, and create practical strategies for ongoing development by utilizing this reflective model. The present report aims to explore the development of note-taking, paraphrasing, and summarizing abilities, emphasizing the transformative power of reflective learning in the context of the module.

2. Reflection

2.1 Note-Taking Skill

Description: I have simple, easy-to-use note-taking techniques at the beginning of the module. I used to write down lecture notes verbatim, which led to long, messy notes. But when I read the course materials more thoroughly and experimented with the many note-taking strategies covered in the module, I started to take a more methodical approach. I gained knowledge on how to find important ideas, condense data, and methodically arrange my notes.

Feelings: When I first started taking notes, I was curious about how to get better at it but also apprehensive. I was apprehensive about trying out new methods, but I also wanted to improve my efficacy and efficiency as a student. But as I got more involved in the learning process and tried out various note-taking techniques, I saw that my confidence and competence increased. Every time I was able to effectively combine knowledge, it inspired me to improve my taking of notes even more.

Evaluation: I kept an ongoing assessment of my note taking throughout the module. I evaluated the quality of my notes critically, considering elements like organisation, relevance, and clarity. I asked for input from professors and classmates, enthusiastically absorbing their views to enhance my note-taking methods. This process of self-assessment and improvement was vital in perfecting the effectiveness of my note-taking techniques.

Analysis: I analysed my note-taking method reflectively as I moved through the module. Finding key concepts, illustrative details, and conceptual linkages, I broke down the format and substance of readings and lectures. I tried a lot of different note-taking techniques, such mind maps, Cornell notes, and annotated summaries, to see which one fit my learning style the best. This analytical method helped me understand the course material more thoroughly and produced better notes.

Conclusion: In conclusion, this module's learning experiences have aided in the improvement of my note-taking abilities. I have moved from passive transcribing to active involvement, using a range of strategies to efficiently gather, combine, and remember information. Furthermore, I now have a stronger understanding of the significance of taking notes as a fundamental learning ability.

Action Plan: I'm determined to build on and improve the note-taking abilities I developed during this class going ahead. I'll keep practicing various note-taking strategies and look for chances to put my skills to use. In addition, I will incorporate efficient note taking into my larger studying and working pursuits, realising its importance as a key to success.

2.2 Paraphrasing skills

Description: I was not particularly good with paraphrasing in the beginning of the module. Even though I knew that paraphrasing was necessary to prevent plagiarism and show that I grasped the material, I found it difficult to successfully restate and express concepts in my own words. But when I studied the course materials more carefully and experimented with the several paraphrase strategies covered in the module, I started to have a more sophisticated grasp of this ability. I gained knowledge on how to dissect original materials, find important ideas, and articulate them in a unique and cogent way.

Feelings: Initially, I felt apprehensive about the prospect of paraphrasing complex texts. There was a sense of pressure to accurately convey the meaning of the original source while keeping clarity and coherence in my paraphrased version. However, as I immersed myself in the learning process and practiced paraphrasing, I experienced a growing sense of confidence and ability. Each successful attempt at paraphrasing reinforced my understanding of the material and fueled my motivation to further refine my skills.

Evaluation: I evaluated my paraphrase attempts continuously throughout the module. I evaluated my paraphrases critically, considering elements like uniqueness, correctness, and clarity. I enthusiastically incorporated the comments I received from peers and instructors to enhance my paraphrasing methods. My ability to paraphrase effectively was much enhanced by this process of self-evaluation and improvement.

Analysis: I participated in a reflective examination of my paraphrasing process as I moved through the curriculum. I analysed the content and organisation of the original writings, highlighting the main points, defences, and supporting details. Next, in order to express the same idea in my own words, I used a variety of techniques, including rewording complicated sentences, switching out synonyms, and altering the sentence structure. Using an analytical approach helped me better understand the underlying text and produced better paraphrases of the sections.

Conclusion: In conclusion, this module's learning experiences have really aided in the improvement of my paraphrasing abilities. My state of hesitation and trepidation has given way to assurance and skill in my ability to paraphrase difficult literature. Furthermore, I now have a stronger understanding of the significance of paraphrasing as a vital part of both effective communication and academic integrity.

Action Plan: Moving ahead, I intend to develop and expand on the paraphrasing abilities I learnt during the course. I will continue to practice paraphrasing in a variety of situations, searching for ways to use and develop my talents. Furthermore, I will employ paraphrase in my educational and professional efforts, understanding its value as a tool for synthesising knowledge and effectively articulating ideas.

2.3 Summarising skills

Description: My summarising abilities were initially adequate but poor. I was able to extract major concepts from readings, but my summaries were frequently inconclusive and unclear. Throughout the lesson, I learnt the value of reducing information to its core. I began identifying crucial elements, eliminating unnecessary details, and presenting information in a clear and concise manner. This process was aided by interacting with course materials and completing summary assignments.

Feelings: I was excited and apprehensive about summarising from the beginning. Distilling complex information while preserving accuracy and coherence seems difficult. But as I became more involved in the learning process and worked on my summarising, I felt more satisfied and confident. Every good summary I produced gave me the will to hone my abilities even more and take on increasingly difficult materials.

Evaluation: I evaluated my summarising efforts continuously throughout the module. I evaluated my summaries attentively, giving special emphasis to their correctness, coherence, and conciseness. To pinpoint my areas of weakness and hone my summarising strategies, getting input from my classmate and teacher was crucial. Improving my summaries' efficacy required me to go through this process of self-evaluation and improvement.

Analysis: I participated in a reflective examination of my summarising procedure as I went through the programme. I broke down the original writings' structure and substance, finding the key principles, illustrative details, and conceptual connections. My ability to create succinct and understandable summaries was enhanced by experimenting with different techniques including paraphrasing and rearranging phrases. By using an analytical method, I was able to better comprehend the underlying information and provide summaries that were both more accurate.

Conclusion: In summary, this subject has greatly enhanced my ability to summarise information by offering a variety of learning opportunities. I used to be a functional summarizer, but now I am more skilled and self-assured. In addition, I now have a stronger understanding of why summarising is an essential ability in both academic and professional settings.

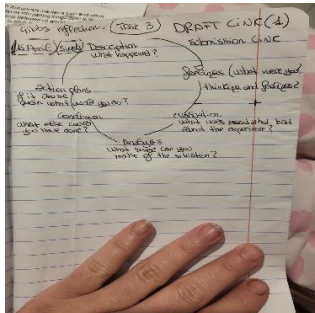
Action Plan: I'm motivated to continue developing and advance the summarising abilities I acquired while studying this area of study going ahead. My skills will get stronger with more practice in a variety of settings, and summarising will remain relevant and useful as long as it is integrated into larger learning and work projects.

The reflective reports on notetaking, paraphrasing, and summarising abilities influenced my future behaviours as a student, in professional settings, and in life. As a student, I now understand the crucial role of excellent notetaking in optimising my learning experience. I am devoted to using various note-taking strategies, such as Cornell notes or mind maps, to better collect, synthesise, and remember knowledge. Furthermore, I recognise the importance of paraphrasing and summarising abilities in maintaining academic integrity and effective communication. I will use these abilities not only in academic contexts, but also in professional circumstances where clear and succinct communication is required. Furthermore, these reports developed in me a reflective perspective, motivating me to constantly assess and improve my learning and communication tactics. I am more prepared to succeed in my career aspirations, negotiate the challenges of academics, and take an active role in lifelong learning by incorporating these abilities into my everyday activities.

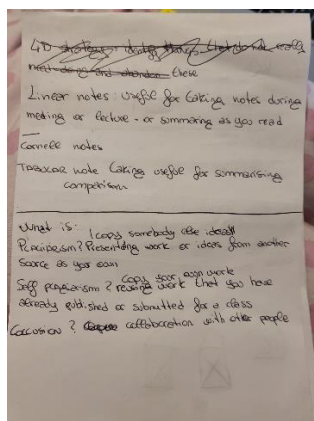
Gibbs, G. (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford: Oxford Polytechnic.

This book serves as the source where Graham Gibbs first introduced the Reflective Cycle as a model for structured reflection in the context of learning and professional development.

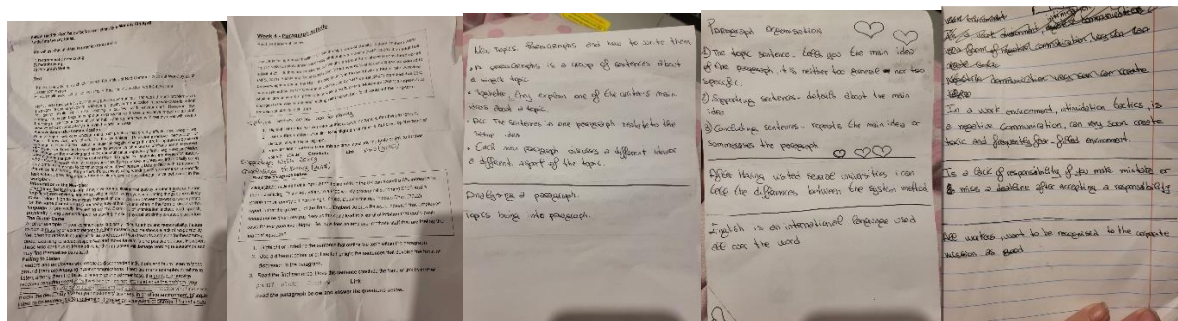
Picture of Gibb's Cycle work

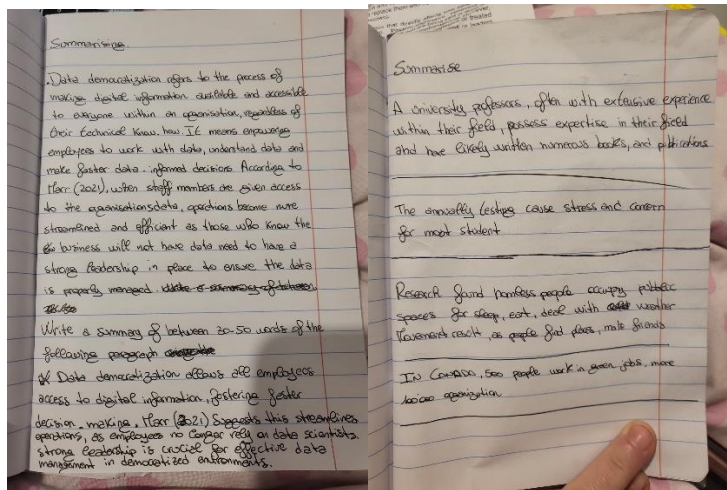


Picture of Note Taking work



Picture of Paraphrasing work





Picture of Summarising work