

Academic skills. Using Kolb's Reflective Model, develop summarising, paraphrasing, and referencing skills. Reflective Report.

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1.Introduction

Using Kolb's Reflective Cycle as a framework offers a method that is both disciplined and methodical, which may help individuals in reflecting on their own experiences and improving their core abilities. by using these four interconnected stages, which are the concrete experience, the reflective observation, the abstract conceptualisation, and the active experimentation. To get a more profound comprehension of the learning processes, this reflective technique makes it easier to buy such an understanding. My own growth in terms of gaining and improving important academic abilities, particularly those connected to summarising, paraphrasing, and citing, is the focus of this research, which aims to examine my progress in this area. This article will make use of Kolb's framework to highlight the difficulties that were faced, the insights that were received, and the solutions that were adopted to aid in the development of these talents, which will ultimately contribute to my academic and professional development.

2.Aplied Kollb's model

The Reflective Model Kolb developed offers a useful framework for analysis and improvement of one's experiences. Active experimentation, reflective observation, abstract conceptualisation, concrete experience. Built on a cyclical process including all these elements, this model is I will be considering in this paper the growth of three main skills I bought throughout an academic module. I shall approach writing this reflection utilising Kolb's method. This group of talents includes presenting techniques, critical thinking, and time management as well as other ones. (Akella, 2015)

2.1. Concrete Experience

Writing a research report for an academic topic pushed me in terms of proving my ability to summarise, paraphrase vernacularly refer to sources in an experienced way. The success of the work needed the great use of these skills. Summarising was a very crucial first step when it came to compressing lengthy and complex journal articles into succinct and targeted summaries that communicated the most significant and relevant components. Paragraphing challenged me to rephrase thoughts and notions using my own words while keeping their original meaning. This let me show initiative as well as knowledge. Furthermore, referring was essential for correctly citing sources, which allowed to preserve academic integrity and follow anti-plagiarism rules.

When it comes to effectively using these skills, I first battled many challenges. Summarising

long academic texts was difficult for me because I usually included too much material, which produced less focused and less concise accounts. At times, my attempts at paraphrasing either closely matched the original phrase, which might be seen as plagiarism, or deviated too far, therefore losing sense. The referencing procedure presented difficulties, most notably in precisely organising references in line with the required Harvard reference style. Particularly about managing many sources, the approach was not only time-consuming but also prone to errors. The challenges provided made clear the importance of honing and strengthening these fundamental intellectual skills. (Boyatzis & Kolb, 1995)

2.2. Reflective Observation

As I thought back on the situation, I saw recurring challenges that interfered with my ability to effectively use summarising, paraphrasing, and referencing.

Summarising has proved to be particularly difficult for me as I lack trust in my ability to find and separate the most crucial ideas from lengthy academic literature. This often resulted in the production of excessively long summaries devoid of the precision needed to effectively condense complex content into its most significant sections.

At the same time, the paraphrasing process offered a great challenge. When I tried to repeat material, I usually did not clearly and coherently express the spirit of the original text and often did not reach. Sometimes I found that I was copying the phrase or organisation of the source in too proximity, running the risk of plagiarism accusations. Other instances, my reinterpretation was far different from the intended meaning, which may have led to miscommunication.

Particularly about meeting style-specific criteria like punctuation, capitalisation, and italics, I found it difficult to consistently apply the relevant citation forms. The fact that these seemingly little components often proved to be time-consuming and prone to mistakes made my ability to provide exact and consistent references more challenging.

Notwithstanding these challenges, I found certain positives in the manner I handled the matter. My strong commitment to keeping academic integrity-which I showed by proving that I was dedicated to doing-was reflected in my careful attempts to guarantee that all sources were correctly attributed. To provide extra proof of my dedication to moral academic practices, I made it a point to confirm that all my references were correct and thorough. My

greatest motivation for carefully working on enhancing these skills was my sense of obligation; this is exactly what I did. (Haritha & Rao, 2024)

2.3. Abstract Conceptualization

My reasoning helped me to see many possible solutions for these problems. Finally, I came to see the need for skimming and scanning techniques to find the main ideas and arguments included within a particular paper. Using tools like highlighters or programs that let me mark relevant information helped me to separate items to fit my summary.

As I was working on my paraphrase, it became quite clear that one must first fully understand the original content before trying to repeat it. To succeed, one had to divide sentences into smaller pieces and employ synonyms while keeping the spirit of the original text.

About reference, knowing reference rules and tools such as Zotero or EndNote might help to streamline the process. Maintaining a consistent habit of referencing will help one to gradually reduce errors.

Additionally guiding my approach were theoretical models including Bloom's taxonomy, which underline the requirement of effectively assessing, synthesizing, and using information. (Kolb & Kolb, 2005)

2.4. Active Experimentation

I developed a plan to go beyond my challenges and hone my referencing, paraphrasing, and summarising skills. This approach stresses useful techniques and regular practice to improve and include these skills into my academic writing.

1.Improving Summarisation

Exercises including daily academic article analysis helped me to better summarise. To help with information extraction and condensing, I read and created brief summaries. Look for thesis statements, topic phrases, and supporting data to underline the major points of the work. This exacting approach was supposed to enable me to separate relevant from non-related content for correct and pertinent summaries.

2.Enhancement of Paragraphing

I underlined the need of learning the original content before paraphrasing if one wants to

become better. My approach was to rewrite lines in my own words but keep meaning. Thesauruses were only used sparingly to avoid text meaning being distorted. To increase my confidence in really communicating ideas, I also worked on matching my paraphrased sentences to the original to evaluate accuracy, clarity, and coherence.

3. References for Learning

To satisfy technical reference standards, I automated citation generation and minimised human errors using Mendeley. These instruments reduced reference and enabled me to still be constant between chores. I made a commitment to often reading style guidelines- especially for Harvard referencing- in order to better understand and apply formatting standards. The aims of this iterative strategy were academic citation accuracy and ability.

By using these strategies often, I want to internalise them and include them into my academic writing process. This methodical approach will enable me to produce excellent work quickly and with confidence, therefore guaranteeing long-term development. (Kolb & Kolb, 2009)

3. Conclusion

Kolb's reflective cycle of thought helped me to evaluate my experiences with referencing, summarising, and paraphrasing as well as my own challenges with these chores. Using a disciplined reflection approach helped me to pinpoint my areas of weakness and create customised strategies for development. This helped me to recognise my weaknesses better. I am sure that if I try to regularly practise and explore, I will be able to develop these abilities and effectively use them in the projects I will be working on in the next years. This event highlights the need of introspection in producing personal growth and knowledge that one carries with him throughout life. One's whole life might be spent in constant learning and development.

4.References

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