

Reflective Writing Template

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Module code and title	LCLM4001-Academic skills
Name of Task	Reflection
Lecturer	Daniel Jenkin-smith

The Gibb's reflective cycle



Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your reflective writing should focus on your personal learning journey, including your strengths, areas for improvement, and the impact of the module on your academic and personal development. You should refer to **specific experiences** such as:

- Task 1 and Task 2
- Class activities and discussions (e.g., topics covered in class such as referencing and paraphrasing)
- Feedback received
- Skills you have developed

Write your reflection in the boxes below (the box will expand as you type)

Description (What happened? Describe the experience or experiences in class that you want to reflect on)	In class, we explored practical techniques to support our learning at university. The lecturer introduced key areas such as referencing, critical reading, and effective note-taking, showing how these approaches help maintain integrity and clarity in our work. Working in groups, we examined examples of strong and weak practice, which highlighted issues like plagiarism and poor structure. We then analyzed a sample essay to see how introductions, body paragraphs, and conclusions create logical flow. Finally, we practiced paraphrasing short texts and discussed time
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	management strategies, encouraging us to reflect on our study habits for the semester ahead.
Feelings <i>(What were you thinking and feeling at the time? How did you feel before / during / and after the experience? Did you feel overwhelmed / confident / nervous? Were you alone in feeling this way or did other students share your feelings?)</i>	Before the class began, I felt a mixture of curiosity and nervousness. I was aware that university study would demand new approaches, but I wasn't sure if my existing habits would be enough. Walking into the session, I worried about referencing and plagiarism because these concepts seemed complicated and easy to get wrong. During the class, my feelings shifted. At first, I felt slightly overwhelmed by the amount of information, especially when we discussed essay structure and the importance of building a clear argument. However, working in groups reassured me. Hearing classmates express similar concerns made me realise I wasn't alone, and this gave me confidence. As we practiced paraphrasing, I felt more engaged and motivated, especially when peers offered constructive feedback. The lecturer's explanations also helped me feel calmer, as each step was broken down clearly. By the end of the session, my nervousness had eased into relief and encouragement. I felt more confident that I could apply these skills in my assignments. I also appreciated knowing that other students shared the same worries, which made the experience feel collaborative rather than isolating. Overall, I left the class feeling positive and motivated to improve my study habits.
Evaluation <i>(What was good and bad about the experience?)</i>	The experience had both positive and challenging aspects. On the good side, the class was very practical and interactive. Group discussions helped me realise that many students shared the same concerns, which made the learning feel collaborative. The exercises on essay structure and paraphrasing were especially useful because they gave me clear strategies I could apply straight away. On the other hand, I found the amount of information at times overwhelming, particularly when referencing was explained in detail. Although it was difficult to absorb everything at once, the session highlighted areas I need to improve and gave me direction.
Analysis <i>(What sense can you make out of the situation?) Why was the situation positive or negative? When things went well, what role did you play? When things went badly, can you explain why? Do</i>	Looking back, the situation was mostly positive because the class gave me practical strategies that I could immediately apply to my studies. The group activities worked well because they encouraged collaboration and helped me realise that many of us shared similar challenges. My role in these discussions was active—I contributed ideas, asked questions, and listened to others, which made the learning process more engaging. This participation helped me feel more confident and showed me that I could support my peers while also learning from them. When things felt more difficult, such as during the referencing exercise, the challenge came from the complexity of the rules rather than a lack of effort. I struggled to keep track of the details, and

you know how if other students felt the same as you? Why or why not?	this made me feel slightly overwhelmed. However, I noticed that other students were also asking questions and expressing confusion, which reassured me that I wasn't alone. The lecturer's step-by-step guidance helped us all to make sense of the task, turning what initially felt negative into a learning opportunity. Overall, the experience highlighted that challenges are part of the learning process. By engaging actively and recognising shared struggles, I was able to transform moments of uncertainty into growth and motivation.
Conclusion <i>(What else could you have done? Or what could you have improved?)</i>	Reflecting on the experience, I can see several areas where I could have improved my approach. One thing I could have done differently was to prepare more thoroughly before the class by reviewing basic concepts of referencing and essay writing. This would have helped me feel less overwhelmed when these topics were introduced. I also realised that I sometimes hesitated to ask questions when I was unsure, which limited my understanding in the moment. Speaking up more confidently could have clarified my doubts sooner and encouraged others to share their own uncertainties. Another improvement would be to take more detailed notes during the session. While I captured the main points, I missed some of the finer details, especially around paraphrasing techniques. Writing these down more carefully would have given me stronger material to review later. I also think I could have contributed more actively in group discussions, as listening was helpful but sharing my own ideas more often would have deepened my learning. Overall, the class highlighted that preparation, active participation, and thorough note-taking are key areas I can work on. By improving these habits, I will be better equipped to apply academic skills effectively in future assignments and throughout my studies.
Action Plan <i>(If you do it again, what would you do differently? What skills do you need to develop? And how do you plan to do this)</i>	If I were to repeat the experience, I would approach it with more preparation and confidence. Before the session, I would review basic concepts such as referencing styles and essay structures so that I could engage more actively during discussions. I also plan to improve my note-taking skills by using clearer headings and summaries, which will make it easier to revisit key points later. Another area I want to develop is paraphrasing, as I sometimes struggle to rephrase ideas without losing meaning. To strengthen this skill, I will practice regularly by rewriting short academic texts and checking my work against reliable examples. Time management is another priority. I intend to create a weekly study schedule that balances lectures, assignments, and independent reading. By setting aside specific times for research and writing, I can reduce stress and stay organised. These steps will help me apply academic skills more effectively in future classes.
Reference	Skills for Success: Personal Development and Employability By Stella Cotrell. Published in 2021 by Macmillan Education UK. ProQuest Ebook Central. page 3 Success in Academic Writing 6th Edition, by Trevor Day, Bloomsbury Publishing 2023-09-07. ProQuest. Ebook Central.

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