

**Programme: Certificate of Higher Education in Business
Skills for the Workplace**

Module: Academic Skills (LCLM4001)

Title: Reflective Report

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Introduction

This report intends to evaluate my learning experience during the Academic Skills module, highlighting important strengths acquired, areas needing enhancement, and the overall effect on my personal and academic growth. I will explicitly reflect on experiences including note-taking from short texts, teamwork, and class debates, emphasising crucial classroom events that influenced my comprehension and development.

The Academic Skills module functioned as a fundamental course aimed at providing students with vital skills for effective university study. This reflection will concentrate on key elements of the curriculum, such as the practical implementation of study methodologies, collaborative learning settings, and critical interaction with academic discourse.

Description and evaluation of learning experiences

Reflection, as outlined in numerous scholarly works, involves not just thinking about a subject, but engaging in critical analysis of it, typically aimed at deriving insights and lessons from the experience.

Reflection is essential for enhancing understanding, encouraging critical analysis, and supporting autonomous learning. This process requires a deliberate approach to interpret occurrences, grasp their significance, and relate them to established knowledge structures. This process may occur individually or in collaboration, frequently necessitating the exploration of critical enquiries regarding the events that transpired, the reasons behind them, the insights gained, and the potential applications of that knowledge (Moon, 2004).

The Benefits of Reflective Practice



- a raised sense of self awareness;
- a greater understanding of practice;
- an improvement in own area of practice.



"I have never asked myself these questions before. I found them TOUGH, but I started to understand the impact I was having as a practitioner"

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Source: Knipe, 2016

One of the first activity I can mention in my reflection, consisted of extracting notes from a brief academic text. This exercise, although appearing simple, underscored the significance of engaging with the text and employing targeted methods for information retrieval. At first, my methodology was predominantly sequential, striving to capture an excessive amount of information. This frequently led to notes that were extensive yet deficient in conciseness and clarity. During the note-taking exercise in the initial weeks, I encountered challenges in distinguishing between main ideas and supporting details. This experience, while difficult, functioned as an essential opportunity for learning. The immediate feedback from the instructor was effective, highlighting the importance of selective note-taking and the utilisation of keywords and phrases instead of complete sentences. My initial struggle to synthesise information effectively resulted in an accumulation of raw data instead of refined knowledge.

The module included many group activities and collaborative learning exercises. In group conversations, I consistently provided insights that aided both myself and my colleagues in refining arguments, so enhancing my confidence in collaborative environments. The successful aspect was the ability to utilise varied viewpoints and competencies inside the group. For instance, one team member demonstrated exceptional research skills, but another shown notable proficiency in organising the presentation. This collaboration resulted in a more thorough and clearly defined end product than I could have accomplished alone. The coordination of schedules and the first challenges in achieving consensus on certain areas of the research were occasionally problematic. These hurdles, meanwhile, imparted significant lessons in negotiation and compromise.

Many academic writers opinion that class discussions serve as an effective mechanism for enhancing engagement and facilitating active learning. In contrast to lectures, which may result in a passive absorption of information, discussions require students to engage actively in the learning process. Active engagement has the potential to enhance motivation and interest in the subject matter. When students perceive that their contributions hold significance and that their perspectives are acknowledged, they are more inclined to assume responsibility for their learning (Fink, 2013).

Class discussions were a frequent and significantly influential aspect of the module and in my opinion this approach is better for our academic development. These sessions, typically subsequent to readings or lectures, promoted active engagement and analytical reasoning. The positive aspect was the chance to express my understanding and to listen to various opinions

from my colleagues. This expanded my viewpoint and questioned established beliefs. At times, my initial reluctance to contribute proved detrimental, arising from a concern of expressing an inaccurate or inadequate idea. As the program advanced, I grew increasingly at ease with the iterative process of learning and the significance of sharing even preliminary ideas.

Analysis on Personal Reflection

The Academic Skills module has significantly influenced my personal and academic growth. It provided me with real skills to improve my research and writing methodologies. Mastering the usage of academic databases has enhanced my capacity to identify reputable sources, becoming important for assignments in subsequent subjects. The module's emphasis on referencing conventions, particularly Harvard style, has enhanced the professionalism and credibility of my work. The training enhanced self-awareness and resilience on a personal level. Receiving constructive comments on my job and personal contributions has helped me to perceive criticism as an opportunity for growth rather than a hindrance. The session fostered collaboration via group projects, enhancing my interpersonal skills and appreciation for other perspectives.

I intend to employ specific tactics to enhance my areas of progress. To enhance my academic writing, I will practise condensing intricate concepts into succinct language by consistently composing brief paragraphs and soliciting peer critique. To enhance my public speaking skills, I plan to participate extensively in group presentations to practise delivering in a supportive setting. I will further enhance my time management by participating in timed activities and organising my study schedule more effectively.

Conclusion

The Academic Skills module has been a transforming experience, providing me with vital tools for academic achievement and identifying areas for personal development. The iterative process of learning from both triumphs and obstacles encountered in note-taking, collaboration, and conversations has been essential. My comprehension of the module's aim has transitioned from a mere acquisition of abilities to a profound grasp of their interrelatedness and their contribution to comprehensive academic and personal development. The module has established a robust basis for future academic endeavours by fostering both specialised skills and a reflective mentality essential for ongoing growth.

Reference list

Fink, L.D., 2013. *Creating significant learning experiences : an integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Knipe, R., 2016. *Blog Post 2 — why i need to become a reflective practitioner (w/ Feedback)*. [online] Medium. Available at: <https://medium.com/@RhiannonKnipe/blog-post-2-why-i-need-to-become-a-reflective-practitioner-w-feedback-762a5a4a4ada> [Accessed 14 Aug. 2025].

Moon, J., 2004. *A Handbook of Reflective and Experiential learning: Theory and Practice*. London ; Routledgefalmer.