

“Report on the Development of Academic skills”

Khushruz Nasulloev

Student number: 2417181

Module Code: LCLM 4001

Module Title: Academic skills

Lecturer: Tim Hopkins

Table of Contents

1 Introduction	3
2 Paraphrasing skills	4
3. Summarising skills	5
4. Referencing skills	6
6. References:.....	7
7. Appendix:.....	8

1 Introduction

In week 3 we studied referencing skills, in week 4 paraphrasing skills and in week 7 Summarising skills and. I will use Kolb's Experiential model to reflect on this experience. I chose Kolb at random, because all the models seem similar. To make this report I have researched information in the university online library, the internet and looked at my notes. Using these strategies, I can improve my ability to study and learn, as well as my confidence in my capabilities. Prior to going through this session, I had a hard time locating credible sources, keeping my summarising, paraphrasing and referencing organized, and creating essays that were well-structured. As I progressed, I kept learning to improve in a number of different areas. I will reflect in this report through four key stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experience.

2 Paraphrasing skills

2.1. Concrete Experience

In week 4 we looked at paraphrasing skills. I practised using different tools, for example summarising, changing word order and changing word class. (See appendix 1.) My journey with paraphrasing skills begin during my first year at university when I was tasked with writing a research paper. Initially, I struggled to paraphrase effectively, often resorting to copying phrases directly from sources. This approach not only led to concerns about plagiarism but also limited my understanding of the material. A particular assignment that required multiple sources highlighted my need to improve my paraphrasing skills.

2.2. Reflective Observation

I found it difficult at first but saw that it was useful. This is because English is not my first language, and that I had not done this kind of work before. After receiving feedback from my lecture regarding my paraphrasing techniques, I took the time to reflect on my approach. I realized that I was not fully grasping the concepts presented in the texts. This lack of understanding hindered my ability to reformulate ideas in my own words. I noted the importance of fully comprehending the source material before attempting to paraphrase it.

2.3. Abstract Conceptualization

I realised that I need to practice these tools. Perhaps I would become better at this skill if I used it more. From my reflections, I developed a set of strategies to enhance my paraphrasing skills. I recognized the value of actively engaging with the text, highlighting key ideas, and breaking down complex sentences. I also learned to focus on capturing the essence of ideas rather than sticking to the specific wording used by the author. These concepts guided my improvement in subsequent assignments.

2.4. Active Experimentation

I practiced making my own sentence and using the different tools (see Appendix 2)

In conclusion, using Kolb's cycle to think about my experience, I can see that I need to practice this skill. I have done this in different ways since. I will probably use it in next term's work also. Armed with these strategies, I applied them in various writing tasks, continuously practicing paraphrasing from different sources. I sought feedback from peers and instructors, using their insights to refine my methods. Over time, I became more confident in my ability to paraphrase effectively, contributing to my academic success and deeper understanding of the materials I engaged with.

3. Summarising skills

3.1. Concrete Experience

In week 7 we practiced summarising. My experience with summarising began during high school when I was assigned to review and convey the main ideas of various texts. Initially, I found it challenging to extract essential points without losing the original meaning. A pivotal moment occurred during a literature class, where I was tasked with summarising a complex novel. I delivered a summary that was too detailed, demonstrating my difficulty in distinguishing between major themes and supporting details.

3.2. Reflective Observation

After receiving constructive feedback from my teacher, I reflected on my summarising approach. I recognized that my summaries often included unnecessary details, which diluted the core ideas. This reflection prompted me to consider effective methods for improving my skills, leading me to explore different summarising techniques, such as the "five W's" (who, what, when, where, why) to help focus on key elements.

3.3. Abstract Conceptualization

Through this reflection, I formulated strategies to enhance my summarising abilities. I learned to identify main arguments and themes while eliminating superfluous information. Additionally, I discovered the importance of understanding the text thoroughly before attempting to summarise, allowing me to distil the material effectively without misrepresenting it.

3.4. Active Experimentation

With my newly developed strategies, I practiced summarising various texts, including academic articles and research papers. I actively sought feedback from classmates and instructors, using their critiques to refine my skills. Over time, I became more adept at summarising, successfully honing my ability to convey essential information succinctly.

4. Referencing skills

4.1. Concrete Experience

My first substantial encounter with referencing occurred during my undergraduate studies when I was tasked with writing a research paper. Initially, I lacked a clear understanding of different referencing styles, such as APA, MLA, or Chicago. In my first assignment, I incorrectly referenced several sources, which not only jeopardized my credibility but also led to a lower grade. This experience highlighted the importance of accurate referencing and the consequences of neglecting this essential skill. (Appendix 3)

4.2. Reflective Observation

After receiving feedback from my professor, I took time to reflect on the errors I made in my referencing approach. I realized that my lack of understanding stemmed from not adequately familiarizing myself with the specific requirements of different referencing styles. Additionally, I noted that I had rushed through my research process, which prevented me from meticulously recording source information. This reflection led me to acknowledge that strong referencing skills are integral to academic success and that I needed to develop a systematic strategy for effective referencing.

4.3. Abstract Conceptualization

Through my reflections, I began to conceptualize the strategies necessary for improving my referencing skills. I decided to familiarize myself with the official guidelines for various referencing styles, focusing particularly on APA for my subsequent assignments. I also recognized the value of creating a dedicated bibliography as I researched, ensuring that I documented every source as I encountered it. Furthermore, I understood the importance of utilizing referencing management tools like Zotero and EndNote to streamline the process and minimize potential errors.

4.4. Active Experimentation

Armed with these new strategies, I applied my improved referencing skills in my next research paper. I meticulously followed APA guidelines, ensuring that every source was correctly cited both in-text and in the reference list. To reinforce my learning, I sought feedback from peers and engaged in study groups where we analysed and critiqued each other's referencing. This active experimentation not only solidified my understanding but also instilled a greater confidence in my ability to reference correctly under pressure.

6. References:

1. Kolb, D. A. (1984)

Experiential Learning: Experience as the Source of Learning and Development.

Englewood Cliffs, NJ: Prentice Hall.

This is the original book in which David Kolb introduces the experiential learning model. It explains the theory in detail and provides the foundation for subsequent studies.

2. Kolb, A. Y., & Kolb, D. A. (2005)

“Learning styles and learning spaces: Enhancing experiential learning in higher education.”

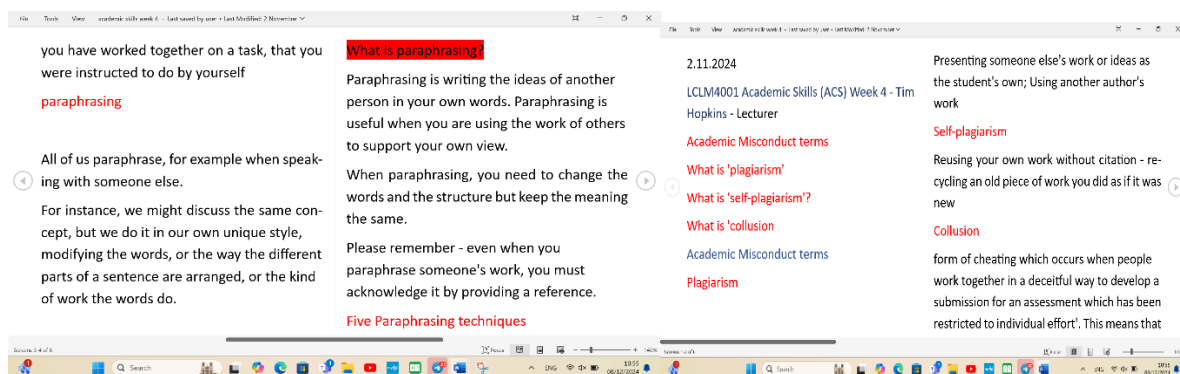
Academy of Management Learning & Education, 4(2), 193–212.

This article discusses how experiential learning can be applied in educational settings and explores the relationship between learning styles and environments

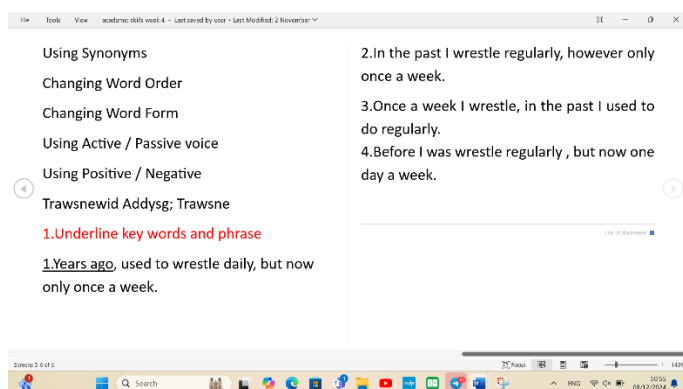
3. Zotero. (n.d.). *Zotero: Your personal research assistant.* Retrieved from <https://www.zotero.org/>

4. EndNote. (n.d.). *EndNote: Reference Management Software.* Retrieved from <https://endnote.com/>

7. Appendix:



Appendix 2– my in-class practice



Appendix 1 – my in-class practice

Appendix 3

HARVARD REFERENCING WORKSHOP for CANSHE Business

1. What would be the correct in-text citation for the book shown below?

Title: Study skills for foundation degrees
Author: Dorothy Bedford and Elizabeth Wilson
Edition: Third edition
Publication Date: 2020
Publisher: Routledge
Place of Publication: Abingdon, Oxon ; New York : Abingdon, Oxon ; New York

A) (Bedford et al., 2020)
B) (Dorothy et al., 2020)
C) (Bedford and Wilson, 2020)
D) (Study skills for foundation degrees, 2020)

2. In the box, write the full Harvard reference for the article details shown below.

An online article written by Amber Rolfe in 2021 with the title How to: Write a CV.
The link to the article is: <https://www.reed.co.uk/career-advice/how-to-write-a-cv/> and you accessed it yesterday

Rolfe A. (2021) *How to: Write a CV*. Available online at: <https://www.reed.co.uk/career-advice/how-to-write-a-cv/>. Accessed by 25.10.2024

3. How would the following source be cited in your text, and formatted in your list of references?

A book written by David Olusoga, in 2016, entitled *Black and British: a forgotten history*. Published by Macmillan in London.

In text: Olusoga (2016)
In reference list: Olusoga D. (2016) *Black and British*. Published by Macmillan in London

ACS Paraphrasing Practice sheet (Wk 4 or Wk 7)

Follow these steps to create a paraphrase:

- 1) Underline key words and phrases
- 2) Find Synonyms – different words but same/similar meaning
- 3) Find possible changes to word order
- 4) Find possible changes to word class

1

There have never been so many opportunities to work in the environmental field. In Canada, more than half a million people are employed in green jobs, and over one hundred thousand organizations have at least one environmental employee.

Source: Suzuki, David T. and Boyd, David R. David Suzuki's Green Guide. Vancouver: Greystone Books, 2008. 125.

Paraphrase:
Synonyms: work = jobs, (large number) / once organizations
Changes: word order
Changes: word class

2

Although poor training and inadequate resources have caused many plagiarism problems, the Internet has added to the challenges. At University of Toronto, plagiarism related to the Internet increased from 50% to 99% of cases between 2000-2001 and 2002-2003.

Source: Locker, Kitty and Findlay, Isabel. *Business Communication Now*. Toronto: McGraw-Hill, 2009. 251.

4. How would the following source be cited in your text, and formatted in your list of references?

A website by National Health Service about Acupuncture. Found at this address: <https://www.nhs.uk/conditions/acupuncture/>. Published in February 2023, and you accessed it last week (pick a date).

In text: NHS (2023) <https://www.nhs.uk/conditions/acupuncture/>
In reference list: NHS Acupuncture: www.nhs.uk/conditions/acupuncture/. Accessed 25.10.2024

5. How would the following source be cited in your text, and formatted in your list of references?

An article by UNSW Sydney with a title *How to Cite a Website and Online/Electronic Resources*, written in 2023, found at <https://www.student.unsw.edu.au/how-do-i-cite-electronic-sources>. You accessed it today.

In text: (UNSW Sydney, 2023)
In reference list: UNSW, S. (2023) *Electronic Resources*. www.student.unsw.edu.au/how-do-i-cite-electronic-sources. B. 25.10.2024

6. What would be the correct in-text citation for the book shown below?

Title: The Study Skills Book
Authors: Kathleen McMillan and Jonathan Weyers.
Edition: Fourth edition.
Pages: 1 online resource (470 pages)
Publication Date: 2021
Publisher: Pearson Education Limited
Place of Publication: Harlow

A) (McMillan and Weyers, 2021)
B) (McMillan et al., 2021)
C) (Kathleen and Jonathan, 2021)
D) (The Study Skills Book, 2021)

