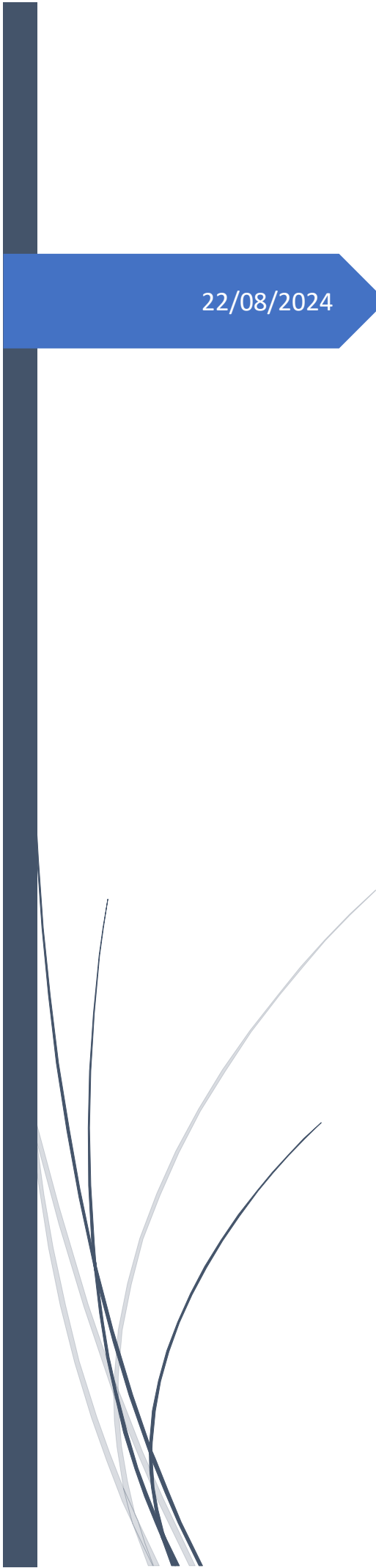




22/08/2024

REFLECTIVE REPORT

TASK 3

MODULE NAME: ACADEMIC WRITING SKILLS

MODULE CODE: LCLM 4001

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Contents	
Task 3	2
<i>Gibb's Reflective Cycle:</i>	2
1. Description	2
2. Feelings	3
3. Evaluation	3
4. Analysis.....	4
5. Conclusion	5
6. Action Plan.....	5
References	6

Task 3

Gibb's Reflective Cycle, introduced in 1988 by Graham Gibbs, is a model of reflective practice in six stages (Hashim et al., 2023). These are Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. Gibb's Reflective Cycle will be used in this report to explain how the learning in this module has helped enhance my academic writing, referencing, and reflection skills. The reason for adopting a particular Gibbs Reflective Cycle in accomplishing this task is the cyclical structure of the process, which ensures that every step of the learning process is considered.

Gibb's Reflective Cycle:

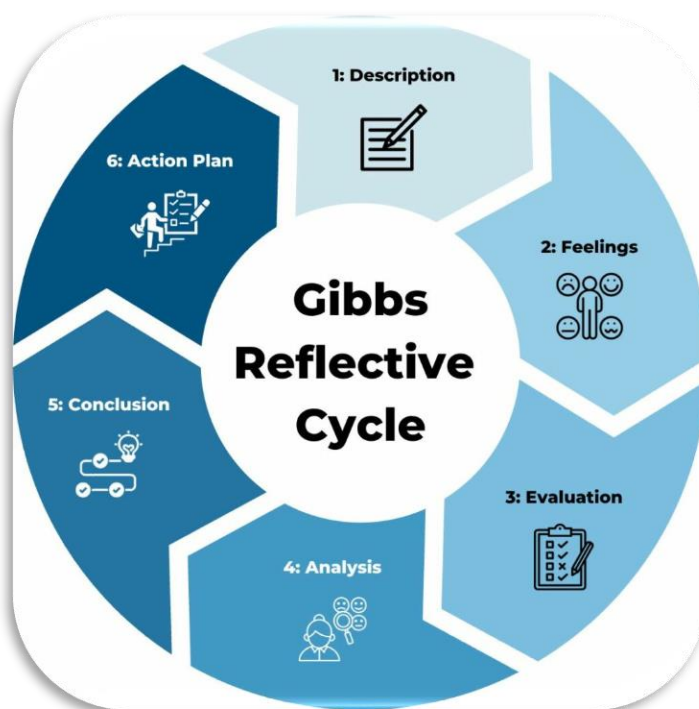


Figure 1 Gibb's Reflective Cycle
Source: (Channell, 2023)

1. Description

The skills I targeted most in this module were academic writing skills, referencing skills and reflection skills. Throughout the module, I carried out several activities in class to improve the mentioned skills. One of the activities that I anticipated was producing an essay on a subject of concern in the field of study (Baresh, 2022). However, the task completed in class was the applying academic skills tools assessment which taking a diagrammatic note from a passage, paraphrasing and paragraph writing in an academic style. Also, I engaged in several reflective

exercises in the class with other students and the lecturer gave feedback. As I started to write there were distractions and I could not concentrate. After the class I was challenged to look into the way in which I was learning and how far I had progressed in these areas. For example, a reflective exercise included self-reflecting after feedback on completed tasks. In terms of areas for improvement, I considered that my academic writing skills could be better, and my referencing. Another significant task I completed was the academic skill quiz assessment in class. The module also contained exercises focused on referencing and citation, including discussions on various citation styles and Citation software, such as Zotero.

2. Feelings

At the beginning of the module, I had both enthusiasm and apprehension. On the positive side, it required me to improve my academic skills; on the negative side, I was frightened about what was waiting for me further, especially such matters as academic writing and referencing style difficulties. The most challenging task was the in class academic skill exercise assessment, as I was initially worried about writing an essay of nine hundred words in class and how to cite sources. Writing reflective exercises were unfamiliar to me, even though I complete this every day at work and personally, but I found them interesting.

However, as I went through the module, my feelings started to change gradually. From the feedback on the assessment and the assistance offered by the lecturer during the referencing sessions, confidence was boosted (Li et al., 2022). I began to develop a level of confidence in my writing and my referencing skills. On the other hand, the reflective exercises remained challenging in the sense that I had to face issues where I was weak or lacked expertise. At the end of the module, it was positive because I began to see personal progress and growth in certain skills, and I also realised that I need to work more in certain areas.

3. Evaluation

I identified several strengths in the process of this module that I had been through. The academic skills writing task was a significant learning opportunity. Receiving feedback as well as peer feedback, drafting and rewriting at my spare time also improved my academic writing skills. Furthermore, another strength noted was that the focus on proper referencing was a significant plus as it informed me how to avoid

plagiarism. I found the citation style and reference management tools classes to be most helpful as these are lessons that I can use in the following assignments. The quiz assessment completed in class was also a good experience because there were choice answers, and I also had to provide the answers to some questions. Though the reflective exercises posed a few difficulties, they were overall helpful (Du, 2020). It helped me to self-moderate by making me think about what I was doing well and what could be done better, as well as how the skills I was learning could be used in other related activities. The weakness of concentrating in class with some distractions that I encountered was a bit annoying in a way that set me back a bit. The process of mastering referencing techniques also took time and sometimes began to seem overwhelming due to the various citation styles and the set rules (Yaacob et al., 2020). Although the reflective exercises are helpful in the long run, they were tiring because they made me reflect on my weaknesses and assess myself.

4. Analysis

The learning experience in this module has greatly improved my academic skills through the knowledge I have gained. The lessons and the feedback from the lecturer have had a positive influence and outcome on my academic writing skills. Another important highlight of the module was referencing and ensuring that these were done correctly. I discovered how to use the Harvard referencing systems and how to apply tools for my references. These are essential skills that ensure I observe academic integrity by conducting research before writing.

I found that the reflective exercises were especially beneficial in establishing the practice of constant evaluation of my performance. Reflecting on my learning experiences, I found out that my writing should be clearer, and my references should be more accurate. I have been able to engage in this process of reflection, which has made me take responsibility for my learning, and helped me find ways to improve my skills.

The level of emotional distress can be attributed to inexperience in completing the reflective exercises and general discontent with self-inspection. In the process of analysing my learning experiences throughout the module, I was forced to face my areas of deficiency and be entirely objective about my achievements, which, at times, caused some discomfort. Through constant reflection, I have improved my

learning processes and consciously learned how to seek better learning experiences. This reflective approach will be helpful not only within my academic environment but also throughout my professional career.

5. Conclusion

Therefore, the learning experience in this module has been a little challenging but worthwhile. Some of the challenges that I struggled with included adhering to the academic writing style and learning the skills of referencing. The reflective exercises have been a benefit to my learning as I continue to be more thoughtful, which I have applied to work and personal life.

6. Action Plan

I have learnt how to improve my academic skills by following this action plan, which I learnt from each challenge I faced in this module. Firstly, I will keep improving my academic writing skills by writing more and getting feedback from lecturers or other staff members. I will also continue to assess my progress and assign tasks to myself to be completed before the next class. This will help me to write in more detail as expected of me. Secondly, I will become familiar with the approved Harvard referencing styles and use tools like Zotero and continue to practise referencing. This will ensure that my future work is properly cited and adheres to school academic integrity regulations.

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