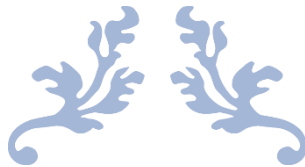




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REFLECTIVE REPORT

Academic Skills



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Introduction

When analysing the reflection Report, we identified three Academics Skills which will help us develop ways to record information from different sources and platforms. Freeing the mind from having to remember everything. Having Personal Reflection Skills helps us take stock of the skills we have and identify those that we wish to develop. Explaining an idea in a Shortened form, researching, developing an argument, methods and strategies to apply in your activities and carry them out successfully.

Reflection Skills

Collaborative learning is a tool used by educators to help students acquire the soft and self-reflection skills that are essential for working in the software development industry.

Students who collaborate are able to comprehend things more fully and strengthen their interpersonal skills.

Unfortunately, due to their inexperience, students find teamwork difficult. The emphasis is on promoting seminars that assist students in developing their reflective and soft skills throughout group projects. The goal of these seminars is to support inclusive and equitable collaborative learning environments while also assisting in lowering anxiety during group projects. Regretfully, single-paced instructional methods are typically used in classroom settings and do not support students' needs during the learning process or offer coaching on soft skills that will enable equal participation. The sessions help students and teachers promote equitable group work by improving students' soft skills like communication and leadership which improve teamwork. Students would be better equipped to contribute ideas for solving the task so they could engage on an equal footing by being assisted in the development and practice of soft skills and the learning of self-reflection

A plan for an experiment to incorporate and evaluate the outcomes of these workshops is included in this poster. According to the literature, there are three main ways that critical self-reflection can support students during transitions. First, switching from instructor-based to more self-directed, independent learning is one of the biggest challenges faced by students upon entering university. For students to achieve at high levels academically, they must also be able to demonstrate deep learning. Students may transition from one learning environment to another more readily if they are encouraged from the beginning to become more critically reflective on what they learn and how their learning habits need to be adjusted to fit the new academic.

Note-Taking Skills

One of the essential abilities of a consecutive interpreter is taking notes. Designed primarily for the interpreter's immediate use as an add-on to improve memory efficiency, it is extremely specific and, therefore, nearly impossible to understand. However, according to our author, the system still exists. The interpreter may be considered to have developed a note-taking system, which may be guided by certain principles once they have given in to the urge to take notes.

Two key aspects of consecutive interpreting notetaking set it apart from standard classroom and meeting notetaking: the interpreter uses it exclusively during the interpreting process. First, taking notes is meant to improve memory function, not to record every word that is said. The accuracy of the work can only be guaranteed by the interpreter when memory is extremely efficient. Over-taking notes will hinder rather than help with consecutive interpretation; while some degree of interpretation ability is required, it should not be overdone. Never forget that memory based on accurate comprehension rather than note-taking is the primary factor ensuring accurate interpretation. As a result, when taking notes for consecutive interpreting, one should limit their notes to important details such as time, numbers, proper names for people and places, etc. that are mentioned in the speech.

This is particularly true of the quirky personality that the interpreter's notes reveal. It should be evident why novice interpreters are not advised to write everything down or follow seasoned interpreters blindly once they grasp the two distinct aspects of notetaking in consecutive interpretation. Future interpreters should first work to develop a style that works best for them by incorporating ideas or experiences from seasoned interpreters or interpretation researchers. Regarding this, the section that follows will outline several helpful guidelines put forth by scholars and seasoned interpreters.

Summarising Skills

According to research, students who are successful readers can also have strong summary skills. Summarizing helps students comprehend and retain information in long-term memory. According to Brown and Day (1983), teaching students how to summarize is just as important as teaching them the strategies to employ. Writing summaries is not the goal of teaching them how to summarize. The author makes the case that in order to improve one's ability to summarize, one should analyse both poor and excellent summaries of texts and perform exercises to finish any incomplete summary texts before beginning the summarization process. This will yield a summary that is clear and concise. The aim of this study is to help students grasp new material and commit it to memory for success in the classroom. Summarizing is a learning strategy that improves memory and comprehension.

However, Khoshnevis (2015) investigates how teaching text summarization as a cognitive strategy affects student achievement; the findings show that summary strategy instruction plays a major part in participants' writing comprehension. Furthermore, the author suggests that teaching summarization techniques strengthens students' capacity for writing comprehension. This term, Khazaal (2019) highlights the two months of implementation that were given to twenty postgraduate students in Iraq who were learning English as a foreign language. A pre-post test model for summarizing involves administering a summary writing pre-test to the participants one week prior to its application, after the group has been assembled. Five separate passages are presented to them.

They have forty-five minutes to summarize the passages that have been chosen for the post-test. Overall, the results show that learners in the area of academic writing skills are significantly impacted by the summarizing strategy.

Conclusion

In short, out of all the three skills, writing is one of the significant skills, especially in a academic writing in colleges, schools, and institutions. And with these Academic skills we can develop strategies and methods where we successfully develop work.

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