

Learning in This Module

Basilia Chinyere Chinaka

2027595

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Lecturer: Joy Botu

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Introduction

This report will be covering all my learning so far this term. Reflecting upon the following topics, I will be talking about the topics: time management, summarising and paraphrasing. I think these are very important skills (maybe even the most important) that we've learned in this module as well as being good skills to use for employability and even in real life. For time management, I think I had already been using this skill before we were taught it- and I didn't know that. Summarising and paraphrasing can be called similar since both are when you shorten down a third party's words and they can be used in many different situations. However, they are different to because summarising is when you acknowledge the third party's words and what they originally said but making them into your own words; this usually involves not using any of the actual words that they have said and using your own words like synonyms. Paraphrasing can be when you take the third party's words and make them into your own words by omitting anything unnecessary in their words. In my opinion, these skills are essential for employability and real life and in this report, I will be talking and reflecting over my experience with them; what they mean, how I was using them in my life and how I will continue to efficiently use them in my future.

Chosen Model of Reflection

I will be using Kolb's reflective model which is also called 'experiential learning', look back over what I have learned throughout this module. The main stages of this type of reflection are: 'concrete experience', 'reflective observation', 'abstract conceptualisation' and 'active experimentation'. Concrete experience means when I have been in a situation and realised that reflection could be a way to improve the situation in the future. Next, reflective observation would be looking back on what happened in that situation and determining 'What worked? What failed?'. Abstract conceptualisation is next and that is thinking about what I actually did and what could have been done differently. Finally, active experimentation is putting into practice the new solutions you have come up with, to achieve a better outcome in the future.

Time Management

As we've learned in this module, time management is a very important skill; whether it be for employability or during learning, this is essential when aiming to complete a task of any kind. This skill has been used in my everyday life multiple times when I have ever needed to schedule when things need to be done; like taking my children to after school and extracurricular activities, setting times when I need to complete my school tasks, when I need to rest before my shifts at work and even allocating times for the essentials like eating and drinking. So, part one of Kolb's reflective model is concrete experience, in this module we were taught that the process of time management is allocating a set time for an activity; to ensure everything that needs to be completed is done without procrastination. An example of a situation where I used time management would be making time in my schedule for studying and trying to use that allocated time to my advantage - covering everything I can in that period. For reflective observation, I found out that going over my work should be done shortly after I've learned the content; revising late or just before an assignment is due is extremely unhelpful as most times all the information would have been forgotten. The next part is abstract conceptualisation. After discussing time management, I was able to recognise some errors and faults in my approach to learning; this module showed me that in order to successfully intake information and work from class making time to review the content is a very useful way of doing so. This includes looking over notes and work set from classes immediately after being informed about it instead of waiting a couple of days or weeks from when I was originally taught about it. Also, prioritising my work is important so that I know the right times to study certain topics and subjects. The final part is active experimentation: what can I do to improve in the future? Now knowing how helpful and important time management is, I can now consider it when planning my schedule in the near or distant future. Whenever there is a task in my life (especially ones that are school related) that has a date it needs to be completed, I will be able to allocate an appropriate time for when to tend to it; and being able to do this without stressing over it being completed late or overdue. I now know how important time management is because it helps things be completed much more swiftly and I can accomplish so many more this if and sort my time accordingly.

Summarising

When I ask myself the question 'what is summarising' I can confidently reply that this skill is being able to condense someone else's words into a more concise answer or reply; providing only the key points of their explanation. An example of this can be a critic reviewing a book and only going over the key points in the story; it can also be when taking down notes from a class and only including the key subjects learned that lesson so you can look at them later. People often use summarising when they are looking at an overly long text and when they need to extract the main idea of the source; when summarising people tend to omit any irrelevant information that is not important to what they are researching. An article I read describes summarising to 'save time whilst also giving your work credibility'. This can be helpful because learning to efficiently summarise big texts, long sentences and shortening other people words can help me in the future- in things like exams and public speaking. So, when I think about a situation where I have used summarisation, I would say when taking notes from my classes and lectures. For the reflective observation part, I saw that I would be writing the notes very vaguely and sometimes missing the entire point; therefore, the thing that worked best was taking down what my teacher said, word for word. I understand that this can be a major problem since learning notes incorrectly can lead to errors when writing the information in any future exams I may have - writing wrong information that I have taught myself and think is correct can cause a deduction in marks. Also, if I teach myself and memorise the long version of other people's words, that can waste time in my exams; I would be trying to write the whole version of the definition I taught myself leaving me little time when moving on to other questions. Next, when I think about what could have been done differently in that situation, I now understand that I should have condensed my teacher's words into smaller parts so I can use them when studying later. This module has taught me that when noting these things, I need to be more concise; so, the things I should have done differently are to be more concise when writing notes, making sure the main point of the work is still in my 'reorganised version' and to summarise more often so I can get used to doing it. For the active experimentation I now know in the future, when a teacher is talking in class, I should write down the more important things that are said and omit anything that is not relevant therefore saving time when writing the single note and not having to memorise a long definition to use. Next, if I am summarising, I should make sure that the point is in the final product when I finish- the whole point; The point shouldn't be omitted in any way, but it can be condensed down in a version that still makes sense. Also, If I summarise often- say in my speech as well

as writing- it can help me in the future as I will be more experienced with the skill than how I was before; so, whether it be forwarding messages from my managers to memorising definitions I've learned in class, I will get better at the skill regardless.

Paraphrasing

When asked about what I have learned about this skill, I can say that it is using taking other people's words and forming them into my own version of those words without straying away from the point of the original information. Paraphrasing is being able to understand someone else's words and or ideas then writing them into your own words. This is similar to summarising in the sense you are keeping the important information from the other party; but in this case, you are changing how it is delivered to support the point you are making. Paraphrasing can be done in a multitude of ways; like changing the order of how the person said it, using different examples to the one originally given, exchanging some words out for their synonyms or just changing the content of what you heard – so long as the point and relevant information stays then it alright to do so. Another essential aspect of this skill is the acknowledgement that this information came from an outside party; if this is not it done or your paraphrasing is done incorrectly, this could result in 'unintentional plagiarism'. I use paraphrasing in my everyday life when I need to relay a message (changing how the message was given to me); this can be when talking to family members or talking to my co-workers and classmates about any work that needs to be done. This shows me that I have in fact been using this skill in my day-to-day life before being specifically taught about it. When we did learn about paraphrasing in this module, it made me glad and proud to be already using an important skill for employability. So now, if I recall my concrete experience when using this skill, my situation would be like the one in the previous paragraph: 'summarising'. When my lecturer gives us a definition of a key word and explains it, I tend to write down the entire explanation in the long version as it has been to me. When I reflect on what worked and failed in that situation, I see that copying the long version worked for me; but at the same time, it failed because I know this method is not the most efficient. For the abstract conceptualisation part of the reflection, I can tell what needs to be done differently is to make the definition into my own version. Essentially, I need to shorten the explanation I am given and change the words used whilst still maintaining the important information and the point of the text. So, what does this tell me? It shows me that I have in fact been using this skill in my day-to-day life before being specifically taught about it. When we did learn about paraphrasing in this module, it made me glad and proud to be already using an important skill for employability. Now, what can I do for the future? I think that learning how to paraphrase the correct way in my writing should be one of my top priorities for the moment. I, myself, can successfully paraphrase in verbal form but I should work more on paraphrasing

in 'writing' form; like working on how to take notes from lessons and classes. Doing that in the form of paraphrasing should help plenty. When writing and taking down notes I have heard from class, I should differentiate how I have written them from how they were spoken in class. This can be helpful in the future as paraphrasing can shorten down the number of words used when taking notes and save space when writing; also, if I then memorised my shortened down definition of words that I have learned in my previous classes, in exams I can write down these 'shorter' versions and save time when writing.

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