

Reflective report

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1. Introduction

Throughout the module, we performed various tasks aimed at improving academic skills. For example, we analyzed texts and prepared reflective notes. The classes also discussed academic writing methods, tools for summarizing information, and reflection techniques. Academic writing requires a clear structure, logical presentation, and the ability to argue your thoughts based on reliable sources. The ability to summarize, in turn, involves the ability to analyze a large amount of information and highlight key aspects from it, leaving unnecessary details. Reflection is an important tool for self-knowledge, which allows you to evaluate your progress and form further development strategies. All these aspects are fundamental for successful learning and the development of professional competencies.

2. Developing key academic skills during study

2.1. Academic writing skills

During this module, I had the opportunity to practice and improve my academic writing skills. One of the tasks was to identify the differences between academic writing and other types of writing. We analyzed the provided samples, such as text messages, newspaper articles, and essays, to determine what features make a text academic. In another task, I tried to rewrite an informal text in an academic style, which was quite a useful exercise in developing a formal writing style.

Initially, it felt strange because I had to write in a more academic style, as I had to adhere to a strict structure and formal style. As I completed the tasks, I observed some gradual growth in confidence in my ability to improve a little on texts that meet academic standards.

These tasks were somewhat useful because they helped me understand some aspects that I could improve on. For example, the use of formal words, logical reasoning, and citing sources became important components. Although it seemed a little difficult, I realized that practicing rewriting texts significantly improves skills.

While rewriting the text, I began to use academic principles such as structure and precision. For example, replacing informal words with more precise academic terms significantly improved the quality of the text. In addition, analyzing text samples helped me understand how to avoid subjectivity and focus on evidence. As Molinari (2022) notes, academic writing is more than a set of rules; it involves the ability to critically evaluate information, build arguments, and contribute to a broader academic context.

The module showed me some insight into how to improve my academic writing skills, although it is not so noticeable to me. I realized that academic writing is not only about formality, but also about the ability to logically structure arguments and support them with scientific sources. I also understand that regular practice helps to consolidate these things worth knowing.

In the future, I am thinking about what will work best for me. Therefore, improving academic writing skills is not the main goal for me. In addition, I will analyze my work more often, using academic criteria, to try to maintain a high quality of writing.

2.2. Summary skills

During the module, I improved my summarizing skills by completing a series of tasks that required me to analyze and synthesize the main ideas of texts. For example, in one of the tasks in pairs, we practiced identifying the main idea of sentences. The task was to recognize the essence of the information and formulate it in a short form. In the second task, I wrote a concise summary of a large paragraph, which required me to identify the key ideas and present them coherently.

Initially, I had difficulty highlighting the main points in large amounts of text. I often wondered: am I missing something important? However, after a few tasks, I felt that my skills were improving and the process became faster and more confident.

These tasks helped me develop the ability to distinguish main from secondary, which is critical in academic writing and research work. For example, in the summary for the second task, I learned to avoid redundant information, focusing only on the main details. As Jones (2022) notes, effective summarizing skills allow students to confidently

navigate texts and highlight key aspects, which simplifies further work with the materials.

While completing the task, I realized how important the structure of the text is for effective summarization. Well-organized texts allow you to understand their content faster, while poorly structured ones require additional effort. This emphasized the importance of competent academic writing not only for written communication, but also for reading and analysis.

These exercises showed me that summarizing skills are essential for academic success. They help me process large amounts of information, which is critical when preparing for research or writing an essay.

In the future, I plan to use the techniques we practiced in the module to further improve my summarizing skills. In particular, I want to practice more short summaries of research, books, or articles to master this skill even better.

2.3. Reflection Skills

During the module, I developed my reflection skills using the Gibbs Model. For example, in the tasks presented in Using the Gibbs Reflective Cycle, I performed reflective activities, analyzing the topics of the lessons and my feelings about them. The task included answering specific questions about experiences, emotions and learning outcomes, as well as writing a short reflection based on the model.

Initially, reflection seemed a bit difficult for me, as it required a critical analysis of my experience, which required quite a lot of attention. However, while completing the tasks, I began to feel that reflection is an

auxiliary tool that allows me to better understand my own progress and effectively plan further actions.

These tasks turned out to be very useful. Using the Gibbs Model helps me to structure my thoughts and express my reflections more clearly. For example, analyzing my own mistakes in written tasks allowed me to avoid similar problems in the future.

The use of reflection highlighted the importance of self-reflection for learning. It may have made me a little more aware of my strengths and areas for improvement. As Thompson, S. and Thompson, N. (2023) point out, reflection is a key tool for professional development because it allows you to critically evaluate your own experiences and improve your practical skills.

The reflective tasks have shown me that developing this skill is quite important for future learning and career. Reflection allows not only to improve my own experience, but also to work more consciously on different tasks, taking into account previous mistakes and achievements.

In the future, I may plan to regularly use different models such as Gibbs's and others to analyze my activities. This will allow me to understand my results more deeply and work on improving my own skills.

3. Conclusion

Throughout this module, I have noted several areas where I can improve my skills, which have become the basis for further learning and professional development. Academic writing has allowed me to see areas where I can better and more clearly formulate my thoughts, using a structured approach and reliable sources to substantiate my arguments. Summarizing skills have helped me analyze information more effectively, highlighting key aspects and getting rid of secondary details. Developing reflective skills has provided an understanding of my own progress, allowed me to evaluate my achievements and identify areas for further improvement in the future.

The module has clearly demonstrated to me that these three skills are not only interrelated, but also necessary for successful learning and career development. Academic writing forms the basis for argumentation and communication, the ability to generalize allows me to quickly adapt to new information, and reflection provides the opportunity for self-improvement. In the future, I may plan to continue working on these aspects, applying the knowledge gained to achieve new goals that are important to me.

Suggested References

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2. Molinari, J. (2022). *What makes writing academic: rethinking theory for practice* (First ed.). London: Bloomsbury Academic.
3. Thompson, S., & Thompson, N. (2023). *The critically reflective practitioner* (Third ed.). London: Bloomsbury Academic.
4. Zimmerman, A.S. (ed.) (2022) *Methodological innovations in research and academic writing*. Hershey, Pennsylvania: Information Science Reference.