

Reflective Writing Template

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Module code and title	LCLM4001 – Academic Skills
Name of Task	Task 3 Reflective Report
Lecturer	Daniel Jenkins Smith

The Gibb's reflective cycle



Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your reflective writing should focus on your personal learning journey, including your strengths, areas for improvement, and the impact of the module on your academic and personal development. You should refer to **specific experiences** such as:

- Task 1 and Task 2
- Class activities and discussions (e.g., topics covered in class such as referencing and paraphrasing)
- Feedback received
- Skills you have developed.

Write your reflection in the boxes below (the box will expand as you type)

Description (What happened? Describe the experience or experiences in class that you want to reflect on)	<i>Throughout the entire Academic Skills module, the aspect that stands out most significantly in shaping my learning experience is the process of understanding and applying referencing techniques. This skill has not only enhanced the quality and</i>
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	<i>credibility of my academic work but has also fundamentally influenced the way I approach research and writing. Learning how to reference correctly has been transformative, as it instilled a deeper appreciation for intellectual integrity and the importance of acknowledging the contributions of others. Among all the topics covered, referencing had the most profound and positive impact on my academic development, serving as a cornerstone for producing well-structured, ethically sound, and academically rigorous assignments.</i>
Feelings <i>(What were you thinking and feeling at the time? How did you feel before / during / and after the experience? Did you feel overwhelmed / confident / nervous? Were you alone in feeling this way or did other students share your feelings?)</i>	<i>Learning about referencing has significantly heightened my awareness of both my own work and the contributions of others. It prompted me to reflect on the extensive effort and intellectual rigor that authors invest in their research, as well as the depth of understanding required to engage critically with each source. Proper referencing demonstrates not only comprehension of the subject matter but also an appreciation of diverse perspectives, including those that may challenge our own views. As Dawson (2007) suggests, maintaining an open mind when engaging with research—even when encountering ideas we disagree with—is essential for academic growth. This realization has transformed the way I approach texts, journals, and scholarly articles, encouraging me to view them not merely as sources of information but as</i>

	<i>representations of thoughtful inquiry and scholarly dialogue. In this sense, referencing has opened my eyes to the ethical and intellectual responsibilities inherent in academic writing.</i>
Evaluation (What was good and bad about the experience?)	<i>A good experience that I have had while learning about referencing is that referencing has taught me to always give credit to the author no matter what, if it is a citation or just paraphrasing you always give credit to the author. A challenge that I have had throughout the start of my experience of learning about referencing was that there is many ways to reference, in which sometimes it can get confusing and by that it can lead someone to get frustrated and that I know of there is 4 and possibly there is more way that I do not have knowledge of.</i>
Analysis (What sense can you make out of the situation?) Why was the situation positive or negative? When things went well, what role did you play? When things went badly, can you explain why? Do you know how if other students felt the same as you? Why or why not?	<i>My positive experiences with referencing occurred throughout the learning process, particularly when I actively engaged with the lectures and focused on collecting practical examples that I could later apply in my own work. This approach allowed me to develop a clearer understanding of how proper citation supports academic integrity and strengthens the credibility of scholarly writing. I also learned the importance of selective note-taking during lectures—rather than</i>

	<i>attempting to transcribe everything, I concentrated on recording key points and relevant examples that would be most useful for future assignments, as suggested by Dawson (2007). However, the process was not without challenges. One of the most significant difficulties I encountered was the complexity of different referencing styles. At times, I found myself confused by the variations between methods, which led to frustration and uncertainty about which approach to adopt. Ultimately, I decided to focus on mastering the style most relevant to my coursework, while acknowledging that some methods would not be applicable to my academic practice moving forward.</i>
Conclusion <i>(What else could you have done? Or what could you have improved?)</i>	<i>While much of the content covered in the Academic Skills module was familiar to me due to prior learning in secondary school, the topic of referencing stood out as both new and intellectually stimulating. Unlike other areas that reinforced existing knowledge, referencing introduced a completely different dimension to academic writing—one that required precision, ethical responsibility, and critical engagement with sources. This novelty sparked genuine enthusiasm and curiosity, motivating me to explore the principles and practices of proper citation in greater depth. Through this process, I developed a heightened awareness of the value of scholarly work</i>

	<i>and the effort authors invest in demonstrating their understanding of a subject. It also reinforced the importance of acknowledging these contributions accurately, which I now view as a fundamental aspect of academic integrity and rigorous scholarship.</i>
Action Plan <i>(If you do it again, what would you do differently? What skills do you need to develop? And how do you plan to do this)</i>	<i>If I were to undertake this process again, I would adopt a more strategic approach to note-taking by focusing on key concepts rather than attempting to transcribe the entire lecture. This method would enable me to engage more critically with the material and prioritize essential information for future reference.</i> <i>Additionally, I recognize the need to strengthen my ability to plan effectively toward achieving academic goals. To accomplish this, I intend to develop a structured research strategy that will support informed decision-making and enhance the overall quality of my work.</i>
Reference	Dawson, C. (2007) <i>The Mature student's study guide- essential skills for those returning to school or distant learning.</i> Oxford.