

Task 3 LCLM4001 Academic Skills Reflective Writing Template

Student name number	Francisco Uiatom Pandim 2521704
Module code and title	
Name of Task	Task 3- Reflective Report
Lecturer	
Time Allowed	2hrs 30mins
Word count	900 words +/- 10 % (excluding words already on the template)

Using the Gibbs Reflective Cycle

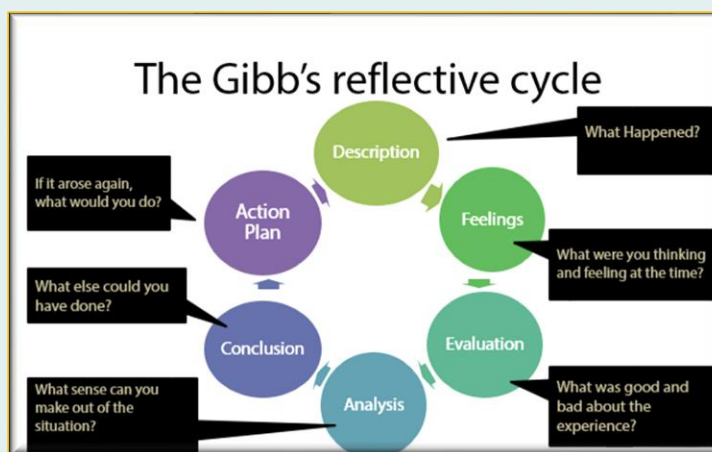
Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your writing should

focus on at least **ONE or TWO** experiences you had while studying the module.

Examples of in-class experiences you can reflect on are:

- 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

(The boxes will expand as you type)



Description

(What happened? Describe the experience or experiences in class that you want to reflect on)

During the LCLM4001 Academic Skills module, I had two important learning experiences: completing

	Task 1 and receiving feedback from my tutor. Task 1 required me to write an academic essay with the correct structure, references, and paraphrasing. This was one of my first experiences with academic writing, so I found it challenging. I also had to spend more time working on the computer than I was used to. I had to write, format, and organize references digitally. After submitting my work, I received feedback from my tutor. The feedback highlighted my strengths, like clear ideas, and my weaknesses, such as mistakes in referencing and paraphrasing. This helped me understand what I needed to improve.
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Feelings

(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?)

Before starting Task 1, I felt nervous and insecure. I had little experience with academic writing. During the task, I often felt confused. I was worried about making mistakes and losing points. Sometimes, I felt stressed because I wasn't sure if I was doing everything right.

After receiving the feedback, I felt mixed feelings. First, I was a little disappointed with my mistakes. Then, I felt motivated because I knew how to improve. I also realized that other students probably had similar difficulties, so I didn't feel alone. In the end, I feel more confident with my learning.

Evaluation

(What was good and bad about the experience?)

There were positive and negative aspects. One positive point was that I learned more about academic writing. The

	feedback was very helpful and clear. Another positive point was that I became more aware of the importance of using my own words. One negative point was that the task was difficult at first. I felt stressed and it took longer than I expected. My lack of experience made it difficult to produce high-quality work.
Analysis <i>(What sense can you make out of the situation?)</i> 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?	This experience showed me that academic writing requires practice. My difficulties were mainly because I wasn't very familiar with referencing and paraphrasing. I did well when I planned my ideas and followed the structure. I made mistakes when I didn't fully understand the rules or rushed the work. The feedback was important because it helped me see my

	mistakes. Without it, I would have had difficulty improving. I believe many students have had similar problems, especially with referencing and paraphrasing, as these skills are new to most students.
Conclusion <i>(What else could you have done? Or what could you have improved? What could you do differently next time)</i>	I learned that academic writing is an important skill that takes time to develop. I need to improve my paraphrasing and referencing. I also learned that making mistakes is part of the learning process. If I could redo the assignment, I would prepare better. Reading more examples and practicing more would be helpful. I would also ask questions when I didn't understand something.
Action Plan	In the future, I will improve my academic writing step

*(Create a plan to support you in learning/
developing the skills you need to improve
the situation next time)*

by step. I will practice paraphrasing regularly and use my own words with more confidence. I will study the rules of referencing carefully and use guides when necessary.

I will start assignments earlier to have time to revise the work. I will also use feedback to improve each assignment. By doing this, I hope to become a better academic writer.

Reference list

Cottrell, S. (2019). *The Study Skills Handbook* (5th ed.). Red Globe Press.