

Reflective Writing Template

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Module code and title	LCLM4001- Academic Skills
Name of Task	The Gibb's reflective cycle
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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 boxes will expand as you type*)

Description (What happened? Describe the experience or experiences in class that you want to reflect on)	I would like to describe my experience as a student on one of the two courses I was taking. From my studies at the University of Wales Trinity Saint David in Birmingham, I want to reflect on Academic Skills. I learned that this course would become a very important part of my development as a student. This module offered an opportunity for us students to examine how we learn, how we organize information, and how to communicate ideas effectively. In this class, we took part in group discussions, peer-reviewed exercises, and practical activities that helped us practice these skills in a learning environment.
Feelings (What were you thinking and feeling at the time?)	One of the main challenges in taking this class was stemming from the fact that English is not my first language. The reading and writing section, had a strong impact on me in the beginning. I did had lots of times when the I

<i>How did you feel before / during / and after the experience?</i> <i>Did you feel overwhelmed / confident / nervous?</i> <i>Were you alone in feeling this way or did other students share your feelings?)</i>	was feeling overwhelmed, especially when we learned about paraphrasing. This was very difficult, and I was constantly worried about copying too closely or even changing the meaning of the text completely. However, with the help of the sections of this course dedicated to paraphrasing, in-class teaching, watching videos, reading and exercising paraphrasing, I learned that mastering this skill is more about understanding the idea than simply changing words. This helped me to relax and write more easily and naturally. Learning how to reference correctly helped me as well to understand the importance of being honest and respectful of other people's work in the academic field. (Lea and Street, 1998) I would argue that a part of the other students was sharing the same feelings and we often had chats about how we can become more confident moving forward in our academic study.
Evaluation <i>(What was good and bad about the experience?)</i>	I would say that a good outcome from this course is how much confidence it helped me build. Navigating through life and this new university and academic environment, I had doubts about my ability to absorb information from this course, especially when using formal English, which for me was challenging. However, I believe that the supportive atmosphere and the easy accessibility to this module helped me overcome my self-doubt. It is more than obvious that academic skills are not by any means simple or easy to learn. But with good practice, patience, and persistence you can improve along the way, even when tasks feel difficult or unfamiliar. I wouldn't necessarily consider that there was something bad about this experience. It was most definitely challenging.
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?	Looking back on my experience with the Academic Skills course, I think one of the positive lessons I learned was the importance of reading with purpose. Whereas before I used to read long and complex texts in detail, which were overwhelming, tiring and confusing, by learning strategies like prediction, surveying, scanning, skimming, highlighting, note-taking, I now read in a more active and focused way. This change has made reading easier and has given me more confidence during our class discussions. From a person that suffers from depression and anxiety point of view, things could have gone badly, when mostly thinking about time-managing. I had to learn how to prioritize my tasks, trying to avoid procrastination and let go of the idea of being perfect all the time. Before the course, I had the tendency to leave the tasks until the last minute, which was a big stress factor. This made it hard for me to concentrate on doing my best work. The time-management criteria and categories encouraged me to split tasks into smaller groups, plan, and set realistic goals. (Tracy, 2014) Depending on each person, I think that most students felt the pressure and the difficulty in managing time especially if you are a student, but also have a full-time job, if you have family responsibilities and so forth. There may be students that are very well prepared and can manage to navigate easier through student life and they can engage without feeling the pressure. That is most likely a possibility as well, but unfortunately, not my case.
Conclusion <i>(What else could you have done? Or what could you have improved?)</i>	The Academic Skills module has been an important learning experience that helped me to greatly improve my reading, writing in English, understand academic expectations and time management habits. It taught me that improvement comes through practice and reflection, and not perfection. It showed me as well that with the right strategies in place, I can succeed in a university environment even when studying a second language.

	I learned how to adapt “strategies to suit individual combination of ambitious, abilities, experiences, interests, needs and preferences”. (Cotrell, 2021) And most importantly, improve being ambitious, acting, researching and staying always well informed. Today, when you can have easy access to free, peer-reviewed and academic information, you can explore various areas of interest and find the best one that suits you.
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>	If I were to do it differently, I would probably take time to read more and prepare better for tasks and exams. I was a person that liked to read in detail generally. But with this study I have learned strategies like prediction, surveying, scanning, skimming, highlighting, note-taking, to maximize our time, hence why I now read in a more active and focused way. I am confident that the skills I learned will support me in future modules, help me continue to grow as an independent learner, and progress in my academic journey. One of the main skills I would like to develop in the future is communication. I am a shy, introverted person. I find it hard to interact in class, mostly because I am afraid of not giving the correct answer and thus failing. But my plan is to overcome this challenge, with the help of therapy and practising self-wellbeing and I am positive that I will eventually succeed, sooner rather than later.
Reference	Cotrell, S. (2021), <i>Skills for Success: Personal Development and Employability</i>, Macmillian Education UK. ProQuest Ebook Central, p.3 available at: https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=6577749 Cottrell, S. (2019). <i>The Study Skills Handbook</i>. 5th edn. London: Red Globe Press. Lea, M.R. and Street, B.V. (1998) ‘<i>Student writing in higher education: An academic literacies approach</i>’, <i>Studies in Higher Education</i>, 23(2), pp.157–172 Tracy, B. (2014). <i>Time Management</i>. New York: AMACOM