

ACS report

Student Name: Maksym Dotsyn

Student ID: 2442213

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Lecturer: Abdulla Sodiq

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1

Reflection means thinking carefully about your experiences to learn from them (Britton & Tesser, 1991). In this report, I will write about my learning during the Academic Skills module. I will focus on three skills: academic writing, time management, and Research skills. To reinforce these lessons, we had activities in class that allowed me to better understand these skills and apply them to my future work. I will describe what I did, what went well, and what I found difficult. I will also explain how these experiences helped me grow as a student and what I need to improve. This report shows my progress and my understanding of the module.

2

One of the skills I worked on is academic writing. Academic writing is writing clearly and logically for university assignments (Bailey, 2011). In class, we did activities where we analysed different texts to see which were academic and which were not. We discussed why some texts used informal language or personal opinions, and why academic writing needs evidence and structure. **Peer review activities** were also beneficial because classmates gave feedback on my sentences, and I could improve clarity and organization.

The second skill is time management. Time management is planning your time to finish tasks on time (Britton & Tesser, 1991). In class, we learned different time management techniques. **The lecturer showed examples of how to prioritise tasks and organise work efficiently**, which helped me understand how to plan better. Even if the schedule was not always perfect, these activities helped me stay on track and manage time for assignments.

The third skill is evaluating information. I learned to use the CRAAP test to check sources (Blakeslee, 2004). In class, we examined examples of journal articles, reports, and essays to see how reliable sources are used. **We discussed formal language, referencing, and evidence-based arguments**, which helped me choose trustworthy sources for my assignments. These activities improved my research and gave me more confidence when writing.

3.1

During this module, some things worked very well, and some were challenging. At the beginning, academic writing was the most difficult for me. I found it hard to organize my ideas and use formal language correctly. Classroom activities, like analysing different texts and peer reviews, helped me a lot. Practicing writing regularly and getting feedback from classmates allowed me to improve step by step.

Each time I wrote, my sentences became clearer, and I started to use evidence more effectively.

Time management also improved through practice. Planning and prioritising tasks in class discussions helped me organise my work better. The most important thing is to make a good timetable and follow it, but practising this skill taught me to be flexible and manage my time more efficiently.

The classes on research skills highlighted the importance of source evaluation and emphasized the necessity of adopting a critical approach to the selection of sources. Classroom exercises where we checked sources and discussed their reliability helped me choose better materials. Practising this skill repeatedly made my research more accurate and my writing more reliable. Overall, the module showed me that through regular practice, using class activities, and applying feedback, my academic skills improve steadily, and tasks that once felt difficult are becoming easier.

3.2

My writing improved because I practiced a lot and listened to feedback. Bailey (2011) says that learning academic writing is easier with guidance and examples. I think this is true for me. Peer review helped me see mistakes I could not see before. Paraphrasing was difficult because I was concerned about altering the meaning. Now I know that I need to practice more and check my sentences carefully.

Time management was a challenge because I sometimes did not plan enough time for each task. Britton & Tesser (1991) say that good planning helps students get better grades. I learned that I should include extra time in my schedule for unexpected problems. Classroom exercises about prioritizing tasks helped me understand this. Now I can make better plans and avoid being late with assignments.

Evaluating information with the CRAAP test was very useful. Blakeslee (2004) says students often use bad sources because they do not check carefully. I learned to look at the currency, relevance, and authority of sources. This made my research more reliable. I think I am good at finding correct information, but I need to get faster at doing this under time pressure.

Overall, the module helped me grow as a student. I became more confident with writing and research. I learned to plan my work and think critically. I still need to improve paraphrasing, research speed, and flexible planning. These skills will help me in future university tasks.

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In conclusion, I would like to note that I have not yet mastered these skills to the level I would like. (It is helpful that in this task there is enough time to think and there

is an opportunity to make three times check before sending it.) But it has been explained to me how to improve my level, all I have to do is practice it as much as possible to reach the desired level. I improved my writing, time management, and research skills. Peer review and class activities gave me useful feedback. Challenges like paraphrasing and managing unexpected delays helped me learn important lessons. Using the CRAAP test made my research better and more confident. Overall, this module helped me grow as a student. I feel more prepared for future assignments and understand the importance of planning, checking information, and writing clearly. I will continue practicing these skills to become a better student.

5 References

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