

Academic Skills

Student Name: Saffar Hassan Mohammed

Student ID: 2508535

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Module Leader: Dr. Lilian Dooshima Dugguh Sylvia Hoffmann

In-Class Reflective Writing Tasks

Introduction

This reflective treatise analyses my learning experiences during the Academic Skills module. This reflection aims at critically analysing how my academic skills such as time management, paraphrasing, referencing and writing of academic papers have been developed. Through a reflective approach, I will be able to determine my strengths, improvement areas and the role of the module in my academic and personal growth. I will also include reflections of the course materials and class activities to facilitate my reflection.

Reflection on Learning Experience

My personal knowledge of academic skills at the start of the module was basic, but I was not very confident about the ability to apply those skills efficiently. Indicatively, when we had our initial classes on the subject of referring and academic honesty, I understood that I was not conversant with the correct conventions of Harvard referencing. This was also emphasized in Task 1 (Academic Skills Quiz) when I had some challenges in answering questions concerning citation styles and finding reliable sources.

My comprehension was enhanced over time by the use of classwork and guided tasks. The classes on referencing and plagiarism were especially effective since they focused on the need to be honest in your studies and citing the sources correctly. Cottrell (2019) argues that academic writing does not only entail presenting ideas but also providing them with evidence that is credible. This idea made me realize why referencing is a necessity in higher learning.

Task 2 (Application of Academic Skills Exercise) was important in enhancing my paraphrasing and note taking skills. I had a problem with paraphrasing at first because I could not do it without distorting the meaning or accidentally parroting the phrases. But practice and feedback enabled me to know how to present ideas in my words and still be accurate. This correlates with the notion that paraphrasing is a highly important skill that helps to prevent plagiarism and show an understanding (Neville, 2016).

Skills Developed

Academic writing is one of the key skills I gained throughout the module. I also got to know how to make paragraphs clear, use formal language and the logical reasoning of how to present arguments. Prior to this module, I used to write in a more informal and less structured manner. I have better understood the need to be coherent and clear in my academic work.

Time management is another important skill that I learned. In the module, I was required to do exercises on a tight time schedule, in particular when taking in-class exams. First, it was difficult to spend my time efficiently, which influenced my performance. Nevertheless, I was able to be more efficient by implementing such techniques as planning and prioritising tasks. This enhancement has been an influence in my overall performance.

Also, I became better at source evaluation. During the lesson, we have talked about the way to differentiate between reliable academic sources and less credible information, like the unverified websites. The ability is also necessary to write quality academic work because one can be sure that he or she backs up arguments with credible evidence.

Strengths

My desire to learn and to become better is one of my key strengths. During the module, I attended the classes actively and interacted with the learning materials. This assisted me in having a better insight into the discussed concepts.

My other strength is the fact that I can use feedback. Having been told about the problem areas in my work, I consciously tried to work on them like paraphrasing and referencing. As an illustration, I made sure that I had fixed my citation format and that I referenced all other sources correctly in the later assignments.

Areas for Improvement

Although I have been doing well, there are some areas which I still need to do better. Consistency in referencing is one of them. Even though I know the fundamentals of Harvard referencing, I do not follow through with some of the formatting. To deal with this, I will have more practice and use official guidelines to complete assignments.

Critical analysis is another area that can be improved. Although I am able to explain concepts and ideas well, I should train more analytical abilities to analyse information in a more critical way. This involves the comparison of the various views and offering more elaborate grounds to my arguments.

Impact on Academic and Personal Development

The Academic Skills module has been very influential towards my academic and personal growth. In academics, I believe I am more confident about my skills to do the assignments, research and write in an academic manner. The acquired skills will be applicable in further modules and in the entire process of my higher education.

At the personal level, the module has enhanced my confidence and self-discipline. This was because learning on how to manage my time and to meet deadlines has made me more organised. These are not just academic skills but also useful in the development of one within the workplace.

Moreover, it is the focus on the academic integrity which has had effects on my attitude to learning. I have come to realize the necessity to create original work and attribute it to the ideas of other people. This has enhanced my ethical attitude to academic work.

Conclusion

To sum up, the module has been very useful in equipping me with the academic skills and in improving my perception of what higher education needs. I have developed a better time management, referencing, and writing skills through the tasks, class activities, and feedback. Although I have to improve on the area of referencing and critical analysis, I have achieved a lot in general. The acquired skills and knowledge in this module will also remain relevant in my future career and academic achievements.

References

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

Neville, C. (2016) *The Complete Guide to Referencing and Avoiding Plagiarism*. 3rd edn. Maidenhead: Open University Press.

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