

Task 3 LCLM4001 Academic Skills Reflective Writing Template

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Module code and title	LCLM001 – TASK3 Reflective Writing Template
Name of Task	Task 3- Reflective Report
Lecturer	Wenly Wu
Time Allowed	2hrs 30mins
Word count	900 words +/- 10 % (excluding words already on the template)

Using the Gibbs Reflective Cycle

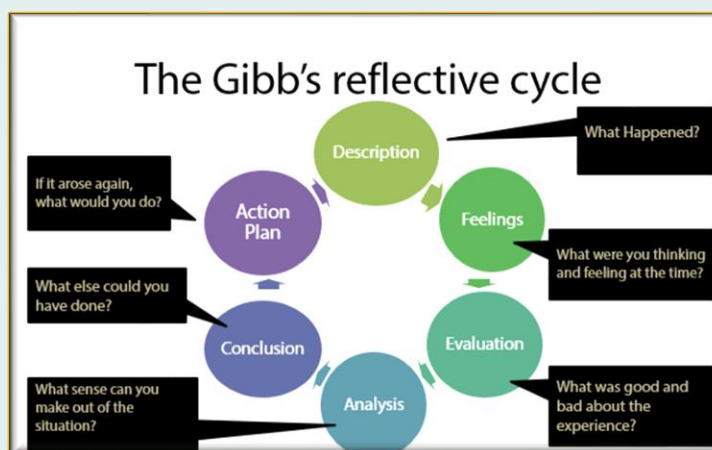
Using the Gibbs reflective cycle, write a reflection of your learning journey on the LCLM 4001- Academic Skills Module. Your writing should

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)

Over the past ten weeks, I have been participating in the Academic Skills course at the University of Wales in Birmingham Campus,

	which we develop effective learning strategies, academic writing, and critical thinking skills. My primary method of study has been note-taking, particularly using linear notes. In class, I followed the slide presentations provided by the Lecture and carefully recorded key concepts, explanations, and examples. This approach was reinforced through a combination of live lectures and video materials, which were highly structured and schematic. The videos included pauses and intervals, during which the Lecture clarified material and emphasized essential points, allowing me to engage actively with the content while
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simultaneously recording detailed notes.

In addition to notetaking, we focused extensively on writing and speaking in an academic style, learning how to structure paragraphs logically, develop arguments, and use formal academic word.

The Lecture provided exercises in which we drafted paragraphs individually and submitted them for personalized feedback, which I found helpful in improving both my writing structure and lexical choices.

We explored techniques for analysing, paragraph, texts, examining how arguments are constructed and how ideas are organized in a academic format. This combination of notetaking, video resources, and guided academic writing provided a comprehensive

approach that reinforced both comprehension and expression in an academic context.

During these ten weeks, I completed assessments to evaluate my learning.

The first assessment was quiz (Task1) consisted of thirty questions conducted in class, and I achieved a score of 80%, which I considered satisfactory.

After a few weeks, I undertook the second assessment, Task 2, which involved writing a Word document and submitting it via Turnitin, I haven't yet received the results, I am still optimistic about my performance.

This experience has strengthened my academic skills, particularly in structured notetaking, critical analysis, and formal writing.

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?)

In the beginning of the course, I felt excited and anxious about the demands of academic writing and formal participation, especially as English is not my first language.

Initially, I was concerned about whether I could write and express ideas clearly in an academic style.

However, as the weeks progressed, I became increasingly confident in my approach, particularly because of the structured note-taking and personalized feedback provided by the lecture.

Writing linear notes during class lectures helped me focus my attention and organize my thoughts effectively. Watching the schematic videos and listening to explanations during pauses allowed me to consolidate information

and maintain engagement. I felt especially positive about the academic writing exercises, as they provided an opportunity to practice paragraph structure, use formal vocabulary, and receive constructive feedback. This process motivated me and increased my confidence in producing both written and spoken academic content. Receiving the 80% on the first quiz gave me a sense of satisfaction, validating my study strategies. Nonetheless, I felt motivated to improve further, particularly in my academic writing and lexical precision, as I aim to strengthen my skills as a non-native English speaker. Overall, my feelings throughout the course were a combination of confidence, motivation,

	and determination to continue improving.
Evaluation <i>(What was good and bad about the experience?)</i>	The experience highlighted several strengths in my learning approach. Firstly, linear notetaking provided a clear and structured method for recording and reviewing information. Secondly, the combination of live lectures, videos, and structured exercises created a multimodal learning environment, supporting both comprehension and retention. Thirdly, the focus on academic writing and speaking, along with personalized feedback, allowed me to refine paragraph structure, enhance clarity, and improve lexical choice. Additionally, the opportunities for interaction during class encouraged active learning,

	reinforcing understanding and retention (Gibbs, 1988). Linear notes were effective for comprehension, I could benefit from incorporating alternative methods, such as concept mapping, for more complex topics. Receiving feedback on paragraphs was highly beneficial, I need to dedicate more time to revising and reflecting on these suggestions to internalize academic conventions fully. Additionally, while I was confident in understanding class content, I aspire to improve further in academic writing fluency and lexical sophistication, to express ideas with precision.
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	The effect of linear note-taking and structured academic writing can be explained through cognitive

explain why? Do you know how if other students felt the same as you? Why or why not?

and educational psychology theories. According to Levels of Processing theory (Craik & Lockhart, 1972), deeper, semantic processing leads to stronger memory traces. Linear notetaking involves summarizing and organizing information logically, which promotes meaningful cognitive processing and retention. The integration of academic writing exercises and feedback supports metacognitive development, allowing learners to monitor their own understanding and refine their output. Engaging with structured writing tasks, analysing text organization, and receiving feedback reinforces cognitive schemas and improves both comprehension and expression.

	For myself, a non-native English speaker, this process is particularly valuable, as it allows deliberate attention to lexical choice, sentence structure, and clarity, which are critical for academic communication. The use of videos with lecture-led pauses aligns with constructivist learning principles, built knowledge and allowing learners to actively construct understanding while integrating new information with prior knowledge. My quiz results (80% on the Task1) illustrate the effectiveness of these strategies, while also highlighting the importance of continuous practice and reflection to further enhance academic skills.
Conclusion <i>(What else could you have done? Or what could you have improved? What could you do differently next time)</i>	Reflecting on my ten-week experience in the Academic Skills course shows that a

combination of structured notetaking, active class participation, academic writing exercises, and feedback significantly enhances learning. Linear notes enabled clear organization of information, while video materials and Lecture clarifications reinforced understanding. Academic writing exercises, supported by personalized feedback, improved paragraph structure, lexical precision, and analytical skills. My performance on assessments has been satisfactory, I recognize then I need to improve academic writing and vocabulary as a non-native English speaker. Adopting a range of active study strategies has allowed me to transition from passive information reception to active

	engagement and construction of knowledge, both in notetaking and in academic writing.
Action Plan <i>(Create a plan to support you in learning/ developing the skills you need to improve the situation next time)</i>	To continue developing my academic skills, I plan to 1. Enhance notetaking: Incorporate concept maps and charts for complex topics alongside linear notes. 2. Practice academic writing: Draft paragraphs, focusing on structure, clarity, and formal vocabulary, and seek feedback from Lecture. 3. Develop lexical competence: Engage with academic texts to expand vocabulary and apply new words in my writing and speaking. 4. Implement retrieval and review strategies: Self-test and use

spaced repetition to strengthen retention of lecture material and concepts.

5. Reflect and analyse: Continuously review lecture feedback and reflect on writing improvements to internalize academic conventions.

6. Active engagement in class: Continue asking questions, participating in discussions, and collaborating to enhance comprehension and critical thinking.

Applying these strategies, I anticipate improvements in academic writing, comprehension, retention, and overall academic performance, while developing transferable skills such as critical

	thinking, problem-solving, and self-regulated learning.
Reference list	Day, T. (2023). <i>Success in Academic Writing</i>. London: Bloomsbury Publishing Plc. Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. <i>Journal of Verbal Learning and Verbal Behavior</i>, 11(6), 671–684. Available: https://doi.org/10.1016/S0022-5371(72)80001-X Gibbs, G. (1988). <i>Learning by Doing: A Guide to Teaching and Learning Methods</i>. Oxford.