



My journey towards academic skills

Reflective report term 1 group 5



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Summary

During the period of time of this module I was able to learn and discover new skills that helped me through my academic journey. Some of the skills we discovered during the time of this module I was already putting in practise without knowing they actually were an academic skill and some of them I was happy to learn.

I was able to learn very useful informations regarding academic skills such as the time management strategies, maslow's hierarchy of needs, the system of Harvard referencing or the frameworks of reflections (Gibb's reflective cycle, kolb's experimental learning cycle, Driscoll's model).

Academic skills that will refer today are the one that I used more frequently during this term not only in this module but in other modules too and obviously in life:

- academic writing skills
- note-taking skills
- finding information/research skills

Academic writing

1. **Essay** Is an attempt to give an answer to a question that will show you have the knowledge And different opinions of a context.
2. **Report** is our representation of research into information about our topic that includes: what approach the writer took, the type of information he found, how was interpreted and what action should be taken as a result.

Academic writing needs to have structure, it needs to contain evidence, to be critical and balanced, to be precise, objective And formal.

Academic writing Differentiate between:

- student academic writing used by students for the university assessments.
- expert academic writing used for publication of academic journals or books.

A student academic writing needs to be understandable, clear, free of slang words, needs to include references both Intake citation and reference lists, It needs to follow the brief, have a clear layout And be grammatically correct.

Note-taking skill

Note-taking is very important because it helps us Remember information by simply writing down key points of a text, so that when we need it, we can go back to them and the information will come back to us straight away.

Not taking is personal to the individual, we right notes based on our thoughts some write Very detailed notes, others they just write down couple of words that will help them

remember, all is based on the working memory capacity, there are three types of working memory capacity:

- **high working memory capacity** (being able to remember 10 pieces of information).
- **Average working memory capacity** (being able to remember 6 pieces of information).
- **Lower working memory capacity** (being able to remember 3 pieces of information).

As we specified before not taking is personal to the individual that's why there are many methods of not taking during our module we analysed some of them:

- I. Diagram is a method of note-taking that it puts a main topic in the centre of the note and it has branches that categorise in subtopics that vice versa can have their own branches.
- II. Mind map is very similar to the diagram but it uses different concepts of analysing the information and putting it to words, it analyses the main topic itself, what you think and feel about it, what you see about it, what to gain on this topic, what you hear about this topic.
- III. Linear notes this method is as described like some kind of list he puts the main topic on top and all the subtopics underneath with various details about each of them.
- IV. Tabular note-taking method it puts the information on a table, is useful if you want to compare various data.
- V. Cornell method it's divides the note in three parts, first part is note-taking column where we write down all the notes then we need, second part is a cue column where we analyse the note then we put on the 1st column, and the third part is the summary where we summarise all the information about both columns.

Finding information/research skill

Finding information is crucial skill for academic development because it needs to be accurate but is difficult to find true information. Where can we find true information?

Some of these sources could be the university library or utilise Google Scholar, we can also use reputable news sources, company blogs, conference speeches, dictionaries and encyclopaedias Or government authorised websites such as the British Chambers of Commerce or the CMI.

One of the methods that we can use to check if our information is reliable is the CRAAP test. It consists in a list of questions that will help you verify the information you found, It translates in:

Currency, Relevance, Authority, Accuracy, Purpose.

Currency is the timeline of the information: when was it published or posted, as it been reviewed, does the older source work the same, can it be still accessible.

Relevance Is the information important for me: can I use the information for my topic, will my audience understand it, is it there other information more suitable for me, would it be appropriate to be referenced on my assessment.

Authority Who created this information: Does it have an author or publisher, Is the author recognised to be writing on the topic, is it there any traceability of the publisher(Address, e-mail, phone number, website), Is the website safe.

Accuracy is the information truthful or correct: where is the information coming from, there is any evidence that can support it, was the information reviewed, can the formation be verified in another source.

Purpose why this information exists: does the information exist for teaching purpose or just to inform maybe only for entertainment, is the information an opinion or propaganda or actually a fact, does it contain any biases.

Conclusion

As we can see these are some of the tools and the skills I learned about during this module and they will help me towards my academic journey and in a possible future career. I managed to learn so much in this term and hopefully I will learn more in my future terms and year in this university and I wish many more can take example from it.

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