



ASSESSMENT 3 ACADEMIC SKILLS LCLM4001

Reflective report

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Submission Deadline: 03/05/2024

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1.Note-taking skills

1.1 Introduction

One of my choices for this task was note taking, I chose this to see different ways of taking notes and their effectiveness.

I accessed a blog written by (Nordquist, 2019)Where did I find out that:

Taking notes is the process of jotting down or otherwise preserving significant information. It's an important phase in the research process. Notes taken during class lectures or discussions can be utilised as study aids, but notes taken during interviews may provide ideas for an essay, article, or book. According to Walter Pauk and Ross J.Q. Owens in their book "How to Study in College," "taking notes doesn't simply mean scribbling down or marking up the things that strike your fancy." "It means using a proven system and then effectively recording information before tying everything together."

1.2. Note-taking can help us:

Taking notes requires a certain cognitive behaviour that helps you comprehend and remember information by activating your brain in new and useful ways. Taking notes facilitates the processing of information and helps you draw connections between concepts, which enables you to apply new knowledge in new circumstances. This can result in learning that goes beyond just understanding course material.

Types of note taking:

- Your work should be divided into three sections using the Cornell method: a larger area for your notes on the right, a section on the left for your main subjects, and a

section at the bottom for a summary of your notes. Go over and clarify as much as you can from your notes after class. After writing a brief synopsis of your work at the bottom of the page, review your notes.

- According to Focus, making a **mind map** is a visual diagram that enables you to arrange your notes in a two-dimensional framework. The topic or headline should be written in the centre of the page when creating a mind map, and your notes should be added as branches that branch out from the centre.
- Making an **outline** for an outline is comparable to outlining for a research paper.
- Using the **sentence method**, you should write each new idea, piece of information, or subject on a different line. "Everything is documented, yet both important and unimportant subjects are not explained. To decide how material should be arranged, rapid evaluation and modification are necessary, according to East Carolina University.
- According to East Carolina University, charting enables you to **divide information** into groups such as similarities and contrasts; dates, events, and impact; and advantages and disadvantages.

1.3.Conclusion

From my research and experience, I have come to the conclusion that taking notes in class is a necessary skill for students, by this method students can learn much more easily and form their own idea about the topic they are discussing or for completing future assignments , note-taking is also effective in its diversification, which helps students learn much more easily, depending on everyone's learning mechanism. For example, using the mind map helps me to put my notes in order, from the most important to the least important.

2.1 Paraphrasing skills

2.2. Introduction

For this topic, I started the search in the (**class Moodle**).

Where did I discover the meaning of paraphrasing. Writing down someone else's ideas in your own words is known as paraphrasing. When utilising other people's writing to bolster your own arguments, paraphrasing can be helpful.

The goal of paraphrasing is to retain the message while altering the words and structure.

Note that even if you are paraphrasing someone else's work, you still need to provide credit where credit is due.

We discovered in Moodle that paraphrasing can be used to:

- show comprehension.
- prevent plagiarism.
- help explain concepts.
- and contextualise quotes and paraphrases from other writers.

2.3. Conclusion

In conclusion, I learned that paraphrasing is an important principle when it comes to writing a report, essay, thesis, etc.

To show that you have understood someone's idea and to say it in your own way, paraphrasing helps you develop your vocabulary, helps you understand the work of other people and although it is necessary to give the reference to the author, there is no need to read the actual words. In order to understand this criterion, the exercises done in class were helpful.

As references here, as I said above, I used the class **Moodle** where I had good information.

3.1. Referencing skills

3.2. Introduction

I chose to write about references for the third topic because while writing a report, essay or thesis, references are the most important component. This is crucial to avoid plagiarism because, as I discovered in my course, the university values complete honesty. But in my situation, report references are crucial. Harvard reference standards are used in universities. This means that the name of the article, the first name of the author, the year it was published, the name of the collection (name on the title page) in italics, the surname of the publisher(s) and the beginning(s) of the name of the article (in single quotes with lower case). For example, I used this information (shefield, 2023).

- **Reflective Report: Enhancing Referencing Skills**

I will examine in my reflective report how the module's content has aided in the growth of my academic abilities, with a special emphasis on referencing techniques. I will utilize the Gibbs Reflective Cycle to structure my reflection, highlighting key experiences and insights gained throughout the module.

- **Description:**

Throughout the module, I engaged in various activities aimed at enhancing my referencing skills. These activities included workshops, peer reviews, and independent research tasks. Additionally, I had the opportunity to receive feedback from both peers and instructors, which further aided in refining my referencing techniques.

- **Feelings:**

Initially, I felt somewhat apprehensive about referencing, as I perceived it as a daunting and meticulous task. But as I studied the module more and engaged with the tasks, I started to feel more confident. I realized that referencing is not merely about compliance but rather a crucial aspect of academic integrity and credibility.

- **Evaluation:**

The module provided me with a comprehensive understanding of different referencing styles, such as APA, MLA, and Harvard. Through interactive workshops and practical exercises, I learned how to accurately cite sources within my writing and compile reference lists according to the prescribed format. Moreover, the feedback received during peer reviews enabled me to identify areas for improvement and fine-tune my referencing skills accordingly.

- **Analysis:**

One of the most valuable lessons I learned during the module was the importance of understanding the conventions of academic referencing. I realized that proper referencing goes beyond citing sources correctly; it involves acknowledging the intellectual contributions of others and demonstrating scholarly integrity in my work. Furthermore, I recognized the significance of consistent and accurate referencing in avoiding plagiarism and upholding academic standards.

3.3. Conclusion:

Overall, the learning experiences in this module have significantly contributed to the development of my referencing skills. I now feel more equipped to navigate the complexities of academic referencing with confidence and precision. By actively engaging with the content and applying the knowledge gained, I have acquired a valuable skill set that will serve me well in my academic endeavours and beyond.

- **Action Plan:**

Moving forward, I intend to continue refining my referencing skills through regular practice and self-assessment. I will make use of online resources and style guides to stay updated on any changes or updates to referencing conventions. Additionally, I will seek opportunities to apply my referencing skills in real-world contexts, such as research projects and academic writing assignments, to further consolidate my understanding and proficiency. In conclusion, the module has been instrumental in enhancing my referencing skills, providing me with the necessary knowledge and resources to cite sources effectively and responsibly. Through reflective practice and continuous learning, I am committed to further developing and refining these skills to become a more proficient and ethical scholar.

References

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