

**“Report on the Development of Academic Skills”
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LCLM 4001

Academic Skills

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1.Introduction

The skills of taking notes, conducting research, and writing academically were all strengthened and taught to me in this session. Using these strategies, I am able to improve my ability to study and learn, as well as my confidence in my capabilities. Prior to going through this session, I had a hard time locating credible sources, keeping my notes organized, and creating essays that were well-structured. As I progressed, I noticed considerable improvements in a number of different areas. Using Gibbs' Reflective Cycle (*University of Edinburgh, 2024*) I will highlight the ways in which I improved my talents, the challenges I experienced, and the hopes I have for the future. Having knowledge of such abilities will also enable me to narrate stories from my life about how they assisted me in acquiring knowledge.

2.Reflection topics

2.1 NoteTaking

Describe

Tabular, line, and Cornell notes were examined in the first part of this session. Initial notes were untidy and voluminous because I took full notes. I exclusively used learning-friendly strategies for my report. To determine the optimum strategy, I tried others. I used Cornell in a time management class. I organized my notes into important concepts, notes, and pertinent summaries and utilized mind mapping to connect ideas on a screen while discussing project management issues. (*See Appendix 1*)

How You Feel

When I first tried to use approved methods like the Cornell technique, they felt rigid and hard to follow. I worried that I might miss important points while organizing my notes. In the same way, mind mapping seemed complicated and hard to use to improve group output effectively. As I practiced, though, I realized that by organizing my notes in a certain way, it became easy for me to go back and read them again.

Evaluation.

This was useful and I have used these skills in our module and Digital Skills.

Analysis

This helped me because I felt more sure in my ability to understand and remember what I was hearing in a lecture. I was proud to look at those notes, especially when I used them to study for a test. It was useful because it helped tell the difference between important information.

But I later realized that sometimes too much emphasis can make things more difficult for some people. These benefits were possible because I learned to use the highlighter to emphasise points.

Conclusion

These techniques are useful and I need to use them.

Action plan

The Cornell method is something I'm going to use in all of my classes from now on. For fields like organizational behavior where topics are closely related to one another, I will use mind maps to find links between subjects. I will spend an extra 10 minutes after class going over what was said and, if necessary, asking the teacher questions. I will also pay extra attention to ways to emphasize points without making them sound too important.

2.2 How to do research

Describe

Google Scholar, government news, and UWTSD online libraries were searched. I began my investigation with web searches. Many blog posts and personal thoughts were unattributed. Before this session, I knew little about CCCM. Check these: CRP stands for currency, relevance, authority, accuracy, and purpose. Researching climate change entails finding articles read by other experts. For more reliable findings, I sought an employment platform and an honest business journal. (See *Appendix 2*)

How you feel

When I first searched scholarly sites, I was apprehensive. Since I frequently use Google search, I thought Google Scholar and the CRAAP test's selections would be odd. I used these tools less carefully because they're so vital in today's business. I felt more confident in my source selection after the CRAAP test, which improved my research. I appreciated the CRAAP test.

Evaluation

The methods for using the sources have improved in reliability and usefulness. The CRAAP test helped me assess source quality and academic reliability. While there, the UWTSD library and Google Scholar helped me identify recent publications, but I couldn't organize my results. This new information demonstrates that finer filter choices need more thought and coordination.

Analysis

Using the CRAAP test and other methodical study methods altered everything in school. Relevance filters and Boolean operators that improved particular results instead of searching through many unnecessary results also influenced my choice. I can make my

studies take longer since I read some texts too many times. I realized that studying shouldn't take too long or too little.

Conclusion

So I may claim the study transformed my life. I employed credible sources and an analytical matrix to ensure my work was scholar-like. Even though I still have problems focusing my searches, these methods have improved my writing and studies. The results make me feel good about doing the next work or meeting the next obligation.

Action plan

I plan to use tools to improve my Google Scholar and UWTSD library findings in the future. To save processes and maximize work time, I will provide clear CRAAP test instructions. My specialized research will focus on business magazines, articles, and reports. I sometimes use Zotero to organize my sources to improve my writing and citation style..

2.3 Academic writing skills

Describe

This class taught writing. I wrote and formatted theses. My first several days' writing is confusing. In the first essay, the thesis was lacking, making the case confusing. Writing my thesis preceded producing articles. This guided my writing. I could also write topic sentences and proof-based arguments, my favorite parts of the training. Paraphrasing helped me properly cite my sources and write logically. (*See Appendix 3*)

How You Feel

Academic writing started off hard because of the stilted terminology. Discussing several related subjects makes globalization concepts hard to grasp coherently. After organizing my papers and deleting slang, I felt comfortable and could practice. I like learning how to paraphrase and cite sources because they made my work more professional. After obtaining feedback, I wanted to improve.

Evaluation

This class helped me write and implement ideas, especially use cases. Writing thesis statements and topic phrases focused my essays, and paraphrasing improved my source citation skills. All of these speaking and writing abilities enhanced my arguments and made my work more professional and moral. I struggled to balance formal and casual. I need to improve this.

Analysis

My biggest lesson is that essay arrangement boosts arguments and simplifies explanations. I supported my thesis with topic assertions and proof in good essay paragraphs. Paraphrasing increases critical thinking and lets me assimilate outside ideas while preserving my approach. However, I knew terminology could slow things down. Working more productively and tracking time become issues.

Conclusion

The things I learned in this subject have changed the way I write academic papers in some ways. The most helpful thing I've learned about writing different types of essays is how to organize clear points that I can use again and again. There may still be problems that need to be fixed, like ones with time and details, but I feel better about myself as I start my next writing job.

Action plan

- As I strive for improvement, I will explore many perspectives through writing practice theses.

- To ensure clarity and uniqueness, the copy is checked daily.
- Read academic papers to understand how experienced authors format their work.

3. Conclusion

This subject taught me research, academic writing, and independent note-taking. I used Gibbs' Reflective Cycle to assess how these skills have improved my school achievement for this final question. Structured notes have helped me take and revise notes, research has helped me identify sources, and academic writing has clarified my writing. I feel more confident and focused on school. I shall grow by using these talents and assignments' information. These skills will benefit me in school and in employment, where I must listen and study.

4. References:

- LCLM4001 Academic Skills. (2024). *Week 2a - Note-taking (Oct 2024)* [PowerPoint slides]. Unpublished manuscript.
- LCLM4001 Academic Skills. (2024). *Week 3b - Finding information (Oct 2024)* [PowerPoint slides]. Unpublished manuscript.
- LCLM4001 Academic Skills. (2024). *Week 4a - Academic writing continued (Oct 2024)* [PowerPoint slides]. Unpublished manuscript.
- LCLM4001 Academic Skills. (2024). *Week 4b - Paraphrasing (Oct 2024)* [PowerPoint slides]. Unpublished manuscript.
- The University of Edinburgh (2024). Gibbs' Reflective Cycle. [online] The University of Edinburgh Available at: <https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>. [Accessed: 14.12.2024]

5. Appendixes:

Appendix 1 Note taking

Example of Cornell notes

CUE	Note
1) How to be persuasive.	1) To be persuasive, ~~you have~~ = to learn how to communicate with skill.
2) I like that way and it is right.	2) When you speak with people in a way that shows them you understand their concerns and issues.
3) Yes and most impor- -tant.	3) Good communication has a major impact on whether people feel respected.
Summary.	

Appendix 2 Harvard Referencing

Example of in-class exercise and homework task

Week 3 DOVAR
HARVARD REFERENCING WORKSHOP for CertHE Business

1. What would be the correct in-text citation for the book shown below?

Title: Study skills for foundation degrees
Author: Dorothy Bedford and Elizabeth Wilson
Edition: Third edition
Publication Date: 2020
Publisher: Routledge
Place of Publication: Abingdon, Oxon ; New York : Abingdon, Oxon ; New York

A) (Bedford et al., 2020)
B) (Dorothy et al., 2020)
C) (Bedford and Wilson, 2020)
D) (Study skills for foundation degrees, 2020)

2. In the box, write the full Harvard reference for the article details shown below.

An online article written by Amber Rolfe in 2021 with the title How to: Write a CV.
The link to the article is: <https://www.need.co.uk/career-advice/how-to-write-a-cv/> and you accessed it yesterday.

Rolfe A (2021) Write a CV. *Need.co.uk: career advice: how to write a CV*. Accessed by 25.10.2022

3. How would the following source be cited in your text, and formatted in your list of references?

A book written by David Olusoga, in 2016, entitled *Black and British: a forgotten history*. Published by Macmillan in London.

In text: Olusoga (2016)

In reference list: Olusoga D. (2016) *Black and British*. Published by Macmillan in London

4. How would the following source be cited in your text, and formatted in your list of references?

A website by National Health Service about Acupuncture. Found at this address: <https://www.nhs.uk/conditions/acupuncture/>. Published in February 2023, and you accessed it last week (pick a date).

In text: NHS (2023)

In reference list: NHS (2023) *Acupuncture*. www.nhs.uk/conditions/acupuncture/. Accessed 2 last week

5. How would the following source be cited in your text, and formatted in your list of references?

An article by UNSW Sydney with a title How to Cite a Website and Online/Electronic Resources, written in 2023, found at <https://www.student.unsw.edu.au/how-to-cite-electronic-sources>. You accessed it today.

In text: (UNSW Sydney, 2023)

In reference list: UNSW, S. (2023) *Electronic Resources*. <https://www.student.unsw.edu.au/how-to-cite-electronic-sources>. p. 3-24-14

6. What would be the correct in-text citation for the book shown below?

Title: The Study Skills Book
Authors: Kathleen McMillan and Jonathan Weyers
Edition: Fourth edition
Pages: 1 online resource (470 pages)
Publication Date: 2021
Publisher: Pearson Education Limited
Place of Publication: Harlow

A) (McMillan and Weyers, 2021)
B) (McMillan et al., 2021)
C) (Kathleen and Jonathan, 2021)
D) (The Study Skills Book, 2021)

Appendix 3 Paraphrasing

Example of in class notes on Paraphrasing – writing my own sentence and highlighting key words

