

Task3

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Task 3 - Reflective report

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Introduction

The reflective report examines my progress through the Academic Skills module. I will analyse my progress through the main instructional events involving note-taking, paraphrasing, academic writing, and in-class assessments. These experiences played a vital role in developing my academic confidence while enhancing necessary skills before university assignments.

Description of Experiences

Key Learning Activities

My academic growth experienced substantial improvement as I went through all learning tasks in the Academic Skills (ACS) module. The first week started by exposing us to essential concepts regarding time management, combined with study organisation approaches. The assignment required students to interview a peer to gather information about their academic objectives and educational progression. This activity demonstrated the wide range of student motivations, thus allowing me to evaluate my academic direction.

Task-Based Learning

The class quiz named Task 1 assessed our mastery of academic conventions, references, and knowledge of academic misconduct. Academic honesty stood out as essential, while the task reminded students how important it is to prevent plagiarism. This exercise demonstrated the contrasts between academic and normal writing while developing my skills in paraphrasing, as shown in the instructions for weeks 4 and 5.

Classroom Engagement

The tasks of evaluating note-taking methods and applying the CRAAP test with peers during discussions in Week 2 and Week 3 proved to be the most enjoyable aspects of the course. The interactive and practical nature of these sessions motivated me to participate actively while gaining insights from different students' points of view.

Analysis and Personal Reflection

What Went Well

The Academic Skills module delivered its most important value through its methodical and hands-on skill-building approach. The Week 2 note-taking exercise proved to be my most beneficial lesson. The Cornell method and mind mapping techniques provided alternate learning approaches that let me transition from writing absolute transcripts of lecture material (HENDEL, 2024). According to McPherson, note-taking's essential value shifted the entire approach to lecture and reading activities by focusing on the process rather than the final product (McPherson, 2022). The academic quiz assignment known as Task 1 proved to be an enjoyable experience. I received encouraging feedback, strengthening my confidence because I performed successfully in referencing tasks after my classroom practice. The reflective writing workshop during Week 6 became a remarkable experience. The workshop showed the Gibbs' Reflective Cycle to analyse and understand experiences (Pieper, et al., 2021). By applying this model of analysis, I learned how to advance from describing events to understanding their effects on personal development.

Challenges and Areas for Improvement

The improvements made during the course came with a series of difficulties to overcome. The greatest challenge occurred in Task 2 from the perspective of demanding requirements for paraphrasing (Sulistyaningrum, 2021). The first stage of expressing other people's concepts to me proved difficult because I found it hard to convey the content without changing its meaning. Applying word-form changes and voice shifts along with sentence rearrangement proved challenging to combine during time-limited tasks in Week 4b and Week 5 sessions about paraphrasing (Agarwal et al., 2023). My average working memory capabilities became clear after taking part in the note-taking session for Week 2. When I wanted complete content comprehension, I often had to look at the material multiple times. I stayed behind my peers during that task, while visual notes and voice summarisation strategies helped me progress more effectively.

Learning Outcomes and Skill Acquisition

The various activities in the module section strengthened my knowledge of fundamental academic writing principles. The Week 3 introduction of the CRAAP test showed me the crucial steps for determining the reliability and purpose of sources. I previously depended on the first online resource I discovered when finishing my research. I have learned to evaluate academic resources through checking their currency with additional verification of their relevance, authority, accuracy, and purpose. During Week 4 academic writing sessions, I received training that improved the

fundamental elements of my writing style. Before I understood academic writing, I expressed emotions and used casual language. I have increased my proofreading activity and started referencing my work according to my institution's standards.

Strengths and Weaknesses

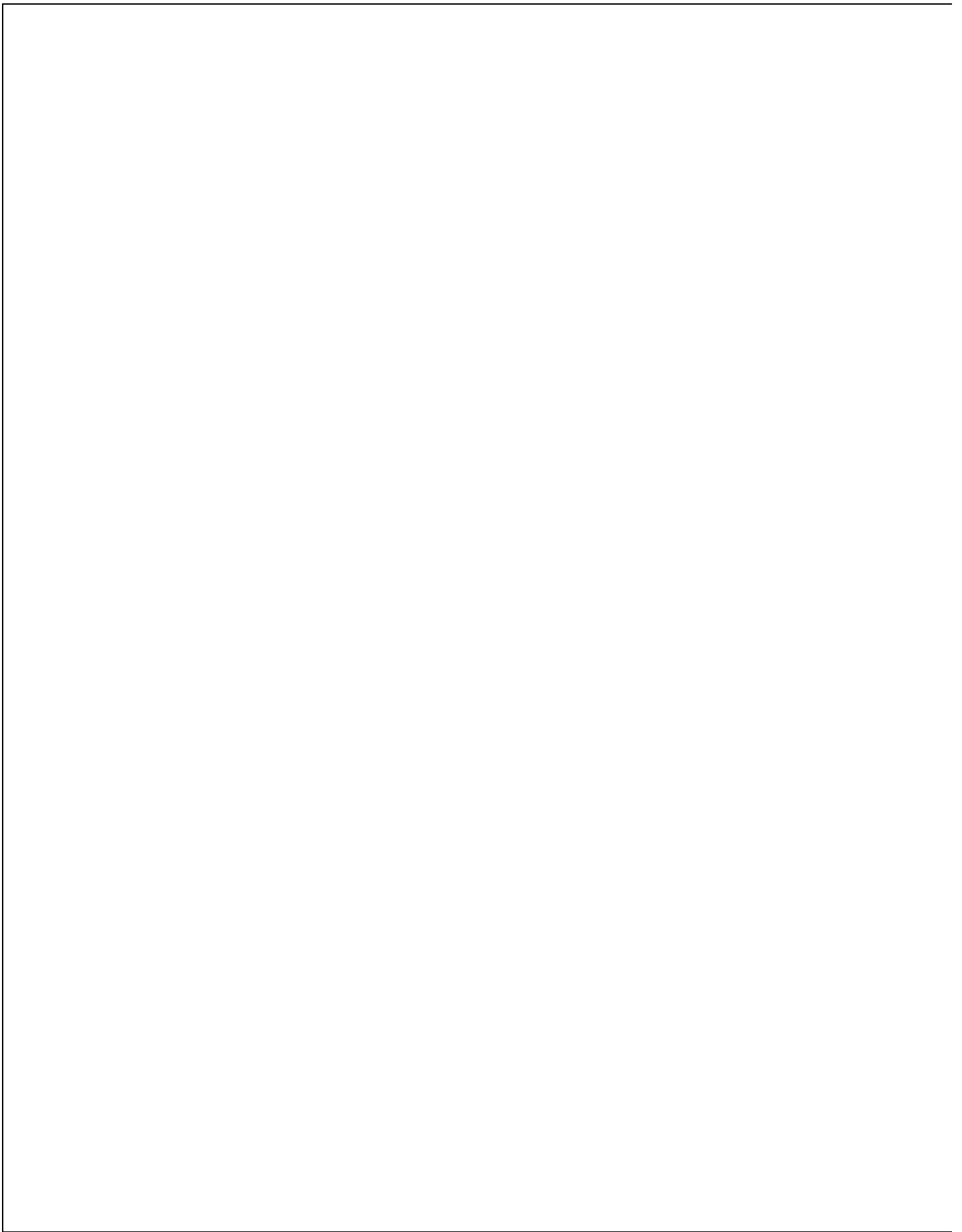
I demonstrate strong capabilities when it comes to analysing myself. Professional feedback receives my focused consideration because I remain willing to improve my work. The dedication I have toward maintaining academic honesty stands prominently. I always verify that all my references and citations are correct while double-checking my academic sources according to the university guide and Task 1 requirements. My concern about committing errors prevents me from sharing my thoughts, especially during group discussions. The combination of researching extensively and writing insufficiently causes me to prepare too long, interfering with early draft development.

Personal Growth and Future Outlook

The learning materials in this module substantially developed my learning abilities. Academic writing and research no longer cause me to feel overwhelmed in my studies. From this perspective, these abilities exist to develop through practice and applying proper support systems (Esparrago-Kalidas, 2021). The university experience has transformed me by allowing me to be more independent and enhancing my critical skills while teaching me higher educational standards. My plans for the future involve regular practice of Cornell Notes and mind mapping strategies, and adopting such methods for CRAAP analysis and active paraphrasing sessions. My academic success depends on these tools, which have transformed into fundamental components of my study tools that will benefit my performance in upcoming modules.

Conclusion

The academic coursework enabled me to refine my note-taking abilities, improve my academic writing, and improve my source evaluation practice. Evaluating completed work helped me recognise the best elements and aspects that needed work. The Academic Skills module delivered a fundamental change that gave me the vital tools and confidence required for scholarships in higher academic settings.



Reference

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