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Module Name: Academic Skills in the Digital Era

Module Code: BMSW4013

Assessment 1: (E-Portfolio)

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Deadline: 27 February 2026

AI Acknowledgement

I confirm that I have not presented any AI-generated text as my own work. I confirm that I have retained copies of drafts, notes, and resources used before and after the use of AI tools.

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Component 1 – Development of Academic Skills

Evaluating Academic Sources Using the CRAAP Test

Source 1

Author(s) and year: Akour, M. & Alenezi, M. (2022)

Where you found the source: Google Scholar

Currency: This article was published in 2022, which makes it recent. The digital transformation is highly dynamic, and it is thus important to utilise a new source. As such, the information is recent and can be used to comprehend contemporary digital learning in higher education.

Relevance: The article explains the impacts of digital transformation in universities and learning among students. This concerns directly digital skills in higher education and, thus, it applies to this assignment.

Authority: The authors are scholars, and the article is published in Education Sciences, which is a peer-reviewed scholarly publication. This implies that the quality of the research has been verified by experts, hence the source is reliable.

Accuracy: The article contains the results of research, the citations of other works, and intelligible explanations. This demonstrates the fact that the information is evidence-based and reliable.

Purpose: The article is aimed at explaining the impact of digital technologies on education and investigating future developments. It is not written like a salesman or to convince the readers that he or she is selling anything.

Citation (Harvard style):

Akour, M. and Alenezi, M. (2022). Higher education future in the age of digital transformation, Education Sciences, 12(11), p. 784.

Source 2

Author(s) and year: Saykılı, A. (2019)

Where you found the source: Google Scholar

Currency: The article was published in 2019. Even though technology is dynamic, the information remains useful since it elucidates significant concepts about digital technologies in distance education.

Relevance: The article talks about the impacts of digital technologies on higher education and student learning. This is directly connected with digital skills in universities, which is why it refers to the topic of the assignment.

Authority: The author is a researcher in the academic field, and the article is published in the *Journal of Educational Technology and Online Learning*. It is an academic journal, and this fact adds more credibility to the source.

Accuracy: The article contains the reference to other scholarly works and describes concepts in a clear way. This demonstrates that the information is research-supported and can be considered reliable.

Purpose: The article is aimed at explaining the impact of digital technologies on education and learning. It is not written as a form of advertising or opinion but as an academic text.

Citation (Harvard style):

Saykılı, A. (2019) 'Higher education in the digital age: The impact of digital connective technologies', *Journal of Educational Technology and Online Learning*, 2(1), pp. 1–15.

Synthesis of Academic Sources:

Both sources are talking about the effect of digital technology on higher education and how it transforms the learning process of students. They have in common the notion that digital technology is being introduced as a necessity in campuses and that students must have powerful digital abilities to perform. Saykılı (2019) is more concerned about the role of digital connective technologies in enhancing communication, collaboration, and access to learning materials. Conversely, Akour and Alenezi (2022) provide a discussion on the future of higher education and reveal how digital transformation poses opportunities and challenges to students and institutions. The two sources are complementary to each other since one of them demonstrates the role that the technology currently plays in the learning process, and the other examines the future developments. The combination of these sources enhances the realisation of digital learning since it gives both the current and the future of the learning process. This assists a reader to not only comprehend how a digital education operates nowadays but also how it can further evolve in the context of higher education (Saykılı, 2019; Akour and Alenezi, 2022).

Identifying a Key Challenge and Opportunity:

The inability to adjust to the new technologies and cope with online studying is one of the recent challenges that students face in the digital age. Digital skills, self-discipline, and information overload can be a challenge for students, and these aspects may influence academic performance (Akour and Alenezi, 2022). The other obstacle is the necessity to work on the communication and collaboration skills in online environments (Saykılı, 2019).

Among such opportunities are more access to learning materials and flexible education. Digital technologies enable students to study from any place or time, which enhances participation and engagement. There are also online tools facilitating the collaboration and sharing of knowledge that can optimise learning outcomes (Saykılı, 2019; Akour and Alenezi, 2022).

Academic Planning for Component 2:

I will discuss the challenges and opportunities sections in the first section as they constitute the central discussion of the report and facilitate the arrangement of the rest of the material. I will also acquire academic skills, including critical thinking, academic reading, and referencing, which were taught. The second component will begin by introducing digital learning, then presenting challenges and opportunities, and strategies on how to succeed as a student. Lastly, the report will conclude by giving a conclusion that sums up the key points and answers the key question in a straightforward manner.

Timeline:

Task	Date/ Deadline
Finish research	15 February 2026
Draft first section	17 February 2026
Complete first draft	19 February 2026
Final editing	21 February 2026

Reference List – Component 1

Akour, M. and Alenezi, M. (2022) 'Higher education future in the era of digital transformation', *Education Sciences*, 12(11), p. 784.

Saykılı, A. (2019) 'Higher education in the digital age: The impact of digital connective technologies', *Journal of Educational Technology and Online Learning*, 2(1), pp. 1–15.

Component 2 – Application of Academic Skills

Introduction:

With the emerging fast technological growth and digital transformation, digital learning has become a significant aspect of higher learning. Online learning and teaching have become common tools and digital resources used by universities to facilitate education. It is crucial to comprehend the challenges and opportunities that digital learning presents since these issues affect the success and acquisition of skills by students. The access to education and flexibility of learning might be increased with the help of digital tools, but students can also experience challenges in using digital skills or technological obstacles. This report will present the main problematic issues of students in the digital age, with a subsequent discussion of the opportunities available to them by the digital technologies. It will then recommend three strategies that can help the students to achieve success in digital learning environments. At the end, the report will briefly recapitulate the key arguments and how students can be able to adjust to the digital age and make them compatible.

Challenges for Students in the Digital Era:

Digital illiteracy skills are one of the major problems facing students during the digital age. There are several students who are anticipated to learn with advanced technologies; however, not every student is equally competent in the digital environment. Such a discrepancy between the needs of digital and student capacities has the potential to influence academic achievement and self-confidence (Morgan, Sibson and Jackson, 2022). Online learning might be challenging for students because they might not find it easy to use the online learning platforms, judge online information, or handle digital workloads. These problems may decrease the effectiveness of learning and cause stress.

The institutional barriers are another problem that concerns digital transformation. Colleges can experience challenges in adopting new technologies, and this aspect is likely to affect the learning experience of students. Student barriers can be created due to issues like poor access to technology, lack of training, and technical issues (Singun, 2025). These issues demonstrate the relevance of such academic skills as digital skills, time management, and studying independently, which are frequently

addressed in academic skill courses. In the absence of these kinds of skills, the students might not easily cope with current learning conditions.

Opportunities in the Digital Era:

Nevertheless, digital technologies present numerous opportunities to higher education students despite all the challenges. Better access to learning sources and learning flexibility is one of the opportunities. Learning can be done anytime and anywhere using digital tools, and this may enhance participation and engagement (Qolamani and Mohammed, 2023). The online platforms also aid collaborative learning, communication and exchange of knowledge among students and enhance the educational process.

The other opportunity is the learning of the skills that will be significant in future careers. The themes of digital literacy, problem-solving and technological skills are highly desired within the contemporary workforce. Colleges and universities are instrumental in equipping students with these requirements through the incorporation of digital tools into education (Khan et al., 2022). Besides, new technologies, like generative artificial intelligence, can assist the assessment and individual learning process, and they can better allow the student to achieve academic success once appropriately applied (Xia et al., 2024). These possibilities indicate that digital transformation could help not only academic learning but also career readiness, in the case of proper use of technology by students. So, students should pursue digital skills and improve their productivity by integrating AI into their personal and professional lives.

How Students Can Adapt to Succeed:

There are several strategies that students can use to be successful in the digital era.

The initial plan is the building of digital literacy skills. This involves knowing how to use the digital tools, how to assess the information found online and how to utilise digital materials. Educational performance is enhanced through digital literacy, and students can respond to the technological needs of tertiary education (Morgan, Sibson and Jackson, 2022). This plan builds up critical thinking and research.

The second plan entails better self-management and time management skills. There is a tendency in online learning that students work on their own, and therefore time

and being organised can be of the essence. Time management is beneficial because it enables students to manage digital loads effectively and eliminate stress. These are skills that are associated with academic success since students become more efficient in accomplishing tasks and stay motivated (Khan et al., 2022).

The third one is the use of new technologies and constant education. Students are expected to be willing to use new technologies like artificial intelligence systems and online collaboration tools. By adopting new technologies, one will be able to enhance the effectiveness of learning and equip students with future professions (Xia et al., 2024). This plan cultivates flexibility and lifelong learning, which are valuable in the e-world.

Altogether, the strategies can help students to overcome obstacles of digital learning and exploit new opportunities that technology offers. Digital literacy, time control, and learning the new tools may enable learners to feel more confident and have higher grades, as well as be more likely to enter the workforce in the future. Such competencies are necessary to achieve future success in university and in the working world.

Conclusion:

To sum up, digital transformation has posed challenges and opportunities to higher education students. Student learning and performance can be influenced by problems like limited digital literacy and institutional barriers. Digital technologies can, however, have a few positive aspects, such as flexible learning, better access to resources, and the acquisition of career-related competencies. To succeed in the digital age, students should become digitally literate, practice better self-management skills and learn to use new technologies. Such measures assist students in managing every obstacle and taking advantage of digital opportunities. In general, it is necessary to adapt to the digital learning environment to be successful in the academic environment and be ready to enter the future profession, and academic skills development has become particularly important in the current sphere of higher education.

Reference List – Component 2

Khan, N., Sarwar, A., Chen, T.B. and Khan, S. (2022) 'Connecting digital literacy in higher education to the 21st century workforce', *Knowledge Management & E-Learning*, 14(1), pp. 46–61.

Morgan, A., Sibson, R. and Jackson, D. (2022) 'Digital demand and digital deficit: Conceptualising digital literacy and gauging proficiency among higher education students', *Journal of Higher Education Policy and Management*, 44(3), pp. 258–275.

Qolamani, K.I.B. and Mohammed, M.M. (2023) 'The digital revolution in higher education: Transforming teaching and learning', *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(2), pp. 837–846.

Singun, A.J. (2025) 'Unveiling the barriers to digital transformation in higher education institutions: A systematic literature review', *Discover Education*, 4(1), p. 37.

Tick, A., Beke, J. and Füstös, J. (2023) 'Rocking up digital educational methodology in higher education — Is Education 4.0 here?', *Journal of Higher Education Theory & Practice*, 23(15).

Xia, Q., Weng, X., Ouyang, F., Lin, T.J. and Chiu, T.K. (2024) 'A scoping review on how generative artificial intelligence transforms assessment in higher education', *International Journal of Educational Technology in Higher Education*, 21(1), p. 40.

Component 3 – Academic Poster



Reference List – Component 3

- Khan, N., Sarwar, A., Chen, T.B. and Khan, S. (2022) 'Connecting digital literacy in higher education to the 21st century workforce', *Knowledge Management & E-Learning*, 14(1), pp. 46–61.
- Tick, A., Beke, J. and Füstös, J. (2023) 'Rocking up digital educational methodology in higher education — Is Education 4.0 here?', *Journal of Higher Education Theory & Practice*, 23(15).
- Xia, Q., Weng, X., Ouyang, F., Lin, T.J. and Chiu, T.K. (2024) 'A scoping review on how generative artificial intelligence transforms assessment in higher education', *International Journal of Educational Technology in Higher Education*, 21(1), p. 40.