

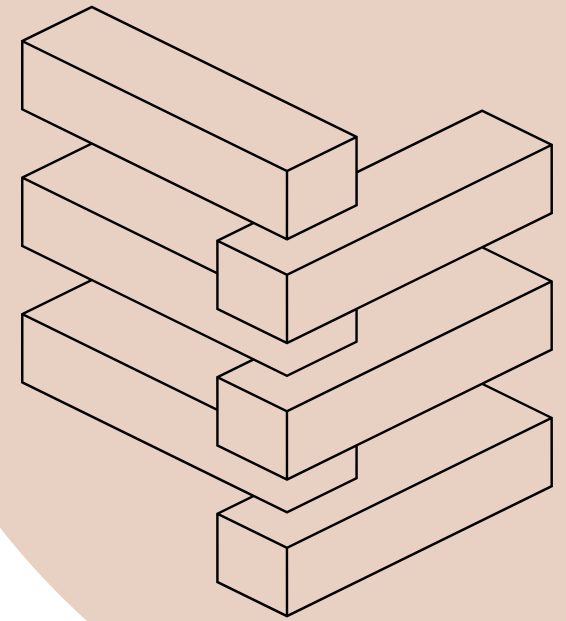
Week 1

Building Your Student Toolkit

Academic Skills for the Digital Era (BMSW4013)



WELCOME TO LEARNING IN THE DIGITAL ERA



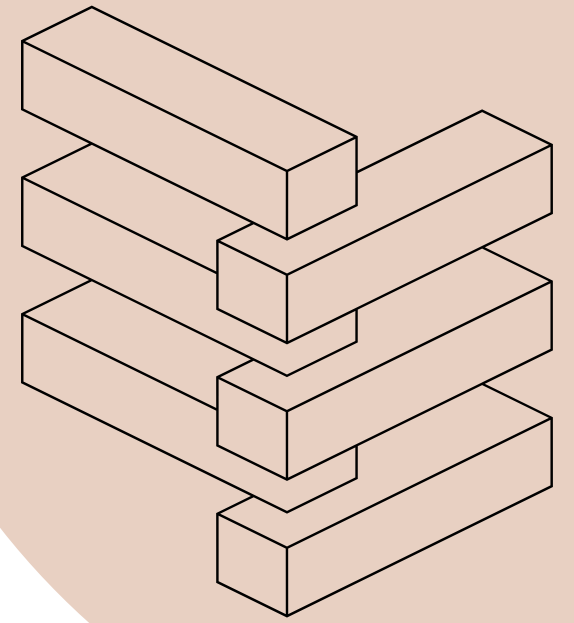
Aim:

To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

Upon the successful completion of this lecture, you should be able to:

- demonstrate the foundational skills required to be a resilient and healthy independent learner.
- practice the principles of learning agility;
- use suitable technology to support and enhance their learning experience within the discipline area.



PROFESSIONAL STANDARDS

- Please make sure to communicate in English during our sessions to support everyone's learning and development.
- Arrive on time for class **(9:30AM!)**. If you're running late or unable to attend, please inform me in advance.
- Be respectful when others are speaking. Allow your peers to share their views and be open to different opinions.
- Please keep phones on silent and use devices for learning purposes only during class time, unless otherwise agreed.
- Bring any required materials and complete any pre-class work or readings so you're ready to participate.
- Work cooperatively with others, listen actively, and share responsibilities when working in groups.

PROFESSIONAL STANDARDS

- Smoking or vaping is not allowed in class. If you need to vape, please step outside.
- You're welcome to eat and drink in class, but please make sure to dispose of any rubbish properly—help keep the space clean for everyone.
- Contribute to class discussions and activities. Your input is valuable and enriches the learning experience for all.
- Be open and honest, especially if you're facing challenges. It's important we create a trusting, supportive environment together.

LAYING THE FOUNDATIONS.

Let's get to know each other

You are going to be in a class with these people for at three years, maybe more!

It's important you build relationships.

Please take a moment to write down the following:

- Your name**
- Where you've travelled from today**
- Why you applied for this course**
- One skill you'd like to develop this year**

Once you're done, I'd like you to share your answers with the class.

Hi, My name is

Nice, to meet you,
I'm

If you could have any superpower,
what would it be and why?

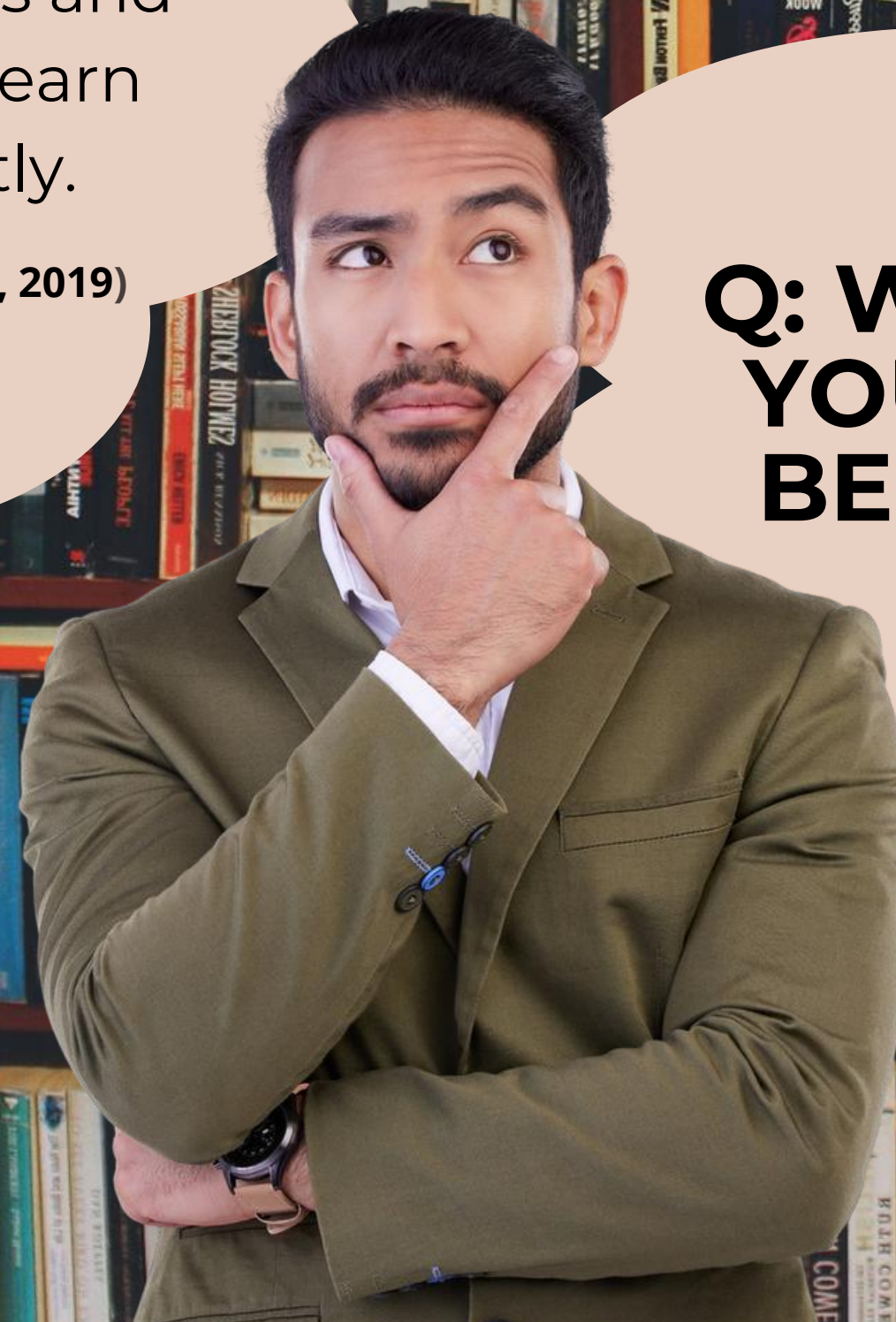


WHAT ARE STUDY SKILLS?

Study Skills are techniques and strategies that help you learn effectively and efficiently.

(Cottrell, 2019)

Q: WHAT STUDY SKILLS DO YOU THINK YOU NEED TO BE SUCCESSFUL ON THIS COURSE?



STUDY SKILLS YOU'LL NEED



Personal Qualities

Fine tuning a skill or a study skill, involves developing personal qualities too.

Ones that will be particularly important for you, include:

- Self Awareness
- Self Management
- Determination
- Self Motivation
- Commitment
- Perseverance
- Positive Thinking

This is not an exhaustive list and some of you may already have these skills, but they may need strengthening or developing for higher education.

Basic Research Skills

- Finding and using information
- Reading
- Note taking
- Organisational Skills

Thinking Skills

- Decision making
- Memory skills
- Critical thinking skills
- Creative problem solving
- Understanding

Written and communication

- Precision
- Structure and clarity
- Style and format
- Audience awareness
- Citing and referencing
- Subject discipline

(Cottrell, 2019)

HOW WILL YOU LEARN AND DEVELOP THESE SKILLS?

Kolb's Learning Cycle is a four-stage model that describes how individuals learn.

How it develop skills:

Kolb's cycle is about learning by doing.

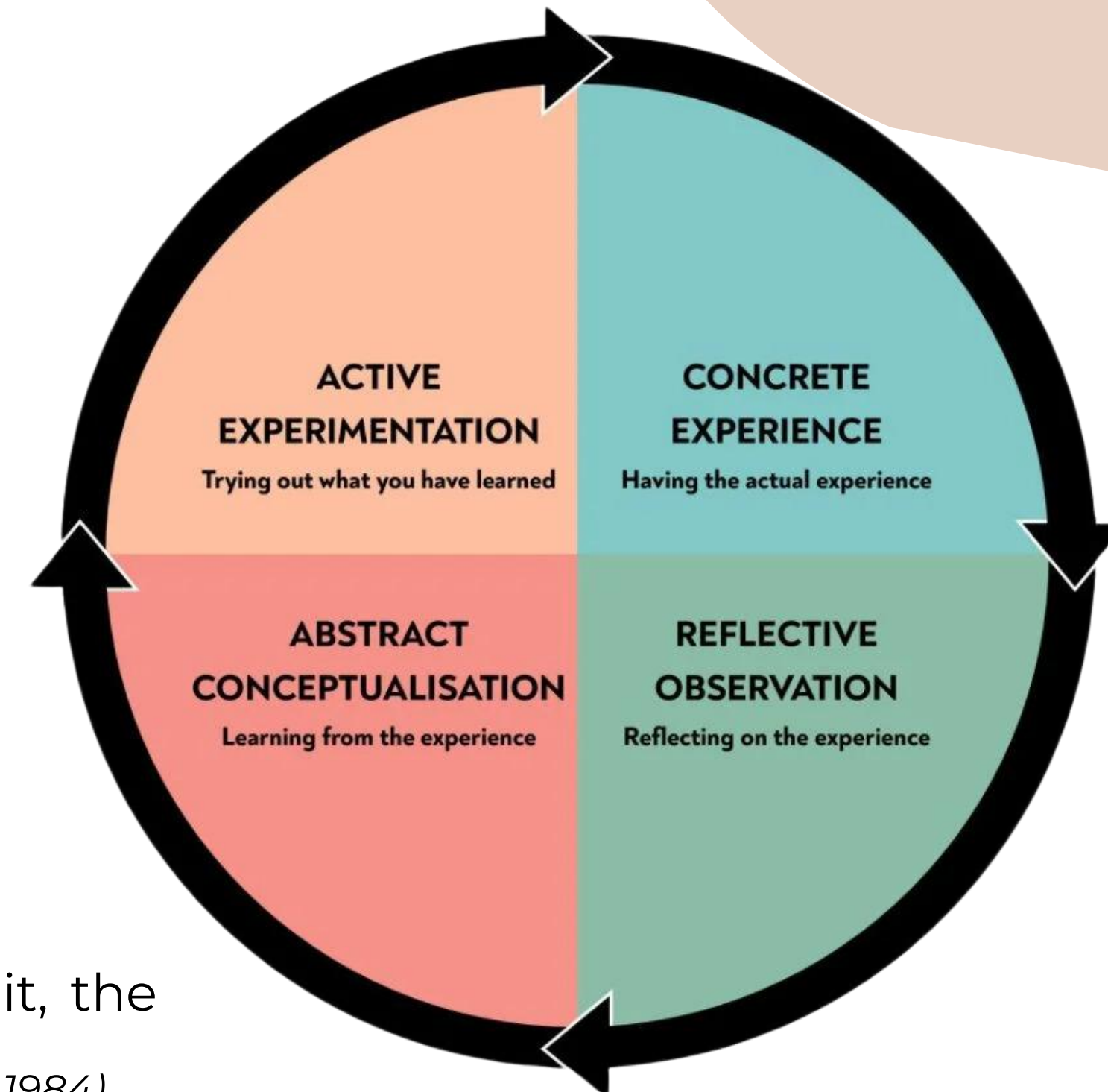
1. You have an experience
2. You think about it (reflect)
3. You learn from it
4. You try again using what you learned

This helps you:

- Get better at skills through practice
- Spot what you did well and what could improve
- Use your learning in new situations

It's called a cycle because it keeps going — the more you do it, the more you learn and grow.

(Kolb, 1984)



KOLB'S LEARNING THEORY

EXAMPLE

Scenario:

Giving a Presentation.

Concrete Experience:

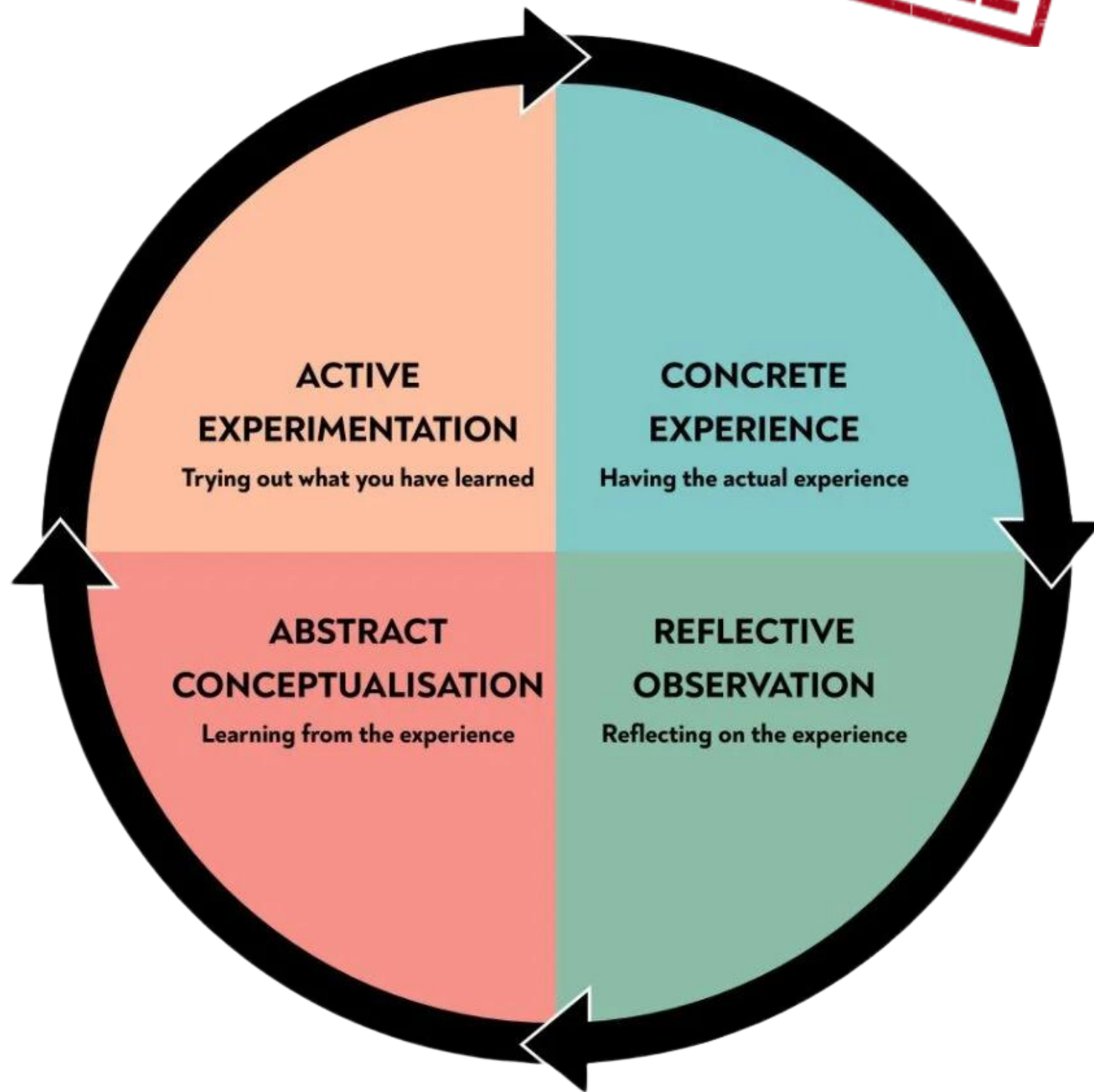
A student gives a short presentation in front of their class for the first time. They feel nervous and sometimes mispeak.

Reflective Observation:

After the presentation, the student thinks about what happened and what they noticed.

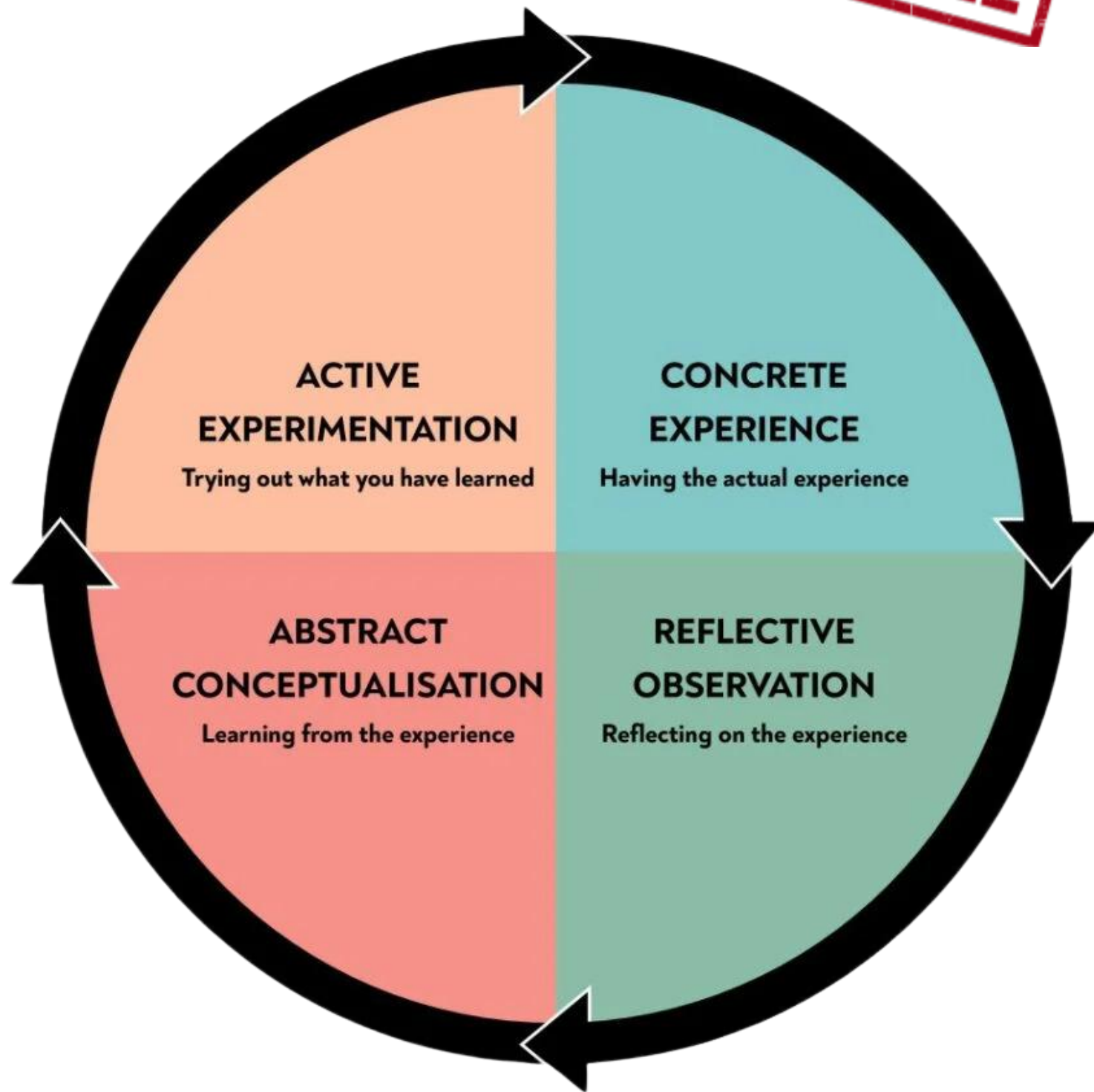
They realise:

- They felt more confident when they had practiced their slides in advance.
- Making eye contact and speaking slowly helped keep the audience engaged.
- Reading directly from the slides made them lose connection with the audience.



KOLB'S LEARNING THEORY

EXAMPLE



Abstract Conceptualisation:

The student begins to understand some key principles of giving a good presentation.

They learn that:

- Preparation builds confidence.
- Clear, engaging communication is more effective than reading word-for-word.
- Using visual aids can support their message but shouldn't replace their spoken content.

Active Experimentation:

The student prepares for their next presentation by:

- Practising more in advance
- Using bullet points instead of full sentences on slides
- Focusing on eye contact and pace

They apply what they've learned to improve their performance next time.

TIME MANAGEMENT

Time management is essential for productivity and reducing stress. Effective time management strategies can help you achieve your goals and maintain a healthy work-life balance.

What is Procrastination?

- Procrastination means putting things off — not doing a task now, even though you know you should.
- People often do this to avoid things that feel hard or boring. But it can cause problems later, like feeling stressed or rushed.

Why do we Procrastinate?

- Fear of failure
- Perfectionism
- Overwhelmed
- Lack of motivation
- Distractions

(Burka and Yuen, 2008)

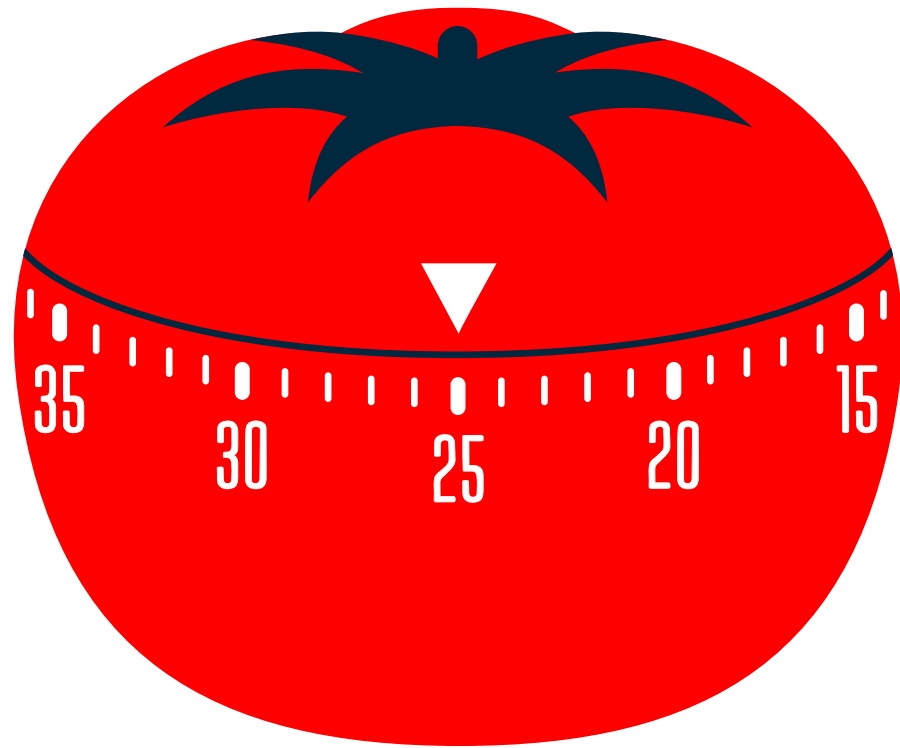


**What Time
Management
Techniques or Tools do
you use?**



THE POMODORO TECHNIQUE

The Pomodoro Technique is a time management method that involves working in focused bursts followed by short breaks.



How to use the Pomodoro Technique:

- Choose a task.
- Set a timer for 25 minutes.
- Work on the task without interruptions.
- Take a short break (5-10 minutes).
- Repeat steps 3 and 4 for 4 Pomodoro sessions.
- Take a longer break (15-30 minutes).



Benefits:

- Improved focus
- Increased productivity
- Reduced procrastination

Challenges:

- Difficulty with task switching
- External distractions
- Underestimating task complexity

(Cirillo, 2018)

THE POMODORO TECHNIQUE

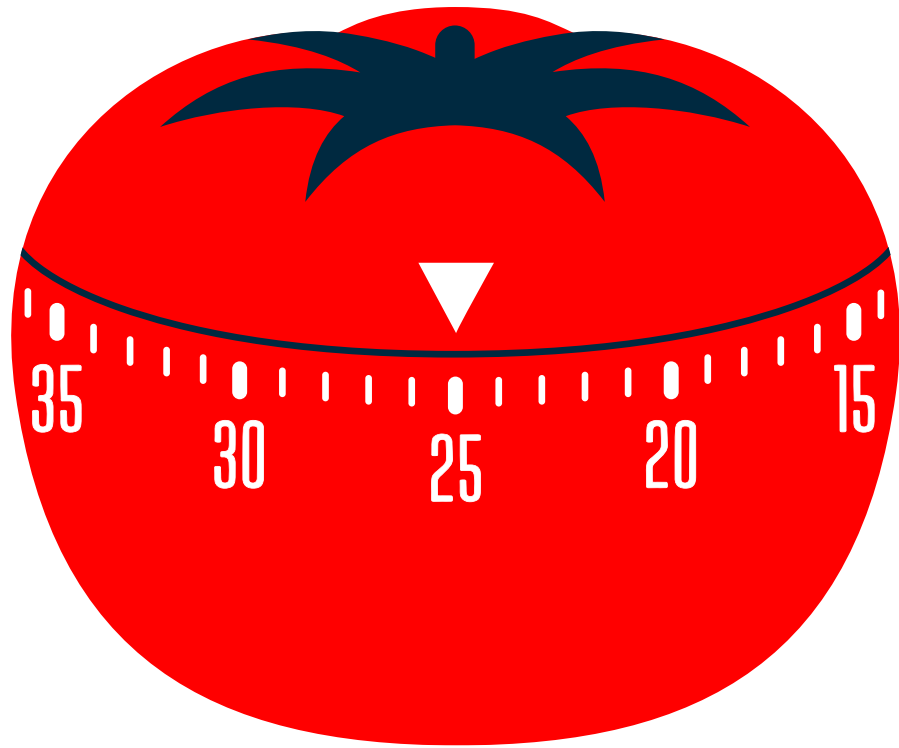
Student Scenario: Alex is preparing a report on time management. To stay focused and avoid procrastination, he decides to use the Pomodoro Technique.

- **Preparation:** Alex gathers materials for his report and sets a 25-minute timer.
- **Pomodoro 1 (25 mins):** Researches time management techniques, taking notes.
- **Short Break (5 mins):** Stretches, grabs a snack.
- **Pomodoro 2 (25 mins):** Writes the introduction and outlines key points of the report.
- **Short Break (5 mins):** Checks messages briefly.
- **Pomodoro 3 (25 mins):** Organises the report outline and drafts the conclusion.
- **Short Break (5 mins):** Quick break to refresh.
- **Long Break (15-30 mins after 4 Pomodoros):** Relax and recharge before reviewing the final report.

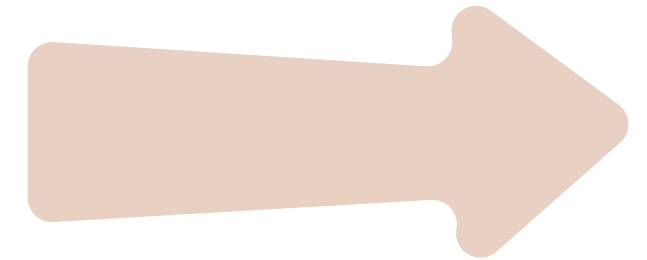


(Cirillo, 2018)

THE POMODORO TECHNIQUE



**But what if we feel
like we have too
much to do and we
don't know where to
start?**



EISENHOWER'S MATRIX

The Eisenhower Matrix is a time management tool that help you prioritise tasks based on their urgency and importance.

Urgent

Not Urgent

Important

Do

Tasks with clear deadlines and significant consequences if not completed in a timely fashion.

Schedule

Tasks with no set deadline but that bring you closer to your long-term goals.

Not Important

Delegate

Tasks that need to get done, but don't need your expertise in order to be completed.

Delete

Tasks that distract you from your preferred course, and don't add any measurable value.

How to use the Eisenhower Matrix:

- List all your tasks.
- Categorise each task into one of the four quadrants based on its urgency and importance.
- Prioritise tasks based on their quadrant. Focus on Quadrant 1 tasks first, followed by Quadrant 2.
- Delegate or eliminate tasks in Quadrant 3 and 4 if possible.

Benefits

- Effectively Prioritise
- Reduce Stress
- Increase Productivity

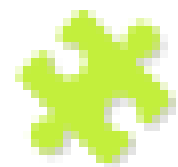


(Covey, Merrill & Merrill, 1994)

EISENHOWER'S MATRIX

Eisenhower's Matrix

- **Urgent & Important:** Do it now
- **Not Urgent but Important:** Schedule it
- **Urgent but Not Important:** Delegate if possible
- **Not Urgent & Not Important:** Eliminate



"Create Your Own"

Write down 1–2 personal tasks they have this week and place them into their own matrix.

Categorise the following:

- Studying for an exam next week
- Attending a friend's birthday party tonight
- Scrolling through social media during class
- Meeting with a project group today
- Applying for a job
- Doing washing
- Preparing a presentation due tomorrow
- Watching Netflix after a stressful day
- Checking email notifications during a lecture
- Booking a doctor's appointment

LEARNING STYLES

Learning styles are individual preferences for how people learn best. While there are various models, the VARK (Visual, Aural, Read/Write, Kinesthetic) model is one of the most commonly used.

Visual/Aural/Read and Write/Kinesthetic

Visual

Learn best by seeing information through images, diagrams, charts, and graphs.

Read/Write

Learn best by reading and writing information, such as textbooks and notes.

Aural

Learn best by hearing information through lectures, discussions, and music.

Kinesthetic

Learn best by doing, moving, and experimenting.

Note:

- Most people have a combination of learning styles, rather than just one dominant style.
- Understanding your learning style can help you study more effectively and efficiently.
- Tailor your study methods to match your preferred learning style.

Example: If you're a visual learner, you might find it helpful to create mind maps or use flashcards with images.

What Learning Style do you think you are?

Let's find out!



(Fleming and Mills, 1992)

SET YOURSELF UP FOR SUCCESS

1. Create a Conducive Study Environment

- Choose a location free from distractions.
- Keep your study area clean and organised.
- Turn off notifications on your phone and avoid multitasking.



2. Develop Effective Time Management Skills

- Plan your time effectively to balance studies, work, and other commitments.
- Break down large tasks into smaller, more manageable steps.
- Focus on the most important tasks first.



3. Practice Active Listening and Note-Taking

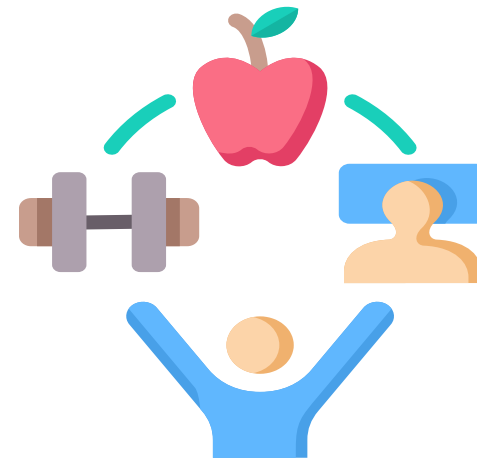
- Focus in class and avoid distractions.
- Take effective notes, use techniques like Cornell notes or mind mapping.
- Ask questions! Don't hesitate to ask for clarification if you're unsure about something.



SET YOURSELF UP FOR SUCCESS

4. Develop Good Study Habits

- Review your notes and course material frequently.
- Collaborate with classmates to discuss and understand the material. Set up a study group!
- Avoid burnout by taking short breaks during study sessions.



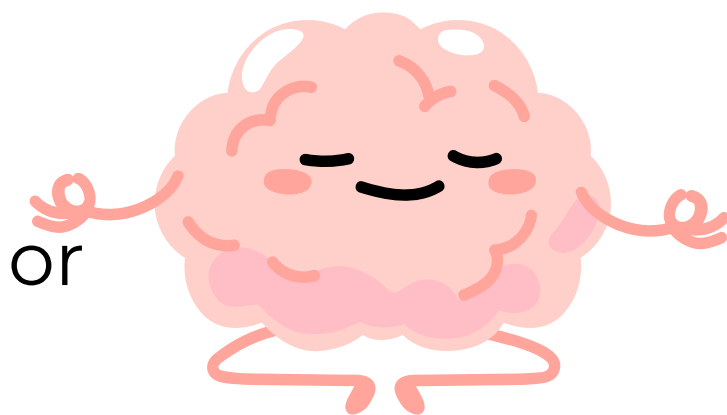
5. Seek Help When Needed

- If you're struggling, don't hesitate to seek help from your lecturer.
- Utilise Study Skills support.



6. Take Care of Yourself

- Get enough sleep.
- Fuel your body with nutritious food.
- Exercise regularly, physical activity can improve your mood and focus.
- Manage stress, do this by practicing relaxation techniques like meditation or deep breathing.



(Forsyth, 2022)

VIRTUAL LEARNING ENVIRONMENT (VLE): MOODLE



Moodle is a popular online learning platform used by many educational institutions. It provides a central hub for course materials, communication, and interaction between students and instructors.

It will be your first port of call for most things.





VLE: YOUR MOODLE

Moodle - Course Tile CERTHE Employability Skills Cardiff & Swansea

a

The Moodle Course Page is a central location for students to access all course-related materials and information.

Here's a typical overview of what you might find:

- Course Overview
- Course Materials
- Forums
- Calendar
- Tutor Information
- How-to Videos
- Support Services

Moodle - Module Tile Example: Learning in The Digital Era (BMBM4008)

Within the main course page, you'll often find module-specific pages that contain more detailed information and resources related to individual topics or units.

These pages might include:

- Module Introduction
- Lecture Presentations
- Resources
- Assessments



INFOSKILLS E-LEARNING

You will have weekly e-learning to compete, you will need to enrol onto it, log into the intranet, go to library and learning resources. Click **Academic & InfoSkills** on the right hand menu, click **Finding & Using Information**, then scroll down to **click here to get started**. Do this now. Once enrolled you will be able to find it on your Moodle.

Library Infoskills Enrolment options

[Library Infoskills](#) ➔

Module Lead: [Roger Covello](#)
Editing Teacher: [Ivana Curcic](#)
Editing Teacher: [Connie Davage](#)
Editing Teacher: [Lisa Ellis](#)
Editing Teacher: [Alison Evans](#)
Editing Teacher: [Alison Harding](#)
Editing Teacher: [Shabina Hassan](#)
Editing Teacher: [Doreen McLeary](#)
Editing Teacher: [Megan Redmond](#)
Editing Teacher: [Maria Paula Salmoiraghi](#)
Editing Teacher: [Emily Wild](#)

▼ Self enrolment (Student)

No enrolment key required.

[Enrol me](#)

Academic and InfoSkills

Our Skills programme is designed to create opportunities for students to develop their transferable academic and information skills, facilitating both their academic success and employability. The curriculum covers a wide range of topics – from finding library resources to fake news to managing your online presence.

Our team of Academic Liaison Librarians have developed a series of online Units that allow you to develop your skills anywhere, anytime, to suit you. Click the tiles below to get started:

Overall progress % 0



INFOSKILLS E-LEARNING

Academic and InfoSkills

Our Skills programme is designed to create opportunities for students to develop their transferable academic and information skills, facilitating both their academic success and employability. The curriculum covers a wide range of topics – from finding library resources to fake news to managing your online presence.

Our team of Academic Liaison Librarians have developed a series of online Units that allow you to develop your skills anywhere, anytime, to suit you. Click the tiles below to get started:

Overall progress % 0



Finding and Using Information

Finding and using information requires you to think about the kind of information you need, where to find it, and how to evaluate it.

This course is made up of four units:



Unit 1: Identifying Information



Unit 2: Searching for information



Unit 3: Advanced Searching



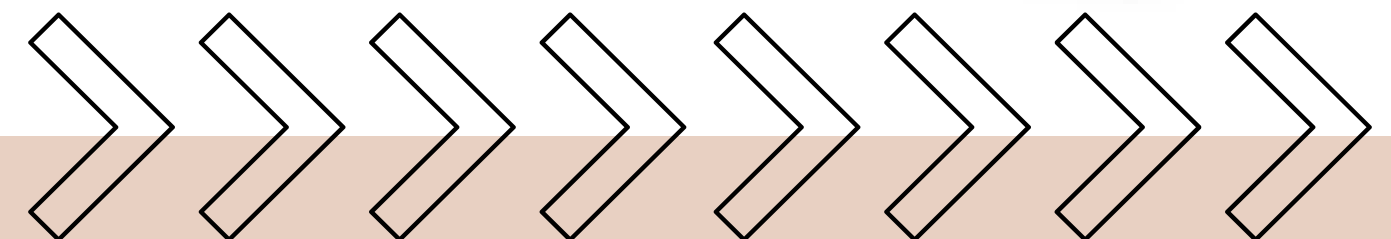
Unit 4: Evaluating Information



MODULE HANDBOOK

The Module Handbook serves as a comprehensive guide for all assignment-related information. It includes;

- Recommended reading list
- Teaching schedule
- Detailed descriptions of each assignment, outlining expectations, assessment criteria, and deadlines.



Further Skills...

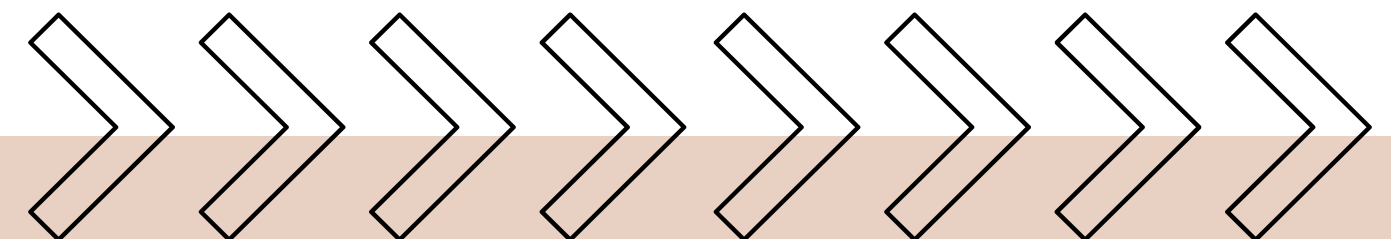
Critical Thinking and Problem-Solving:

- .When you work on a task or face a challenge, you're using critical thinking to: *Look at the information, Find patterns, Put the pieces together.*
- This helps you understand the problem and find the best solution.

Attention to Detail:

- When you're taking notes, doing homework, or joining class discussions, the little things can help you understand more.
- By paying close attention, you might notice something important that others don't — and that can really help your learning.

(Cottrell, 2011)



Communication Skills:

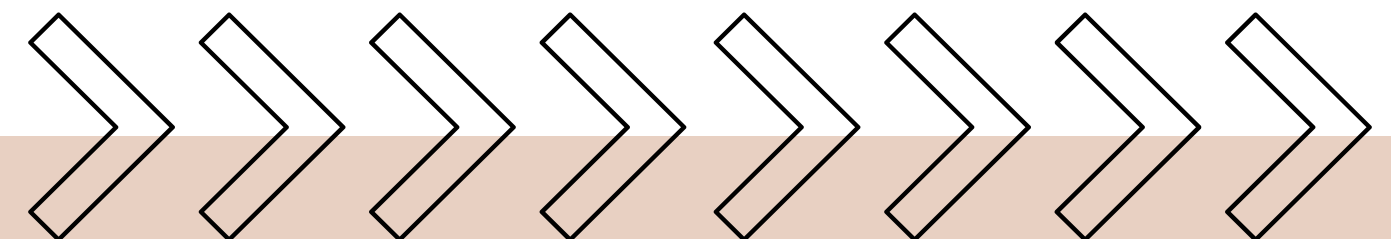
- Clear communication means saying or writing your ideas in a way that others can easily understand.
- Whether you're writing, working in a group, or speaking in class, sharing your thoughts clearly helps people understand you and work better together.

Research and Investigation:

- Research means finding and using information to help you learn or explain something.
- When you're exploring a topic or trying to make a point, you:
 - Look at different sources (books, websites, articles)
 - Find useful facts and ideas
 - Use what you learn to support your own thinking

Every bit of information you find helps you understand the topic better.

(Cottrell, 2011)



Collaboration and Teamwork:

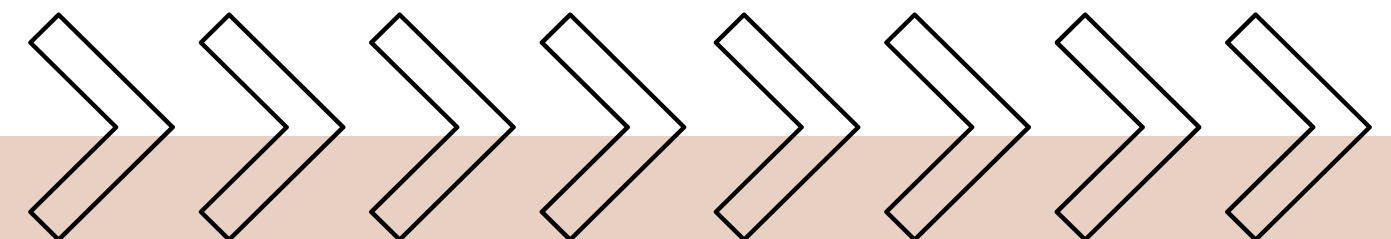
Teamwork means working well with others.

In a group, it's important to:

- Share your ideas
- Listen to others
- Use everyone's strengths

When you work together, you can create better results than working alone.

(Cottrell, 2011)



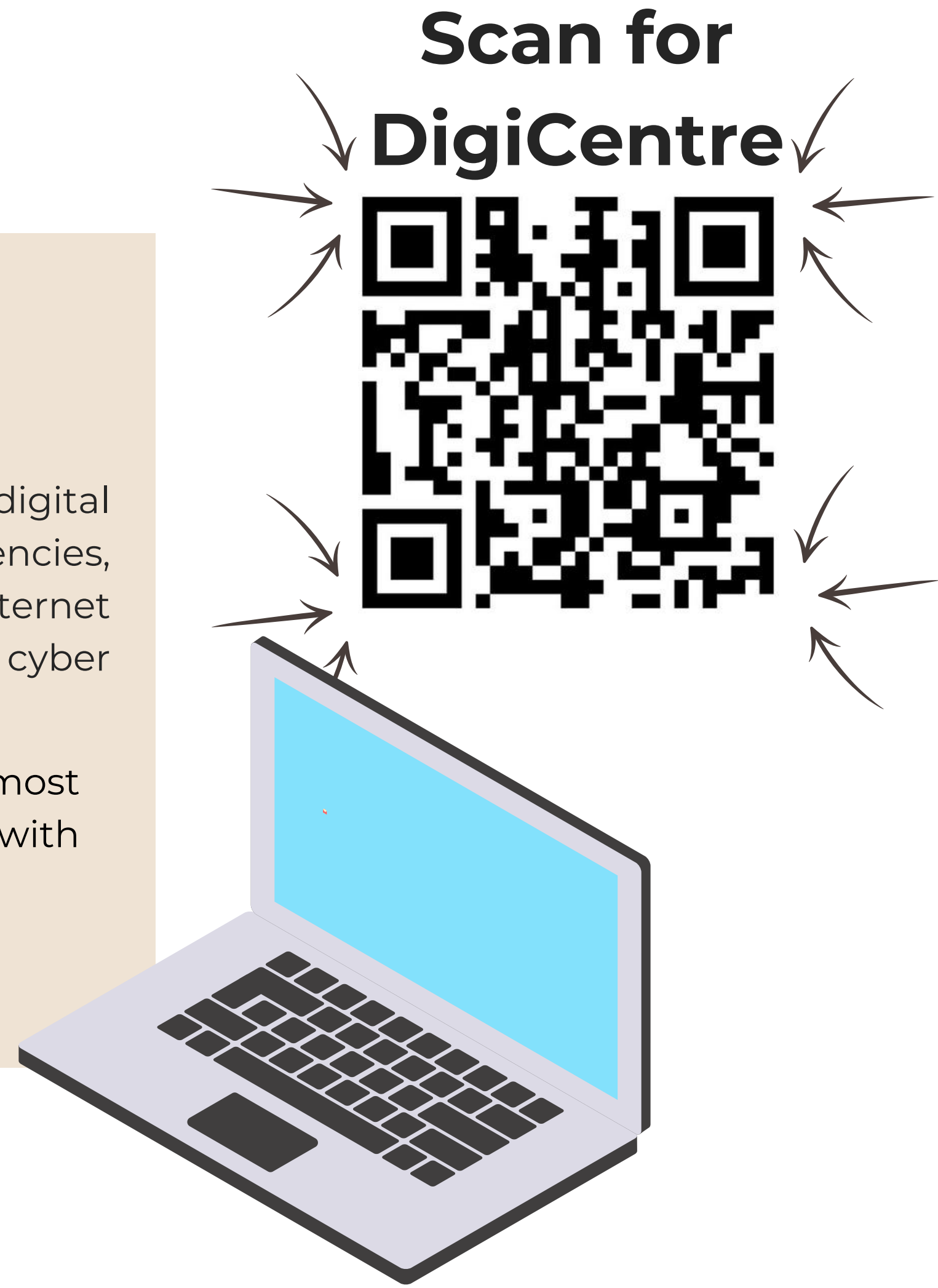
Digital Skills^{^v^v}

Digital skills refer to the abilities and knowledge needed to effectively use digital tools and technologies. They encompass a wide range of competencies, including using a computer, operating systems and software, internet navigation, digital communication, content creation, data analysis, cyber security.

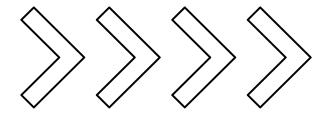
One of the most important skills you will need in university and in most workplaces. We have a dedicated Digital Skills Advisor who can help you with these skills.

Jessica Hill, Digital Skills Advisor

Email: j.hill@uwtsd.ac.uk



USEFUL WEBSITES & APPS



Cite Them Right

A valuable resource for students and researchers looking to properly cite their sources. It provides comprehensive guidance on various citation styles.

RefWorks

Another popular reference management software that can be a valuable tool for students and researchers.

Google Drive

An excellent tool for collaboration, especially when working on group projects.

One Note

A comprehensive note-taking app that offers features like handwriting recognition, audio recording, and integration with other Microsoft products.

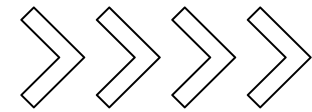
Anki

Create flashcards and use spaced repetition to memorise information effectively.

One Drive

This is a popular cloud storage service that offers similar features to Google Drive.

WEBSITES & APPS



Microsoft Teams

A collaborative hub for students and educators. It provides a space for team chats, file sharing, online meetings, and more. Think of it as a virtual classroom or workspace.

Canva

A design tool that can be used to create visual notes, diagrams, and mind maps.

Miro

A collaborative whiteboard platform that allows you to work on projects with others in real time.

UWTSD Online Library

A digital resource center that offers access to a wide range of educational materials, including e-books, articles, databases, and online tutorials. It's like a virtual library at your fingertips.

ToDoList

A fantastic app for managing tasks and staying organised, especially for students.

Microsoft Stream

A platform for sharing and managing video content. Students can record their own How To Tutorials.

USEFUL CONTACTS

Study Skills Support



Wellbeing Support



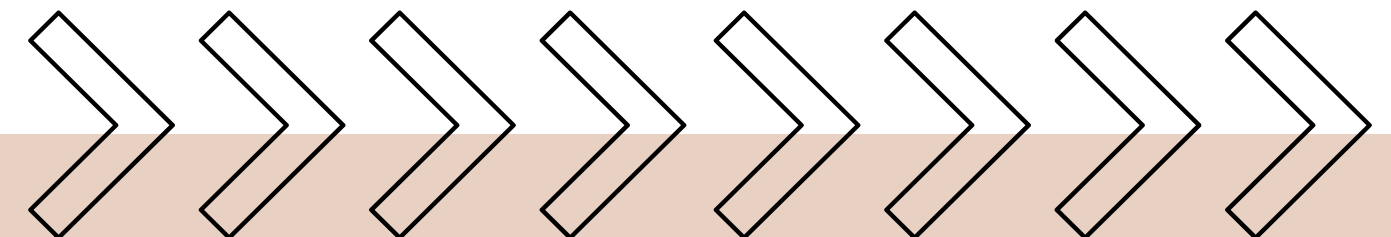
Money Support



To book an online appointment email:

studyskillsdistance@uwtsd.ac.uk

Giving a brief outline of support you require and a suitable day and time

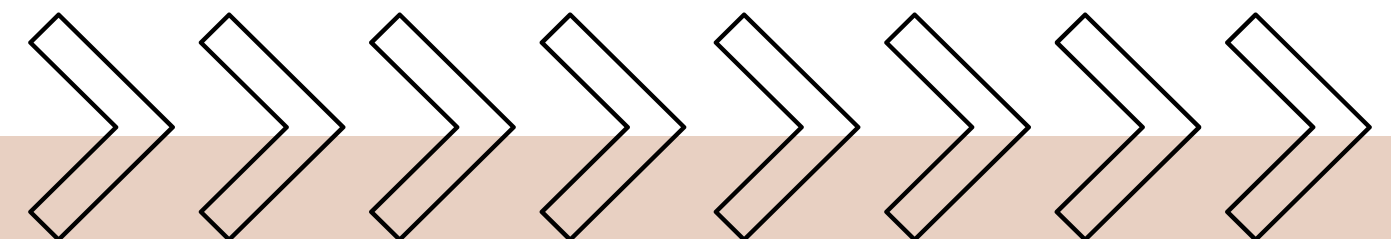


Join at:
vevox.app

ID:
101-206-482



Vevox Quiz

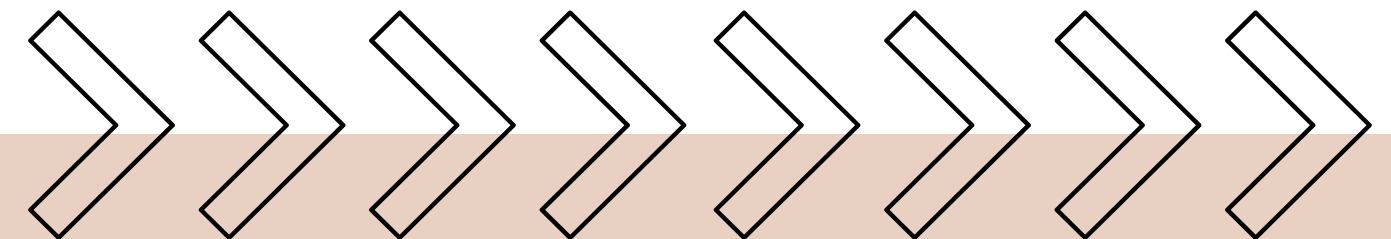


TASK: REFLECTION

1. Write down 5 skills you think you will need to succeed on this module
2. Name one strategy to overcome procrastination?

Did anyone mention the Pomodoro Technique or the Eisenhower Matrix?

3. Why do you think knowing and understanding your learning style is important?
4. Where can you find the following:
 - Module Handbook
 - Module Resources
 - PowerPoint Slides
5. What are you required to do for Assignment 1?



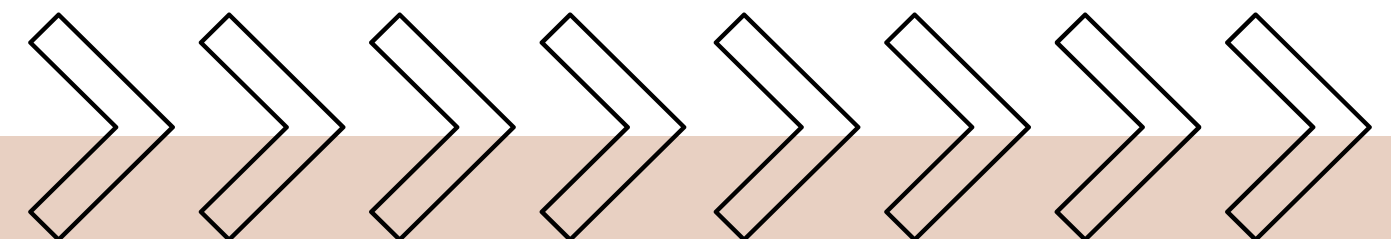
Further Reading

In preparation for our upcoming sessions, where Lisa Ellis, Academic Liaison Librarian, will be presenting on 'Finding & Using Information' next week and 'Harvard Referencing' in Week 3.

Please take time this week to look at 'Library Infoskills (which can be accessed via Moodle)

Please concentrate on the following unit:

- Finding & Using Information (Unit 1 and Unit 2)



REFERENCE LIST

Burka, J.B. and Yuen, L.M. (2008) *Procrastination: Why you do it, what to do about it now*. 2nd edn. New York: Da Capo Lifelong Books

Cirillo, F. (2018) *The Pomodoro Technique: The acclaimed time-management system that has transformed how we work*. New York: Currency

Cottrell, S. (2011) *Critical thinking skills: developing effective analysis and argument*. 2nd edn. Basingstoke: Palgrave Macmillan

Cottrell, S. (2019) *The study skills handbook*. 5th edn. London: Red Globe Press

Covey, S.R., Merrill, A.R. and Merrill, R.R. (1994) *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Free Press



REFERENCE LIST

Fleming, N.D. and Mills, C. (1992). 'Not another inventory, rather a catalyst for reflection', *To Improve the Academy*, 11(1), pp.137–155. Available at: <https://doi.org/10.1002/j.2334-4822.1992.tb00213.x> [Accessed 6 Sept. 2025].

Forsyth, P. (2022) *Successful Time Management For Dummies*. 2nd edn. London: John Wiley & Sons Ltd

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.



If you have any
questions, then please
do not hesitate to reach
out.

My email is
scott.james@uwtsd.ac.uk

