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Trinity Saint David

Module Name: Academic Skills in the Digital Era

Module Code: BMSW4013

Assessment 1: E-Portfolio

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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

Source 1 : Alenezi, M. (2023) 'Digital Learning and Digital Institution in Higher Education', *Education Sciences*, 13(1), p. 88. doi:10.3390/educsci13010088. Accessed: 22 february 2026)

I evaluated this source, that is peer-reviewed and taken directly from the library, using the "CRAAP" test as shown below:

This source was published on the 13th of January of 2023, indicating that the source's currency is suitable for nowadays standards.

The text remains true to its title, clearly demonstrating the effect of digitalization in pedagogical environments. It contains a considerable amount of educable information, remaining pertinent to its academic title, which facilitates student learning and shows its relevance.

The source is an article which belongs to a journal named "Education Sciences", a peer-reviewed, open-access, educational journal which belongs to MDPI's website, globally recognized publisher, indicating that it has a strong authority position.

The information within the source has regular citations and a long bibliography indicating that it is supported by evidence and citations. The data also contains credible tables and graphs, without any orthographic errors, showing its amazing accuracy.

Checking the source contextually, the main intention of its creation was to publish the digitalization in higher education, and to inform targeted audience of its effect in this contemporary era, showcasing its purpose.

Source 2: Hamadi, M. and El-Den, J. (2024) 'A conceptual research framework for sustainable digital learning in higher education', *Research & Practice in Technology Enhanced Learning*, 19, pp. 1–25. doi:10.58459/rptel.2024.19001.

I have evaluated this peer-reviewed source from the University of Wales Trinity Saint David using the "CRAAP" method as shown below:

Considering that it has been published in 2024 the source meets the currency requirements. Within this source, I found a range of different didactic formats that include visual graphs, tables and mind maps which simplify learning for academics. Considering that the information remains pertinent to the title, the source meets the relevance requirements.

A Doctor in Information Technology and having a vast background in business and information systems, Mostafa Hamadi – the author of the source - has an

authoritative position in writing this source, meaning that this source's authority meets its requirements.

The information within this source does not seem biased nor forced, as it shows both challenges and benefits of Digitalization in Higher Education. The purpose of the source is to showcase how Covid-19 (AKA coronavirus) pushed Digitalization into Higher Education, showing educational and researching intentions.

Synthesis of Academic Sources

Both sources share the theme of Digitalization in Higher Education, its benefits, disadvantages and challenges for students and lecturers. Whilst the second source is concentrating more on how the Digitalization in Higher Education has expanded since the coronavirus (COVID-19) from 2020 because of quarantine and how digitalization in HE can be made useful (Hamadi et al., 2024), the first one shows a more general approach to Digitalization in Higher Education, by explaining the "digital transformation implementation process that has occurred at higher education institutions" (Alenezi, 2023), rarely mentioning COVID-19 as a stimulant of this. Although the sources slightly differ in regards of the up bringing of Digitalization in HE, the scope is similar: to make readers understand what Digitalization in the Higher Education is. Combining these sources will give the reader a better understanding of firstly the general subject of Digitalization in Higher Education and its future patterns, and secondly how and why it has been expanded in the last years. All This will ensure a great understanding of the history, definition, and the future of Digitalization in Higher Education.

Identifying a Key Challenge and Opportunity

Professor Edmund Sonuga-Barke, Co-Director of the Centre for Attention Studies at King's College London, said: "Technology has created more distractions and reduced the need, and perhaps willingness, of people to engage in long and tedious tasks to achieve their goals." (King's College London, 2022). We can conclude from this quote that our post-modern era teens, especially students have suffered a lower attention span, meaning that because their attention is shifted because of technology. Moreover, delivering courses in higher education through technology might seem challenging for their attention. Arguably, technology has become an enemy for student's concentration, and trying to educate them through the same approach would not be profitable.

One of the most important opportunity for students in digital learning is the advance tools provided. As Alenzi (2023) shows, digitalisation in higher education allows students to develop their digital competencies, by navigating digital platforms and utilise a various range of information. Through augmented access, digital education provides the suitable framework for flexible learning stage which will help students navigate in a rapidly evolving professional landscape.

Academic Planning for Component 2

I will prioritise researching academically accepted sources about Digitalization in Higher Education and its positive and negative impacts on students, to have enough knowledge on which I can build the foundation of the introduction, challenges and opportunities for students in the digital era. It is essential to have this key understanding to build on and finish the report. Without question, I will develop my researching skills, by inputting essential key words that will output my needed sources. Component 2 will start with an introduction, the main body will include challenges and opportunities for students in the Digital Era, three strategies of possible adaptation for students in the Digital Era and a brief conclusion.

Timeline

Task	Date/ Deadline
Finish research	15 th of February
Draft first section	20 th of February
Complete first draft	23 rd of February
Final editing	25 th of February

Reference List – Component 1

Alenezi, M. (2023) 'Digital Learning and Digital Institution in Higher Education', Education Sciences, 13(1), p. 88. doi:10.3390/educsci13010088. Accessed: 22 February 2026)

Hamadi, M & El-Den, J 2024, 'A conceptual research framework for sustainable digital learning in higher education', Research and Practice in Technology Enhanced Learning, vol. 19, 1, pp. 1-25. <https://doi.org/10.58459/rptel.2024.19001>

Component 2 – Application of Academic Skills

Introduction

Since COVID-19, the coronavirus from 2020, the Digitalization or Integration of technology in pedagogical higher-education environments has expanded thoroughly, because of the continual need of students' lectures despite external challenges. Acknowledging why the opportunities and challenges of Digitalization in Higher Education is highly essential in a world that rapidly shifts its educational institutions from traditional, real-life experience lectures to blended technical pedagogies and classic instructions. The organized structure of this report lays its foundation by explaining the definition, challenges and opportunities of students in the digital era, then students' strategies to adaptation and a mere conclusion, promising key understanding from both the writer, and the reader.

Challenges for Students in the Digital Era

Whether its personal learning from households or technological integrated learning into classic lectures, the main challenge that comes across students in the digital era is the incapacity of adaptation to technological learning methods. As Puja Tripathi says: "Students with consistent access to technology demonstrated an average score increase of 15% in standardized assessments compared to their peers with limited or no access, who showed no increase (0%)." (Puja Tripathi, 2024), having an unfortunate background as a student, will most likely make them unfavoured for success, creating inequality between them and the student with a fortunate background. Thus, a challenge for an unfortunate student in the digital era is that they wouldn't be able to have equal or similar accessibility to self-dependent technology. This shifts their success rate to a lower percentage than the fortunate student's success and creates a gap of inequality. The inaccessibility of some financially unstable students regarding necessary self-access technology within educational institutions, mainly puts them on an unequal footing. Although this is generally true for technologically under-developed regions, like students from South Africa, which were unable to access virtual learning platforms during the COVID-19 lockdown (Mokofe, 2025), the majority of the world's students (which have access to digital learning) have gained a range of opportunities.

Opportunities in the Digital Era

One of the opportunities of students in the Digital Era is the massive and unprecedented access to educational materials regardless of their geographic location. The majority of students that have access to internet have access to a range of digitally formatted educational material, which gives them success, as the National Academy of Sciences says: "Students had improved access to a wider variety of educational resources, and they could select video, reading, and other materials that were interesting and appropriate for the individual student." Moreover,

assisting digital tools has also helped physically and physiologically impaired students to read and write, as shown in the study from Chalmers University of Technology (Svensson et al:2021). Since the effectiveness of this covers not only the financially stable students, but the impaired learners which, half a decade ago wouldn't have been able to excel in learning in educational context minimally, or at all. The appearance of the digital era has given most learners an incredible privilege to thrive academically, but there is a need of understanding how they can adapt to the digital era in educational context, so that their utilized digital tools improve their academic position towards success.

How Students Can Adapt to Succeed

The first strategy through which a student can fully unlock their capacity of learning through technical methods is to begin engaging with online digital software applications like Microsoft Word, PowerPoint and Excel which are thoroughly used in our post-modern era. Through this, the student can upscale their capacity of excelling in digital environments in the future and pave a clear path on which they road to success. As Surakarta Journal states, Microsoft 365 has even helped students on their English vocabulary (Surakarta, 2022). Although some students may encounter challenges when trying to use them, there are online tutorials on academical platforms, which if followed will gift beneficial outcomes and knowledge, which would outweigh any other possible disadvantage.

Secondly, managing and planning deadlines for assignments is another strategy through which students can thrive into success via digital learning. A study shows that time management has a parallel effect with digital learning: "The direct effect of time management on study engagement was significant... suggesting that time management plays an important role in predicting college students' level of study engagement." (Fu et al., 2025). This thoroughly shows that if a student manages their time in a good manner, by planning what they need to do until a certain date, they have more chance to success via digital learning. This will inherently offer lecturers academic skill like assignment planning, organizational skills, and general time-planning skills.

Lastly, the third strategy through which a student can succeed in the digital era is by learning to use online collaboration platforms, like Outlook, Teams, Google Meets and Zoom. A recent study from 2024 shows that collaboration digital tools like Microsoft Teams were favoured for frequent use, meaning that digital collaboration platforms enhance student engagement (Khrishat & Fakouri, 2024). Through these online applications, the student can communicate with their lecturers regarding their assigned work or drafts, while the lecturer can respond with constructive feedback. Although this may seem challenging at the start for the student, it will build them a beneficial confidence and will enhance their communication skills largely.

Conclusion

To summarise, the report contains the key challenges evaluated in this report, which includes the lack of accessibility among unfavoured students generally located in unfortunate regions, and the key opportunities, like globally offering more educational information via digital methods, including assisting digital tools to disabled students, thus diluting the gap of inequality within academical backgrounds. Furthermore, the three strategies mentioned, which are to begin engaging with online digital software application, managing and planning for assignment deadlines and interact with digital collaboration all have shown how a student can use digital tools to help him excel within digital learning. In conclusion, all these considerations equal the context of the contemporary student in the digital era and its digital tools, and how they can use them as useful tools in their journey to success.

Reference List – Component 2

Alam, G.M. and Forhad, M.A.R., 2023. *The impact of accessing education via smartphone technology on education disparity—A sustainable education perspective*. *Sustainability*, 15(14), 10979. Available at: <https://doi.org/10.3390/su151410979>

Fu, Y., Wang, Q., Wang, X., Zhong, H., Chen, J., Fei, H., & Li, W., 2025. *Unlocking academic success: the impact of time management on college students' study engagement*. *BMC Psychology*, 13. Available at: [Unlocking academic success: the impact of time management on college students' study engagement | BMC Psychology | Springer Nature Link](https://www.springer.com/psychology/article/10.1007/s40459-025-00888-8)

Khrisat, Z. and Fakhouri, H.N. (2024) 'Impact of e-learning tools (Moodle, Microsoft Teams, Zoom) on student engagement and achievement at Jordan universities', <https://online-journals.org/index.php/i-jim/article/view/49895/15367>

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Svensson, I. et al. (2021) 'Effects of assistive technology for students with reading and writing disabilities', Disability and Rehabilitation: Assistive Technology, 16(2), pp. 196–208. doi: 10.1080/17483107.2019.1646821.

TRIPATHI, P., 2024. Education for All: Addressing the Digital Divide and Socioeconomic Disparities in Modern Schools. i-Manager's Journal on School Educational Technology, 20(2), pp. 31-42.

Component 3 – Academic Poster

DIGITAL LEARNING SKILLS IN HIGHER EDUCATION

01 DIGITAL SKILLS

Digital skills is the foundation of digital learning in contemporary higher education. Following this evolving academic landscape,digital skills enables students to fully participate in modern educational enviroments.

02 ABILITY TO USE DIGITAL TOOLS

The ability to use digital tools such as Word, Excel and presentation softwares such as Powerpoint show improvements in online assessments compared to those with limited access. Evidence by Tripathi (2024) shows that consistent access to technology relates to a 15% increase in academic performance. (Tripathi,2024)

03 SELF ORGANISATION AND MANAGING TIME EFFICIENTLY

DURING ONLINE LEARNING, TIME MANAGEMENT IS CRITICAL TO PREVENTING PROCRASTINATIONPN AND LOW MOTIVATION AS SUPERVISION IS REDUCED. DURING SELF LEARNING TIME. THEREFORE, EVIDENCE PROVIDED BY FU, ET AL.(2024) ALSO IMPLIES THAT ORGANISED STUDENTS SHOW IMPROVED ACADEMIC ENGAGEMENT AND RESULTS.(FU ET AL., 2024)

04 DIGITAL COMMUNICATION

Digital communication through online platforms develops required transferable competencies such as communication skills, providing a clear path for students to be able to adapt in digital societies.As mentioned in the source of Khrishat & Fakouri, the frequent use of collaboration platforms is associated with academic success and interaction. (Khrishat & Fakouri, 2024)

05 CONCLUSION

In summary, students in order to navigate through challenges and make most of opportunities provided by digital learning, students should depend heavily on strategies such as digital communication, time management and the ability to use digital tools efficiently.

06 REFERENCING

RIPATHI, P., 2024. Education for All: Addressing the Digital Divide and Socioeconomic Disparities in Modern Schools. i-Manager's Journal on School Educational Technology, 20(2), pp. 31-42. Khrishat, Z. and Fakhouri, H.N. (2024) Impact of e-learning tools (Moodle, Microsoft Teams, Zoom) on student engagement and achievement at Jordan universities. <https://online-journals.org/index.php/ijm/article/view/49895/15367>;

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Reference List – Component 3

(Only sources cited on the poster.

RIPATHI, P., 2024. Education for All: Addressing the Digital Divide and Socioeconomic Disparities in Modern Schools. *i-Manager's Journal on School Educational Technology*, 20(2), pp. 31-42. Khrishat, Z. and Fakhouri, H.N. (2024)' Impact of e-learning tools (Moodle, Microsoft Teams, Zoom) on student engagement and achievement at Jordan universities, <https://online-journals.org/index.php/ijm/article/view/49895/15367>:

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Khrisat, Z. and Fakhouri, H.N. (2024)' Impact of e-learning tools (Moodle, Microsoft Teams, Zoom) on student engagement and achievement at Jordan universities, <https://online-journals.org/index.php/i-jim/article/view/49895/15367>