



Prifysgol Cymru
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University of Wales
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Module Name: Academic skills in the Digital Era

Module code: BMSW4013

Assessment1: What are the challenges and opportunities for students in the digital era and how they adapt to succeed?

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Deadline: Friday 27th February 23:59PM

Word count: 1600

AI Acknowledgement

I acknowledge the use of ChatGPT 02/02/2026 to support planning and structuring this portfolio assessment.

I used for synonym search.

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Component1: Development of Academic Skills

1.Evaluating Academic Sources using the CRAAP test.

Source1:

Janja K., Kean B., Sam S., Annika B R., Joe D., Charlie E., Lesley G., Morten H., Niel K., Anne K., Pier-Luc N., Joe N., Lluís P., Juan P PG., Seppo P., Susan R., David T. and Ben W. "Digitalised higher education: key developments, questions, and concerns" issue from 'Discourse: studies in the cultural politics and Education' Volume 46,(2025)

Pages 276-292, published online: 25 sep 2024

This source was accessed via Google Scholar.

Using the CRAAP test, this source indicates strong currency, having been published in 2024 and frequently cited. Relevance is high, as it informs how students develop and use digital technologies in Higher education. Authority is strong due to the author's established research backgrounds and the peer-reviewed nature of the article. The Accuracy of the research is supported by extensive referencing and a transparent methodology. Purpose is instructional and logical, aiming to inform understanding of digital engagement instead of encouraging a specific technology.

Source 2:

Dadang Mulyana (2023)

“Education Management Innovation: Challenges and Opportunities in the Digital Era”.

This source was accessed via google.

This source shows strong currency, indicating recent movements in digital learning. Relevance is high, as it straight evoked challenge and opportunities in the digital learning. Authority is strong due to the authors' established research backgrounds and the peer-reviewed nature of journals. Accuracy shows good factors for educational management innovation in the digital era. Purpose is descriptive and interpretive rather than evaluative or promotional.

Reference List

Janja Komljenovic et al. (2024) “Digitalised higher education: key developments, questions, and concerns”, *Discourse: Studies in the Cultural politics of Education* Volume 46, (2025) Issue 2 Taylor and Francis online, page 276-292

Dadang Mulyana (2023)

Pasundan University

“Education Management innovation: Challenges and opportunities in the Digital era”.

Journal info Sains: informatika dan Sains, volume 13, No 03 2023.

2. Synthesis of academic Sources

A recurring theme found in both sources is the relationship between learning environments and student engagement. *Janja et al.* (2024) questioning how higher education has been digitalized, what are the effects and where are we going in the

future, rather than bare existence. Similarly, *Dadang et al. (2023)* demonstrated *results and discussion* of challenges and opportunities and more techniques in digital learning.

While Janja et al. Focus on the effect of digital learning in Students environment, Dadang et al. Inform insight technologies to tackle obstacles of digital learning to success. Jointly, these sources complement each other by linking the theory of understanding with practical outcomes. Synthesizing this strong opinion of understanding by showing that digital learning success counts on both essential design and student support.

3. Identifying a Key Challenge and opportunities

A key challenge recognize in both sources is development of relevant educational content (Janja et al.,2024; Dadang et al.2023).

Infrequently, digital environments can negatively impact motivation and academic achievement.

On the contrary, an obvious opportunity underlines the adaptability digital learning offers. While designed effectively, digital platforms can increase access, independence, and the personalization of learning and student experience.

4. Academic Planning

Component 2 will highlight review of challenges and opportunities before presenting adaptation strategies. Previous academic literature will be used to ensure relevance.

Key concepts developed in class, including digital literacy, critical evaluation, and academic planning, will be expanded. The report will follow a structured format: introduction, challenge, opportunity, strategies for success, and conclusion.

Task	Deadline
Finish research	02/02/2026
Draft first section	05/02/2026
Complete first draft	08/02/2026
Final editing	23/02/2026

Reference List

Janja et al. (2024) "Digitalized higher education: key developments, questions, and concerns", *Discourse: studies in the cultural politics of Education* volume 46,2025-Issue 2 Pages 276-296.

Dadang Mulyana et al. (2023) "Educational Management Innovation: Challenges and Opportunities in the Digital era" *Journal info Sean Institute* volume 13, No 03-2023.

Component 2: Application of Academic Skills

Earlier on Component 1 Digital learning come to be an essential Element of Higher education, also brings several opportunities and challenges that are widely recognized by society for a successful academic (Mulyana 2023). However, digital tools offer increased resilience and gain; they are also extant about risks related to involvement, information overload, and digital divergence (Komljenovic 2024).

Based on the ideas of Dr Joris (2024) training in task-related skills, self-management of learning and affective components such motivation and self-concept had significant positive effects on student achievement. Complementary to this, they discovered that contextualized study skills training within specific subject domains was most impactful. This observe supports the situated cognition perspective, emphasizing the consequence of embedding study skills within disciplinary contexts and promoting metacognitive awareness. Dr Joris (2024) Page 3 of 15 “The Impact of Academic Skills Development on Student Outcomes in Higher Education Literature Review”.

To top up on this foundational task, more recent systematic reviews and meta-analyses have further confirmed the link between academic skills development and student success. Smith and Baik’s (2021) fusion of high impact teaching practices in higher education recognized explicit instruction in disciplinary skills as a key factor in enhancing student

Outcomes. They found that directly inform critical analysis, problem-solving, and communication skills were in less within curriculum improved student deep understanding academic progress and ability to hand over learning to new situations. By honoring academic skills evolution into the curriculum, educators can platform students' acquisition of disciplinary ways of thinking and practicing leading to improved accomplishment.

In the same way, Li’s (2022) structure review spotlights the key role of academic literacies in helping students' disciplinary knowledge, complex problem-solving, and mental development. Li argues declare that academic literacies enclose more than just specific skills; they require developing students' capacities to

construct and communicate meaning within disciplinary communities. By involving students in authentic literacy practices and genre-based instruction, educators can help them master the conventions, discourses and epistemologies of their fields. This expertise enables students to actively participate in knowledge creation and navigate the complexities of academia, resulting in deeper learning and achievement. As Blaj-

Ward (2022) observe, the linguistic repertoire required for success in a university context is broader than academic discourse alone, suggesting that academic literacies provision should be “everyone's business” and not solely the responsibility of English language specialists. The impact of academic skills development on student outcomes is further evidenced by studies examining specific interventions and programmes. As demonstrated by Hattie and Purdie's (1996), meta-analysis found that training in mnemonic techniques and arranging conceptual knowledge had significant effects on learning outcomes, with moderate to strong Effect. They also recognize self-regulation strategies, such as setting objectives and self-monitoring, as highly effective in improving academic accomplishment. These findings propose that equipping students with cognitive and metacognitive strategies can significantly enhance their learning and achievement. This is a contrast to Blaj-Ward (2022) who points out that measuring the precise impact of academic literacies provision on student outcomes can be challenging due to the wide arrangement of factors contributing to student success. However, Blaj Ward highlights the strong connection between academic skills and academic achievement, prescribing for the integration of evaluative practices into academic literacies provision to generate a strong foundation for decision-making and resource allocation. Also, investigation has shown that academic support plans to insert mastery skills and literacies can have marked benefits for student success. Again, Mavilidi, Sharp and Parkes' (2022) systematic review found that academic support initiatives focused on writing, study strategies and discipline-specific literacies meaningfully increased student support, contentment, and student result. These schemes were particularly effective for students from disadvantaged backgrounds, highlighting the potential of academic skills interventions to promote equity and inclusion. Loddick and Coulson's (2020) longways study (over 16,000 students and 175,000 assessments) at the University of Northampton found that those who attended at least one Learning Development one-to-one tutorial saw a standard rise of one to two sub-grades in their assessments compared to those who did not use this support, demonstrating the positive impact of academic skills interventions on student triumph.

To succeed in the digital era, students must develop adaptive academic strategies.

First, building up digital literacy allows students to analyse thoroughly online sources and keep away inaccurate information. Investigation supports structured evaluation frameworks, as an example of credibility tests, to inflate academic judgements (Nguyen et al., 2023). For example, using the Cornell method Note taking.

Second, effective time management is indispensable in flexible learning environments. Research shows that students who structure planning tools perform better academically in digital surroundings (Sweller, 2022). Classroom activities paying attention to planning strengthen this strategy. Such as using The Pomodoro Technique created by Francesco Cirillo for a more productive way to work and study and fight procrastination.

Third, dynamic engagement strategies, such as involving online discussions and collaborative tasks, hold deeper learning. Verification recommends that interplay boosts support and understanding in contrast to a non-resistant consumption of digital goods (Martin and Bolliger, 2022). Jointly, these strategies direct digital challenges while increasing opportunities.

Conclusion

In summary, students in the digital era meet both significant struggles and valuable advantages. While matters such as digital overload and unequal digital literacy can handicap academic achievement, digital learning environments also present independent, stretchiness, and increased alliance. Advancing powerful academic skills, counting critical assessment, time management, and active engagement, is independent for steering these domains successfully. By using overview strategies, it has been shown that students can improve digital learning demands and triumph academically. This examination shows that success in the digital era depends not only on technology but on how students take part in it critically and strategically.

Reference list

Dr Joris de Henau, Evaluation officer “The impact of academic skills Development on student outcomes in Higher Education-Literature Review” (2024).

Blaj-Ward, L, 'Institutional and Sector Perspectives on Impact and Quality of Academic Literacies Provision' in Academic Literacies Provision for International Students, Palgrave Macmillan, Cham, (2022).

Hattie, J et al, 'Effects of Learning Skills Interventions on Student Learning: A Meta-Analysis', Review of Educational Research, vol 66, no 2, 1996, pp 99-136.

Doi: <https://doi.org/10.3102/00346543066002099>

Li, D, 'A review of academic literacy research development: from 2002 to 2019', Asian J Second Foreign Lang Educat, vol 7, 2022, p 5.

Smith, CD and Baik, C, 'High-impact teaching practices in higher education: a best evidence review', *Studies in Higher Education*, vol 46

no 8, 2021, pp 1696-1713. Doi: <https://doi.org/10.1080/03075079.2019.1698539>

Eather, N et al, 'Programmes targeting student retention/success and satisfaction/experience in higher education: A systematic review', *Journal of Higher Education Policy and Management*, vol 44, no 3, 2022, pp 223-239. Doi: <https://doi.org/10.1080/1360080X.2021.2021600>

Mavilidi, Sharp and Parkes' (2022).

Loddick and Coulson's (2020).

Nguyen, T., Netto, C., Wilkins, J. and Brammer, S. (2023) "Digital literacy in higher education", *Computers and Education*, 190, pp. 104-120.

Sweller, J. (2022) "Cognitive load theory and digital learning", *Educational Psychology Review*, 34(1), pp. 1-17.

Component 3: Academic Poster

