



Evidence of Learning (e-portfolio)

Academic Skills for the Digital Era

BMSW4013

Lecturer: Ffion Cumperpatch

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AI Acknowledgement

I confirm that I have not presented any AI generated materials as my own work.

Component 1

1. Source Exploration

The journal article titled: “Digital Learning in the 21st century: Exploring the opportunities and challenges of Natural Language Processing (NLP) models in higher education: is ChatGPT a blessing or a curse?” was written by Kevin Fuchs and was published in 2023.

Natural language processing (NLP) is technology that helps computers understand and work with human language (Amazon Web service, 2025). The main point of the article is that NLP models, such as ChatGPT and Google Bard, can transform higher education by creating personalised learning experiences. They can analyse what students write to give customised feedback, resources, and study plans that help improve learning and motivation.

I chose this source because it is a journal article published in 2023, providing the most recent and up-to-date information. It is clear, easy to understand, and directly discusses how digital tools such as ChatGPT can be both beneficial and challenging.

2. Key Challenges for Students

One key challenge students face when using digital tools like ChatGPT or other NLP models is accuracy. ChatGPT is a natural language processing (NLP) tool that uses machine learning algorithms to generate text-based responses from user input (Atef, 2023). These tools are designed to help students learn, but they rely on the information they are trained on and the way students ask their questions. If the data the system was trained with is not complete or has errors, the answers it provides may also be inaccurate. If students do not clearly explain what they need or make mistakes when typing their questions, the tool might misunderstand and give the wrong response (Fuchs, 2023).

3. Key Opportunity

A benefit of NLP models is that it can support personalised learning by analysing how students write, respond, and perform, then using that information to design customised learning plans with suitable content, activities, and assessments. When students receive material that matches their interests and skill levels, they are more likely to stay engaged and understand the subject better (Fuchs, 2023).

As a person with dyslexia, who has slow working memory and slow processing ability, reading has always been a challenge, it takes me a long time to process information, and I often miss or misread words. NLP tools like ChatGPT can turn written text into spoken words, so students with dyslexia can listen to information and instructions. It can rewrite complicated or technical text in simpler words, helping students with dyslexia understand the content more easily (Williams, 2023).

4. Planning your Report

I will be focusing on both challenges and opportunities because I believe that a learning tool cannot be completely bad or completely good. Looking at both sides gives a fuller understanding. Challenges show what problems might come up and help you prepare for them, while opportunities highlight areas for growth and success. By considering both, challenges can often be turned into chances to learn and improve, leading to better results.

I intend on focusing on the use of VLE tools like Chat GPT in component 2.

I will structure the report by starting with a brief introduction outlining its purpose, followed by a definition of Virtual Learning Environments (VLEs) and an explanation of why digital tools are important for students in higher education. The main body will discuss the challenges students may face when using VLEs, including my personal experiences, and then explore the benefits of VLEs for students also highlighting my own experience. Finally, I will present solutions to these challenges and conclude with a summary of key points.

Timeline

Task	Date/Deadline
Find relevant paper	20/10/2025
Draft first section	27/10/2025
Complete first draft	03/11/2025
Final editing	20/11/2025

Component 2:

The digital revolution has significantly impacted many sectors, including higher education. Incorporating digital technologies into learning practices has created both new opportunities and challenges for universities worldwide (Mexhauni, 2024). This report outlines the benefits and challenges of using Natural Language Processing (NLP) models, such as ChatGPT, for students in the digital era and explores how students can adapt to these challenges to succeed.

When students understand both the benefits and challenges of digital technology, they are better equipped to use digital tools wisely and to recognise their limitations. This awareness enables them to select appropriate technologies suited to their needs, which can help develop digital literacy. Furthermore, it can encourage ethical awareness, helping students identify which digital tools are appropriate for use and which may not support ethical or academic standards.

In the article: “Exploring the opportunities and challenges of NLP models in higher education: is Chat GPT a blessing or a curse?” Fuchs (2023) highlights that when using NLP models, if the training data is not diverse or is of poor quality, the system may learn wrong or incomplete patterns, which can lead to inaccurate answers. The accuracy of NLP models can also be affected by how complex the input data is, especially when it includes idioms. According to Westfall (2023), a study conducted by study.com found that 90% of students are aware of ChatGPT, and 89% of the survey respondents reported using the platform to help with a homework assignment. Using such a tool can be a significant issue for students, as the quality of the input students provide can influence how well the system works. If students do not write clear, focused, or relevant questions, the system may find it difficult to give accurate responses. This issue becomes more challenging when students are unsure about what information they

need or have difficulty phrasing their questions in a way the system can easily interpret (Fuchs, 2023). Moreover, certain uses of ChatGPT may conflict with university regulations or be considered academic misconduct if the tool is used inappropriately. For example, the UWTSD Academic Misconduct handbook highlights “Using automated paraphrasing software” as a form of plagiarism (UWTSD, 2024, p.2).

In terms of opportunity, NLP models can provide real-time, on-demand support by creating tailored responses to students’ questions and feedback. This immediate assistance helps students overcome learning obstacles, deepen their understanding, and build confidence. Such tools are especially beneficial for independent or online learners who may not have instant access to teachers or tutors. Because chatbots can be accessed anytime and from any device, they offer flexible support that fits students’ schedules. Moreover, NLP systems can deliver help through various formats such as text, audio, or video, allowing students to choose the mode that best suits their learning preferences (Fuchs, 2023; Alsafri et al., 2024).

One benefit I found using ChatGpt is that it corrects spelling errors and grammar, which as a dyslexic person, I find challenging to do and recognise when I have made errors.

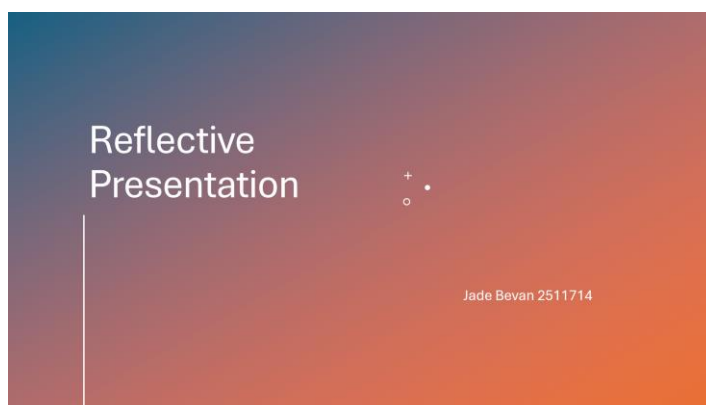
When using AI tools, students should consider their university’s AI guidance and principles for AI use (Anwar, 2025). They should also check how accurate and reliable the information is instead of just copying it. According to Yogyakarta (2024), reviewing sources and double-checking information helps students build critical thinking skills and maintain academic honesty.

According to Yeo (2023 cited in Balalle and Pannilage, 2025), when used correctly in education, AI can help improve academic skills and the quality of students’ work. For example, tools like Grammarly and Wordtune support students by helping them with writing skills.

If students find using digital technology challenging, they can access support services designed to help them develop their digital skills. For example, UWTSD offers one-to-one appointments to help students enhance their abilities. The university also provides various resources on the Digicentre homepage, where students can complete short courses and earn digital literacy badges (UWTSD, 2025).

In conclusion, digital technologies, including NLP models like ChatGPT, offer both opportunities and challenges for students in higher education. When used thoughtfully, these tools can provide real-time support, improve understanding, enhance writing skills, and build confidence, especially for independent learners or those with learning difficulties. However, students must also be aware of the limitations of these tools, including potential inaccuracies, ethical concerns, and university regulations. By understanding both the benefits and challenges, following AI guidance, and seeking support when needed, students can use digital technologies effectively, develop their digital literacy, and maintain academic integrity. Overall, the careful and informed use of tools like ChatGPT can help students succeed in the digital era.

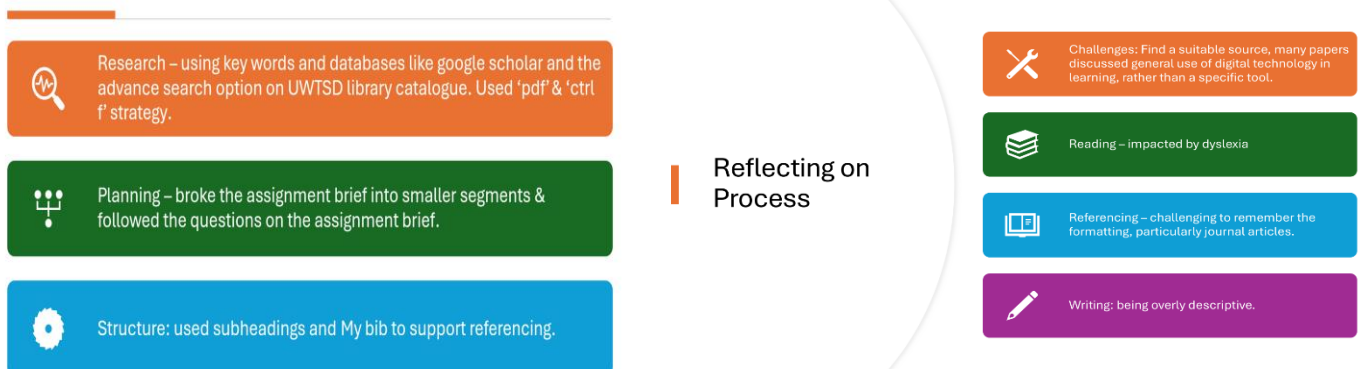
Component 3: Reflective Presentation



Brief Overview

- Focused on the use of Natural Language Processing Models (NLP)
- NLP tools like Chat GPT have both benefits and challenges
- Benefit: Personalised Learning (Fuchs, 2023; Alsafri et al., 2024)
- Challenge: Chat GPT - Inaccurate information & plagiarism (Fuchs, 2023; UWTSO, 2024)
- How to adapt: Use university AI guidance, review sources and double-check information, seek support service (Anwar, 2025; UWTSO, 2025; Yogyakarta, 2024)

Reflecting on the Process



Successes



LEARNED HOW TO:



FIND APPROPRIATE
AND RELEVANT
RESEARCH ARTICLES



WRITING SKILLS



REFERENCING
SKILLS



HOW TO PLAN AND
START AN
ASSIGNMENT

Looking Forward

- I one thing I would change moving forward, is that I will ensure that I dedicate more time reading the assignment brief, to avoid going off on a tangent,
- What worked? Continue attending study skills support, use my bib for referencing & search strategies.
- Achievable goal: planning ahead.

References

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