



CERTIFICATE COMPUTING SKILLS
FOR WORKPLACE
Learning in the Digital Era

CERTIFICATE COMPUTING SKILLS FOR
WORKPLACE

Learning in the Digital Era

Assignment 1: E-Portfolio

Marwa Jaser
Student number:2530994

Table of Contents

Task1: IEEE Referencing & written summary	2
Task 1 – Written Summary	2
Screenshots:.....	2
Screenshot 1 / task 1	2
Screenshot 2/ task 1	3
Screenshot 3/ task 1	4
Screenshots 4/ task 1	4
Task 2: Collaborative Teamwork and Professional Academic poster	5
Screenshots:.....	5
Mind Map Screenshot.....	5
Academic Poster Screenshot	6
Task 3: Automatic Referencing Tool	7
Screenshots:.....	7
Screenshot 1/ task 3.....	7
Screenshot 2/ task 3.....	8
Screenshot 3/ task 3.....	9
Task 4 – E-Portfolio Creation and Review	10
E-portfolio Website Link:	10
E-portfolio Document Link:	11
Screenshots:.....	11
Screenshot 1/ homepage.....	11
Screenshot 2/ task 1 page.....	12
Screenshot 3/ task 2 page.....	13
Screenshot 4/ task 3 page.....	14
Screenshot 5/ E-portfolio page	15

Task1: IEEE Referencing & written summary

Task 1 – Written Summary

[Click here to view Task 1](#)

Screenshots:

These screenshots show the written summary and IEEE referencing section.

Screenshot 1 / task 1

Academic and Employment Skills



By Marwa Jaser

Academic and Employment Skills Definition

Academic and employment skills are very useful for students because they help with studying and prepare for future work. Academic skills include things like writing, research, time management, and using information correctly.

Employment skills are skills needed in the workplace such as communication, teamwork, problem solving, and critical thinking. Universities today focus on developing both academic and employment skills because graduates need practical abilities, not only theoretical knowledge, to be ready for real working environment [1].

Academic skills required for your studies

Academic skills are important because they help students study better and succeed at university. Students need skills that support learning, such as critical thinking and digital skills. These skills help students understand information, complete assignments and deal with different types of academic work. Critical thinking is important because it allows students to question information, compare ideas and make better decisions in their studies.

Today, digital skills are a big part of academic learning because students use online platforms, digital resources and sometimes AI tools in their studies. Students need to know how to search for information, check if sources are reliable and use technology in a responsible way. Developing these skills helps students become more confident and independent learners. It also helps them adapt to modern education, where technology is used in most subjects. Overall, academic skills are necessary because they support learning and help students succeed during their studies [2].

Screenshot 2/ task 1

Employability skills required for your future employment

Employability skills are important because they help students prepare for future jobs and feel ready to work after university. These skills include communication, teamwork, problem-solving and digital skills, which employers expect from graduates. The article explains that employability is connected to the skills students develop during their studies, not only academic knowledge. This means universities need to help students build practical skills that can be used in real work situations.

Digital skills are especially important today because many jobs require using technology every day. Students need to know how to use digital tools, work online, communicate professionally and adapt to new systems. The article also highlights that teaching methods and assessment can support the development of employability skills by giving students opportunities to practice real tasks. Developing these skills helps students feel more confident, improves job opportunities and supports career growth.

Overall, employability skills are essential because they help students move from education into the workplace successfully [1].

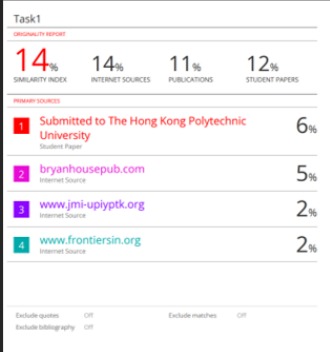
References

- [1] Zúñiga, Ricardo Pérez; Francisco Eduardo Oliva Ibarra; MARIO MARTÍNEZ GARCÍA; "Employability and its relationship with the competency-based approach, teaching methodologies, and assessment in higher education: a systematic review," 03 December 2025. [Online]. Available: <https://doi.org/10.3389/feduc.2025.1703144>. [Accessed 19 February 2026].

- [2] Salido, Achmad; Syarif, Irman; "Integrating critical thinking and artificial intelligence in higher education: A bibliometric and systematic review of skills and strategies," 2025. [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S2590291125006527>. [Accessed 20 February 2026].

Screenshot 3/ task 1

This screenshot shows the similarity check for my Task 1. I used it to evaluate my work and think about what I can improve next time.



Task1
ORIGINALITY REPORT

SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
14%	14%	11%	12%

MAIN SOURCES

Source	Similarity
1 Submitted to The Hong Kong Polytechnic University (Student Paper)	6%
2 bryanhousepub.com (Internet Source)	5%
3 www.jmi-uplyptk.org (Internet Source)	2%
4 www.frontiersin.org (Internet Source)	2%

Exclude quotes: OFF
Exclude bibliography: OFF
Exclude matches: OFF
Exclude student papers: OFF

Self-Evaluation

I uploaded my work to the similarity checker and received the originality report. I took a screenshot of the result and added it to my assignment as evidence.

The report shows 14% similarity index, which is acceptable.

The results also show that:

- 14% comes from internet sources, which means some information matches online materials.
- 11% comes from publications, which are academic articles and research papers.
- 12% comes from student papers, meaning some text is similar to previous student work.

The main sources show that Source 1 has 6% similarity from a student paper. Source 2 has 5% similarity from an internet source. Source 3 and Source 4 each have 2% similarity from academic websites.

Most of the similarity appears in references and common academic definitions, which is normal. Only a small part appears in the main text.

Screenshots 4/ task 1

This screenshot shows the similarity check for my Task 1. I used it to evaluate my work and think about what I can improve next time.

Overall, the similarity score is acceptable. In the future, I will try to reduce similarity by improving paraphrasing, using my own words more, and checking similarity before submission.

Task 2: Collaborative Teamwork and Professional Academic poster

Screenshots:

Mind Map Screenshot

[Click here to view my Mind Map](#)

This screenshot shows my mind map created for teamwork skills. I used it to organise key ideas such as communication, collaboration, and problem solving. The layout helps to clearly present how different skills are connected.



Group members:

Marwa Jaser

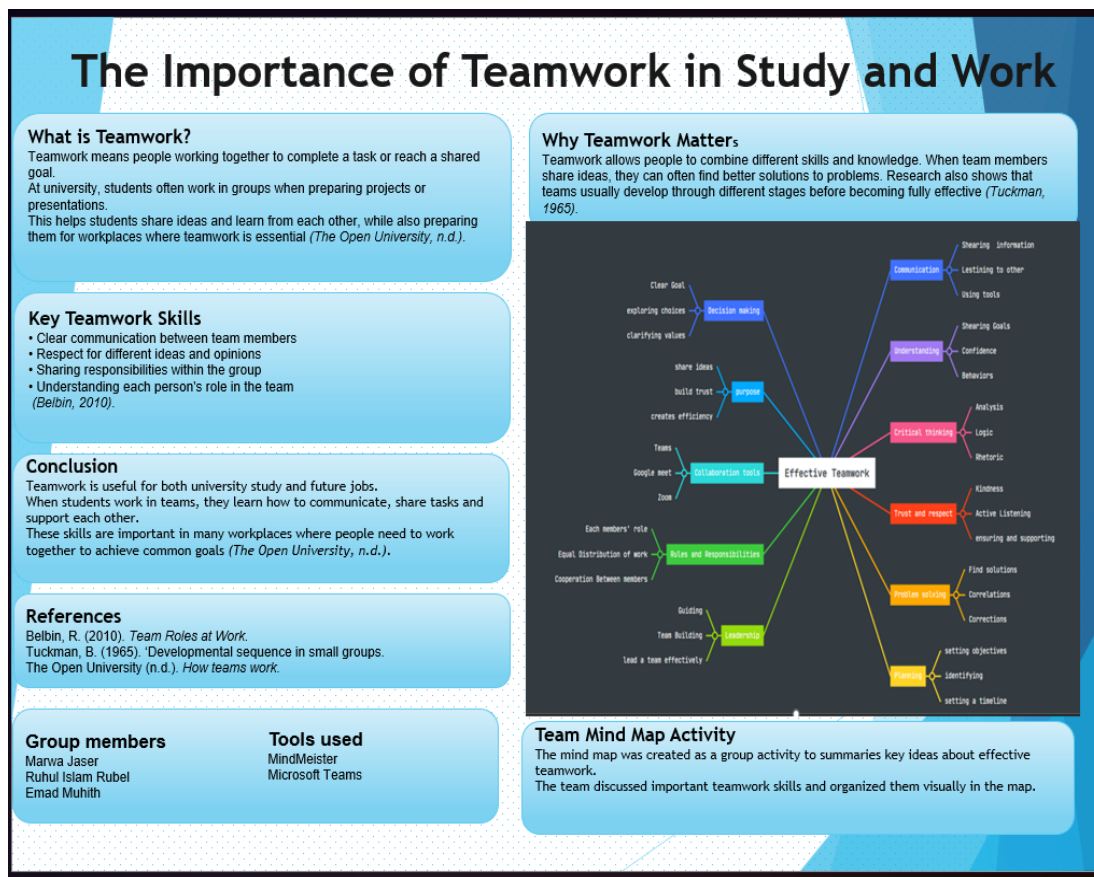
Ruhul Islam Rubel

Emad Muhith

Academic Poster Screenshot

[Click here to view my Poster](#)

This screenshot shows my academic poster about teamwork. I included key information, definitions, and examples. The design uses colours and structure to make the content easy to understand and visually clear.



Task 3: Automatic Referencing Tool

[Click here to view my Task 3 document](#)

Screenshots:

Screenshot 1/ task 3

This screenshot shows my written analysis of the text about team dynamics and virtual collaboration. I explained the main ideas, including Tuckman's model and the different stages of team development such as forming, storming, norming, performing, and adjourning. I used my own words to describe how teams develop over time and why communication and cooperation are important in online teamwork.

3a) Unit 3 Topic Summary

Team Dynamics in Virtual Collaboration

Virtual collaboration is becoming very common in education and in modern workplaces. It means that people work together even when they are not in the same physical location. Because of this, teamwork and communication are very important. When people work online, they need to share ideas clearly, trust each other, and understand their roles in the group. If these things are not managed well, the team may experience confusion or conflict. Therefore, understanding how teams develop can help groups work more effectively.

One well-known explanation of team development is **Tuckman's model**. [1]

This model explains that teams normally go through several stages before they become fully effective. The first stage is **forming**. In this stage, the team is new and members are still getting to know each other. People are usually polite and careful because they are unsure about their position in the group. They try to understand the task and learn what is expected from them.

The second stage is **storming**, which is often the most challenging stage. At this point, team members may begin to disagree with each other. Different personalities, opinions, or work styles can cause tension. Some members may want to take leadership roles while others may feel their ideas are not being heard. Although this stage can create conflict, it is a normal part of team development.

The third stage is **norming**. During this stage, the team begins to work more smoothly together. Members start to understand each other better and develop shared rules and responsibilities. Communication improves and the group becomes more cooperative. This stage helps build trust between team members.

The fourth stage is **performing**. At this stage, the team becomes productive and focused on achieving its goals. Members work together effectively, support each other, and solve problems more easily. Because the team understands how to collaborate, they can complete tasks successfully.

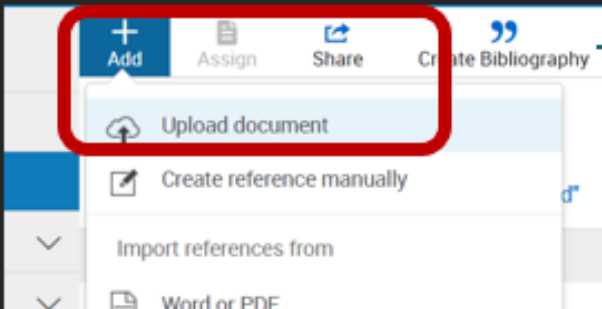
The final stage is **adjourning**, which happens when the project or task is completed. The group finishes its work, and members move on to other activities. Overall, Tuckman's model is useful because it helps explain how teamwork develops over time and why cooperation and communication are important for successful collaboration.[1]

Screenshot 2/ task 3

This screenshot shows how I used RefWorks to create and add references to my work. I entered the source details into the tool, and it automatically generated the reference in the correct format. This helped me organise my references clearly and ensure that my work follows the required referencing style.

Reference:

[1] J. D. Salinger, *The Catcher in the Rye*, 1st Ed. Boston: Little, Brown, and Company, 1951.



The screenshot shows the RefWorks interface. At the top, there is a navigation bar with buttons: '+ Add', 'Assign', 'Share', and 'Create Bibliography'. The '+ Add' button is highlighted with a red rectangle. A dropdown menu is open below it, showing options: 'Upload document' (with a cloud icon), 'Create reference manually' (with a pencil icon), 'Import references from' (with a dropdown arrow), and 'Word or PDF' (with a document icon). A blue arrow points from the 'Upload document' option to a blue circular callout box on the right.

This screenshot shows how I uploaded a document into RefWorks using the "Add" and "Upload document" option. This allowed me to store my source for later use in referencing.

Screenshot 3/ task 3

This screenshot shows how I used RefWorks to create and add references to my work. I entered the source details into the tool, and it automatically generated the reference in the correct format. This helped me organise my references clearly and ensure that my work follows the required referencing style.

The image displays three screenshots of the RefWorks web interface, each with a red box highlighting a specific feature and a corresponding blue text bubble explaining its use.

- Top Screenshot:** The 'Create Bibliography' button is highlighted with a red box. The text bubble states: "This screenshot shows how I used the 'Create Bibliography' tool in RefWorks. This feature automatically generated my reference list in IEEE format."
- Middle Screenshot:** The 'Last Imported' button in the left sidebar is highlighted with a red box. The text bubble states: "This screenshot shows my RefWorks library where I stored my references. I organised my sources in a folder for LDE Assessment 1."
- Bottom Screenshot:** The 'IEEE UWTSD' style is selected in the 'Bibliography from All references in 'LDE Assessment 1' (1)' dropdown menu, highlighted with a red box. The text bubble states: "This screenshot shows how I selected the IEEE UWTSD referencing style in RefWorks. This ensured that my citations and references follow the correct academic format."

Task 4 – E-Portfolio Creation and Review

E-portfolio Website Link:

<https://2530994.wixsite.com/my-site-4>

To create my e-portfolio, I used Wix as an online website builder. I started by creating a new site and choosing a simple layout so that my work is easy to read and navigate. Wix gives the option to either use a ready-made template or start from a blank page. I decided to keep the design simple and build most of the pages myself to match my assignment structure.

First, I created the main pages for each task, including Home, IEEE Referencing, Collaborative Teamwork, Automatic Referencing, and E-Portfolio. This helped me organise my work clearly, so each task is shown on its own page. I made sure the homepage includes a short introduction explaining what the e-portfolio is about.

To design each page, I used the “Add” menu in Wix. From there, I inserted text boxes to write explanations, headings for titles, and sections to keep everything organised. I used the title tool to add clear headings such as “Task 4 – E-Portfolio Creation and Review” so the reader understands each section immediately.

I also added images to support my work. For example, I uploaded screenshots of my tasks (such as mind maps and posters) and placed them inside the pages. I adjusted the size of the images, so they are not too large and do not distract from the text.

In addition, I used buttons to link my PDF files. I created buttons such as “View Task PDF” and connected them to uploaded documents. This allows the tutor to open and view my full work easily without searching through the site.

Wix also allows adding links, so I included my website link in my Word document. This makes my work accessible online. When creating links in Word, I used the hyperlink tool so the link can be clicked directly.

I also used some basic AI support inside Wix (such as layout suggestions and design tools) to improve the appearance of my pages. However, I kept the design simple and consistent across all pages by using similar colours, fonts, and spacing.

Overall, I used Wix step by step to build, organise, and present my work clearly. The platform made it easy to combine text, images, and documents in one place, which helps show my understanding of digital skills and academic presentation. [1]

References:

- [1] Wix, “Wix Website Builder,” Wix.com Ltd., 2024. [Online]. Available: <https://www.wix.com>. [Accessed 20 March 2026].

E-portfolio Document Link:

[Click here to view my Task 4 document](#)

Screenshots:

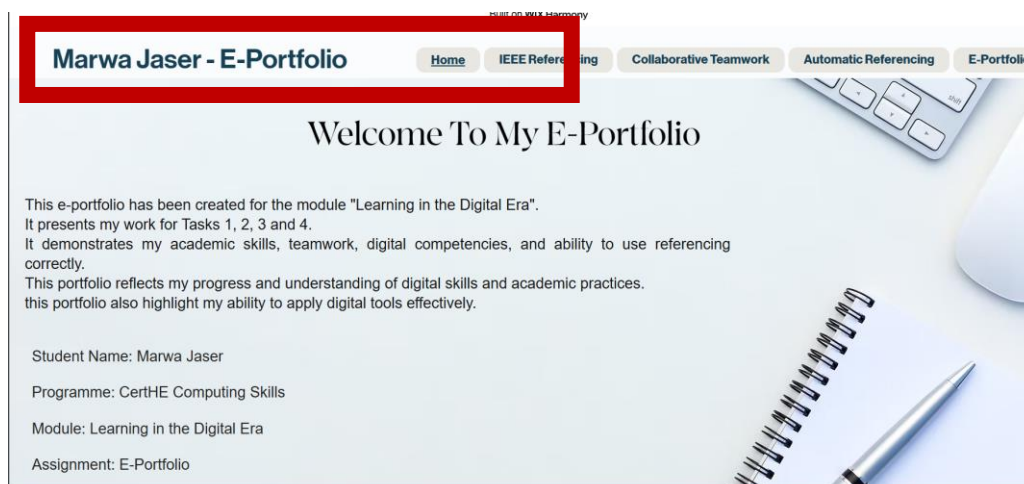
Screenshot 1/ homepage

This image shows the homepage of my e-portfolio website. I designed this page to introduce my work in a clear and simple way. At the top, there is a title saying “Welcome to My E-Portfolio” which makes it clear what the website is about.

On the left side, I added a short paragraph explaining the purpose of the e-portfolio. It mentions that the website includes Task 1, Task 2, Task 3 and Task 4, and shows my academic and digital skills.

Below that, I included my personal details such as my name, programme, module, and assignment. I kept the layout simple, so it is easy to read.

I also used a background image of a laptop with code to match the topic of computing. Overall, the design focuses on clarity, organisation, and making the information easy to understand.



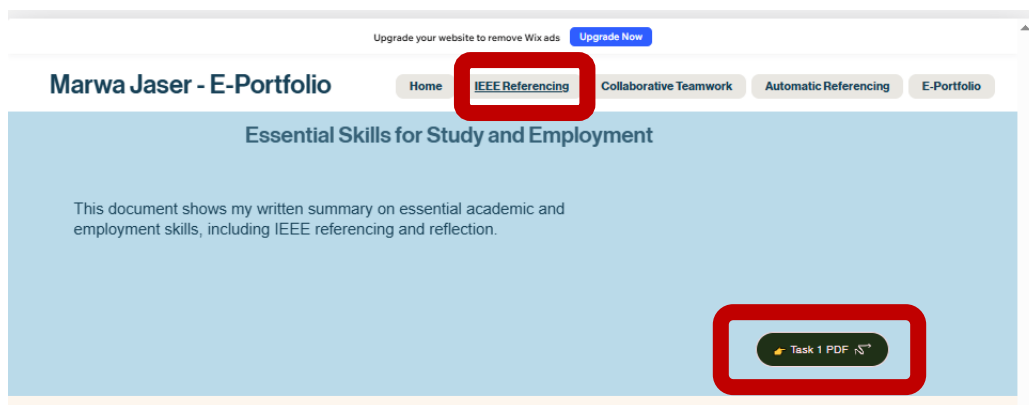
Screenshot 2/ task 1 page

This image shows the Task 1 page of my e-portfolio, which presents my written summary on essential skills for study and employment and includes IEEE referencing.

At the top of the page, I added a title called “Essential Skills for Study and Employment” to explain what the content is about. Under the title, I wrote a short description to introduce the document and explain that it includes my work on academic skills and IEEE referencing.

I also added a button labelled “Task 1 PDF”. This button allows the user to open and download my work easily. When the button is clicked, it takes the user directly to the document.

I used a simple layout with clear text and spacing to make the page easy to read and understand. Overall, this page helps organise my work and makes it accessible for the user.



Screenshot 3/ task 2 page

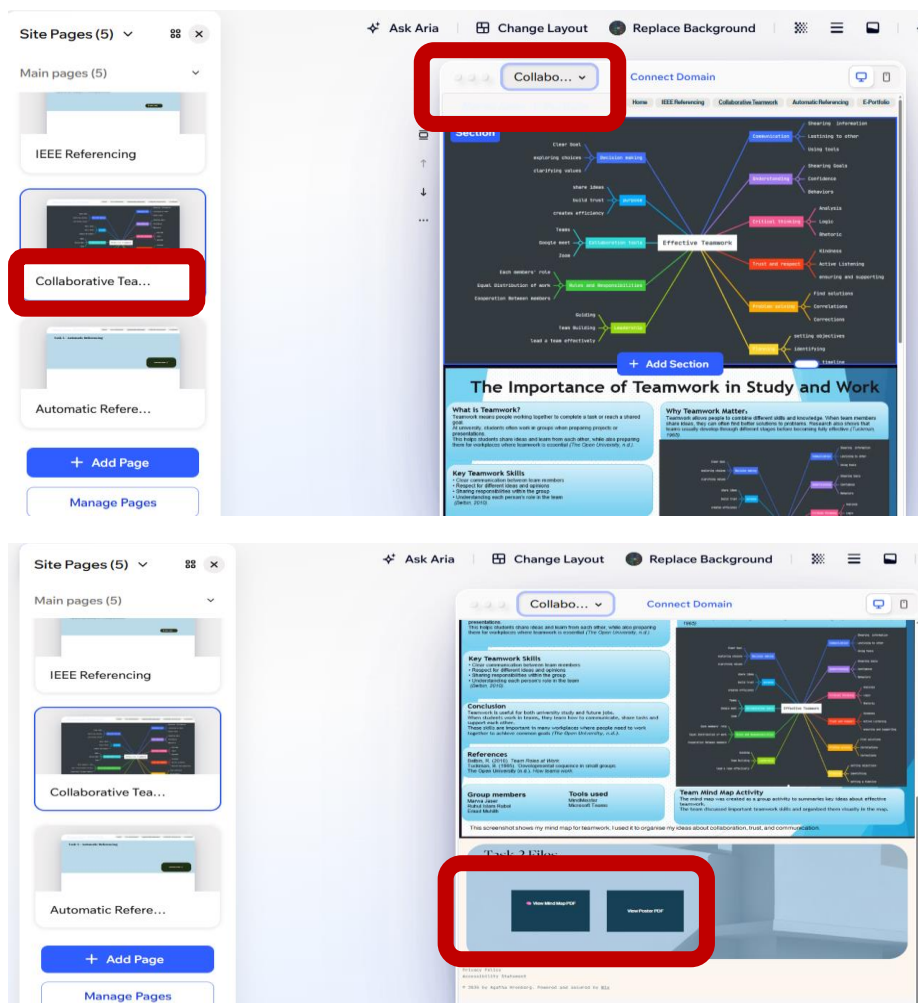
This image shows the Task 2 page for the Mind Map and Academic Poster on the Collaborative Teamwork page that I created in my e-portfolio.

At the top of the page, I added screenshots of my work, including a mind map about teamwork. This helps to show my ideas visually and makes it easier to understand the topic.

Below that, I added a section explaining the importance of teamwork in study and work. I included simple text and headings to make the information clear and easy to read.

I also added two buttons labelled “View Mind Map PDF” and “View Poster PDF”. These buttons allow the user to open and view my work directly. When clicked, they take the user to the files I created.

I used a simple layout with clear sections, images, and buttons to organise the content. Overall, this page shows my teamwork task and makes it easy for the user to access my work.



Screenshot 4/ task 3 page

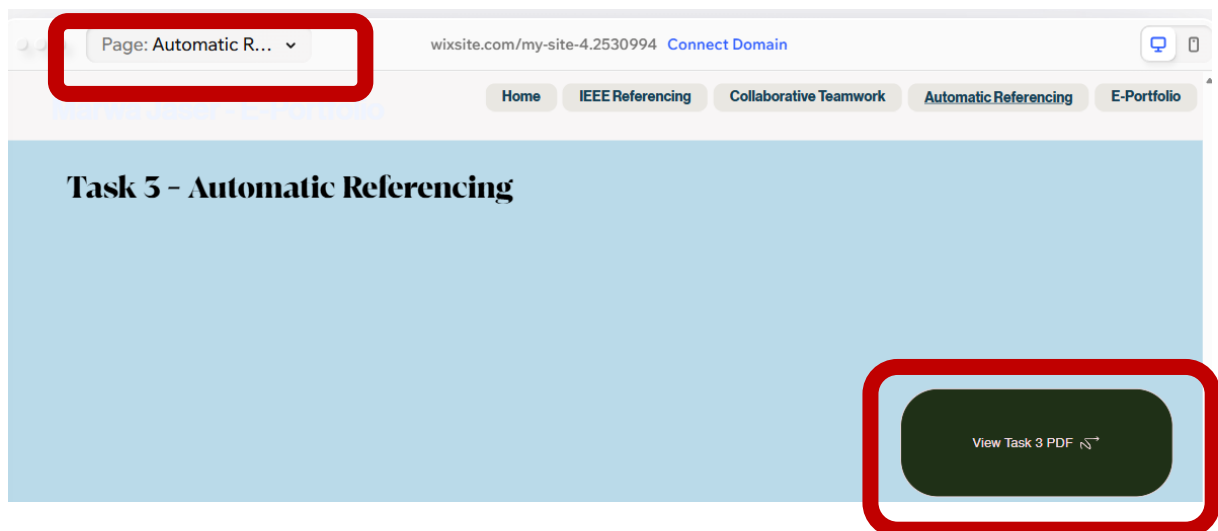
This image shows the Automatic Referencing page in my e-portfolio. I created this page to present my work for Task 3 clearly and effectively.

At the top of the page, I added a title called “Task 3 – Automatic Referencing” so it is clear what the page is about.

I kept the layout simple to make it easy for the user to focus on the main content. I also added a button labelled “View Task 3 PDF”. This button allows the user to open and view my work directly.

When the button is clicked, it takes the user to the document I created for this task. This makes it easy to access my work without searching through the page.

Overall, this page is designed to be simple, clear, and easy to use, while providing direct access to my task.



Screenshot 5/ E-portfolio page

This image shows the E-Portfolio page that I created for Task 4. I designed this page to present my final e-portfolio and review of my work in a clear and simple way.

At the top of the page, I added a title called “Task 4 – E-Portfolio Creation and Review” so it is clear what the page is about. Below the title, I included a short sentence to clearly introduce the purpose of the page.

I also added a button labelled “View Task 4 PDF”. This button allows the user to open and view my final document easily. When clicked, it takes the user directly to my work.

I kept the design simple with clear text and layout, so the page is easy to read and understand. Overall, this page provides access to my final e-portfolio and shows the completion of my work.

