

# Digital Era - E-Portfolio

*by* Michal Pfeiffer

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## Learning in the Digital Era

### Assignment 1: E-Portfolio

Michal Emil Pfeiffer (2204569) - BSC Game Development student

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## E-Portfolio

Link to the E-Portfolio: <https://sites.google.com/view/mep-eportfolio/home>

# Home



## Welcome to my E-Portfolio!

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Made for my University assignment: Assignment 1 - Creating an E-Portfolio (Learning in the Digital Era)

### What you can find here for the assignment:

You will find the answers to each task of the assignment using the buttons below, here is what you will find in each one:

- Task 1 - Academic & Employable skills for Computing
- Task 2 - Mind map & Academic Poster
- Task 3 - Tuckerman's Team Development & Summary of a stage (Forming)
- Task 4 - Why did I use Google sites?

Task 1

Task 2

Task 3

Task 4

## Task 1

- Teamwork [1], [3]
- Problem Solving [1], [3]
- Creativity [3]
- Communication [2], [3]
- Adaptability [1], [2]

After submitting my part of Task 1A, I got a similarity score of 26%, which is just from the "References" section and any direct quotes that I have used, and when I filtered with exclude direct quotes and bibliography, I got a score of 0%, which I can interpret as I have done very well, and my paraphrasing is also good as it wasn't picked up by Turnitin. After looking at the GCA for the task, I would give myself around an overall 62% to 67%, as I can still improve by adding some more resources and making more references, whilst also giving more examples and building on them more.

Tavuk 4

[1] University of Essex, "7 skills you'll develop by studying a computing degree", University of Essex, Aug. 26, 2020, [Online] Available: <https://online.essex.ac.uk/blog/computing-skills/> [Accessed: 06/10/2022]

[2] Lauren Katalinich, "Five essential soft skills for the computer scientist of the future", University of London, Dec. 16, 2020, [Online] Available: <https://www.london.ac.uk/news/opinion/london-connection/feature/five-essential-soft-skills-computer-scientist> [Accessed: 06/10/2022]

[3] Hazel Furguson, "Essential skills need to be recognised and developed by education providers and employers", CPID, May 20, 2020, [Online] Available: <https://www.cpid.ac.uk/news-views/news-articles/essential-skills-frameworking/> [Accessed: 06/10/2022]

[4] Government of Canada, Image provided on Video on website. Government of Canada, Jan. 28, 2022 [Online] Available: [https://www.google.com/url?sa=Image&url=https://www.canada.ca/content/services/ccf/jobsc2f-training/c2finitiatives/c2fskills-success.html&imgref=AoVWw1Ww1pOYWBn9THt3mO9NP6st=1665149484916000&source=images&csc=yfoSved=OCakQRefTwoTCrmbvPty\\_cF0AaaaaAAaAAAAABAA](https://www.google.com/url?sa=Image&url=https://www.canada.ca/content/services/ccf/jobsc2f-training/c2finitiatives/c2fskills-success.html&imgref=AoVWw1Ww1pOYWBn9THt3mO9NP6st=1665149484916000&source=images&csc=yfoSved=OCakQRefTwoTCrmbvPty_cF0AaaaaAAaAAAAABAA)

## Task 2 – Academic Poster

# Task 2

**Life is a team sport**  
By Michael East-Plaffer  
p.michael2024@wp.ac.uk | 2229468@student.wp.ac.uk  
University of Wales, Trinity Saint David

**Managing emotions**  
The ability to manage emotions and understand the impact of emotions on the team is a key skill. Emotions can be a double-edged sword, as they can either enhance or hinder team performance. Understanding the signs and symptoms of different emotions and how they affect the team is the first step in managing them. Once you understand the signs, you can then work on strategies to manage the emotions and prevent them from becoming a problem for the team.

**The role of empathy**  
Empathy is a key component of emotional intelligence. It is the ability to understand and share the feelings of others. In a team, empathy allows you to see things from the perspective of your teammates and understand how their emotions might affect the team. This understanding is essential for building trust and effective communication within the team.

**Building trust**  
Trust is the foundation of any successful team. It is the belief that your teammates will do what they say they will do and that they have your best interests at heart. Building trust takes time and effort, but it is worth the investment. One way to build trust is by being honest and transparent with your teammates. Another way is by following through on your promises and commitments.

**Conclusion**  
In conclusion, a team's success or failure often depends on the quality of its members' emotional intelligence. By understanding and managing their emotions, team members can build trust, communicate effectively, and work together to achieve their goals. Empathy and emotional intelligence are not just soft skills; they are essential for any team that wants to succeed.

**References**  
Brown, R. (2018). *Emotional Intelligence: The Power of Empathy*. New York: HarperCollins.

## Academic Poster

Made using [Canva](#)

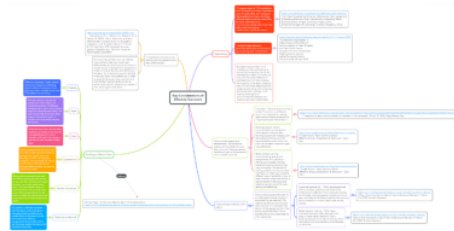
References:

- [Brene Brown on Empathy](#)
- [Five Dysfunctions of a Team by Patrick Lencioni](#)
- [Link to word document used](#)

## Mind Map

Made using [Mindmeister](#)

Download the mind map (a 'mind' file that can only be opened on the [mindmeister site](#)) is linked below



Link to the mind map: [https://drive.google.com/file/d/1LvJ9EHdA8CuxdzyDHkDz-iY8Nbd\\_CmpN/view](https://drive.google.com/file/d/1LvJ9EHdA8CuxdzyDHkDz-iY8Nbd_CmpN/view)

Task 3 – Automatic Referencing Tool

Task 3

Tuckerman's Team Development Theory

No one can do effective and efficient teamwork on the go, for it to happen, it takes time to not only get used to one another, but also understand each other. So, Bruce Tuckerman proposed his theory in 1965[2] that teams should go through stages of 'Forming, Storming, Norming, Performing and Adjourning'[1][2][3], these stages are there for a reason, and start form when the team first gets together[2][3]

|                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Forming</b></p> <p>At first, some people might be anxious or even excited to work together[1][2], and in most cases, they could work independently[2] for some time until the trust has been built up. This stage is where the team talks about themselves, the work they'll be doing, any rules/regulations that are set and the roles that each person will have. [2][3]</p> | <p><b>Storming</b></p> <p>In this stage, some conflicts may arise when the work has started, as some people will show off their ego and even start causing arguments[1][2]. It is very vital to have a leader at this stage[2], as if left unchecked for too long, the tensions can become more severe. [1]</p> | <p><b>Norming</b></p> <p>Storming can overlap a bit into Norming[2][3], as the team will be getting more used to each other with minor conflicts occurring occasionally[2][3], but overall, the team will feel more comfortable in asking for each other's help[1] and working much more coherently.</p> | <p><b>Performing</b></p> <p>This stage can sometimes be hard to reach by some teams[2][3], but the teams that do reach it tend to be working very well together, and able to work without much supervision[2][3], and they should be working at full potential[1].</p> |
| <p><b>Adjourning</b></p> <p>This stage is not the best, as it can become sad for some members of a team. As when the project ends, the team disbands[1][2][3]. The experience that was there, will be lost, and this stage can also be called a 'Mourning' stage[3].</p>                                                                                                             |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                        |

Forming a Team (Summary)

To make a team that works well together, it needs trust, but trust takes time to build with new members, so it's best to get to know each other and to know who is good at what tasks. At first, there won't be much of communication between each other and a lack of involvement, but trust can only be built from trust, so trying to start small talk is already doing something to build trust. By being honest and open about yourself, it can help others around you in your team also be open about themselves and honest, so try to be friendly towards them. It is also good to provide clear and specific goals for the team, so that they can be easily understood and can be worked on without much trouble, and if trouble does arise, be there to help, as the lack of involvement will show that you don't care about them, it is in best practice to be there for one another to help each other, as no trust in the team can lead to the demise of the entire team, due to lack communication and lack of help from one another.

**Bibliography & References:**

[1] Mind Tools Content Team, "Forming, Storming, Norming, and Performing", MindTools, N/A, [Online] Available: [https://www.mindtools.com/pages/article/newLDR\\_86.htm](https://www.mindtools.com/pages/article/newLDR_86.htm) [Accessed: 24/10/2022]

[2] FreshBooks, "Tuckman's Theory: Five Stages of Team Development", FreshBooks, 2022, [Online] Available: <https://www.freshbooks.com/en-gb/blog/tuckmans-theory#:~:text=Key%20Takeaways-What%20is%20Tuckman's%20Theory%3F,last%20until%20the%20project%20ends> [Accessed: 24/10/2022]

[3] Toggl, "5 Stages of Team Development", Toggl, N/A, [Online] Available: <https://toggl.com/track/stages-of-team-development/> [Accessed: 24/10/2022]

## Task 4 – E-Portfolio creation and review

# Task 4

### Why did I use Google Sites?

I firstly tried using [Wix](#) to make the E-portfolio as it had a lot of tools to make it look unique and stand out, but it turns out it is rather complicated to use for a newcomer to the service, so I switched over to [GitHub](#) as it offered a way to just upload the files needed to complete the assignment, but that also turns out to be hard to grasp to someone that is new to it and there aren't many ways to customise the way that the files are presented, so I dropped it.

After this, I started to use Google Sites, which has offered very simple way of using the tools it has to offer and has tools to make the site look nice and presentable. It has ways to very easily embed videos/images from your google drive and you can easily add buttons to easily move from one page to the next.

[Home](#)[Task 1](#)[Task 2](#)[Task 3](#)

FINAL GRADE

GENERAL COMMENTS

79/100

### Instructor

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 79 |
| <b>1. Engagement with Literature Skills</b><br>5, 5, 5, 5                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
| <b>Written summary:</b><br>+<br>Good use of IEEE citations. + IEEE Reference list.<br><br><b>Academic poster:</b> - No use of IEEE citations. – No IEEE Reference list.<br>+ References.<br><br><b>Auto. Ref. tool &amp; Unit section:</b> + Some good use of IEEE citations. + IEEE Reference list.<br><br><b>Reference lists:</b> + Well-formatted, relevant IEEE reference lists used to support each task answer. Good.                                                               | 16 |
| <b>2. Knowledge and Understanding Skills</b><br>5, 5, 5, 5                                                                                                                                                                                                                                                                                                                                                                                                                                |    |
| <b>Written summary:</b><br>+<br>Relevant summary of essential skills for study and employment documented.<br>Good. - TURNITIN similarity check and grading not complete.<br><br><b>Academic poster:</b> + Good coverage of a Unit topic's concepts. Knowledge and understanding documented. Additional use of IEEE citations could be included to support the content. + Mind-map activity completed, not included.<br><br><b>Auto. Ref. tool &amp; Unit section:</b> + Good summary of a | 17 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>unit topic's concept. + Key Knowledge and understanding documented. + Supporting referencing.</p> <p><b>E-Portfolio:</b><br/>+<br/>Task answers included-in, formatted and accessible via the e-portfolio.</p>                                                                                                                                                                                                                                                                                                                                     |        |
| <b>3. Cognitive and Intellectual Skills</b> 5, 5, 5, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |
| <p><b>Written summary:</b><br/>+<br/>Evidence of analysis documented for part 1a. – Not 1b. both parts.</p> <p><b>Academic poster:</b> + Good analysis of the section's key points included. – Additional use of IEEE citations could be included to support the analysis. + Supporting references.</p> <p><b>Auto. Ref. tool &amp; Unit section:</b> + Some good evidence of analysis of one of the Unit section's topics. + Supporting references.</p> <p><b>E-Portfolio:</b> + Good justification for using the tool to build the e-portfolio.</p> | 1<br>6 |
| <b>4. Practical Application Skills</b> 5, 5, 5, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |
| <p><b>Written summary:</b><br/>-<br/>No use of TURNITIN and recommendation included. – No GAC reference.</p> <p><b>Academic poster:</b> + Poster &amp; MindMap successfully created and shared online.</p> <p><b>Auto. Ref. tool &amp; Unit section:</b> + Practical use of IEEE referencing clearly documented.</p> <p><b>E-Portfolio:</b> + Good use of a relevant tool to create the e-portfolio. Accessible and easy to use.</p>                                                                                                                  | 1<br>4 |
| <b>5. Transferable Skills for Life and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Professional Practice</b><br><br><b>(including 10 marks for Online content participation.)</b><br>5, 5, 5, 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |
| <b>Written summary:</b><br>+<br>Good clear presentation and format.<br>+ Supporting image. – Figure could labelled.<br><br><b>Academic poster:</b> + Good format and presentation. + MindMap artefact and evidence of collaboration documented. – Not included in the poster. – No indication of reading flow included.<br><br><b>Auto. Ref. tool &amp; Unit section:</b><br>+ Good clear presentation, structure and format. – No use of image.<br><br><b>E-Portfolio:</b> + Good presentation structure & format.<br><br><b>Word document submission:</b> + Title page. Table of contents (Toc). Required content. E-portfolio link works well. | 1<br>6 |

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