

Module name: Academic Skills in the Digital Era

Module code: BSMW4013

Student name: Julius Bledy

Student number: 2523854

Lecturer: Ffion Cumberpatch

I can authenticate that I've used ChatGPT (<https://chat.openai.com>) on (26/02/2026) to help me understand the assignment instructions and clarify the criteria. The final work I submitted is my own.

Source A: CRAAP Evaluation

Authors and Year - Guppy et al. (2022)

Found – UWTSD Library

Currency – This article was published in 2022, making it applicable and relevant, specifically as it addresses digital learning during the COVID-19 pandemic.

Relevance – This article briefly analyses the future in digital learning in higher education which correlates closely to this assignment on digital learning in the digital era.

Authority – The article was published by The British Journal of Educational Technology, a peer-reviewed academic journal. The authors are associated with known universities, revealing confident academic credibility.

Accuracy- This study is based on research using interviews and self-managed questionnaires across 6 different countries. The results are endorsed by collected data instead of opinion and the article is a peer reviewed therefore strengthening its reliability and accuracy of its material.

Purpose- The main subject of this article is to contribute research- based evidence to future debates of digital learning and gives a boarder view of digital learning trends.

Guppy, N. et al. (2022) 'The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries', *British Journal of Educational Technology*, 53(6), pp. 1750–1765.

Available at - <https://doi.org/10.1111/bjet.13212>

Source B: CRAAP Evaluation

Authors and Year – Blay, M. and Espartinez, M. (2024)

Found – UWTSD Library

Currency – This article was published in 2024, making it particularly relevant to debates and conversations about digital learning in higher education.

Relevance – This current study mainly concentrates on improving digital learning practices within higher education, which strongly supports the topic of this assignment regarding learning in the digital era.

Authority – The article was published in the Journal of Technology Education, a peer-reviewed academic journal, which supports academic credibility. The authors in this study relate to education institutions, with further strengthens its reliability.

Accuracy- The research uses Q- methodology, which based upon reading the article is a well-structured research approach, suggesting that the findings are based on thorough data collection and analysis in place of opinion.

Purpose- The focus of the article is to examine and improve practical digital learning strategies in higher education and resulting in contributing to academic research.

Blay, B.E. and Espartinez, A.S. (2024) “Improving Digital Learning in Higher Education: Students’ Perspectives on Design Thinking Using Q-Methodology,” Journal of technology education, 35(2), pp. 23–52.

Available at: <https://jte-journal.org/articles/10.21061/jte.v35i2.a.3>

Synthesis

What shared theme or issue do both sources address?

~ They differ in themes as they explain both sides to digital learning in higher education. Both sources have different views on digital learning, Source A shows the downside and challenges students may face with digital learning in higher education and Source B sheds more light towards digital learning.

How do the sources agree, differ, or complement each other?

~ The sources do differ and they communicate diverse points; Source A argues digital learning in higher education after the pandemic has decreased the value of digital learning as they've carried out an experiment, this experiment showed the negative side as their conclusion showed students experienced a lack of vital learning skills whereas Source B argues the upside of digital learning as they've also carried out a project resulting in a more positive light as their conclusion is digital learning was helpful and empowering given the time of the pandemic (both sources were set during COVID-19)

How does combining these sources improve understanding of digital learning?

~ Combining the two sources improves the understanding of digital learning as they both support the negative and positive theories and evaluation. They both provide reliability through research which makes their points credible and authentic.

KEY CHALLENGE-

In source A, Guppy, N. et al. (2022) states after COVID-19 digital learning have increased due to the pandemic. The author has carried out an experiment to evaluate results; the author collected data and analysed the outcome. Resulting in a scale of students appearing sceptical about the future of digital learning, avoidance in participation to fully online courses as well as loss of organic interaction as there was a lack of encouraging discussions and building understanding through step-by-step interaction which made the important learning skills harder to achieve.

KEY OPPOTURNITY-

In this source B, the author highlights a handful of opportunities for students in the digital era. After carrying out a couple tests to determine an outcome, their results concluded in several students finding digital learning enhancing and improved digital design development. Blay, M. and Espartinez, M. (2024) concluded that online education and digital learning can be further strengthened to support students' participation and learning outcomes. Therefore, digital learning has a great potential to provide flexibility and creativity which enhances student's educational experience.

- Academic planning for component 2

I will begin by creating a thorough essay plan as my first step which will give me an in-depth outlook on the criteria and help me understand the task. This will allow me to carefully review the assessment to ensure my work meets all requirements. By prioritising a structured plan this will also help me stay organised and maintain within concentration throughout the assignment.

I will further develop my critical analysis skills to guarantee I can evaluate the influence students are challenged with in the digital era and support my arguments with thorough academic evidence.

This report will focus on challenges, and opportunities for students in the digital era. Beginning with a brief introduction on this topic and outlining key challenges followed by opportunities and methods students can adapt to succeed. This report will reach a conclusion by summarising key findings completing with a reference list in Harvard structure.

APPLICATION OF ACADEMIC SKILLS

(1,000 WORD REPORT)

COMPONENT 2

Introduction-

Digital learning in higher education refers to a significant number of recourses and platforms. This blended teaching, offering multimedia support is a mix of a wide range of varieties such as online platforms, social media, virtual classrooms, fully online courses and much more. Having this advanced technology, learning has transformed from its traditional teaching therefore student's engagement with educational content and future planning for academic and personal goals has been enhanced.

Awareness of both challenges and opportunities relating to digital learning is key because this empowers students to develop essential learning skills such as resilience, critical thinking, managing risks and enhancing academic experience.

This report will outline the structure of the discourse. It will highlight and identify key challenges students face in the digital era, then present opportunities which will explain strategies students can use to succeed in the digital era to conclude this report.

Key challenges in the digital era-

Information overload & misinformation

One considerable challenge in digital learning is information overload combined with unreliable content. The immense amount of content and material there is for students to access is limitless making it incredibly difficult for students to differentiate between

credible and reliable sources and misleading content or inaccuracies. *Wahle, J. & Brähler, G. (2026)* Research shows when students encounter misinformation and information overload, they are often faced with cognitive overload which makes information harder to process and evaluate effectively resulting in affecting academic performance and increases stress levels which minimises their abilities to strengthen decision making in the digital era. *Masrek MN, Baharuddin MF, Altaf A. (2024)*

Digital Inequality-

Another challenge students face is digital inequality. Not all students are fortunate enough to have access to quality devices, reliable internet connection or digital tools, therefore students from lower income countries face restricted access to technology which hinders traditional teaching and learning. This also interferes with ability to engage with digital learning settings. This inequality divides academic success by creating a gap in contribution, access to digital tools, and space for developing useful academic skills. *Bo Xin Zhao (2023)*

Opportunities in the digital era-

Enhanced access to learning resources

One considerable opportunity to evaluate is how digital tools enhance access to learning resources. Students with access to a wide variety of academic content and materials including online libraries which offer a limitless amount of research as well as multimedia sources which widens academic space for development and critical thinking also this can improve independent learning. *(Anyim, 2021)*.

Flexible and personalised learning

Another opportunity for learning in the digital era is students having the flexibility as digital learning enables this by students studying at their own pace, this reduces stress and pressure which also improves understanding of criteria. This can also benefit students in the future as technology is widely used which would be an essential skill to own. Flexible learning enables students to remain in educational settings surpassing school and can obtain new information throughout life *(2022) Loon, M.* Additionally, personalised learning further benefits students due to technology has availability to diverse learning styles as each student is prone to their own way of studying, learning in the digital era can accommodate for all student learning techniques and strategies, digital technology can personalise learning paths based off the students schedules as well as learning strengths and weaknesses

which ensures improvements on errors while enhancing their knowledge *afiq, S., Zaki, K.A. & Nawaz, A. (2025)*

How students can adapt to succeed

Strategy- Develop digital literacy skills

Description: It is essential for students to develop digital literacy skills, learning how to narrow down credible information, online research methods and content inspection

Skill development: Problem solving and research skills

Addresses: This approach decreases information overload which is essential for students when submitting credible work. This also boosts students' confidence while using digital tools.

Supporting evidence: *Murtadho, M.I., Rohmah, R.Y., Jamilah, Z. and Furton, M. (2023)*

Strategy- Time management

Description- Students should apply time management tools in their day-to-day schedules as this ensures a clear path for academic quality time to set structured studying routines.

Skill Development- This strategy ensures students focus therefore reduces distractions as social media and other online platforms which guarantees functional academic tasks.

Addresses: Sources show that students who practice time management efficiently do succeed at a higher level as academic performance is refined in digital learning settings.

Supporting evidence: *Sepriana, R., Sefriani, R. & Jafnihirda, L. (2021)*

Strategy- Connect with supportive peer groups

Description- Students can sign up for study groups and a variety of online academic communities which can provide an enhancement for academic performance.

Skill Development- Attending these study groups strengthens key skills in students' lives. It teaches how to work in team-based environments, sharing insight, engage in discussions, simplify difficult topics based on diverse opinions and knowledge which strengthens awareness and critical thinking skills.

Addresses- Sources show that students who attend these academic study groups and collaborative environments improve students' engagement and communication skills which has positive academic outcomes.

Supporting evidence- *Yusof, R., Khoo, Y.Y., Norwani, N.M., Ahmad, N.L. and Ismail, Z (2022)*

Conclusion-

In conclusion, digital learning in higher education displays both substantial challenges along with valuable opportunities. Key challenges include information overload and misinformation as well as digital inequality. This all can greatly impact academic success, in contrast with having access to digital tools, digital learning can also enhance academic success due to its recourses, flexibility and personalised learning.

In order to succeed academically in the digital era, it is vital for students to develop their literacy skills, enhance time management skills as well as engaging in collaborative environments. These techniques and strategies support students' academic preformance and adaptability.

In summary, it is vital to understand both causes and arguments. The obstacles and advantages are key for students to overcome barriers and stronger outcomes in higher education.

Reference list

Masrek, M. N., Baharuddin, M. F., & Altaf, A. (2024). Perceived misinformation, disinformation and malinformation experience and the relationship with information overload. Record and Library Journal, 10(2), 212–234.

Avaliable at - <https://doi.org/10.20473/rlj.V10-I2.2024.212-234>

Zhao, B. (2023) Educational inequality: The role of digital learning resources. International digital learning resources. International Conference on Interdisciplinary Humanities and Communication Studies

Avaliable at-

<https://pdfs.semanticscholar.org/ed7c/328c32f16d1878cf99559db00dd9675f2376.pdf>

nyim, W.O. (2021) Relevance of electronic resources and improvement of access for effective distance learning and continuing education programme. International Journal of Asian Education

Available at

<https://files.eric.ed.gov/fulltext/ED629623.pdf>

Loon, M. (2022) Flexible learning: a literature review 2016–2021.

Available at [https://ctl.bnpu.edu.cn/2-](https://ctl.bnpu.edu.cn/2-Loon%202022%20AdvHE_Flexible%20Learning_Lit%20Review%202016-2021.pdf)

[Loon%202022%20AdvHE_Flexible%20Learning_Lit%20Review%202016-2021.pdf](https://ctl.bnpu.edu.cn/2-Loon%202022%20AdvHE_Flexible%20Learning_Lit%20Review%202016-2021.pdf)

Rafiq, S., Zaki, K.A. & Nawaz, A. (2025) Personalized learning in the digital age: Harnessing technology for student success. Contemporary Journal of Social Science Review, 3(1), pp. 1515–1527

Available at https://www.researchgate.net/profile/Shahid-Rafiq-2/publication/389649252_Personalized_Learning_in_the_Digital_Age_Harnessing_Technology_for_Student_Success/links/67cb1615cc055043ce6f2bbd/Personalized-Learning-in-the-Digital-Age-Harnessing-Technology-for-Student-Success.pdf

Ritter, L., Wahle, J. & Brähler, G. (2026) Learning motivation vs information overload: The importance of structure in digital learning environments

Available at https://www.researchgate.net/profile/Lars-Ritter-4/publication/395335306_Learning_Motivation_vs_Information_Overload_The_Importance_of_Structure_in_Digital_Learning_Environments/links/68bd843e6f87c42f3b90a0f9/Learning-Motivation-vs-Information-Overload-The-Importance-of-Structure-in-Digital-Learning-Environments.pdf

Murtadho, M.I., Rohmah, R.Y., Jamilah, Z. and Furqon, M. (2023) The role of digital literacy in improving students' competence in digital era. AL-WIJDÁN Journal of Islamic Education Studies

Available at <https://ejournal.uniramalang.ac.id/alwijdan/article/view/2328>

epriana, R., Sefriani, R. & Jafnihirida, L. (2021). Time Management and Procrastination During Online Learning. KnE Social Sciences, 6(2), pp. 635–642. doi:10.18502/kss.v6i2.10021

Available at

<http://multidisciplinaryjournal.com/index.php/mm/article/view/156>

yusof, R., Khoo, Y.Y., Norwani, N.M., Ahmad, N.L. and Ismail, Z. (2022) Investigating the role of digital learning in enhancing educational values: Online socialisation and its effect on peer learning, collaborative skills and knowledge construction. *International Journal of Learning, Teaching and Educational Research*, 21(9), pp. 441–459. doi:10.26803/ijlter.21.9.24

Available at

https://d1wqtxts1xzle7.cloudfront.net/93411407/pdf-libre.pdf?1667258759=&response-content-disposition=inline%3B+filename%3DInvestigating_the_Role_of_Digital_Learni.pdf&Expires=1772235645&Signature=c-h77Jmq9DWibGApGIFx6THjWjVZ2FCChiyI4zSV8ZcHNjM-Y-ELYydoob6dnHlh5xclsaSfFIldKG7mz~5RT1Ze2cOK1ILBvpstBLOnbiJb2JgX1-ddqeNH7qadBDThlMCWCkCm5EcXlznCMn~9ltci3J0-LzjiERMLm8~Qt9Pok4KMYZ7XZiCmekO1eNRiTuf1oXO-rl53gZAFoYtb5y-KHGPUsvTiuc49xglcFCfSWxEOk3hj-UkVV5gnHZEnusa05VfD8bc4dvlqn1zhCxUnGP4oTC6j-kbS5M0DIKonrbVFgtBXnleW1nUltechVqT7bB61Gr8lGXyKDI5dIYg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Key Academic Skills For Thriving In Higher Education

WHY ACADEMIC SKILLS MATTER?

Digital learning offers a wide variety of ways to succeed. It requires independent learning, critical thinking and problem solving. Enhanced learning skills allow students to grasp intricate ideas as well as complete tasks effectively and participate learning at a stronger level

TIME MANAGMENT-

Time management supports students to stay organised, meet deadlines and reduces stress. Students who practice time management often succeed in academic environments as they can balance education and personal responsibilities. Time management improves productivity and reduces procrastinating.

DIGITAL LITERACY SKILLS-

Digital literacy skills is one of the key elements to studying in the digital era. Students must differentiate between credible information and misinformation. Digital literacy boosts students' communication skills in digital environments and collaborate.

CONNECTING WITH SUPPORTING PEER GROUPS-

Students who attend peer groups gain a larger scale of knowledge due to the environment. They get an insight of shared ideas

viewing topics from different perspectives which strengthens critical thinking skills and problem solving. Peer support also encourages students to remain involved and consistent in their studies

CONCLUSION-

Digital learning in higher education displays both barriers and opportunities. Understanding the variables is crucial to developing academic skills which helps students prosper and adjust. Using techniques such as time management, connecting with supporting peer groups and digital literacy skills are some of many key factor's students adapt in their academic journeys.

Reference list

Voştinar, R.-R. (2025) The paradox of digital connectivity: Group-centered education as a pathway for developing essential life and civic skills. Educația Plus, 37(1), pp. 219–228

Available at <https://www.cceol.com/search/article-detail?id=1329155>

Mariam, I., Sofa, N., Wartiningsih, E. and Latianingsih, N. (2020) Time management and learning strategy in Polytechnic in the digital transformation era. Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020). Advances in Social Science, Education and Humanities Research, 2352-5398, pp. 316–320. doi:10.2991/assehr.k.201215.049.

Available at <https://www.atlantis-press.com/proceedings/icollite-20/125949363>

