

E-portfolio

Alisha Syaid

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300 word written summary

The topic of mindfulness is becoming an evolutionary area of the field of psychology in recent years, with many researchers bringing attention to the subject. Yet there has been growing concerns in relation to the way the area, which is a part of Buddhist tradition, has been interpreted, in such a short period time many have taken an interest in participating with the use of meditation, yet the possibility of the practice just being a current trend is a concern. The practice of meditation has been performed for 2500 years for Buddhists, as a way of staying present in the mind, to life around them, though there isn't an exact way to carry out the practice to achieve the maximum results. As provided, a mindfulness guide to carry out meditation explains certain essential aspects to gain an understanding of what is expected, to reap the benefits of the activity. The use of the practice has been proven to be effective to help individuals struggle with mental health disorders; for example, anxiety, behavioural addictions, eating disorders, also, beneficial to mood disorders such as depression. All aspects to everyday life are improved by the activity, from the way situations are interpreted by one's self, to the way an individual will response to others. Programmes are provided if some wish to have a profession guide to help with the process, whether that would be face to face interaction, online or CD versions. Limitations have been raised in relation to the topic, though there are a high number of statistics in favour of the practice, along with the benefits, one concern being to which the practice' history is something that is perfected over a long period of time, yet the current population seem to believe that the same perfection can be achieved in just a few months, this cannot be proven to be true.

Shonin, E., Van Gordon, W., & Griffiths, M. D. (2013). Mindfulness-based interventions: towards mindful clinical integration. *Frontiers in Psychology*, 4, 4.

<https://doi.org/10.3389/fpsyg.2013.00194>

Video presentation link

N/A

Academic poster

This is a Poster To show the Transferable Skills in Relation to Our Digital Era Module.

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University of Wales Trinity Saint David

What is Learning In the Digital Era?

Learning in the digital era is a module that is studied by every student in UWTSD. It teaches the students how to expand their knowledge on specific skills that are needed to be successful therefore will lead them to be successful in chosen careers. It teaches skills which are essential to completing higher education, such as referencing, organization of work, email etiquette towards lecturers. It teaches students how to be successful digital learners which includes how to find credible sources, how to write in a manner which is professional and thinking in a critical manner. This module helps students work on their teamwork including communication skills so that they can use them for life, and personal identity. How to go about virtual collaboration in a successful way. It also develops students



Image: (Jekson, 2020)

Becoming a Team Player

The unit 'becoming a team player' explained the usefulness of being part of a team. This unit goes through the social identity theory which tries to understand who a person is and what their identity is based on their membership of a team or group. Tajfel (1979) said these groups could be sports teams, family, which brings people sense of belonging and social identity. In summary, this unit teaches students that your sense of place and sense of identity can rely on the people and the groups you belong to. Being a part of a team is important in adult life and UWTSD has prepared us for that through this unit.

Becoming Life Long Learner

The unit becoming a lifelong learner covered how the skills that are learnt in UWTSD will be used in all aspects of life in the future once we've left UWTSD. People keep learning throughout life not just in education. Knowledge is gained over time and having the skills to put that knowledge into action. This is important due to the more knowledge that a person has the better their work in university will be then they can have better career opportunities. Having resilience is key to success in academic work and into future careers. Resilience is important to make sure that a person can adapt to difficult situations they face and can achieve the end goal. Becoming a lifelong learner is important so that they can achieve what they want to by using the skills they have learnt in the time they were in university.

Why is Learning in the Digital Era Important?

Learning in the Digital Era is important to success due to the skills that are learnt will stay with the students for a lifetime. The skills that are learnt will help the students become successful in getting the grades they desire in their chosen course due to learning the skills that are needed to participate in many activities that they face. It teaches how to work in a team, and this is a skill which will reflect when working on a career path, it will reflect in how well someone will fit into a workplace.



Virtual Collaboration

In this unit, Virtual Collaboration, we learnt and discussed the importance and relevance of virtual/technological communication in the modern world. Bringing the knowledge and skills from this unit into everyday life is extremely important, with this ever-changing world, and especially due to the Covid Pandemic, technology has already become a major part in our daily lives, as well as playing a part in our professional lives. A lot of businesses, due to the pandemic, have become a "work-from-home" environment, relying solely on video calls, Teams meetings, and other virtual communication such as instant messaging, to maintain good working relationships and effectiveness within the company. Due to covid, our whole lives have adapted – and as a result, technological/virtual communication has had an effect on a personal, educational, and professional level.

Becoming a Digital Learner

During the attendance in our digital era module, we have learnt about the different variations of skills that can be transferred to multiple aspects of life. This has proven valuable while completing assignments at university, as it will also help later in life, being in personal relationships, working environments, also individual goals. The topic of becoming a digital learner has provided the crucial content that has benefited assignment work in many ways; finding and evaluating information from various sources, for the use of research in relation to reassignment, has proven to elevate grades as it has taught many the skills to understand if certain sources are credible. Definitions provided help to understand each error that could be made while searching for research materials along the course, for example, fake news, alternative facts, misinformation, also, a step-by-step programme to help local fake news. Lastly, educated of the CRAAP; currency, relevancy, authority, accuracy, purpose, helping to build a solid foundation during the research process, which in turn will solidify the work created by each student.

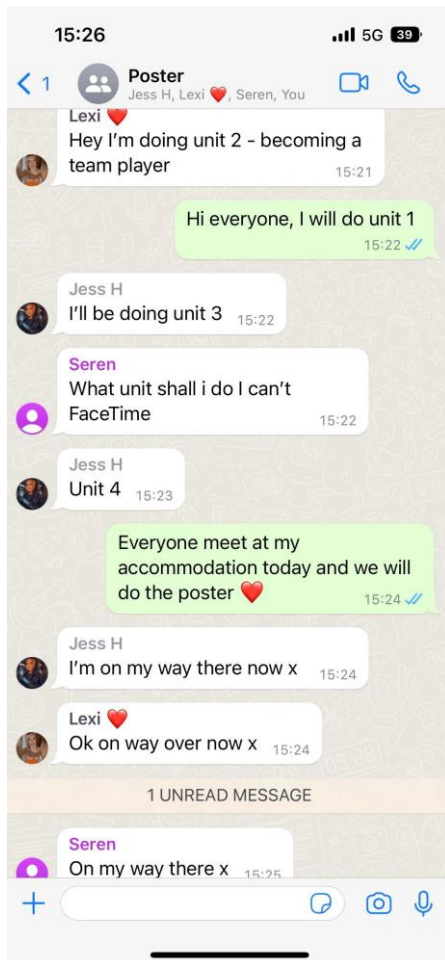
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150-word reflection of my contribution

All members in the duration of the group work have contributed to the project achieve the best result, the input provided by myself was that of the organisation of gathering each group member together at my student accommodation to present the opportunity to work on the project in person, in turn making it easier to present ideas, also to help any individual that may have any issues with the current assignment at hand. Consistent facetime or phone calls were a way in which I would interact with my team members to find ways to improve the work in any means, if there was a problem, I would evaluate the situation and provide a solution, for example, I correct the title and made suggestions to the layout of the academic poster project. Lastly, I created the evidence of communication, group texts, phone calls, then shared the needed photos to each individual of my team.

Evidence of team communication



References

- Shonin, E., Van Gordon, W., & Griffiths, M. D. (2013). Mindfulness-based interventions: towards mindful clinical integration. *Frontiers in Psychology*, 4, 4.
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