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LDE Assignment 1

E-Portfolio

Module Name: Learning In the Digital Era

Module Code: ACCA 4025

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E-Portfolio Link:

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Introduction

This e-portfolio presents the development of my academic, digital, and collaborative skills throughout the module *Learning in the Digital Era*. Each task allowed me to explore different aspects of effective learning, teamwork, communication, and digital literacy. In Task 1, I reflected on essential academic and employment skills while practising proper referencing and evaluating my originality through a similarity report. Task 2 focused on teamwork, visual communication, and the creation of a collaborative mind map and individual poster. Task 3 explored virtual collaboration and conflict management through the topic “*Riding the Storm*,” together with the use of RefWorks for organising academic sources. Finally, Task 4 documented the creation and evaluation of my e-portfolio using Wix. Overall, this portfolio demonstrates my progress in becoming a more independent, digitally capable, and reflective learner within higher education.

Main Body

Task 1: Essential Academic and Employment Skills for the future career Path

Task 1 (a): Report on Essential Academic and Employment Skills

Developing discipline and motivation is fundamental for academic and professional success. Discipline enables students to maintain focus and complete their work efficiently, while motivation provides the underlying purpose behind their efforts. For example, a Computer Science student who continually reflects on their long-term career goals is more likely to remain engaged and resilient throughout challenging assignments. Motivation and discipline are interrelated—sustained motivation often strengthens self-discipline, creating a productive cycle of academic and personal growth.

Teamwork also plays a crucial role in both academic and professional contexts. Effective communication, problem-solving, and time management within a team can significantly enhance employability. These abilities are often developed through participation in group projects, sports, clubs, and community activities. Such experiences help individuals cultivate adaptability, leadership, and interpersonal understanding—qualities that are highly valued by employers in the digital era [1].

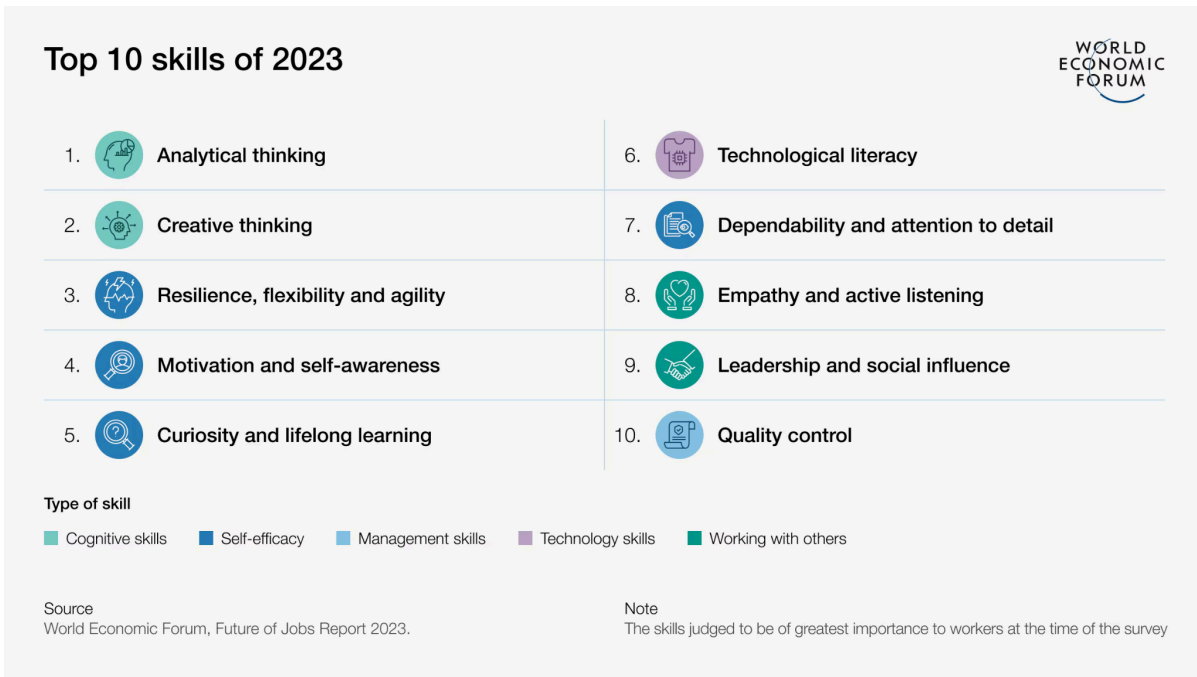


Figure 1: Top ten skills for students [3]

In addition to teamwork, several other essential employability skills include critical thinking, information literacy, and active listening. Critical thinking allows individuals to analyse and evaluate complex information to make informed decisions. Information literacy ensures that data and sources are used effectively and ethically to produce accurate, high-quality work. Active listening promotes collaboration and productivity by fostering mutual respect and improving communication among colleagues [2]. Altogether, these competencies form the foundation for success in both academic studies and future employment.

Task 1 (b): Evaluation of Task 1 (a) based on Similarity report

The screenshot shows a Turnitin similarity report. The main document area contains text with several red highlights. The highlights include a URL, a citation from the National Foundation for Educational Research (NFER) about 'the six most essential employment skills people will need to thrive in the future workforce', and a citation from the World Economic Forum about 'Future of jobs: These are the most in-demand skills in 2023 - and beyond'. The right sidebar, titled 'Match Overview', shows a total similarity of 18%. It lists two matches: Match 1 (Submitted to Liverpool) at 10% and Match 2 (www.theoasis.it) at 8%.

After submitting my Task 1(a) report to Turnitin, the similarity report showed a total similarity index of 18 %. Most of the highlighted sections came from the reference list and correctly cited quotations, not from copied content. The main body of my writing showed no direct matches with any internet or student sources, which means that the ideas and phrasing were written in my own words and demonstrate original understanding of the topic.

The 18 % similarity is within the acceptable range set by the university's academic policy. The matches mainly appeared in standard academic expressions and website titles, which are difficult to rephrase without changing their meaning. Therefore, I believe the report is academically honest and reflects my independent effort.

From this evaluation, I learned the importance of checking the similarity report carefully and making sure all external sources are correctly cited using the IEEE format. In my opinion, the work deserves a good mark, as it meets the originality criteria and uses proper referencing throughout. For future submissions, I plan to keep the similarity level below 15 % by improving paraphrasing and reducing the amount of directly quoted text.

In my opinion I should get 75% of the total marks, as there is no copy or plagiarism, the other 25 % remaining because of the unknown themes that I have possibly not encountered along my report, it could be improved by addressing some unknown or less-developed themes that I may not have explored deeply enough in Task 1(a).

MindMap link:

<https://mm.tt/map/3845109642?t=ogm85BPttV>

Mind Map Image:



Poster (Individual)

Poster link:

https://www.canva.com/design/DAG2_iuk0is/EFMF_SJDILFJw2p5FasXg/edit?utm_content=DAG2_iuk0is&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Poster image:

The concept "Life is a Team Sport" highlights the importance of collaboration, communication, and mutual growth in both academic and professional settings. In today's digital and interconnected world, success increasingly depends on the ability to work effectively with others. This poster explores key aspects of teamwork—such as efficiency, communication, trust, and shared learning—and illustrates how these elements contribute to individual development, collective achievement, and long-term career success [1]–[5].



The Significance of Teamwork in Personal and Collective Growth

mind map link:<https://mm.tt/map/3845109642?t=ogm85BPttV>

[4] A. Wilson, "Employability Skills: Essential Skills for the Future," Form the Future CIC, Jul. 9, 2025. [Online]. Available: <https://formthefuture.org.uk/employability-skills-essential-skills-for-the-future/> (Accessed Oct. 26, 2025).

[5] World Economic Forum, Future of Jobs: These Are the Most In-Demand Skills in 2023 - and Beyond, Jun. 3, 2023. [Online]. Available: <https://www.weforum.org/stories/2023/05/future-of-jobs-2023-skills/> (Accessed: Oct. 26, 2023).

Riding the Storm – Conflict and Friction in Virtual Teams

For this task, I explored the topic “*Riding the Storm*,” which focuses on how conflict and friction can appear within virtual teams, as well as the risks involved when team members avoid addressing problems. Although this activity was completed individually, I reflected on my past experiences collaborating online and considered how conflict commonly emerges in digital environments. The Moodle material for this topic highlights that virtual communication can easily lead to misunderstandings when tone, clarity, or expectations are not shared clearly [1].

Virtual teams often rely on platforms such as Microsoft Teams, WhatsApp, Zoom, and Discord. While these tools make communication fast and accessible, they can also complicate interpretation. Without face-to-face interaction, text messages may appear cold, unclear, or unintentionally rude depending on how they are perceived. Slow responses, uneven participation, and different working styles can create additional friction. These issues can escalate quickly if responsibilities are unclear or if communication is inconsistent. Previous studies show that poor digital communication is one of the main causes of conflict in remote teamwork settings [2].

One of the major dangers identified in the topic is **conflict avoidance**. Many individuals prefer to ignore tension because they fear confrontation or do not want to create further issues. However, avoiding conflict usually results in unresolved problems growing worse. Small misunderstandings—such as unclear instructions, inconsistent effort, or miscommunication—can later develop into resentment and complete team breakdown. Conflict avoidance also prevents teams from identifying the root of the issue, reducing productivity and motivation over time. Research on virtual team behaviour indicates that early conflict resolution leads to stronger long-term collaboration [3].

From studying this topic, I learned that effective virtual teamwork requires **clear communication, emotional intelligence, and accountability**. Conflicts should be addressed calmly and directly using strategies like scheduled check-ins, clarifying questions, and short video meetings. Listening actively and expressing concerns respectfully reduces misinterpretations and helps transform friction into positive progress. Virtual teams perform best when every member feels heard and supported, and when problems are addressed rather than ignored.

Step-by-step process of using RefWorks with visuals

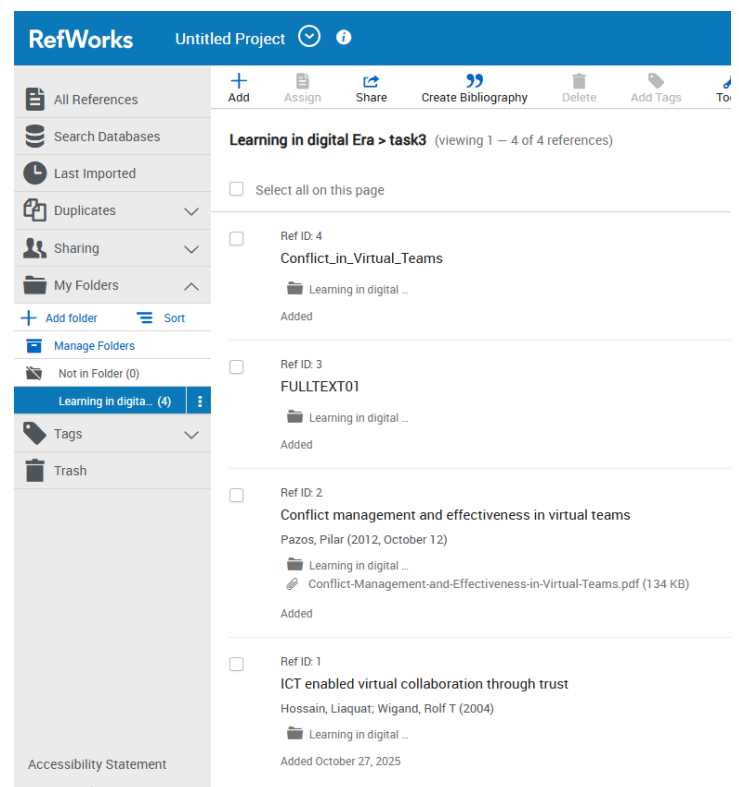
Step 1 — Create Your RefWorks Account



1. Go to: <https://refworks.proquest.com>
2. Sign up using your UWTSD student email.
3. Confirm your verification email and log in.

Step 2 — Create a Folder for This Topic

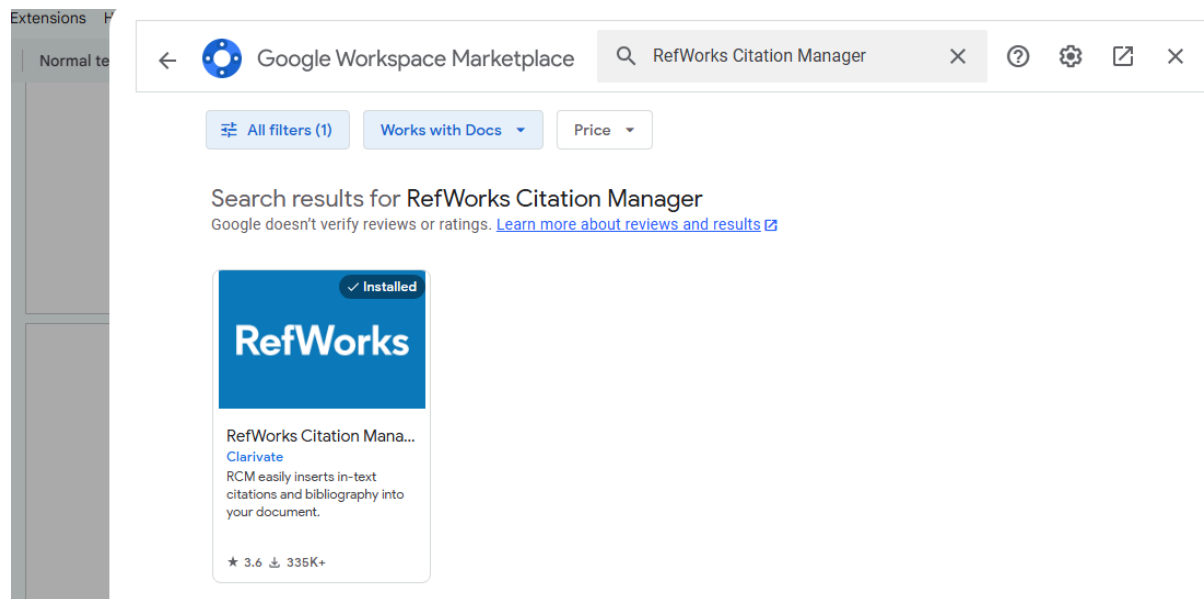
1. Click “Add Folder”
2. Name it: LDE →(*Riding the Storm – Virtual Team Conflict*)
3. Keep all related references inside for organisation
4. Add all PDF sources



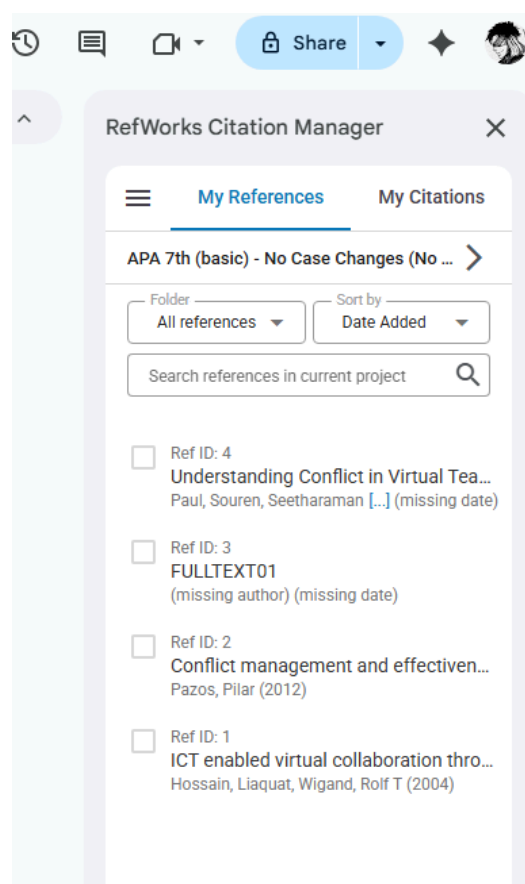
Step 3 — Add References

To add reference to your document (word or google docs)

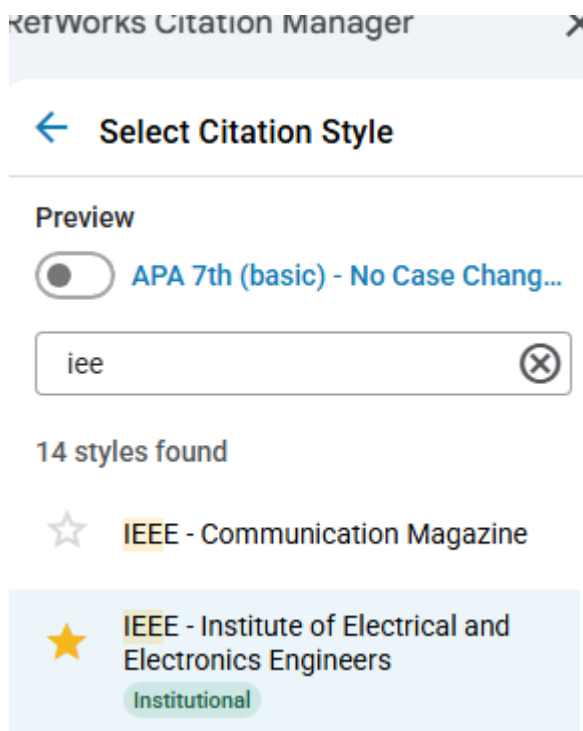
1. Go to extensions , and add RefWorks



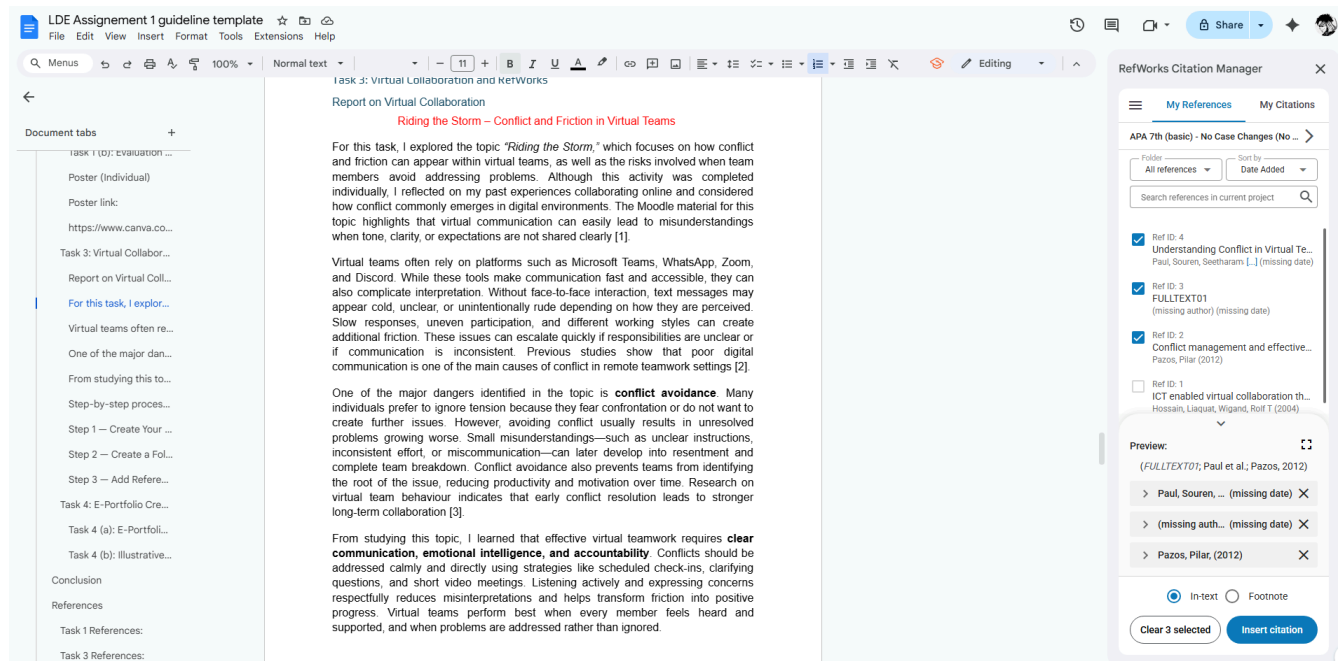
2. Open RefWorks on the extensions site and it should appear on the right side



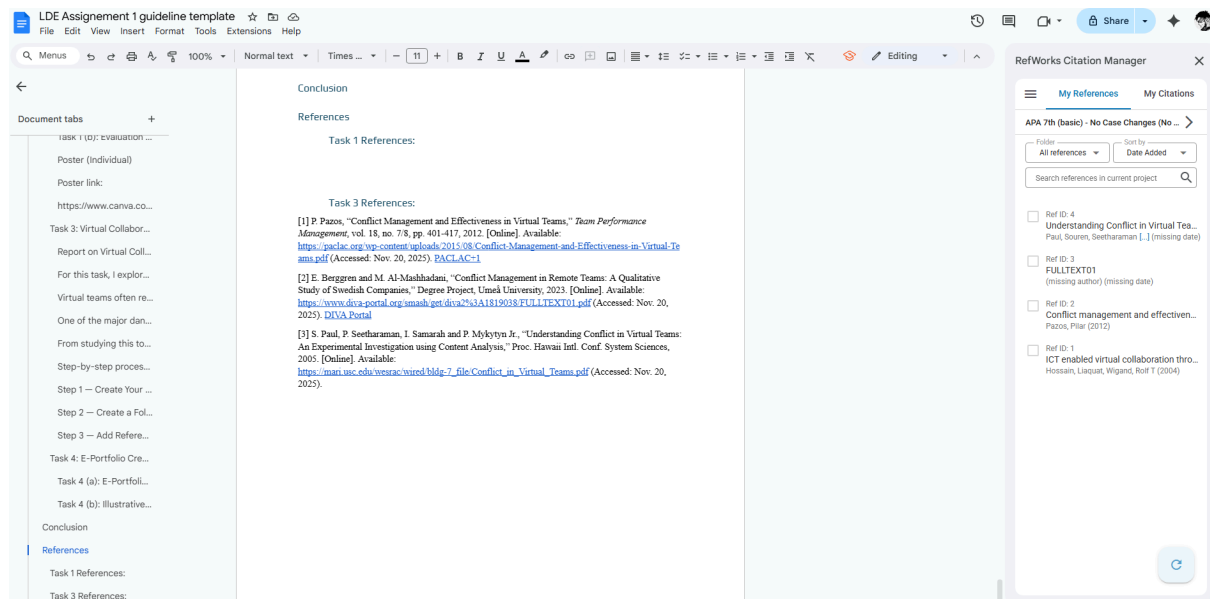
3. You can now go to Citation style by clicking on the 3 lines and select the IEEE citation



4. Now go to My References, and click on the ones you need



5. Click on insert citation , you already have your citations



Task 4: E-Portfolio Creation and Evaluation

Task 4 (a): E-Portfolio Creation

Portfolio link: <https://2518857.wixsite.com/eduardo-erazo>

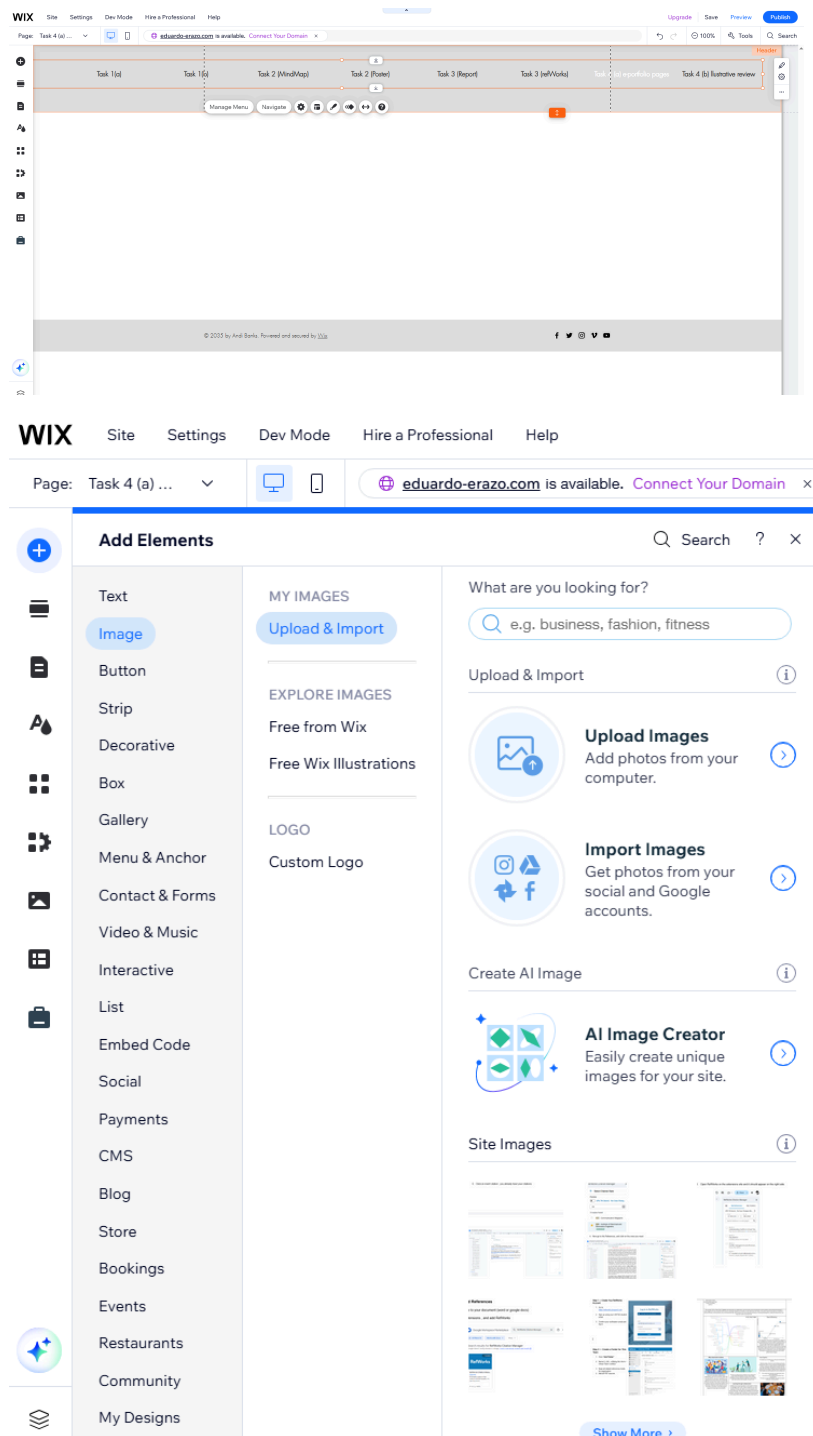
For the creation of my e-portfolio, I used Wix, a user-friendly website-building platform that allowed me to organise and present all my assignment components clearly. I began by selecting a simple and clean template that supported both text and visual content. After that, I customised the layout by adding different sections for each task, including Task 1, Task 2, Task 3 and Task 4, ensuring that every part of the module was displayed in an organised way.

I integrated visuals such as screenshots, mind maps, and infographics to make the portfolio more engaging and easier to navigate. Wix's drag-and-drop editing tools helped me embed images, adjust spacing, and format text without needing coding knowledge. I also added external links where necessary and uploaded my generated graphics directly onto the page. The platform made it straightforward to maintain a consistent colour theme, typography, and structure, giving the final e-portfolio a professional and coherent appearance.

Using Wix allowed me to develop digital literacy skills while showcasing my work creatively. Overall, the e-portfolio represents my learning throughout the module and demonstrates my ability to use digital tools effectively.

Task 4 (b): Illustrative Review of E-Portfolio tool Selection

To create my e-portfolio, I selected **Wix** because it offers an intuitive interface, flexible design options, and strong visual presentation tools. Unlike platforms such as Google Sites, which are more limited in customisation, Wix allowed me to fully personalise layouts, colours, and sections to match the needs of this module. Its drag-and-drop editor made the process accessible, even without advanced technical knowledge.



Wix offers a variety of tools that could potentially help me to build my portfolio .

Conclusion

Completing this e-portfolio has strengthened my understanding of what it means to study and collaborate effectively in the digital era. By working through each task, I developed key skills such as critical thinking, referencing, teamwork, communication, and digital organisation. I also gained practical experience using platforms such as Wix, RefWorks, Discord, WhatsApp, and Google Docs to support both learning and collaboration. The topic “*Riding the Storm*” helped me understand how virtual conflicts arise and why addressing them early is essential for successful teamwork. Overall, this portfolio reflects not only the work completed for the module but also my growth as a university learner. The experience has prepared me for future academic challenges and the digital demands of modern workplaces.

References

Task 1 References:

- [1] Wilson, A. (2025, July 9). *Employability skills: essential skills for the future*. Form the Future CIC. <https://formthefuture.org.uk/employability-skills-essential-skills-for-the-future/#:~:text=Aiming%20High%20%E2%80%93%20setting%20clear%2C%20tangible,different%20aspects%20of%20the%20curriculum>.
- [2] National Foundation for Educational Research. (n.d.). *The six most essential employment skills people will need to thrive in the future workforce*. NFER. <https://www.nfer.ac.uk/blogs/the-six-most-essential-employment-skills-people-will-need-to-thrive-in-the-future-workforce/#:~:text=Working%20with%20researchers%20at%20the,the%20basis%20of%20this%20list>.
- [3] *Future of jobs: These are the most in-demand skills in 2023 - and beyond*. (2025, June 3). World Economic Forum. <https://www.weforum.org/stories/2023/05/future-of-jobs-2023-skills/>

Task 3 References:

- [1] P. Pazos, “Conflict Management and Effectiveness in Virtual Teams,” *Team Performance Management*, vol. 18, no. 7/8, pp. 401-417, 2012. [Online]. Available:

<https://paclac.org/wp-content/uploads/2015/08/Conflict-Management-and-Effectiveness-in-Virtual-Teams.pdf> (Accessed: Nov. 20, 2025). [PACLAC+1](#)

[2] E. Berggren and M. Al-Mashhadani, "Conflict Management in Remote Teams: A Qualitative Study of Swedish Companies," Degree Project, Umeå University, 2023. [Online]. Available: <https://www.diva-portal.org/smash/get/diva2%3A1819038/FULLTEXT01.pdf> (Accessed: Nov. 20, 2025). [DIVA Portal](#)

[3] S. Paul, P. Seetharaman, I. Samarah and P. Mykytyn Jr., "Understanding Conflict in Virtual Teams: An Experimental Investigation using Content Analysis," Proc. Hawaii Intl. Conf. System Sciences, 2005. [Online]. Available: https://mari.usc.edu/wesrac/wired/bldg-7_file/Conflict_in_Virtual_Teams.pdf (Accessed: Nov. 20, 2025).