



E-PORTFOLIO REPORT

Learning in the Digital Era – BMPL4007/BMPS4009

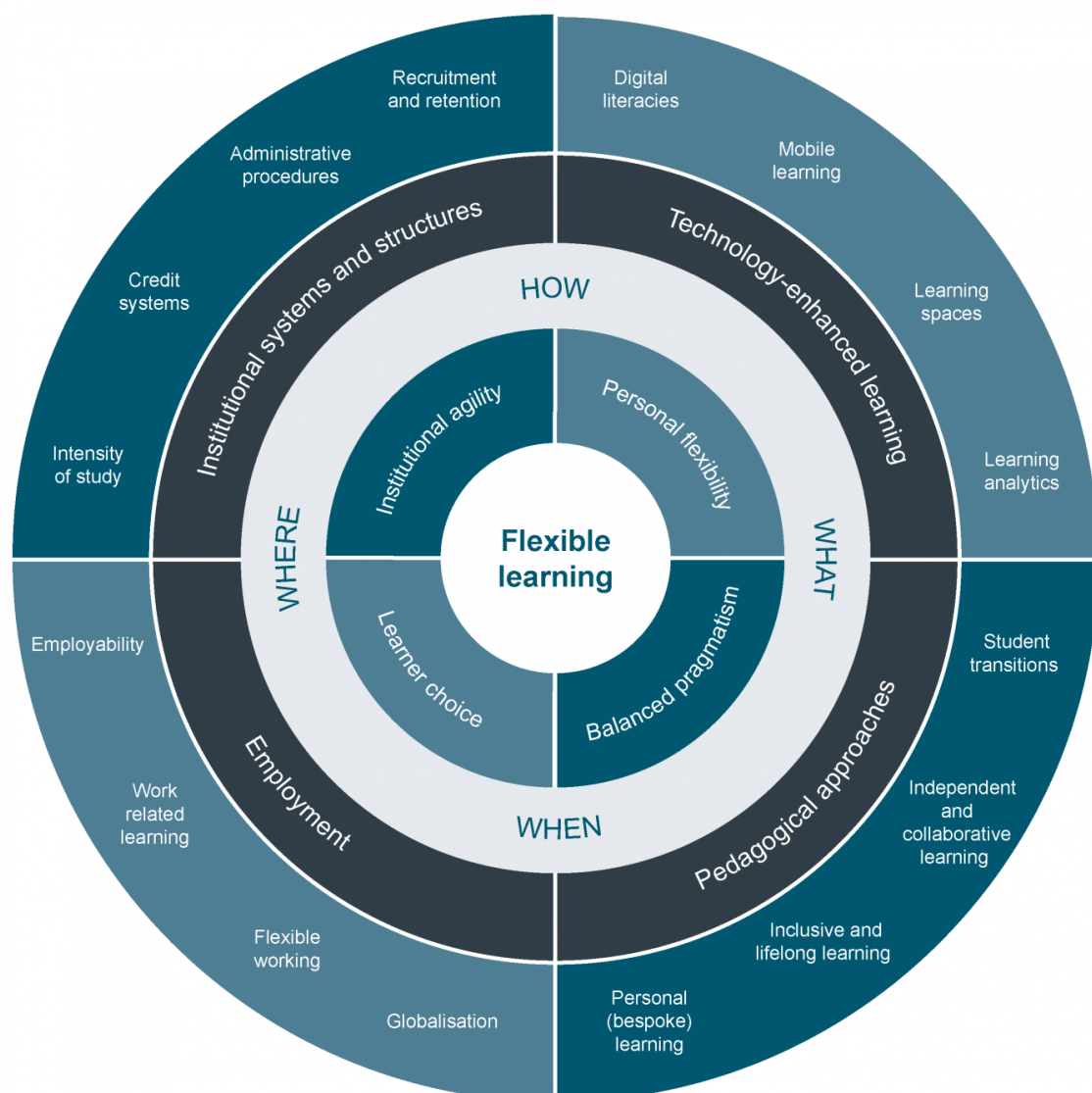
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Table of Contents

Task 1 – Written summary	2
Task 2 – Mind map	4
Task 3 – Presentation	5
Task 4 – Reflection	6
Reference list	7

Task 1 – Written summary

Higher education represents a big step forward in both opportunities presented as well as effort needed by students. It is much more dependant on the students own capabilities and wishes as the institutions often provide them with different options and resources which they may choose to weather use or not as stated by Dr. Glynis Cousin (2008). This of course can lead to difficulties where, as written by Julia E. Seaman and Jeff Seaman (2017), where adoption of new strategies can take time for both students and faculty might feel inclined to stick to already known ones or them being useful for only specific parts of learning. This can be especially glaring where long standing systems which are relied upon cannot be changed without possibly tearing it down entirely.

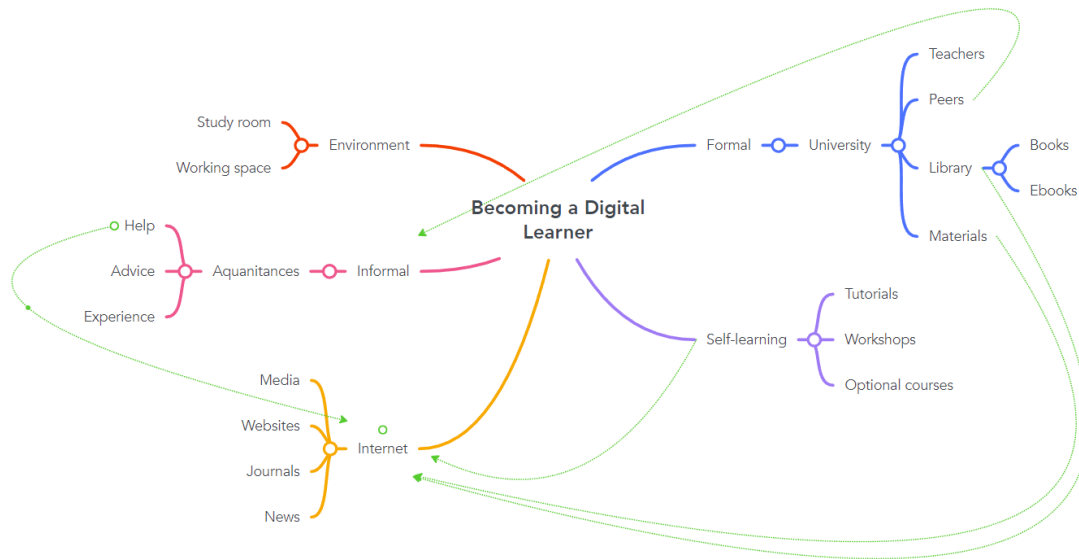


On the other hand, the independence granted is also great for testing the resourcefulness of students and give them a chance to improve themselves and prepare for the challenges that might away them after graduation with a more hands-on approach, while giving them the opportunity to

bring about changes to the education system itself as Vaneeta D'Andrea and David Gosling (2005) wrote. This also allows for peer-to-peer learning and networking with one another which, as David Boud et al (2013) stated, occurs anyway at all levels of education and should be encouraged as it provides many benefits including covering areas that some might have missed.

Such flexibility lets students learn over their degrees in the way that suits them best, playing into their own strengths while minimising the impact of their weaknesses while giving them a sense of what will be required of them in their future employment.

Task 2 – Mind map



Task 3 – Presentation

Please follow this link to view my presentation:

<https://youtu.be/jgAaAK-GchU>

Task 4 – Reflection

Borton's reflective model is a useful tool to be able to get a different perspective on ones own work, being able to deconstruct and view the full experience from start to finish of an activity or timeframe as Nicola M. Clarke (2021) said in her work. As found out by Jessica Clare Hancock (2021) it is also a tool that fits the purposes of academic writing and thus the ones of this project.

To begin with I must ask myself "What I hope to achieve by starting to attend university?", "What led me to this?" and "What is my position now?". To answer them I want to improve my knowledge and skills in a professional and higher manner, this being lead from my desire to practice what I learn leading me to be a student in this field I find interest in.

Now continuing by the model's guideline, the next questions are "What will I learn?", "What will be important?" and "What will be the outcomes?". At university I will learn what it takes to be a police officer and the skills, both theoretical and practical, needed for such a position. This will be important for the degree will allow me to seek employment in this field once I graduate.

With those questions now answered the last ones are "What will I use what I learned for?", "What has changed in comparison to the beginning?" and "What do I need to do now?". As stated before, the skills will be the foundation of my future career while showing proof of my capabilities by finishing a higher education course. After this I will need weigh my options and make important choices for both my career and personal life.

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