

Skills and particular qualities that would assist to my progression of academic studies.

Introduction: If individuals apply and accommodate the correct skills and particular qualities, they are able to make a remarkable contrast to their execution and duration of studying academically (Cottrell, 2013 p.6). To achieve and attain within higher education study, it is important to have knowledge and understanding on specific skills that can support me at my period of time in university. In my poster I will be discussing and disclosing three main skills and qualities, that as a student, will considerably assist an individual in their overall development of academic study, and help them excel in excellence. Additionally, I will be inquiring into studies and sources that counter argue, that these specific skills enhance a students academic timeline. To become proficient in these skills, will not only let individuals achieve within academic studies, but also lead the way for future embarkments, and enduring skills (Cameron, 2021, p.81).

Critical Analysis:

In the opinion of Cottrell (2013), critical thinking grants students to become more educated, to have a sense of spirit inquiry, and for us to have an in-depth exploration to discover the truth. To critically think and analyse information that has been appointed to you, is a prioritised skill to acquire as a student. There is an uncounted amount of statistics available on the internet to be processed. Critical analysis has become a necessity to endure and modify the mass amount of material there is to discover (Yang, 2008). Eales- Reynolds (2013) points out that critical analysis and thinking is a great quality to assist within higher educational studies. It allows the individual to visually see and understand all points of a studies debate, and therefore allows them to counter argue their advantages and disadvantages. Facione (2015) theory supports critical thinking as a vital tool towards higher education success. When prompted by theorist Facione (2015), ChatGBT responded that when using critical analysis, there are six indicators that should be thought of. The first indicator to be applied is interpretation, which is to discover the hidden meaning of the information. To then demonstrate your own understanding by reframing the information in your own context. The second, analysis, which would allow individuals to inspect and assess in detail of their judgement, statements or beliefs of their knowledge. Thirdly, the overall evaluation. This will permit individuals to adequately abstract the value and integrity of people's concept, assumption and opinion. The fourth indicator is inference, which is where we distinguish and acquire all of the relevant components, reached by the evidence to come to a satisfied end conclusion (OpenAI, ChatGPT, 2023). Fifth, explanation, this is the process of a mutual defining of terms, established from the detailed information that has been handled. Lastly, the sixth indicator, self-regulation. This is a capability to regulate and manage general intelligence, and the segments to achieving critical thinking, particularly for defining your evaluation (Mastuti et al., 2022). Facione (2015) believes that these six indicators will allow you to acknowledge, on how to effectively critically analyse each finding when studying. Seventika et al. (2018) also comprehend by applying critical analysis, to support academic study, as it grants students to evaluate the study further and reflect on their findings. Critical analysis has allowed students to be challenged, and to be faced with a variety of differences, and overall outlook.

Digital Skills:

Fleaca and Stanciu (2019, p.1051), are convinced that digital skills play a vital role when studying and completing higher education. It permits students to be able to approach and retrieve the exceedingly large amount of data and knowledge, the internet has to offer. In an era of continuous growth and persistent improvement to digital skills and technology, it is now a vital factor in essential skills for employment, to become better skilled individuals and employees (Leahy and Wilson, 2014). Currently, at the University of Trinity Saint David's (2023), the academic tutors offer facilities that are able to support and assist students, in digital skills through academic study. The university administered us with 'The Digi Centre'. This is a website, which we are able to access through our 'Hwb, Moodle', and allows us to have constant support in enhancing and improving our technology skills. The University of Wales Trinity of Saint David (2023) also has an online library, where students are able to search engine for any book, article or journals that can support their findings for assignments. The online library is a great facilitator in succeeding higher education, as it is able to be accessed any time of the day, from your mobile device or laptop. The online library allows students to view the books they require to read online, which saves them time on having to search and pre order certain books that may not be available at the time it is needed by your university library. Seymour (2016) is a purposeful theory to support the importance of digital skills as he disputed that technology, such as computers and the internet, liberated students to produce their own awareness and education. It allowed them to become inquisitive and authentic producers on their findings. According to Lewin and McNicol (2015) they counter argue that digital skills is an essential aspect to higher educational learning and a required skill to possess within their workplace. It is argued that even though digital skills can support and enhance your learning, it should be more than one initial aspect to achieving it (Voogt and Roblin, 2012). It is thought that the manner how an individual determines critical thinking, investigates and studies, has a much more forceful impression on their potential, than to be well informed on specific technology software (Arkorful and Abaidoo, 2015). There are studies to challenge the assets of digital use and skills. According to Rayan et al. (2017, p. 118-129), students who are much more dependent on the use of the internet, have more exposure to psychological health disorders. Students also felt a sense of exhaustion from spending long periods of time sat at a computer screen, searching for immeasurable amount of useful and relevant information.

Time Management:

McMillan (2007) claims that time management reaps so many benefits, when students incorporate this quality into their academic studies. Euston College (2020) proposes that it allows students to become equipped, concentrated, organised and strongly motivated to complete their set tasks in a timely manner. Covey (2020) stated that the fundamental prime concern is not to prioritise what is happening on your timetable, but to timetable your priorities. Covey (2020) released a "Eisenhower Matrix", which would allow individuals to assess which tasks were high priority to complete and, which tasks were not a high priority. The Eisenhower Matrix benefited many students, as it allowed them to manage tasks sufficiently and prioritise the major tasks that were set to them (Monsalve et al., 2020). The matrix educates individuals mindfulness and awareness, which allows you to categorise your time efficiently. Time management is not only beneficial in indicating time efficiently for our studies, but also contributes to students mental well-being (Kumar and Bhukar 2013, p.5-11). Seaward (2017) believed that time management played a huge factor in decreasing the amount of stress, students felt when completing assignments and tasks. Students can become mentally exhausted with the amount of work load they receive, and the pressure to contain exceptional marks. By students utilising time management, Broadpent and Poon (2015, p.11) claimed that it embarked on students achieving greater grades and reduced stress. PLoS One (2021) dispute with the professionals and say, that time management may relatively work for students, but do their methods succeed in achieving sufficient time management? Kiwert and Walecka (2022) voice that the 'The Eisenhower Matrix' is only sufficient for short term goals, as it gives you an insignificant period of time, to complete the tasks that are at upmost priority. Students need to also be designated the opportunity to understand, and become educated with theorists methods, as without the correct perception, they will not be able to succeed and become efficient with the time management systems.

Conclusion: Within the completion to conclude on the importance of these three skills, for students to pertain. They are all key contributors to the progression of academic studies. Critical analysis, digital skills and time management, are all essential elements to success in higher education. Even though there were studies to show that these qualities may hinder and not be pragmatic to students. Overall, there were much greater advantages, to utilising them within my studies. The information that has been gathered clearly states the importance of these skills in order to become successful. By perfecting these qualities, students will be able to become proficient in academic learning, heightened knowledge and formation of all the essential abilities needed to become prosperous in their chosen career path.

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