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a. What is the main idea of the text?

Students' social media use is a part of their lives and their habits can have a positive or negative effect on their academic performance. Communication, the sharing of information, collaboration, and access to educational resources can be easily achieved on social platforms. Students can share notes, exchange notes and communicate with teachers/students. However, if overused, it may distract and interrupt concentration and allow time to be spent on preparation of reading, revision & assessment. This text neither sides nor believes in any particular good or bad of social media. Instead, it asserts that the results depend upon intent, self-control and time-management. Technology can enhance learning when students are using digital platforms to learn and check what they have read. With constant distractions and entertainment, academic progress and productivity can suffer.

b. What are two key points?

What's crucial to understand is that social media becomes a source of information for students in real time and a means of communication outside of class. Learners are able to get answers to questions, share notes and discuss assignments online, and receive updates from shared resources. These websites may additionally connect to videos, journal papers and professional forums. However, when something is easy, it doesn't assure good learning. Pupils should develop the ability to assess information for accuracy, relevance and authoritative evidence. When it comes to comparing sources and verifying claims, digital communication can help to increase participation and understanding. They may take assignments without checking the quality of the information, which can seriously affect assignments and lead to either ambiguous or incorrect results in academic assignments. One other aspect which is to be noted is that too much social media can diminish the focus and concentration while performing academic tasks, and can also lead to poor time management. The constant notifications, short video clips, messages, and constant updates distract a student, even when he or she was opening up the device with studying in mind. A rapid change of focus while working on one task and then another can make it challenging to understand and remember concepts. It seems that students have more time spent on maintaining online activity than preparing for future careers as is suggested in the text. You don't have to keep them away from you completely, but it is important to establish boundaries. Switching off notifications, establishing an online target and timetable can help preserve study time. This reflects the implications of digital behaviours on achievement and students should be accountable for how they meet their learning, communicating and entertainment needs during all school days and weeks.

c. What part of the text did you find most important? Why?

The central proposal is that social media should be conducive to connection and learning, not being a time-waster. I think this is important because it doesn't set up a situation where technology is

good or bad. The same platform can yield different outcomes depending on student's purpose. Passive activities like watching lectures, discussing class work, and searching for journal articles are good ways to make progress, while downtime during study periods can hinder progress. This is significant because email, virtual learning environments, and online libraries and learning sites are critical to university learning. So it is impossible to be without technology. Self-control, digital literacy and academic priorities are required skills for students. The element illustrates practice: responsible use of technology and judgment about when, why and how technology is used is essential for successful digital learning.

d. Was anything unclear or difficult to understand?

I wasn't certain regarding the strength of evidence in the study that social media has a negative impact on academic performance. The article does not establish a causal link between online behaviour and educational outcomes, it only suggests a relationship. Results may be affected by Motivation, Achievement, Family responsibilities, Technology access and Study time. I would have liked more information on how the variables were measured as students might give inaccurate answers as they report their habits. The results would be more robust if the sample size and diversity were increased. It was good to have a group discussion about this, as I was able to see that evidence is useful, but that it needs to be interpreted, not applied to all students.

e. How did your group help you understand the text better?

My group assisted me by making comparisons between interpretations of the article and by distinguishing between the main argument and supporting examples. Others discussed the benefits of collaboration and communication, while others talked about distractions. Listening to both sides gave me the appreciation that the text discusses a balanced issue and not a negative evaluation of social media. Talked about using videos, journal articles, email and learning platforms online. These examples helped to make the reading more relevant. This discussion led me to think about the research method and other factors affecting performance. So I was able to have a better critical interpretation than I could have had by myself.

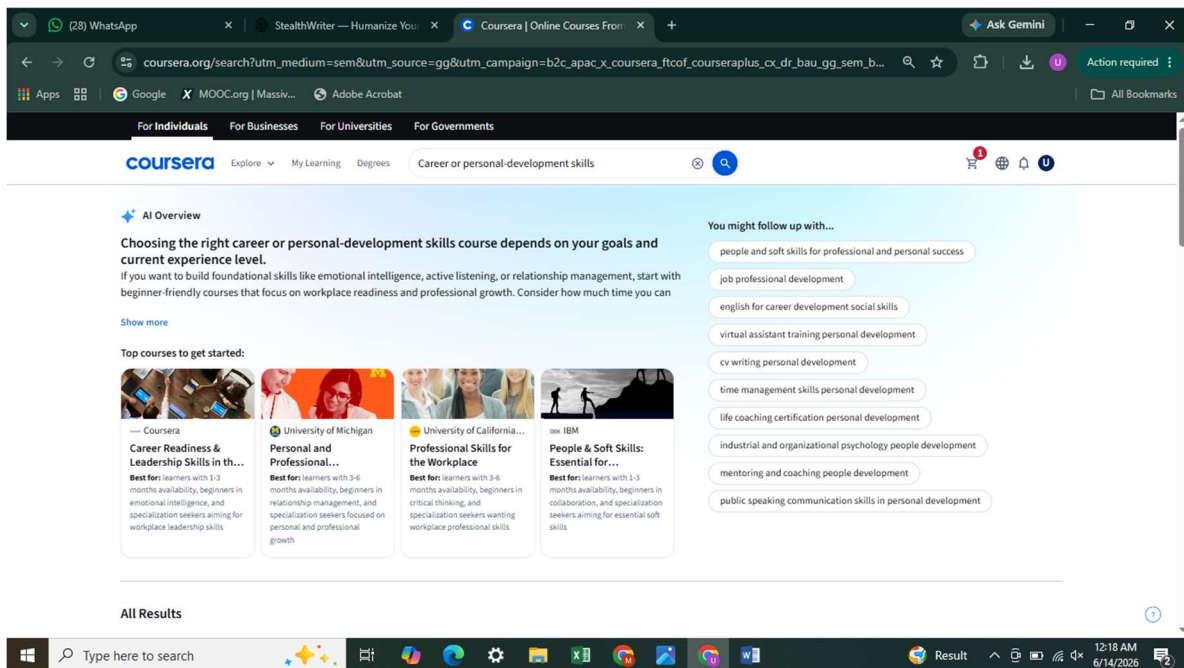
3. One-Sentence Reflection

Question: What did you find challenging about this task?

The hardest part was selecting screenshots that represented my digital life while explaining them critically, protecting personal information and connecting each activity with academic learning.

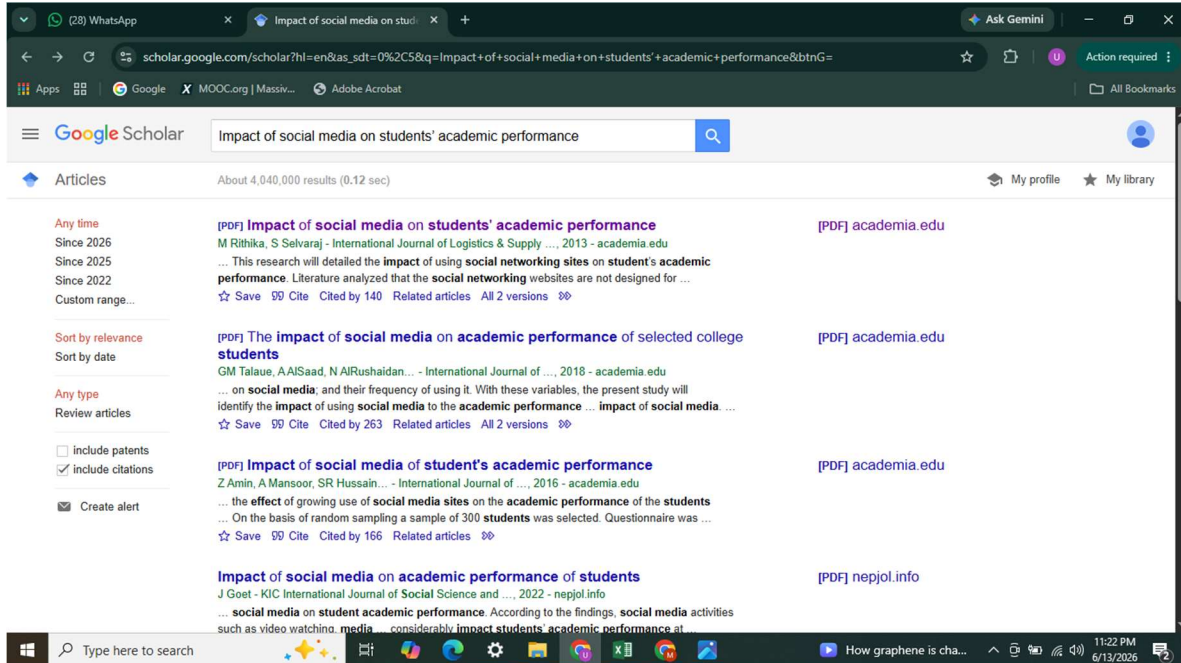
Screenshot 1

This screen shot of the Coursera search results for career and personal development skills covers courses on leadership and workplace readiness, communication and professional development. It's an expression of my use of online learning to build my skills that go beyond my degree. Course summaries enable me to contrast and contrast options, recognize skills and choose learning that will aid in future work and ongoing development and self-assurance.



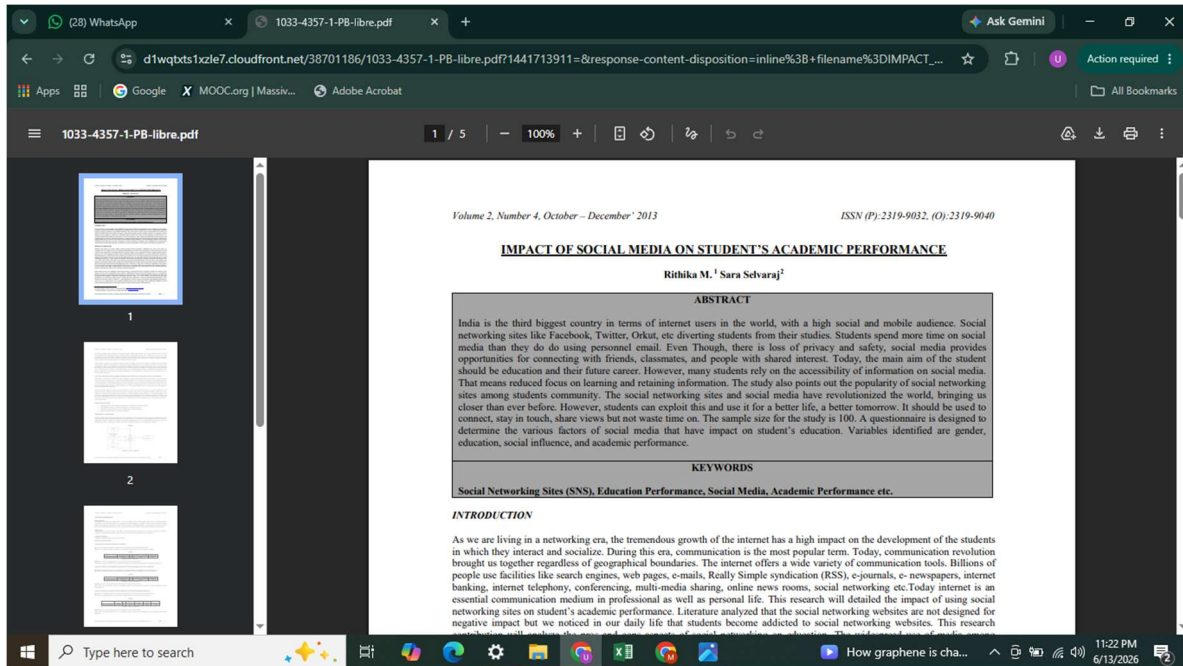
Screenshot 2

This is a screenshot of my working in Google Scholar to locate research on social media and students' academic performance. Results present titles of articles, publication information, as well as number of citations. It is a deliberate research process as I can cite studies, date them, find evidence that is credible, relevant, and appropriate for academic research work.



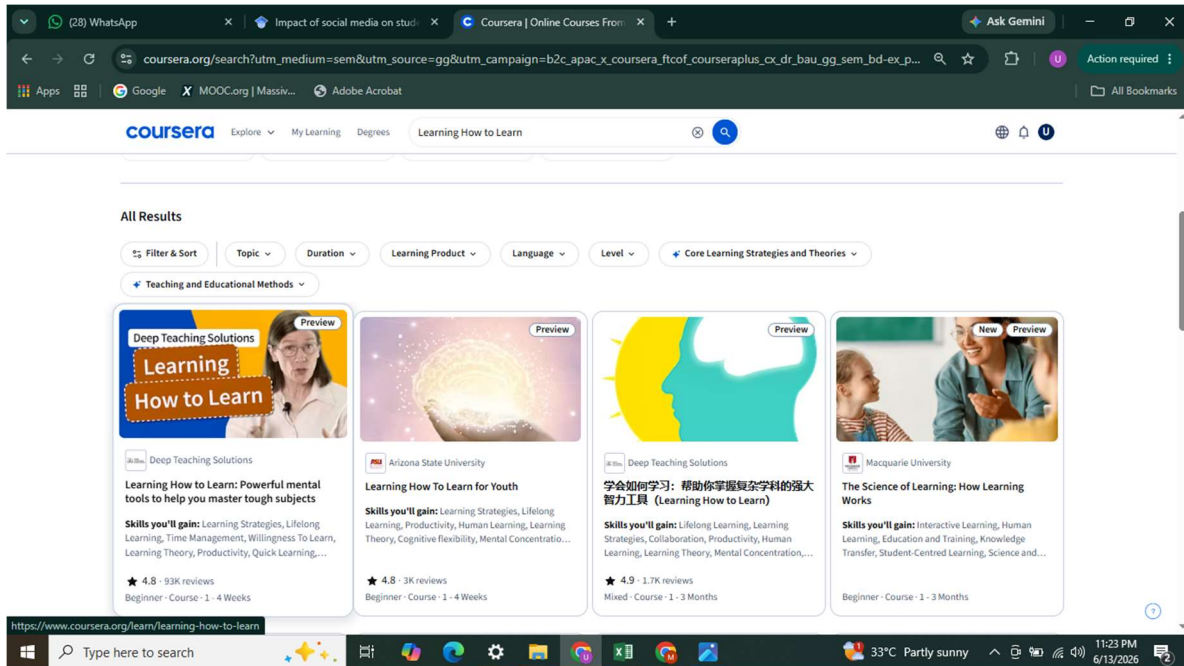
Screenshot 3

This displays a screen shot of a journal article which has been opened in pdf format with the title, abstract, keywords and introduction. It is the point where I don't just click on links in search results and look at the source. Reading the article allows me to evaluate the research purpose of the article, the evidence presented, the method used to develop the results, and the conclusions drawn rather than just the background or a short description of the website.



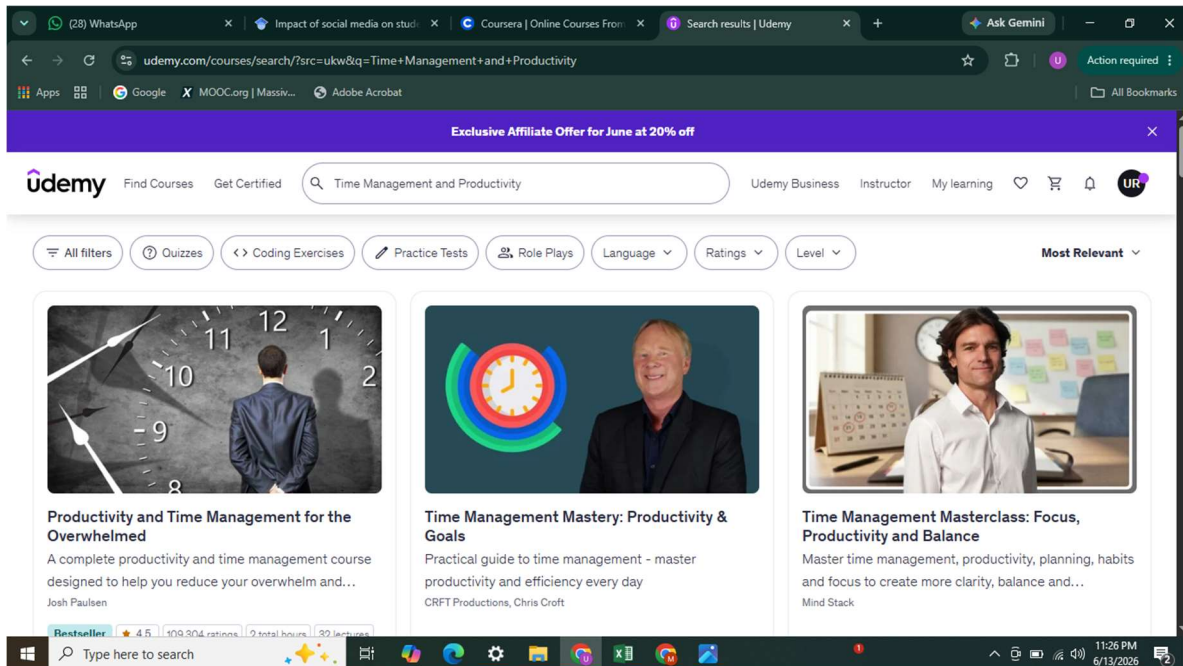
Screenshot 4

This screenshot is the example of a search of Coursera for "Learning How to Learn," which features courses on concentration, productivity, cognitive flexibility and lifelong learning. It illustrates the use of structured online courses to enhance independent study skills. Coursera enables me to learn in flexible ways, consider challenging concepts and create methods that will help me revise, manage my time and be successful in university classes.



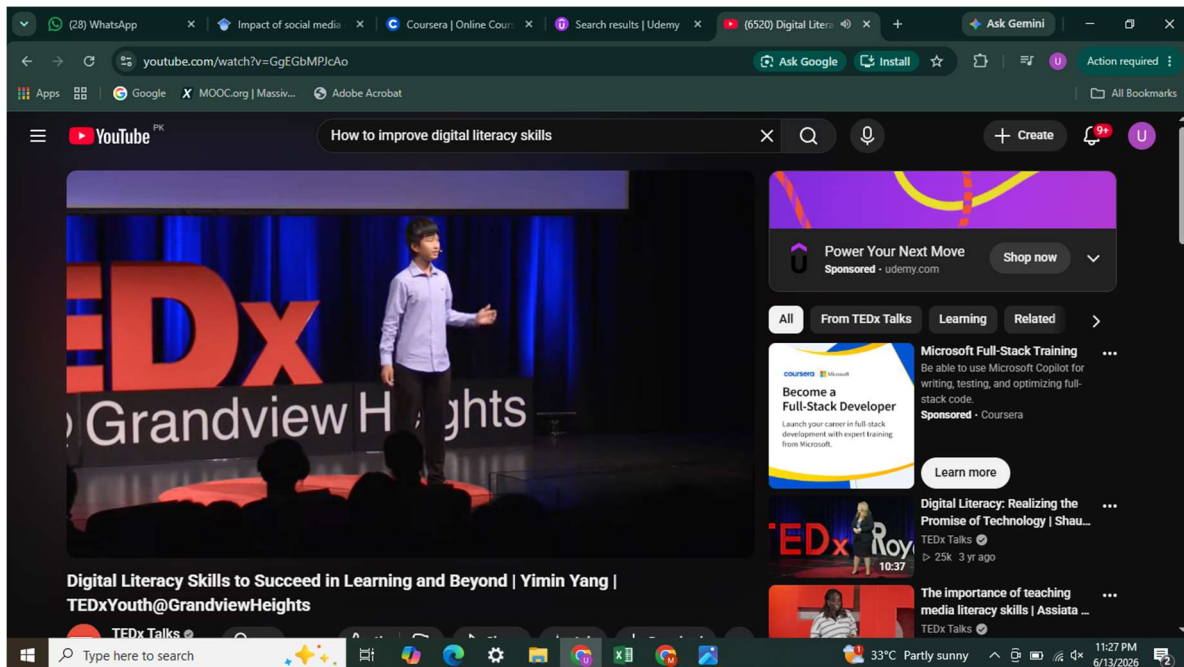
Screenshot 5

This screen shot displays Udemy classes on time management, productivity, goals, concentration and balance. These topics are directly connected to two important aspects of digital distraction control and academic tasks: academic duty and academic tasks. Course ratings, descriptions and lesson details assist in comparing choices before selecting. The platform is helping me to effectively balance deadlines and plan tasks, which is crucial since I have to study and take care of other responsibilities.



Screenshot 6

This screen capture is of a YouTube learning-centered digital literacy skills video. It is my way of comprehending ideas from words and pictures of the video. It also gives me a heads up when I'm presented with credible content which I want to choose and when not to get a recommendation or entertainment that may detract from my academic interest.



My Short Reflection

Digital technology plays a big part in my academic life as it provides me with access to information, courses and communication. Use Google Scholar and journal databases to find evidence and assess ideas. Coursera and Udemy are platforms that allow independent learning, productivity and career development. When I choose trustworthy educational YouTube videos, and skip the distracting suggestions, YouTube becomes useful. Email organises coursework and instructions but I do need to protect private information. In general, my digital life is most productive when I establish goals, check sources, organize my time and plan learning while enjoying myself.