

Assignment Title Page

27 May 2025 10:13



CHANGEMAKERS

Creativity and Value Creation

Assignment 1: Innovation & Research

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Mind Map Initial Ideas

03 August 2025 12:02

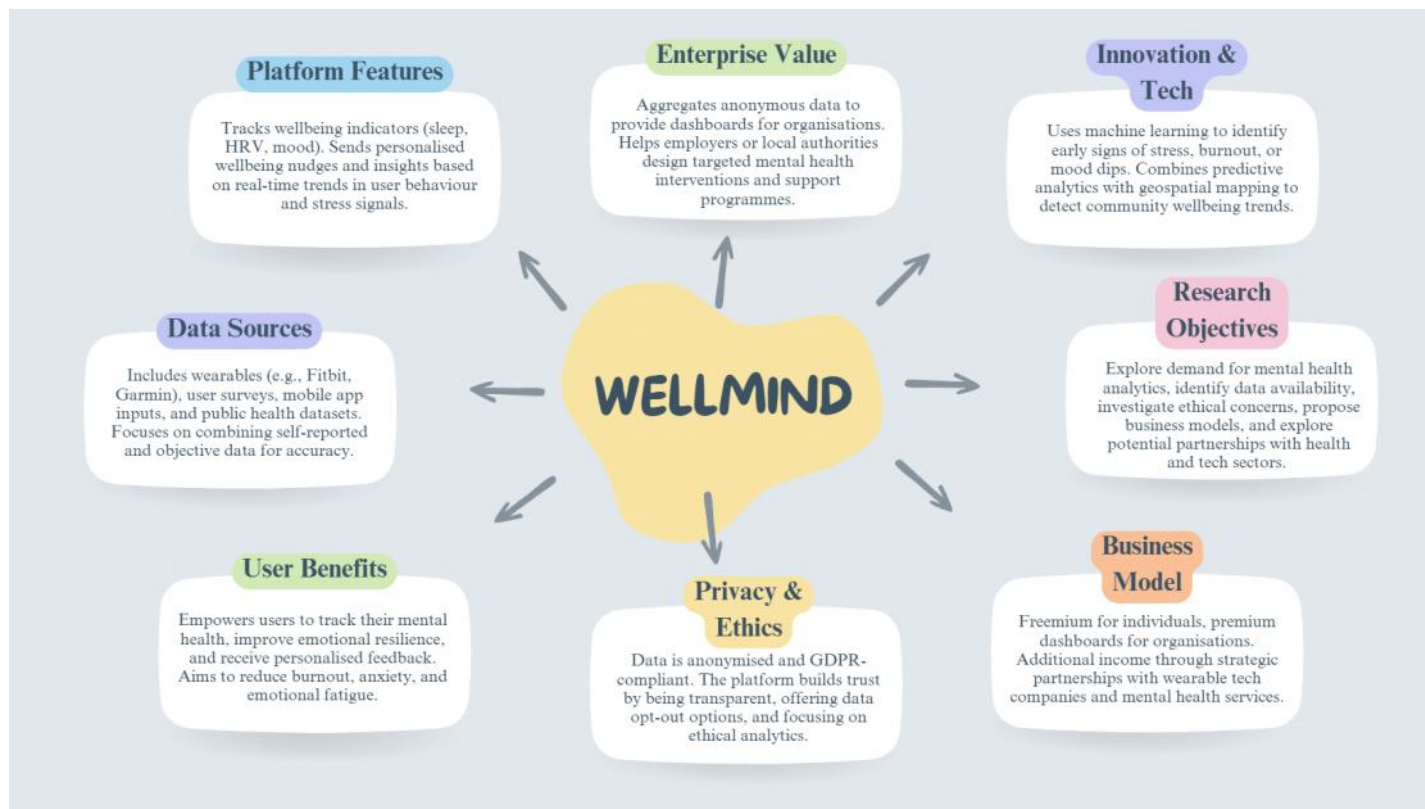


This mind map explores a range of innovative project ideas that align with the Changemakers module theme of creativity and value creation. Each concept reflects a personal or academic interest area, incorporating elements of data analytics, wellbeing, sustainability, and community support.

The ideas demonstrate how technology can be used to generate positive social impact, whether through AI-driven mental health platforms, study-enhancing tools, inclusive mapping apps, or sustainable lifestyle assistants. This initial ideation phase laid the foundation for selecting a focused, impactful project to develop further.

WellMind Mind Map

03 August 2025 12:17



This mind map offers a detailed breakdown of the selected project, WellMind, a data-driven mental health insights platform. The diagram illustrates key elements such as platform features, data sources, user and enterprise benefits, ethical considerations, and potential business models.

It reflects the project's alignment with core themes of innovation, ethical technology use, and wellbeing value creation. By clearly mapping these components, the mind map supports the development of a strong project framework for further research and analysis in Tasks 2 and 3.

Project Aim Objective and Research Area

03 August 2025 12:25

Project Aim

The aim of this project is to assess the feasibility of WellMind, a data-driven platform designed to monitor, analyse, and predict mental health trends using wearable technology and community-level data. The platform seeks to provide personalised wellbeing insights for individuals and strategic analytics for organisations, contributing to the wider societal goal of improving emotional resilience and reducing mental health risks such as stress, anxiety, and burnout.

Project Objectives

1. To explore the demand for digital mental health tools among individuals, employers, and local organisations.
2. To identify and assess relevant data sources, including wearable devices, online surveys, and public datasets, that can inform mental wellbeing analytics.
3. To investigate the technical, ethical, and privacy challenges associated with collecting and processing mental health data.
4. To evaluate business models for implementing the WellMind platform, including subscription-based and partnership-driven approaches.
5. To review existing literature and competitor platforms to identify opportunities for innovation and differentiation in the mental health tech space.

Research Philosophy

This project will adopt a pragmatist research philosophy, which embraces both qualitative and quantitative data to gain a holistic understanding of the research problem (Saunders et al., 2019) [1]. Pragmatism is appropriate for a project like WellMind, which requires practical, real-world solutions supported by data insights. While quantitative methods will be used to analyse user needs and patterns in health data, qualitative feedback will help to explore user attitudes toward data sharing, privacy concerns, and usability preferences. The use of a mixed-methods approach allows the researcher to balance technological feasibility with human-centred design.

Search Tools and Research Strategy

To gather relevant literature, a variety of academic and professional search tools will be used, including Google Scholar, PubMed, ScienceDirect, IEEE Xplore, and the UWTSD Library database. The research will focus on sources related to mental health technology, wearable data analytics, privacy in health tech, and digital wellbeing innovation.

Search strategies will include Boolean logic (e.g., "mental health analytics" AND "wearables"), keyword variation (e.g., "emotional wellbeing", "burnout detection", "digital

wellbeing platforms"), and filters such as date range (2018–2025) and peer-reviewed publications. Government and institutional sources such as the NHS [2], ICO (Information Commissioner's Office) [3], and WHO (World Health Organisation) [4] will be used for policy and ethical context. Peer-reviewed studies, such as JAMA Psychiatry's research on wearable devices and mental health detection [5], will help establish the technical feasibility of data-based interventions.

Research Strategies

03 August 2025 12:56

Introduction

This section outlines the research strategies that will be used to explore the feasibility of WellMind, a data-driven mental health insights platform. It discusses approaches to ensure validity, reliability, generalisability, and ethical compliance; describes the chosen data collection methods and pilot strategy; and explains how both quantitative and qualitative data will be analysed to support the project objectives.

Validity, Reliability, Generalisability, and Ethical Considerations

To ensure validity, the research instruments, particularly surveys and interview questions, will be carefully designed to measure user demand, data-sharing attitudes, and feature expectations aligned with WellMind's objectives. Questions will be worded clearly, avoiding ambiguity, and will be reviewed during a pilot phase to check for misunderstandings and ensure alignment with the study's goals [1].

Reliability will be addressed by maintaining consistency in how data is collected. For surveys, this includes using fixed scales (e.g., Likert scales) and standardised digital formats to reduce variation. Interview protocols will include semi-structured prompts to ensure all participants are asked the same core questions, enhancing repeatability [2].

Generalisability will be enhanced by sampling a broad audience that includes individuals, HR professionals, and mental health practitioners. This diversity will help ensure that the findings can be extended beyond a single group and applied more broadly to WellMind's potential market segments [3].

Ethical considerations are central to this research. All participants will be informed of the study's purpose, their right to withdraw, and how their data will be used. No personally identifiable information will be collected, and all data will be anonymised. The research will fully comply with the UK GDPR and institutional ethical guidelines [4]. Sensitive topics such as mental health will be approached with empathy, and mental health support resources will be provided to participants where appropriate.

Research Methods and Pilot Design

This project will use a mixed-methods approach, incorporating both quantitative and qualitative research. The primary data collection method will be an online survey, aimed at individuals and organisations to assess demand, feature preferences, and attitudes toward data-sharing in wellbeing platforms. This will be supported by semi-structured interviews with professionals from the mental health, tech, and HR sectors to gain deeper insights into feasibility, ethical concerns, and practical implementation (see appendix for example).

A pilot survey will be developed and distributed to a small sample of five to ten participants from the target audience. The goal is to gather feedback on question clarity, structure, and time required for completion. Feedback will be analysed and used to refine the final survey instrument. A copy of the draft pilot survey is included in the appendix of this proposal.

The interviews will also undergo a pilot stage with 2–3 participants to test the flow, ensure open-ended questions elicit useful responses, and check that participants feel comfortable discussing potentially sensitive topics.

Quantitative and Qualitative Analysis

Quantitative data gathered from surveys will be analysed using descriptive statistics such as mean, median, and frequency distributions. These insights will help identify common trends in demand, user preferences, and trust in data-driven mental health platforms. Data visualisation tools such as Excel or SPSS will be used to present the findings clearly and effectively [5].

Qualitative data from interviews will be transcribed and analysed using thematic analysis, a method that identifies key themes and patterns across participants' responses. Themes such as privacy concerns, user trust, and expectations of mental health technology will be coded and grouped to inform the platform's development and ethical framework [2].

By integrating both forms of analysis, the project will gain a richer, multi-dimensional understanding of the challenges and opportunities involved in launching WellMind.

Moodle Units Reviewed:

03 August 2025 11:55

Unit 1 - What's The Problem

03 August 2025 11:48

Unit 1 - Topic 1

27 May 2025 10:13

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Section 1

Introduction

The activities in this session are designed to give insight into how innovation has and **continues to influence society**.

Definition

According to the Cambridge Dictionary, "innovation is a new idea or method, or the use of new ideas and methods."

In our everyday life, we are almost constantly interacting with innovations of some kind that have been designed to enhance our lives.

Let's consider new innovations that were not around 10 years ago.

Reflect

Make a list of 5 things you have used or activities you have engaged in that would not have been around 10 years ago.

Consider different aspects of your life, such as **study, preparing meals, entertainment** and **communication**.

Which of these has changed your life for the better and why?

1. TikTok communities so advancement in social media
2. Streaming - Playing games on-line
3. Augmented reality filters on everything
4. NFT's, the metaverse, and virtual communities like discord
5. Voice activated smart homes

Apply

Now that you have watched the video, **which invention** do you think has had the biggest impact on the development of society as we know it today?

Type your answer here

Why do you think this innovation has had such a big impact? Think about how you would **justify your choice**.



My answer, health care. I think health care is the biggest impact as it's saved the most lives.

Is innovation changing things for the better?

Answer the following three questions.
Click **next** once you have chosen.

Across the world, how did deaths per year from natural disasters change in the last century?

- A. More than doubled
- B. Remained about the same
- C. Decreased to less than half



Is innovation changing things for the better?

Answer the following three questions.

On average, women aged 30 have spent how many years in school? (Men of the same age have spent 8 years)

- A. 7 years
- B. 5 years
- C. 3 years



Is innovation changing things for the better?

Answer the following three questions.

In the last 20 years the percentage of people living in extreme poverty worldwide has...

- A. Almost doubled
- B. Remained about the same
- C. Almost halved





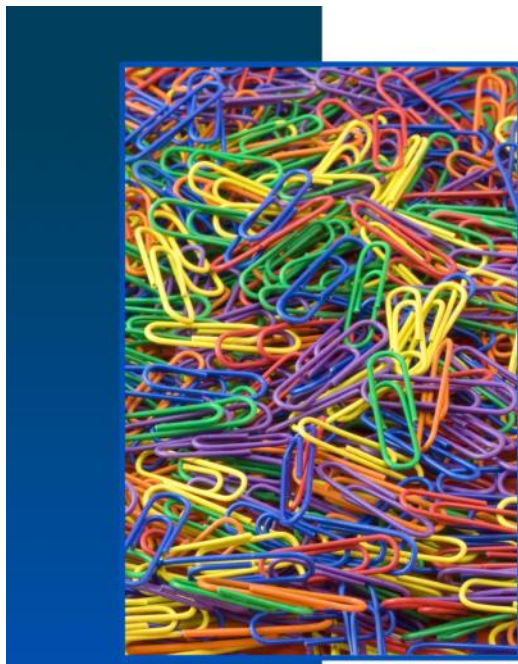
Apply

Do you still agree that this invention has had the **biggest impact** on the development of society?

What **beneficial** effects has it had on humankind?

Justify your response in a **forum post**.

My answer health care answer stays as I feel without this impact in society to enable people to live longer other scientific breakthroughs may not have occurred.



You have completed Section 1!

You should now recognise the evolutionary positive impact, importance and benefit of creativity and innovation in society.

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Section 2

What is the fourth Industrial Revolution?

Revolution		Year	Information
	1	1784	Steam, water, mechanical production equipment
	2	1870	Division of labour, electricity, mass production
	3	1969	Electronics, information technology, automated production
	4	?	Cyber-physical systems

Reflect

As you can see, the characteristics of each industrial revolution have changed a lot over time.

Now you have seen an overview of the fourth industrial revolution, we will look at some of the new technologies that will potentially change our way of living.

Technologies are changing our world

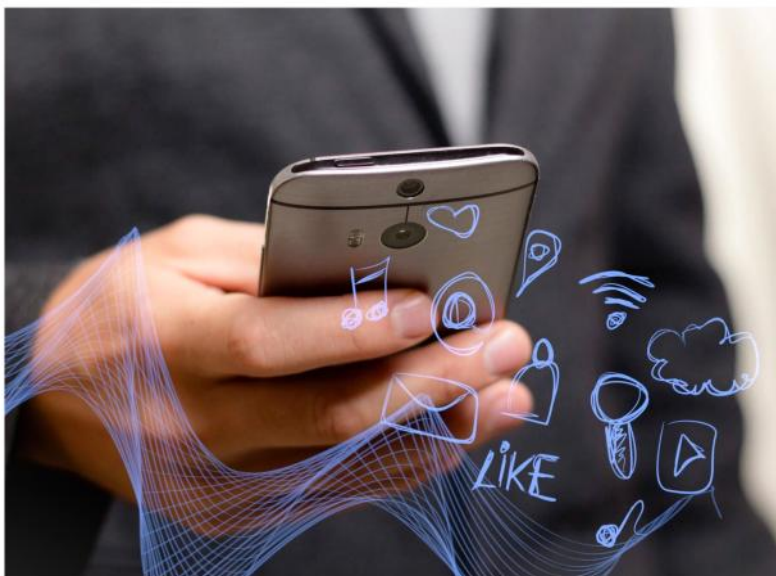
The World Economic Forum (2016) has identified six technologies that will change our world:

- Computing capabilities ✓
- Big data ✓
- Digital health ✓
- The digitisation of matter ✓
- The Internet of Things (IoT) ✓
- Blockchain**

Blockchain

Only a small fraction of the world's GDP is currently held on Blockchain, the shared database technology where transactions in digital currencies such as the Bitcoin are made.

However, Blockchain is forecast to boost the global economy by **\$1.7 trillion by 2030**, as almost two thirds of global business leaders (61%) are placing **digital transformation of core business operations and processes** among their top three priorities as they rebuild from Covid-19.



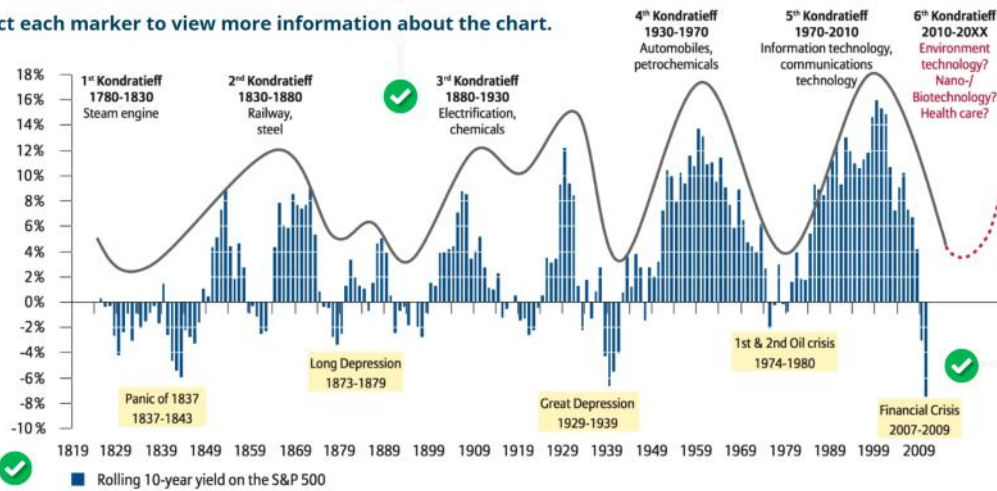
Apply

Of the technologies listed by the **World Economic Forum**, which, if any, do you think will have the biggest impact in your discipline area in the next 3-5 years.

Justify your answer on the forum with reference to evidence.

Kondratieff Waves

Select each marker to view more information about the chart.



Source: Datastream; Illustration: Allianz Global Investors Capital Market Analysis

Check

Drag the revolution to the correct definition.

a. Steam, water and mechanical means of production

First Industrial Revolution

These are the correct definitions for the first and fourth industrial revolutions.

If you'd like to remind yourself of the definitions of each, let's [revisit that slide](#).

d. Cyber physical systems

Fourth Industrial Revolution

? Check

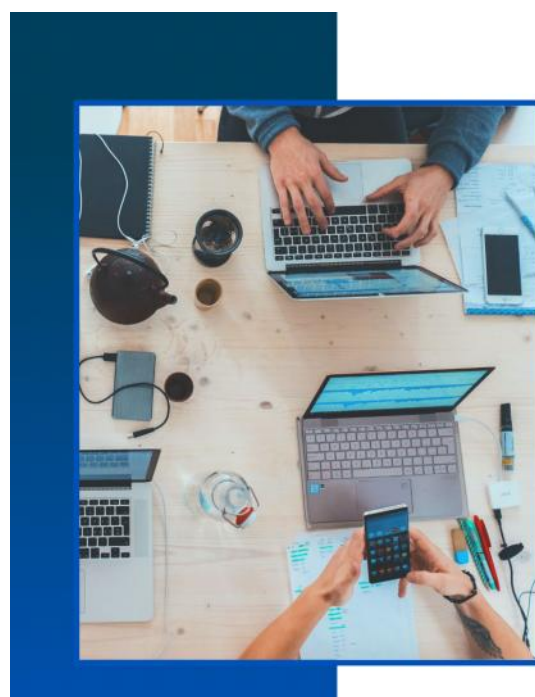
By 2025, what percentage of people are expected to be wearing clothes connected to the internet?

☐ 5% ☒ 10% ☐ 15%

Within the next decade, how many sensors are estimated to be connected in the Internet of Things?

☐ One billion ☐ One million ☒ One trillion

Submit



✓ **You have completed Section 2!**

You should now be able to identify concepts used to describe the progress of technology and innovation.

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Section 3

Defining Creativity

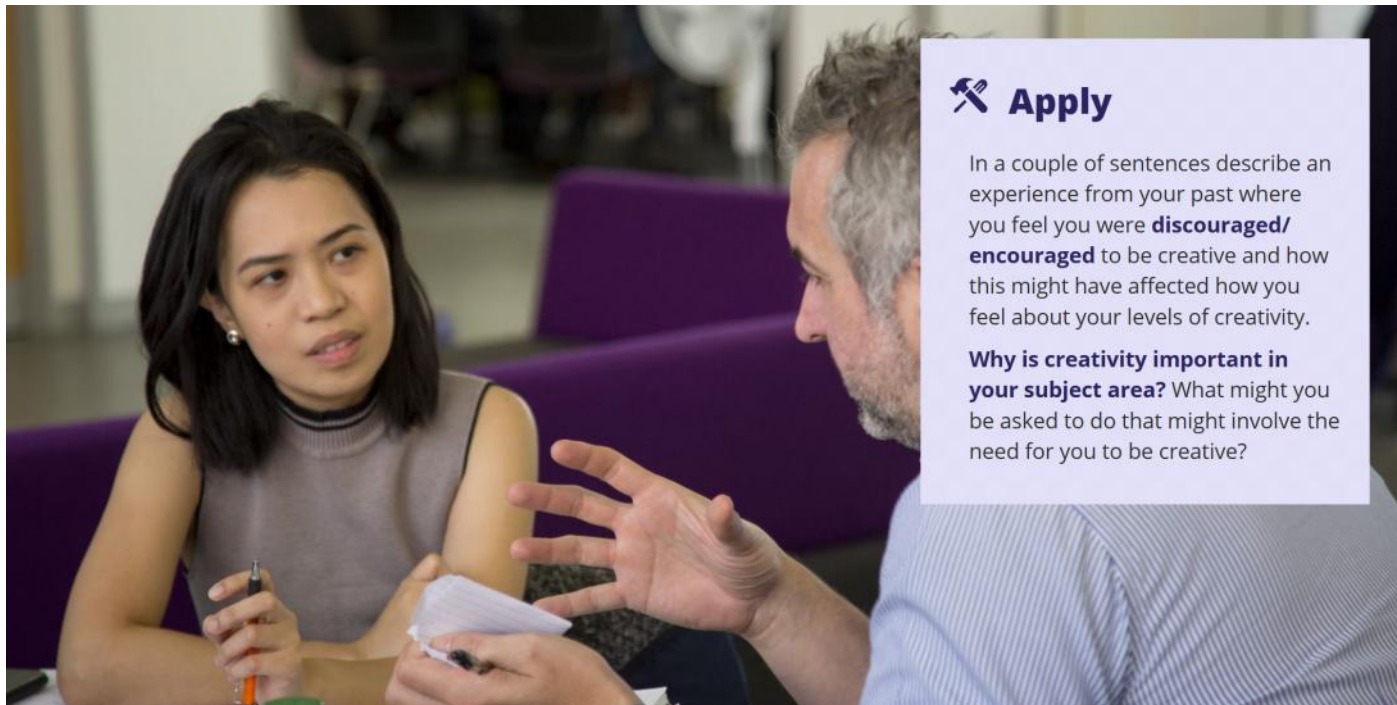
This session explores the way you think about creativity and how creative you are. You will also be challenged to think of your personal interests and passions as sources for idea generation.

Introductory activity -

Do you consider yourself to be a creative person? **Justify your response.**



Yes, I would see myself as a creative person. When faced with a challenge or even a new process or procedure I'll look at it from the foundations up and see the best way and usually the quickest way to complete the challenge ensuring everything required is ticked.



Apply

In a couple of sentences describe an experience from your past where you feel you were **discouraged/ encouraged** to be creative and how this might have affected how you feel about your levels of creativity.

Why is creativity important in your subject area? What might you be asked to do that might involve the need for you to be creative?

My example for this area would be in my current role in work. I was allowed to be creative in designing spreadsheets to help my team allocate new claims to different areas of the business. This enabled claims to be distributed across many teams in a fair and quicker way than previously. Being able to have that creative freedom to take hold and make a new process was very important to success of my team.

Why is creativity important in your subject area? It's very important in my work role as timesaving on certain tasks and activities makes more room to assist the department with other tasks. Moving forward with the knowledge learnt from this creative change opens doors to help in other areas of the business via doing similar changes or improving on existing ones.



The six passions

According to Descartes, the human mind or soul can experience or feel a variety of different passions, ranging from anger to hope, and from fear to languor - but all passions reduce to a basic six.

Click the tiles to view each.



Clicked all six passions



✓ You have completed Section 3!

After completing this section, you should

- Think of yourself as someone capable of being creative (if you don't already)
- Identify personal passions as sources for idea generation.

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Unit 1 - Topic 2

03 June 2025 10:50

Section 1

The Importance of Creativity

Reflect

Describe the last time you felt as though you were being creative. For example, you might have been painting, playing a musical instrument, sewing, or cooking. **How did it make you feel?**

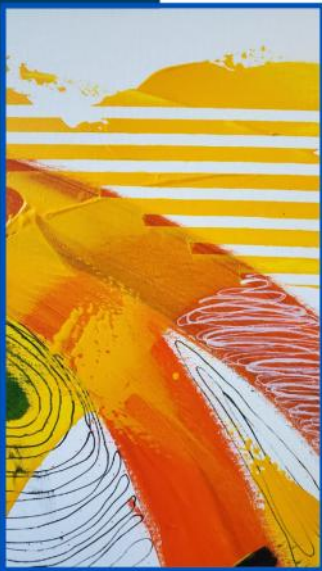
Experiencing creativity

It's likely the feelings you described when recalling your participation in a creative activity were mostly **positive**, especially if you consider yourself as a creative person.

If you think of yourself as a **non-creative** then you might have reported feeling fearful, stupid or uncomfortable.

As we heard from Ken Robinson in the last section, many of us have our **creative ability stifled**, through socialisation and formal education; we learn to be warier of judgment, more cautious and more analytical and, as a result, will shy away from getting involved in creative activities.

Reflection: I enjoy singing which is creative. Singing makes me feel free and happy.



✓ You have completed Section 1!

You should now be able to:

- Recognise the link between creativity and feelings of wellbeing
- Identify ways in which you can reclaim your creative confidence or inspire creativity in others.

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Section 2

Ontology >

☐ Objective Ontology ✓
 ☐ Subjective Ontology ✓

Epistemology >

☐ Foundationalism ✓
 ☐ Coherentism ✓
 ☐ Pragmatism ✓

Axiology >

☐ Ethics ✓
 ☒ Aesthetics

The three forms of philosophy

Aesthetics

The theory of beauty is not quite as easy to pin down. Inevitably being a philosophical subject, the study of aesthetics reveals several different approaches depending upon the discipline:

Science

Social science

Art

Check

Correct

That's right! You selected the correct response.

Axiology is the study of what is valuable.

Epistemology is the study of knowledge.

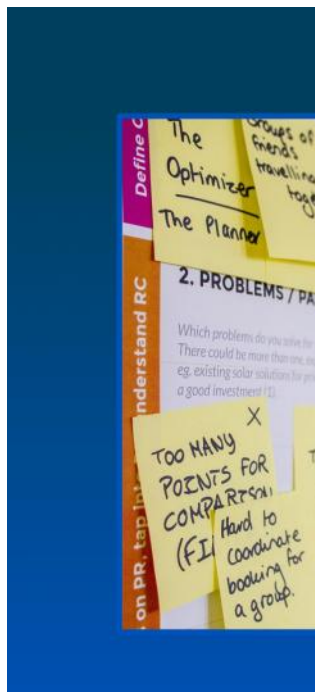
Ontology is the study of being.

Continue

Axiology: the study of values. It asks: *What is good? What is worth caring about?*

Epistemology: the study of knowledge. It asks: *How do we know what we know?*

Ontology: the study of being or reality. It asks: *What exists? What is real?*



✓ You have completed Section 2!

Upon completion of this sub-section, you should be able to:

- Hold a conversation that can confidently include the definitions of Ontology, Epistemology and Axiology
- Define your research philosophy using this terminology
- Understand how your philosophy can impact your investigation.

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Section 3

Identifying your research philosophy

In this session, we are going to try and put a name to the broad research philosophies and see if you can work out the **personal approach** that you will take on your assignments.

The approaches we will describe are:

Positivism

Critical Realism

Interpretivism

Postmodernism

Pragmatism

Pragmatic Research philosophy

A pragmatist only considers concepts relevant if they support an action. While they recognise that there are many ways of interpreting the world and undertaking research, there is no single point of view can ever give the entire picture and there may be multiple realities. A pragmatic approach favours the individual that is potentially frustrated by the nuanced ideas explained above, but if this describes you, be mindful that these are legitimate thinking processes and that you should not dismiss them because they are challenging to understand.

Reflect

As you are reading each of the different sorts of research philosophy, it is likely you will be drawn to it or not. Choose how you feel about the following research philosophies. **Is there an outright winner for you?**

	Support	Indifferent	Against
Positivism	☒	☐	☐
Critical Realism	☐	☐	☒
Interpretivism	☐	☐	☒
Postmodernism	☐	☐	☒
Pragmatism	☐	☐	☒

So you feel most drawn to:

positivism

What aspects do you **agree** with? Why do you **support your choice(s) more** than others?

1) It's Objective & Systematic

Positivism tries to remove personal bias and emotion — it focuses on facts and evidence.

Why support this? Because it helps ensure results are reliable and can be tested by others! In other words — if Nate says something is true, anyone else could repeat the test and check it.

2) It Gives Clear, Measurable Data

Positivist research often uses things like numbers, experiments, or structured surveys.

Why support this? Because it helps produce data that is easy to compare, track over time, and analyse. Perfect when you want concrete answers — like tracking trends or patterns in behaviour.

3) It's Useful for Generalising

Because positivist studies often work with large samples and focus on patterns, the findings can often be generalised to larger groups.

Why support this? If you want to make statements that apply to more than just one situation or one small group, positivist approaches are very handy! It helps build bigger-picture understanding.



You have completed Section 3!

Upon completion of this sub section, you should be able to define your research philosophy as one of five constructs.

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Before you go...

In this topic, you should have completed:

- ❑ One **Reflect** task where you choose the different research philosophies you support;
- ❑ a **Check** task where you drag the different philosophies to their translations;
- ❑ a **Check** task where you define creativity.

Take some time to reflect on this topic and all the new information you have learned.

I have completed all three requirements.

✓ Unit 1 Topic 2 completed!

You should now:

- recognise the link between creativity and feelings of wellbeing and understand how to strengthen that link in your own life;
- define your research philosophy using the new terms Ontology, Epistemology and Axiology and understand how these philosophies can impact your investigation;
- define your research philosophy as one of five constructs.

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Exit ✕

If you have taken notes using the in-built notebook, you can now export them.

Export my notes ↑

Here are listed the references that are used in this topic.

References 📖

Unit 1 - Topic 3

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Section 1

Researching the Known and the Unknown

Using this matrix, we can further explore the idea of an **unknown known**. This is knowledge for which we are unaware but if we were aware, we would know the reasons behind it.

An example for your research would be to expose pieces of research that few people are aware of. Alternatively, your research could transplant an idea from one domain into another context.

Finally, an **unknown unknown** is a thing for which Rumsfeld was ridiculed.

knowns	Known Knowns Things we are aware of and understand.	Known Unknowns Things we are aware of but don't understand.
	Unknown Knowns Things we understand but are not aware of.	Unknown Unknowns Things we are neither aware of nor understand.
unknowns	knowns	unknowns

Evaluating Information

When you search for information, you are going to find a lot of it. What you must consider whether it is **trustworthy**, **accurate** and **suitable** for your assignment? How do you know it is going to be good?

The **CRAAP test** is a useful checklist that can help you evaluate the credibility and relevance of the information you find.

CRAAP is an **acronym** that you use to frame your judgment before including the material in your research.

Click the lettered tabs to see more information.

C

Currency. Is the material recent? Has it been superseded by more recent newer information? Newer information is generally perceived to be better.

R

Relevance. Does it relate to your work? Think about the audience it was written for and consider if it matches your audience. While doing this think about the level it is written at.

A

Authority. Does this material have credibility? Who wrote and published it? Was it sponsored by a person or individual that may have an ulterior motive?

A

Accuracy. In your mind, is this material true? It could do this by demonstrating some evidence it may be supported by statistics. Did someone else check it before publication. Peer reviewed content is material that has been reviewed by someone before it was allowed to appear in the real world.

P

Purpose. Before using the material, consider what it has been written for. It may have been created to sell something; it could be there as a piece of entertainment meant to make people laugh.

Yes, I use this	Name	Information
☒	ERIC: Education Resources Information Center	 SEMANTIC SCHOLAR Semantic Scholar is a search engine designed for academic publications. It began as a database containing publications about computer science, geoscience and neuroscience ; however, as of 2021, they now include publications from all fields of science. As of 2020, it had indexed 190 million papers and has seven million users a month.
☒	Google Scholar and Google Books	
☒	Internet Archive Scholar	
☒	JSTOR	
☐	Project Gutenberg	
☐	PubMed	
☒	ResearchGate	
☐	Semantic Scholar	

Reflect

Here is a list of some of the **most popular databases** for academic study.

Which ones do you use? **Select the buttons** of that you do use.

For databases that you don't know, **click their name to see more**.

Can you think of any other databases? Share any that aren't listed here on your **Moodle** forum.

You can also share any comments about the websites here and how you find their usability.



You have completed Section 1!

You should have rediscovered appropriate databases of what is known in your area of research.

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Section 2

Check

1. A keyword is like a...

- ☐ A word that unlocks others.
- ☐ A word like a hashtag that summarises the meaning of a sentence.
- ☐ A way of distilling meaning that can be used to search databases.

☒ All of the above.

Correct!

A keyword is all of these descriptions.

Check

2. We can locate the keywords in our research by...

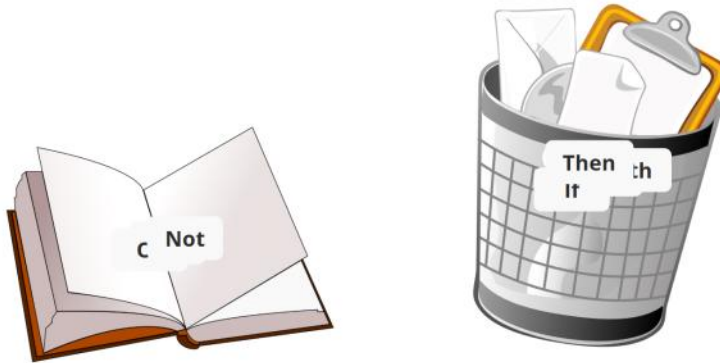
- ☐ Asking the library staff
- ☐ Using a piece of software

☒ Remove all superfluous words

Correct!

Check

3. Drag all the correct common Boolean operations to the book. Drag the incorrect options into the bin.



Correct

Issue with workbook unable to move passed page 18! Which has the above slide on it.

Will move on to the next section

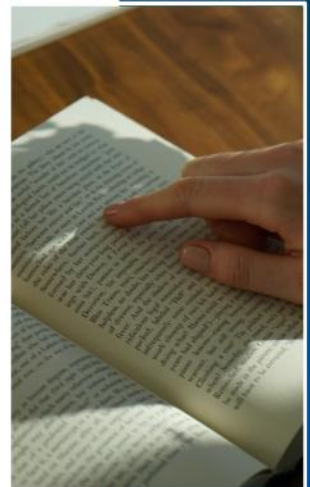
Section 3

Develop a systematic approach to identifying themes for literature search

Upon completion of this sub-section, you will be able to come up with a series of concepts that you can use to fuel your literature search.

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The Basic Building Blocks of a Concept Map

The idea of a concept map is to draw **as simple a diagram as you can** that organises your thoughts. A complex map will simply overwhelm. When your chart starts to feel complex, **revise it down**.

A way of maintaining simplicity is to limit your map to one page and **ONLY use three units** to make up the diagram. Each unit will have a single purpose.

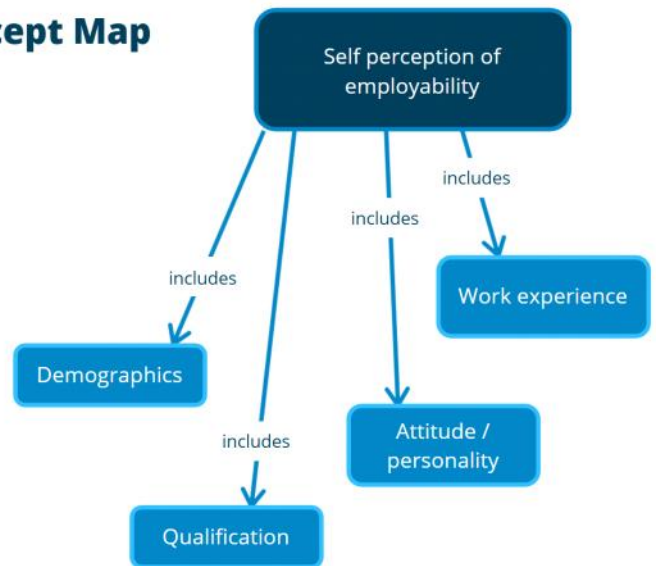
Shapes ✓

is used on top of the arrows to explain the relationship.

Arrows ✓

Text ✓

Click the tabs to see how each forms part of a concept map.



Having a focus

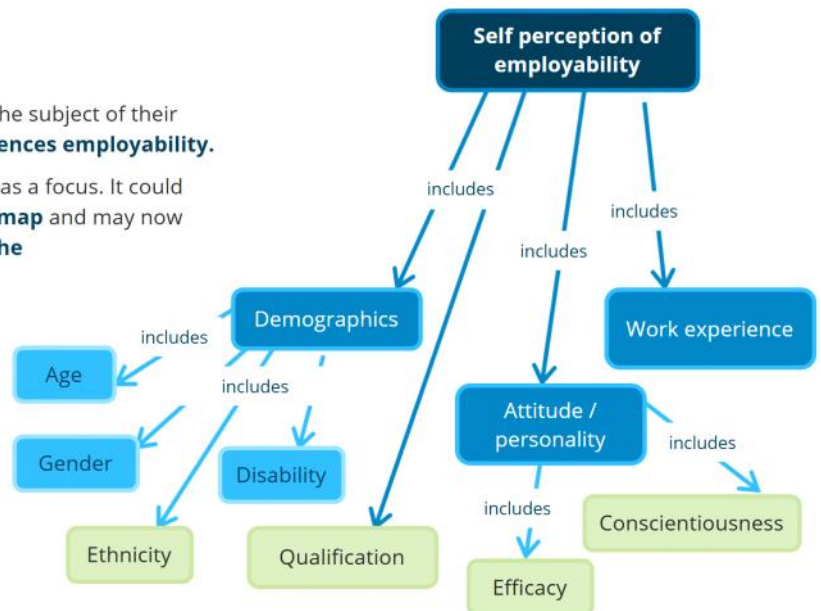
Another example, done by a student, shows the subject of their literature review – how **self perception influences employability**.

The person doing this literature review now has a focus. It could start by reviewing the **lowest section of the map** and may now start the search using an **amalgamation of the focus question and the concept block**.

Click the lowest tabs to see potential questions the student could ask.

Personality and Attitude 2/2

How does conscientiousness influence the self-perception of employability of graduating students?



Processing your concept map

Your concept map will become a reference that is both a **guide** and a **tool** for framing your thinking and your research.

If done well, it will mean you will be able to **use the library to locate databases** that are relevant to your subject area.

Remember that each concept that remains in the map can be used to develop your search using the **Boolean operations**.



Reflect

Consider your research assignment.

Can you think of a **focus question** that you could outline what is going to be in or out of scope for your research?

Write it down using the Notes icon down below or elsewhere.



Still deciding on a research assignment



You have completed Section 3!

Upon completion of this sub-section, you should be able to create your own concept map and come up with concepts that you can use for your literature search.

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Unit 1 - Topic 4

03 June 2025 12:39

Section 1

Reflect

You have come to university to study a particular subject, but what is the **area of interest** that has caused you to take time to study this?

Enter your answer into the box below. You will revisit this later.

Within work I do data entry and deal with allocating new claims out in my department. I have decided to study my chosen subject in University to help grow within my role and help my department further with learning how to use data effectively.



Making your research interesting

One definition of research is that it is an attempt to illustrate a **problem** and then suggest how it can be **addressed**.

Select each of the tabs below to reveal further information on the best approach to meaningful research.

Consider your readers ✓

Keep it brief ✓

What interests you? ✓

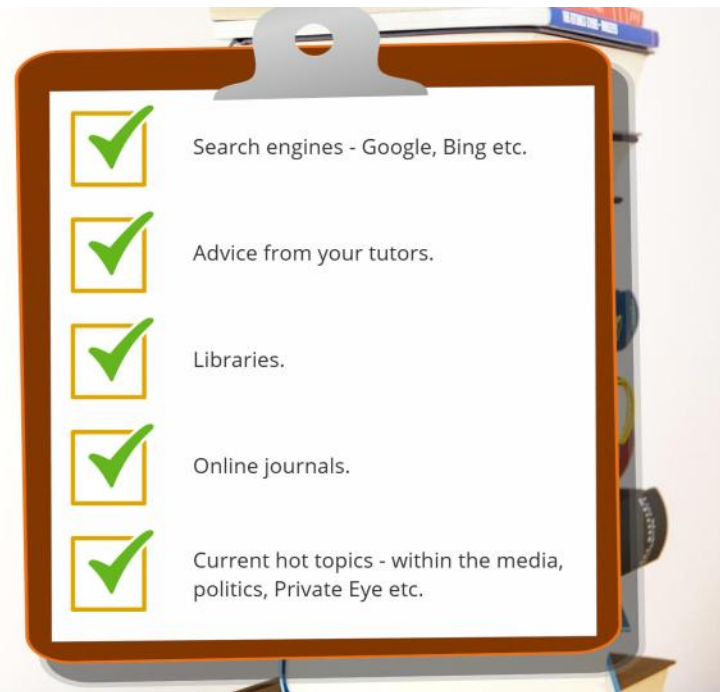
A word of warning

A word of warning

As we have already alluded to, creating a problem statement is hard. The process described throughout this sub-section is not linear. The production of a statement is an **iterative process** that may require you walking backwards and forwards across many pieces of existing research. This can be a frustrating process, but it is worth it because, as we will see, a well-crafted question will form the direction of the solution, claim or assertion.

How to research

Having explored the best approach to developing an interesting research question, let's now investigate where you could **garner research**. Select each of the **checkboxes** to reveal a selection of possible sources.



Check

Question 1 of 3

Which of these are good research questions?

Read each set of questions as they appear below and select which you feel is the best research question of the two.

 What effect does the pandemic have on people's minds?

 What effect has the isolation of young adults had on their mental health?

Correct!

A is not specific enough. What effect? What people? Which pandemic? You can see with question B that data can be collected from primary and secondary sources and that the targets are clearly defined.

Check

Question 2 of 3

Read each set of questions as they appear below and select which you feel is the best research question of the two.

- ☒ What factors led to homosexuality being legalised in the UK in 1967?
- ☐ How do Welsh rugby fans relate to the LGBTQ+ movement since Gareth Thomas announced that he was gay?

Check

Question 3 of 3

Read each set of questions as they appear below and select which you feel is the best research question of the two.

- ☒ Where do most immigrants come to the UK from?
- ☐ What are the similarities and differences in the experiences of recent Syrian immigrants in the UK?

Not quite...

A is too broad and has probably been researched already. B identifies an underexplored aspect of the topic that requires investigation.

Correct!

A is too simplistic, asking for a straightforward fact that can be easily found online. B is complex and a comparative question that requires a detailed discussion to answer.



At the beginning of this section you said your area of interest was:

Within work I do data entry and deal with allocating new claims out in my department. I have decided to study my chosen subject in University to help grow within my role and help my department further with learning how to use data effectively.

Thinking about what you have learnt throughout this section and **applying** it to your area of interest, what is it that will make your research at university meaningful?

Take a few minutes to identify those key points.



What is it that will make your research at university meaningful?

1) Applying Practical Data Skills

My research at university will give me hands-on skills in analysing, interpreting, and presenting data. This will help me move beyond just entering data, I will be able to draw valuable insights from it, which I can apply directly to support decision-making in my department.

2) Improving Processes in My Department

By understanding data management techniques and best practices, I can help improve how data is collected, organised, and used within my team. This will make processes more efficient and support better outcomes for both colleagues and customers.

3) Driving Personal and Professional Growth

The knowledge I gain will help me develop professionally, making me more confident in contributing ideas around data use and potentially opening doors for future career progression within the company.



✓ **You have completed Section 1!**

A systematic way to walk through the literature on your chosen subject that, with iteration, will lead to the epiphany moment of the direction of your research.

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Section 2

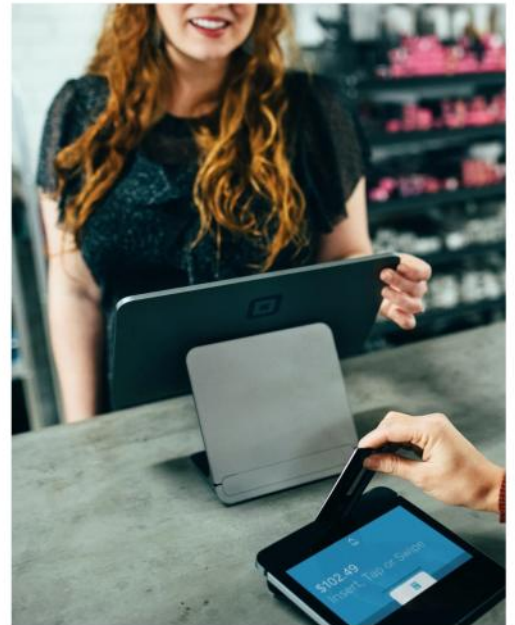
Reflect

Think back to when you made a purchase of something valuable. Maybe it was a pair of glasses, a car, a prom dress or suit. Reflect on the process that makes you decide whether to purchase it or not.

What did you do before parting with your money?

 Submit your answers to the Word Cloud.

 Review all answers on the World Cloud.

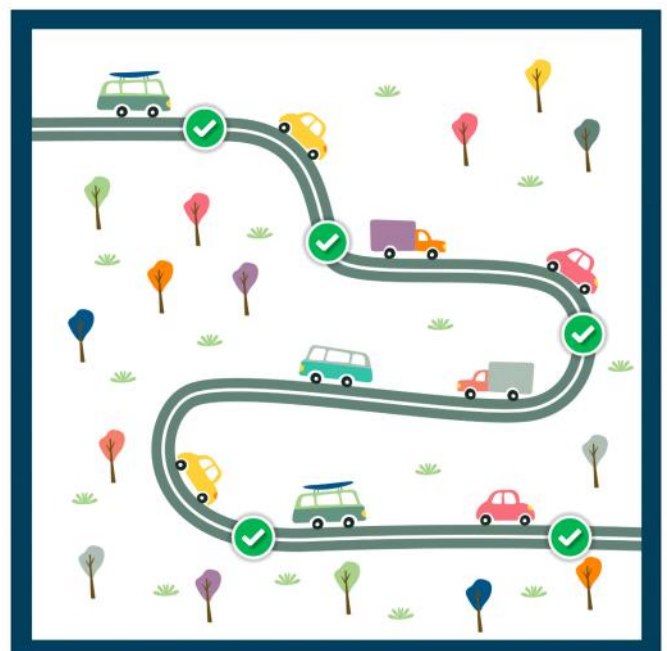


I bought a device which would assist me with my singing hobby. This was called the RodeCaster Pro which was very expensive. My thoughts surrounding this purchase was how long would it take for me to make a profit on my investment. I also thought about how using this device would enhance my singing experience. I also conducted research on YouTube to fully understand the device and software to ensure it would be beneficial to the purpose I needed. When I went through all my concerns and questions and the pros outweighed the cons I parted with my money and purchased the device.

Analysing the car analogy

When choosing a car, the **independent variable** is which make and model you want. Your research may then identify that the **dependent variables** are comfort, luggage space and engine size.

Developing a research question follows these steps (Click on each of the numbered markers):



Check

Take a few moments to answer the following four questions to help reinforce your understanding of this section.

Question 1 of 4

True or false? A hypothesis is really a question that can be used to predict the outcome of your research.

☒ True

☐ False

Correct!

A hypothesis is really a question that can be used to predict the outcome of your research. Just like the example of buying a car, it frames an answer with a question that can be tested. As we have seen above, you may have several hypotheses that address different parts of your research.

Check

Question 2 of 4

A good hypothesis should have the following:

☐ Relevant variables.

☐ A specific group.

☐ A predicted outcome.

☒ All of the above.

Correct!

A good hypothesis should have a way of approval or rejection with a test, that answers positively or negatively. A test could be an experiment, observation or using statistics. When using a statistical hypothesis, we weigh up the odds and come to a balanced conclusion.

Check

Question 3 of 4

One way to phrase a hypothesis is to:

- ☒ Phrase it as a correlation.
- ☐ Phrase it as a corporation.
- ☐ Phrase it as a relation.

Check

Question 4 of 4

When you see a question with the letters (H0) before it you know it is the:

- ☒ Default position if the subsequent hypothesis tests fail.
- ☐ Hypothesis that has null values associated with it.
- ☐ Hypothesis that is the first one in the list.
- ☐ All of the above.

Correct!

In this approach, you spot a correlation where you state the predicted relationship between the variables.

You can also phrase your hypothesis as an IF_THEN statement or compare and state the differences between two groups.

Not quite...

If your hypothesis is using some statistics to analyse the question being answered, you will also have to write what the answer falls back to if no association is found. This default fallback position is called the null hypothesis and it is written with 'H0' before it. The subsequent tests are written with the number after it, (H1, H2, H3...).

Apply

To summarise. The key points to formulating your hypothesis is (Select each of the checkboxes to reveal key elements):

Use these approaches in an order that you think is appropriate for your study. **Apply** what you have learnt in this section to **phrase a hypothesis** on your chosen subject.



Phrasing as an IF_THEN statement.



Phrasing as a correlation between two variables.



Comparing the difference between two groups.



You have completed Section 2!

How to create a series of testable questions that, once answered, will further the understanding of your research question.

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Section 3

Reflect

Before you dive into this section, take a few minutes to reflect on these questions:

- How do you **truly** feel when you learn something new?
- How do you **truly** feel when your told that you're wrong?



How do you truly feel when you learn something new?

It's a good feeling like an accomplishment. Gives you motivation to keep learning when a task is completed or understood.

How do you truly feel when your told that you're wrong?

This depends on how much energy and time I have put into something. If I have spent time on a task and then advised I was wrong then It wouldn't feel great and I'd need to know exactly how to make an issues right. If it was a task I didn't really know, I wouldn't feel too much on it but would be interested on how to fix the issue to make it right for future and sharing best practice.

Remembering and recalling

Within the previous videos, you explored the concept of testing your ideas to deliberately acquire critical feedback to improve them going forwards. Think back to the last time you had some feedback on an idea that you had. Answering honestly, **do you think that their feedback improved your idea?**

With that in mind, look at your existing research question and ask a critical friend for feedback. Make a concerted effort to say and action the **'thank you, tell me more'** strategy described by John Izzo. Write down in the **forum** what you have learnt from this approach.



Do you think that their feedback improved your idea?

Sometimes when I am dealing with a project I tend to be central focused on it which could mean I may miss certain aspects of the project. Through experience asking for another person to look over the project with a fresh mind set can definitely help improve the project idea as its sharing best practice. This has definitely been a help to me in work pieces I have completed.

Check

Question 1 of 2

Which **two instincts** are in conflict when we are learning from feedback?

- ☒ The worry of not finishing on time.
- ☒ The joy from learning something new.
- ☒ Fear of being shown up for being wrong.
- ☐ The feeling of success from completion.

Check

Question 2 of 2

According to Heen's TED talk, the people who actively sought critical feedback were:

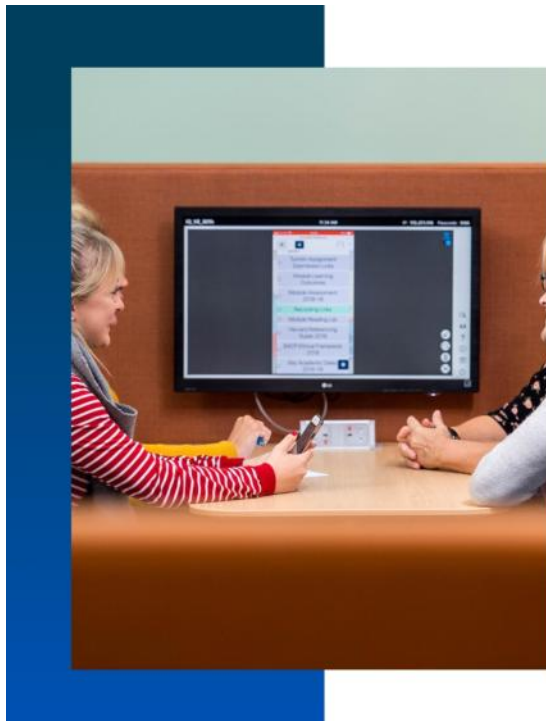
- ☒ Less successful.
- ☒ More successful.
- ☒ Very upset.
- ☒ Ignorant.

Not quite...

Most people will say that learning new things results in a feeling of joy. They will also report that when someone tells them that they are wrong they feel uncomfortable or upset. Overall, feedback is a vital conversation you must use to improve your ideas, but the process is not naturally joyful.

Correct!

According to Heen (2014), those who sought critical feedback are said to adapt more quickly to new roles, they report higher satisfaction, they get higher performance reviews, and they accelerate their own learning. This also changes the way other people see them.



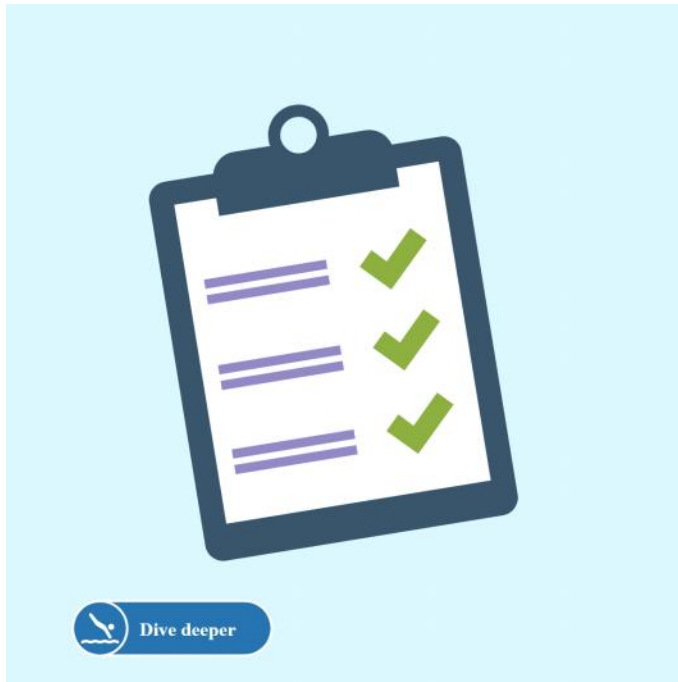
✓ You have completed Section 3!

Now you have completed this section, you should be able to use feedback to improve the focus of your problem statement/research question or, in fact, any learning scenario.

It is important that you take some time to reflect on what you have learnt in relation to identifying the question that you are researching.

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Before you go...

In this topic, you should have completed:

- ☐ Three **Reflect** tasks where you: Defined your area of interest and how that would make your research meaningful; Identified why you make a purchase and submitted your reasons to the Word Cloud; and analysed how you feel when you learn something new or are told you're wrong.
- ☐ One **Apply** task where you phrased your hypothesis using key approaches.
- ☐ Three **Check** tasks where you: Identified 'good' research questions; Reinforced your understanding of a 'good' hypothesis; and confirmed good and bad elements to feedback.

I have completed the above requirements.

✓ Unit 1 Topic 4 completed!

You should now:

- Have a systematic way to walk through the literature on your chosen subject, which leads to the direction of your research.
- Understand how to create a series of testable questions.
- Use feedback to improve the focus of your problem statement/research question.

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Unit 2 - The Worst Possible Idea

03 August 2025 11:52

Unit 2 - Topic 1

03 June 2025 14:31

Section 1

Before you start

It is important that you **take some time** to think about what you already know in relation to **critical thinking**, including your ability to identify reliable sources of information, avoid misinformation and understand implicit biases, as well as your own.

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Critical Thinking

1) Questioning assumptions

Instead of just accepting what you're told, you ask "Why is this true?" or "Is there evidence to support this?"

Example: A news article says a new diet works wonders, you look for research and expert opinions instead of believing it right away.

2) Evaluating evidence

You look at how strong the evidence is and whether it really supports the conclusion.

Example: You're reading about a study, you check if it was done on enough people, whether the method was fair, and if other studies agree.

3) Considering multiple perspectives

You think about different viewpoints and don't just stick to your own.

Example: In a debate about remote work, you think about how it affects employees, managers, customers, and even the environment.

That's critical thinking: being thoughtful, questioning, and open-minded.



Reflect

Take some time to review your **best** past assignments and choose which approach you took from the following:

1. Your investigation built an answer from existing evidence and then went to show its use.
2. Your investigation observed a situation and then supported it with a theory.
3. You answered your investigation by reviewing several solutions to an observation and choose the best fit.

Which approach best describes the route you took?

Cyber-Security Assignment Example

When I did the Cyber Security assignment, I built my investigation by researching existing evidence, such as policies, frameworks and real-world examples. I then used this to develop an answer and showed how it could be applied to strengthen a company's security approach. This reflects the first approach: building an answer from existing evidence and demonstrating its use.

Introduction

The way you answered the question suggests which is your preferred reasoning style:

1. **Deductive reasoning**
2. **Inductive reasoning**
3. **Abductive reasoning**



Click on each of the styles above to match it to its approach. Remember which approach you prefer, as we're going to look at them in more detail during this session.

Reflect

Take some time to review your **best** past assignments and choose which approach you took from the following:

1. Your investigation built an answer from existing evidence and then went to show its use.
2. Your investigation observed a situation and then supported it with a theory.
3. You answered your investigation by reviewing several solutions to an observation and choose the best fit.

Which approach best describes the route you took?

Check

Take a few moments to complete this activity, which will help you summarise what you have learnt in this section.

Question 1 of 3

Zeeta is really interested in fast cars. She can test several sorts of alloy wheels at a racing circuit before concluding which ones to use. What sort of research is she doing?

 Inductive

 Deductive

Correct!

Inductive research attempts to base its conclusions on patterns that are observed over time. The assumption assumes that what has happened when we were observing will continue to happen in the future.

Check

Question 2 of 3

Austin researches the performance data for a particular brand of soap powder. It provides evidence that in their research it makes shirts whiter than white. He decides to try out the powder on his white tablecloths and concludes that it makes them whiter too. What sort of reasoning is he using?

 Deductive

 Inductive

Correct!

Inductive reasoning is the mutual opposite of deduction. In our research, we observe a pattern of 'special cases' and 'increase' this to become a larger general principle, that can be applied universally to other phenomena we or the reader of our assignment have yet to see.

? Check

Question 3 of 3

When Aneka reads the horse racing tips from her newspaper, what sort of reasoning is she hoping they have done before advising her?

✓ Abductive

✗ Logic

Correct!

Abductive reasoning recognises the chance that a particular conclusion is, on balance, true or false.



✓ You have completed Section 1!

You should now be able to demonstrate an understanding of the difference between the forms of logical argument and judgement.

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Section 2

Reflect

Look back at a piece of work that you have received a **good mark** for. **Re-read it**. Is this work a shopping list of facts and statements that you have learnt in class, or have you **applied your knowledge** to a problem you have observed?



Cyber-Security Assignment Example

When I look back at my Cybersecurity assignment that I received a good mark for, I can see that I didn't just list facts from class. Instead, I applied what I had learnt to a real-world problem, by creating a practical cybersecurity policy for a fictional company. I used frameworks and examples to show how the theory could be used in practice.

What is the purpose of your research?

If you write a research question well, it can also form an approach to which research methods to use. For example, try to move your thinking to illuminate the **case and effect variables** that are the part of the phenomena you want to focus on. Here are some pro-forma question formats that may expand your ideas in this direction:

Research aims	Research question formulations
Describing and exploring	• What are the characteristics of X? • How has X changed overtime? • What are the main factors in X? • How does X experience Y? • How has x dealt with Y?
Explaining and testing	• What is the relationship between X and Y? • What is the role of X in Y? • What is the impact of X and Y? • How does X influence Y? • What are the causes of X?
Evaluating and acting	• What are the advantages and disadvantages of X? • How effective is X? • How can X be achieved? • What are the most effective strategies to improve X? • How can X be used in Y?

(Base, 2021)

Remember and recalling key learning

Looking back at the table of pro-forma question formats that you reviewed earlier, which sort of research are you initially attracted to for your subject?

- Describing and exploring
- Explaining and testing
- Evaluating and acting.

You may revisit the table by clicking on the button 'Look again'.



Look again



I'd likely say that when looking at research I'd look at the evaluating and acting segment as it looks at the advantages and disadvantages, sees how effective it is along with potential way to improve.

Check

In this knowledge check activity you will be presented with three research questions. Using what you have learnt in this topic, select whether the question is good or bad.

Question 1 of 3

Do students who engage in the additional revision classes perform significantly differently on tests than students who do not participate?

☒ Good

☐ Bad

Correct!

Yes, it is specific and clear. One knows who the participants will be, and one knows that student performance on state tests is the problem.

Check

Question 2 of 3

Why do students seem so apathetic? Select whether the question is good or bad.

 Good

 Bad

Correct!

This is not specific or clear, nor does it reflect an intervention, if one is planned, or a target group of participants. Better questions might be: Are science students more engaged in class discussions when a response strategy is used? What are the reasons for apathy among various groups of high school students?

Check

Question 3 of 3

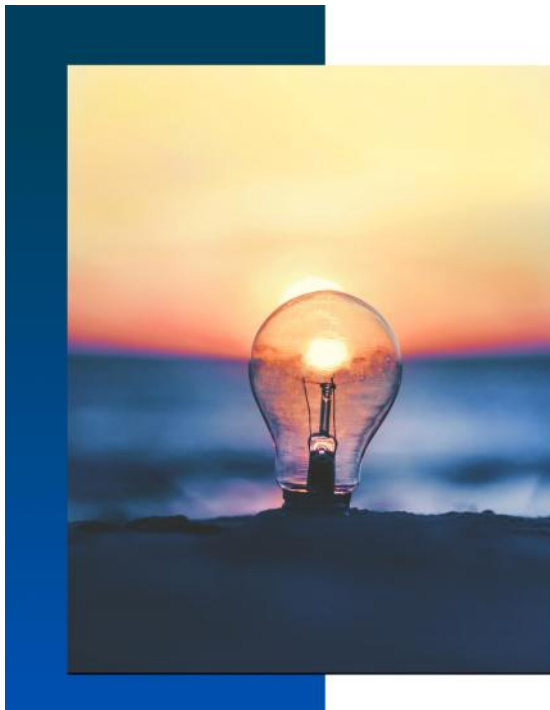
Do general education teachers evaluate student homework differently than special education teachers, based on five criteria? Select whether the question is good or bad.

 Good

 Bad

Not quite...

It has some clarity, and the problem is evident, but there is not enough detail in the five criteria.



✓ You have completed Section 2!

You should now be able to demonstrate an understanding of the purpose of research and recognise the importance of reading around the subject.

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Section 3



Reflect

Having read the descriptions and thinking about the course you are attending, spend a few moments contemplating these questions:

- What do you think is the **predominant method of research** in your subjects: quantitative or qualitative?
- Now think of the **alternative method**. What subjects would favour that sort of research?

In my course (Data Science), the main method of research is quantitative, because we work a lot with numbers, data, and stats to help us understand patterns or risks. The alternative would be qualitative, which is more common in subjects like psychology or sociology, where you're looking at people's experiences or opinions. Sometimes qualitative research can be useful too, like if you wanted to understand how users interact with a system.

Not quite...

Critically analyse the correct answers here and identify patterns that you can apply to your own subject area/questioning.

Quantitative drop zone

Focuses on testing theories and hypotheses

Analysed through math and statistical analysis

Mainly expressed in numbers, graphs, and tables

Requires many respondents

Closed (multiple choice) questions

Key terms: testing, measurement, objectivity, replicability

Qualitative drop zone

Mainly expressed in words

Requires few respondents

Open-ended questions

Analysed by summarizing, categorizing, and interpreting

Key terms: understanding, context, complexity, subjectivity

Focuses on exploring ideas and formulating a theory or hypothesis

Not quite...

Critically analyse the correct answers here and identify patterns that you can apply to your own subject area/questioning.

Quantitative drop zone

Experiments

Observations recorded as numbers

Surveys with closed-ended questions

Qualitative drop zone

Observations described in words

Interviews with open-ended questions

Literature reviews that explore concepts and theories



Apply

Take sometime to think of **appropriate questions** to this scenario. Keeley is attending an interview for a job at UWTSD as a trainee librarian. Imagine that you are the person interviewing her. Can you...

- Think of a **qualitative question** that would give you some data on her librarian skills?
- Think of a **quantitative question** that would reveal relevant data on her suitability as a person who knows about books?

Use the skills you have developed in this topic to further your own research. Remember to also use the **library database** to identify suitable research methods for your subject area. Ask your tutor for some recommendations.

Qualitative question:

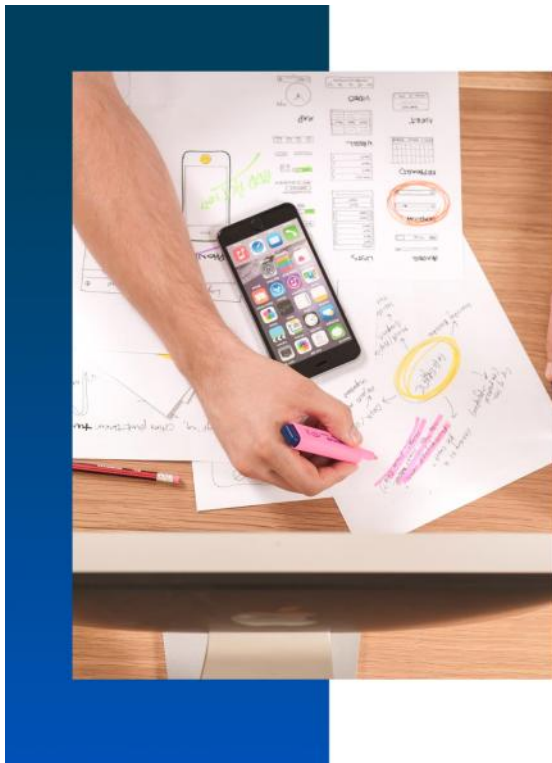
"Can you tell me about a time when you helped a library user find a difficult-to-locate book or resource?"

(this gives insight into her skills, problem solving, and communication)

Quantitative question:

"How many different library cataloguing systems or databases are you familiar with?"

(this gives a number, measurable data about her knowledge)



You have completed Section 3!

Now you have completed this resource, it is important that you take some time to reflect on what you have learnt in relation to the research methodology.

You should understand the different academic methods that you will use to conduct your research.

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Before you go...

In this topic, you should have completed:

- ❑ Three **Reflect** tasks where you have: Defined your past approach to assignments and identified where you may have applied knowledge or lack of; Evaluated where the method of research and alternative method apply to your subject.
- ❑ One **Apply** task where you have constructed relevant questions to ask an interviewee, where you can gather data to query their suitability for the role.
- ❑ Three **Check** tasks where you have demonstrated your understanding of the various types of research and reasoning.
- ❑ One **Network** task where you have described in the forum how mixed method research is applicable / inapplicable to your subject.

I have reviewed the check list and I have provided the required information in this section.

✓ Unit 2 Topic 1 completed!

You should now:

- Be able to demonstrate an understanding of the difference between the forms of logical argument and judgement.
- Be able to focus your research onto a work that is relevant for the audience reading and ultimately brings value to the domain that you are studying.
- Understand the different academic methods that you will use to conduct your research.

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Unit 2 - Topic 2

08 July 2025 12:04



Unit 2 Topic 2

Finding a needle in a haystack

- Section 1: Awareness of different research choices and data collection methods >
- Section 2: Develop appropriate sampling strategies to enhance validity, reliability and generalisability >
- Section 3: Design a data collection method appropriate to investigate a given problem >

i Activity explainer



Section 1:

Methods for collecting and analysing qualitative and quantitative data

Collecting data for our research can be a daunting task. However, it is likely that you will have instinctively used some of the methods as part of your education to date.

The following will give insight into some of the approaches you could consider in your research. Select each of the tabs to reveal further information.





✓ You have completed Section 1!

You should now be familiar with different methods for collecting and analysing qualitative data that you can use in pursuit of your research and understand how the sample of data that you are collecting reflects on your research.

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Section 2:

Quantitative research data

When presented with numerical data, **we can be similarly limited** in our data collection as those in the qualitative analysis. Quantitative responses can be limited because:



Your time and resources may be stretched

There are limited results from the experiments you make

There are limited replies from the people you are studying

Check

In this knowledge check activity you will be presented with three research questions.

Question 1 of 3

What do we call it when we reduce the data of the population into a smaller manageable unit? We call it a...

- ☒ Sample
- ☐ Snowball

Correct!

A sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole (Bineham, 2006).

Check

Question 2 of 3

Which of the following are relevant reasons for why we have to reduce the data we research into a smaller unit? (Choose which ones you think apply)

- ☒ Your time and resources may be stretched
- ☒ There are limited people who have experiences you are studying
- ☒ There are limited people/results with the relevance to the area you are studying

Correct!

If your sample size is large, it may limit your ability to produce findings that represent your population as a whole. It is therefore good practice for triangulation purposes to recruit a variety of respondents (e.g., children, adults, service users and providers).

Check

Question 3 of 3

When you select a sample from the population by picking the names out of a hat, what type of sampling are you conducting?

- ☐ Unusual sampling
- ☒ Random sampling
- ☐ Stratified sampling

Correct!

In this approach, every piece of data is considered to be equally relevant. This means if you include it in your research it is based on a random chance whether it's included or excluded from the sample you study.



✔ You have completed Section 2!

You should now be able to consider how the acquisition of your data will impact your research.

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Section 3:

? Check

Question 1 of 2

If you wanted to understand the general characteristics or opinions of a group of people you would use a...

- ✔ Survey
- ✘ Interview
- ✘ Experiment

? Check

Question 2 of 2

A 'Likert scale' is?

- ✔ Respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements
- ✘ A way of confirming the validity of experimental research invented by Donald Likert in 1967

Correct!

This method will be based on you conducting a survey that can be distributed online, or in person over a phone or in a live meeting. It can produce mixed data (quantitative and qualitative) based upon how the questions are framed.

Not quite...

A good solution to measure success would be to consider a 'Likert scale'. A Likert scale is a five-point answer like the one you have used in the previous 'research approach' activity.



✓ You have completed Section 3!

Now you have completed this resource, it is important that you take some time to reflect on what you have learnt in relation to data collection and sampling.

You should now be able to work out what your approach is to collecting data for your research.

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✓ Unit 2 Topic 2 completed!

You should now:

- Be familiar with different methods for collecting and analysing qualitative data including data sampling.
- Be able to consider how the acquisition of your data will impact your research.
- Understand your approach to collecting data for your research.

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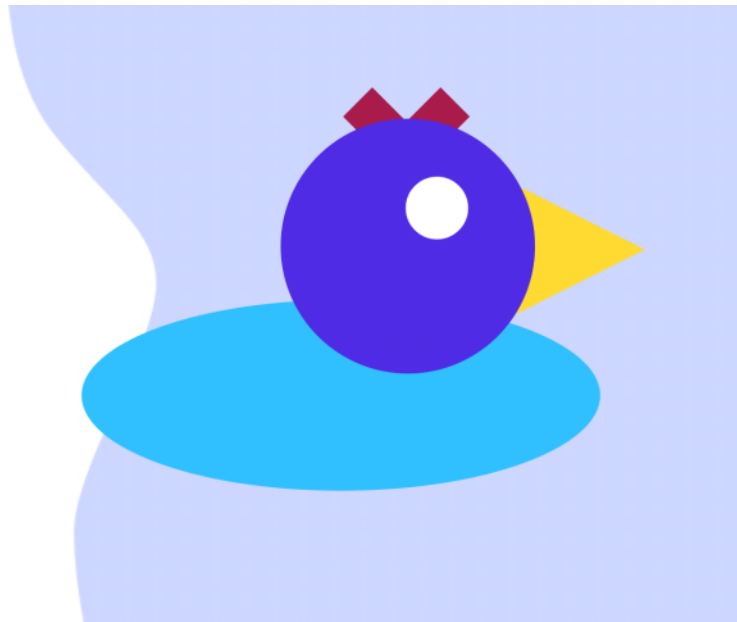
Unit 2 - Topic 3

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Reflect

The **Torrance Test of Creative Thinking** is one way of measuring problem solving ability in people. It's broadly used to see how creative you are such as, creating an image from standard objects.

For fun, **take a few minutes** and try to come up with as many uses for a **house brick** as possible. After the two minutes is up, count how many responses you have (Torrance, 1981). If you have time, ask your fellow learners how many uses they have defined.



- 1 - Use as a doorstep
- 2 - Use as a bookend
- 3 - Plant Riser
- 4 - Use to work out like dumbbells
- 5 - Firepit

Check

In this drag and drop knowledge check activity, drag the correct type of thinking to their respective descriptions.

✓ **Answer 1:** ___ thinking is based on what is already known and broadly correlates with deductive thinking. It takes an existing idea and tries to reduce the solution to something that is the 'correct' answer.

✓ **Answer 2:** ___ thinking is where we try to produce as many ideas as we can, irrespective of their plausibility.

Correct!

A converging thought is one that is based on what is already known and broadly correlates with deductive thinking.

Divergent thinking is the absolute opposite of convergent thinking. This approach is where we try to produce as many ideas as we can.

Another way to put this approach is: you look at the problem you have and 'playfully' muse about it using each of the verbs in the acronym as inspiration. You do this by **asking yourself questions** like the ones we will cover on the next page and see where your imagination roams.

S Substitute
C Combine
A Adapt
M Modify/Magnify
P Purpose
E Eliminate/Minify
R Rearrange/Reverse



SCAMPER technique

Below are some case examples where **parts** of the SCAMPER technique have been used.

Click on each image to reveal further information.



✓ You have completed Section 1!

You should now be familiar with divergent and convergent thinking and understand a technique that will guide you to think divergently.

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✓ You have completed Section 2!

You could use this open and closed mind approach given by Cleese to frame your current research project or assignment. Make some time and space for your ideation. Allocate a time to spend on open and closed thinking then deliberately action the two types of thinking as described above.

You should now understand that simply producing ideas is not enough. Divergent creativity needs to be bridled with convergent thinking to make something that is actionable.

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The 'Four Ws'

One approach to unpacking these obfuscated problems is called the 'Four Ws': **Who, What, Where** and **Why**.

It is a tool used in journalism to get to the heart of a story and can be used to get to the core problems presented to you in any narrative.

[What is affected by the problem? >](#)[What is the problem? >](#)[Where does it happen? >](#)[Why does it matter? ▼](#)

Finally, you must ask yourself **why** is this problem worth solving? **What** value does it bring to the person for whom you are presenting your idea?



✓ You have completed Section 3!

Now you have completed this resource, it is important that you take some time to reflect on what you have learnt in relation to techniques for generating creative solutions.

You should now be able to work out what your approach is to collecting data for your research.

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✓ Unit 2 Topic 3 completed!

You should now:

- Understand the difference between divergent and convergent thinking.
- Be able to identify how divergent creativity needs to be bridled with convergent thinking to make something that is actionable.
- Think about the problem an idea is meant to solve before jumping to a conclusion.

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The price of everything



Oscar Wilde is quoted as saying

"The cynic knows the price of everything and the value of nothing."

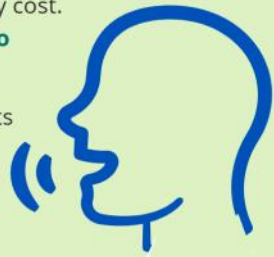
What do you think this means? Think about it and, when you're ready, **click the icon below to reveal the answer.**

The idea behind this is that a materialistic person is unable to recognise the true value of something aside from its monetary cost.

Price does not equal value. It seems **that value is subject to different people's points of view.**

These points of view will be a complex balance of how it affects social, ecological, mental, and physical value (Hindle, 2010).

For us to be able to create value it is therefore important to understand what value means.



Tsunesaburo Makiguchi

Another way of describing value comes from the teaching of Tsunesaburo Makiguchi, who developed an approach based on **40 years of Buddhist teaching.**

Makiguchi's educational purpose was to develop in his students a philosophical appreciation of the ideas of **beauty, benefit** and **good.**

Click the tabs to see the definition of each.

Beauty ✓

Benefit ✓

Good ✓

Attempts to contribute to the positive development of the individual **AND** society.





✓ You have completed Section 1!

Upon completion of this sub-section, you should be able to **define value** in **one of five dimensions by Lackéus**.

We also looked at the concept of how the sustainability agenda developed by the United Nations.

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A set of competencies that deal with entropy

There are three broad activities that each entrepreneur uses when creating value, titled:

- **Ideas and opportunities**
- **Resources**
- **Into action.**

Within the three broad activities, there are five competencies.

The following table comes directly from the **Entrecomp manual**. Of course, we cannot completely remove the risk of Entropy, but the more of these competencies an individual has, the more likely the idea you have for improving value is to succeed.

Click the tabs to see more.



Ideas and Opportunities



Resources



Into Action

You have viewed **15** of 15 competencies



✓ You have completed Section 2!

You should now be able to talk confidently about why attempts to improve value can fail, and discuss the 15 core competencies and **Entrecomp**.

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? Check

What are the two competing ideas about cognitive dissonance when referring to education? Choose the correct options from each list.

Accelerating		Progressing	
Acquiring	an education	Proceeding	in an education
Assuming		Participating	
Absorbing		Plagiarising	

Incorrect

That's right! You selected the correct response.

The answers were: **acquiring** and **participating**.

This refers to **cognitive dissonance**, where both arguments have merit: an education requires both approaches.

? Check

The approach called "effectuation" is an appreciation that events can be viewed from two different points of view. What are they called?

Create		Earn
Cost	and	Effect
Cause		Educate
Check		Elect

Correct

That's right! You selected the correct response.

The answers were: **cause** and **effect**.



✓ You have completed Section 3!

You should now have an appreciation on why you should consider the principles of adding value with your project.

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Unit 3 - Making things happen

03 August 2025 11:55

Unit 3 - Topic 1

08 July 2025 12:57

Check

Take a few moments to answer the following questions to help you summarise what you have learnt in this section.

Question 1 of 4

Valuable resources that a good personal connection could bring include (Choose the resources you think are applicable):

- ☒ Leads and personal recommendations
- ☒ Potential suppliers and customers
- ☒ Financial resources

Correct!

Personal connections can play an important role in the development of ideas and the success of new ventures by providing access to valuable resources including:

- Leads and personal recommendations,
- Potential suppliers and customers,
- Financial resources.

Check

Question 2 of 4

What would the frequency of contact be in an 'Active Network'? (Select one frequency of contact):

- ☐ Little/no contact
- ☐ Contact now and then
- ☒ Regular or ongoing contact
- ☐ Always contacting

Correct!

In an active network, there is regular or ongoing contact. You will usually have spoken to those within the network over the last six months. For example, a former boss who has remained an informal mentor and you talk every few months.

? Check

Question 3 of 4

What would the reciprocity of contact be in a 'latent network'? (Select one):

- ☒ Relationship is one-sided
- ☐ Relationship is equal
- ☐ Relationship is non-existent
- ☐ Relationship has never been established

Not quite...

In a latent network, there is little or no give and take; relationships are one-sided. For example, an industry sales representative who gives you information on current trends.

? Check

Question 4 of 4

What are the three qualities of a good network?

- ☐ Open, Diverse, Shallow
- ☒ Open, Diverse, Deep
- ☐ Closed, Diverse, Shallow
- ☐ Closed, Open, Deep

Not quite...

According to Willburn & Cullen (2014), the three qualities that make up a good network are that they are:

- Open,
- Diverse,
- Deep.



✓ You have completed Section 1!

You should now be able to demonstrate what a personal contact network is and define what makes a good network.

In your own time, analyse your own network. Try to identify areas of your network that are active and latent. How would you improve your network?

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✓ You have completed Section 2!

You should now understand and be able to assess the importance of stakeholders in developing your idea.

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✓ You have completed Section 3!

Now you have completed this resource, it is important that you take some time to reflect on what you have learnt in relation to the power of networks.

You should now be able to create a stakeholder map for a specific project.

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✓ Unit 3 Topic 1 completed!

You should now:

- Be able to demonstrate what a personal contact network is and define what makes a good network.
- Understand the importance of stakeholders in developing your idea.
- Be able to create a stakeholder map for a specific project.

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[Exit](#) ✕

If you have taken notes using the in-built notebook, you can now export them.

[Export my notes](#) ↗

Here are listed the references that are used in this topic.

[References](#) 📖

Unit 3 - Topic 2

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Reviewed topic

Unit 3 - Topic 3

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Reviewed topic

Unit 3 - Topic 4

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Reviewed topic

Unit 4 - What's the verdict?

03 August 2025 11:59

Unit 4 - Topic 1

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Unit 4 - Topic 2

03 August 2025 12:01

Reviewed Topic

Unit 4 - Topic 3

03 August 2025 12:01

Reviewed Topic

Unit 4 - Topic 4

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Reviewed Topic

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03 August 2025 14:01

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Task 3 References:

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WellMind Pilot Survey Questions

03 August 2025

13:22

WellMind Pilot Survey Questions

Section 1: About you

1. Which of the following best describes you?

☐ Individual user interested in mental wellbeing

☐ Employer / HR professional

☐ Mental health practitioner

☐ Tech/startup professional

☐ Other (please specify): _____

2. Have you ever used a mental health or wellbeing app before?

☐ Yes

☐ No

If yes, please let us know below:

Section 2: Perceptions of WellMind

3. How interested would you be in using a platform that tracks mental health using wearable and self-reported data?

(1 = Not interested at all, 5 = Extremely interested)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Which features would you find most valuable in a mental health platform? (*Select all that apply*)

☐ Mood tracking

☐ Sleep analysis

☐ Burnout risk alerts

☐ Personalised wellbeing suggestions

☐ Anonymous data dashboards (for organisations)

☐ Integration with wearables (Fitbit, Apple Watch, etc.)

☐ Other (please specify): _____

5. How comfortable are you sharing your mental wellbeing data with a platform like WellMind?

(1 = Not comfortable, 5 = Very comfortable)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. What concerns would you have about using a platform like WellMind?

Section 3: Ethics & Data Privacy

7. How important is data privacy to you when using wellbeing or health platforms?
(1 = Not important, 5 = Extremely important)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. Would knowing the platform is fully GDPR-compliant make you feel more comfortable using it?
☐ Yes
☐ No
☐ Unsure

Section 4: Final Feedback

9. How likely would you be to recommend a mental health analytics platform like WellMind to others?
(1 = Not likely, 5 = Extremely likely)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
10. Do you have any suggestions for features, improvements, or concerns you'd like to share?

Thank you for your participation.

Draft Interview Questions for Professionals (Semi Structured)

03 August 2025 13:40

Interview Questions for Semi-Structured Interviews

1. From your perspective, how has the demand for mental health support tools changed in recent years?

2. How comfortable do you think users are with sharing their mental wellbeing data through digital platforms?

3. What are your key concerns regarding data privacy in platforms that track mental health using wearables or app inputs?

4. In your experience, what makes a wellbeing platform trustworthy to end users or clients?

5. How useful would you find anonymised wellbeing dashboards to inform decisions or interventions in your organisation?

6. What challenges do you foresee in adopting a data-driven tool like WellMind in a workplace, council, or healthcare setting?

7. Do you believe predictive analytics can be reliable for identifying early signs of burnout, anxiety, or emotional fatigue? Why or why not?

8. What features or functionalities would you expect in a mental health analytics platform aimed at enterprise use?

9. Are there any specific data types (e.g. heart rate, sleep, mood logs) you consider most important or relevant for mental health tracking?

10. Would you consider partnering with or supporting a platform like WellMind in a professional context? What would make that decision easier for you?
