



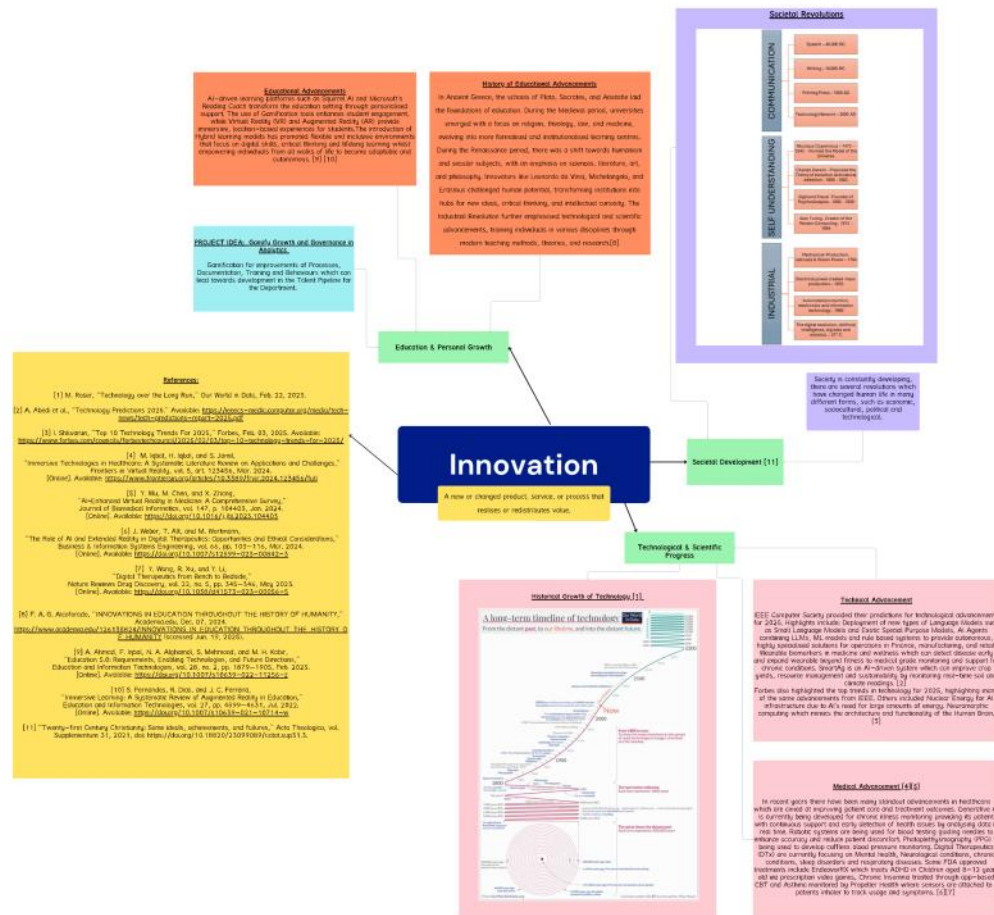
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Innovation & Research

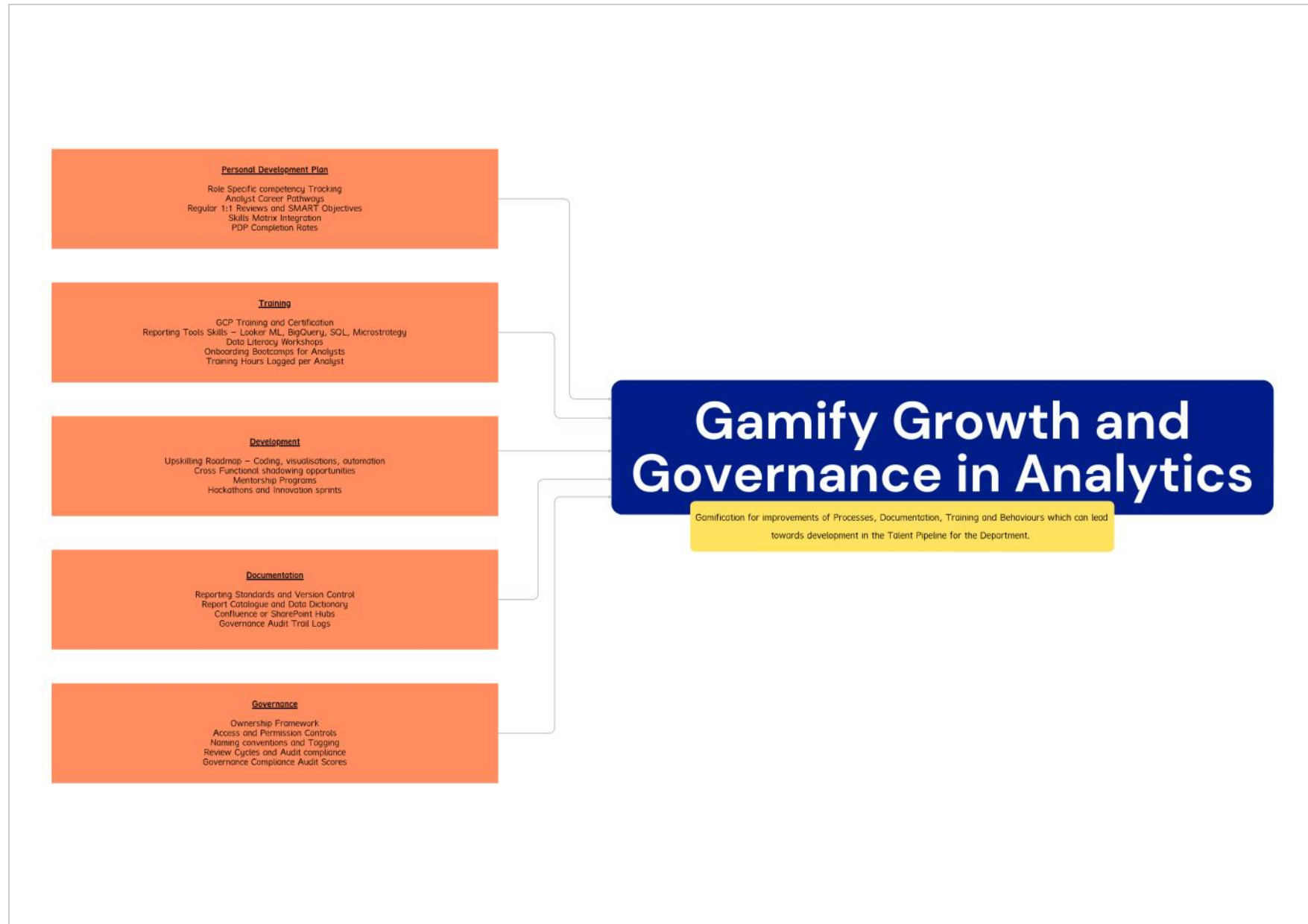
Changemakers: Creativity and Value Creation– ACCA5033

Lucy Boyt - 2308345

Q1 - How innovation shapes the world



Q2 - Project Idea Map



Project Proposal Summary

PROJECT TITLE	Gamify Growth and Governance in Analytics
PROJECT TYPE	Development and Experiment
DESCRIPTION	Gamification for improvements of Processes, Documentation, Training and Behaviours which can lead towards development in the Talent Pipeline for the Department. Analysts will be awarded badges for demonstrating positive skills and completing steps of the process. Skills from the Talent Pipeline can be collected and added to the Agent's PDP, which can be used for promotion reviews. Completion of tasks of a process to encourage engagement of specific tasks Completion of Jira Tickets, Peer reviews Challenges and Hackathons Mentorship and Workshops A summary is provided weekly/daily to drive ongoing engagement with the process. Select a Sample of staff to trial the process. Hypothesis if successful using Regression Models and T tests

Q1 - Aim and Objectives

AIM

Design, integrate and evaluate a challenge and leaderboard gamification framework to boost Analyst engagement, accelerate upskilling and improve measurable performance and promotion readiness across the Operations MI Team.

SMART OBJECTIVES

Objective	Specific	Measurable	Achievable	Relevant	Time-Bound
<i>Weekly Challenge Participation</i>	Analysts to complete > 1 gamified challenge weekly	Track Completion percentage of Analysts completing targeted engagement	Historically 50-60% voluntary engagement, 80% is realistic with incentives.	Drives Buy-in to new processes and boosts engagement	Achieve 80% weekly participation by Month 2 and sustain through Month 6
<i>Jira Ticket Closure Rate</i>	Increase average weekly ticket closures per analyst	Compare baseline (65 average/week) to pilot group average each week	15% uplift in ticket completion aligns with small workflow improvement per analyst	Improves process efficiency and validates gamification productivity gains.	Reach 15% increase (75) closures per Week by Month 6 End.
<i>Training Module Hours</i>	Boost individual training completion hours in targeted domains	Log hours via Badge system, monitor total hours per analyst.	Raising from 7.5 hours to 12 hours in 6 months requires less than 1 hour additional	Supports upskilling and prepares analysts for promotion.	Ensure each analyst logs More than 12 hours by Month 6
<i>Competency Badge Attainment</i>	Analysts earn badges in: • Documentation • Coding • Visualisation • Project Management • Stakeholder Management	Count Percentage of Participants with all 5 Badges.	70% badge completion rate is achievable with monthly mini-hackathons and peer workshops along with Learning and Development days provided for self-learning once a month.	Validates skill development and feeds into PDP for Promotions and Promotion packs.	Achieve over 70% full badge attainment by the end of month 6.
<i>Promotion Readiness Score</i>	Improve Analysts promotion rubric scores in PDPs	Measure percentile score changes from baseline to Month 6 using the department rubric.	A increase of 20% will align with typical PDP improvements under guided development	Directly links to gamification to tangible career progression	Attain an uplift in Score average by over 20% by Month 6.

Q2 - Research Philosophy

For this project, the research aims to evaluate a gamified challenge and leaderboard framework designed to improve analyst engagement and development. There are several research philosophies that can be considered when designing a study.

The Research paradigm



Figure 1 – The Research Paradigms [1]

Ontology refers to the nature of reality (What is considered real in the research context). Positivist ontologies treat reality as objective and external, while interpretivists view it as socially constructed [2]. Epistemology examines the process of acquiring and validating knowledge. Axiology deals with values in research, whether seeking value neutrality or acknowledging the influence of researcher values in shaping outcomes [3].

Pragmatism is a philosophical middle ground which prioritises the research question and its implications over adherence to a singular ontological or epistemological stance. Feilzer [4] and Gillespie[5] argue that mixed-methods research underpinned by pragmatism is ideal when exploring complex, real-world phenomena.

Pragmatism allows the researcher to navigate this complexity by using “what works” as a criterion for selecting methods, rather than being bound by rigid philosophical traditions [6]. In software and data engineering contexts, pragmatism is the dominant paradigm because it allows researchers to blend subjective user insights with objective performance data, supporting a more comprehensive evaluation of innovation [7].

In the scope of this project:

Ontology: Would determine the study’s effectiveness as an objective fact or a subjective experience.

Epistemology: Leans towards understanding if the knowledge sought is through measurable data or experiences/interpretations.

Axiology: Determines whether the research is approached as value-neutral or if the researcher’s intention to enhance engagement and development is openly acknowledged as influencing the study.

Pragmatism: Focuses on using combined methods to solve real-world problems, allowing for both data-driven and experience-based approaches to evaluate the efficacy.

Given the nature of the research, which prioritises actionable insights and measurable outcomes, a pragmatic research philosophy is most suitable. The Pragmatism methodology is best suited for this project, as it aligns with the study's goals to quantitatively measure performance metrics for Performance Benchmarking and qualitatively understand analysts' experiences with gamification strategies.

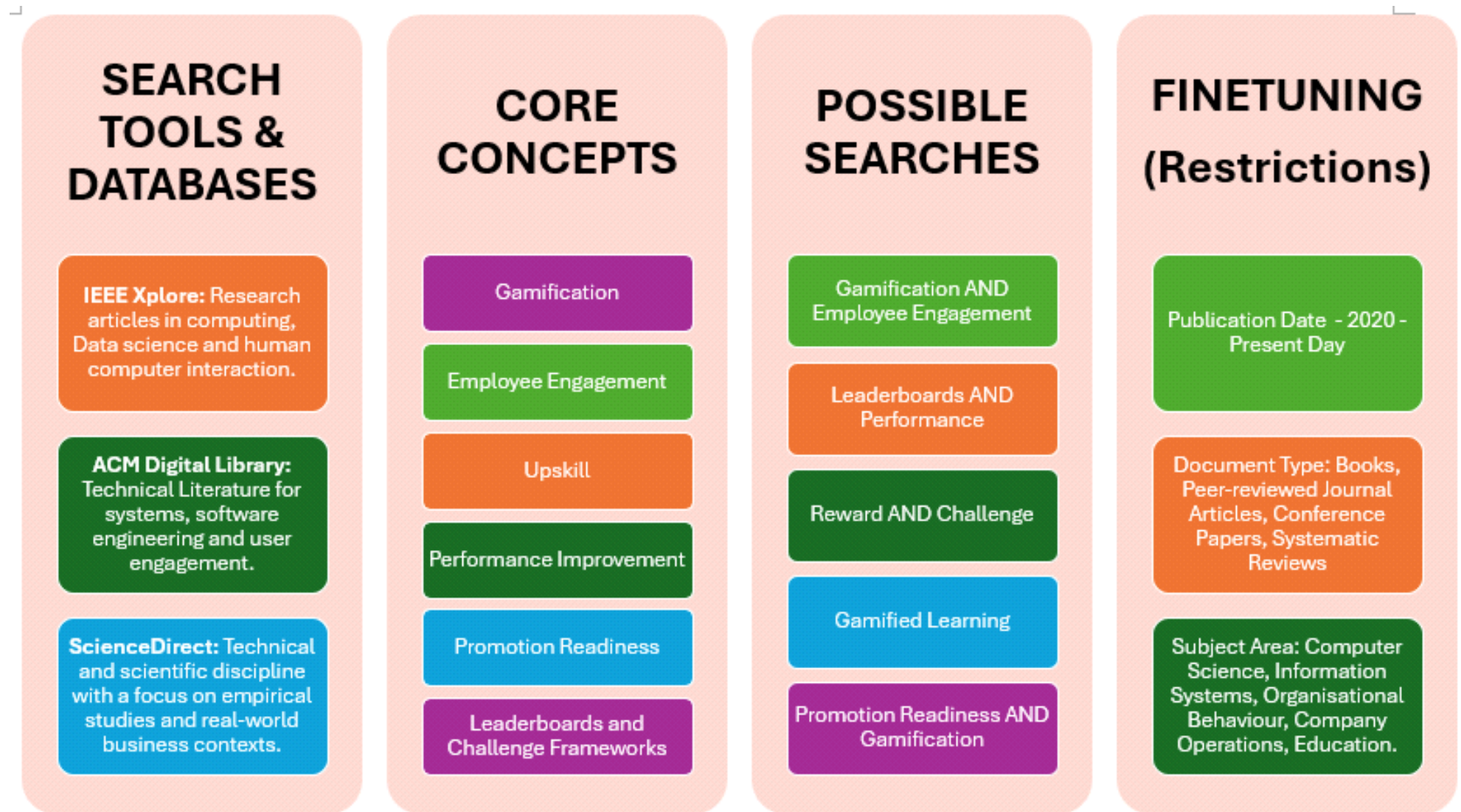
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27 May 2025 10:20

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- [2] E. G. Guba and Y. S. Lincoln, *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications, 1994, pp. 105–117.
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- [5] A. Gillespie, V. Glăveanu, and Constance, "Pragmatism and methodology: doing research that matters with mixed methods - LSE Research Online," *Lse.ac.uk*, Jan. 2024, doi: http://eprints.lse.ac.uk/121579/1/Gillespie_pragmatism_and_methodology_published.pdf.
- [6] J. Creswell and V. Piano Clark, "Designing and Conducting Mixed Methods Research," *Australian and New Zealand Journal of Public Health*, vol. 31, no. 4, Aug. 2018.
- [7] K. Petersen and C. Gencel, "Worldviews, Research Methods, and their Relationship to Validity in Empirical Software Engineering Research," *2013 Joint Conference of the 23rd International Workshop on Software Measurement and the 8th International Conference on Software Process and Product Measurement*, Oct. 2013, doi: <https://doi.org/10.1109/iwsm-mensura.2013.22>.

Q3 - Research Tools

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Q1 - Validity, Reliability, Generalisability and Ethical Considerations

VALIDITY[1]:

The Extent to which a concept, conclusion or measurement is well-founded. Within research, it measures whether a study or instrument measures what it claims to measure.

- Ensure the Awards/Badges and measures reflect skill development. e.g. participation in Peer reviews should assess Analytical thinking and report useability, not just likeability.
- Use SMEs within the design process to ensure all relevant areas of growth are covered.
- Pilot the gamified system with a sample group and gather feedback to ensure the system accurately reflects real performance improvements.

RELIABILITY [4]:

The degree to which a measurement or procedure produces a consistent result throughout observation.

- Standardise evaluation forms for Peer Reviews and badge criteria to ensure consistency and reduce variation.
- Provide training for reviewers and mentors to score behaviours similarly.
- Re-administer specific training/tasks after a time period to measure if performance has remained consistent.

GENERALISABILITY :

The extent in which the findings from a study can be applied to wider settings, populations or times beyond those studied within the sample.

- Use a sample which represents different teams, experience levels and job roles to ensure the full function is represented.
- Consider cross-function testing between Operations MI and Customer Analytics to assess adaptability.
- Design gamified components which can work for large teams without diluting the meaning.

ETHICAL CONSIDERATIONS:

The moral principles and guidelines that should be followed within the study to ensure integrity, fairness and protection of the participants.

- Provide clear details of how data will be collected, used and analysed.
- Before tracking performance metrics or survey participation, obtain informed consent.
- Ensure Anonymity and confidentiality are maintained avoiding public ranking systems which may demotivate users.
- Ensure that gamification does not advantage specific groups to ensure fairness and inclusivity.

Q2 - Research Strategies - Data collation

Research Strategies / Data Collection Methods

A mixed methodology is proposed, starting with baseline assessments of analyst motivation, confidence levels and performance. Followed by a staged gamification rollout. During implementation, quantitative tracking is combined with iterative qualitative checkpoints to monitor behavioural changes, skill development and organisational outcomes. The process will be concluded with post-intervention evaluations of development pathways and governance processes. [2] [3]

Qualitative Data:

- Focus Groups with SMEs to understand how Gamification impacts motivation and perceived fairness.
- 1-2-1 interviews with participants on what is working for them, what isn't, feedback on how gamification is impacting their learning, collab and job satisfaction. (Appendix 3)

Quantitative Data:

- Jira Ticket Completion Rates
- Peer review counts (if available)
- Badges awarded (and time spent)
- Attendance logs for workshops and mentorship.
- PDP creation vs Completion counts

Mixed Methods:

- Pre-Implementation & Post-Implementation survey (Appendix 2) :
 - Analyst rating confidence in subject areas (Quantitative - Likert scale).
 - Team Manager rating Analyst's current performance in subject areas (Quantitative - Likert scale).
 - Skills wanting to improve (Qualitative)
 - Promotion scope. (Qualitative)
- Compare performance metrics from Jira (Quantitative) with insights about motivation (qualitative)

Pre-Implementation Survey

Confidence & Performance Ratings

(Likert Scale: 1 = Not at all, 5 = Extremely)

Analysts (Confidence):

- Technical skills (e.g. scripting, SQL, dashboarding)?
- How confident are you in collaborating with teammates on complex problem-solving?
- How confident are you in meeting performance targets in your current role?

Managers (Performance):

- Technical skills proficiency
- Collaboration and teamwork
- Consistency in meeting performance targets

Development Pathways

Analysts and Managers

- What skills would you most like to improve?
- What do you think could support your development more effectively?
- In what areas do you see scope for future promotion or growth?

1-2-1 Analyst Interviews

How has the gamification initiative impacted your day-to-day tasks, if at all?

Which gamified features (badges, leaderboards, challenges) feel most relevant or motivating to you?

Are there elements of the initiative you find unclear, distracting, or unnecessary?

What aspects of your skill development have been influenced so far?

How do you feel this system affects collaboration with peers?

What suggestions would you make to improve the initiative for analysts like yourself?

SME Focus Group Topics



How fair do you think the badge awarding and gamified tracking currently feels to analysts?



Are there biases or barriers in how gamification is perceived across different roles or teams?



What unintended effects might arise—competition, disengagement, etc.?



How could the system better reward meaningful contributions, not just visible outputs?

Appendix 2 - Pre-implementation Survey

Below is a copy of a prototype survey which can be used pre- and post- implementation to collate data.

The survey is created via MS Forms which permits the user to provide differing questions subject to the users answers. This form also records the date the form was completed so improvement in confidence can be measured should multiple forms be completed for one user.

1 - 2 : Answered by All

3 - 11: Branched to users who have selected Senior Analyst/Manager. (Survey ends at question 11)

12 - 19: Branched to users who have selected Reporting Analyst.

Pre-Implementation Survey

This short survey should take approximately 5 minutes to complete.

Thank you for taking the time to participate in this pilot study. Your honest input will help shape the design of learning systems and career development pathways.

Any data collated will be used only for research and improvement purposes, the data will remain anonymous outside of the study.

* Required

* This form will record your name, please fill your name.

About you:

1. Your Name: *

2. Current role

- ☐ Reporting Analyst
- ☐ Senior Analyst/Manager

3. Analyst name

- ☐ Scott Piper
- ☐ Carys Robertson
- ☐ Lucy Boyt
- ☐ Kyle Jones

Rate your Analyst's performance in the following areas

1 = Not at all effective/very low proficiency

5 = Extremely effective/highly proficient

4. SQL

1	2	3	4	5
---	---	---	---	---

5. LookML

1	2	3	4	5
---	---	---	---	---

6. Python

1	2	3	4	5
---	---	---	---	---

7. Data Visualisation

1	2	3	4	5
---	---	---	---	---

8. Data Storytelling

1	2	3	4	5
---	---	---	---	---

9. Testing and Peer Reviewing

1	2	3	4	5
---	---	---	---	---

10. Project Management

1	2	3	4	5
---	---	---	---	---

11. Business Partnership

1	2	3	4	5
---	---	---	---	---

12. Decision Making with Data

1	2	3	4	5
---	---	---	---	---

13. Data Analysis

1	2	3	4	5
---	---	---	---	---

Development Pathways:

14. What development goals have your analyst shared with you recently?

15. What type of support or opportunities seem most effective for this analysts growth?

16. Where do you see promotion or progression potential for this team member?

How confident do you feel in applying the following technical skills:

1 = Not at all confident

5 = Extremely confident

17. SQL

1	2	3	4	5
---	---	---	---	---

18. LookML

1	2	3	4	5
---	---	---	---	---

19. Python

1	2	3	4	5
---	---	---	---	---

20. Data Visualisation

1	2	3	4	5
---	---	---	---	---

21. Data Storytelling

1	2	3	4	5
---	---	---	---	---

22. Testing and Peer Reviewing

1	2	3	4	5
---	---	---	---	---

23. Project Management

1	2	3	4	5
---	---	---	---	---

24. Business Partnership

1	2	3	4	5
---	---	---	---	---

25. Decision Making with Data

1	2	3	4	5
---	---	---	---	---

26. Data Analysis

1	2	3	4	5
---	---	---	---	---

Development Pathways:

27. What skills would you like most to improve?

28. What support do you think could aide your development more effectively?

29. Where do you see opportunities for growth or progression within your current role or team?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



Appendix 2.2 - Pre-implementation Survey Results

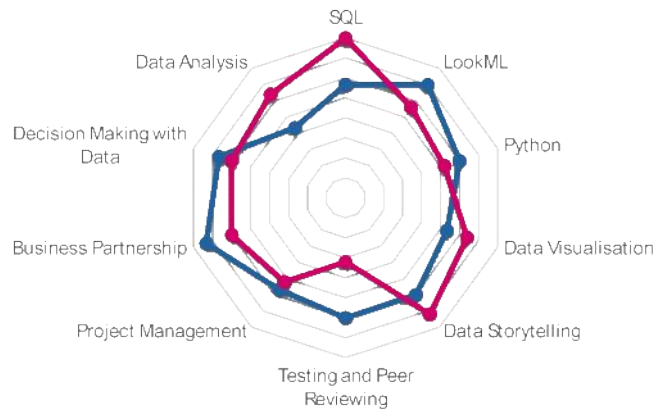
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Values	Manager Average	Analyst Average	Overall Average
Testing and Peer Reviewing	2.00	3.00	2.50
Data Analysis	3.63	2.17	2.63
Project Management	2.00	2.83	2.83
Python	2.50	3.00	2.92
Data Visualisation	3.50	2.67	3.08
Decision Making with Data	2.88	3.33	3.13
Data Storytelling	3.50	3.00	3.17
Business Partnership	3.00	3.67	3.42
SQL	4.38	2.83	3.46
LookML	3.50	3.50	3.67

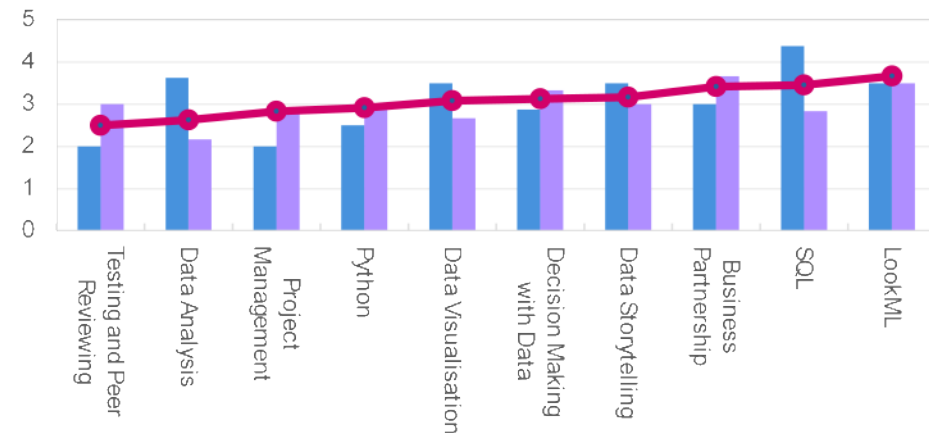
Following completion of a brief analysis of the Pre-Implementation surveys the Skills chosen for the limited trial are:

- Testing and Peer Reviewing
- Data Analysis
- Project Management
- Python
- Data Visualisation

Average Analyst vs Manager Confidence levels - Pre-Implementation



Overall Skill Proficiency Comparison: Analyst vs Manager Assessments



Appendix 3 - Analyst Interview Form

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Employee Details:

- Name: _____
- Role/Position: _____
- Department/Team: _____
- Date of Meeting: _____
- Manager/Supervisor: _____

Questions:

1. Daily Experience

- How has your day-to-day approach to work changed since taking part of the gamification pilot?
- Which elements of gamification is standing out to you most?
- Are there any features you actively engage with? Any that you tend to ignore?

Analysts notes:

Manager notes:

2. Motivation & Recognition

- What motivates you to complete tasks or earn recognition in this system?
- Do you feel personally recognised for your efforts or could that be improved?
- Has the pilot made you feel more valued by your team?

Analysts notes:

Manager notes:

3. Learning and Skill Development

- Have you noticed improvement in any skills since participating in the pilot?
- Are there any new learning opportunities or challenges that you have discovered through this system?
- Which part of your professional development feels most supported by gamification?

Analysts notes:

Manager notes:

4. Team Dynamics and Collaborations

- Has gamification influenced collaboration across your team or department?
- Have you seen changes in peer support, mentoring or feedback interactions?
- Do you think the implementation has affected healthy competition or created fiction?

Analysts notes:

Manager notes:

5. System Design and Clarity

- Which features of the system are easy to understand?
- Are there parts of the system that you find unclear or overly complicated?
- What barriers do you see in the adoption of gamification across the department?

Analysts notes:

Manager notes:

6. Impact and Recommendations

- Overall, how has gamification impacted your job satisfaction and motivation?
- If you could change (add or remove) one element of the initiative what would it be and why?

Analysts notes:

Manager notes:

Q3 - Quantitative & Qualitative analysis

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Quantitative Analysis

Within this project Quantitative analysis uses measurable values retrieved from operational and HR data including Jira ticket completion rates, workshop attendance records, badge distribution figures and PDP completion metrics. Descriptive Statistics can be used to provide a summary of changes in productivity and engagement comparing results from periods before and after implementation of gamification strategies. Trend analysis can monitor performance changes over time across recurring tasks. Inferential statistic methods like T-Tests and ANOVA can be used to explore relationships between variables such as mentorship activities and overall performance.

Qualitative Analysis

Qualitative analysis methods use the data obtained from interviews and focus groups. The use of thematic analysis, common patterns can be identified regarding motivation, perceptions of fairness, collaboration and usability. Content analysis can be applied to the open ended survey responses reviewing frequency and diversity of participant perceptions. With framework analysis findings can be organised to address project goals such as skill development and team dynamics.

By integrating these approaches the study achieves a well-rounded understanding of feasibility and impact following the introduction of gamification. The combined methodology explores quantifiable outcomes but also delves into nuanced perspectives of the studies participants providing robust evidence of the projects effectiveness.

References

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- [2] J. W. Creswell and J. D. Creswell, *Research design: qualitative, quantitative, and Mixed Methods Approaches*, 5th ed. Thousand Oaks, California: SAGE Publications, 2018.
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- [4] M. Saunders, P. Lewis, and A. Thornhill, *Research Methods for Business Students*, 9th ed. Pearson, 2023.

Unit 1: Topic 1

21 July 2025

13:39

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?

- Artificial Intelligence
- E-tablets
- Air fryer
- Kindle Unlimited
- Smart Plugs

My Remarkable Pro E-tablet has had the largest impact on my life. Before the tablet, I would carry numerous books with me, Notebooks for work, personal and university, along with the novel I would be reading. These notebooks and books have been combined into a lightweight tablet, which allows me more functionality. The tablet also provides a distraction-free space that other tablets, such as iPads, cannot provide. There are no notifications, no internet browser, just a simple design for focus and writing.

Apply

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

This wireless telegraph which lead to other innovations such as the Phone and Radio Waves. This has allowed humans to communicate across long distances, allowing for larger collaboration from many societies.

What **beneficial** effects has it had on humankind?
Justify your response in a **forum post**.

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.

Generative AI and Foundation Models

Within the insurance industry, generative AI offers opportunities in extracting structured data. From a data science viewpoint, these models will enhance automated feature engineering and code creation. Insights reporting will become more accessible to non-technical stakeholders. AI will change the way businesses such as Admiral interact with data, documentation and decision-making tools.

Check

Drag the revolution to the correct definition.

- | | |
|--|------------------------------|
| a. Steam, water and mechanical means of production | First Industrial Revolution |
| b. Division of labour, electricity and mass production | |
| c. Electronics, IT and automated production | |
| d. Cyber physical systems | Fourth Industrial Revolution |

Submit

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

Apply

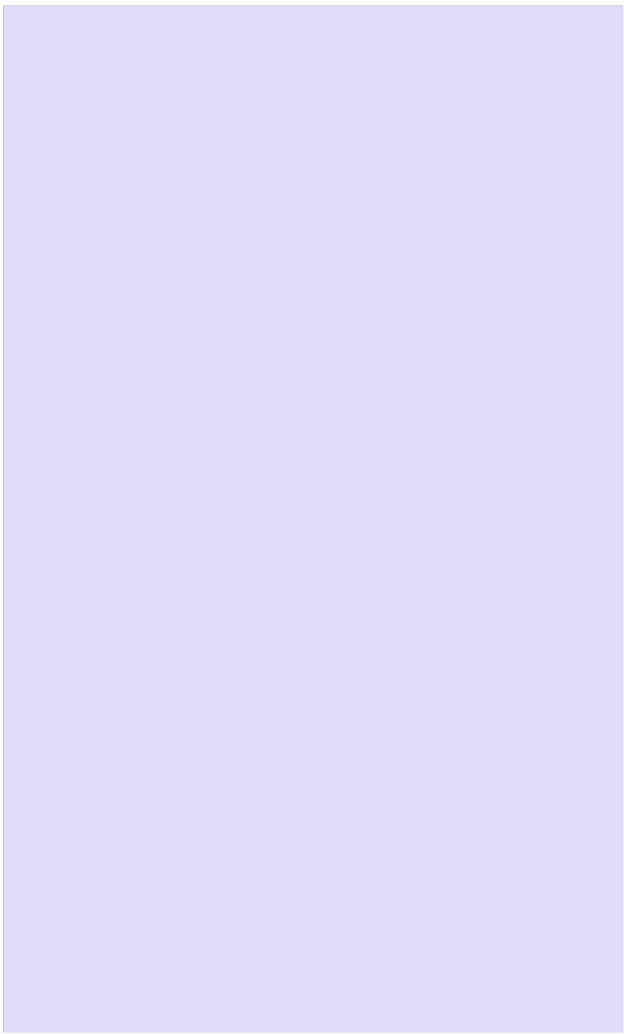
In a couple of sentences describe an experience from your past where you feel you were **discouraged/ encouraged** to be creative and how this might have affected how you feel about your levels of creativity.

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?

I felt encouraged to think creatively under the guidance of a previous manager who frequently engaged me in open, solution-focused discussions centred on enhancing procedures.

A challenge arose when Personal Injury legislation changed, and we anticipated that solicitors' approach to claims would change. I proposed a straightforward MS Form where colleagues could record any trends and tactics they noticed, with the data being compiled into a centralised spreadsheet which our Fraud Department could review. The Suggestion was met with serious consideration and was implemented.

The experience highlighted that creativity extends beyond fanciful concepts and is equally about recognising potential for improvements and receiving trust to implement them. In the data and analytical workspace, creativity is crucial for identifying significant patterns, creating streamlined processes and developing tools that address real-life challenges effectively. I anticipate that future roles will require creative thinking in designing insightful dashboards, optimising data acquisition techniques and facilitating teams comprehension through accessible and engaging presentations.



Unit 1: Topic 2

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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?**

The last time I felt creative was when I redesigned my home office space with a Japanese-inspired theme focusing on Wabi-Sabi. Focusing on soft pink tones with minimal natural wood furniture to create a sense of warmth and balance.

The process was long, thorough and intentional. It made me feel confident in my creative instincts as I trusted my ideas. It also connected me to the space where I work and study, making me more focused and relaxed.

Check

Using creativity to **avoid stress** is:

- ☐ A contemplation tool
- ☒ A distraction tool
- ☐ A means of self-development to face challenges by building up self-esteem and confidence

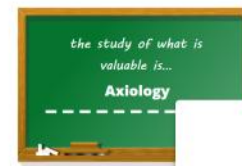
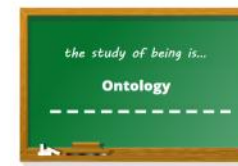
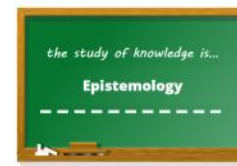
Correct!

When we use creativity simply to avoid something challenging or ignore something we find stressful, it is a **distraction tool**.

Only when we use creativity to give us the mind space to reassess problems in our lives and make plans can we consider it a **contemplation tool**.

Check

If we were to **translate** the following words from Greek, what would they mean? **Drag each** of the three forms of philosophy to their correct definition.



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:
postmodernism **pragmatism**
critical realism

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

Unit 1: Topic 3

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Yes, I use this	Name	Information
☐	ERIC: Education Resources Information Center	
☒	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.

Apply

After watching the video, **create your own concept map**.

Use whatever you feel most comfortable with – an application like Microsoft Whiteboard, or a real whiteboard, or just pen and paper.

Try and identify **propositions** and **crosslinks**, and how these would apply to how you research.

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

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



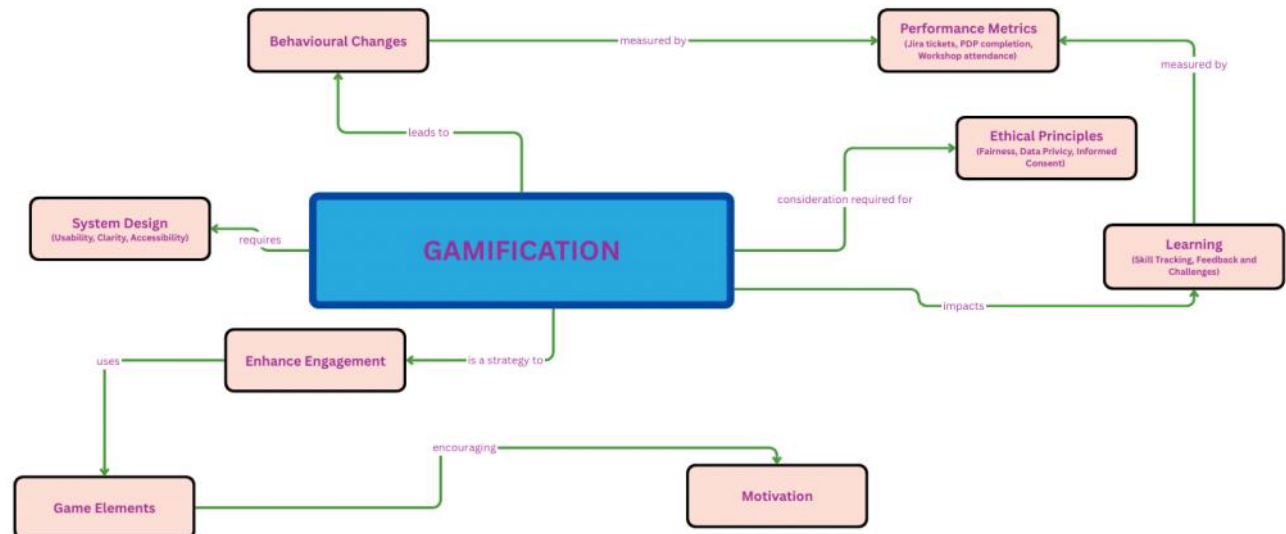
Correct

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!





When learning something new, I feel a mix of challenge and motivation. I find I am naturally curious, and I enjoy uncovering how something works.

At the same time, there are often moments of frustration when a concept doesn't click straight away. However, I find that pushing through those difficulties and trying alternative methods.

When I am told I am wrong, I do feel a bit anxious at first. Naturally, I want to get things right and contribute positively to my team, but I have come to recognise that mistakes are an essential part of the learning process. At Admiral, there is a strong culture around the idea that mistakes are not failures but opportunities to grow. This has helped me shift my mindset; instead of focusing on perfection, I now focus on learning and improving.

Unit 2: Topic 1

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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 it's right.
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.

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

Zeeza 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

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 t-shirt and concludes that it makes them whiter too. What sort of reasoning is he using?

☒ Deductive

☐ Inductive

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

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?

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 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

Check

Question 2 of 3

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

☐ Good

☒ Bad

Check

Question 3 of 3

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

☐ 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.

Correct!

This is not specific or clear. Not 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?

Not quite...

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

Network

Using your **forum**, in 100 words, describe why **mixed method research** is applicable or inapplicable for your subject.

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

Correct!

Yes, you correctly identified the quantitative and qualitative statements. Apply this level of thinking in your own subject area.

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

Mixed

As indicated on the previous page, it may be applicable to approach your research using a **combination** of both quantitative and qualitative research. For example, a qualitative survey may reveal an insight that you can drill down into with a second iteration of quantitative analysis.

Apply

Take sometime to think of **appropriate questions** to this scenario. Keeley is attending an interview for a job at UWTSO 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:
Describe a time you helped someone find a book they didn't know how to search for?

Quantitative Question: On a scale of 1 to 5 how confident are you with using library classification systems to organise materials?

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?

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My research is about...	Most like	Somewhat like	Neither	Somewhat unlike	Most unlike
	Score 5	Score 4	Score 3	Score 2	Score 1
Testing a causal relationship	☐	☐	☐	☐	☒
Understanding the general opinions of a group	☐	☒	☐	☐	☐
Gaining the perceptions of a group	☐	☒	☐	☐	☐
Understanding something in its natural setting	☐	☐	☐	☒	☐
Understanding the culture of a community 1st hand	☐	☒	☐	☐	☐
Understanding current or historical events or practice	☒	☐	☐	☐	☐
Analysing populations where you don't have access	☐	☐	☐	☐	☒

Reviewing your answers

Take a moment to see what impact your instinctive answer is using the ranking scale below. **Reflect on the commitment that your research will take.** Have you access to the time or materials to do your research?

Reflect

Take some time to **critically analyse and evaluate** the data collection plan for your research project. Remember to include:

- The type of collection,
- size of sample,
- and how you would go about collecting the data.

Remember you can make notes and export them using the in-built feature below.

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

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

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!

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).

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).

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.

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.

Correct!

A good solution to measure success will 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.

Network

Given an appreciation of the different approaches to data collection, **can you think of a way of collecting data** that would be appropriate for your next assignment?

If any aspect of your research involves people's responses, **how will you account for the Hawthorne Effect?**

Note down your approach on the **forum**.

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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.

Reflect

Spend some time thinking of the ideas that you admire. These could be products or technology. They could be new ways of working or they could be pieces of art. Reflect on **how the idea has used the SCAMPER approach**.

Note down **three examples** that spring to mind in the notes section here. Describe how each idea has used the SCAMPER approach.

Network

In a **forum post**, critically evaluate a problem statement you have used, or will use, in an assignment.

Remember to use the 'Four Ws' to unpack the problem and note any conclusions made, making sure to identify any **bias** that may have been incorporated into your ideas.

Remarkable pro Tablet:

Substitutes a traditional notebook, combines e-ink display with stylus tech for handwriting feel. Adaption of the e-reader with a focus on productivity. Modifies the user interface by removing distractions. Put to another use by professionals for focus reading, annotating documents and also acts as a sketch pad.

Loop Earplugs:

Substitutes - disposable foam earplugs, Combines - Noise filter with comfort. Adapts hearing protection for social use and sensory sensitivity. Modified materials by being hypoallergenic and reuseable. Put to another use by neurodivergent individuals and concertgoers. Eliminated stigma and discomfort of traditional earplugs. Repositioned as a lifestyle accessory rather than a safety tool.

AR learning environments:

Substitutes textbooks and whiteboard learning. Combines physical space with digital overlays, adapts entertainment AR for educational use. Modifies learning pace and allows real time interaction. Put to another use - Tooling can be used for medical training, museum education and field based learning. Eliminates reliance on imagination and reduces barriers to spatial and visual learners. Rearranges classroom settings to be exploratory and learner led.

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Marcus Rashford

10



Enjoyment value	
Economic value	
Influence value	
Social value	
Harmony value	

 Apply

Take a moment to review **Marcus Rashford**, the Manchester United Football star.

Think about the children's game of Top Trumps try to explain the value that he gives to the world in the **5 dimensions defined by Lackéus**. Give a score of up to 5 in the table for each type of value you feel that Rashford encourages.

Use the link below to a **BBC article** to start your research.

Enter your score for each value in the grid to the left.

 **Marcus Rashford: Feeding Britain's Children - inside his campaign to tackle child hunger**

 [Check the Lackéus diagram and its descriptions to help.](#)

 Apply

From your answers, you thought that Rashford mostly has:

Why did you make this choice?

Justify your answer by writing a description of how Rashford provides each value you chose or why he doesn't provide a certain value, using the notes section or a medium of your choice.

 Dive deeper

 **Reflect**

Have you ever noticed that over time stuff tends to get **tatty and unorganised**?

Look at the first page of your university notebook. Generally, the notes at the beginning were pristine when you started, and now look **tired and tatty**.

Now think of how much time you take to organise your household documents: driving license, pay slips, bank statements, etc. Now **how long does it take** for someone in the family to **mess them up again**?



Unit 3: Topic 1

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Reflect

Take some time to reflect on what you already know about the **importance of networks**.

Apply

Thinking about the video you have just watched:

- What did the video tell you about the **power of networks**?
- Have you, or anyone you know, been presented with opportunities through **personal connections**?

Note down these connections and their importance. These may help you to identify stakeholders later on.

Network

Why is creativity so important?

1. **Identify** the stakeholders linked to the community park improvement project.
2. **Map** them on to a power/interest matrix.
3. **Post the matrix to the forum** along with notes about why you think stakeholders fall into a particular category.

Apply

You should now know that a stakeholder analysis is a process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project.

Using what you have learnt so far, spend some time **creating your own power/interest matrix**, making sure to identify all key stakeholders and their level of support. Remember, it is key to identify potential blockers early on.

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

Correct!

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

Correct!

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

- Open,
- Diverse,
- Deep.

Unit 3: Topic 2

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Reflect

In task 1 of this module, you looked at 'the power of networks'. We explored situations where we have perhaps benefitted from a **network connection** or have been able to **benefit others**.

➤ **How does this fit within adding value?**

Take some time to explore where value has been added in these situations.

Reflect

Before delving deeper into this section, take some time to think of a time where you needed funding support.

Check

Question 1 of 3

Tess has an idea she would like to develop and needs some mentoring before she reaches out to investors. Which is the best funding option?

- ☒ Accelerator
- ☐ Venture capital
- ☐ Crowdfunding
- ☐ Loan

Check

Question 2 of 3

Ewan and his partner are looking to expand their pizza business and need a new oven. Which is the best funding option?

- ☐ Accelerator
- ☐ Venture capital
- ☐ Crowdfunding
- ☒ Loan

Check

Question 3 of 3

Suki has an idea she is ready to take to market but is not sure how it will be received. Which is the best funding option?

- ☐ Accelerator
- ☐ Venture capital

Correct!

An accelerator offers a short but essential period of mentoring along with a small seed investment. Furthermore, being accepted in the top accelerator programmes is not easy due to high competition.

Correct!

A small business loan offers you a convenient way to finance your business activities. A loan can be used for almost any business purpose, such as boosting cash flow, purchasing equipment, recruiting staff and covering unexpected bills.

Correct!

Crowdfunding is one of the best ways to test an idea in the market. In this method, the company can share the idea in the market and add incentives to the purchases. The company would be able to raise a lot of capital to cover the complete production of the product, as well as learn about the demand in the market.

Check

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

Question 1 of 3

What is 'Benchmarking'?

- ☒ A point that something can be compared to
- ☐ A limit point
- ☐ Something that cannot be changed

Check

Question 2 of 3

True or False. Added value refers to the negative results obtained from actions undertaken following Benchmarking.

- ☐ True
- ☒ False

Check

Question 3 of 3

When looking at research, added value refers to what?

- ☐ Value for money of university fees
- ☐ Time gained through studying
- ☒ New knowledge and understanding of the subject being researched

Correct!

'A benchmark is a standard, measure or point of reference which things can be compared' (Oxford English Dictionary, 2021).

Correct!

Added value refers to the positive results obtained from actions undertaken following benchmarking, or when compared to a 'business as usual' approach.

Correct!

When looking at research, added value refers to the new knowledge and understanding of the subject being researched. This can be achieved through benchmarking research and using the current research to address any gaps by adding new perspectives and insights.

Apply

Now it is your turn. **Create your own crowdfunding video** based upon what you have learned in this section. Your video should be around **2 minutes** long and introduce your idea/business with a view to securing the target funding you have set.

Post this video to YouTube as 'unlisted' and share the link with your peers in a forum post.

Review your peer's videos and let them know what you thought of it and, how much you would pledge to their campaign.

 Check

Question 3 of 3

Suki has an idea she is ready to take to market but is not sure how it will be received. Which is the best funding option?

- ☐ Accelerator
- ☐ Venture capital
- ☒ Crowdfunding
- ☐ Loan

Correct!

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Unit 3: Topic 3

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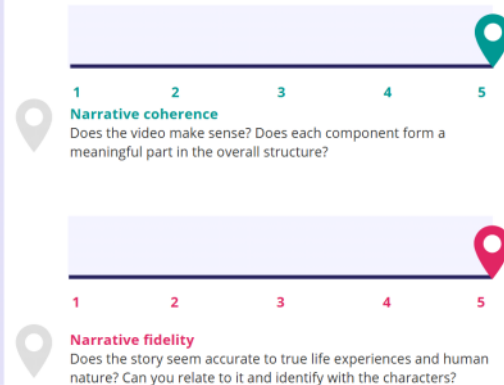
 **Apply**

Reflecting on Robertson's definitions of **narrative coherence** and **narrative fidelity**, how would you rate Dove's Selfies campaign?

5 is excellent, 1 is poor.

If you haven't already, **watch the video below** and then drag the markers on the graph to rate it.





Check

Match the different types of empathy to their descriptions by dragging the grey boxes in line with the correct descriptor.

Somatic empathy	The ability to feel what another person is feeling
Cognitive empathy	The ability to understand someone's response to a situation
Affective empathy	The ability to respond to other people's emotions appropriately

Correct

That's right! You selected the correct response.

Somatic empathy is the ability to feel what another person is feeling.
Cognitive empathy is the ability to understand someone's response to a situation.

Affective empathy is the ability to respond to other people's emotions appropriately.

Check

What is one of the benefits of self-confidence?

- ☒ Resilience
- ☐ Heightened ego
- ☐ Behaviour problems

Correct!

One of the **benefits** of self-confidence is **resilience** - the improved ability to 'bounce back' from challenges and failures.

Reflect

So you rated the **narrative coherence** of the Dove campaign as: **5**

and its **narrative fidelity** as: **5**

What were the strengths and weaknesses of the campaign?

Now, reflecting on your own life, what experiences have you had lately and how could you use them to create stories? How would you make these stories coherent and true to life?

Can these experiences relate to a project idea you have in some way? Could you make a persuasive narrative for that project?

Close

Next

Check

What do authentic leaders have?

- ☐ The ability to recall information
- ☒ Purpose
- ☐ Behaviour problems

Correct!

According to Northouse (2017) authentic leaders have a sense of **purpose**, knowing what they are about and where they are headed. Purpose manifests itself as **passion**.

Network

Think of a time where you have had to present. How did the presentation go?

Compare this to a TEDx talk or a Dragon's Den pitch. Are the elements discussed in this session present? Can you incorporate them into your presentations?

Look online for an example of a good presentation and **share it in the forum**.

Unit 3: Topic 4

21 July 2025 14:34

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

What is prototyping?

- ☐ A process for narrowing focus to a specific, meaningful challenge
- ☐ Allowing an authentic audience to interact with your proposed solution
- ☒ An experimental process of implementing ideas into tangible forms

Check

Question 2 of 3

What does feed forward mean?

- ☒ Looking at what we could be doing next
- ☐ Looking back at what you have done

Check

Question 3 of 3

Why do we test? Select which reasons you think apply.

- ☒ Testing your ideas can move you beyond the 'thinking without limits' creative phase and determine which of your ideas is likely to gain attention
- ☒ The more flexibility there is for optimising your initial idea
- ☒ Testing your ideas can allow you to keep on target and steer clear of bad decisions

Correct!

Prototyping is an experimental process of implementing ideas into tangible forms. To research, these tangible forms could come in the shape of questions, presentations and discussions.

Correct!

Being able to feed forward is a core skill we all need to develop. Traditionally, feedback is viewed as an uncomfortable process. One way of moving the discomfort of the idea of feedback is to remove the rear-view idea of looking back at what we have done and instead frame the experience as one that looks forward to what we can be doing next.

Correct

Testing your ideas can move you beyond the 'thinking without limits' creative phase, help you determine which of your ideas is likely to gain attention, provide more flexibility for optimising your initial idea to develop an idea that is truly beneficial, and regular testing can help you to find the strongest option to take forward and improve underperforming concepts.

Reflect

Think back to your first year, specifically to an assignment or task where you produced an **end product** - good or bad. For example, an essay, presentation or physical/digital object.

Using what you have learnt about prototyping and agile thinking so far, **can you identify where these techniques and processes may have improved your end product?**

Remember to note down how this may have improved your end product, so you can revisit and apply this same level of thinking to future assignments or tasks.

Check

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

Question 1 of 4

Producing a piece of work that looks and operates close to the finished article is:

- ☒ High-fidelity testing
- ☐ Low-fidelity testing

Check

Question 2 of 4

Producing a rough representation of ideas and concepts that help us validate our direction is:

- ☐ High-fidelity testing
- ☒ Low-fidelity testing

Check

Question 3 of 4

Which are examples of low-fidelity prototyping?

- ☐ Research proposal
- ☒ Storyboarding
- ☒ Conversations & Role play

Check

Question 4 of 4

The benefits of low fidelity testing are?

- ☒ It's quick and inexpensive
- ☐ Any changes will take a lengthy period of time to action
- ☒ Disposable

Correct!

The benefits of low-fidelity prototypes are:

- Quick & inexpensive
- Ability to make instantaneous and incremental changes
- Disposable
- Gives overview of concept with minimal time and effort.

Network

Within this section, we will start to take a more **practical approach** to developing our understanding and purpose of prototyping and testing.

Consider how you might create a prototype for your project and how you would test it.

Create your prototype and **upload evidence** of its creation along with a **statement** about how you will go on to test the prototype onto the forum.

Remember to **review** not only your feedback but **provide** feedback to your peers as well. This is called peer feedback.

Correct!

High fidelity prototyping is producing a piece of work that looks and operates close to the finished article. Getting to this point allows users to interact with the idea or product in much the same way as the finished article.

Correct!

Low-fidelity prototypes are rough representations of ideas and concepts that help us validate our direction. This approach facilitates the adding of value from the outset and engages with those who have an interest in our project throughout.

Correct!

Examples of low-fidelity prototyping include quick and inexpensive options such as:

- Storyboarding,
- Sketching,
- Paper/card modelling,
- Conversations and role play.

Unit 4: Topic 1

21 July 2025

14:34

Check

Question 1 of 2

Would a survey of 300 students, chosen at random, from your university and asking them the question: "On a scale from 1-5, how satisfied are you with your professors?" be a good sample?

Yes

No

Check

Question 2 of 2

Could research of the recovery of people from Covid living on the island of Jersey be used be applied to people living in the city of New Delhi, India?

Yes

No

It depends

Correct!

The survey has been conducted at random to avoid any bias. The survey will of course have some bias as it is a sample of the entire university, but it has mitigated this by randomising the trial.

Correct!

It depends. Do you think that the people living in Jersey are comparable to the people who live in New Delhi? If yes then the research is valid, if not then the research should not be used in the New Delhi context.

Reflect

What graph or chart would be best to describe the correlation between **academic success to students reading age results?**

Why would you use this?

Make sure to note down your reasoning for future reference.

Reflect

Creating **charts** is a fantastic way of understanding the data we collect. The software most people are familiar with is called **Excel**. Excel can take the tables of numbers you collect on your research and present them as **bar charts**, **line charts** and **scatter charts**. These can be copied into your research in the usual way.

Think back to any research you have conducted, how did the authors present the data they have collected? How have you presented data in the past? Do charts make data, especially complex and large volumes of data, easier to read?

Network

From the examples you have seen in this section, **which graph would you most likely use in your field of study and why?**

Submit your thinking to the **forum** and remember to review the answers of others, this will help you to understand and determine the best type of graph for your research.

Network

Create a **chart** for a piece of research you are currently undertaking. You should create it following the '**Visual Hierarchy**' that has been previously discussed.

Discuss your chart with your **peers** submitting your chart to the **forum**.

What do they think? Can you improve?

Reflect

Sometimes students will say that their subject **does not require** an understanding of quantitative analysis. However, qualitative data **will appear in every medium**. Taking your subject as a trial, use Google and type:

"Quantitative research of ____"

What results do you see? Note these down in 'My notes' for future reference.

Network

Think about your research. **What sort of quantitative analysis could you make to help it?**

Frame an **example question** that would use descriptive statistics and inferential statistics that would be relevant in the domain you are studying, then submit this along with your research idea to the **forum**.

If you're finding it difficult to frame an example question and identify the quantitative analysis, review the answers of others and analyse how they would apply to your own research.

Reflect

Consider the quote by Aristotle:

"The aim of art is to represent not the outward appearance of things, but their inward significance."

Is this something you agree with?

Now look at the website below:

[Information is beautiful \(c.2022\)](#)

Take a moment to look through some of these beautiful charts. **Do you think that these are works of art?** Or do they manage to convey **more meaning** because of the way that they have been drawn?

Unit 4: Topic 2

21 July 2025 14:34

Reflect

Consider why a researcher might use qualitative research methods and list some benefits and disadvantages of this.

Do qualitative methods suit all research?

What are the limitations of qualitative research methods?

Reflect

Being able to sort your data and identify themes and patterns is the next stage in qualitative analysis and is often where your research starts to get exciting!

- Do you see patterns and themes in your everyday life?
- How do you recognise them and what do they look like?

Write a couple of sentences describing what a theme or pattern is.

Apply

Create your own Theme Table template that you could use for your data.
You can use Microsoft Word or Excel to create your table as follows.

Author	Note	Initial code
Name of person	A copy and paste of an interesting part of their transcript.	A code that you would assign to it.

Apply

Take at least 15 minutes to write out your plan on how you would organise your data.

- Will you adopt any of the suggestions as above?
- Do you have any further points to add?
- You may want to consider where you may store the recording files - cloud storage, USB, etc. What are the benefits of cloud storage?

Reflect

When you look at the example video transcripts made from Dewi, Jordan, Anwen and Araf, can you identify what themes are the ones that appear to be significant?
Can you think how would you go about doing this as well as creating the evidence to be referenced in the future?
If you would like to view those transcripts again, select the characters.



Apply

Now that you understand what is involved in the thematic analysis of your qualitative data, we need to develop the approach using the Excel software.

Excel is a relatively simple tool to use and is generally available whenever you work. You have a free copy of the software as a student of UWIST.

In this exercise, take 15 minutes to practise developing a theme table using the data in the previous section. The steps you should follow will be presented on the next slides.



Apply

Step 1

In this step, add some columns to your existing worksheet to accommodate the data you are going to process.

- Column A should read Source #. The # in this case stands for number.
- Column B should read Note #
- Column C should read Author
- Column D should read Note
- Column E should read Theme
- Column F should read Initial Code

Here is a screenshot of how this would look:

	A	B	C	D	E	F
1	Source#	Note#	Author	Note	Theme	Initial code

Apply

Step 3

Now using the codes that you identified, complete your thematic research.

If you have not already worked it out, try to identify the notes that only **disappointment**, **efforts**, **themes** as well as the ones identified in the last section.

Apply

Step 6

This is an iterative process.

So having sorted the data it may give you an understanding of what to spot in the initial codes and in turn reveal new themes that may not have been apparent when first reading the interviews.

To do this you will need to use your judgement to identify other themes from the initial codes.

For example, you may start to see that an argument that could be built that some of the most powerful experiences that the graduates had come from extracurricular activities rather than their lessons.

Can you see how using this approach you could create evidence that the students have significant experiences from non-academic activity?



Unit 4: Topic 3

21 July 2025 14:34

Network

Often enough, when considering success, we tend to think of famous individuals. But is that simply a reflection of what society identified as success?

Consider a person that you think is successful but is not famous then consider these questions:

1. What makes them successful?
2. Is their success recognised? By whom?
3. Does lack of fame make them less successful?
4. What motivated your choice? What criteria did you use?
5. Can you explain why your chosen individual achieved success, but not fame?

Write and post 100 words to the forum of why your chosen individual is successful but not famous.

Network

Based on the themes in the resources you have seen so far and what you have learnt in this section, think of a **famous, 'successful' individual** and **write down on the forum** how you now perceive them in terms of both success and wellbeing. For example, what do you now think of Michael Jackson's success?

When considering your review of achievement in the introduction activity, did you consider **wellbeing** as part of it? **What do you think now?**

Apply

At the beginning of the section, we asked you to reflect on mistakes or failures that challenged you in the past.

Make some notes about what you learned from the experience, applying the **growth mindset** that Dweck discusses.



Reflect

From when we are children, we are taught that **failure is not an option**. Yet we are not taught how success is achieved. Too often it seems like if someone is smart or lucky or special, they can succeed without ever tasting failure.

Can you think of someone famous or a personal acquaintance that seems to be successful from having been lucky?

By this we mean someone that has some claim to success from something they did rather than winning the lottery.

Reflect

Reflect on your own experiences.

What does failure mean to you?

What mistakes or failures have you made in the past that really **set you back**?

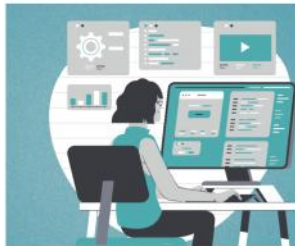


Unit 4: Topic 4

21 July 2025

14:34

Reflect



Take a moment to work out why you are studying.
Why is it that you are setting yourself the hard work of creating your project or assignment?
Can you think of one word that encapsulates all of this?

Reflect

Watch this video from Jess Louise as she talks about mind mapping to revise for her exams.

When you watch this video, take particular attention to how she is summarising the outputs of Friedrich Engel's work.

Do you think you could do this for your work?



Apply

Create a mind map of the research that you have done.

Consider how Jess Louise did the same with Fredrick Engel's work and, if it helps, imagine that you are studying like she was for an exam. What are the main points that would appear on this map?

From these points, you will establish keywords that should inspire you to think about what you should include in an abstract.



Network

Take a moment to create a poster.

- Work out what the title of your research and type it in to the heading. Does it fit? If not, you will have to think of rewording.
- Now find a photograph of yourself and add it to the template. Also choose an appropriate UWTSD logo from your academy site and add this in the appropriate place.

This can now be the template for any research posters you are asked to do in the future.

Upload your poster to the **forum** and give feedback about one other poster (try to choose someone who has not yet had a feedback).

