

Component 2 – Research Report

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LCHS4002_BIRM

Digital Skill and Research Methods

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Introduction

I'm going to tell you about my experience of research report, the method I used, the answers I entered, and the results obtained. Also provide the background literature regarding and the importance of digital skills. The purpose of this study is to provide evidence for why students should collaborate using technology. As it offers tangible proof of learning, gauges student development, and show comprehension of the subject. Vast majority of development in learning sciences have contributed to a deeper understanding of the relationship between feedback processes and effective learning. (JISC,2010; White lock and Watt). The question of confidence in use these digital skills is a necessary topic that needs to be research. Among the different elements that conder quality to research. Are those of a methodological nature? This research activity contributes so that we train ourselves as educators, we are committed to improving quality of education, and may also, through the production of knowledge, contributes to the construction of a fairer to the construction of a fairer and more egalitarian society.

Methods

My research was carried out using a questionnaire, which is a survey tool that asks a group of people, who were the students in my class, to respond to a series of 5 questions.

1. Which technology do you use to collaborate in the class?
2. Do you feel like you would need additional training to use technology?
3. How confident are you with collaborate with another student in UWTSD?
4. What digital technology skills are you most comfortable using?
5. How confident are you in using technology?

Data collection: approved questionnaire where individual study participants will be given a chance to fill the questionnaire.

How do pupils are comfortable in using technology? With this topic and among other question myself and my colleague called Sara we used the Forms in our mobile phone using to make our questionnaire with 5 question link and sent it via email for our classmates to give their own opinion. The study participants will be required to rate their confident level in using digital technology to collaborate using 5 different colors with different meanings Likert Scale were:

- Blue means – Microsoft team, yes, extremely confident, very confident and one drive.
- Orange means – WhatsApp, zoom, no, somewhat confident, confident and WhatsApp
- Green means – classroom, neutral, not so confident and Microsoft word.
- Red means – somewhat not confident, unconfident and Microsoft team.
- Purple means – extremely not confident.

Using this method was much easier for all of us, it was very easy to access to the questionnaire and I received my questionnaire answers in minutes. The questionnaire result would provide context for interpreting the qualitative goals in qualitative content analysis, inference and interpretation are used to classify or categorize raw data. The questionnaires responses would provide background information for evaluating the qualitative research's objectives. The researcher utilizes this method to closely examine and compare the data to look for patterns and generalizations using inductive reasoning. Future research projects that look at novel efforts, gaps in the body of existing knowledge, and important research problems in the field will benefit from this background. (Bristol.ac.uk, page.5) questionnaire are common research strategy because they provide a quick, efficient, and cost-effective way to collect a large amount of data from large sample sizes. These tools are fantastic for assessing a person's actions, preferences, intentions, opinions, and worldview.

It was an amazing experience because the lecture gave us a few times to choose each pupil to answer our questionnaire. Also, we had the opportunity to communicate each other before he never had this kind of environment between us as a new pupil from UWTSD we don't know each other. Was interesting to get them feedback from the questionnaire I could realize that everyone has different skills by using technology to collaborate at UWTSD.

Settings: The study will be conducted at UWTSD

Participants: students across all levels of study

Research Question

1. How confident are you in using technology to collaborate?
2. How confident are you with collaborate with others student in UWTSD?
3. Do you feel like you would need additional training to use technology to collaborate?
4. Which technology do you use to in the class?
5. What digital technology skills are you most comfortable using?

My colleague and I chose these questions because we think they would be the most appropriate. We wanted to know how they feel about using technologies, which technologies they use the most, if they need some training and which technology, they feel most comfortable using.

Ethical Consideration

The research will use human subjects as study participants.

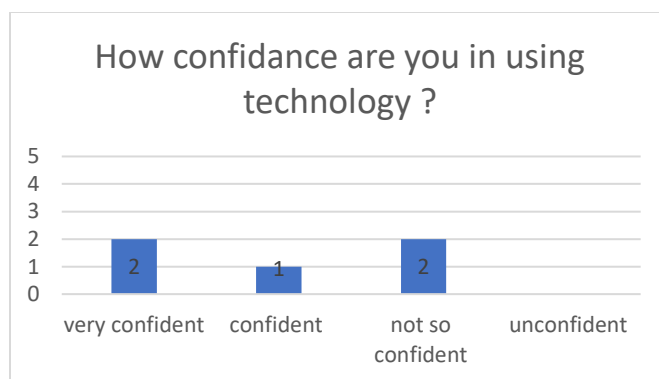
As a result, an Institutional Review (IRB) approved informed consent, data collection tool proposal will be used for this study. The informed consent will contain issues such as voluntary participation, anonymity, confidentiality, if the study presents any harm.

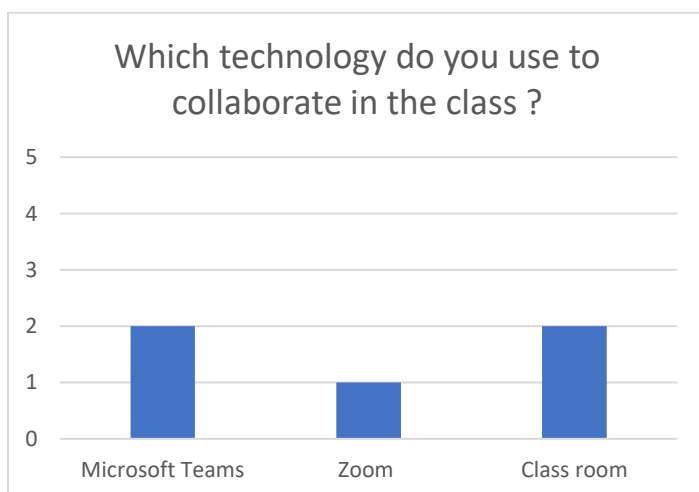
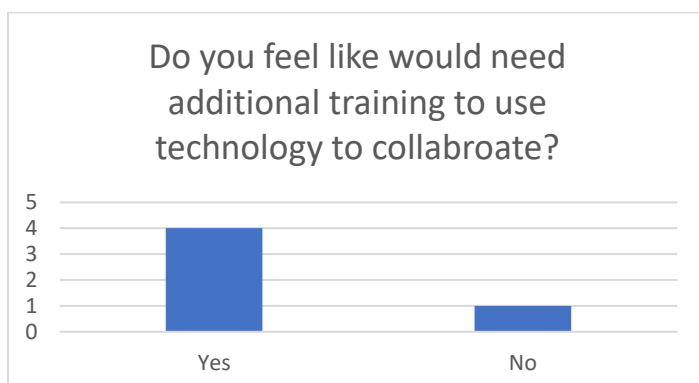
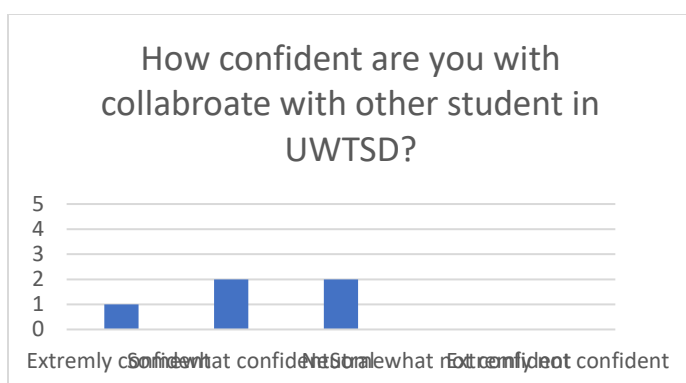
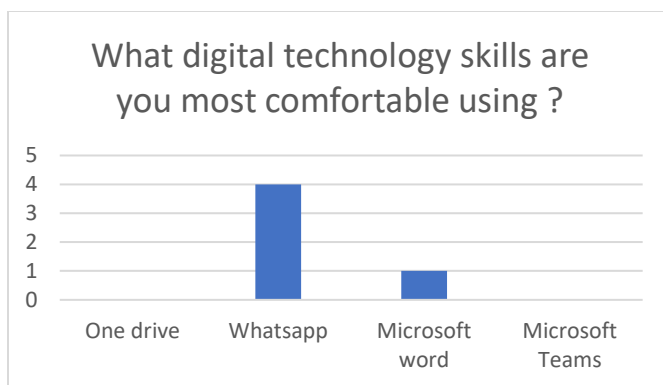
One ethical concern with collaborative technology is the potential exploitation of user's personal information. When adopting collaborative technology, there are same ethical consideration to make, such as the misuse of personal data. We frequently divulge personal information to provide further context. It is frequently necessary to reveal personal information about ourselves. How much of our right to privacy is violated by this data collection to hyper-personalize our online and digital interactions? Misuses of personal information is one of the ethical issues to consider when using collaborative technology. To conclusion the ability to monitor activity and movement quickly leads to a lack of privacy.

Results

Institutions like UWTSD have a responsibility to ensure that students are well equipped with the digital skills necessary to boost their confidence to use them in collaboration. Having an environment that uses that enhances digital collaboration in an effective way needs that the users are feeling confident with what they are using. Studies have been carried out but none has been carried out on confidence to use technology to collaborate during the Covid 19 pandemic. Therefore, the purpose of this paper is to assess the confidence of students to use digital skills technology in collaboration.

These findings suggest that student should have access to a variety of technology to accommodate their personal and cultural preferences, these tools don't seem to be adequate in and of themselves to facilitate collaboration and collaborative learning. As we can see on below charts students are divided in opinions how they feel confident in using application to collaborate at the UWTSD, but most of students feel confident I'm not surprised with those results because in these new generation, people are much more connected to technology. 80% percent of pupils' choices were WhatsApp the easiest application to collaborate, and 20% percent of the choices were the Microsoft word. Students are confident to collaborate with others in UWTSD, 20% percent were extremely confident, 40% percent somewhat confident and 40% percent were neutral. We can notice by the respondents required additional training to use technology to collaborate, 80% percent were marked as most in need of training. The opinions are divided with which application technology should be use in the classroom to contacts with pupils? 40% percent of the choices were the Microsoft team, another 40% percent were zoom classroom and only 20% were zoom.





Discussion

The difficulties in establishing interpersonal communication and the high level of communication necessary to engage were the key obstacles noted in the student's qualitative, reflective comments. Corporate procedures and technology are evolving. Harvey (2014) asserts that to make critical decisions for the future of future generation, the ethics of communicative design refers to the principles that designers and varied stakeholders agree to follow (Page.435).

According to Conole et al (2008), students are becoming more scholars who use technology for all forms of research, communication retrieval of information, data manipulation, processing, analysis, and storage. As a result, several adjustments and alterations are required to meet the requirements of the settings, the system's culture, and the participants' objectives. The first is how regulators might use professional judgement given how quickly technology and business practices are evolving. We also realized that while a system is constantly adapting to changing circumstances, this isn't always sufficient because the system can change in unexpected ways. Both the system and its surroundings revolve in a cyclical and reciprocal manner.

Understanding the basics of technology is the first step to learning a tonne of other new things. In this way research requires systematization to have social and scientific relevance. The question of confidence in using these digital skills is a necessary topic that needs to be researched. In my questionnaire I used 5 questions. Having good digital skills is essential in today's culture since the new social informatics era is having an impact on doing things. This means that to guarantee its social commitment, research in education must also have scientific quality. 5 participants in total took part of my questionnaire and none of the responses I received surprised me. All students have different digital skills as I mentioned before. WhatsApp was the most chosen digital tool because it is the easiest to use and is used in daily life, is very practical to exchange information between colleagues, lectures, and others. Zoom is one of the digital tools that some students need some training, it happens because it was one of the most used tools during the pandemic one of the methods most used by both, teachers, and students to gain access and conduct classes at a distance. My results strongly agree with the results founded by other researchers, I didn't find any contrast result or ideas of other researchers.

Do I were able to guess the result? My answer is yes, completely. Because everyone has different digital skills by using technology, for some people some digital tools are much harder, but it doesn't mean that they don't know how to be used other digital tools.

I confirm that my hypothesis confirms my results. For example, when we formed our groups for the presentation, I saw that many of my colleagues exchanged their WhatsApp number between them to have a faster way of planning their presentation. I believe everyone knows how to use even just one or two digital tools, but to access other less common or new one's digital tools for those who need more training.

Conclusion

A high percentage of students at UWTSD are confident in using digital skills to collaborate. Numerous technology advancements in education have dazzled with potential and let down in practice. Examining the potential for digital technologies to help improve current evaluation processes, this as well as the strong entrenchment of the current assessment system may inspire a pessimistic view. Using technology for educational purposes has both positive and negative effects. Also, successful lawmaking involves both an ethical commitment to technological development and a community's acceptance of technological practices. Most research indicate that end users, not designers, should be the primary concern of ethical or good governance guidelines. Designers and users should collaborate to develop behavior codes for virtual collaboration platforms. According to most studies, the focus of ethical or good governance rules is on end users rather than designers. The development of successful law necessitates both an ethical commitment to technological advancement and a community's acceptance of technology practices. At the University of Wales Trinity Saint, this study intends to provoke conversations on the governance and ethical challenges raised by the emergency of improper types of behavior made possible by collaborative information technologies and sociotechnical system. My conclusion is based on my questionnaire responses and confirm that students do are confident in using technology to collaborate. But at the same time some students need more training to get the digitals skills needed to collaborate. I understand why, we all have different digital skills. UWTSD has an amazing system and team that helps students who have difficulty using technology to collaborate or when they have difficulty accessing a tool to collaborate in the classroom.

Appendix

1. How confident are you in using technology? (0 point)

[More Details](#)

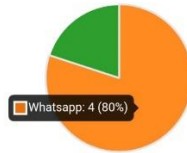
Very confident	2
Confident	1
Not so confident	2
Unconfident	0



2. What digital technology skills are you most comfortable using? (0 point)
0% of respondents (0 of 5) answered this question correctly.

[More Details](#)

One drive	0	✓
Whatsapp	4	
Microsoft word	1	
Microsoft team	0	



3. How confident are you with collaborate with other student in UWTSD? (0 point)

[More Details](#)

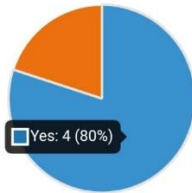
Extremely confident	1
Somewhat confident	2
Neutral	2
Somewhat not confident	0
Extremely not confident	0



4. Do you feel like would need additional training to use technology to collaborate? (0 point)

[More Details](#)

Yes	4
No	1



5. Which technology do you use to collaborate in the class? (0 point)

[More Details](#)

Microsoft team	2
Zoom	1
Class room	2



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