



ECPS5006

Research in Action

Research Skills Development Presentation



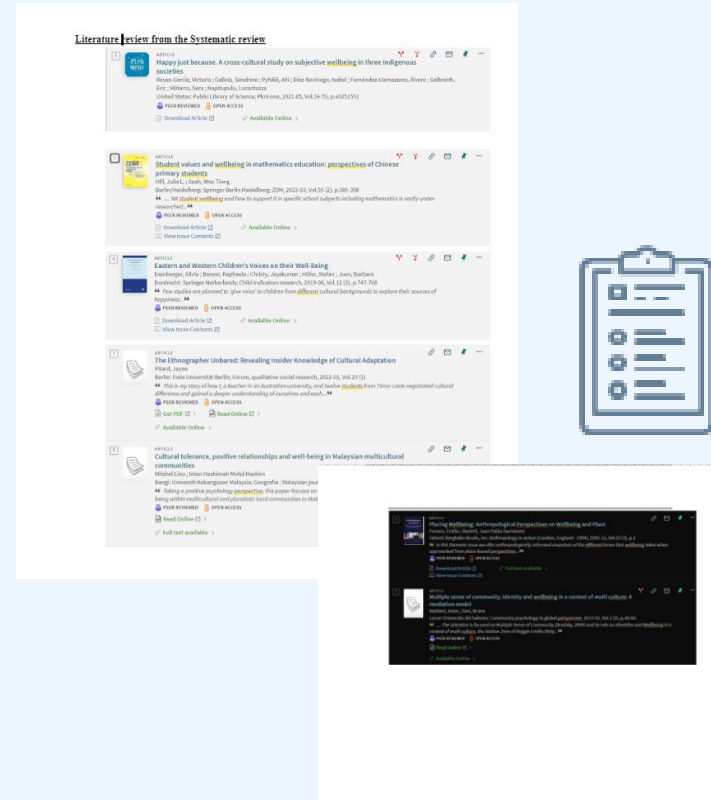
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01

Systematic Literature Search (SLS)

- Introduction to a new method of literature reviewing
- Find sources closely related to the research topics and synthesizing information
- Navigation of several databases
- Literature review made easier and concise using keywords



02

Applied Research Skills - Research Proposal

Background Study



Background: 250 words

Why is your study important? What theory and empirical research evidence supports your research question? (Please provide a rationale for your study including a brief review of relevant psychological literature and theory and a minimum of five references).

A group of emotional and psychological conditions as a result of achieving life contentment accompanied with a greater portion of positive emotions in comparison to negative ones refers to wellbeing (Reyes-Garcia et al., 2021). Life satisfaction amongst three indigenous communities was investigated through studying factors affecting personal well-being. Results displayed an average level of life satisfaction, with participants articulating reasons for dissatisfaction. Main factors driving well-being were health and social interactions (Reyes-Garcia et al., 2021). Research on Chinese students explored levels of mathematical wellbeing, defined as one's ability to actualize their inward beliefs and satisfaction in mathematical education. Students prioritized elements that were congruent to aspects of mathematical well being valued by students in Australia (Reyes-Garcia et al., 2021). Another study on children from Eastern and Western cultures on what constitutes their wellbeing identified three perspectives on cultural influence on wellbeing. Children had identical and globalised causes of happiness with variance in meanings on a personal level, common themes of wellbeing that are acknowledged within specific cultures and obscure concepts of wellbeing only specific to certain cultures (Exenberger et al., 2018). Conducted in a multicultural neighbourhood, this study investigated how individuals from various ethnicities perceive their community and whether the community spirit affects their wellbeing. Findings suggested that a sense of community plays a role in influencing wellbeing (Barbieri & Zani, 2015). Research carried out amongst Malaysian undergraduates found that increased openness towards other cultures was associated with wellbeing. Exceptions were present, however, students' wellbeing depended on their tolerance level besides other factors such as academic issues (Lino & Mohd Hashim, 2020). The rationale is to examine ideas of student wellbeing across cultures.

References (not included in word count):

Barbieri, I., & Zani, B. (2015). Multiple sense of community, identity and wellbeing in a context of multi culture: A mediation model. *Semantic Scholar*. <https://doi.org/10.1285/i24212113V1I2P40>

Exenberger, S., Banzer, R., Christy, J., Höfer, S., & Juen, B. (2018). Eastern and Western Children's Voices on their Well-Being. *Child Indicators Research*, 12(3), 747–768. <https://doi.org/10.1007/s12187-018-9541-8>

Hill, J. L., & Seah, W. T. (2022). Student values and wellbeing in mathematics education: perspectives of Chinese primary students. *ZDM – Mathematics Education*, 55(2). <https://doi.org/10.1007/s11858-022-01418-7>

Lino, M., & Mohd Hashim, H. (2020). Cultural tolerance, positive relationships and well-being in Malaysian multicultural communities. *Malaysian Journal of Society and Space*, 16(4). <https://doi.org/10.17576/geo2020-1604-17>

Reyes-García, V., Gallois, S., Pyhälä, A., Díaz-Reviriego, I., Fernández-Llamazares, Á., Galbraith, E., Miñarro, S., & Napitupulu, L. (2021). Happy just because. A cross-cultural study on subjective wellbeing in three Indigenous societies. *PLOS ONE*, 16(5), e0251551. <https://doi.org/10.1371/journal.pone.0251551>

Identifying my strengths in writing background studies

Aware of sources and appropriately citing them

Condense information without compromising key details

03

Ethical Considerations - Ethics Form Completion

Section H: Anticipation of Risks

- Significance of ethics form
- Researchers must consider potential risks to decide on ways to explain the study to participants as well as determine kind of permission to be obtained from participants (BPS, 2021)
- Correctly identifying potential risks
- Adaptability to mistakes

2. Researchers' emails will be provided to the participants of the study which poses a potential risk of unwelcomed/negative emails.	2. If reports of negative/unwelcomed emails do occur, they will be reported immediately to the research supervisor
3. There is a potential for the student researchers to be accused of harm/impropriety if the participant feels they are not happy about something that has occurred during the research.	3. It will be ensured that the researchers follow all UWTSD and BPS researcher codes of conduct and research guidelines, and the study will not take place until all elements have been approved by the supervisor.
(this box should expand as you type)	(this box should expand as you type)
5 University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to the University:	How you will mitigate the risk to the University:
1. If researchers do not adhere to codes of ethics and research protocols, the reputation and integrity of UWTSD as well as the discipline of Psychology will be endangered.	1. The University Ethics and Integrity Code of Practice and the BPS Code of Ethics and Conduct will be followed at every stage of the proposed study to minimise any potential risks to the Institution from arising. Professionalism will always be exhibited by all researchers.
2. Data could be exposed, leaked, or used for other purposes.	2. The data collected from the research will be stored in accordance with UWTSD Research Data Management (RDM) rules and only used for the intended purpose, in compliance with ethical guidelines set out by UWTSD Research Ethics & Integrity Code of Practice policy and British Psychological Society (BPS) code of ethics.
(this box should expand as you type)	(this box should expand as you type)
6 Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
Risk to the environment:	How you will mitigate the risk to environment:
N/A	N/A
(this box should expand as you type)	(this box should expand as you type)
Disclosure and Barring Service	
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES NO N/A
7 Does your research require you to hold a current DBS Certificate?	☐ ☒ ☐
8 If YES, please give the certificate number. If the certificate number is not available please write "Pending", in this case any ethical approval will be subject to providing the appropriate certificate number.	N/A

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended?	Yes ☐ No ☒
Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
Risk to participants:	How you will mitigate the risk to participants:
1. The scope of this research requires participants to answer sensitive and personal questions about their life experiences, which might involve the recollection of potentially painful and upsetting experiences. Participants might also find some questions uncomfortable.	1. Prior to the interview, participants will be informed of the nature and objectives of the study according to UWTSD ethics guidelines as well as provided with a general debriefing of the study. Interviewees will also be informed of their right to withdraw their participation at any point during the study, therefore, if they feel uncomfortable or do not wish to answer a certain question, they have the right to withdraw from the study without any penalties.
2. Participants may be afraid to disclose their cultural beliefs	2. Participants will be provided with the student email of the researchers and principal investigator involved in the study if they wish to voice any concerns or have any questions regarding the study.
3. Participants will not have to disclose any information if they do not want to, however as they are 1-2-1 interviews they will not be disclosing this to anyone outside of the research team and will be reminded that any information gathered is completely confidential and will not be linked to them in any way	3. Participants will not have to disclose any information if they do not want to, however as they are 1-2-1 interviews they will not be disclosing this to anyone outside of the research team and will be reminded that any information gathered is completely confidential and will not be linked to them in any way
(this box should expand as you type)	(this box should expand as you type)
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
N/A	
(this box should expand as you type)	
Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to the investigator:	How you will mitigate the risk to the investigator:
1. Questions might arise from participants that are out of the scope of the student researchers' knowledge as undergraduate students.	1. Any questions that the student researchers struggle to answer will be passed on to the research supervisor for further advice.

04

Data Collection – Study Debrief Form

- Development of appropriate research materials
- Importance of debriefing participants
- According to BPS (2021), it is crucial to provide participants with proper debriefing post-research, including in studies that might induce feelings of distress or sadness.



Centre for Psychology and Counselling
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Study Debrief Sheet (In-Person Interview)

Cross-Cultural Insights: An In-Depth Exploration of Student Well-being through Interview-Based Perspectives of Undergraduate Students

Thank you for participating in this study.

The aim of this study is to investigate viewpoints on student well-being in depth across varying cultures by utilising semi-structured interviews of undergraduate students who come from different cultural roots. Objectives of this study include exploring and understanding how the definition of student well-being varies across different cultures as well as whether these cultures share similarities or differences in their perspectives and the key factors that impact well-being in student population.

We wish to remind you that any data provided in this study will remain **confidential** and transcripts will be **anonymized**. Please note that the information you provided us with during the interview will be used in the study and that you have the right to **WITHDRAW** at any given point of time, with no consequences. If you wish to withdraw your data from the study, your data will not be utilised for this study anymore.

If you have any questions regarding the study, please contact the researcher [Fatima Mustafa, 2244752@student.uwtsd.ac.uk] or the research supervisor [Zoe Cooke, zoe.cooke@uwtsd.ac.uk]

If you'd like a copy of the debrief sheet, you may request it from any of the student researchers.

Thank you once again for your time and participation in this study.

Fatima Mohamed Hassan Mustafa
BSc (Honours) in Psychology
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05

Skills Acquired

Skills



Problem-solving

Cooperation, competition and knowledge-sharing makes groups excel in solving tough problems (Carletti et al., 2020)

Teamwork

Teamwork can enhance skills related to **flexibility** and **decision-making** (De Prada et al., 2022)

Communication

Working in a group assists in the **improvement of interpersonal skills** (Burke , 2011)



+ Thank You!



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References

Burke , A. (2011). Group Work: How to Use Groups Effectively. *The Journal of Effective Teaching*, 11(2), 87–95. <https://files.eric.ed.gov/fulltext/EJ1092109.pdf>

Carletti, T., Guarino, A., Guazzini, A., & Stefanelli, F. (2020). Problem Solving: When Groups Perform Better Than Teammates. *Journal of Artificial Societies and Social Simulation*, 23(3), 4. <http://jasss.soc.surrey.ac.uk/23/3/4.html>

De Prada, E., Mareque, M., & Pino-Juste, M. (2022). Teamwork skills in higher education: is university training contributing to their mastery? *Psicologia: Reflexão E Crítica*, 35(1). <https://prc.springeropen.com/articles/10.1186/s41155-022-00207-1>

Oates, J., Carpenter, D., Fisher, M., Goodson, S., Hannah, B., Kwiatkowski, R., Prutton, K., Reeves, D., & Wainwright, T. (2021). BPS Code of Human Research Ethics. *BPS Code of Human Research Ethics*, 1(978-1-85433-792-4). <https://doi.org/10.53841/bpsrep.2021.inf180>