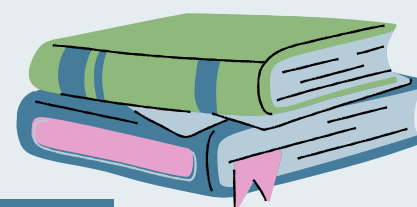


Reflecting on Skills Development in Research in Action



Communication

During this module, I developed my communication skills, particularly in terms of clearly expressing ideas and understanding others within a group setting. Communication can be described as the process of sharing information, ideas, and opinions between individuals or groups (Iacob & Bădina, 2017). It is an essential part of everyday interactions, as most activities rely on some form of communication to function effectively (Iacob & Bădina, 2017). At the beginning of the module, I found it difficult at times to communicate my ideas clearly, especially when working within a group where different perspectives needed to be considered.

One challenge I experienced was miscommunication, which can occur when information is not clearly expressed or fully understood. Miscommunication is defined as a failure to communicate the necessary information required to accurately interpret a message (Roche et al., 2021). Reflecting on my own experience, there were occasions where ideas or instructions were misunderstood within the group, which made completing tasks more difficult and sometimes slowed progress. This highlights how easily communication can break down, particularly when messages are unclear or ambiguous.

As the module progressed, I became more aware of the importance of communicating clearly and ensuring shared understanding within the group. Research suggests that individuals adapt their communication behaviours in response to misunderstandings, which can improve interactions over time (Roche et al., 2021). I also began to recognise that communication is not simply about exchanging information, but about creating shared meaning between individuals through interaction (Kasper et al., 2011). As a result, I made a conscious effort to explain my ideas more clearly, listen more actively to others, and check understanding within the group.

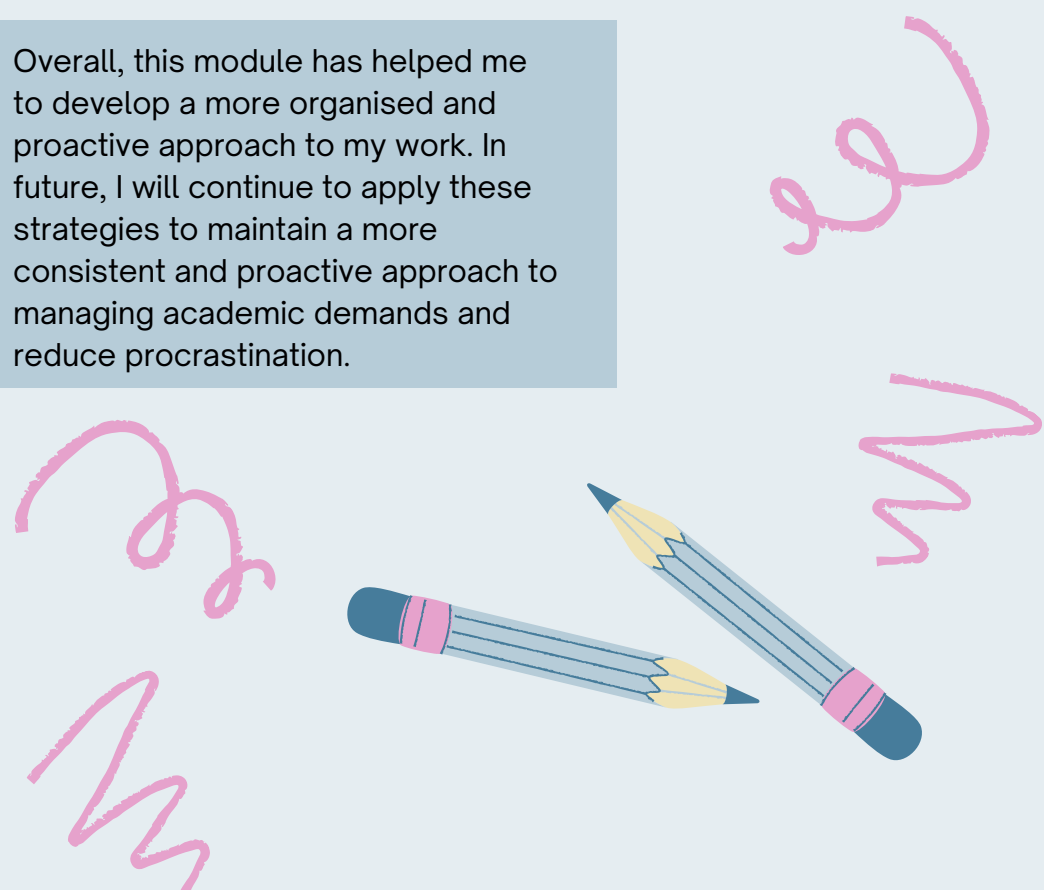
Overall, this module has helped me to develop more effective communication skills and increased my confidence when expressing ideas in a group setting. In the future, I will continue to apply these strategies to ensure clearer communication and reduce the likelihood of misunderstandings when working collaboratively. These communication skills are also essential in professional contexts, particularly within psychology, where clear and accurate communication is necessary when working with others and sharing information responsibly.

Time Management

During this module, I developed my time management skills, particularly in relation to planning and organising my workload effectively. Time management is considered a key part of self-regulated learning, as it involves planning tasks, estimating how long they will take, and allocating time appropriately (Brady et al., 2022). Initially, I found it difficult to manage my time efficiently, often underestimating how long tasks would take, which resulted in increased pressure and reduced quality of work. This led to completing work close to deadlines, which reflects procrastination behaviours. Procrastination refers to unnecessarily delaying tasks and is commonly associated with poor time management and a lack of self-discipline (Lay & Schouwenburg, 1995).

Research suggests that procrastination is highly prevalent among university students, with a large proportion regularly delaying academic tasks (Jurys et al., 2026). Reflecting on my own experience, I recognised similar patterns in my behaviour at the beginning of the module. However, as the module progressed, I began to adopt more structured approaches to managing my workload. For example, I started breaking tasks down into smaller, more manageable goals and planning my time more realistically. This aligns with goal-setting theory, suggesting that structured and specific goals can enhance performance by providing clear direction and focus (Locke & Latham, 2013).

Overall, this module has helped me to develop a more organised and proactive approach to my work. In future, I will continue to apply these strategies to maintain a more consistent and proactive approach to managing academic demands and reduce procrastination.



Teamwork

During this module, I developed my teamwork skills through working collaboratively with others on the research project. Teamwork can be understood as individuals working together towards a shared goal, and it plays a central role in how tasks are achieved across a wide range of contexts (Kozlowski, 2017; Salas et al., 2015). It involves not only completing tasks, but also the shared behaviours, attitudes, and ways of thinking that enable a group to function effectively (Salas et al., 2015). At the beginning of the module, I found it challenging at times to balance different ideas within the group and ensure that everyone's opinions were considered. This reflects the early stages of group development, where individuals are still adjusting to working together and may experience some level of uncertainty or conflict (Bonebright, 2010).

As the module progressed, the group became more cohesive, and we were able to work together more effectively. We developed a clearer understanding of each other's roles and how to approach tasks, which made collaboration more efficient. This aligns with later stages of group development, where roles and norms become more established and the group begins to function more productively (Bonebright, 2010). I also became more confident in contributing my ideas and supporting others, which helped to improve the overall group dynamic and outcomes.

Overall, this experience has strengthened my teamwork skills and improved my understanding of how effective collaboration develops over time. In the future, I will aim to continue contributing actively within group settings while also supporting others, in order to maintain effective teamwork and achieve shared goals.



Skills in Research

During this module, I developed my professional and ethical skills in relation to conducting research. Ethical practice involves applying informed moral reasoning and following established guidelines to ensure research is conducted responsibly (BPS, 2021). At the beginning of the module, I found it challenging to fully apply ethical principles in practice, particularly when completing the ethics proposal form. I initially focused more on completing the task rather than critically evaluating potential risks or considering the impact on participants.

One of the main challenges I faced was identifying and assessing potential risks within the research design. Ethical research requires researchers to actively evaluate possible risks and develop appropriate strategies to manage them (BPS, 2021). Through this process, I began to recognise the importance of thinking more critically about research decisions and considering multiple perspectives. I also found it difficult at first to interpret and apply the feedback provided on the ethics form, which highlighted a gap in my ability to engage with academic feedback effectively. As the module progressed, I developed these skills by engaging more actively with feedback and making informed revisions to my work. Completing the ethics form allowed me to apply theoretical knowledge in a practical context, supporting the idea that learning is strengthened through active participation and reflection (Dillard et al., 2024). Additionally, reflecting on feedback and my own performance helped me to better understand how to improve my work, as reflective learning supports the development of professional skills through critical evaluation of experience (Colomer et al., 2020).

Overall, this module has strengthened my ability to apply ethical principles, think critically about research decisions, and engage with feedback to improve my work. In the future, I will continue to apply these skills to ensure my research is both ethically sound and professionally conducted.

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I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence