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Y Drindod Dewi Sant
University of Wales
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Welcome to Research Methods and Field Study Experience (BMTP5022)



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BMTP5022 – Research Methods and Field Study Experience Week 11

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Aims For Today

- **Assignment 2: Video Project**
- **PowerPoint Cameo and Canva**
- **Data Analysis, Cleaning and Visualisation**
- **Models of Reflection**



Timetable Changes

From 29th January onwards, we will meet:

Lecture time: 9am to 11am

Room: IQ002a

Drop-in sessions (10am to 12pm) and/or 1:1 appointments every Wednesday up until submission:

28th January

4th February

11th February

Please check your emails for further information.

Timetable Changes

Date	Action
Wednesday, 28th January	1:1 appointments
Thursday, 29th January	1:1 appointments
Wednesday, 4th February	Drop-in session (10-12pm)
Thursday, 5th February	Lecture
Wednesday, 11th February	Drop-in session (10-12pm)
Thursday, 12th February	Lecture (Module wrap-up)
Friday, 13th February	Assignment 2 Deadline

Learning Objectives

By the end of this lecture, you will be able to:

- Use a suitable tool to record your video project (Assignment 2)
- Apply techniques for data analysis, cleaning, and visualisation
- Critically evaluate your research project using a theoretical model of reflection



Assignment 2: Video Project

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Assignment 2: Video

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Research Methods and Field Study Experience		
Module code:	BMTP5022	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Scott James
Assignment Title:	Video Project	Word count (or equivalent):	10 Minutes (+/-10%)
Submission deadline:	Friday, 13th February 2026 by 23:59pm	Return date of provisional marks & written feedback:	Friday, 13th March 2026 by 23:59pm

Assignment 2: Video

TASK DESCRIPTION

Video Presentation – 10 minutes (+/- 10%)

Your video presentation is the follow-up to **Assignment 1 (Research Project Proposal)**. In this assignment, you will present the outcomes of your research, showing that you can clearly describe your study, analyse your findings, and critically evaluate the results.

The presentation should be organised into the following sections:

1. Introduction (~2 min)

- Provide a visual snapshot (pictures or video clips) of sustainable transportation and its role in supporting tourism and events.
- Use **annotations, short texts, or images** to highlight why sustainable transportation is significant in your chosen region or (events) context.

Assignment 2: Video

2. Findings & Analysis (~4 min)

- Present the **key findings** from your research.
- Use a variety of presentation techniques to make your analysis clear and engaging, such as:
 - Pictures or video clips
 - Diagrams, graphs, or tables
 - Interview quotations or key insights
- Your goal is to **demonstrate the evidence you collected** and explain what it shows about sustainable transportation in relation to tourism and events.

3. Reflections & Limitations (~4 minutes)

- Critically evaluate the **strengths and weaknesses** of your research approach and findings.
- Reflect on:
 - Which research methods worked best and why
 - What challenges or limitations you encountered

Assignment 2: Video

- How these might have affected your results
- Include both:
 - **Personal reflections** (what you learned, what you would change in the future)
 - **Academic reflections** (evaluating the effectiveness of your research methods).

4. References (final slides – not timed)

- Provide a list of credible sources used in your research, including:
 - Academic journal articles
 - Industry reports or online sources
 - Textbooks
- Display your references on the final slides of the presentation. Leave enough time at the end of the video for viewers to read your references (this time will not be counted towards your total).

Assignment 2: Video

Presentation Requirements

- The video should be 10 minutes (+/- 10%, excluding references).
- You must appear **on screen at least at the beginning and end** of the video.
- To achieve higher marks:
 - Stay visible throughout, using **professional presentation skills** (good eye contact, clear voice, confident delivery).
 - Ensure your slides and visuals are **well-designed, clear, and engaging**.

Assignment 2: Video

Important Reminder: You may use graphic design tools like Canva and generative AI tools to assist with the visual creation of your video presentation. However, all written content must be based on your own research and original work. Submitting AI-generated content as your own is considered **academic misconduct**.

As per the University's AI Guidance, "all AI intervention must be clearly recorded in any part of the creative process where AI is used. This must include the programme(s) or app(s) wherein it was produced, the prompts used (be they pictorial, text or data), and the date when this was undertaken" (UWTSD, 2025, p.1).

UWTSD (2025) *Creative Work with AI*. Available at: https://hwb.uwtsd.ac.uk/pages/academic-support/deallusrwyddartiffisial_artificialintelligence (Accessed: 10th September 2025).

Marking Criteria

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1. Engagement with Literature Skills

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: You should incorporate academic material about research methodology from your written project in a suitable format for your video. All sources must be critically evaluated – so that if you are using a weak source, explain that it has some limitations. You must include a minimum of 20 reference sources, in a list on your final slides, making sure they are readable.

2. Knowledge and Understanding Skills

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You should show an understanding of research methods and how these can be used to investigate case study organisations in Travel and Tourism. You should show some knowledge of analytical approaches suitable to the field and be able to expand here on what you have written in your written project and focus more on where there are limitations to your sources, applications, methods and analysis. This video content should also be supported by your understanding of the field generally and all modules that you will have studied up to this point.

3. Cognitive and Intellectual Skills

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You should be able to show an evaluative mindset to be critical about which research methods are appropriate for your case study investigation and how this has occurred in practice. This video should be a reflection of how the various methods worked in this context and how you would improve your plan for a future project. You will get better marks if you can show academic support for your critique and evaluations of your methods and techniques.

4. Practical Skills

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: You need to reflect on whether you selected appropriate methods for the case study and whether they produce meaningful and interesting findings given the context and limitations (such as time, money, contacts, ethical approval, personal skills and experience. You will get better marks for using the appropriate academic language, terminology and concepts throughout your reflections and evaluations. You should use what you have learned from modules up until now to assist you in presenting this video.

5. Transferable Skills

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: The video should be presented in a professional manner using appropriate dress, conventions, format and language. This should be effective and informative using a blend of visual images, text and speech. The student must be visible for at least part of the video at the beginning and end, but for better marks you will use your professional presentation skills to be visible and engaged with your audience throughout.



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PowerPoint Cameo & Canva

-how to record your video

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PowerPoint Cameo



Access: [Presenting with cameo - Microsoft Support](#)



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Data Analysis

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Data Analysis

Data analysis in research means using methods to understand and summarise information. The goal is to find important insights and make conclusions that help answer research questions or test ideas.

In your video, remember to specifically answer your research question. Were your research objectives achieved, yes/no, why?

Please also revisit the lecture slide deck on **Data Analysis** in Week 5 on Moodle.



Data Cleaning

Data cleaning is the process of detecting and correcting (or removing) inaccurate, incomplete, inconsistent or irrelevant data.

Poor data quality leads to biased results and invalid conclusions.

Common issues:

- Missing values
- Duplicate entries
- Inconsistent formats (dates, units)
- Data entry errors

Techniques for Data Cleaning

1. Handling Missing Data:

- **Deleting:** remove rows or columns with missing values (only suitable if the dataset is large and the proportion of missing data is small)
- **Imputing** or filling in the missing values using statistical methods like the mean, median or mode of the existing data
- **Using a placeholder** like "N/A" for non-critical datasets

2. Remove Duplicate or Irrelevant Observations:

Datasets from multiple sources often contain repeated entries or information that is not relevant to your analysis (e.g. customer records for an inactive user).

Techniques for Data Cleaning (contd.)

3. Standardise Data Formats:

Variations in formatting within a dataset can lead to inaccuracies and processing issues.

Ensure uniformity in:

- **Dates** (e.g. standardising "01/01/26" and "1st January, 2026" to a single format like DD-MM-YYYY)
- **Text Case** (e.g. ensuring all names are in "Proper Case" using functions in tools like Excel)
- **Units of Measurement** (e.g. ensuring all weights are in kilograms)

Techniques for Data Cleaning (contd.)

4. Correct Inaccuracies and Structural Errors:

This step focuses on correcting typos, incorrect naming conventions and other manual input errors that can lead to mislabelled categories. Find-and-replace features in data tools can be particularly effective for resolving these issues.

Best Practices:

- ✓ **Create a Backup Copy:** Always preserve the original raw dataset and perform all edits on a duplicate. This ensures you can revert to the untouched data if mistakes occur during processing.
- ✓ **Document Everything:** Keep a log of all cleaning steps, assumptions made and changes applied. This ensures reproducibility and helps in future audits.
- ✓ **Automate Where Possible:** Use built-in functions in spreadsheet software (like Excel's Remove Duplicates feature) to automate repetitive tasks and reduce manual entry errors.

Data Visualisation

Why use Graphs and Charts?

- Makes data easier to understand
- Highlights trends, patterns and comparisons
- Communicates information quickly and effectively



Choosing the Right Chart



- Use **Column/Bar** for comparisons
- Use **Line/Area** for trends over time
- Use **Pie** for percentage breakdowns
- Use **Scatter** for correlations

Best Practices for Charts

- ✓ Keep it simple and readable
- ✓ Use appropriate chart types
- ✓ Label axes and provide units
- ✓ Avoid clutter and unnecessary colours
- ✓ Use consistent scales



Creating a Chart in Excel



- Select your data
- Go to the **Insert** tab
- Choose a chart type
- Customise the chart (titles, colours, labels)

Customising Charts

- **Chart Title** – Add descriptive titles
- **Axis Labels** – Label x-axis and y-axis
- **Data Labels** – Show exact values on chart
- **Legend** – Explain colours or series
- **Colours & Styles** – Make charts visually appealing





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Reflection Models

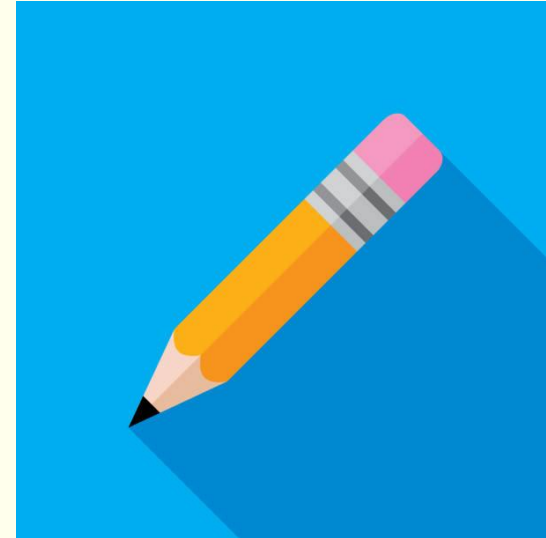
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Reflection in Academia

“It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost.”

Gibbs, 1988, p.9



What is Reflection?

Reflection in Academia

Reflection is the process of thinking critically about one's experiences, practices, actions or knowledge in order to gain insight and improve future understanding or performance.

Typically, we do this by asking ourselves **questions about what we did, how we did it, and what we learnt from doing it.**

In academia, reflection involves:

- Examining learning experiences (e.g. research project)
- Connecting theory to practice
- Identifying strengths, gaps and areas for development

What Models of Reflection do you know?

Common Models of Reflection

- ERA Cycle
- Gibbs' Reflective Cycle
- Kolb's Experiential Learning Cycle
- Schön's Reflective Model

The ERA Cycle (Jasper, 2013)



You can see that it is an **ongoing cycle** as we learn from our experiences and apply what we have learned.

The ERA Cycle

- Using the **ERA** model (**e**xperience, **r**eflection, **a**ction) we can start thinking about an experience, either something we have been through before or something completely new to us. This experience can be positive or negative.
- Once something has been experienced, we will start to reflect on what happened. This will allow us to think through the experience, examine our feelings about what happened and decide on the next steps.
- This leads to the final element of the cycle - thinking about what we have learned from the experience and how we will act in future as a result.

(Jasper, 2013)

1. Experience

Sets the scene – briefly explains the context:

- ✓ **What happened?**
- ✓ **What did you hope to achieve before you started (initial goals)?**



2. Reflection

Feelings and thoughts on what happened:

- ✓ **Include positive and negative thoughts and feelings as negative aspects can help you learn.**

Evaluation and analysis:

- ✓ **Was it a positive or negative experience over all?**
- ✓ **Try to identify a deeper meaning to develop understanding – why did things happen the way they did?**



3. Action

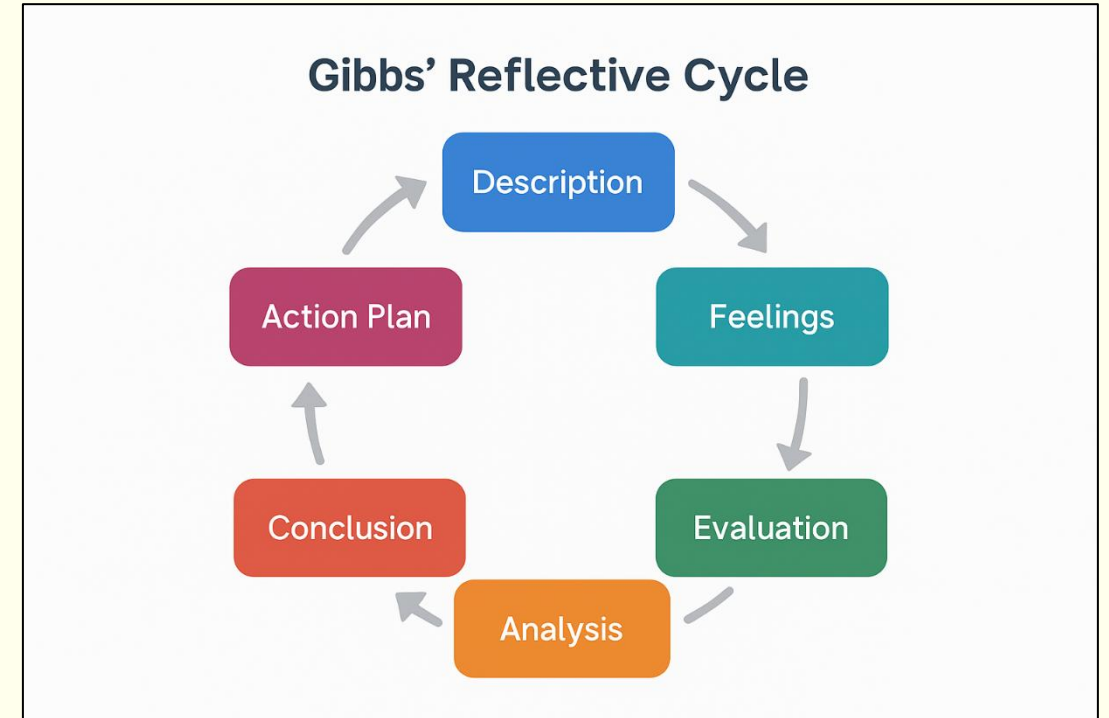
Summarise your learning and talk about the future.

- ✓ Are there any skills you've identified that you need to improve?
- ✓ What else could you have done during this process to improve it for yourself (and others)?
- ✓ How can you use what you've learnt from this experience in future aspects of your life?
- ✓ How are you going to do things moving forward?



Gibbs' Reflective Cycle

- Gibbs' Reflective Cycle (1988) provides a structured approach to learning from experiences.
- Its framework helps you examine events systematically, and because it is cyclical, it is especially useful for repeated experiences, enabling you to learn from successes/challenges and plan for future improvement.
- It covers 6 stages:
 1. **Description**
 2. **Feelings**
 3. **Evaluation**
 4. **Analysis**
 5. **Conclusion**
 6. **Action Plan**



1. Description

- **Describe the situation in detail.**
- The main points to include here concern **what happened**.
- Helpful questions:
 - ✓ **What happened?**
 - ✓ **When and where did it happen?**
 - ✓ **Who was present?**
 - ✓ **What did you (and the other people) do?**
 - ✓ **What was the outcome of the situation?**
 - ✓ **Why were you there?**
 - ✓ **What did you want to happen?**

Gibbs' Reflective Cycle

Description

2. Feelings

- **Explore any feelings or thoughts** that you had during the experience and how they may have impacted the experience.
- Helpful questions:
 - ✓ **What were you feeling before, during and after the situation?**
 - ✓ **What were you thinking during the situation?**
 - ✓ **What do you think about the situation now?**

Gibbs' Reflective Cycle

Feelings

3. Evaluation

- **Evaluate what worked and what didn't work in the situation.**
- Aim to be as honest and objective as you can.
- For a thorough reflection, consider both the positive and negative aspects, even if one clearly dominated.
- Helpful questions:
 - ✓ **What was good and bad about the experience?**
 - ✓ **What went well?**
 - ✓ **What didn't go so well?**
 - ✓ **What did you contribute to the situation (positively or negatively)?**

Gibbs' Reflective Cycle

Evaluation

4. Analysis

- **Reflect on what happened and explore its meaning.**
- Consider the factors that contributed to successes or challenges and ask yourself why they occurred.
- If you plan to reference academic literature, this is the most appropriate stage to incorporate it.
- Helpful questions:
 - ✓ **Why did things go well?**
 - ✓ **Why didn't it go well?**
 - ✓ **What sense can I make of the situation?**
 - ✓ **What knowledge – my own or others (e.g. academic literature) can help me understand the situation?**

Gibbs' Reflective Cycle

Analysis

5. Conclusion

- Summarise what you have learned and identify how changes in your actions could lead to better outcomes in the future.
- This should flow naturally from your earlier reflections.
- Helpful questions:
 - ✓ What did I learn from this situation?
 - ✓ How could this have been a more positive experience?
 - ✓ What skills do I need to develop to handle a situation like this better?
 - ✓ What else could I have done?

Gibbs' Reflective Cycle

Conclusion

6. Action Plan

- **Consider how you would act differently in a similar situation in the future.**
- **It's useful not only to plan what to do differently, but also to think about how you will ensure it actually happens. Sometimes simply recognising the change is enough, while other times reminders or strategies may help.**
- **Helpful questions:**
 - ✓ **If I had to do the same thing again, what would I do differently?**
 - ✓ **How will I develop the required skills I need?**
 - ✓ **How can I make sure that I can act differently next time?**

Gibbs' Reflective Cycle

Action Plan

Gibbs' Reflective Cycle: Example

1. Description

My project investigated the impact of social media use on university students' study habits using an online survey and semi-structured interviews.

2. Feelings

I felt confident designing the survey but less confident conducting interviews, as I had limited prior experience with qualitative methods.

3. Evaluation (Strengths & Weaknesses)

The survey was a strength because it generated clear, quantifiable data quickly. However, the small interview sample was a weakness and limited the depth and representativeness of qualitative insights.

Gibbs' Reflective Cycle: Example (contd.)

4. Analysis (Methods, Challenges & Impact)

Quantitative methods worked best as they aligned well with my research question and allowed easy comparison of responses. Time constraints and low interview participation reduced qualitative richness, which may have oversimplified complex behaviours.

5. Conclusion (Learning)

I learned the importance of balancing methodological ambition with practical constraints. My findings are useful but should be interpreted cautiously due to sample limitations.

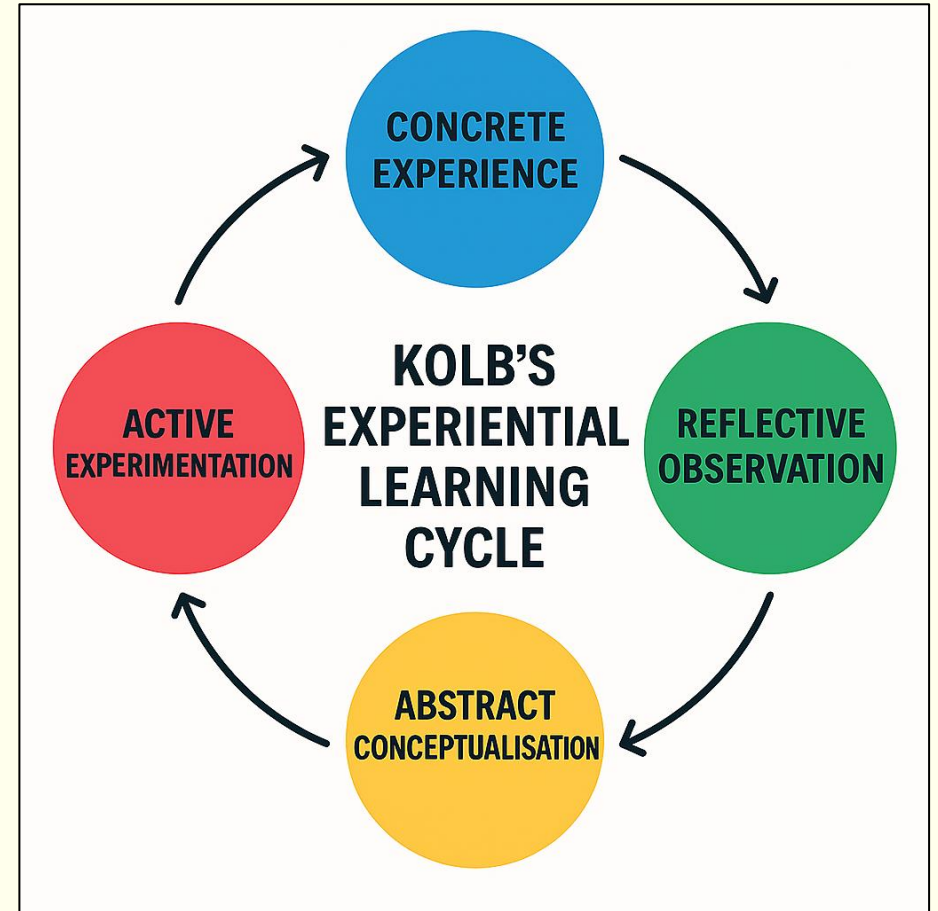
6. Action Plan (Future Improvement)

In future research, I would allocate more time to data collection, pilot interview questions more thoroughly, and aim for a larger, more diverse qualitative sample to strengthen validity.

Kolb's Experiential Learning Cycle

In 1984, Kolb developed a model of learning known as *experiential learning*, which starts with a concrete experience. Learning then progresses through three further stages – reflection, analysis and experimentation.

This process results in new experiences informed by what has been learned, allowing the cycle to repeat.



The Four Stages

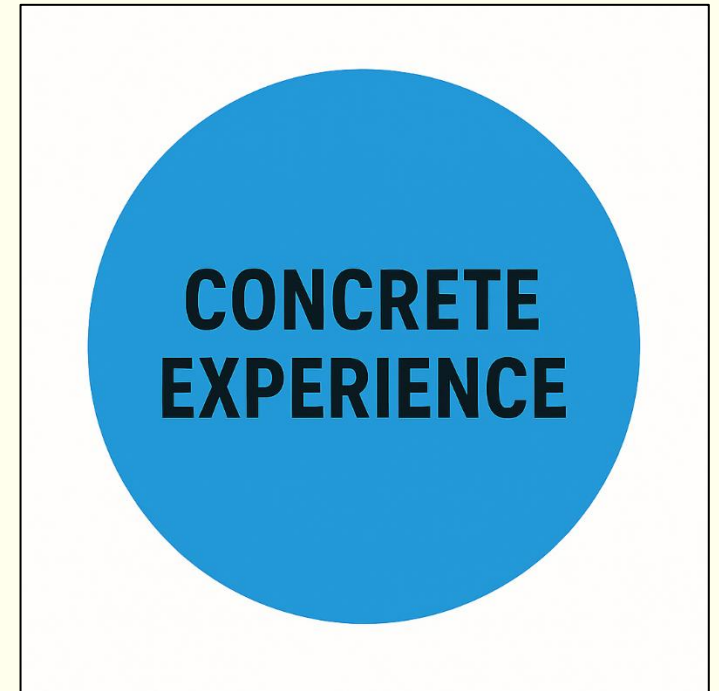
1. Concrete Experience

This is where learning begins. You engage in an activity or have a new experience.

For example, working on a team project.

You ask questions like:

- ✓ **What am I experiencing right now?**
- ✓ **What am I doing?**
- ✓ **How do I feel about this experience?**



The Four Stages (contd.)

2. Reflective Observation

After the experience, you reflect on what happened.

You ask questions like:

- ✓ **What went well?**
- ✓ **What could have been better?**



**REFLECTIVE
OBSERVATION**

The Four Stages (contd.)

3. Abstract Conceptualisation

Here, you make sense of your reflections. You form ideas, concepts or theories based on what you observed.

You ask questions like:

- ✓ **What does this experience tell me about the underlying principles?**
- ✓ **How does this relate to what I already know?**
- ✓ **Can I develop a model or rule from this?**



The Four Stages (contd.)

4. Active Experimentation

You apply what you have learned to new situations. This might mean trying a different strategy in your next project.

You ask questions like:

- ✓ **What will I do differently next time?**
- ✓ **How can I apply this theory in practice?**
- ✓ **What outcomes do I expect from this change?**

The cycle then repeats, creating continuous learning. This model is powerful because it connects action, reflection and theory, helping us grow both personally and professionally.



Kolb's Experiential Learning Cycle: Example

❖ Concrete Experience

I conducted a research project on the effectiveness of online learning tools using a questionnaire.

❖ Reflective Observation

I noticed that while the questionnaire had a high response rate, some questions were misunderstood, leading to incomplete or unclear answers.

❖ Abstract Conceptualisation

This showed that even well-designed questionnaires can fail if questions are ambiguous. It highlighted the importance of piloting questions and ensuring clarity to collect valid data.

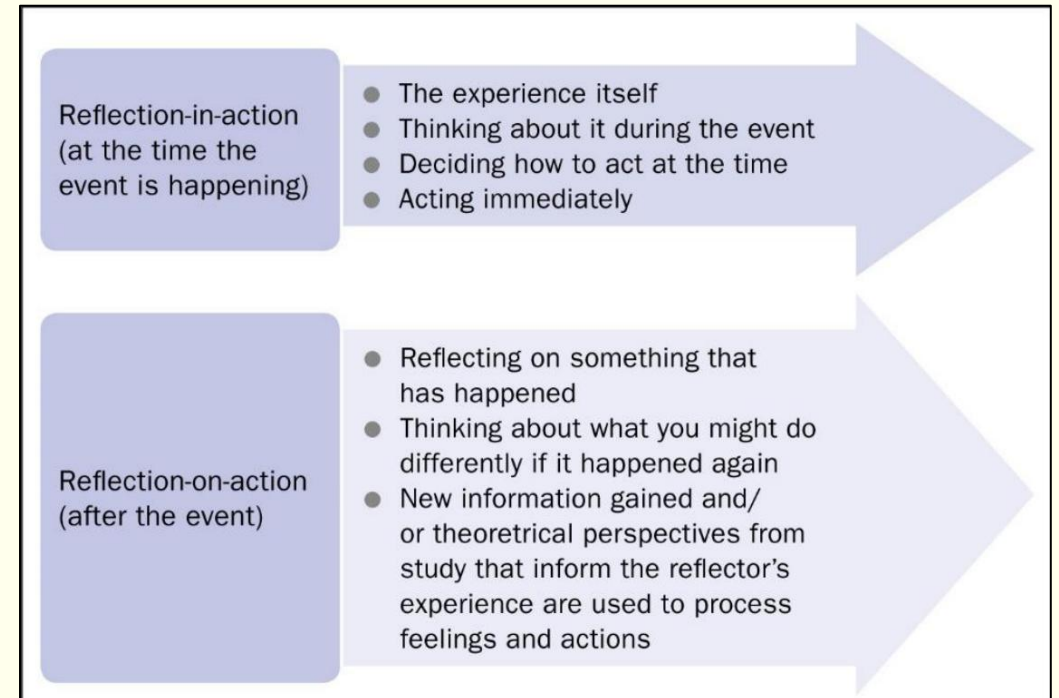
❖ Active Experimentation

In future projects, I would pilot the questionnaire with a small group first, revise unclear questions and provide examples to improve understanding and the quality of responses.

Schön's Reflective Practice

Schön's Reflective Practice, often referred to as the Schön Reflective Model, is a framework that uses experience, learning, and practice to continuously enhance professional performance.

It highlights the importance of knowledge in action, reflection **in** action, and reflection **on** action, encouraging individuals to draw on both experience and tacit knowledge when responding to new situations. Through this approach, professionals gain a deeper insight into their actions, enabling them to make informed decisions and adapt their practices effectively in real time.



Reflection In-Action

This occurs **during** the activity.

- The practitioner thinks on their feet
- Adjustments are made in real time
- Often intuitive and immediate

Example:

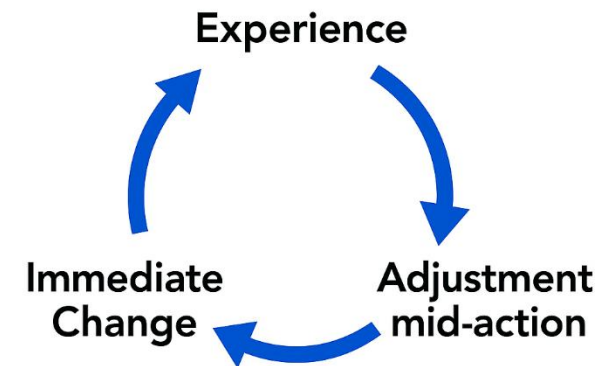
A lecturer notices students look confused and changes their explanation mid-lecture.

Key features:

- Happens in the moment; Involves experimentation; Uses tacit (unspoken) knowledge

Schön's Reflection Model

Reflection in action



Reflection On-Action

This occurs **after** the activity has taken place.

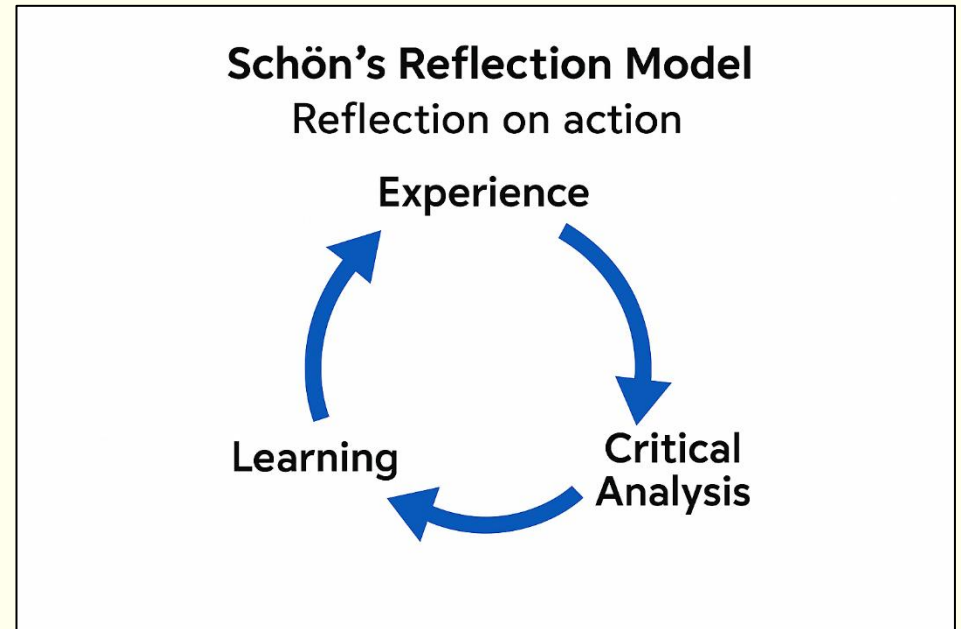
- The practitioner reviews what happened
- Considers what worked and what didn't
- Plans improvements for the future

Example:

After the lecture, the lecturer reflects on why students were confused and plans a different approach next time.

Key features:

- Retrospective; More deliberate and structured; Often documented (e.g. journals, supervision)



Schön's Reflective Practice: Example

1. Reflection-in-Action

While coding the articles for my content analysis on media representation of climate change, I realised that some categories were too broad and overlapping, which made it difficult to assign codes consistently. I adjusted the coding framework on the spot to be more specific and mutually exclusive.

2. Reflection-on-Action

After completing the project, I recognised that refining the coding scheme during analysis helped improve reliability, but I still encountered some subjective interpretation. I learned that clearer definitions and a pilot coding stage would have strengthened the study.

Learning/Implications

I learned that content analysis requires careful planning and iterative refinement. In future (professional) research, I would develop a detailed codebook beforehand, pilot it with a small sample, and include intercoder checks to enhance objectivity and consistency.

Activity: Reflective Practice

Using the ERA Cycle, critically reflect on your research project journey so far.



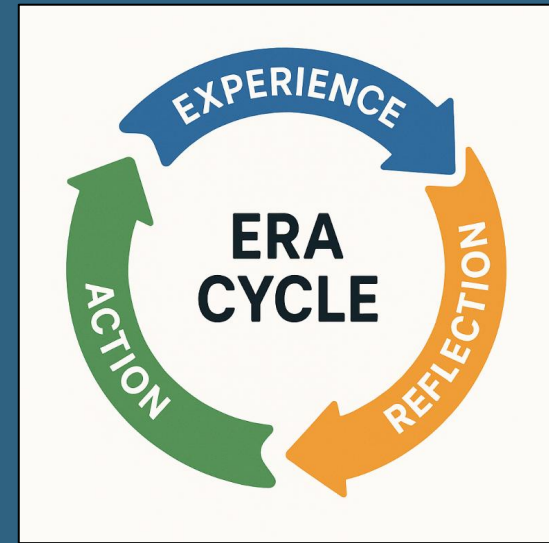
1. Experience

Briefly describe your research journey to date.

- What is your research question or objective?
- What key activities have you completed so far (e.g. literature review, interview design, data collection)?
- What feedback, results or obstacles have you encountered?

Activity: Reflective Practice

Using the ERA Cycle, critically reflect on your research project journey so far.



2. Reflection

- Critically analyse your experience.
- What aspects of your project are working well? Why?
- What challenges or limitations have emerged?
- How has your understanding of your topic, methodology or scope changed?

Activity: Reflective Practice

Using the ERA Cycle, critically reflect on your research project journey so far.



3. Action

Identify clear next steps based on your reflection.

- What specific changes will you make to improve your project?
- What skills, resources or support do you need to move forward?
- What is one concrete action you will take in the next week?

Any Questions?

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I look forward to seeing you next week.

If you have any questions, please do not hesitate to contact me via email.

(l.bassler@uwtsd.ac.uk)

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