

ECPS5006 Research in Action

Portfolio of Competencies

Competency One:

Completion of Research Proposal



Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	Marvin Lee Lip Yong (2226262) Fatima Mohamed Mustafa (2244752) Darwisha Tarmizi (2244749) Shania Hazel Koh (2244746) Nurul Anicssa Azmir (2244750)
Proposed Supervisor's name:	<i>Only complete this if you have already been in contact with a potential supervisor who has agreed to supervise you in principle.</i> Zoe Cooke

Psychology Research Area (tick all that apply)

Social Psychology	Developmental Psychology	Biological Psychology	Forensic Psychology
Health Psychology	Individual Differences	Educational Psychology	Political Psychology
Cognitive Psychology	Clinical Psychology	Counselling Psychology	Occupational Psychology
Other: indicate briefly (not included in word count)			

Proposed Study Design

Quantitative	SD	Online Questionnaire Survey
Qualitative		Online
Mixed Methods		Lab-based study

If Applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count)

Other study design: indicate briefly (not included in word count)

Suggested Research Title/Area: (between 10-15 words and must reflect question, study design and study population and should be more specific than a broad topic area).

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

This research was quite the challenge and slightly out of my comfort-zone as I am accustomed to studies of quantitative design only. This was my first-ever qualitative study, along with three others of my teammates.

Each one of the teammates suggested topic areas to study, however, they all posed challenges and limitations in execution. After consultation with our supervisor, we settled on the current topic. Due to shortage of details in the title, we deduced a few versions until we settled on this title, suggested by our teammate Shania.

Background: 250 words

Why is your study important? What theory and empirical research question? (Please provide a rationale for your study including theory and a minimum of five references).

A group of emotional and psychological conditions as a result of a greater portion of positive emotions in comparison to negative emotions (2021). Life satisfaction amongst three indigenous communities and personal well-being. Results displayed an average level of life satisfaction for dissatisfaction. Main factors driving well-being were health and Research on Chinese students explored levels of mathematical well-being, inward beliefs and satisfaction in mathematical education. Studies on aspects of mathematical well being valued by students in Australia and children from Eastern and Western cultures on what constitutes wellbeing. Cultural influence on wellbeing. Children had identical and global 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/i24212113V112P40>
- 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/mjss-2020-1604-17>

The systematic review was conducted by Marvin and the rest of the team found papers related to our studies based on the search done by Marvin. Using these papers, I was tasked with writing up the background for our proposal. This part was crucial for the research as it provided us with important developments in our topic area.

It also provided me with the important skills required to write a concise yet informative background research. After completing, it was sent to the team members for proofreading.

Alongside writing the background for our research, I was also tasked with producing the reference list using the American Psychological Association 7th Edition Manual (APA, 2020).

This further assisted in solidifying my knowledge of the correct citing method.

- A., Díaz-Reviriego, I., Fernández-Llamazares, Á., Galbraith, E., Miñarro, J. (2021). Happy just because. A cross-cultural study on subjective wellbeing in three cultures. *Frontiers in Psychology*, 12, 6251551. <https://doi.org/10.3389/fpsyg.2021.6251551>

Research question(s) or hypotheses(s): (100 words max)

Research question(s) or hypotheses(s): "Cross-Cultural Insights: An In-Depth Exploration of Student Wellbeing through Interview-Based Perspectives of Undergraduate Students" are "How do different cultures define student well-being?"

The main research questions for the study “Cross-Cultural Insights: An In-Depth Exploration of Student Wellbeing through Interview-Based Perspectives of Undergraduate Students” are “How do different cultures define student well-being?”

and to determine “Do students from different cultures share the same or different wellbeing?”

One hypothesis for this study is that different cultures perceive and define student wellbeing differently. Another hypothesis for this study would be that certain cultures share the same perspectives on student wellbeing but others differ dramatically on the perspectives on student wellbeing.

The entire group contributed to deducing our research questions and hypotheses. Marvin was tasked with writing up this part of the proposal.

Methodological Details (500 words)

Please summarise the key methodological approach: (you can include copies of proposed study materials as appendices if you wish). You must include details of the following:

- *Participants: Who will your participants be, how will you access and recruit them, and how many are needed?*
- *Design: Using appropriate terminology clearly define key elements of your design (IVs, DVs, Qual approach, expt. manipulations etc). How do you plan to analyse your main data?*
- *Materials: What are the main measures, scales, experimental tools or other materials required for your study?*
- *Procedure: How will you carry out the study – define briefly what will happen to a participant in your study from the point of consent to the study debrief.*

Participants:

Undergraduate students ranging from ages 18 until 25, as the most common ages for university students. Moreover, recruitment members are surrounded by the target participants. The participant recruitment will be managed by the Experimental Management System (EMS). As the research requires participants from various cultures, the participant recruitment requires no specific criteria. Moreover, participants from all genders, race, religions, and ethnicities are welcome. Overall, the research requires six to eight participants who will be interviewed.

Details of the methodology section were discussed amongst the group collectively, but Darwisha and Niessa were in charge of writing up this section.

Due to minor errors in the design section after consulting Zoe, I assisted Niessa in fixing up this paragraph. This gave me an insight into the development and writing of a research methodology.

Design:

A one-to-one, physical qualitative interview will be conducted as the primary data collection method. The semi structured interview session that makes up the experiment consists of questions that are divided into 3 sections on the subject of the research. The first section is the demographic part which includes 5 questions to identify our participants' background characteristics. The second section is to answer the research's first research question that includes 6 questions while the last section is to answer the second research question which consists of another 6 questions. After the data is collected from the interview, the transcripts will be organised. The data will be created into codes and then be put into Interpretive Phenomenological Analysis (IPA). The IPA is chosen in this study as they provide detailed explanations of each experience from participants, unlike thematic analysis which are usually based on larger groups.

Materials:

The research interview will require an audio recording which can be transcribed for further analysis. Interview psychology labs will be used for face-to-face interviews and the application program called Microsoft Teams will be used for online interviews. Lastly, interview questions and schedules will be used for this interview. The interview questions consist of:

General Questions

1. What is your name?
2. How old are you?
3. Where do you study?
4. What gender do you identify as?
5. What is your ethnic background?

Research Question 1

1. What is your general understanding of student wellbeing?
2. How does your culture's definition of student wellbeing differ from others?
3. Does your culture put any emphasis on student wellbeing?
4. Does your culture play a role in your wellbeing?
5. What factors in your culture influence your wellbeing?

Research Question 2

1. Have you ever encountered a common ground between your culture and others when it comes to maintaining your wellbeing?
2. What differences on student wellbeing perspectives do you observe between your friends/students from cultures that have no relation to yours?
3. Do you think that your culture possesses traits and aspects that particularly enhance student wellbeing compared to other cultures?
4. Does your culture negatively impact or neglect your wellbeing as a student?
5. What aspects of other cultures would you like your culture to embrace and adopt to enhance the perspectives on student wellbeing?
6. Has the stigma or opinions from your culture towards wellbeing prevent you from getting the assistance needed to enhance your wellbeing?

Procedure:

If participants are willing to take part in our study, they will have a one-on-one, physical interview with our researcher. To begin, they will be given a short briefing and a consent form to help them understand the interview procedure and their rights to withdraw at any point of the study. Following the briefing, participants have the option to withdraw from the study. At the beginning of the interview, participants will be asked a few questions about their background which concludes the demographic section of the interview. Then, they will be asked a few questions about the topic of our research, and the participants will be given opportunity to respond to all of the questions spontaneously. The researchers may request more explanations for any of the questions that participants are required to answer. Throughout the interview, there will be an audio recorder in order to obtain answers and analyze them accurately. The study will end once all questions have been answered, and participants will be debriefed.

This part was not included in the first version of the proposal and we added it after Zoe's initial checking of the proposal.

These questions were produced by the collective effort of the teammates and are the essence of this study as they are the questions to be asked during the interview.

I have never had to formulate questions for a qualitative interview and this added new knowledge to my research experience alongside giving me firsthand experience in creating questions for a semi-structured interview.

Key Ethical considerations (150 words)

In this section you are required to briefly outline any specific ethical considerations for your project. All projects will be expected to adhere to the BPS code of human research ethics, and you will need to submit a full ethics form which will document your specific processes for informed consent, debriefing, and data protection. Here you need to briefly note additional or specific key ethical considerations for your particular project e.g. potential for distress or discomfort, any deception, research with vulnerable

Competency Two:

Ethics Form Completion

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's obtained prior to commencement.

The University follows the OECD Frascati manual definition on a systematic basis in order to increase the stock of knowledge in society, and the use of this stock of knowledge to devise research undertaken by members of staff, postgraduate research students and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the Principal Researcher.

Ethical approval is not required for routine audits, performance reviews, within normal educational requirements, and literary or artistic research.

Please read the notes for guidance before completing this form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

As a part of the research process, it was crucial for the team to fill in an ethics form to ensure that our research adheres to the ethical rules regarding conduct and data protection (BPS, 2021; BPS, 2021; BPS, 2018).

This was a new experience to me as I have never filled out an ethics approval form before. Therefore, I acquired understanding of all the ethics codes to be followed and the procedure underlying this process.

SECTION A: About You (Principal Researcher)

1	Full Name:	Darwisha Tarmizi, Fatima Mohamed, Marvin Lee Lip Yong, Nurul Anieessa Azmir, Shania Hazel Koh			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Yr Athrofa: Psychology and Counselling			
4	Campus:	IQ, SA1 Campus, Swansea			
5	E-mail address:	2244749@student.uwtsd.ac.uk , 2244752@student.uwtsd.ac.uk , 2226262@student.uwtsd.ac.uk , 2244750@student.uwtsd.ac.uk , 2244746@student.uwtsd.ac.uk			
6	Contact Telephone Number:				
For students:					
7	Student Number:	2244749, 2244752, 2226262, 2244750, 2244746			
8	Programme of Study:	Bachelor of Science (Honours) in Psychology			
9	Director of Studies/Supervisor:	Zoe Cooke			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degree			
		Institute Research			
		Other (Zoe Co)			

After sending in our initial ethics form, Zoe guided us through some of the mistakes in the form. We overlooked some of the ethics codes and protocols required for this study to be approved (BPS, 2021; BPS, 2021; BPS, 2018).

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that you have read as part of the completion of this form (including any discipline-specific codes of research ethics, and also any specific codes of research ethics proposed methodology). Please tick to confirm that you have read the codes and guidelines. You may add rows to this table.
1	UWTSD Research Ethics & Integrity Code of Practice
2	UWTSD Research Data Management Policy
3	UWTSD Student Code of Conduct
4	UWTSD Data Protection and Storage Protocol
5	BPS Code of Human Research Ethics (April 2021)
6	BPS Code of Ethics and Conduct (July 2018)
7	BPS Data Protection Regulation- Guidance for Researchers (2018)

This opened my eyes to other codes of conduct and ethical guidelines that are to be adhered to as a researcher and expanded my knowledge in regards to the ethical practice of a research.

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

In the initial form, sections that involved mostly checking out boxes was attempted by the entire group, while sections that involved writing were divided amongst us.

After correction by our supervisor Zoe, I was assisted by Shania and Darwisha in the amendment of some mistakes.

		YES	☐	NO	☒	
		YES	☐	NO	☒	
		YES	☐	NO	☒	
7	undertake this research in either a paid or voluntary capacity?	Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

	Use of documentation not in the public domain: Are any documents NOT publicly available?	YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☒	☐
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
I	The research activity that will be carried out will ensure regardless of the cultures of which university students culturally sensitive and respectful towards all cultures. <i>(this box should expand as you type)</i>		

We were asked to revise this section once more and whether our research really does contribute to all of aims mentioned.

This particularly taught me that studies and researches must be considered really well and that precise detail is required to produce a precise as well as informative form.

SECTION F: Scope of Research Activity

	Will the research activity include:		
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒

SECTION H: Anticipated Risks

	Outline any anticipated risks that may arise to the researchers and/or the University, and the participants. If you have completed a full risk assessment (as a researcher or research collaborator) you may append that to this form.	
1	Full risk assessment completed and appended to this form.	
2	Risks to participants For example: sector-specific health & safety, transfer of personal data, sensitive organisation, etc.	
	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. 2. Participants may be afraid to disclose their cultural beliefs	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 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 <i>(this box should expand as you type)</i>
3	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 <i>(this box should expand as you type)</i>	
4	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: 1. Questions might arise from participants that are out of the scope of the student researchers' knowledge as undergraduate students.	How you will mitigate the risk to the investigator: 1. Any questions that the student researchers struggle to answer will be passed on to the research supervisor for further advice.

While dividing sections amongst the team, I was tasked with completing this section related to the potential risks that our study could pose.

This part was particularly challenging as it was hard to think of three risks to the participants due to the nature of our research.

Through guidance from Zoe, I came to understand how to take into consideration factors that can be uncomfortable to participants when discussing sensitive topics and that these factors may be beyond apprehension towards sharing personal life details.

These parts specifically were added in by Zoe and this assisted in helping me concisely identify all the potential risks to the participants as well as use effective and proper methods to minimize these risks.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

	2. Researchers' emails will be provided to the participants of the study which poses a potential risk of unwelcomed/negative emails. 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. <i>(this box should expand as you type)</i>	2. If reports of negative/unwelcomed emails do occur, they will be reported immediately to the research supervisor 3. It will be ensured that the researchers follow all UWTSD and BPS researcher codes of
5	University/institutional risks For example: adverse publicity, financial loss, data 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. 2. Data could be exposed, leaked, or used for other purposes. <i>(this box should expand as you type)</i>	This part was suprising and interesting as I have never had to consider risks that can affect the researcher conducting the study nor the university or institution where the research is held. This made me realize that it important to ensure the safety and protection of all those involved within the research. It was definitely difficult to deduce more than two risks for these sections, however, guidance and consultation from my supervisor assisted me in identifying some possible causes of threats to those conducting the research and where it is conducted at. 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. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems Risk to the environment: N/A <i>(this box should expand as you type)</i>	
	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>	

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 I: Feedback, Consent and Confidentiality

1	Feedback
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Competency Three:

Data Collection Material – Study Debrief Form



Centre for Psychology and Counselling
BSc Applied Psychology
BSc Psychology
BSc Psychology and Counselling

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 views on student well-being across different cultures by utilising semi-structured interviews. Objectives of the study include exploring different cultural roots. Objectives of the study include exploring the definition of student well-being varies across cultures. The study aims to explore whether cultures share similarities or differences in their definition of student well-being in student population.

I was responsible for creating the debrief sheet and other team members assisted me in proofreading the form.

There were some minor edits in relation to the confidentiality and anonymity factor of the form. Like other few aspects of the research, I have never created a debrief form before and now, I have the necessary information to create ones in future researches. It is crucial to correctly debrief the participants (BPS, 2021; BPS, 2021) to ensure ethicality of the study.

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
University of Wales Trinity Saint David

Reflective Essay

For the Research in Action module (RIA), we were presented with the task of designing and conducting research as a part of the module's assessment, under the supervision and guidance of Zoe Cooke. We were told to divide ourselves into groups and although I was quite enthusiastic about this assessment because of its practicality, I was also slightly anxious of all the challenges that might arise as a result of working in groups such as disputes amongst team members and varying viewpoints that might result in a sense of tension as well as irritability in the group (Saccardi et al., 2023). To avoid and minimize such inconveniences, I decided to team up with individuals I was already accustomed to as we had worked together before and have a sense of understanding of each other's work approaches. Immediately after forming groups, we gathered to discuss what our research will revolve around and the details associated with executing the study.

After settling in with a topic to research, our first task was to perform a systematic literature search (SLS) to collect papers that would support our proposal of the study. The process of SLS was a huge obstacle during the initial stages of the research as it resulted in the alteration of our topic several times, due to an evident lack of papers addressing our topics. However, we settled with discovering the perspective of student wellbeing across various culture through qualitative interviews as per guidance and input provided by Zoe. Unfamiliar with the concept of systematic literature searching, I felt stuck in the beginning and perplexed with the certain protocol that is to be followed when performing SLS and these feelings were mutual within the group. Consequently, we decided to get together as a team and unify our efforts of finding literature relevant to the chosen topic because members of the team were working independently with little communication initially. This strategy, in my opinion, was critical in greatly improving the overall dynamic, work ethic and cohesion of the group.

Following the collection of our literature, we were tasked with completing a research proposal form that would contain all the details of our study, including materials and a background search of the research topic. It has been proven by previous studies that allocating roles to students within a group can assist in an effective learning experience as well as contentment of the members (Chang & Brickman, 2018). To avoid conflicts and confusion, we gathered after class and split the sections contained within the proposal amongst each other. I volunteered to write the background section wherein I was required to provide evidence that backs our research using the paper from our SLS, in a concise and informative way. I have always opted for background studies in previous group works I have participated in; however, the challenge was the 250 words count I was limited to.

Undoubtedly, I was moderately nervous about how I can manage to produce an informative and proficient paragraph yet still abide by the constricting number of words. Surprisingly, this task was not as daunting as I anticipated it to be, although it had to be re-written several times, I was able to formulate a background study that I was finally satisfied with. Assigning roles really helped in the fast progression of our work and each team member worked on areas they were confident in or matched their strengths. I searched why is this so and I found out that inclinations for specific roles within a team might influence and assist them in assuming and carrying out these tasks (Gander et al., 2020).

We were also required to complete an ethics approval form which presented as a significant struggle to the entire group as we were not familiar with the procedure of filling an ethics form. At this point, we have already realized strategies that enhance our work ethic as a group and already agreed on dividing the many different as well as extensive sections of the ethics forms amongst us, with the exception of sections that would filled out together to promote cohesion of the form. This time, I took on the section related to risks of the research on different aspects of the research including the participants. At first, I was motivated and

felt at ease when writing up the section but it was difficult to identify risks, other than the known risks such as distress during the research (Barrow et al., 2022). Nonetheless, the ethics form, particularly this section, expanded my knowledge on the existing ethical rules and regulations along with the various codes of ethics that exist. For instance, in previous researches I have conducted, I overlooked the potential threats that could affect the researcher and the institutions where the study is held. Additionally, reviewing and correcting our mistakes with two of my other teammates after Zoe's comments and guidance, further solidified my knowledge of an appropriate ethics form while also broadening my understanding of undermined risks that might've never occurred to me. This contributed positively and greatly to my existing knowledge of executing researches and studies.

After submitting the necessary documents to proceed with the research, we started working on the materials required for data collection. These materials were distributed amongst us again to ensure that everyone participated and I offered to draft out the study debrief form. I was intrigued to figure out what a debrief entailed and learn how to write a proper as well as an informative debrief form for our participants. Earlier on, I was not familiar with the concept of debriefing a participant, therefore, it was one of the concepts that notably expanded my knowledge of the research field and the rights of the participants within a study. Although some mistakes were committed within the debrief form, I was able to correctly identify what wrongs were made and effectively correct them to ensure that the debrief form followed the BPS ethics code (BPS, 2021; BPS, 2021) with the guidance of Zoe.

Overall, Research in Action (RIA) was definitely an enriching experience that opened my eyes to my capabilities and strengths in the research field while also assisting me in identifying my weaknesses and working on them for improvement. Next time around, I will be sure to track the progress of the team to guarantee that everyone has completed their parts

of the research to guarantee a smooth flow of the study while also possessing ample time to execute the research.

References

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