

L4 UCM Assignment 1 - Connor Wilson (2011592)

by Connor Michael Wilson

FILE	24870_CONNOR_MICHAEL_WILSON_L4_UCM_ASSIGNMENT_1_-_CONNOR_WILSON_2011592_286825_236043024.DOCX (3.57M)		
TIME SUBMITTED	06-DEC-2020 09:50PM (UTC+0000)	WORD COUNT	90
SUBMISSION ID	138495754	CHARACTER COUNT	1101

L4 - Learning in the Digital Era (ACCA4025)

Assignment 1

Connor Wilson (2011592@student.uwtsd.ac.uk)

Computing (Cybersecurity & Computer Networks)

Table of Contents

Page 3 – E-portfolio homepage

Page 4-6 – Task 1 (Written summary)

Page 7-8 – Task 2 (Mind map)

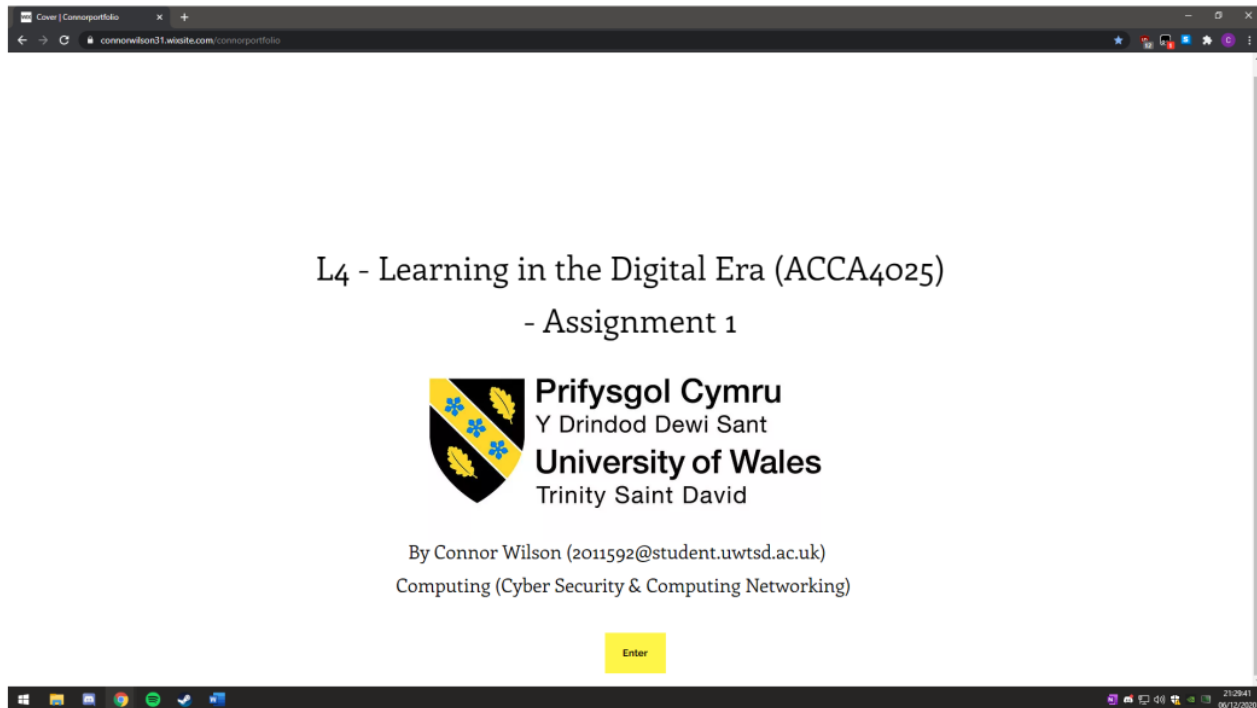
Page 9 – Task 3 (Video Presentation)

Page 10-11 – Task 4 (Academic Poster)

E-portfolio homepage

Link:

<https://connorwilson31.wixsite.com/connorportfolio>



Task 1 (Written summary)

Link:

<https://connorwilson31.wixsite.com/connorportfolio/unit-1>

Backup Link: https://uowtsd-my.sharepoint.com/:w:/g/personal/2011592_student_uowtsd_ac_uk/EVr3HhdgyftChhDk5vTNr9IBG-fu1Qeo5cEzD--r3XBctQ?e=DdvMR7

Unit 1 | Connorportfolio

← → ↻ 🔍 ⭐ 📄 📱 🌐

[Cover](#) [Content Page](#) [Unit 1](#) [Unit 2](#) [Unit 3](#) [Unit 4](#)

UNIT 1 - BECOMING AN INDEPENDENT LEARNER

Name: Connor Wilson (2011592@student.uowtsd.ac.uk)

Unit 1 – Task 1 (Essential Study Skill)

This module has taught me some essential study skills for time ahead in university.
Time management is important for succeeding in life. Every day we have different goals. Proceeding to use a schedule can help us manage our time well. [2]
Managing my time will help the quality of my work but also improving my quality of life.

Which factors help or hinder your learning?
Where you study...

	Help a lot	Help a bit	Neither a lot	Neither a bit	Hinder a lot	Hinder a bit
Sitting at a desk or table	☐	☐	☒	☐	☐	☐
Being in a busy place	☐	☐	☐	☐	☒	☐
Being on my own	☐	☒	☐	☐	☐	☐
Being in a place reserved for study only	☐	☐	☒	☐	☐	☐
Being in a relaxed atmosphere	☐	☐	☐	☒	☐	☐
Being in a small group	☐	☒	☐	☐	☐	☐
Being with a friend	☒	☐	☐	☐	☐	☐
Being in my own bedroom	☐	☒	☐	☐	☐	☐
Lounging on the floor	☒	☐	☐	☐	☐	☐
Being in a communal area such as a library	☐	☐	☒	☐	☐	☐

Submit

I learnt that making sure I am studying in the right environment with the correct attitude can go a long way to making sure I achieve my academic potential.

I learnt how to evaluate information in comparison to relevance of my work. I learnt skills that will help me to make sure that information is accreditable and what tools I can use to find this information.

[2] When Beginning reading, be concise on what reason you are reading and what you are reading it for.

21:31:27
06/12/2020

Name: Connor Wilson (2011592@student.uwtod.ac.uk)

Always evaluate the information you find

How do you decide if a source of information is appropriate to use in your academic work? The **CRAAP test** is a useful checklist that can help you evaluate the credibility and relevance of the information you find.

Click on each letter to find out more.

C	Currency - Is it up-to-date?
R	Relevance - Who is the intended audience?
A	Authority - What are the author's credentials?
A	Accuracy - Can the information be verified?
P	Purpose - Is the information objective?

When you start working on an assignment, you may be tempted to begin searching straight away.

Instead, **take a few moments** to ask yourself a few questions:

- What do I need to find out?
- What are the keywords in the topic that I need to explore?
- What kind of material will I need (journal articles, technical standards, company reports etc...)?

I learnt essential skills on paraphrasing so that I can enhance my work throughout my course.

An effective strategy to help academic writers to avoid plagiarism, paraphrasing is highly recommended for students to master. [3]

I learnt about the different terminology that is used in assessment questions and the importance of understanding and answering the question correctly.

Account for: Give reasons for, explain why something happens.	Analyse: Examine in easy close detail, identify important points and their features.	Compare: Show how two or more things are similar. Indicate the relevance or consequences of these similarities.	Contrast: Set two or more arguments in opposition to show and differences give reasons why one may be preferable.	Create: Produce something new, such as a work of art, a process, or a system of writing by using your skills and imagination.
---	--	---	---	---

Critically Evaluate: Weigh arguments for and against something, assessing the strength of the evidence on both sides.	Design: Outline, sketch or give the form and / or structure of something, such as a work of art, a project or process.	Describe: Give the main characteristics or features of something, or outline the main events.	Discuss: Write about the most important aspects of the topic in question, give arguments for and against a topic.	Distinguish: Bring out the differences between two items or topics.
Elaborate: Discuss in detail with reasons and examples.	Evaluate: Assess the importance or usefulness of something, using evidence. Show possible cases for both and against.	Examine: Put the subject under the microscope, looking at it in detail. If appropriate, critically evaluate it as well.	Explain: Make clear why something happens, or why something is the way it is.	Interpret: Give the meaning and importance of data or other material presented.
Illustrate: Make something clear and explicit, giving examples or evidence.	Justify: Give evidence that supports an argument, show why conclusions are made, consider objections that others may make.	Narrate: Concentrate on saying what happened, in the sequence that it happened.	Outline: Give only the main points, showing the main structure.	Present: Deliver or perform something, such as a service, talk, or part in a play.
Reflect on: Consider or think carefully about issues to form a subjective point of view or objective conclusion.	Report: Give an account of a particular matter, a question or action, or an event that one has observed, heard, seen, or investigated.	Summarise: Show out the main points only, avoiding details or examples.	To what extent: Consider how far something contributes to a final outcome.	Trace: Follow the order of different stages in an event or process.

Essays require you to know how you are going to plan your work but that is after clarifying your topic. [4]

In conclusion, the skills will benefit me for the rest of my academic life and has relief me of some of the anxiety I had towards academic writing.

References

[1] Q. Aleena Pathan, Dr. S. Kannan; K. Parus, An Investigation of the Impact of Time Management on Personal Life and Study of Students. A Case Study of Institute of Business Administration (IBA), University of Jivdi, Knowledge [Bajates](https://www.researchgate.net/publication/33244685-4385-4908-488a-779946712272549b8c-1), International Research Journal of Art & Humanities, 2016, Vol.44 (44), p.163 [Online], Available: <https://web.b.ebscohost.com/ehost/detail/detail?vid=5&sid=38244685-4385-4908-488a-779946712272549b8c-1&scope=site&ppq=50&F009796h=308602207%3F3&AN=1212679958&db=chp>

[2] P. Levin. Write Great Essays! : A Guide to Reading and Essay Writing for Undergraduates and

References

- [1] Q. Aleena ;Pathan, Dr. S Kamran; K. Parus, An Investigation of the Impact of Time Management on Personal Life and Study of Students. A Case Study of Institute of Business Administration (IBA), University of Sindh, Knowledge Bylanes, International Research Journal of Art & Humanities, 2016, Vol.44 (44), p.163 [Online]. Available: <https://web.b.ebscohost.com/ehost/detail/detail?vid=0&sid=3b246a85-4385-4008-a8ba-7f9946712c22%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=121267995&db=hus>
- [2] P. Levin. Write Great Essays!: A Guide to Reading and Essay Writing for Undergraduates and Taught Postgraduates. Open International Publishing, 2004. [Online] Available: https://web-b.ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzIzNDAwNV9fQU41?sid=a76f48cc-af8f-4bdf-9e1b-75415c3d010b@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp_57&rid=0
- [3] D. Emily, An investigation of novice ESL writers' cognitive processes and strategy use of paraphrasing, Language Testing in Asia, 2020-12, Vol.10 (1), p.1-26. [Online] Available: <https://language-testing-asia.springeropen.com/articles/10.1186/s40468-020-00104-3>
- [4] P. Levin. Write Great Essays!: A Guide to Reading and Essay Writing for Undergraduates and Taught Postgraduates. Open International Publishing, 2004. [Online] Available: https://web-b.ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzIzNDAwNV9fQU41?sid=a76f48cc-af8f-4bdf-9e1b-75415c3d010b@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp_57&rid=0

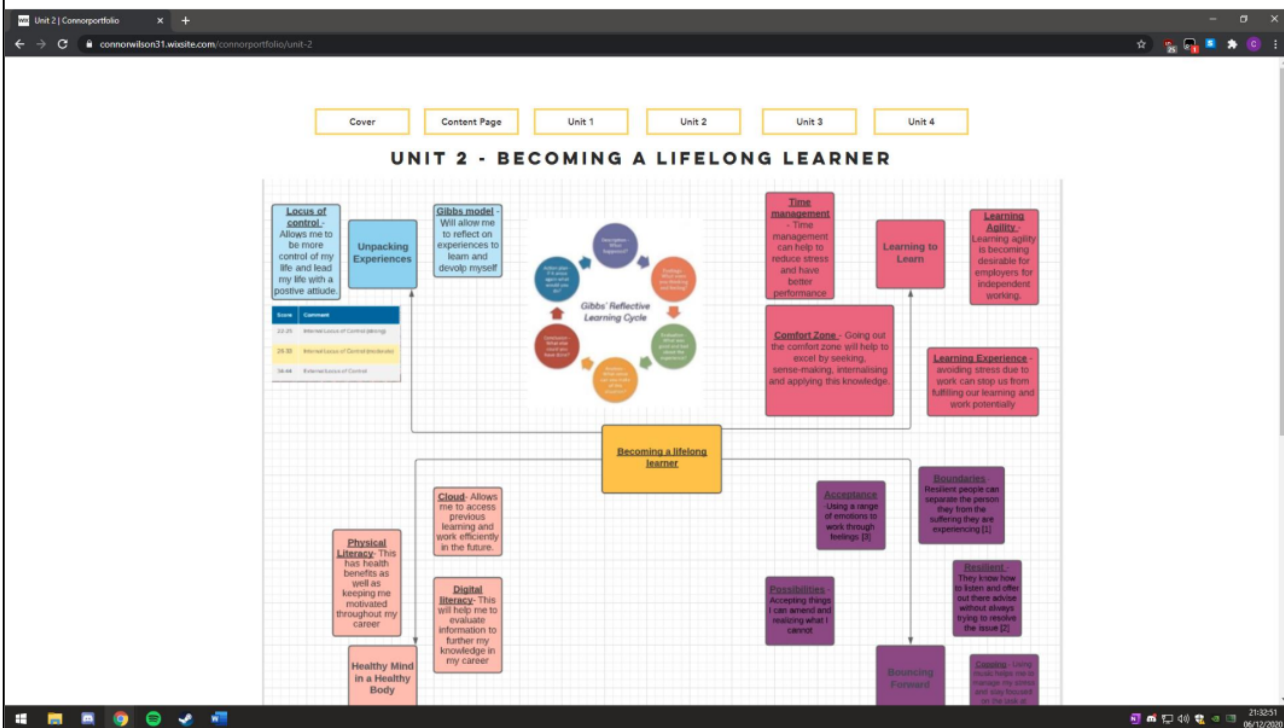
Task 2 (Mind map)

Link:

<https://connorwilson31.wixsite.com/connorportfolio/unit-2>

Backup Link:

<https://lucid.app/lucidchart/invitations/accept/1f89ba14-3546-4e44-b5b9-d694085aa9c0>



Link: <https://lucid.app/lucidchart/invitations/accept/1f89ba14-3546-4e44-b5b9-d694085aa9c0>

References

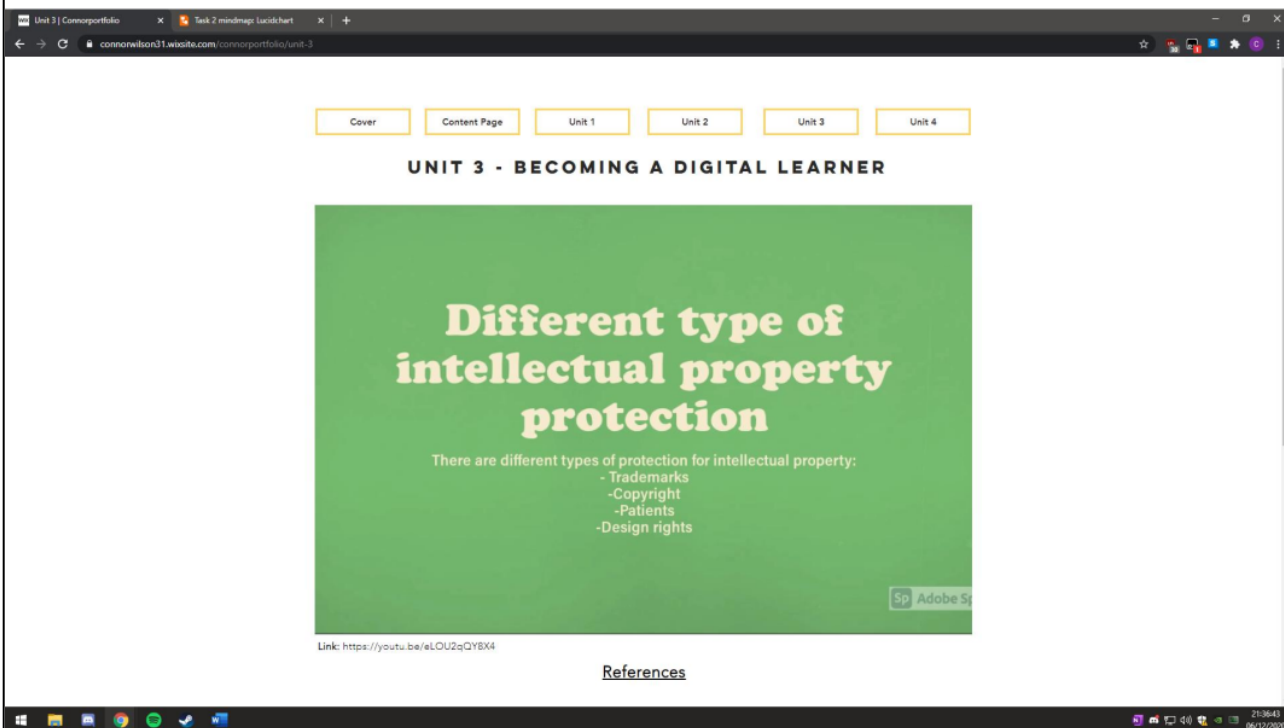
- [1]B. Waters, "10 Traits of Emotionally Resilient People", Psychology Today, 2013.
[Online]. Available: <https://www.psychologytoday.com/gb/blog/design-your-path/201305/10-traits-emotionally-resilient-people>
[Accessed Nov. 15, 2020].
- [2]B. Waters, "10 Traits of Emotionally Resilient People", Psychology Today, 2013.
[Online]. Available: <https://www.psychologytoday.com/gb/blog/design-your-path/201305/10-traits-emotionally-resilient-people>
[Accessed Nov. 15, 2020].
- [3]B. Waters, "10 Traits of Emotionally Resilient People", Psychology Today, 2013.
[Online]. Available: <https://www.psychologytoday.com/gb/blog/design-your-path/201305/10-traits-emotionally-resilient-people>
[Accessed Nov. 15, 2020].

Task 3 (Video Presentation)

Link:

<https://connorwilson31.wixsite.com/connorportfolio/unit-3>

Backup Link: <https://youtu.be/eLOU2qQY8X4>



References

- [1] Copyright Service, "UK Copyright Law", UKSC, 2000.
[Online]. Available: https://copyrightservice.co.uk/copyright/p01_uk_copyright_law [Accessed Dec. 2, 2020].
- [2] Creative Commons, "About The Licenses", CC, Not provided. [Online]. Available: <https://creativecommons.org/licenses/> [Accessed Dec. 2, 2020].
- [3] Creative Commons, "About The Licenses", CC, Not provided. [Online]. Available: <https://creativecommons.org/licenses/> [Accessed Dec. 2, 2020].

Task 4 (Academic Poster)

Link:

<https://connorwilson31.wixsite.com/connorportfolio/unit-4>

Backup Link: https://uwtsd-my.sharepoint.com/:w:/g/personal/2011592_student_uwtsd_ac_uk/EVU7Hf2JLHZMslx_RhvXMQwB05azpwVzPKfSGVWEwtEK-A?e=ZSP0Wh

Unit 4 | Connorportfolio x Task 2 mindmap Lucidchart x +

← → connorwilson31.wixsite.com/connorportfolio/unit-4

Cover Content Page Unit 1 Unit 2 Unit 3 Unit 4

UNIT 4 - BECOMING A TEAM PLAYER

Identity and Sense of place

Vancouver, Canada - I visited here as a holiday with my friends next year in July. It was nice for me to visit somewhere that just seemed so different in every way to all the other countries I had visited before from the contrast of Urban landscapes to rural, the vast variety and availability of public transport and all the different cultures so next to our hotel we had a Caribbean shop and then you would have a Korean shop right next to that.



The second important place to me would probably be Kesall in Cheshire many of my friends lived in Kesall at the time, so I spent a lot of time there during my time in sixth form. It is a small village, but it has a nature reserve called Odington forest right next to it which I did spend a large amount of time in. The forest is beautiful and if you travel up to high enough point you can see across most of Cheshire.



Effective Communication

Communication is an important life skill which we will have to use in all aspects in life especially when working with others.

As important as conveying your own idea's while communicating it is also just important to listen to those that are also communicating with us. We can use non-verbal cues like body language to convey our idea's.

It's really important that we make sure we are properly conveying ourself when communicating as we can use body language and tone to get across how we want to communicate something as if we wanted to make sure that the other person know we were engaged we would be focused on the other person we would want a plain voice maybe slightly higher pitched if you wanted to come across as more extoidable and make sure that you are keeping eye contact with who you are speaking with to make sure that they know you are paying attention. This kind of thought process needs to go behind interactions to make sure that communication is being maximised.

Active listening is also important part of communication as this allows for the person you are communicating with to fully communicate their ideas. It helps you to stay engaged with the content that they are speaking about and it also engages them to fully convey their idea e.g., not cutting them off early.

Miscommunication can have extreme consequences if it has not been applied properly.

In 1986, the Shuttle Challenger was damaged 73 seconds after take-off, ending the life of all 7 crew members on board. [1]

The reason for this was that the shuttle had been implemented with the correct safety measures which had been ignored by the NASA management system which could have prevented the accident from happening if it had been implemented.



Beliefs and Values

Beliefs and Values

People from different backgrounds have different morals and moral systems which will be because of the values or value judgements that they use. Value judgements allow us to gauge if something is good or bad.

An individual's use of value judgements controls our decisions and how we live our lives and effect our relationships with other people based on how we treat them.

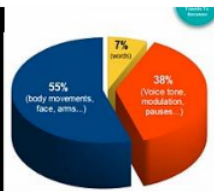
What we are left with is the necessity of a judgement—a balancing act involving contradicting and participate collectivist and individualist principles. [1]

Ethics look at different values and morals in an objective way to see if the actions are called for in certain situations.

(psychology) Conscious or unconscious tensions within the mind of an individual [2]

We will always have conflict with those we work with as we may fail to see the conflict as it happens. A lot of the time we do not see the impact of the decisions beforehand and need to work on the effects that this has on our relationships going into the future.

Conflict is helpful to understand the perspective of others when there are disagreements and help to communicate our prospective and the those that we conflict with.



Life is a Team Sport

Staying level-headed with our emotions allows us to see clearly and act optimal if we go too far with emotions, we are likely to make decisions we would not make normally when we are emotional sound which can lead to use regretting are decisions.

Being able to identify our emotions we can begin to figure out how to deal with these emotions and extract negative emotions from our lives.

Empathy allows us to develop better relationship through understanding for the other person.

Sympathy can sometimes be alienating for any person and can break down the barriers of the relationship compared with empathy where it help for the other person to know that you have gone through the same situation or feeling.

Trust can help to build good foundations for teamwork and helps to avoid disruptive behaviour which can prevent the team from achieving their full potential.

References

[1] R. Preece and Lorna Chamberlain, Animal welfare & human values. Reading: Google Books, 2010, ch.12, pp.299

[2] D. Chandler and R. Munday, A Dictionary of Media and Communication. Reading: Oxford Reference, 2020.

[3] Unknown, "3 Engineering Disasters That Were the Result of Miscommunication", Autcotec , May. 31, 2016. [Online] Available: <https://news.autcotec.com/3-engineering-disasters-result-miscommunication/>. [Accessed Dec. 06, 2020]

L4 UCM Assignment 1 - Connor Wilson (2011592)

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

Instructor

66/100

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

GRADING FORM: UWTSD GRADING FORM

CONNOR MICHAEL WILSON

66

1. RESEARCH LITERATURE

Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.



Written summary: + Good use of citations, appropriate and correctly formatted reference list. Mind Map: + Citations (1). + Reference list (1). – could be extended. Video presentation: + Some good use of citations. - Academic poster: + Some good use of citations, appropriate and correctly formatted reference list.

14.5

2. KNOWLEDGE AND UNDERSTANDING

Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.



Written summary: + Relevant summary of essential skills for study. - Employment skills could be extended. + Documented with supporting images. - TURNITIN similarity check and grading not complete. Mind Map: + Good coverage of relevant concepts with supporting images. Video presentation: + Very good coverage of a relevant topic. - DCF strand not directly covered. Academic poster: + Very good coverage of Unit 4 topics.

13.5

3. ANALYSIS

Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence.



Written summary: + Evidence of relevant analysis documented for part a. – not part b. Mind Map: +

14

Evidence of some relevant analysis included. Video presentation: + Very good analysis of a relevant topic. - DCF strand not directly analysed. Academic poster: + Good analysis and summation of key points included. - Brief conclusion could be included.

4. PRACTICAL APPLICATION

Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.



Written summary: - No use of TURNITIN and relevant recommendation. Mind Map: + Good use of relevant Mind-mapping software. - Sub-level nodes could be linked in. Video presentation: + Good use of Video creation tool & streaming service. Academic poster: + Poster successfully created and shared online.

14

5. PROFESSIONAL PRACTICE

Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.



Written summary: + Good presentation and format. - Mind Map: + Good structure and clear presentation. - interconnectivity could be included throughout the map. Video presentation: + Good format and presentation. - brief conclusion could be included. Academic poster: + Good format and presentation. - Some evidence of collaboration could be documented. - clearer indication of reading flow could be included e.g. section

10

numbers or arrows. e-portfolio: Good. Top Links are overlapping (in Chrome and Opera). Online content participation: + Good in places, - could be increased in some areas.