

UNIVERSITY OF WALES TRINITY SAINT DAVID |

CHANGEMAKERS: CREATIVITY AND VALUE CREATION

KAVIARASAN A/L MANIMAREN (2120969)

Year 2

Reflection

STUDENT FEEDBACK FORM

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

TABLE OF CONTENT

NO	TITLE	PAGE
1.0	Introduction	3
2.0	Main Body	4 - 10
3.0	Conclusion	11
4.0	References	12 - 15

1.0 Introduction

In this reflective essay, I will look back on and assess the research I conducted for the first assignment, which was to investigate the challenges managers encounter when implementing artificial intelligence (AI). I will use the well-known Gibbs Reflective Cycle to organise my reflection, allowing for a thorough analysis of the various aspects of the research process (Adeani et al., 2020).

Throughout the reflective essay, I will focus on three crucial phases of the research process, coming up with a research idea, developing a research strategy that includes data collection and presentation techniques, and reflecting on the learning outcomes and potential applications of the newly acquired knowledge and skills. This exercise in reflection will not only shed light on the particular difficulties I faced while conducting my research, but it will also give me the chance to assess the pros and cons of my research methodology. This will help me move forward with improving my research methodology going forward.

2.0 Main Body

Gibbs Reflective Cycle is a well-known method of structuring reflective thinking and experience-based learning in both business operations and education (Cuofano, 2021). It was created by Graham Gibbs and has six stages: description, feelings, evaluation, analysis, conclusion, and action plan. The Gibbs Reflective Cycle leads people step-by-step through these phases as it assists them in exploring and comprehending their thoughts, feelings, and behaviours in a particular situation. This facilitates the development of greater understandings and personal development (Hopkinson, 2020).

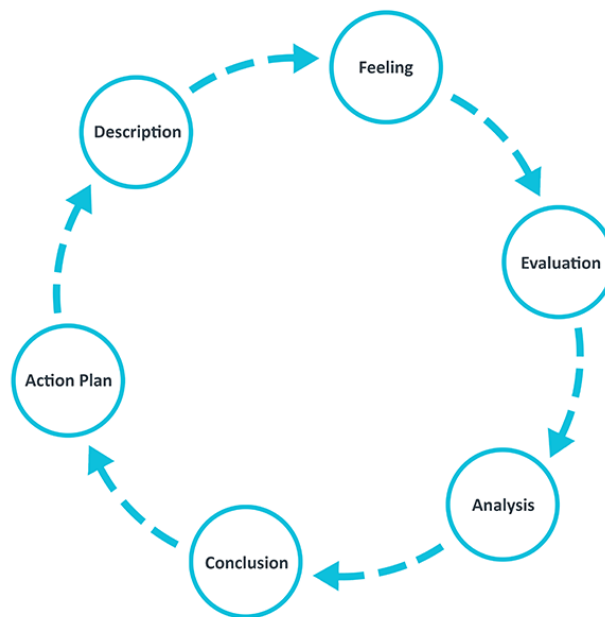


Figure 1: Gibbs Reflective Cycle

Source: (The University of Edinburgh, 2020)

In this context, I will apply the Gibbs Reflective Cycle to three distinct processes: the conception of an idea, its development, and reflection on the learning that occurred during each of these phases. Therefore, I want to broaden my knowledge of my ability to think outside the box via this reflective procedure, find out where I can do better, and come to smart choices to help me in the long run.

2.1 Creation of Idea

In the early stages of my research project, I set out to develop the concept and pinpoint the study issue. I can examine the crucial elements of this process by using the Gibbs Reflective Cycle, noting what performed well, what did not go as easily, and what lessons I gained (Main, 2023).

At the outset of my research, which is currently at the Gibbs Reflective Cycle's description stage, I was interested in learning more about the difficulties managers encounter when integrating AI in their own organisations. The critical tasks of defining my study's objective and developing a specific research question were part of the early stages of my research path (Brown, 2015).

Apart from that, my initial feelings during the feelings phase were a combination of exhilaration and excitement. It was intriguing to consider exploring AI's revolutionary possibilities (Mind Tools, 2022). I did, however, occasionally feel unsure and doubtful, especially when it comes to focusing the study subject within the broad and intricate field of AI.

In addition, the evaluation process went well because there was a wealth of literature about AI and the difficulties associated with its implementation, which was a major factor in this phase's success. A wealth of knowledge and insights on the subject were available from academic publications, papers, and books. This extensive body of literature provided a solid basis for my research, allowing me to develop a thorough comprehension of the topic (Martyns, 2023). Despite the fact that there is a wealth of literature on AI, I had trouble locating thorough sources that covered particular, specialised aspects of the subject, like the ethical issues associated with AI implementation. This restriction made it challenging to fully address all aspects of my research question.

Moreover, the analysis I conducted to develop the research idea taught me a number of important lessons (University of Montana, 2023). It first and foremost emphasised how crucial it is to have a clear research question. For my research to be successful in the broad field of AI, a specific and well-defined question was necessary. I was able to identify the precise areas I wanted to investigate through the process of clarifying the research question.

2.2 Developing the Idea

In this stage, the research methodology was defined, suitable data collection methods were chosen, and the research concept was ready to be effectively presented.

Besides that, one of the crucial choices I had to make regarding the research approach was connected to the inductive, deductive, and abductive reasoning (Editor, 2021). The differences between inductive, deductive, and abductive reasoning were explained to me (Casula et al., 2020). I found inductive reasoning to be helpful in laying the groundwork for my research because it involved drawing general conclusions from detailed findings (Contributor, 2023). Contrarily, deductive reasoning, which I used when forming my research question that led from broad presumptions to precise conclusions (Williamson & McKemmish, 2002).

I also understood how important it was to choose between qualitative and quantitative research methods (Eupati Open Classroom, 2023). In my situation, I used a mixed-methods strategy that included both. The evaluation of people's opinions on AI challenges was tracked using qualitative methodologies. By using open-ended survey questions, I was able to gain complex insights that helped me comprehend the opinions of the participants (QuestionPro, 2018). However, quantitative methods offered factual information in the form of statistics and figures derived from survey results (Cornell, 2022). This quantitative information supported the qualitative insights and made it possible to conduct a more thorough analysis. Along with that, the crucial part of this stage was developing the survey questionnaire. I had to create questions with great care so they would not only answer the research question, but also get participants to respond in a useful way. This involved evaluating each question's detail, objectivity, and relevance.

Basically, secondary research was very important in shaping the research idea (Mora, 2022). I came across an enormous amount of literature on the difficulties in implementing AI. This offered a wealth of knowledge, but it posed a time management challenge. I discovered the value of efficient methods for conducting literature reviews, such as skimming, summarising, and ranking sources according to how pertinent they are to my research question.

The development of a lift pitch was another intriguing and distinctive aspect of this phase. For this succinct presentation, I had to condense my research thesis into a compelling message. I understood that in a constrained amount of time, effective communication was crucial to conveying the importance of my research. Even though using my notes as a guide helped me feel prepared, I also realised how crucial it is to remain confident and natural throughout presentations. In fact, this experience helped me become more adept at clearly expressing difficult research concepts.

Last but not least, as a component of the project, the research poster offered a chance for artistic expression (Wang & Sharma, 2023). Although I had fun making the poster, it also made clear how important clarity and conciseness are in visual content. I came to understand that important components of a successful research poster included visual appeal, content organisation, and a harmony between text and images.

2.3 Reflecting on Learning

My research project has required me to go through a significant learning process that has given me useful knowledge, abilities, and self-awareness. By using the Gibbs Reflective Cycle, this section will examine my learning reflections, which cover both academic and personal development.

2.3.1 What I Have Learned

The value of being adaptable and flexible in the research process is one of the most important lessons I have ever gained (Singh, 2023). I began my research with a slightly rigid mindset, thinking that I would come across all the solutions organised in the body of previous research. I soon understood, however, that the research environment is unpredictable and that I had to continuously modify my strategy. This ability to adapt allowed me to change my research question as the project went along, modify my data collection techniques, and reassess my results.

Besides that, I have improved my critical thinking abilities as well (University of the People, 2020). I had to rigorously evaluate the reliability and trustworthiness of sources as I engaged with an extensive variety of literature. I gained the ability to challenge presumptions, assess the data, and identify biases in the literature. Along with enhancing my research skills, this newly acquired sceptical viewpoint has also helped me to become more analytical in other spheres of my academic and professional lives.

2.3.2 What I Enjoyed

The act of carrying out an exhaustive literature review gave me a great deal of satisfaction. It was stimulating intellectually to delve into the wealth of academic books, reports, and articles. It was satisfying to gain fresh perspectives and make connections between unrelated concepts from various sources. This highlights that my interest and enthusiasm for the subject could be explored to their fullest extent thanks to this component of the research journey.

Additionally, I really valued the poster's creative design, which was necessary to produce an understandable poster. It presented the research summary as having a thorough point of view. Through this poster, I was able to communicate with the lecturer and learn new things through analysing the information given. This approach gave the poster design a more dynamic and practical feel.

2.3.3 What I Did Not Enjoy and Areas of Improvement

Despite enjoying the research process overall, there were some difficulties I faced. The ability to manage time was one difficulty. It turned out to be a difficult task to juggle the demands of the literature review, gathering information, analysing it, and presenting it. There were times when I felt under pressure as deadlines drew near, and I realised I needed to work on improving my time-management abilities to keep a more balanced workload.

Therefore, the use of visuals in presentation is another area that needs work. Even though I had fun making the research poster, I realise that the design aesthetics and content structure could be improved. To combat this, I intend to spend time honing my graphic design abilities and getting input from other designers and lecturers for upcoming projects.

2.3.4 Action Plan

I have created an action plan to expand on what I discovered and focus on areas that need improvements. To start, I want to take time management training or workshops to hone my organisational abilities. I will be able to do this to better divide my time between the various research phases, which will lessen my stress and increase my work efficiency.

In the meantime, I'll devote time to learning graphic design techniques. I intend to look into tutorials and online courses on making visually appealing research presentations. My design skills will need to be improved through consistent practise and the implementation of comments. Last but not least, I'll keep interacting with academic circles and look for mentorship from accomplished researchers. This will offer continuous chances for education, socialising, and skill improvement.

3.0 Conclusion

In the culmination of this research project, I find myself standing at the crossroads of knowledge and experience, armed with valuable insights into the challenges managers encounter when implementing artificial intelligence (AI) in organizations. This journey has been a rich tapestry of learning, growth, and self-discovery.

Throughout the research process, I have come to appreciate the intricate interplay of factors that shape the success or stumbling blocks of AI adoption. The exploration of technical complexities, organizational hurdles, and ethical considerations has revealed the multifaceted nature of this transformative technology. These challenges are not isolated but deeply interconnected, and addressing them necessitates a holistic approach.

The use of the Gibbs Reflective Cycle has allowed me to dissect each phase of the research journey, from the inception of the research idea to the presentation of findings. It has been a tool for self-assessment, guiding me to acknowledge strengths and identify areas for improvement. As I move forward, I am committed to refining my time management skills and enhancing my ability to create visually compelling presentations.

In conclusion, this research endeavor has been a significant stepping stone in my academic journey, offering me a deeper understanding of AI implementation challenges and enhancing my research and presentation skills. As I set my sights on the future, I carry with me the lessons learned and the commitment to continual improvement, ready to tackle new challenges and contribute to the ever-evolving landscape of artificial intelligence and technology.

4.0 References

Adeani, I., Fedriani, B., & Syafryadin, S. (2020). *(PDF) Using GIBBS' reflective cycle in making reflections of literary analysis*. ResearchGate.

https://www.researchgate.net/publication/343599316_Using_GIBBS

Brown, N. (2015, September 1). *Reflective model according to Gibbs*. Dr Nicole Brown.

<https://www.nicole-brown.co.uk/reflective-model-according-to-gibbs/#:~:text=Gibbs%20suggests%20the%20following%20stages>

Casula, M., Rangarajan, N., & Shields, P. (2020). The potential of working hypotheses for deductive exploratory research. *Quality & Quantity*, 55(1). Springer.

<https://doi.org/10.1007/s11135-020-01072-9>

Contributor, T. (2023). *What is inductive reasoning? - Definition from WhatIs.com*. WhatIs.com.

<https://www.techtarget.com/whatis/definition/inductive-reasoning>

Cornell, J. (2022, May 27). *Quantitative Research: Types, Characteristics, Methods & Examples*.

ProProfs Survey Blog. <https://www.proprofssurvey.com/blog/quantitative-research/>

Cuofano, G. (2021, September 3). *What is Gibbs' Reflective Cycle? The Gibbs' Reflective Cycle*

In A Nutshell. FourWeekMBA. <https://fourweekmba.com/gibbs-reflective-cycle/>

Editor, S. (2021, October 1). *Your Guide to Deductive, Inductive, and Abductive Reasoning*. ServiceScape.

<https://www.servicescape.com/blog/your-guide-to-deductive-inductive-and-abductive-reasoning#:~:text=Inductive%20reasoning%20would%20be%20applied>

Eupati Open Classroom. (2023). *HTA and Evaluation Methods Qualitative: 4. Quantitative vs. qualitative vs. mixed methods*. Learning.eupati.eu.

<https://learning.eupati.eu/mod/page/view.php?id=497>

Hopkinson, C. (2020, January 6). *Gibbs Reflective Cycle*. Wwww.routledge.com.

<https://www.routledge.com/blog/article/gibbs-reflective-cycle>

Main, P. (2023, May 9). *Gibbs' Reflective Cycle*. Wwww.structural-Learning.com.

<https://www.structural-learning.com/post/gibbs-reflective-cycle>

Martyns, E. (2023). *5 Top AI Tools That Can Accelerate Literature Reviews for Research*.

Wwww.linkedin.com.

<https://www.linkedin.com/pulse/5-top-ai-tools-can-accelerate-literature-reviews-martyns-mmba-ani-#:~:text=Research%20Rabbit%3A%20Automating%20Citation%20Management>

Mind Tools. (2022). *Gibbs Reflective Cycle*. Wwww.mindtools.com.

<https://www.mindtools.com/ano9qiu/gibbs-reflective-cycle>

Mora, M. (2022, January 25). *Secondary Research Advantages, Limitations, and Sources*.

Relevant Insights.

<https://www.relevantinsights.com/articles/secondary-research-advantages-limitations-and-sources/>

QuestionPro. (2018, October 29). *Open Ended Questions: Definition, Characteristics, Examples, and Advantages* | QuestionPro. QuestionPro.

<https://www.questionpro.com/blog/what-are-open-ended-questions/>

Singh, R. (2023). *Adaptability and Flexibility- Important skills for success*. Wwww.linkedin.com.

<https://www.linkedin.com/pulse/adaptability-flexibility-important-skills-success-rajbir-singh#:~:text=Those%20who%20are%20adaptable%20and>

The University of Edinburgh. (2020, November 11). *Gibbs' reflective cycle*. The University of Edinburgh; The University of Edinburgh.

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle#:~:text=One%20of%20the%20most%20famous>

University of Montana. (2023). *Why Do Research?* Wwww.umt.edu; University of Montana.

<https://www.umt.edu/undergraduate-research/research/why-research.php#:~:text=Research%20allows%20you%20to%20pursue>

University of the People. (2020, April 2). *The Importance Of Critical Thinking*. University of the People. <https://www.uopeople.edu/blog/why-is-critical-thinking-important/>

Wang, X., & Sharma, A. (2023). *Advantages of Student Research Poster Presentations*.

[Www.pcom.edu](http://www.pcom.edu).

<https://www.pcom.edu/academics/programs-and-degrees/doctor-of-pharmacy/school-of-pharmacy/blog/poster-presentations.html.text=Poster%20presentations%20promote%20student%20research>

Williamson, K., & McKemmish, S. (2002). *Deductive Reasoning - an overview* | *ScienceDirect*

Topics. [Www.sciencedirect.com](http://www.sciencedirect.com).

<https://www.sciencedirect.com/topics/psychology/deductive-reasoning>