

# BMSW4003. Retake Task 2.

*by* Congeita Clarke-Young

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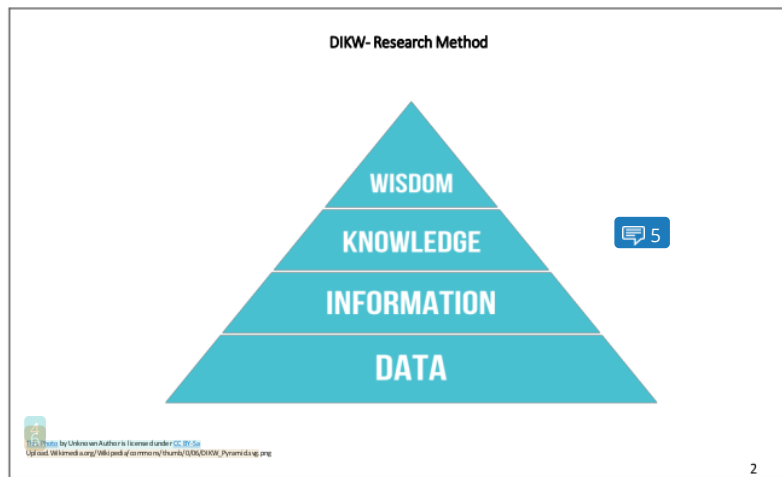
**Research Methods, Digital Skills and Research Methods:**

## Introduction



The reason into this presentation is to show how, to produce Script how to apply for research grant. (UKTI), UK Trade and Investment. Reason for this experiment will be able to show how students can develop grit. There is need to have the capability to be able to focus effectively. Each individual has their own prospective and believes and values. Has we been all not the same. Each person has their own Talent. Duckworth state "Grit isn't talent Grit isn't luck isn't how intensely, for the moment, you want something." (2016).

The research has opened my mind, being shy not outspoken, focusing on the right way forward. Enhancing my knowledge having the passion, aiming towards achieving how to be more gritter for future goals. "Grit represents passion and perseverance for many years of research seeking for the reason why some people are successful and in life others fail. Perseverance for long term goals helping humans to stick to their commitments" (Duckworth,2017). Being in first year student grit, will help to develop that full potential to succeed. Wrzesniewski says "Prospective longitudinal studies have shown that grit predicts the completion of challenging goals despite obstacles and setbacks" (2012). The main reason for this research is to focus on how students can aim towards developing the knowledge to become more gritter. This method that was used is based on DIKW (Data, Information, Knowledge, Wisdom). "(Ackoff,1989) Using First-hand information, the data was collect using Microsoft forms the Question that was used for this is based on Duckworth Grit Questionnaire.



The input for this research survey, will be focusing on DIKW, Model by (Ackoff, 1989). Model, Data, Information, knowledge, Wisdom. Research method, framework is based on creating new knowledge. Transforming it into information, knowledge, wisdom. According to him Data defines symbols that are then used to represent observable entities events, environments, and objects. This diagram triangle represents model of pyramid. DIKW, data will be obtained from raw data. From the survey of interviews, the information is then generated and processed, into meaning. There is no meaning, to data until context is provided then transformed. they have relationship. Gathering knowledge then transforming data to produce information, Knowledge, and wisdom. Together they represent, meaning the Human brain thinks in different ways that can be classified.

According to Ackoff "The human mind can be classified into five categories, Data: Symbols. Information: data that are processed to be useful; provides answer to "who" "what" "Where" and "when" questions. (1989). The DIKW is to build knowledge this Triangle represents success for future aims.

## Academic Grit

| ID | What is your GRIT score? | what is your highest academic qualification level? |
|----|--------------------------|----------------------------------------------------|
| 3  | 4.5                      | 1                                                  |
| 11 | 3.2                      | 2                                                  |
| 8  | 3.2                      | 3                                                  |
| 9  | 3.2                      | 3                                                  |
| 4  | 3.6                      | 3                                                  |
| 1  | 3.68                     | 3                                                  |
| 10 | 3.7                      | 3                                                  |
| 6  | 4.2                      | 3                                                  |
| 12 | 3                        | 4                                                  |
| 13 | 3                        | 4                                                  |
| 5  | 3.6                      | 4                                                  |
| 14 | 3.6                      | 4                                                  |
| 7  | 4.1                      | 4                                                  |
| 15 | 3.4                      | 5                                                  |
| 2  | 4.59                     | 7                                                  |



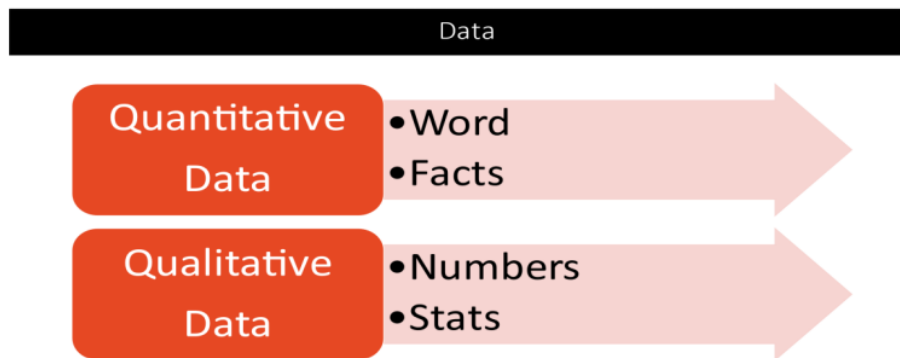
Academic grit can be used within a student performance, in measuring student skill level personality traits in their performance. Then questionnaire that is used, the feedback of responses, that was selected within the questionnaire. Meaning of Grit Score, consists of having passion and perseverance values that aims towards, academic long term future goals. "We develop and validated the Grit-s questionnaire, a more efficient measure of trait-level perseverance and passion for long-term goals." (Duckworth and Quinn, (2007).

can help you to achieving the aims for your long-term future goals thinking ahead. Preparing yourself to use knowledge for something that you value and want, having that self-control. Over the years there has been, different test and assessments methods. These methods have been used to measure, academic skills level of students in the past. This form of method was used to see how students' abilities towards succeeding for in the long run. Grit should be able to show students' academic performance level.

"Prospective longitudinal studies have confirmed that higher levels of self-control earlier in life predict later academic achievement and attainment." (Roberts, et al., 2014).

The academic grit score is 3.5 which is what we had to summarise analyse on smart objective. Based on how to achieve, successful outcome from doing this university course. Being in first year undergraduate, the aim is to focus on the challenges that I have to make for that long-term, future goal to be more gritter. Complete this year and work towards my future goal.

"Grit has been defined as individual characteristic or skill which includes "determination, resilience, perseverance, and passion for achieving long-term goals". (Duckworth et al.,2007; Duckworth & Quinn, 2009).



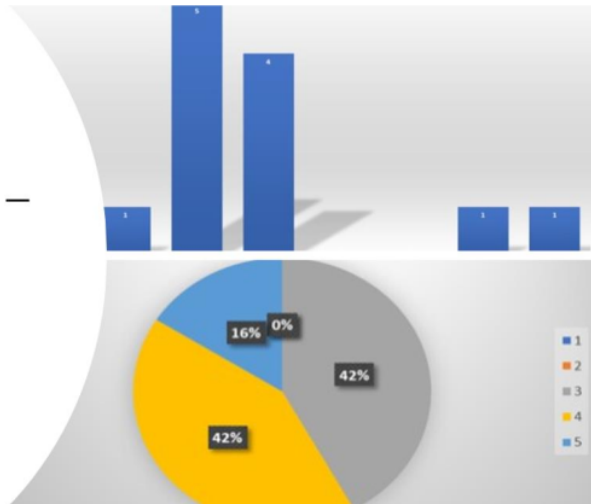
<sup>1</sup>  
Data the meaning of Primary Data and Secondary data, to collect data researchers use different forms of approaches to collect data. Interviews can be used to collect first-hand information. also, different experiments and questionnaires can also be used to measure data. Quantitative data is numerical form e.g., number of students that selected me. This was then able to retrieve my grit score. Qualitative data is based on views and feelings also values that cannot be used in a numerical form. both have different meanings, but they also do connect.

<sup>8</sup>  
"Quantitative data, Data that can be described numerically in terms of objects, variables, and their values" (Hox and Boeije, 2005).

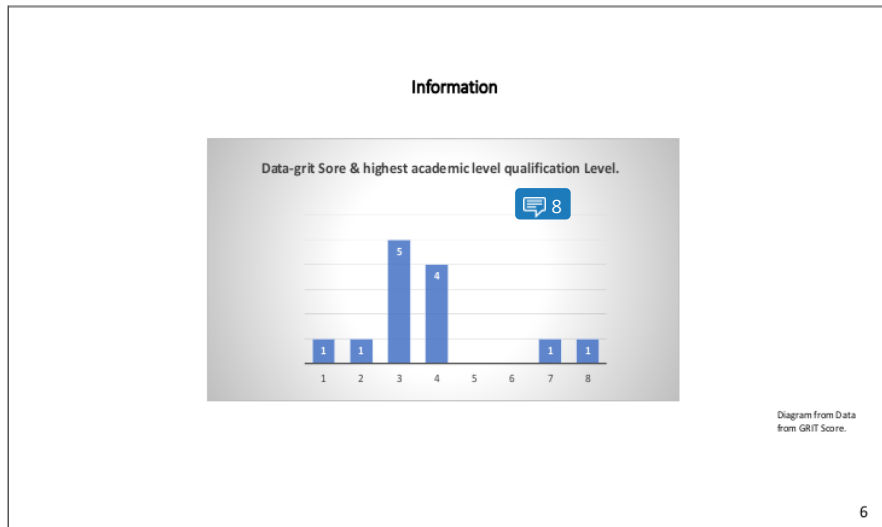
Data that was collected, within the survey questionnaire using Microsoft Forms. This was Processed, from the data collected which was generated by students, identifying the data. That was used in excel to retrieve responses, which give me feedback of 15 responses. collected within the survey. The questionnaire that we used, on Microsoft Forms to obtain data collected. This gives the grit score, the conclusion of my highest academic qualification level. Data Analysis, understanding the meaning also what they are based on, is helpful towards being more Gritter for the future.



## Data Presentation – Quantitative Data (Graph & Charts)



Data presentation- Quantitative data (graphs and charts), the bar chart able to demonstrate the academic Qualification level where the data was collected from a sample within the class. The highest qualification level, with reference to the survey of responses, from the number of people that selected it. level 3 this showed that my academic level, should be at level 4 but within the context this makes me moderately gritty, which means enhancing my knowledge and having more passion insight, into being able to have more understanding. The aim is trying to improve, my academic skills also to focus on achieving, how to be more passionate towards that valuable goal. To be more grittier for future life. indicted by Duckworth, (2016). Students with low grit score, like myself can be taught to be grittier. Working towards that goal, takes a lot of understanding enhancing knowledge how to reach that pacific goal. Succeeding for that aim how can be grittier.

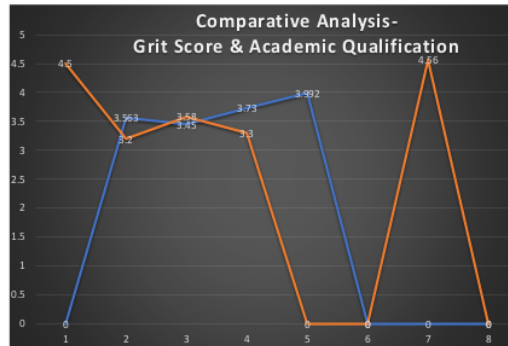


Information is based facts provided or something, in context is learnt about something or someone. According to Akcoff "Information consists of processed data, the processing directed at increasing its usefulness." (1999). Information that is collected, using knowledge is form of instruction.

How gritty am I has student, data information that is generated which at times can be very difficult, to assess the data processed? Putting it into a form of information, in context this is second stages of (DIKW). collecting information in this form, can help to make effective decisions for future aims. Information is also about data that has been given meaning to find out how gritter I can be. The efficiency and knowledge, to gain effectives towards my academic qualification level. The average of grit score 3.5, comparing the information means that my highest academic qualification level is very close to level 4. The scores that were collected from all the students meets my academic level." Information, knowledge, and understanding enable us to increase efficiency, and not effectiveness." (Ackoff, 1989). By obtaining the Information, this consists of comparing the grit score highest academic level. Response from the questionnaire off feedback, of other students meets my academic level.

### Information Based on Primary Data.

Information Based on primary data



9

7

Information represents the development of comparative chart is based on data collected from the sample within the class. The chart can demonstrate 2 lines one represents percentage of qualification level and the other represents percentage of Grit score. The chart is then able to demonstrate, that both lines are intersecting each other. Where the exact central line is defines, where I stand at moment with academic grit. Then where the qualification levels, that is closer the academic level. The number of students who selected me, within the responses this indicated that there is particular amount of value. According to the cart this is the average grit score, this is able to show my competencies. Working towards being more gritter, there is long way to go lots of need to be improved. Enhancing my knowledge focusing how to be grittier for the future. Comparative Analysis comparing my Grit score and academic qualification Level, more people identified the qualification level. From my prospective this represents my academic qualification level.

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## Knowledge.



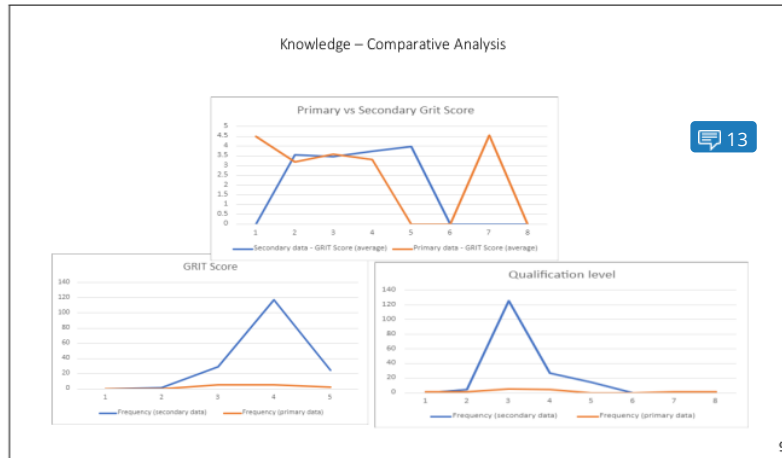
Knowledge and meaning of what it is based on, “Knowledge is information combined with understanding and capability; it Lives in the minds of people.” According to (Despres, and Chauvel,2000). Understanding knowledge, helps you to focus on using information which is very useful when making decisions. Context of resource gathering information 2<sup>nd</sup> part of DIKW hierarchy.

“Knowledge is the appropriate collection of information, such that its's intent is to be useful.” (Ackoff,1989). This is the 3<sup>rd</sup> stage of the DIKW hierarchy, without knowledge there is no understanding or meaning. Knowledge indicates experiences, ideas, and values, of everyone.

When we use secondary data to develop knowledge, Primary and secondary data can help to enhance knowledge, from understanding the context data is raw?

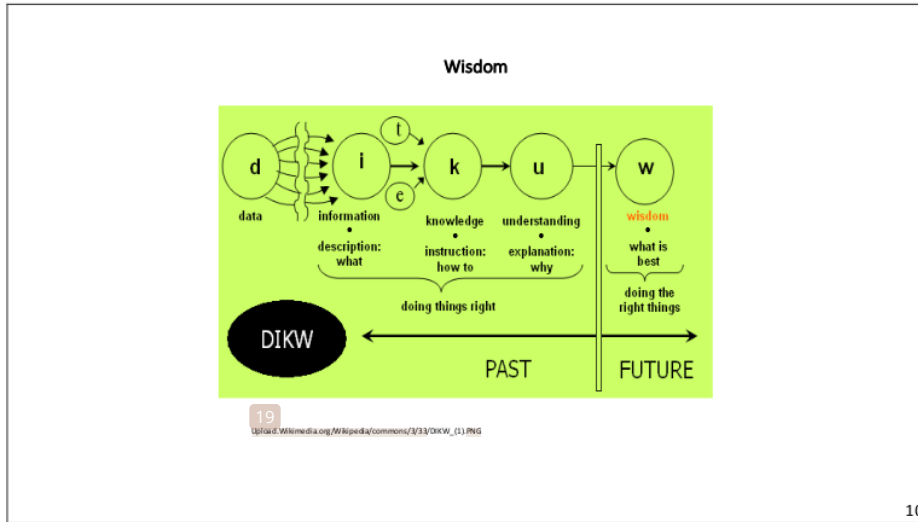
“Data is raw. It is simply existing and has no meaning significance beyond its existence (in and of itself).” (Ackoff,1989). Being familiar understanding the context having insight to think about your actions before mistakes are made. Use knowledge gathering information, first-hand before passing it on to another professional making sure everything is correct.

## Knowledge -Comparative Analysis



Example in this draft is to explain, the knowledge of DIKW Hierarchy, within this draft will be able to compare students' academic grit score. How to obtain the knowledge-comparative analysis knowledge is the third level of hierarchy. the purpose is to answer the question "how" focusing on these charts, you will be able to identify that the graphs and charts. All connect there are certain indicators, that once information has been collected. This can then be used to compare, grit Score of students' academic qualification level. This form off example is how education providers, also investment institutions (UKVI). Use the grit score in this format, it relates to comparing the secondary data that was obtained from grit score. When the grit score was obtained the score came back lower, also the marginally was higher. Then the secondary data within my academic level. Comparing the charts. There is evidence that has been obtained. from the responses of 15 collected. The secondary data is low, by doing this it then would be able to show how information can be changed into knowledge. The charts indicate on how using information can be changed into the form of knowledge.

## Wisdom



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Wisdom is the last stage of DIKW Hierarchy, wisdom allows use to reflect on why, how things should be put into action. Working in the NHS Mental Health Care System, within a professional role to be able, to adapt to the relevant experience attitude and behaviours for the environment. preventing issues arising consists of the application of Wisdom. settings. "Suggest that, due to the inherent ethical aspect of wisdom, computers do not have and never will have the ability to pose's wisdom: is a uniquely human state, or as I see it, wisdom requires one to have a soul, for it resides as much in heart as in the mind." (Bellinger et al., 2004).

Terminologies of hierarchy is Data, Information, Knowledge, Wisdom. Meanings, how do we use wisdom? can be used as a point of decision making. Within working government or business, informed decision-making approach. DIKW development of wisdom, is based on knowledge without the first three steps of DIKW you cannot have the wisdom. This all comes in a sequence together, to have that understanding of how Data, Information, Knowledge then wisdom. Combine when analysing the meanings and the development from Data to Wisdom they all connect with (DIKW) Hierarchy Circle.

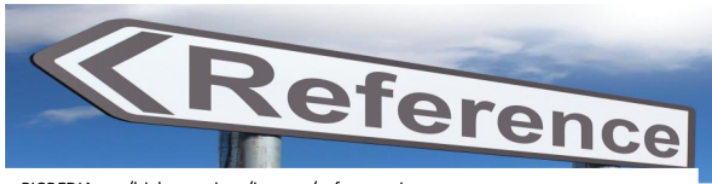
## Conclusion



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Conclusion based on personal insight the reflection based on my academic qualification level. How does Grit score affect, the academic qualification levels? The Qualification level and the grit score. These two lines are intersecting each other, at analysing them we can say they have some form of relationship. Between the two lines based, on what I have learnt these represents together in my conclusion. Looking at the draft comparing all information. The draft in this report, shows that there is need in comparing the qualification level. There is a Relationship, within my personal grit score. Based on what information that was gathered, what to compare with grit score. Although there could be some improvements, towards my future this is moderate level for me to focus on more. Means giving more commitment understanding with all aspects of communication skills that I have to learn proper towards future goals. Motivate focus towards that successful aim. that goal to be grither.

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17  
upload.wikimedia.org/Wikipedia/commons/3/33/DIKW\_(1).PNG.

6  
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ACKOFF, 1., 1989a. Data is raw,

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## GRADEMARK REPORT

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FINAL GRADE

30/100

GENERAL COMMENTS

### Instructor

Thank you for your submission Congeita

C1 7/20

The references are intended to be there and I have awarded as many marks as I can. Unfortunately, they are not quite in the right format. I can advise you check with citethisforme? Alternatively, ask for help from the librarian team.

C2 7/20

There is an intention to develop a piece of work with the DIKW as a frame work. It doesn't quite sit well in places. You have made each step, but the execution each time is not quite what I would expect. Look again at the material on Moodle to get a better understanding.

C3 5/20

The material that you source should be challenged. This shows that you are thinking. I would have expected to see you use the CRAAP test on Angelas work. You are thinking in the sections where it talks about intersecting lines, but for the life of me I simply do not know what you are trying to say. There is no logical conclusion to see anything with the intersection of the two lines you describe.

C4 6/20

I award marks here for a practical demonstration of the DIKW with an emphasis on the production of your charts. You have managed the chart production well, but they are not appropriate. You should be plotting academic level against girt and then looking at the resulting trend.

C5 6/20

A good looking document exported correctly. However, it struggles to explain itself very well. I suggest that you ask someone you trust to read thru the work and then see if they understand what you have written. If this was a project for the workplace I suspect that people would struggle to understand you.

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PAGE 1

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### Comment 1

I think you mean Nauman



### Comment 2

This is not a great sentence to read. It si the first one too!



### Comment 3

Nice reference.



### Comment 4

Good

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PAGE 2

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### Comment 5

Ackoff reference please.

PAGE 3

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### Comment 6

Would have been better to describe how you collected this information (you used MS Forms).

PAGE 4

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### Comment 7

Good...

PAGE 5

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PAGE 6

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### Comment 8

This graph does not mean anything. I want to see academic level versus grit scores.

PAGE 7

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### Comment 9

This chart is better. what is the blue line and what is the orange... why are there 2?

You could have drawn a trendline



### Comment 10

This does not make any logical sense at all CONgeita



### Comment 11

Sorry Congeita this makes no sense at all.

PAGE 8

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### Comment 12

We compare the primary with the secondary and any patterns we see informs our knowledge.

PAGE 9

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### Comment 13

None of these charts makes any sense to me.

PAGE 10

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### Comment 14

Odd sentences I am not sure what you are trying to say.

PAGE 11

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### Comment 15

Not logical.

PAGE 12

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### Comment 16

Not in harvard format I recognise.