
STUDENT NAME: NICOLETA POTOCEA

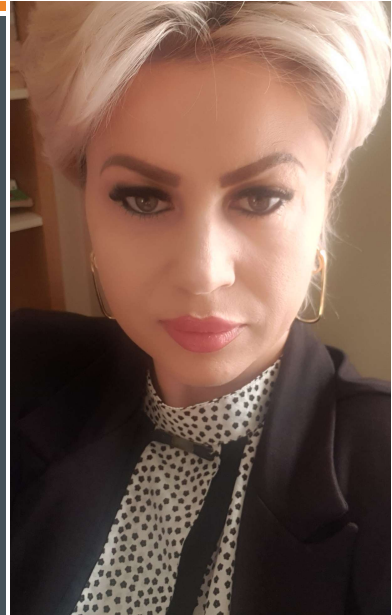
STUDENT NUMBER: 2020495

MODULE TITLE: DIGITAL SKILLS AND RESEARCH METHODS

MODULE CODE: BMSW4003

ASSINGMENT TITLE: COMPONENT 2 RESEARCH METHODS

LECTURER'S NAME: PAUL RANSON





Hello and welcome to my presentation, my name is Nicoleta

Potocea furthermore I additionally have heard about the research on the grit survey and the impact it has on the academic outcomes therefore today I will be talking to you about Angela Duckworth and her idea to raise some money. Coming along with Jennifer Rowley's wisdom hierarchy triangle and along the way, we will be looking into more topics related to them and their big ideas.

Some topics will include The survey graph that I have personally made and got the answers from multiple people, these include students, younger people, and the new-generation striking to get good grades. As I said before, we will be covering Jennifer Rowley's wisdom hierarchy triangle and the way it can easily change the learning and performance of multiple pupils. Besides, together, we

will be looking at the average answers and data that we and Angela Duckworth have collected over these surveys. Another equally important subject is a grid explaining what pupils are which academic level, of course, this will depend on multiple things, and we will be discussing and explaining them later after the ideas. Finally, we will be comparing our primary data with secondary data that we have got from the grit expert, Angela Duckworth.



Grit Scale					
	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me
1. New ideas and projects sometimes distract me from previous ones.	5	4	3	2	1
2. Setbacks don't discourage me. I don't give up easily.	1	2	3	4	5
3. I often set a goal but later choose to pursue a different one.	5	4	3	2	1
4. I am a hard worker.	1	2	3	4	5
5. I have difficulty maintaining my focus on projects that take more than a few months to complete.	5	4	3	2	1
6. I finish whatever I begin.	1	2	3	4	5
7. My interests change from year to year.	5	4	3	2	1
8. I am diligent. I never give up.	1	2	3	4	5
9. I have been obsessed with a certain idea or project for a short time but later lost interest.	5	4	3	2	1
10. I have overcome setbacks to conquer an important challenge.	1	2	3	4	5

Some short biography of Angela Duckworth.

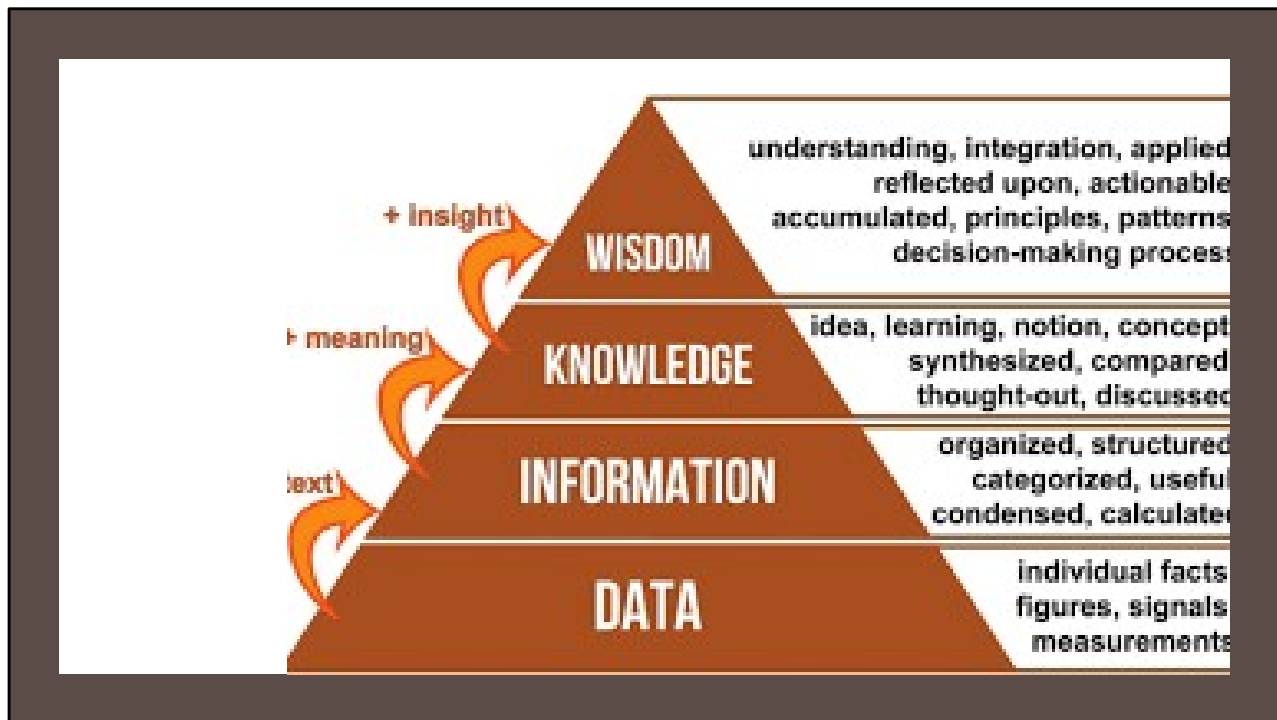
Angela was born in 1970 and is currently 51 years old.

She studied at Harvard College, graduated from the University of Oxford in 1996, and from the University of Pennsylvania in 2006 with a Ph.

She was the one to discover the GRIT and pass the CRAAP test. Firstly, she made a survey of it which let multiple students and pupils access it. Secondly, Angela explains grit is passion and persistence applied towards a very long-lasting achievement, with no worries or any challenging obstacles for the person.

She explains that gritty people have more self-control and do way better in their studies than those who are not. She even wrote a book called *The Power of Passion and Perseverance* (Duckworth, 2018) with many other

books, because of her amazing 'discoveries' she was selected as a MacArthur Fellow in 2013. Her first study was in doing the grit on U.S Army's new graduates. This test would predict who would drop out and who would stay in for a longer period. Fortunately, the grit survey did work, the prediction/s were correct, those who barely were gritty dropped out more than those who stayed in. This made Angela realize that it's not about IQ, grades, or how well you did in school. It is about perseverance and grit. From her research, when Angela went to research in the Chicago Public School, she made almost every student take the grit survey, which showed how aware and conscientious they were and care about their grades, studies and she even took how safe they felt in school.



Getting into our second point, as you all can see this is Russel Ackoff, wisdom hierarchy triangle, or as you would say today, DIKW Paradigm. This triangle part of the management and science canon of information. This basically represents that information is what we know in English as 'weak knowledge' and that knowledge is also 'weak knowledge'; however, wisdom is the possession and the main part of the triangle. This helps us know that by using semantic metadata we can evaluate that to the next level, data, information, knowledge, and finally wisdom.

While she was writing her paper, Jennifer Rowley pointed out that:

The transaction processing systems are related to Data.

Information management systems

Knowledge with decision backed up with support

Wisdom with professionals' systems.

With this 'mindset' to work we need actions and decisions (for business and customer's result) for explanation without actions there is barely any data collecting, understand, or capturing information.

DIKW is one of the most effective ways to illustrate and give a definition for multiple types of data and information etc. To catch this unstructured data and information we must investigate it in a more complex way than it already is, with this you'll be able to use knowledge and experience to make good decisions.

From my perspective Data means a huge several facts data are very unorganized.

Qualitative data is data that has a connection to feelings and can not be personally measured or numbered.

Another set of data is Quantitative data, this is near the opposite of Qualitative data it can be measured or counted.



Data is a bunch of text, numbers, characters, and looks like mixed stuff, however, data can not be used in its normal, strange text form. It has to be transformed into a 'with context' text for us to use it somewhere.

Qualitative data is data that has a connection to feelings and can not be personally measured or numbered. Usually, qualitative data is more time-saving and personal and researches variables.

Another set of data is Quantitive data, this is almost the opposite of Qualitative data as it can be measured or counted. Examples of this sort of data are pictures, objects, symbols, or words.

Primary Data is a set of data that have been taken and looked at for the first

time, with asking questions about it and used for own research purposes. The presenter of this data can choose what tactics and techniques to use for research.

Secondary data is sets of data taken from somewhere else except the primary site, this kind of data is collected by multiple people and used in many ways.

The collectors mostly use this 'information for a project, then make it accessible for other people to use it (such as students, teachers, etc.)

1. What did you get in your Grit survey/ *

Introduceți răspunsul

2. What is your Academic level? *

1 2 3 4 5 6 7 8

The image shows a screenshot of a Microsoft Forms survey. The first question is '1. What did you get in your Grit survey/ *' with a text input field containing the placeholder 'Introduceți răspunsul'. The second question is '2. What is your Academic level? *' with a radio button selection for numbers 1 through 8.

I collected data on Angela Duckworth by using Microsoft Forms, with the questions 'What did you get in your GRIT Survey' and 'What is your Academic Level?'.

From my perspective Data means a huge several facts data are very unorganized.

Qualitative data is data that has a connection to feelings and can not be personally measured or numbered.

Another set of data is Quantitive data, this is near the opposite of Qualitative data it can be measured or counted. We collected data by sharing the survey with other people which in time they got to complete it and what we got back was useful data that we could turn into very useful information.

This is our primary data, the one that we collected first, and we'll use it before

anybody else.

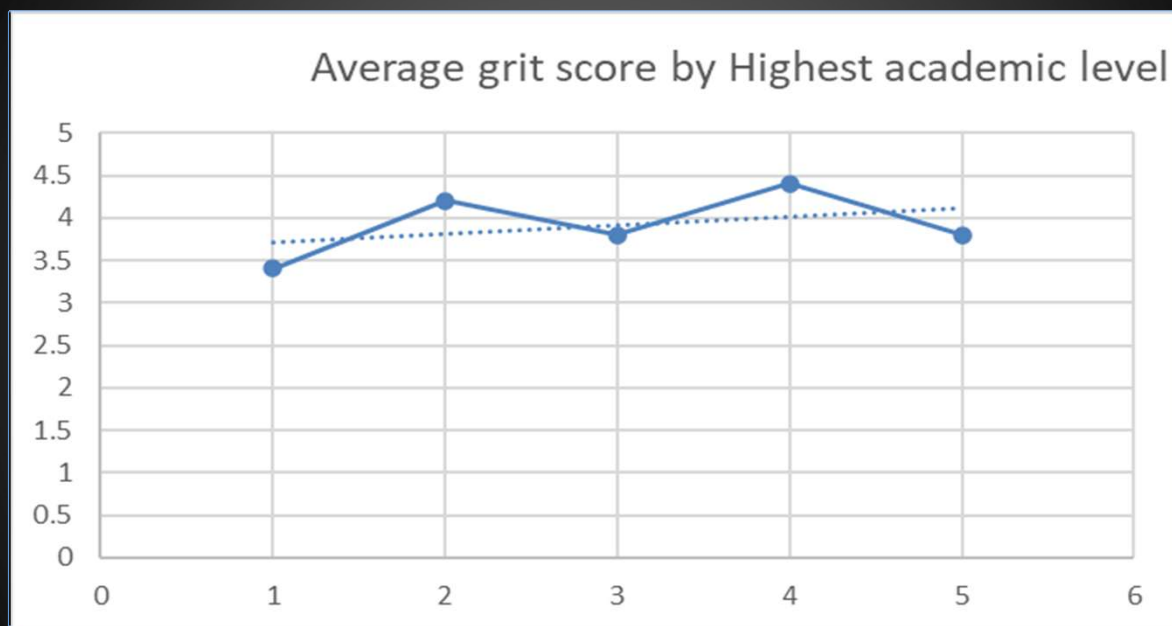
Secondary data is when you use somebody's else information as your own, this is used in the sampling size of research studies.

This survey helps us identify data from other people to use in something.

However, without any context data can mean a little to nothing at all. For example, 10010010 is just a sequence of 0s and 1s without any apparent importance whatsoever. But if we look at this data from another point of view with context, we can clearly see this can mean 10th of October 2010, seeing this, we can easily use this set of constructive data with no problem.



Information is the other 2nd set of 'data', but this time with differences and context added. This 'data' has been cleaned from errors, checked, and explained for multiple research that's going to be used for multiple people. Asking questions in detail such as 'who', 'what'. 'when', 'where' and so on where we can take valuable information from the data that we have taken. Good quality information for succeeding operations and options to all kinds of different businesses. Of course, this means that it's way easier to measure, observe and analyse data for a specific reason or purpose. An example would be that we can organize our data in a specific way that is easier to notice the connection between some disconnecting data points.



Next, as you can clearly see this is the average amount of people that have completed the survey online or wherever. This is the moment where we turn data into useful information, as you can see on the screen, we can clearly observe the people that have different scores and different academic levels. This is with the context, of course, besides, this information that was known as 'data has been cleared from errors, and now we can make and tell the difference between the levels and scores. These are facts provided by the survey that we can use in additional research as well as make up an average for it and understand it more. With the clear information, we can see who is grittier than the other, which basically means who will have a higher chance of not giving up and succeeding as quickly as they can. The answers that we have got transformed into an average which represents

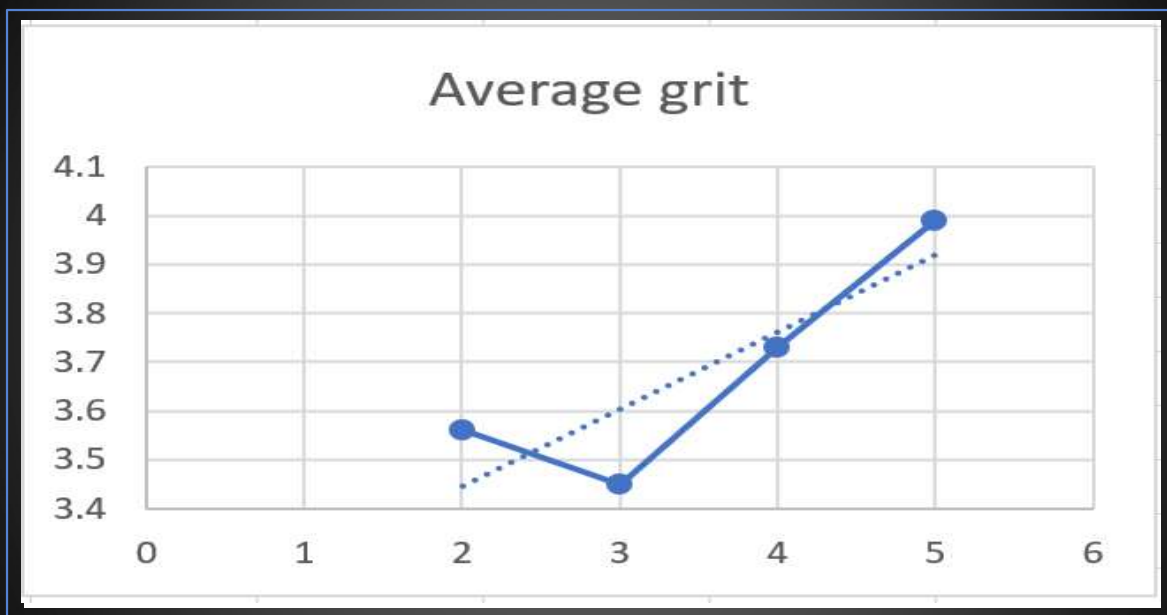
each different answer and level of its own, this reflects the survey and why it was personally made. To find out more about people and prove a point.

There are 3 different types of average in total, the mean, the mode, and the median, which all describe a normal value. Furthermore, the trend of the data is going up by 0.5 which means that the more grit the more likely the academic level will increase in the future for students and pupils, this also looks like it is trending upwards which broadly fits with what Angela Duckworth is saying that the more the grit score then the higher the academic level will grow in small proportions. However, it is obvious our data set is very small, so our evidence is quite weak compared to Angela's bigger graph.



To understand what we're going to talk about, first, we need a clear definition. Knowledge mostly means understanding something in detail, such as facts. To turn information into knowledge, we must compare the results so we can see the number of differences. For example, Angela's Duckworth grit score has between 36 and 45 these are the age of people, while we only have it between 2.0 as we have much fewer people that took the survey unlike Angela's survey online available to everyone. Angela's Duckworth grit survey and average results have passed the CRAAP test, as it's being daily updated and if we research more about it there is a lot of information that we can use to our advantage. Now that information has developed into something greater, knowledge, now we can easily just tell the difference and compare other

professional surveys to ours. This means that we can always evaluate and look at our survey knowing how we got the data, why we got the data, and comparing the information for it to evolve into a higher piece of facts/data. But how can we evaluate and develop this knowledge into something way greater? This is where we go onto wisdom to expand our comparing and results of the survey. Furthermore, Ackoff says that to make an understanding or knowledge we must compare our information with another.



This specific line graph contains secondary data that is useful for us in multiple ways, for example, it shows us data, but to go into more detail, let us compare the graph with ours.

This set of data has been collected by one of my lecturers, Paul Ranson, which he collected this set data in January 2020.

It has been said by my lecturer himself, Paul, that Angela Duckworth has passed the CRAAP test and when she went to do her detailed surveys, Paul wanted to test her theory for himself to see if this is true.

To make this survey, he has used software on Office 360 called Microsoft Forms, and the 2 questions he asked the people who took the survey were:

‘What is your academic level?’

‘What is your level of grit’.

Out of the whole University, only about 170 people, including pupils and staff answered this specific survey.

This gives us the conclusion that not everybody took the survey and it shows because of our and his statistics, the line itself on the graph, and the average that we have gotten the result of from the survey.

If we compare the graph with Paul's graph then there are multiple similarities such as the line grows with the grit score itself, I think that they are both trend lines rise as they both go with the flow of the grit score, if the grit score is low, then so will the academic level be with the line which results into a downfall.

I also think that Angela passed the CRAAP test as the source was published at a timely time, her research meets my needs and it also has the requirements for me .In addition, no one else except Angela wrote the source, her information can also be verified by multiple sources and people as it has been reviewed by others, this information that she is giving out is informative and persuasive to make people practise their academic grit in order to get a higher academic level.



Finally, coming to our last definition and word of the pyramid, Wisdom.

Wisdom is someone or something even, that has loads of detailed and clear experience of something and a mind can do good - judgments in important periods of time. For us to develop our knowledge and understanding of what we have done, we need to look back and reflect on everything we have analysed and understood in time. Firstly, we have gotten our primary data which we later added context to make it into important information, next we have compared it to the different surveys which made us understand and develop our knowledge better. So now we are on the last time of looking back at what we did.

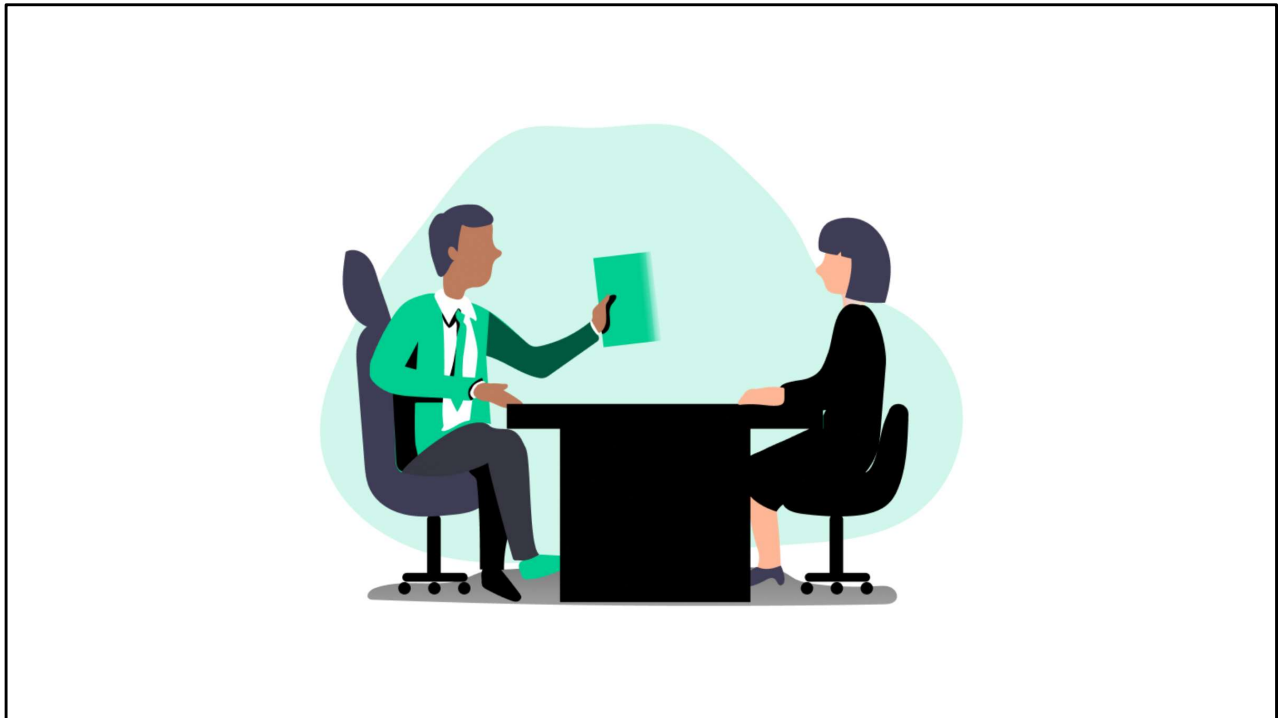
So, finishing off with our developed data, we can see that with some numbers out of context we could identify and compare a lot of things that connect just

by looking at the average score of the survey and adding some important context to it.

The only way to get wisdom is through life events and experience, the more experience you have the more knowledge and the bigger wisdom you will have on one point or the fact you are trying to understand. Wisdom comes from being able to make decisions about the data we have collected, these decisions could possibly be:

- Maybe try to understand them better
- Apply this wisdom in everyday life
- Or use it for more research purposes

Either way you can use your current wisdom for more educational purposes as well.



References

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51187277920002421&context=L&vid=44WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Cinformation&offset=0&journals=any,information> [Accessed 3 August 2021].

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51168889770002421&context=L&vid=44WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Cinformation&offset=0&journals=any,information> [Accessed 3 August 2021].

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51168821240002421&context=L&vid=44>

WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Cdata&offset=0&journals=any,data> [Accessed 3 August 2021].

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51168823160002421&context=L&vid=44WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Csurvey&offset=0&journals=any,survey> [Accessed 3 August 2021].

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51168825720002421&context=L&vid=44WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Cknowledge&offset=0&journals=any,knowledge> [Accessed 3 August 2021].

Whel-primo.hosted.exlibrisgroup.com. 2021. [online] Available at: <https://whel-primo.hosted.exlibrisgroup.com/primo-explore/jfulldisplay?docid=44UWTSD_ALMA51169132150002421&context=L&vid=44WHELF_UWTSD_VU1&lang=en_US&adaptor=Local%20Search%20Engine&tab=jsearch_slot&query=any%2Ccontains%2Cknowledge&offset=0&journals=any,knowledge> [Accessed 3 August 2021].

1.bp.blogspot.com. 2021. [online] Available at: <https://1.bp.blogspot.com/-iX_c6APd0go/XtCzxs_ns4I/AAAAAABrcc/FQb2TflrVEM-LU2O6NF5SwkRxy4_jhU6wCLcBGAsYHQ/s1600/SLQ051-Best-Famous-Quotes%2B%2528973%2529.jpg> [Accessed 7 November 2021].

Google.com. 2021. Redirect Notice. [online] Available at: <<https://www.google.com/url?sa=i&url=https%3A%2F%2Feuropepmc.org%2Farticle%2Fpmc%2F6488328&psig=AOvVaw2QTv3UksAlaJeEmgDqHrcy&ust=1636385111469000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCMDAuuTHhvQCFQAAAAAdAAAAABAD>> [Accessed 7 November 2021].

Google.com. 2021. Redirect Notice. [online] Available at: <https://www.google.com/url?sa=i&url=https%3A%2F%2Fgrow.google%2Fdataanalytics%2F&psig=AOvVaw3Lqvxy4TOW_pNcbvJQAMyx&ust=1636385340881000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCJC9ps7IhvQCFQAAAAAdAAAAABAK> [Accessed 7 November 2021].

Images.ctfassets.net. 2021. [online] Available at:
<https://images.ctfassets.net/ro3o6i9ulzsn/4fa7uLp6uTIGQ8aBOwHDmZ/7fb83d1da8b750c6ca6779af9fdf24b1/Blog_social_images__34_.png> [Accessed 7 November 2021].

Newhorizonathlone.org. 2021. [online] Available at:
<<https://newhorizonathlone.org/wp-content/uploads/2017/08/Information-mag-glass.jpg>> [Accessed 7 November 2021].

Saffroninteractive.com. 2021. [online] Available at:
<<https://saffroninteractive.com/wp-content/uploads/2014/09/Knowledge-1024x576.png>> [Accessed 7 November 2021].