

Research Methods and Professional Practice Unit 9 Reflection

Description

This unit was the ninth unit of the Research Methods and Professional Practise module. This unit focused on Validity and Generalisability in research. The goals of this unit were to define and differentiate the concepts of validity, generalisability, and reliability, and explain their role in designing robust research methods, to analyse the differences between qualitative and quantitative data, to understand the processes of data cleansing and validation in ensuring accurate and reliable results and to develop skills to present research findings effectively.

There was no required reading for this unit, allowing me to dedicate additional time to my upcoming assignment. The formative activities included completing the summary post for the collaborative discussion, the charts worksheet, and the Power BI tutorial. There was also a lecture case on Validity and Generalisability.

Feelings

I initially felt relieved that there were no mandatory readings, as this provided extra time to focus on my assignment. However, my experience with the charts worksheet was frustrating, as it contained multiple errors that led to confusion and difficulty in completing the task correctly. Additionally, the Power BI tutorial required publishing the document, but I was unable to do so using my university email, as access to Microsoft Fabric was blocked. This created an additional challenge that I had not anticipated, leaving me feeling frustrated and unprepared for this aspect of data visualisation.

Evaluation

The unit effectively introduced the key concepts of validity and generalisability, which are crucial for ensuring the credibility of research. However, the errors in the charts worksheet significantly impacted my ability to complete the activity efficiently. The lack of clear instructions regarding the Power BI publishing requirement also added unnecessary stress. While I appreciated the flexibility to focus on my assignment, the technical issues hindered my ability to fully engage with the unit's content.

Analysis

The issues I faced in this unit highlight the importance of ensuring that learning materials are accurate and that technical requirements are properly communicated to students. The errors in the charts worksheet suggest a need for better quality control in the preparation of course materials. Additionally, the Power BI issue demonstrates how institutional restrictions can sometimes conflict with learning activities, creating barriers to completing coursework. If clearer guidance had been provided or alternative solutions offered, my experience with this unit would have been significantly improved.

Conclusion

Overall, while the unit provided valuable insights into research validity and generalisability, technical and logistical challenges prevented me from fully engaging with all aspects of the learning material. If the charts worksheet had been error-free and the Power BI tutorial had clear alternative instructions, my experience would have been much more positive. Despite these setbacks, I was still able to complete the summary post and gain a better understanding of the importance of ensuring research findings are reliable and applicable.

Action plan

Moving forward, I will take proactive steps to address similar challenges. First, I will check university resources or forums early in the unit to identify potential technical issues that other students may have encountered. If errors are present in the learning materials, I will raise them with the instructor immediately rather than attempting to work around them. Additionally, for software-based tasks, I will explore alternative tools or seek guidance from IT support to avoid delays (Salmon, 2020). Finally, I will allocate additional time for technical components of coursework to ensure that unexpected barriers, such as software restrictions, do not impact my ability to complete tasks efficiently.

References

- Gibbs, G. (1998) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.
- Salmon, G. (2020) *E-Moderating: The Key to Teaching and Learning Online*. 4th edn. Routledge.