**Individual** [**e-Portfolio**](https://vasilisalook.github.io/modules/2023/06/21/my-sixth-module.html)**: A journey through all units (~1500 words)**

**(Research Methods and Professional Practice May 2023)**

This is a condensed digital copy of all the [e-Portfolio pages pertaining to the Research Methods and Professional Practice Module](https://vasilisalook.github.io/modules/2023/06/21/my-sixth-module.html). It encompasses notes on the artefacts, practices, and discussions generated throughout this module for each unit, compiled into a single document.

The extended versions of each unit have also been uploaded to the End of Module Assignment window on VLE (Virtual Learning Environment). Please note that initially this document contained more than 5000 words, as there were no specific limits mentioned in Unit 12's task.

However, based on feedback from the tutors, I subsequently realised that it should be restricted to a maximum of 1500 words. Here they are.

**Unit 1. Starting Ethically**

Computer technology presents a range of ethical challenges. Previously, discussions primarily revolved around computer crimes such as unauthorised access and hacking (Berzai, 2019). With the advent of the Internet, AI, and social media, privacy has emerged as a prominent ethical concern (Stahl et al., 2016).

Various codes of ethics exist for computing professionals, including the ACM Code of Ethics and Professional Conduct (1992), which remains relevant.

To uphold data privacy and security, I would take the following actions within my organisation, drawing on the General Data Protection Regulation (GDPR) as a legal framework: implement strong security measures, conduct regular security audits, and educate employees on data privacy (Mughal, 2022; Sabillon, 2022; Mielniczek, 2020).

These actions demonstrate a commitment to ethical conduct and contribute to safeguarding privacy and protecting individuals from potential harm resulting from data breaches or misuse.

However, challenges exist in formulating comprehensive information data privacy and security policies, as it requires involving experts and employees in the process (Höne and Eloff, 2002); individual training sessions for each employee may incur costs (Mouton et al., 2014). To address potential obstacles, some scholars propose the use of gamification techniques to make training more engaging (Beckers and Pace, 2016).

You are welcome to open the extended file titled "U1 - Ethics in Computing by Lukashevich" for more examples, references and in-depth critical perspectives.

**Unit 2. Codes of Ethics and Professional Conduct**

We had an engaging discussion on the ethics code, focusing on a case I chose concerning AI weaponry (Lukashevich et al., 2023). In this case, a company violated several rules of the ACM Code of Ethics and Professional Conduct and the British Computer Society Code of Conduct, while the engineers acted appropriately by addressing their concerns.

This raises questions about the role of military AI tools in today's business environment and our responsibility as humans for the use of AI (Linhoff, 2023; Kyriacou, 2023).

My main insight was that the last studies on ethical issues in the use of AI in the military were published about three years ago. However, I believe this theme remains relevant among scholars and society.

You are welcome to open the extended file titled "U2 – Collaborative Learning Discussion 1 by Lukashevich" for more details, including my initial post and peer responses.

**Unit 3. Research Methods**

In this unit I compared two papers in the field of Computing: "Detecting and Tracking Political Abuse in Social Media," was published in 2011 (Ratkiewicz et al., 2011), and "Unpredictability of AI," (Yampolskiy, 2019). These two papers are absolutely different. I find challenging to determine the specific research designs for both of them. One group of scholars did not clearly define the problem; instead, they gained a better understanding of the situation regarding tracking political abuse in social media which is related to Exploratory type of research. On the other hand, the paper is highly descriptive, which suggests it is Conclusive research.

You are welcome to open the extended file titled "U3 - Comparing two papers by Lukashevich" for more information.

**Unit 4. Delving into the data collection methods**

In this Case Study - Privacy exercise, I have mentioned the fundamental principles of research ethics, such as data protection, participants’ confidentiality (Vanclay et al., 2013), and the responsibility for ensuring that third parties also uphold confidentiality, including courts (Baines et al., 2013). Also, the informed consent should be given (Singer, 2012).

However, I thought, what if surveys on sensitive topics such as school shootings or school bullying have been conducted coincidentally right before a new shooting case? Should the material be given to the court in this way, or should it still be kept in secret?

As a journalist, I am well aware of how frequently these principles are violated. However, I believe that reputable research institutions must prioritise safeguarding their reputation.

You are welcome to open the extended file titled "U4 - Privacy case by Lukashevich" for more detailed information.

**Unit 5. Survey Methods**

The Cambridge Analytica case gained widespread attention following the scandal surrounding the 2016 US election (Noor, 2018). This topic smoothly leads us to my Capstone project, revealing an in-depth point of view of this example, which I am going to discuss.

Now we know one of the highest cost of wrongdoings in survey methods: Meta has agreed to pay a $725 million fine (Raymond, 2022).

However, in African countries, another level of problem exists. Over 96% of the 133 surveyed scholars believed that some form of misconduct had happened in their workplace in Nigeria (Okonta and Rossouw, 2014).

In response, some new projects have emerged for the reevaluation of results and assessing reliability and professionalism (www.unesco.org/en/open-science).

Feel free to access the extended file titled "U5 - Cambridge Analytica case by Lukashevich" for further details.

**Unit 6. Survey and Questionnaire Design**

Research is not always what it seems (Lucas and Ogilvie, 2006). For instance, in practice, we discover discrepancy between green attitudes in surveys and actual people behaviour (Johnstone & Tan, 2015).

In addition to the main issues of misunderstandings in questionnaires (Hardy & Ford, 2014), we can also consider the influence of social desirability bias (Cerri et al., 2019).

Another problem with surveys and questionnaires could be leading questions or even an overall leading design. The detailed example and analysis on a survey from a Chinese think tank provided in the extended file titled "U6 - Questionnaire and Survey Design by Lukashevich".

**Unit 7. My first fail (200 words)**

During my studies at the University of Essex, I encountered my first assignment failure in the Literature Review module. While reviewing numerous papers, I unintentionally included uncited parts, resulting in high similarity scores in Turnitin. Now I know how to utilise this software

Moreover, tutors highlighted the lack of critical analysis (Klimova, 2013), prompting me to explore this aspect. I learned that theoretical critical writing involves active engagement in critical thinking to convey results, while practical critical thinking enables effective problem-solving (Ideas, 2011; Dondi et al., 2021).

Some scholars consider critique from colleagues as necessary pressure for brilliance, while others view it as insignificant for "truthful" scientific theory. However, criticisms should always be grounded in theory (Black et al., 2022).

For more reflections on critical thinking and the Literature Review, you can refer to the extended file titled "U7 - Literature Review Reflections by Lukashevich" and “!Individual e-Portfolio. Reflective part”.

**Unit 8. Case Study: Accuracy of information**

I'm afraid I didn't fully understand Abi's case because I believe the task lacks many details. Anyway, we still had a meaningful discussion.

Moreover, in this module, I received valuable feedback from the tutor on how to write responses in academic discussions (Outram, 2023). For example, I learned not to ask too many questions and not to list numerous points from an example. These insights helped me to better focus and merge multiple rephrased quotes from various sources into a single sentence, along with proper citations, which previously seemed awkward to me.

The recommendations I found during the literature review for this task seem very valuable to me as well. For example, the Code of Ethics for the Nutrition and Dietetics Profession provides useful approaches to various aspects, including professional development, integrity in personal and organisational behaviour, and social responsibility for well-being (Lukashevich, 2023).

Feel free to access the full file titled "U8 - Collaborative Learning Discussion 2 by Lukashevich" for the related initial post, summary post, peer responses, and further details.

**Unit 9. Statistics Worksheets**

You are welcome to read the comprehensive analysis in the file titled "U8&9 - Statistics Worksheets by Lukashevich". Additionally, you may to check out the merged excel file containing all the completed exercises with 8 sheets: “U8&9 - Exercises by Lukashevich”. The knowledge gained from these exercises was very useful for my future Capstone project.

**Unit 10. Research Proposal Presentation**

During this unit, I successfully concluded the development of a Research Proposal Presentation around the theme comparative analysis of two political bias detection AI-tools. Since the outset of my studies at the University of Essex, I have been determined to direct my MSc project towards bias detection in media using AI algorithms. The work I am presenting here serves as the first stepping stone for my Capstone project, setting the groundwork for future exploration in this domain.

Feel free to access the extended files titled "U10 - Research Proposal Presentation Reflexions" and “!Individual e-Portfolio. Reflective part” for further details.

**Unit 11. Skill Matrix and Action Plan**

I extensively touched on this topic and my future plans in the reflective part of my submission and other related documents.

Feel free to access the extended files titled “Individual e-Portfolio. Reflective part”, "U11 - Action Plan for Lukashevich", "U11 - Professional Skills Matrix Lukashevich", and "U11 - SWOT Analysis Lukashevich".

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