**REFLECTIVE PIECE**

My GitHub address is: [Chijioke Igwe](https://igwechijioke.github.io/chijioke_igwe.github.io/ResearchMethodsandProfessionalPractice.html)

I have adopted the Rolfe *et al*.’s (2001) approach to reflective writing. This approach is particularly useful to me as it presents the opportunity to identify the ‘what’, ‘so what’, and ‘now what’ of critical incidents applicable to my studies while going through the module.

I never expected I would have to undertake statistical analysis, and all the mathematics related exercises in the module. However, I have seen my statistical mindset broaden - through the numerous activities and assignments in the module. I now understand what null and alternative hypothesis is, standard deviation, degree of freedom and many more.

The use of margin of error during sampling has made me realise the need to always make provisions for a buffer. I recount many situations in my personal and work activities where I have had to make this provision, and doing that has prevented me from unnecessary stress and disappointment. Berenson (2020) opined that population has to be defined before one can consider a sample, and that the sample has to be a fair and true representation. This has made me realise that getting an ideal sample is at the heart of any research work.

I started off the module using the old Harvard referencing style. However, I got inspiration to apply the ‘Cite Them Right’ Harvard referencing style during the course of the module - especially from the feedback of Shraddha Gore through the collaborative discussion 1. Shraddha advised to adopt the referencing style in addition to providing a review of the abusive workplace behaviour case study. I am now able to apply the referencing style to my projects and essays, thereby improving on my writing skills.

The literature review process was very painstaking, especially researching for credible sources of literature on my chosen topic. I had to visit my local library, but that did not do justice to the topic. Most of the sources I used were from the internet. This process made me develop a persevering attitude, as I attempted discontinuing the research module. My literature review topic (State-Sponsored Cyberterrorism in Global Politics) was quite revealing, as it gave me an insight into how most nations think, and how they subtly attack other nations (Janczewski and Colarik, 2017).

The statistics exercises have personally been challenging to me. I have had to go through the eBook on the module, lecturecast, and sought the opinion of a few friends in tackling the exercises – which gave me some insight to attempting them. Completing these exercises have been challenging, as I have had to grapple with the demands of my studies, and my place of work (also affecting my attendance to Seminars). However, I have had to devise a strategy to mitigating this by creating a to-do list of my activities for the day. I ensure I always have something planned during the day to study (even for at least an hour). This has aided my correct use of time, as I have been able to create time for studying, research, and also attending to my office work.

In regards to the research proposal presentation, I found the topic of my proposal to be both interesting and intriguing. Interesting as it opens up an aspect of security which people are aware of, but do not have enough statistical/research data to back up any assertion. It is also intriguing as to the amount of people I have had some discussion with who are unaware of the risks, but act indifferently to the risks quishing poses. In hindsight, I wished a research like this has been available to provide empirical data for individuals, corporate organisation, and government agencies to use in formulating policies and procedures for being safe while using quick-response codes on mobile devices.

The execution of my e-portfolio has been hurried, and most of my artefacts have been added as attachments – whereas I would have preferred they be added as contents on the e-portfolio and read within the portfolio. I began creating the structure of the e-portfolio late, as I had envisaged it would not pose a difficulty to me. Alas, I was wrong, as I have had to hurry the structural presentation, and the content addition. This left me wanting for more time, and disappointed as I had not planned out my work appropriately. I have however learnt not to procrastinate, but plan from the start. This lesson will be applied to further modules of studies, and also in my personal life.

**Skills Benchmark**I have used the British Computer Society (BCS) Skills Framework (BCS, 2020).

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| **Benchmark/Skill** | **Skill Type** | **Description** | **Achieved** | **Plan to Action** |
| Teamwork and collaboration | Behavioural Skills | People interaction, and working collaboratively, | Contribution to collaborative discussion, and using collaborative tools in communicating with friends and family who has provided insight when needed. | Identify additional collaboration tools. |
| Critical and Analytical Thinking | Behavioural Skills | Understanding of problems and concepts by applying critique and analysis. | I have analysed and critically reviewed my projects. | Improve my statistical and analytical thinking. |
| Time Management | Behavioural Skills | Effective use of own time | I have mapped out time to study, go over Seminar recordings, research, and provide feedback. | Identify what is not urgent and not important which I focus mainly on. |
| Risk, Health and Safety Management | Technical Skill | Methods and techniques for risk, health and safety management. | I constantly identify, assess, manage and report risk. | Gain additional knowledge on how to manage risk, health and safety. |
| Cybersecurity and Safety Engineering | Technical Skill | Understand cybersecurity concepts, and apply safety engineering on system development. | I have adopted safe development practices, and elicited tendencies for cyber security threats using threat-modelling tools. | Identify other ways to modelling threat. |

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| **Action Plan** | **Description** | **Date Achieved** |
| Collaboration | I have discovered a few more tools (Slack, Azure DevOps, and GitHub) that will help me collaborate. | In progress. |
| Analysis | I now adopt questioning methods, and visual mapping to aid my critical thinking. | In progress. |
| Time Management | I now spend less time on social media. I also set an alarm to prompt me to study. | In progress. |
| Skills | Applying the skills gained during the module in subsequent modules. | In progress. |

**Reference**

BCS The Chartered Institute for IT (2020) *Skills Framework for the Information Age © SFIA Foundation*. Available at: https://sfiaplus.bcs.org/Skills/BURM/2/SkillAtLevel/338#KnowledgeBases (Accessed 18 October 2025).

Berenson, M. (2020) *Basic Business Statistics Concepts and Applications*. Fourteenth edition, global edition. Harlow, England: Pearson Education, Limited, 2020. Print.

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Rolfe, G., Freshwater, D. and Jasper, M. (2001) *Critical reflection in nursing and the helping professions*: a user’s guide. Basingstoke: Palgrave Macmillan.