

RMPP Unit 12 Reflective piece

During the twelve-unit module, the exercises, readings, discussions and assignments allowed the learning to progress reasonably. The experience gained knowledge and understanding of privacy's pivotal role in research and the importance of ethical considerations to maintain integrity and professionalism in projects. The collaborative discussion forums supported this by engaging in meaningful discussions with peers and offering support and constructive feedback.

The Research Methods and Professional Practice (RMPP) module offered unique challenges compared to previously structured modules. There were numerous formative assignments, and seminar preparation tasks, which were all structured to guide participants towards completing successful summative assignments.

In that sense, the module was not geared to complete tasks subsequently, but different tasks had different time frames for completion, which meant time management and organisation were crucial for this module.

Perhaps this is why some course participants find it challenging to submit the collaborative discussion responses on time (Callaghan, 2023a). The lateness to respond or lack of submission meant the number of responses was not always sufficient, and therefore the quality of peer perspectives was not as high as it could have been.

The challenge then presented itself to my learning, as with more formative deadlines looming for the next unit, it meant that I could not wait in the hope that peer responses would be submitted, and I, therefore, utilised the information submitted within the deadline.

The learning offered an excellent opportunity to empower participants to self-direct their learning towards the summative assignment outcomes and deadlines. This was helpful so that the management of my work and family commitments could be aligned for time for the module requirements.

The skills gained here often could be disguised but are helpful in offering an experience of tools necessary for project management, as identified in Unit 11 (Callaghan, 2023b). The module is designed to support theoretical and professional practices necessary for the industry environment.

The summative Literature Review Unit 7 and Research Proposal Presentation Unit 10 recognise the importance of individual learning and the risk of a lack of motivation. This was supported by the tutor-led seminar sessions, which comprehensively guided participants in understanding the deadline and the nature of the required outcomes. From this experience, a positive growth mindset shaped my motivation to meet the outcomes. Growth mindset effects are meaningful, and teachers can instil the motivation to grow through conceptual frameworks and interventions (Yeager & Dweck, 2020).

Furthermore, the growth mindset is a necessity for an ever-changing landscape. Technology is developing and vastly growing in the computing sector, requiring end-users to construct new working and learning methods. Whilst this expansion occurs, coconfiguration forms are required (Engeström, 2007).

The module's summative assignments provided the opportunity to explore new research methods, understand different data collection methods, and effectively coconfigure new ways of working to achieve successful outcomes.

One of the interesting observations through the module was the impact of data. Throughout the module, the approaches of how data is used, collected and developed brought about exciting perspectives and literature knowledge gaps. Considerations regarding security use, privacy, ethics, methodologies, data interpretation and statistical use opened the opportunity for critical analysis.

This module offered a large-scale digital learning environment (Siemens, 2019) that shapes the cognitive thought needed for professional practice behaviour. Siemens (2019) considers connectivism to collaborate in professional work using technology mediums; the strategy helps manage and achieve attainment outcomes from the assignments.

The emotional responses throughout the module varied, and my perceived stress level varied accordingly. When presented with the first seminar and outcomes, there was an overwhelming fear of anxiety and a lack of confidence in meeting the desired

outcomes and goals. The concern of being pulled in many directions did doubt my self-efficacy. Distance learning and online learning provide an interconnected platform for learning; however, the lack of social interaction and personalised face-to-face learning would increase an anxious response (Ewing & Cooper, 2021).

Nonetheless, whilst a lack of social interaction may be prevalent, the self-determination theory can support social development (Ryan & Deci, 2020). Ultimately this would also improve well-being; however, as Ryan & Deci (2020) suggest, the innate traits of competency, autonomy and relatedness are required.

Due to an educational background encompassing leadership roles, I feel this is likely the explanation for a rise to the challenges of the module outcomes and a positive management of stress, engagement and enjoyment. The opportunity to seek support from the tutor or computing team, self-directed time management and intrinsic motivation to produce my best outcomes all contributed to increased self-confidence, particularly after receiving formative and summative feedback from assignments.

This approach, which comes from innate traits, was vitally important as the concern was that Learned Helplessness (Rizvi & Sikand, 2020) might embed, which could negatively impact optimistic target setting.

Ultimately, the module has allowed me to achieve highly attainable outcomes through a literature review, research presentation and composition of an e-portfolio. The skills and organisation process have made the realisation that for future projects, thorough detail is needed to manage the multiple facets of the task.

Setting mini milestone deadlines for short-term goals and incorporating reflection stages to cognitive process the learning and realign objectives to keep the focus on track and not diverge off tangents. The collation of the e-portfolio has provided this insight and allowed my learning to gain a digital identity and a site of integration which demonstrates practical exploration in research (Yancey, 2019).

For future priorities, setting targets to manage primary data collection with practical analysis and interpretation will be required as secondary evidence was used for the assignments throughout the module.

Planning appropriate deadlines whilst incorporating ethical practice standards to provide fair, reliable and valid research findings should be used. The project management skills can be utilised in future research projects and daily work environments.

Opening professional dialogue and communication channels between stakeholders and recording evidence using ethical and professional association codes of conduct (British Computing Society, 2022) can build reputations and publish work for evaluation to benefit society.

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