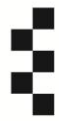




University of Essex

Online

Research Methods and Professional Practice: Seminar: 5 Karen Outram



Seminar 5:

WELCOME!!

Thank you for submitting for your Literature Review Summative: All feedback and grades have been posted/released for this summative.



Recap on unit 7,8 and 9 request for prep for formative from seminar 3:

Collaborative Learning Discussion 2

- **This formative discussion will have lasted for 3 weeks.**
- Week 7: initial post.
- Week 8: at least 2 peer responses.
- Week 9: and then a summary response.

I will look at all posts on Monday, and then will give you 'umbrella' feedback through the week which can then be added to your e-portfolio. You will also need to add 'excerpts' from your collaborative 2 discussion to your e-portfolios, [look at the relevant resources on line and in unit 12 to remind you of your e-portfolio requirement for the final summative]

Seminar 5 formative : Unit 8: Recap: Inferencing notes and hypothesis worksheets

University of Essex

Online

Home Dashboard My Modules Student Services Student Life Student Voice Library

Recent Search

6311

Verify that it's you Relaunch to update

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Unit 11

Unit 12

Resubmission

Continue with the [Unit 7 Discussion forum](#). Considering what you have now learned in both units, you should respond to at least three of your peers' contributions from Unit 7. Please try to limit your posts to 200-300 words maximum, so that others may be encouraged to reflect on, and respond to your ideas. Your follow-up responses should be labelled as 'Peer Response'. For guidance, look at the guidelines for the peer review process on the [Department's homepage](#). This provides an excellent way to understand and constructively feedback on other peoples' points of view.

Complete the Charts worksheet in Excel or LibreOffice. The completed worksheets from units 8 and 9 should be included in your e-Portfolio. You will need to include your analysis and provide your interpretation of the results. You can complete the worksheets before or after the workshop this week.

Participate in the seminar this week.

Submit your Research Proposal Outline.

e-Portfolio Activity: Inference Worksheet

Mark as done

Unit 8 Exercises - Workbooks

Unit 7 and 8 Data Annexe and Datasets

Research Proposal Outline

You can submit a brief outline of your research proposal this week. You will receive formative feedback on this submission to aid your final submission which is due in Unit 10.

See Unit 10 submission portal for full assignment details.

Research Proposal Outline

Make a submission

Chat to us!



Unit 8: formative notes: [Recap]

- You then have test examples: based on the 'Inference' notes/instruction sheet and questions regarding what your conclusions would/will be when you then apply inferencing to 'the Hypotheses testing worksheet'. You are also required to interpret findings using the 'Summary measures worksheet'.
- Use the yellow folder, unit 8 examples – workbooks and unit 8 exercise workbooks when completing your worksheets, as well as the Unit 8 and 9 Data Annexe and Datasets, [please see screen shot on previous slide].

Seminar 5 formative : Unit 9: Recap: We also referred to Unit 9 – Bar charts exercises:

Sign in to x | Leading UI x | Mail - kare x | EHC Plan, x | zm Post Attent x | 4v Address B x | Mail - Kare x | Module A x | zm Launch M x | Topic: Unit x

my-course.co.uk/course/view.php?id=12880§ion=15

Verify that it's you Relaunch to update

University of Essex Online Home Dashboard My Modules Student Services Student Life Student Voice Library

Recent Search 63 11

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Unit 11

Unit 12

Resubmission

Formative Activities | 10 hrs

Continue with the [Unit 7 Discussion forum](#). You should now provide a summary post into to the discussion in Unit 7 based on your initial post and the feedback from your peers. Please try to limit your posts to 200-300 words maximum. Your follow-up responses should be labelled as 'Summary Post'. These posts should be included in your e-Portfolio.

Complete the mandatory worksheet activity below.

Participate in the seminar this week.

README: Charts Worksheet and Analysis

e-Portfolio Activity: Charts Worksheet

Unit 9 Examples - Workbooks

Unit 9 Exercises - Workbooks

Unit 8 and 9 Data Annexe and Datasets

Practicing Business Visualisation with PowerBI

Mark as done

Knowledge Base

Mark as done

Chat to us!

Sports headline Liverpool injury...

Search

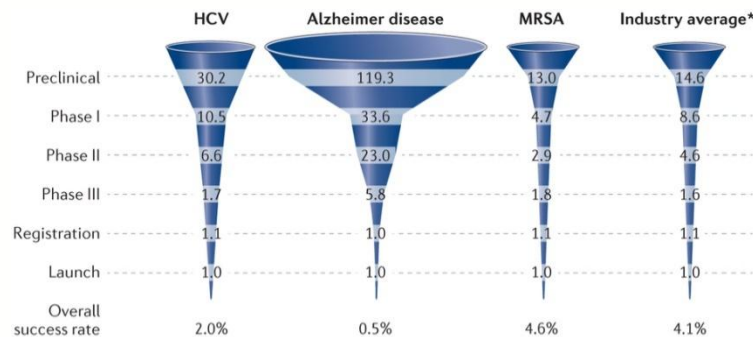
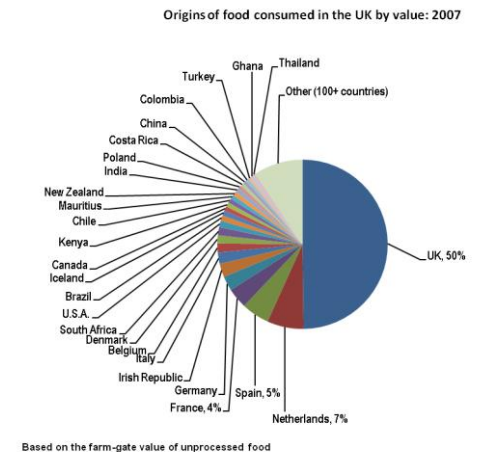
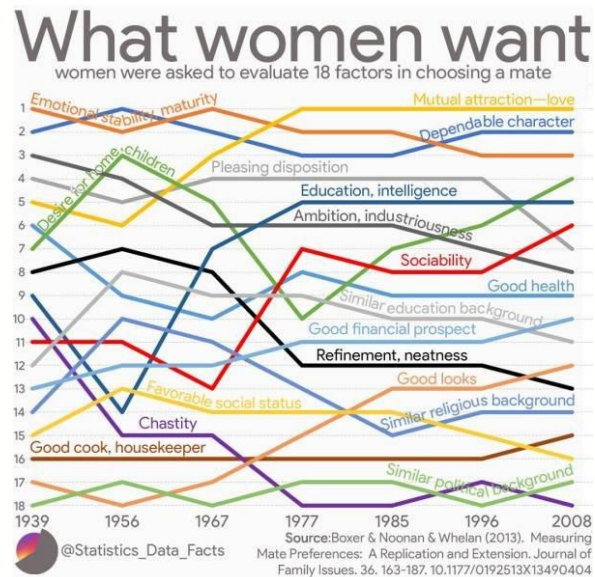
16:33 26/03/2025



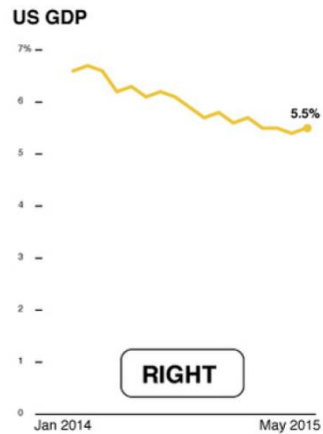
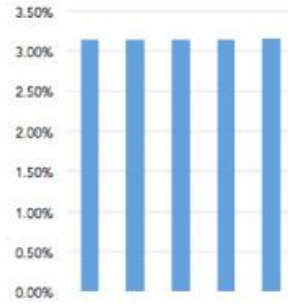
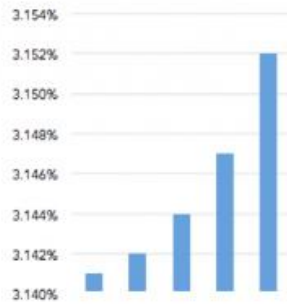
Unit 9: formative notes: Bar Charts

- You then have the 'Readme: Charts Worksheet and Analysis: based on the 'Readme Charts' you then have a Charts worksheet to complete
- Use the yellow folder, unit 9 examples – workbooks and unit 9 exercise workbooks when completing your worksheets, as well as the Unit 8 and 9 Data Annexe and Datasets, [please see screen shot on previous slide].

Unit 9: Examples of Bar Charts:



Unit 9: Examples of Bar Charts:





Unit 9: Bar Charts: Research and Comparison: Conflicting Science

Hair dyes could raise risk of breast cancer

A recent study on hair dye and chemical straighteners spun so far off course that the people most at risk — black women who use these products more than others — weren't even mentioned in most of the coverage. Instead, headlines warned that “[Hair dyes could raise risk of breast cancer](#)” or predicted new trends about fearful women “[going gray](#)” or took crazy liberties with the researchers' findings. Fast Company even provided a few creative descriptors, “[A harrowing study of 46,000 women shows hair dyes are heavily associated with cancer](#).” Associated, yes. Heavily — if that means strongly — not at all.

<https://nypost.com/2017/10/14/hair-dyes-could-raise-risk-of-breast-cancer-study/>

<https://www.fastcompany.com/90438992/a-harrowing-study-of-46000-women-shows-hair-dyes-are-heavily-associated-with-cancer>



Unit 9: Bar Charts: Research and Comparison: Conflicting Science

Chocolate is good for your health

<https://www.medicalnewstoday.com/articles/270272>

Chocolate is not good for you

<https://www.livestrong.com/article/392195-chocolate-negative-side-effects/>

Red wine is good for you

<https://www.goodhousekeeping.com/health/diet-nutrition/a33145/drink-wine-every-day/>

Red wine is bad for you

<https://www.telegraph.co.uk/news/health/12086226/Red-wine-is-bad-for-you-say-experts.html>

Seminar 5 formative : Units 8 & 9: Recap: Feedback:

University of Essex

Online

HomeDashboardMy ModulesStudent ServicesStudent LifeStudent VoiceLibrary

RecentSearch6311Verify that it's youRelaunch to update

e-PortfolioeBooksePortfolio Activity: Statistical Worksheet SubmissionsUnit 1Unit 2Unit 3Unit 4Unit 5Unit 6Unit 7Unit 8Unit 9Unit 10Unit 11Unit 12Resubmission

e-Portfolio Assessment

| 8 hrs

You are required to create an audio-narrated slide presentation and a transcript in which you will present the following sections. These sections are required in a standard research proposal for the Computing department. You are free to combine/merge sections, where appropriate and without detriment to the structure of your presentation.

Submit your statistical worksheets for formative feedback. You are required to include the worksheets and analyses in your final e-Portfolio submission in Unit 12.

Prepare for next week's seminar session by attempting the Seminar preparation questions, available in unit 11.

e-Portfolio Activity: Statistical Worksheet Submissions

Make a submission

Assessment

| 8 hrs

Weighting: 30% | Duration: 15-minute presentation + transcript

The research proposal presentation fulfils the learning outcomes where you will evaluate critically existing literature, research design and methodology for your chosen topic, including data analysis processes and so produce and evaluate critically a research proposal for your chosen topic. This can be based on the literature review topic you chose in Unit 1 or the topic of your capstone project (MSc students).

Research Proposal Presentation

Receive a grade

© 2025 University of Essex Online. All rights reserved.Site Accessibility Statement

Chat to us!

Seminar 5 formative : Units 8 & 9: Recap: Feedback:

University of Essex

Online

HomeDashboardMy ModulesStudent ServicesStudent LifeStudent VoiceLibrary

RecentSearch6311

Module Menu

Module HomeTutor OfficeDeadline DetailsSeminarsModule Resourcese-PortfolioeBooksUnit 1Unit 2Unit 3Unit 4Unit 5Unit 6Unit 7Unit 8

AssignmentRelease grades to students

Receive a grade

Due: Monday, 7 April 2025, 11:55 PM

This is the second summative assessment for this module and accounts for 30% of your final module mark. Submit by end of Unit 10.

Assignment Brief

The research proposal presentation fulfils the learning outcomes where you will evaluate critically existing literature, research design and methodology for your chosen topic, including data analysis processes and so produce and evaluate critically a research proposal for your chosen topic. This can be based on the literature review topic you chose in Unit 1 or the topic of your capstone project for MSc Students (**MSc students - Please see the BCS Project Requirements document on the Module Resources page and also the [CyBOK Knowledge Base](#) for those taking on Cyber Security Projects as your Cyber Security project should fall into one of these CyBOK Knowledge Areas, as well as meeting BCS requirements).**

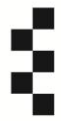
You are required to create an audio-narrated slide presentation and a transcript in which you will present the following sections. These sections are required in a standard research proposal for the Computing department. You are free to combine/merge sections, where appropriate and without detriment to the structure of your presentation.

- Project Title.
- Significance/Contribution to the discipline/Research Problem.
- Research Question.
- Aims and Objectives.
- Key literature related to the project.
- Methodology/Development strategy/Research Design.
- Ethical considerations and risk assessment (as part of your ethical approval application).
- Description of artefact(s) that will be created (if applicable).
- Timeline of proposed activities.

The research proposal presentation fulfils the learning outcomes where you will evaluate critically existing literature, research design and methodology for your chosen topic, including data analysis processes and so produce and evaluate critically a research proposal for your chosen topic. This can be based on the literature review topic you chose in Unit 1 or the topic of your capstone project for MSc students).

Knowledge Base

Chat to us!



E-portfolio summative:

The e-portfolio summative:

Seminar 6 will be largely dedicated to the e-portfolio to give you some final support on this summative before hand in.

Recap up to unit 6:

Course: Research Methods and P

my-course.co.uk/course/view.php?id=9462§ion=5

University of Essex

Online

My Modules

RMPP_PCOM7E January 2023

Participants

Grades

Module Home

Tutor Office

Deadline Details

Seminars

Module Resources

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

THIS MODULE

Research Methods and Professional Practice (All programmes)

1. Appraise the professional, legal, social, cultural and ethical issues that affect computing professionals

2. Appraise the principles of academic investigation, applying them to a research topic in the applicable computing field

3. Evaluate critically existing literature, research design and methodology for the chosen topic, including data analysis processes

4. Produce and evaluate critically the resulting research proposal for the chosen topic.

Critical Reflection

2 Collaborative Discussion Forum Summaries (These will cover learning outcomes 1 and 2).

Reflective Piece This covers a key aim for this module.

The Portfolio should also include the following, as part of professional development aspect of the module:

- Feedback from peers and tutors
- Professional Skills Matrix and action plan (PDP)

Other artefacts developed during the module should be included in the portfolio. These include the **statistical analysis** activities carried out during the module. You will need to describe/show how those artefacts relate to the module learning outcomes.

Skills to be gained here are:

- Time management
- Commercial Awareness
- Critical thinking and analysis
- Decision-making
- Problem-solving
- Initiative
- Entrepreneurial
- Communication and Literacy skills
- Numeracy
- IT and Digital
- Interpersonal
- Critical Reflection
- Research

5°C Light rain

Search

14:04 14/03/2023

Looking forward to the remaining summative hand in dates:

University of Essex

Online

Home

Dashboard

My Modules

Student Services

Student Life

Student Voice

Library

Recent

Search

92

16

Verify that it's you

New Chrome available

Module Home

Tutor Office

Deadline Details

Seminars

Module Resources

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Deadline Details

On this page you will find deadline details for when your work needs to be submitted throughout the module. Please note that all deadlines are in UK time.

The units should be completed in order, by the date indicated. These deadlines will also appear in your Learning Platform calendar.

Please Note: All grades are subject to change until they have been agreed by the External Examiner and ratified by the Examination Board.

Submission Guidelines for Assignments

Please review our [Submission and Editorial Guidelines for UoEO Assignments](#) before submitting any assignment.

Unit	Component	Deadline
7	Literature Review	23:55 hrs Monday 16th June 2025
10	Research Proposal Presentation	23:55 hrs Monday 7th July 2025
12	Individual Module e-Portfolio including 1,000 word reflective piece	23:55 hrs Monday 21st July 2025

Formative and e-Portfolio Activities

To aid your development of an in-depth understanding of the syllabus, regular formative assessment is provided via case studies, exercises, and reflective commentaries. Furthermore, the formative feedback received will enable you to develop your understanding of what is required for the summative assessments. Although not all of these activities are weighted components that count towards your module grade, they are designed to help you gain a deep understanding of the module content and provide a foundation for understanding.

We recommend that you participate in all formative activities and make frequent entries to your **e-portfolio which is assessed in this module**.

You will find the main e-portfolio and formative activities below. Please make sure that you read the guidance in each unit to fully understand weekly study requirements. Also read the final guidance for the final submission in unit 12.

Knowledge Base

Chat to us!

OR10

+4.68%

Search

19:59

26/06/2025

Looking forward to the Research methods and presentation summative 10:

Topic: Deadline Details | Research Methods

RMPP_PCOM7E January 2024: Research Methods

my-course.co.uk/mod/assign/view.php?id=938964

Search

Paused

Finish update

University of Essex

Online

Home Dashboard My Modules Student Services Student Life Student Voice Library

Recent Search

1

Module Menu

Module Home

Tutor Office

Deadline Details

Seminars

Module Resources

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Instructions

For this assignment, you are required to record a **15-minute presentation**, along with a transcript of the audio file. The presentation slides should not be wordy or repeat verbatim the oral presentation. Visuals, illustration, statistics, charts, tables and indication of key pointers are welcome. In assessing the presentation for marking, emphasis will be placed on the oral content. However, clarity of the visual presentation will also be taken into account.

It is strongly recommended that, in order to record your presentation, you use a headset with a microphone.

There is no word count for the slide presentation, and there is no fixed word count for the oral presentation/transcript. However, note that an average speech rate for a comfortable and clearly orally paced presentation is about 100-150 words per minute. Given that your presentation should be about 15 minutes, you can work against a minimum of 1500 to a maximum of 2250 words in your oral presentation/transcript.

Before submitting the work, consider the following checklist in conjunction with the applicable grading criteria (see the Module Resources page):

Knowledge and Understanding weighted 25%, Use of relevant sources weighted at 5%:

- Are the major points identified?
- Are the details presented clearly?

Criticality weighted at 25%, Use of relevant sources weighted at 5%:

- Is there a critical discussion/analysis of your methodology/design?

Structure and Presentation weighted at 10%:

- Is the presentation well organised?

Presentation and Communication Skills weighted at 30%:

- Is the presentation clearly introduced and concluded?
- Is the presentation well-paced and timed?
- Is the information presented clearly and concisely?
- Is the presentation style lively, fluent and engaging?

Slide Presentation & Audio Guidance

Slide Presentation Guidance



What makes a good presentation?

PLANNING



What makes a good presentation: The basics

Carefully pick your topic and ensure:

- There is enough information and research out there to fulfil a discussion
- From a research perspective look at the pros and cons of the discussion and reflect that in your presentation. The discussion should at no time be one sided. The viewer has to make their own mind up, as the author it is not your job to ‘tell’ the viewer what to think
- Engage in **deep** research
- Keep the discussion focused – select a **specific** topic that you thoroughly research and don’t add lots of tangents. Adding tangents dilutes the discussion which then means the content will feel shallow
- Make sure you get research from cross-sectional resources that is viable and most importantly from **reliable** resources
- Ensure the content the presentation is **interesting**



What makes a good presentation: The basics

Before you complete the final summative upload:

- **Rehearse** – speak in an evenly paced manner, ensure that the word count you use as your narrative is appropriate and does not rely on you speaking too slowly or too quickly
- Ensure the content is balanced, your presentation should have a clear beginning, middle and end
- Please avoid tangents keep the discussion focused – don't 'pad' the content out with waffle, every word should count
- Orally cite in your text; example: Open brackets, Smith, 2022 close brackets
- As you would with a written assignment, your oral citation needs to be present on your slides as well in appropriate places and you need a list of correlating references at the end of the power point to reflect your oral intext citations



What makes a good presentation: The basics

When you speak:

- At the beginning of the introduction give a clear introduction:
- Your name
- Where you are studying
- What your module is called
- What your summative is called
- Then go into what your chosen topic is...[follow the guidance we have been through on the student hub]

Please ensure that there is no background noise when you record, that the recording is audible and that the recording is consistent [ensure there is no intermittent break up of the recording regarding the sound 'ducking out'/ noise].



What makes a good presentation: The basics

The power point slides:

- Consider the colours you use; if your background is dark use light text and visa versa. Avoid clashing garish colours
- If you add images ensure that its ok to publish them in the public domain – don't add photos you have taken for example that have people visible in the background and particularly minors, [under 18] visible [you can't do this without consent]
- Ensure your fonts are large enough for your audience to read
- Ensure the font you use is legible
- Don't add too much text on the slide – text on the slide is a prompt for you to develop your discussion further. You should not be reading off slides verbatim
- If you use images ensure they are not pixelated



What makes a good presentation: The basics

The power point slides:

- Ensure that you have considered composition and balance on the slides. They need to be professionally presented, consistent and well thought through
- When you upload your finished presentation/recording ensure that it is accessible, is not password protected and that the upload actually works
- If possible complete your presentation on Power Point, [as there appears to be less issue with Power Point]
- Ensure that your audio for the presentation/narrative of the slide is appropriately attached/embedded/linked so that it plays when it is downloaded.



References: Unit 9:

Essential Reading

Berenson, L., Levine, D. & Szabat, K. (2015) *Basic Business Statistics: Concepts and Applications*. 13th Ed. Pearson

- Chapter 2 Section 2.2 p 66-68.
- Chapter 2 Section 2.3 p 79-83.
- Chapter 2 Section 2.4 p 85-90.
- Chapter 2 Section 2.5 p 93-95.

Learning for Action (n.d.). Analyzing Qualitative Data.

Additional Reading

Schneider, C. (2018) Making the case: A Qualitative Approach to Studying Social Media Documents in: Bryman, A. & Buchanan D. (Eds) *Unconventional Methodology in Organization and Management Research*. Oxford Scholarship Online.

Business Research Methodology (BRM) (2018) *Qualitative Data Analysis Methods*.

Bhatia, M. (2018) *Your Guide to Qualitative and Quantitative Data Analysis Methods*. Humans of Data.



References: Unit 10:

Essential Reading

Dawson, C. (2015) *Projects in Computing and Information Systems: A Student's Guide*. Harlow: Pearson.

- Chapter 8.

Urban, T. (2016) TEDTalk: Inside the mind of a master procrastinator.

University of Essex (2012) *How to write a research project*.

Additional Reading

Heard, S. (2016) *The Scientist's Guide to Writing*. Princeton, N.J.: Princeton University Press.

Farquhar J D. (2012) *Case Study Research for Business*. Sage.

- Chapter 8.

Dawson, C. (2015) *Projects in Computing and Information Systems: A Student's Guide*. Harlow: Pearson.

- Chapter 9.

Kitchin, R. & Fuller, D. (2005) *The Academic's Guide to Publishing*. London: Sage.

- Chapters 1, 6 and 7.



Questions?

