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Research Methods and Professional Practice: Seminar: 6 Karen Outram



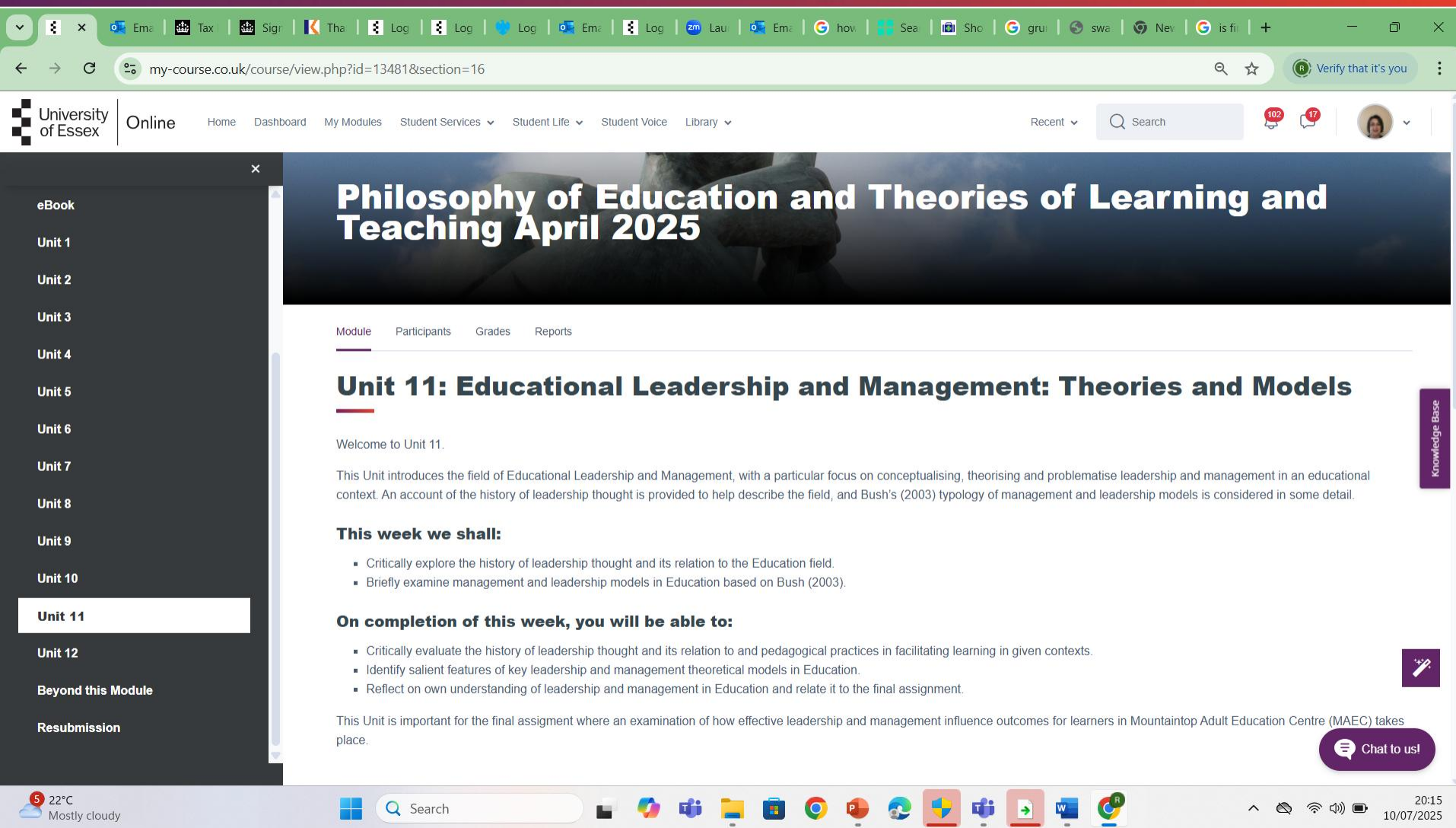
Seminar 6:

This is now our final seminar.

We are now focusing forward on unit 11

But critically this final seminar looks forward to Unit 12 and the last summative submission which is the e-portfolio

Firstly, looking forward to Unit 11:



The screenshot shows a web browser displaying the University of Essex online course page. The browser's address bar shows the URL: `my-course.co.uk/course/view.php?id=13481§ion=16`. The page header includes the University of Essex logo, the word "Online", and navigation links: Home, Dashboard, My Modules, Student Services, Student Life, Student Voice, and Library. A search bar and a user profile icon are also present.

The main content area features a large banner with the text: **Philosophy of Education and Theories of Learning and Teaching April 2025**. Below the banner, there are tabs for Module, Participants, Grades, and Reports. The current section is titled **Unit 11: Educational Leadership and Management: Theories and Models**.

Welcome to Unit 11.

This Unit introduces the field of Educational Leadership and Management, with a particular focus on conceptualising, theorising and problematising leadership and management in an educational context. An account of the history of leadership thought is provided to help describe the field, and Bush's (2003) typology of management and leadership models is considered in some detail.

This week we shall:

- Critically explore the history of leadership thought and its relation to the Education field.
- Briefly examine management and leadership models in Education based on Bush (2003).

On completion of this week, you will be able to:

- Critically evaluate the history of leadership thought and its relation to and pedagogical practices in facilitating learning in given contexts.
- Identify salient features of key leadership and management theoretical models in Education.
- Reflect on own understanding of leadership and management in Education and relate it to the final assignment.


This Unit is important for the final assignment where an examination of how effective leadership and management influence outcomes for learners in Mountaintop Adult Education Centre (MAEC) takes place.

The left sidebar contains a list of units: eBook, Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, **Unit 11**, Unit 12, Beyond this Module, and Resubmission. The right sidebar includes a "Knowledge Base" button and a "Chat to us!" button.

Firstly, looking forward to Unit 11:

▼ Outlook Log In | x | Mail - karen out | x | B Untitled on Scrat | x | Topic: Seminars | x | zm Launch Meeting | x | zm Launch Meeting | x | Email - Karen Ou | x | Topic: Unit 11 | R | x | + | - | □ | x

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


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e-Portfolio

eBooks

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Resubmission

processes and outcomes.

Reading | 4 hrs

This week's reading focuses on the many uses of e-portfolios and their impact on learning, as well as professional practice.


 Unit 11 Reading

Mark as done

Unit 11 Seminar | 1 hr

Title: e-Portfolio Preparation

This unit has a live seminar. You will be able to see all the seminar times and dates in the menu on the left. View the Lecturecast(s) available and engage with the reading set for the specific unit prior to each seminar. To benefit from the seminar fully, please also view the seminar content available for each seminar in the seminar booklet and prepare answers to any questions posed.

 Prepare for Your Seminar




Mark as done

Hidden from students

For Tutor:

In later iterations of the module, you should look to review examples of e-portfolios, focusing on the requirements for the submission next week. Please ask the academic team to provide this, if possible. Your should also review the assessed research presentations with the class, best practice and common pitfalls, without disclosing names or marks.

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Book

Seminar materials for Research Methods and Professional Practice (RMPP_PCOM7E) module.

To print the entire resource or a specific seminar, click on the cog to start.

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Unit 11 Seminar

Title: e-Portfolio Preparation

For this week's seminar, you will need to review the Professional Skills Matrix which is based on BCS guidelines for Masters programmes and the Essex graduate attributes (see the [e-Portfolio guide](#)).

- Compare the content to what has been covered so far in your modules.
- Insert items you feel should be included in the list (some of these might even be based on personal accomplishments or related to your current employment).
- Start gathering evidence from this module, as well as previous modules, which will substantiate your skill level.
- Based on this, complete the SWOT analysis to help with your creation of an Action Plan.
- Reviewing your degree programme as a whole, reflect on one module in particular that has impacted/will impact your professional practice. Use any reflection format described in the "Reflective Piece" section of the [e-Portfolio guide](#).

During the seminar, we will walk through these documents and you will receive formative feedback on your work.

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10:01 09/04/2025

Unit 11 content:

Topic: Unit 11 | Research Metho x | Seminars: Unit 11 Seminar | UoE x | Creating your e-Portfolio: Creati x +

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4. Creating your e-Portfolio Content

Artefacts

Meeting Notes

Reflective piece

Criteria	Example 1 - Experience	Example 2 - Learning
What? (Description – the shortest part of your	Specific tasks were shared	At secondary school I discovered that

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Unit 11 content:

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No literature review	No literature review	No literature review	Reference to literature	Critique literature/ action plan
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For creating your reflection pieces, please [watch this video for further guidance](#). Please note that this guidance applies to all modules with e-portfolio/reflection submissions and we strongly advise you to confirm the submission type and date on your module page.

Professional Skills Matrix

In order to help you with your professional development, this [matrix](#) helps you ensure you are developing the required skills for your chosen role and have the evidence to prove that development. Ensure you complete it in line with your reflection. You will then need to then create an [action plan](#) based on your review. This does not need to be very long but will serve as a reminder at the end of your programme, especially if you complete a learning loop. You might find a [SWOT](#) analysis helpful in the completion of the matrix and the development of an action plan.

Learning Loop

This helps you to tie up your learning across the modules, for a holistic perspective of the programme. You should then be able to apply it to your organisation's work/project, where applicable. The loop should also include a review of Skills Matrices and action plans from individual modules. You could share it with the Head of Computing at the end of your programme as part of your final feedback on the course.

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Unit 11 – looking forward to Unit 12 summative: Artefacts creation [for e-portfolio]

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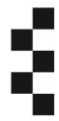
Developing Code

The Codio development environment.

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<https://docs.codio.com/getstarted.html>

Windows taskbar: File Explorer, Edge, Codio, Waste, Photos, Home, LOVE FILM, Spotify, Properties, Google Chrome, Excel, OneNote, Outlook, PowerPoint, Word. System tray: 13:05, 06/05/2022.



Unit 11 – looking forward to Unit 12 summative: Artefacts creation [for e-portfolio]

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13:05 06/05/2022

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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 full e-Portfolio guidance for the final submission in unit 12.

Unit(s)	Component	Deadline	e-Portfolio/Formative
1 - 3	Collaborative Discussion 1	End of unit 3	e-Portfolio
1	Reasoning Quiz	End of unit 1	Formative

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Unit 11 – looking forward to Unit 12 summative: e-portfolio content:

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Unit(s)	Component	Deadline	e-Portfolio/Formative
1 - 3	Collaborative Discussion 1	End of unit 3	e-Portfolio
1	Reasoning Quiz	End of unit 1	Formative
1	Reflective Activity 1: Ethics in Computing	End of unit 1	e-Portfolio/Formative
2	e-Portfolio Activity: Literature Review and Research Proposal Outlines	End of unit 4	e-Portfolio/Formative
3	e-Portfolio Activity: Research Proposal Review	End of unit 3	e-Portfolio/Formative
3	Seminar 2: Peer Review Activity	End of unit 3	Formative
4	Seminar 3: Case Study on Privacy	End of unit 4	Formative
4	Literature Review Outline Submission	End of unit 4	Formative
5	Reflective Activity 2: Case Study: Inappropriate Use of Surveys	End of unit 5	Formative
5	Wiki Activity: Questionnaires	End of unit 5	Formative
7 - 9	Collaborative Discussion 2: Case Study on Accuracy of Information	End of unit 9	e-Portfolio
7	Seminar 4: Inferential Statistics Workshop and Statistics Worksheet	End of unit 7	Formative/e-Portfolio (worksheets)
8	e-Portfolio Activity: Research Proposal Outline	End of unit 8	e-Portfolio/Formative

Knowledge Base

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3 7°C Partly sunny

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Unit 11 – looking forward to Unit 12 summative: e-portfolio content: Reflective models:

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Module Participants Grades Reports

Unit 12: Project Management and Managing Risk


Welcome to Week 12 where we will be considering project management and how to manage risk within a project through adequate reporting and control tools.

Project management is the controlling of processes and activities that are related to a project. A Computing project refers to any project that deals with computing infrastructure and information systems. Whilst all projects may be focused, time specific and unique, what they seek to achieve and the environment within which they are being implemented can vary, greatly. It would be naive to assume therefore that a 'one size fits all' approach can be taken to project management. You will be introduced to some of the principal methodologies for managing projects.

It is unusual to encounter a project where project managers and team members feel all aspects of the project are under control. Selecting the best metrics to measure project performance is pivotal to the project's success. In turn, assessing risks can be problematic. The risk-free project does not exist, and it is not possible to avoid the risks completely. Many risks are not visible at the start of a project, but the most significant potential risks need to be calculated and planned.

The unit will also cover how to manage the inevitable changes that will occur within a project life. What can frequently happen during a project implementation is that a need or desire for change is identified. Sometimes this is because corrective action is required to keep the project on plan and within budget, sometimes it is because of environmental changes (i.e. the project itself needs to be amended and at other times it may be requested). To ensure that the impact of change is minimised and/or to identify how it will impact on the project plan, scope, outcomes, it is essential that the Project Manager controls changes through a change control process. The management of risk and change is important to ensure that project quality is maintained and to minimise impact on project cost and planned time frames whilst taking advantage of opportunities which may be identified during the process also.

Project management and risk management, as it applies to the individual capstone project, will be covered during the Project module.

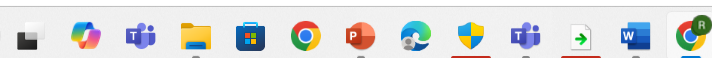


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Formative Activity

Assessment

Feedback

Complete the self test below

Self Test Quiz

Mark as done

Weighting: 40% | Word count: Portfolio + 1,000 reflection

As a learning and development e-Portfolio, specific requirements for what should be included in your e-Portfolio are detailed in the "Module e-Portfolio Learning Activities" section.

End of Module Assignment - Individual e-Portfolio including 1000 word reflective piece

Receive a grade

Your feedback is a key component of our quality assurance and enhancement. Please take this opportunity to tell us about your experiences of the module.

End of Module Survey

Submit feedback

Chat to us!

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Learning Outcomes

- Appraise the professional, legal, social, cultural and ethical issues that affect computing professionals.
- Appraise the principles of academic investigation, applying them to a research topic in the applicable computing field.
- Evaluate critically existing literature, research design and methodology for the chosen topic, including data analysis processes.
- Produce and evaluate critically a research proposal for the chosen topic.

Turnitin Originality Check

Before submitting your assignment, it is important to check the originality of your work by submitting your assignment to [Turnitin](#).

By submitting your assignment to this tool you will receive an originality report which can be used to check that you have not included other authors work without correct citation. It is important to note that submitting your work to the Turnitin Originality Check tool does not count as a submission of your final work. You must still submit your assignment below.

Academic Integrity and Plagiarism

We take academic integrity very seriously. Academic integrity means acting with fairness and honesty, giving credit to others where you are referring to their ideas or research and respecting the work of others. Plagiarism is defined as: 'Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement'. Before you finalise your assignment take time to check that all your statements are backed up with supporting evidence, that all sources you use - whether referring to their ideas, quoting directly or paraphrasing - are correctly referenced in the text. Correct use of referencing acknowledges the academic whose work has informed yours, enables the reader to find the sources you have used and demonstrates your ability to find and analyse relevant information.

Failure to properly acknowledge the work of others is an academic offence and may result in your work incurring a penalty or, in the most serious cases, you being removed from the course for academic dishonesty.

If you are unsure about referencing or plagiarism there are useful resources available in the Study Skills Hub which is accessible from the menu on the left hand side. If you are still experiencing difficulties with academic integrity then you can [contact the Study Skills Team](#) for individualised support.

Please note, a word count penalty applies to this assessment.

If your assessment exceeds the word count limit or range by more than 10% then your awarded grade will be reduced by 10% grade points. For more information please see your [student handbook](#).

Not meeting the word count

There is no grade reduction applied if your assignment does not meet the word count range or limit, but to maximise your opportunity to achieve the highest grade possible, you should aim to meet the word count or range as closely as possible.



Unit 11 – looking forward to Unit 12 summative: e-portfolio content: Personal Skills Matrix:

- **The matrix: Is an Excel spreadsheet to fill in, [see the hyper link]**
- **Action plan template: Is a ‘Word’ document, that questions how you will bench mark your future development [see hyper link]**
- **SWOT: Is a ‘Word’ document that will assist in completing the above documents [see hyper link]**

Unit 12 – e-portfolio:

Topic: Unit 12 | Research Metho

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Project manager controls changes through a change control process. The management of risk and change is important to ensure that project quality is maintained and to minimise impact on project cost and planned time frames whilst taking advantage of opportunities which may be identified during the process also.

Project management and risk management, as it applies to the individual capstone project, will be covered during the Project module.

In this unit we shall:

- Define and explain the concept of project management.
- Introduce you to the concept of project life cycles and project methodologies.
- Explore how projects can be impacted by risk and uncertainty.
- Learn about the relationship between risks, assumptions and constraints and the threats and opportunities which risks can pose.
- Learn how to develop a risk management plan and change management process for projects.

On completion of this unit you will be able to:

- Define and explain the concept of project management.
- Demonstrate an appreciation of project life cycles and methodologies.
- Appreciate some of the technologies/software needed to support remote collaboration.
- Understand and explain how projects can be impacted by risk and uncertainty.
- Prepare a risk management plan.
- Appreciate how to control risk and manage project change effectively.

Reading | 4 hrs

Unit 12 Reading

Formative Activities | 1 hrs

Complete the self test below.

Mark as done

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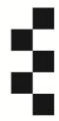
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E-portfolio: Presentation of e-portfolio

- Your content must be organised
- **It must be logical to follow**
- **Example: Tabs/headers to state the module assignment name, and formative excerpts that are being discussed/applied to the content of each section you require the tutor to access**
- **Needs to be very clear what is happening where: tutors cannot be held accountable for a poorly organised portfolio where content maybe missed because the e-portfolio is not structured adequately. Time planning is needed**



E-portfolio: Presentation of e-portfolio

- **Ensure the e-portfolio link/upload is accessible**
- **Please do not password protect your digital document**
- **Test your uploads/links to make sure they do work**



References: Unit 11:

Essential Reading

Weber, K. (2018) Employer perceptions of an engineering student's electronic portfolio. *International Journal of ePortfolio* 8(1): 57–71.

Händel, M., Wimmer, B. & Ziegler, A. (2018) E-portfolio use and its effects on exam performance – a field study. *Studies in Higher Education* 45(2): 258–270.

Miller, R. & Morgaine, W. (2009) *The Benefits of E-portfolios for Students and Faculty in Their Own Words*. Peer Review 11(1): 8-12.

Ring, G., Waugaman, C. & Brackett, B. (2017) The Value of Career ePortfolios on Job Applicant Performance: Using Data to Determine Effectiveness. *International Journal of ePortfolio* 7(2): 225-236.

Winchell, Z. (2018) *E-Portfolios and Their Uses in Higher Education*.

Androit, N. (2018). *The 6 benefits of ePortfolios and How to Create Them*. UoEO. [Short Guide to Reflective Writing.](#)

Quast, L. (2013) *How to conduct a personal SWOT Analysis*.

Additional Reading

Jisc (2019) *Digital storytelling for the future*.

Jisc (2019) *Building digital and employability capabilities into the curriculum*.

Jisc (2012) *Stories of e-Portfolio Implementation* - Thanet College, Kent.



References: Unit 12:

Essential Reading

Maylor, H. (2010) *Project Management*. 4th Ed. Pearson Prentice Hall.

- Chapters 1, 3 and 10.

Mircea, E. (2019) Project Management using Agile Frameworks. *Economy Informatics* 19(1): 34-44.

Marichetty, K. (2017) *The Use of Effective Risk Management in Cloud Computing Projects*. Thesis. Harrisburg University of Science and Technology.

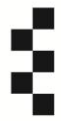
Free Management Library (n.d.). *All About Project Management*.

CAST (n.d.) *Risk Management in Software Development and Software Engineering Projects*.

Additional Reading

Chapman, R. (2019) Exploring the Value of Risk Management for Projects: Improving Capability Through the Deployment of a Maturity Model. *IEEE Engineering Management Review* 47(1): 126-143.

Successful projects (n.d.). *Project Management Methodologies*.



Questions?

