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Research Methods and Professional Practice: Seminar: 5

Karen Outram

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Seminar 5:

WELCOME!!

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

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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]

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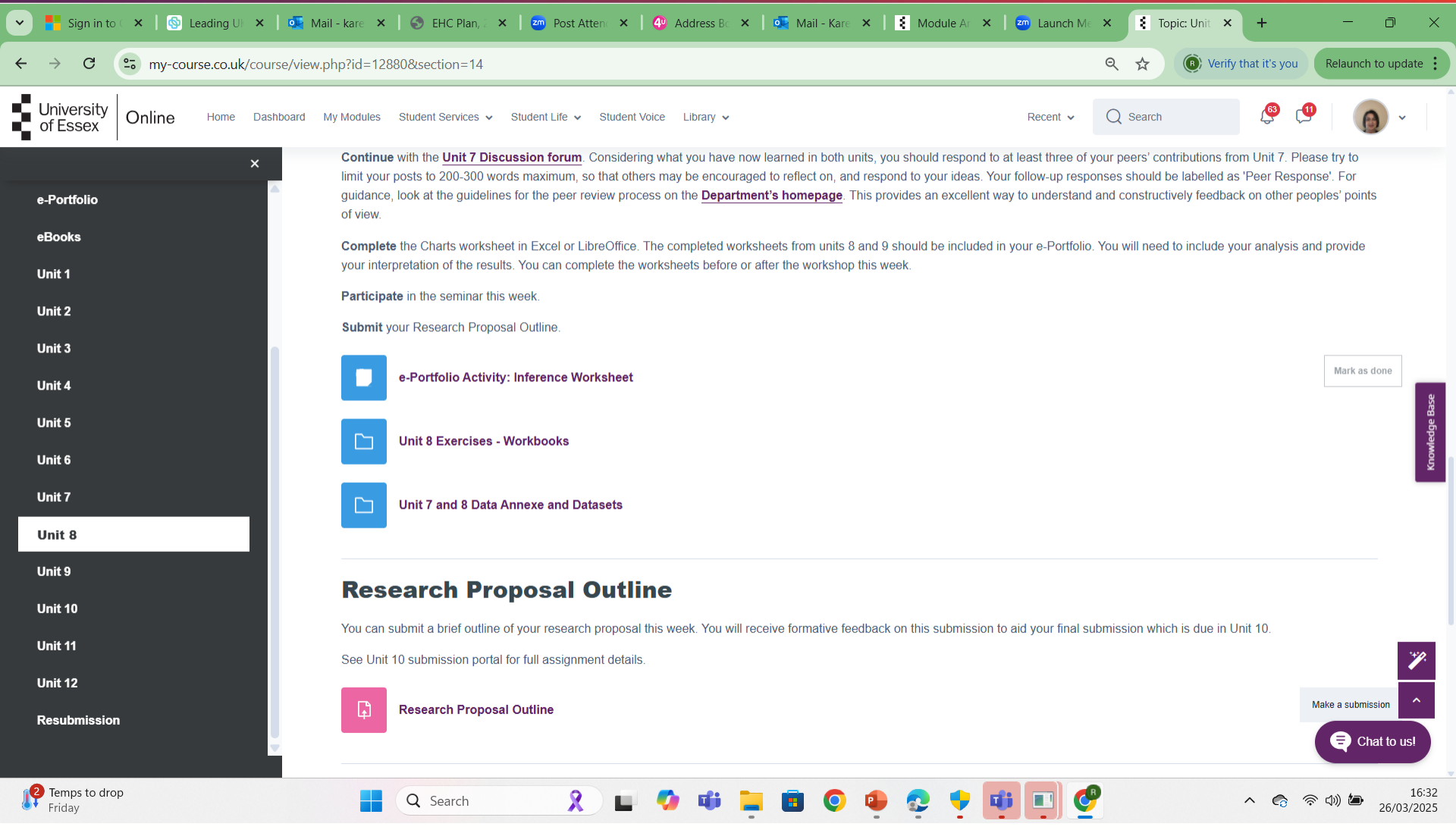
Seminar 5 formative : Unit 8: Recap: Inferencing notes and hypothesis worksheets



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].

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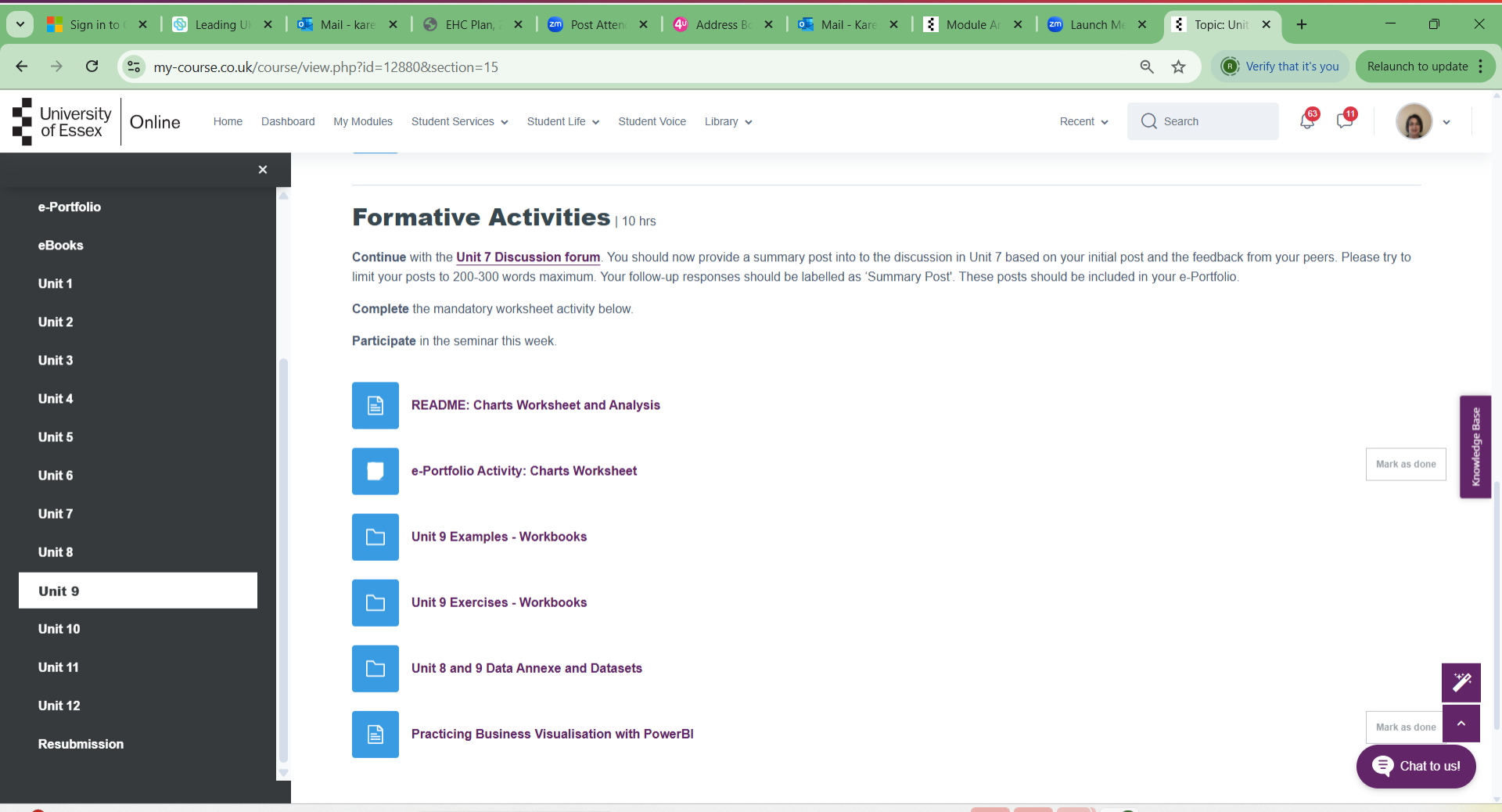
Seminar 5 formative : Unit 9: Recap: We also referred to Unit 9 – Bar charts exercises:



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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].

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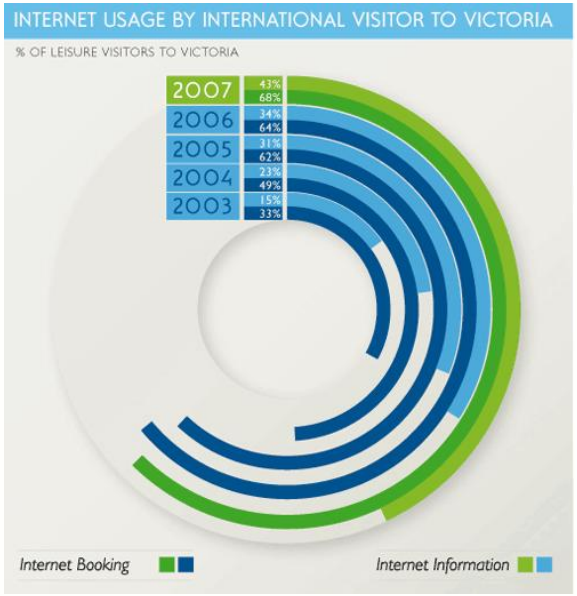
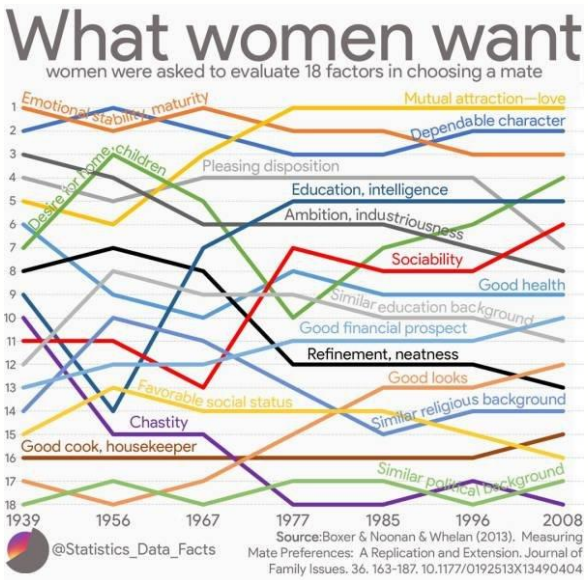
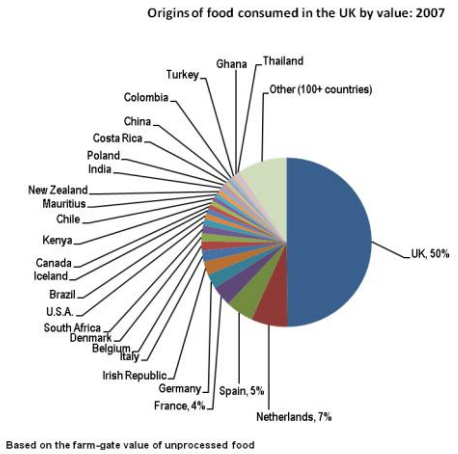
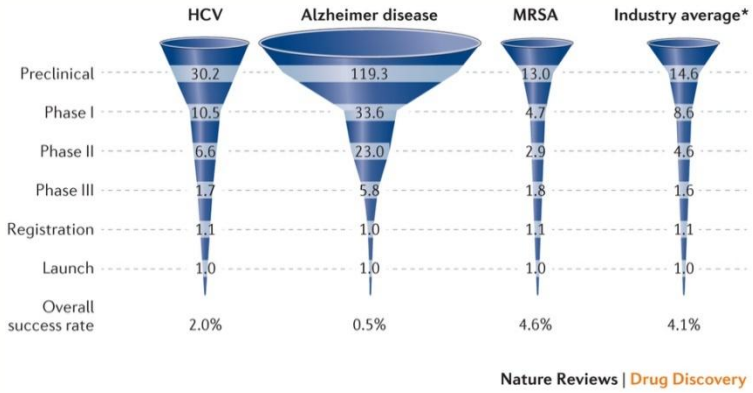
Unit 9: Examples of Bar Charts:









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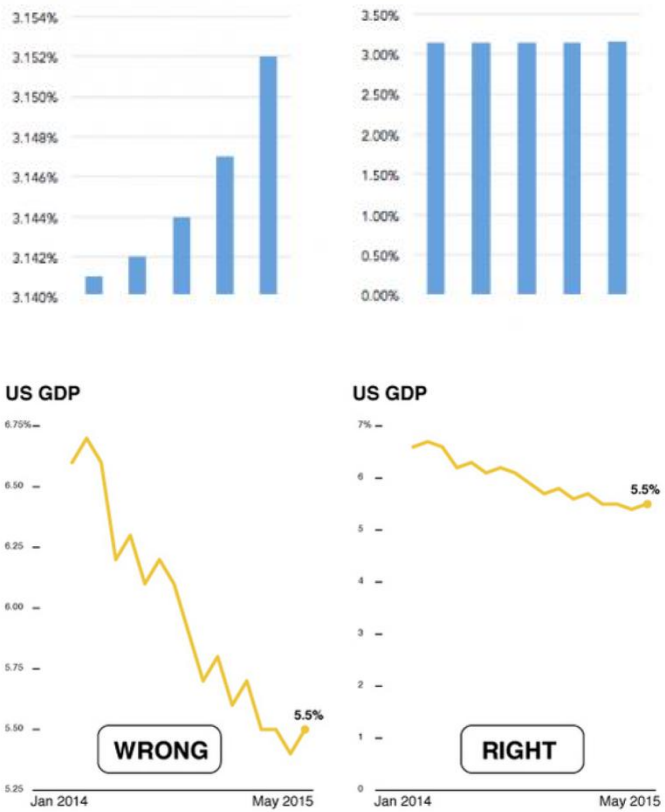
Unit 9: Examples of Bar Charts:



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

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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

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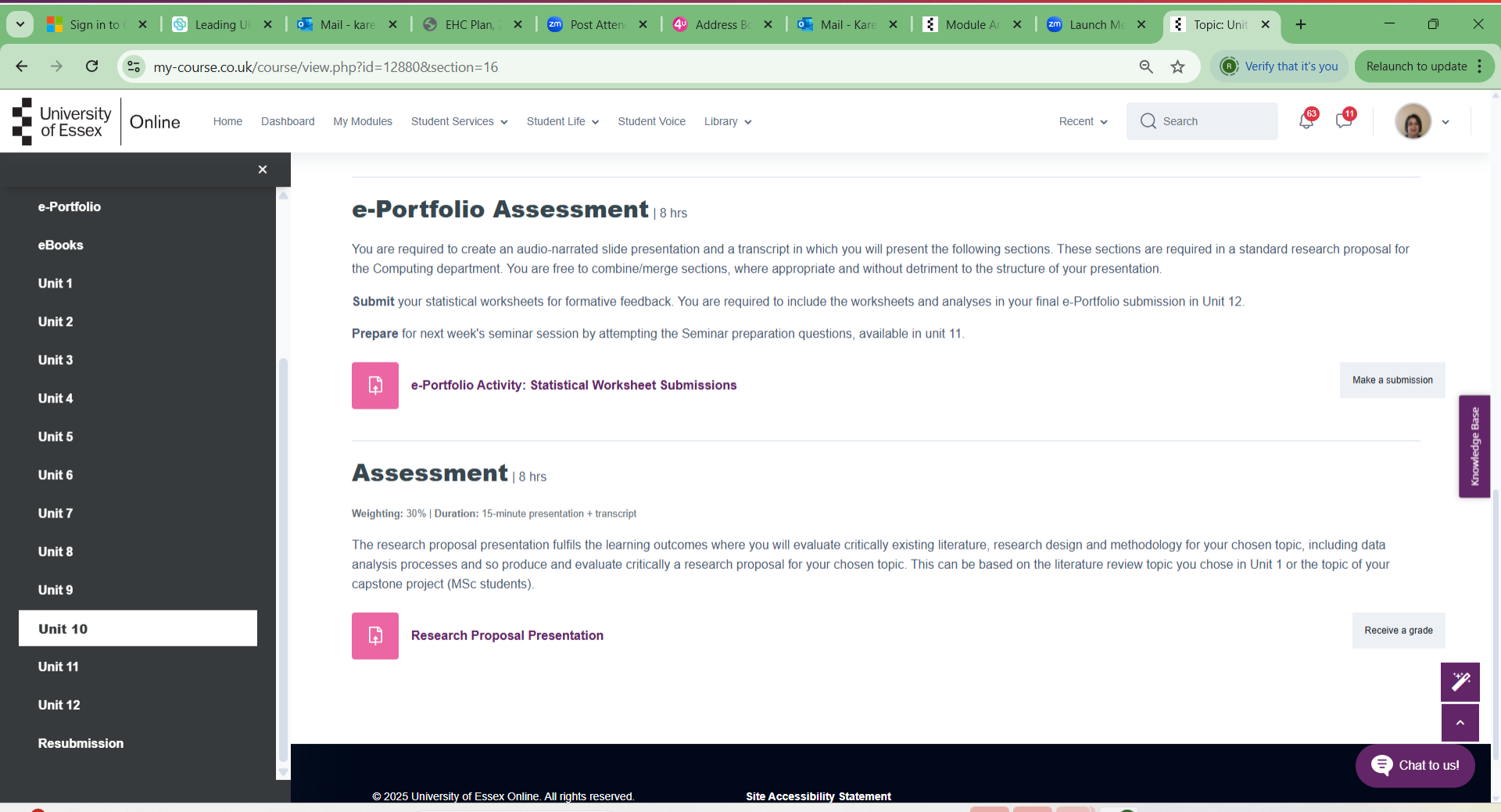
Seminar 5 formative : Units 8 & 9: Recap: Feedback:



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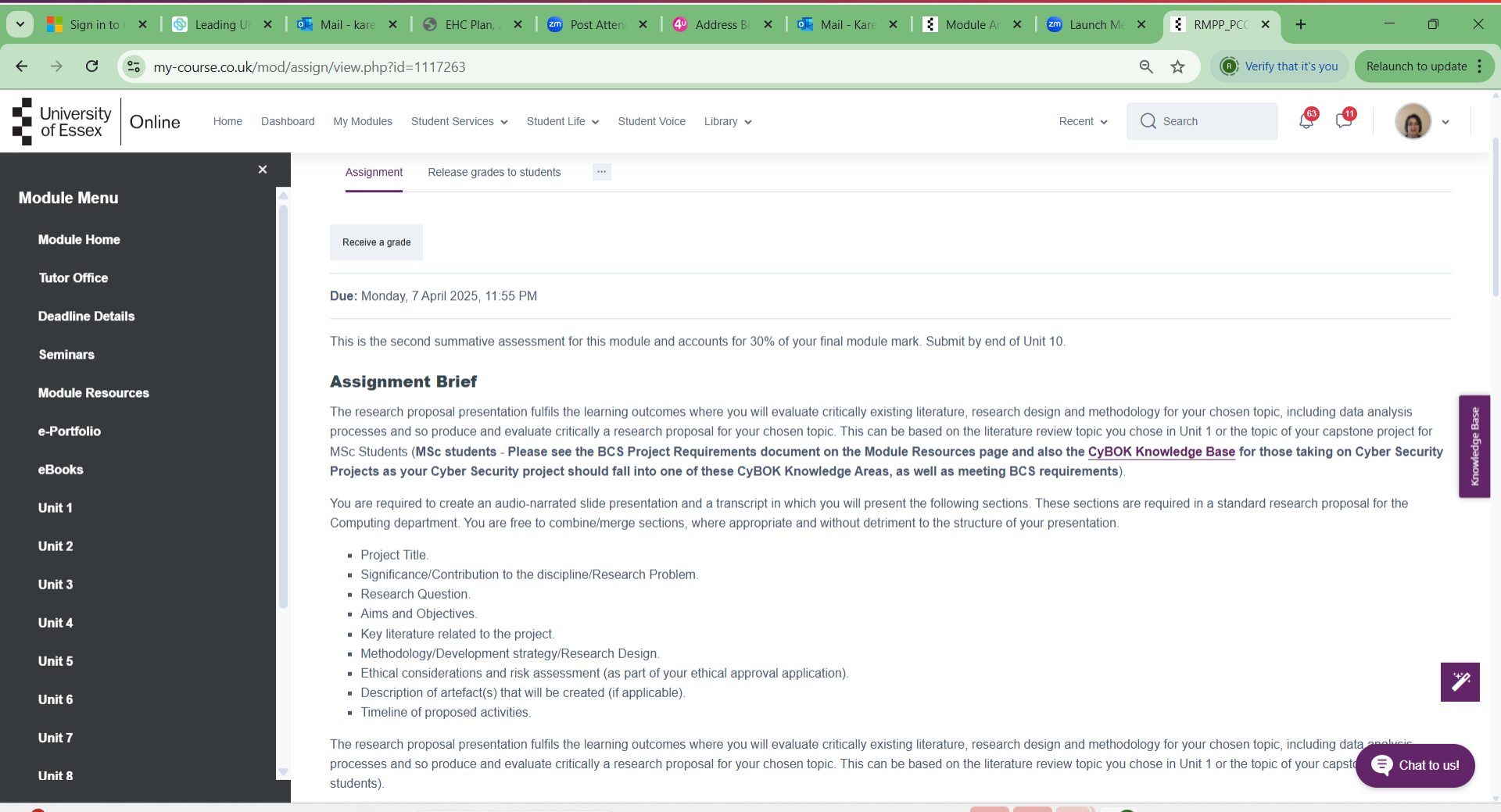
Seminar 5 formative : Units 8 & 9: Recap: Feedback:



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.

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Recap up to unit 6:

Course: Research Methods and P

my-course.co.uk/course/view.php?id=9462&section=5

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RMPP_PCOM7E January 2023

- Participants
- Grades
- Module Home
- Tutor Office
- Deadline Details
- Seminars
- Module Resources
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- eBooks
- Unit 1
- Unit 2
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- Unit 4
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9

		• Critical Reflection
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.	**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

Knowledge Base

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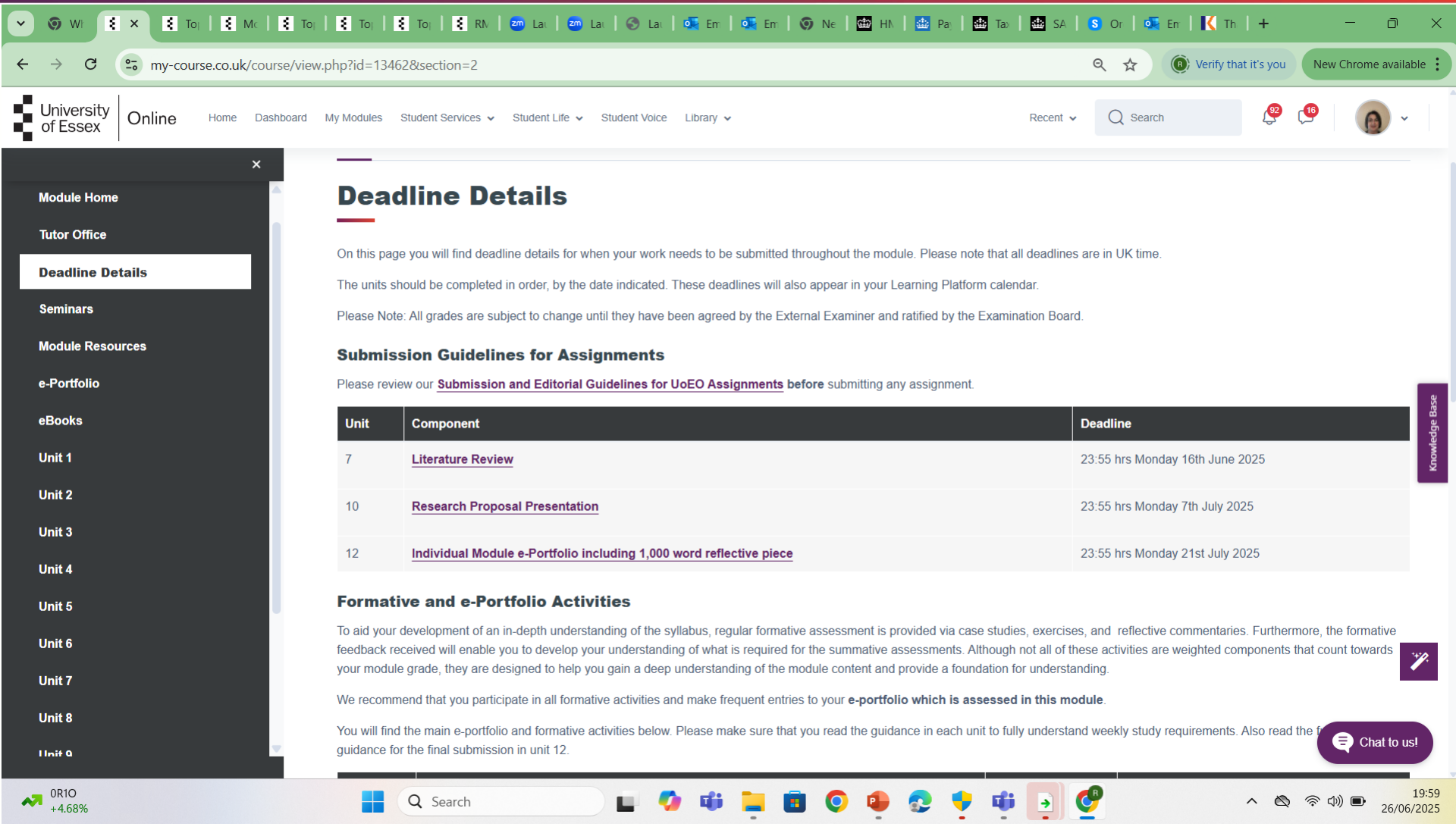
Looking forward to the remaining summative hand in dates:



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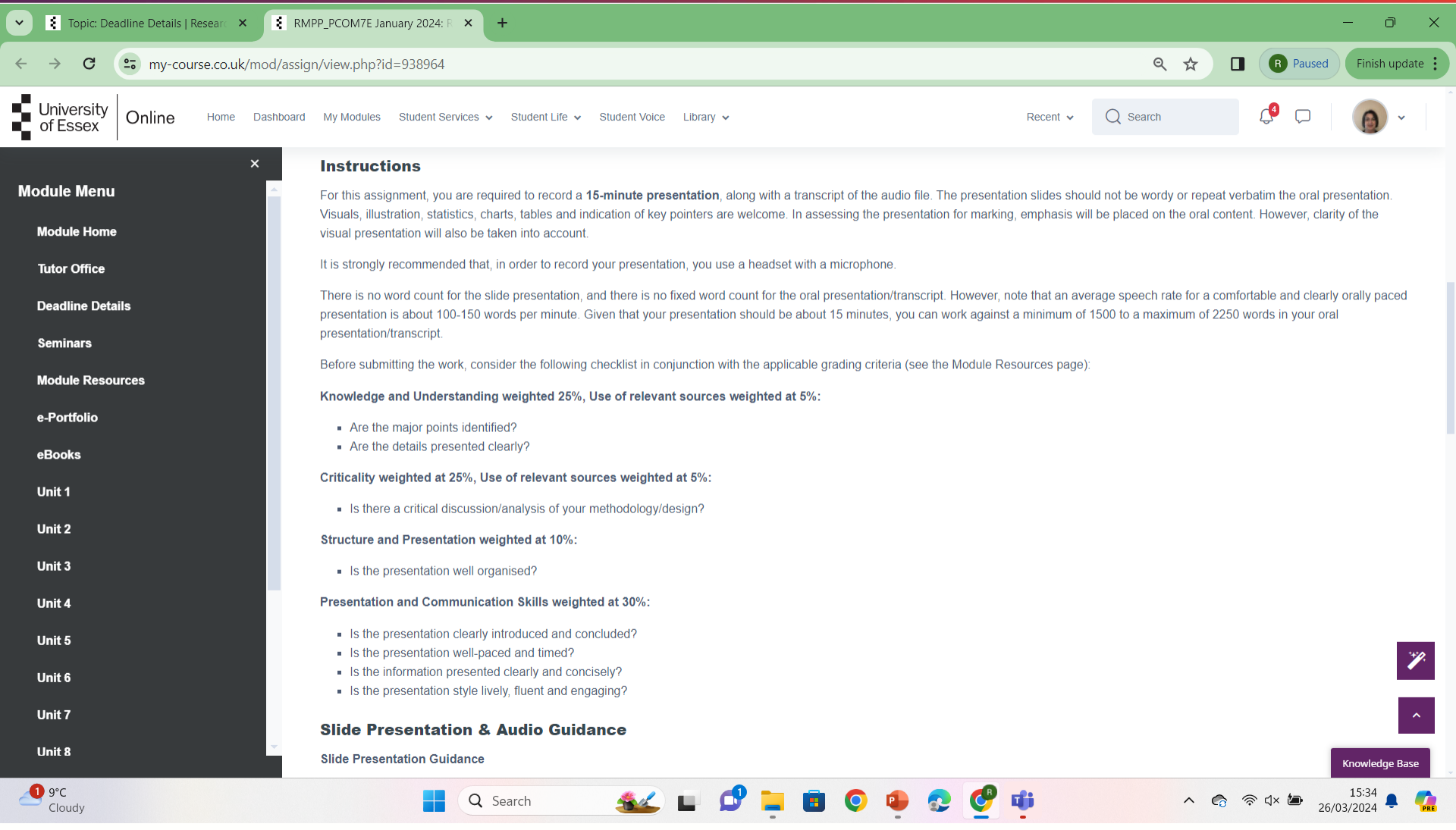
Looking forward to the Research methods and presentation summative 10:



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What makes a good presentation?

PLANNING

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**

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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

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].

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

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.

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References: Unit 9:

Essential Reading

Berenson, L., Levine, D. & Szabat, K. (2015) *Basic Business Statistics: Concepts and Application*s. 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.

•Chapte 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. & Buchanon 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 Quide to Qualitative and Quantitative Data Analysis* Methods. Humans of Data.

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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.

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Questions?