



University of Essex

Online

Research Methods and Professional Practice:

Seminar: 4

Karen Outram



Recap up to unit 6:

- **By now all formatives that need to be completed and embedded in your e-portfolio up to unit 6 should have been added to your e-portfolio, [with tutor feedback added where relevant]**
- **I have recapped over the past three seminars what needs to be in your e-portfolio up to week 6, but it is also each students responsibility to keep on top of this, [and not the tutors]**
- **Where students have engaged in formative I have given feedback**
- **For example: Collaborative formative 1, I gave generic feedback which each student can then add to their e-portfolio**



Recap up to unit 6:

- For the mandatory Literature Review, all students who submitted their Literature Review got specific 1:1 feedback emailed to them
- For Collaborative formative 2, [occurring in units 7,8 and 9], I will also give generic feedback in forums, which can then be added by students to their e-portfolios
- Your first mandatory summative is due the 16th of June – each student will get written/graded feedback for that, [and any other summative]
- As discussed you should be adding any relevant formative excerpts to your e-portfolio as you go along, with tutor feedback as appropriate



Recap up to unit 6:

- **To check what student e-portfolio content requirement is, please check on your online hub in:**
- **e-portfolio [this is an online header in your online menu]:**
- **When you click on ‘e-portfolio’ a page will be revealed, scroll to the bottom, and there will be a shaded section that states: ‘This module’, [see image on next slide after this slide here]**



Recap up to unit 6:

Sign in to Outlook | Leading UK Regis... | Module Announc... | Email - karen out... | Address Book | Sign in to Outlook | Mail - Karen Out... | Topic: e-Portfolio | + | - | X

my-course.co.uk/course/view.php?id=12880§ion=5

Recent | Search | 38 notifications | 11 messages | User icon

University of Essex | Online | Home | Dashboard | My Modules | Student Services | Student Life | Student Voice | Library | Recent | Search | 38 notifications | 11 messages | User icon

Seminars

Module Resources

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

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, 2, and 3).

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. 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

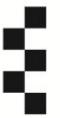
File Explorer window showing Seminar 4 - File Explorer with various files and folders listed.

Chat to us!

4 6°C Light rain

Search

15:00 12/03/2025



Recap up to unit 6:

- Additionally, the e-portfolio full academic requirement is contained in Unit 12:

The screenshot shows a web browser window with multiple tabs open, including 'Sign in to Outlook', 'Leading UK Regi...', 'Module Annou...', 'Email - karen ou...', 'Address Book', 'Sign in to Outlook', 'Mail - Karen Out...', and 'Topic: Unit 12 | R'. The main content area displays the University of Essex Online e-Portfolio. The left sidebar lists units from Unit 1 to Unit 12, with 'Unit 12' currently selected. The main content area includes sections for 'Formative Activity' (30 mins), 'Assessment' (11 hrs), and 'Feedback' (10 mins). Each section contains a brief description and a button to 'Mark as done' or 'Receive a grade'. At the bottom, there are buttons for 'Submit feedback', 'Chat to us!', and a weather widget showing '6°C Light rain'.

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Formative Activity | 30 mins

Complete the self test below

Self Test Quiz

Assessment | 11 hrs

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

Feedback | 10 mins

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!

6°C Light rain

Search

15:01 12/03/2025



Recap up to unit 6:

- To re-iterate as tutors we can guide, but ultimately it is the students responsibility to keep on top of deadlines, complete work in a timely manner and also observe all relevant formative and summative deadlines, and how these impact generally, but on that final e-portfolio specifically...



Seminar 4 formative : Collaborative question: units 7, 8 and 9

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Research Methods and Professional Practice April 2025 A

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 Knowledge Base

Unit 7: Inferential Statistics and Hypothesis Testing

Welcome to Week 7 where we will continue to explore quantitative methods and focus more specifically on inferential statistics and hypothesis testing. In a nutshell, 'The goal of inferential statistics is to discover some property or general pattern about a large group by studying a smaller group of people in the hopes that the results will generalize to the larger group.' (Purdue U, 2023).

The reason is called inference is because as we are making inferences about a population from a sample of data. Inference is the process of extracting meaningful and useful business information from raw data. This process is known as **statistical inference**, because it involves using the data to make valid inferences about the underlying population. As data is inherently variable, all such inferences will necessarily be subject to uncertainty. This uncertainty is quantified using probability.

Instead of estimating some population value of interest that underlies the data, an alternative form of inference is to use the data to provide evidence about whether some assumption of interest regarding that population value is likely to be true. Such a form of inference is known as **hypothesis testing** and is usually preferred to the estimation approach when interest lies in comparing the relevant values underlying two or more different populations.

These are all techniques we can employ to find patterns and meaning from our data.

In this unit we shall:

- Understand inferential statistics.
- Introduce the basic principle of probability.
- Introduce hypothesis testing.

On completion of this unit you will be able to:

- Apply inferential statistics to data analysis.
- Identify the correct probability distributions.

Chat to us!

Rainy days ahead 20°C 16:27 12/06/2025



Looking forward: Unit 7 – CLQ 2 formative:

The reading this week focuses on qualitative research, the data you will collect and issues that may arise when analysing and reporting your findings.

Unit 7

e-Portfolio Assessment | 10 hrs

Compulsory e-Portfolio Component (Hypothesis Testing and Summary Measures Worksheet): Review the additional notes on Inference and then complete the Hypothesis Testing and Summary Measures worksheet in Excel or LibreOffice. The completed worksheets from units 7 and 8 should be included in your e-Portfolio. You will need to provide your interpretation of the results, based on the questions asked and from your analysis of the data. You can complete the worksheets before or after this week's workshop.

Prepare for next week's seminar session by attempting the worksheets on hypothesis testing and summary measures, available in Unit 8.

Remember to record your results, ideas and feedback in your e-Portfolio. If you have not already done so, you should share a link to your e-Portfolio in the [forum](#) provided in unit 1 for formative feedback.

e-Portfolio Activity: Hypothesis Testing Worksheet

Collaborative Learning Discussion 2

e-Portfolio Activity: Summary Measures Worksheet

Unit 7 Examples - Workbooks

Unit 7 Seminar 1 hr

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Knowledge Base



Deadline details: Unit 7 – Summative Literature Review submission:

What's New | zm Launch | zm Launch | New Task | Email | Outlook | Email | Outlook | Email | Topic: | Topic: | New Task | +

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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

Module Participants Grades Reports

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 full e-Portfolio

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4 20°C Cloudy 16:28 12/06/2025



Deadline details: Unit 7 – Requirement:

my-course.co.uk/mod/assign/view.php?id=1182055

Assignment Release grades to students ...

Receive a grade

Due: Monday, 16 June 2025, 11:55 PM

This is the first summative assessment for this module and accounts for 30% of your final module mark. Submit by end of Unit 7. Word count is 2,000 words.

Assignment Brief

The literature review fulfils the learning outcomes where you will critically evaluate existing literature, research design and methodology for your chosen topic and so produce a literature review on this topic.

You will have selected the topic for this task from the list provided in Unit 1. You should refer to the Guide Questions provided in Unit 2 to evaluate and refine your literature review before submission, bearing in mind the key aims of a standalone literature review (with the applicable grading criterion highlighted from the grid on the Module Resources page).

- To provide an overview of current knowledge on the chosen topic. (**Knowledge and Understanding weighted at 30%**)
- To demonstrate an awareness of relevant, current literature. (**Use of Relevant sources weighted at 20%**)
- To highlight similar and contrasting views on your chosen topic. (**Criticality weighted at 30%**)
- To showcase your research and writing skills. (**Structure and Presentation weighted at 10%, Academic Integrity weighted at 10%**)

Learning Outcomes

- 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.

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Search

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Deadline details: Unit 7 – Requirement:

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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.

Submission Instructions

- Submit your saved document below before the end of Unit 7.
- After the deadline, the submission page will be locked.
- Use Harvard referencing throughout.

4 Heavy rain Tomorrow

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16:30 12/06/2025



Seminar 4 formative : Collaborative question: units 7, 8 and 9

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Research Methods and Professional Practice April 2025 A

Unit 8: Data Analysis and Visualisation

Welcome to Week 8 where you will shift your focus from the methods (covered in units 4 to 7) to the unit of analysis, your data. In this unit, we will look specifically at the various ways you can handle and make sense of them. We have seen in Unit 6 how descriptive statistics can coherently represent quantitative data. Things are less straightforward with qualitative data.

By its very nature, qualitative data is open to different interpretations. So, it is harder for the researcher to remain unbiased. If this is the type of data you will obtain from your research, you will need to keep this in mind when presenting your results.

Qualitative data analysis works a little differently from quantitative data, primarily as qualitative data is made up of observations, images, and words. It is almost impossible to derive absolute meaning from such data. Hence, the reason it is used mostly for exploratory research. Another key difference between quantitative and qualitative data is in the analysis; analysis for qualitative research often begins as soon as the data is available whereas there is a clear distinction between data preparation and data analysis stages in quantitative research.

In order to analyse qualitative data, such as responses from an unstructured qualitative interview, there is a need to code the responses. Coding here refers to the categorisation of data. BRM (2021) goes through types of qualitative data coding. Software is often used to ensure efficient coding and analysis, and sometimes involves cleaning the data.

Another important topic is the presentation of data – visualisation. In a time where Business Intelligence is on the rise, dashboards are used by all the companies to turn data into actionable insights, often with the help of sophisticated platform and assistive AI.

As suggested by Microsoft in 2023:



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16:30 12/06/2025



Seminar 4 formative : Collaborative question: units 7, 8 and 9

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e-Portfolio Assessment | 14 hrs

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.

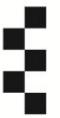
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16:33 12/06/2025



Unit 8: Inference notes [guidelines regarding working out statistics]

AutoSave Off | Unit 8 Inference notes - Compatibility Mode • Saved to this PC | Search (Alt+Q) | karen outram KO |

File Home Insert Draw Design Layout References Mailings Review View Help Foxit PDF

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Unit 8 Inference

Step 1 State the Hypotheses

We begin by stating the value of a population mean that we are claiming in a null hypothesis. So, we may hypothesise that children watch TV for 3 hours per day. So it would be that the population mean is 3 hours per day.

This is the starting point – similar to the proposition of innocence in a court room.

When a defendant is on trial, the jury starts by assuming that the defendant is innocent. The basis of the decision is to determine whether this is likely based on the evidence produced. Similarly in hypothesis testing, we start by assuming the null hypothesis is true unless we have enough evidence to dispute that.

Definition: Null hypothesis (H_0)

The null hypothesis is a statement about a population parameter, such as the population mean, that is assumed to be true.

The alternative hypothesis is what we think it might be. We have a choice of three alternatives. For the children we might think the number of hours is more than 3, or less than 3 or just not 3.

Definition: Alternative Hypothesis (H_1)

An alternative hypothesis is a statement that contradicts the null hypothesis by stating that the actual value of a population parameter is less than, greater than or not equal to the value stated in the null hypothesis.

Step 2: Set the Criteria for the Decision

Page 1 of 7 1503 words Accessibility: Investigate Focus 14:34 21/04/2022



Unit 8: Inference notes [guidelines regarding working out statistics]

The screenshot shows a Microsoft Word document titled "Unit 8 Inference notes - Compatibility Mode". The ribbon menu is visible at the top, with "Home" selected. The main content area contains several sections of text and a callout box. The footer includes standard Microsoft Word navigation and status information.



Unit 8:

my-course.co.uk/mod/book/view.php?id=1181969&chapterid=19324

Search Recent

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.

Previous Next

Unit 8 Seminar

Title: Workshop on Presenting Results

Ensure you work through the Charts Worksheet Examples before attending the session. If you have any questions, we will discuss them in during the session.

Also in this seminar, we will be considering how data and results are presented. Often results are presented in such ways that can mask the true meaning or give more emphasis to something than it deserves.

We will be looking at graphical representations and headlines.

We will attempt to cautiously review results and apply critical thinking to analyses.

Previous Next

Chat to us!

Knowledge Base

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

Recent

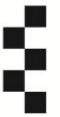
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Rainy days ahead 20°C

16:32 12/06/2025



Unit 8: formative notes:

- 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 following slide].



Looking forward to unit 9 formative:

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Research Methods and Professional Practice April 2025 A

Module Participants Grades Reports

Unit 9: Validity and Generalisability in Research

Welcome to Week 9 where you will be looking at validity, generalisability and reliability. These are three important dimensions within research as they affect any conclusions you can make after your data collection and analysis. All these need to be considered before you collect any data.

You will then look at the differences in qualitative data and quantitative data and what you can do with it: how to analyse your data and how to present your results should be considered before you collect any data. Note that quantitative data leads us into descriptive and inferential statistics. Before this, however, there are processes of data cleansing and validation that need to be considered.

While related, reliability and validity are two distinct concepts. Reliability refers to the consistency of the measurement process. Validity, on the other hand, focuses on whether the measurement has the correct target, and it is a far broader, and complex, concept. Of course, a measurement process needs to be reliable before its validity can be even assessed.

The lecturecast of this unit will discuss these important points.

In this unit we shall:

- Introduce the concepts of validity, generalisability and reliability and how they impact on your research design.
- Consider the differences between qualitative and quantitative data and how to analyse and present your results.

On completion of this unit you will be able to:

- Understand how the concepts of validity, generalisability and reliability affect your investigation and the design of your research method.
- Consider how to analyse and present the results you obtain from your investigation and how they will enable you to answer your research question.

Chat to us!

Rainy days ahead 20°C

16:32 12/06/2025



Looking forward to unit 9 formative:

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Verify that it's you

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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.

[Mark as done](#)

[Knowledge Base](#)

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

[Mark as done](#)

[Edit](#)

[Chat to us!](#)

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16:33 12/06/2025



Research proposal formative

- Which will be submitted to me your tutor online, [as discussed through previous slides in this seminar]
- It is very important everyone submits this for feedback – again these formative exercises should be added to your e-portfolio showing tutor feedback.
- Remember the proposal outline has to be submitted by the 16th June by 23.55 hrs [UK] time for you to get feedback on the proposal ahead of your summative submission. I can't accept e mailed proposal submissions after this date.



Seminar 5:

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Recent Search

75 16

Knowledge Base

Tutor Office

Deadline Details

Seminars Module Participants Grades Reports

Seminars

Below is the schedule for your live seminar sessions with your tutor.

Attendance is optional, however, you will benefit from attending these sessions as it's a good opportunity to speak to your tutor and fellow students directly. These seminars have activities that should attempt prior to each seminar.

Unit	Seminar Title	Date and Time
1.	<u>Introduction</u>	Friday 2nd May 2025 (11:30 BST)
3.	<u>Peer Review Activity</u>	Friday 16th May 2025 (11:30 BST)
4.	<u>Case Study on Privacy</u>	Friday 30th May 2025 (11:30 BST)
7.	<u>Inferential Statistics Workshop</u>	Friday 13th June 2025 (11:30 BST)
8.	<u>Workshop on Presenting Results</u>	Friday 27th June 2025 (11:30 BST)
11.	<u>e-Portfolio Preparation</u>	Friday 11th July 2025 (11:30 BST)

Click here to access the meeting

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16:35 12/06/2025



Looking forward to Unit 10 - Research Proposal presentation:

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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

Assignment Brief

Due: Monday, 7 July 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.

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 (MSc students).

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. 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, the visual presentation will also be taken into account.

Chat to us!

High pollen Tomorrow

Search

16:36 12/06/2025



E-portfolio activity :

Screenshot of a web browser showing the University of Essex Online platform. The URL in the address bar is my-course.co.uk/course/view.php?id=13462§ion=2.

The page displays a table of e-portfolio activities across various units:

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)

The sidebar on the left lists various module components: 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, and Unit 9. A Knowledge Base icon is also present.

The bottom of the screen shows the Windows taskbar with icons for File Explorer, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft OneNote, Microsoft Edge, Google Chrome, Microsoft Teams, and Google Sheets. The system tray shows a weather icon (20°C Cloudy), a search bar, and system status icons.



Recap on unit 7,8 and 9 for formative:

Units 8&9:

- Completion of formative tasks
- Collaborative Learning Discussion 2
- **This formative discussion will last for 3 weeks.**
- Week 7: initial post.
- Week 8: at least 3 peer responses.
- Week 9: and then a summary response.



Units 8&9: To be uploaded in Unit 10 for tutor feedback:

my-course.co.uk/mod/assign/view.php?id=1182083

Assignment

Make a submission

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

You can submit your analyses from Units 8 and 9 for **formative feedback if you wish.**

You must, however, submit both analyses and associated documentation as part of the final e-Portfolio submission in Unit 12. Failure to include the completed analyses in your final e-Portfolio will have severe implications on your grade for this assessment, and in turn, your final module grade.

[View all submissions](#) [Grade](#)

Grading summary

Hidden from students	No
Participants	22
Submitted	0
Needs grading	0
Time remaining	25 days 7 hours

Knowledge Base

Chat to us!

Google Chrome

6 20°C Cloudy

16:38 12/06/2025



References: Unit 7:

Essential Reading

Kaplan, B. & Maxwell, J.A. (2005) Qualitative Research Methods for Evaluating Computer Information Systems. In: Anderson J.G. & Aydin C.E. (Eds) *Evaluating the Organizational Impact of Healthcare Information Systems. Health Informatics*. New York, NY: Springer.

Backman, R. (2012) *Confounding Variables*.



References: Unit 8:

The reading this week focuses on understanding the various aspects of inferential statistics.

Essential Reading

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

- Chapter 1 Section 1.2 p 44-45.
- Chapter 3 Section 3.1 130-135.
- Chapter 3 Section 3.2 p 135-144.
- Chapter 3 Section 3.3 p 148-153.
- Chapter 3 Section 3.4 p 155-157.
- Chapter 3 Section 3.6 p 165-166.
- Chapter 9 Section 9.1 p 336-348.
- Chapter 9 Section 9.2 p 348-353.
- Chapter 9 Section 9.3 p 356-359.
- Chapter 9 Section 9.5 p 364-365.
- Chapter 10 Section 10.1 p 375-384.
- Chapter 10 Section 10.2 p 387-394.
- Chapter 18 Section 18.1 p 735-739.
- Chapter 1 Section 1.1 p 42-43.



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.

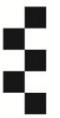
Learning for Action (n.d.). Analyzing Qualitative Data.

Additional Reading

Schneider, C. (2018) Making the case: A Qualitative Approach to Studying Social Media Documents in: Bryman, A. & 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.



Questions?

