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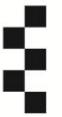
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# **Research Methods and Professional Practice:**

## **Seminar: 1**

## **Karen Outram**



## Module Overview:

- Tutor support
- Contacting your tutor
- [Monday – Friday: 24hrs & over the weekend 48hrs]
- How the module will work:

Seminar times

Summative deadlines

Unit reading

- Formative activities
- Assessment



## Unit 1& 2: Overview:

- Today we will be looking at:
- Unit 1: Scientific Investigation and Ethics
- Unit 2: Research questions, the Literature Review and the Research Proposal



## Unit 1& 2: Overview:

This is a much more structured module than some other modules that you may have encountered taking this qualification.

This is because this module focuses on academic research and is More linear and relies on your sole personal contributions to the Unit outcomes to form your grade. There are no team summative for example, and whilst there are collaborative forum discussions on the Student hub that contribute to your e portfolio, this work relies on Individual contribution and not being put together in teams. There will be Q&A at the end of each seminar, but the seminars themselves are tutor led due to the depth, breadth and level information that needs to be examined for a research module of this nature. This module prepares you for writing/engaging with your dissertation.

## **Tutor Office:**

This screenshot shows a web browser window for a University of Essex module page. The URL in the address bar is [my-course.co.uk/course/view.php?id=13462&section=1](https://my-course.co.uk/course/view.php?id=13462&section=1). The page title is "Research Methods and Professional Practice April 2025 A". The left sidebar contains a "Module Menu" with links to "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", and "Unit 8". The "Tutor Office" link is currently selected and highlighted in white. The main content area features a large image of Karen Outram, identified as the Associate Tutor for Education. Below her photo, there is contact information: Email ([karen.outram@kaplan.com](mailto:karen.outram@kaplan.com)) and Office hours (Friday 09:15-11:15). There is also a "Biography" section. At the bottom of the page, there is a "Contact Zoom room" button and a "Chat to us!" button. The browser interface includes a top navigation bar with various tabs like Top, Mail, KTA, Gra, Rob, Cre, Cha, Hor, Aut, Emr, Emr, Aca, Exp, RM, and a search bar. The status bar at the bottom shows the date (01/05/2025), time (19:41), and weather (20°C Sunny).



## Seminars:

Top x | Mail x | KTA x | Gra x | Rob x | Cre x | Cha x | Hor x | Aut x | Em x | Em x | Aca x | Exp x | RM x | +

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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

Unit 10

Knowledge Base

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.	<a href="#">Introduction</a>	Friday 2nd May 2025 (11:30 BST)
3.	<a href="#">Peer Review Activity</a>	Friday 16th May 2025 (11:30 BST)
4.	<a href="#">Case Study on Privacy</a>	Friday 30th May 2025 (11:30 BST)
7.	<a href="#">Inferential Statistics Workshop</a>	Friday 13th June 2025 (11:30 BST)
8.	<a href="#">Workshop on Presenting Results</a>	Friday 27th June 2025 (11:30 BST)
11.	<a href="#">e-Portfolio Preparation</a>	Friday 11th July 2025 (11:30 BST)

Click here to access the meeting

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19:42 01/05/2025



## Deadline details:

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**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	<a href="#">Literature Review</a>	23:55 hrs Monday 16th June 2025
10	<a href="#">Research Proposal Presentation</a>	23:55 hrs Monday 7th July 2025
12	<a href="#">Individual Module e-Portfolio including 1,000 word reflective piece</a>	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 guidelines.

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# How the summative breaks down:

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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

Each percentage mark has an equivalent grade as shown in the following table:

70% +	60 - 69%	50 - 59%	0 - 49%
Distinction	Merit	Pass	Fail

Any grade over 50% is a pass, and any grade under 50% is a fail. Should you fail to submit a particular piece of work or achieve a grade of less than 50%, you will be given the opportunity of resubmitting it, but a maximum grade of 50% will be awarded for your resubmission.

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

The module is assessed entirely by coursework. See below table for an outline of the assessment regime. Click the assessment title for the full grading criteria:

Assessment	Length/duration	Submission	Weighting
<a href="#">Literature Review</a>	2,000 words	By end of Unit 7	30%
<a href="#">Research Proposal Presentation</a>	15 Minute presentation and transcript	By end of Unit 10	30%
<a href="#">End of Module Assignment: e-Portfolio</a>	2,500 words equivalent including 1,000 word reflective piece	By end of Unit 12	40%

**Resubmission**

Under the [Postgraduate Rules of Assessment](#) if you are required to undertake resubmission a result of failing this module with a grade of between 0% and 49%, you will be asked to submit a new piece of assessment for any component where you have achieved a grade of 49% or below. In the case of assessments which cannot be easily replicated in their original form, such as Discussion Forums or Presentations, an alternative written assessment will be set for resubmission purposes.

Resubmissions must be substantially different to any previous submission and we would advise students to approach resubmission as a new piece of work, rather than editing and improving a previous submission.

If you are required to undertake resubmission you will be formally notified following a Board of Examiners.

Last modified: Wednesday 23 August 2023, 11:30 AM

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## Literature Review Grading Grid:

RMPP\_PCOM7E June 2023: Gradi PG Grading Criteria - Standard W my-course.co.uk/pluginfile.php/971175/mod\_page/content/31/PG%20Grading%20Criteria%20-%20Standard%20Written%20Report%20or%20Essay.pdf

PG Grading Criteria - Standard Written Report or Essay.pdf

Online

Post Graduate Grading Criteria for Standard Written Reports or Essays

Criteria	100-90% (Exceptional-Distinction)	89-80% (Outstanding-Distinction)	79-70% (Excellent-Distinction)	69-60% (Merit)	59-50% (Pass)	49-40% (Marginal Fail)	39-30% (Fail)	29-20% (Fail)	19-0% (Fail)
<b>Knowledge and understanding of the topic/ issues under consideration (30%)</b>	An exceptional and systematic demonstration of knowledge and understanding, which displays originality and presents some challenges to the boundaries of academic schools of thought.	An outstanding demonstration of knowledge and understanding, displaying originality and an advanced understanding of the topic relevant to the work.	An excellent demonstration of knowledge and understanding, displaying some originality and in-depth understanding in all key areas of knowledge relevant to the work.	A very good demonstration of knowledge and understanding, displaying in-depth understanding in all key areas of knowledge relevant to the work.	A satisfactory demonstration of knowledge and understanding, displaying the required understanding in all key areas of knowledge relevant to the work.	A weak demonstration of knowledge and understanding, displaying limited understanding of some key areas of knowledge relevant to the work.	An unsatisfactory demonstration of knowledge and understanding, displaying very limited understanding of some key areas of knowledge relevant to the work.	A poor demonstration of knowledge and understanding, displaying very limited understanding across a substantial proportion of key areas of knowledge applicable to the work.	A very poor demonstration of knowledge and understanding, displaying no familiarity with the course material or work and irrelevant to the key areas of knowledge applicable to the work.
<b>Criticality (30%)</b>	An exceptional and comprehensive demonstration of independent critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	An outstanding demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	An excellent demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	A very good demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	A satisfactory demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	A weak demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	An unsatisfactory demonstration of critical analysis, thought and/or reflection, with regards to linking theory and practice where appropriate.	A poor demonstration of critical analysis, thought and/or reflection, with no attempt to link theory and practice where appropriate.	A very poor demonstration of critical analysis, thought and/or reflection, with no attempt to link theory and practice where appropriate.
<b>Use of relevant sources (20%)</b>	Exceptional evidence of extensive reading/ use of source material (primary sources/ current research at the forefront of the field/ professional practice under consideration), accurately and convincingly in support of their work.	Outstanding evidence of extensive reading/ use of source material (primary sources/ current research), accurately in support of their work.	Excellent evidence of extensive reading/ use of source material (primary sources/ current research), accurately in support of their work.	Very good evidence of a wide range of reading/ use of source material (primary sources/ current research), adequately used, but with errors, omissions or questionable interpretations, in support of their work.	Satisfactory evidence of familiar or module reading / use of source material (primary sources/ current research), adequately used, but with errors, omissions or questionable interpretations, in support of their work.	Weak evidence of familiar or module reading / use of source material (mainly unreliable/ dated research), with major errors, omissions or misconceptions, in support of their work.	Unsatisfactory evidence of familiar or module reading / use of source material (mainly unreliable/ dated research), with major errors, omissions or misconceptions, in support of their work.	Poor evidence of reading/ use of source material, with very little evidence of reading and views presented are unsupported.	Very poor or no evidence of reading/ use of source material in support of their work and views are unsupported.



## Literature Review Grading Grid:

Criteria	100-90% (Exceptional-Distinction)	89-80% (Outstanding-Distinction)	79-70% (Excellent-Distinction)	69-60% (Merit)	59-50% (Pass)	49-40% (Marginal Fail)	39-30% (Fail)	29-20% (Fail)	19-0% (Fail)
<b>Structure and Presentation (as detailed in the assessment guidance) (10%)</b>	An exceptional structure and faultless presentation. Work is of a professional or publishable quality.	An outstanding structure and presentation, working towards a professional or publishable standard of work.	An excellent structure and presentation, which shows elements of presentation and structure at a professional or publishable standard.	A very good structure and presentation but may have some omissions against the guidelines.	A satisfactory structure and presentation that may not entirely follow the set guidelines.	Weakness in structure and presentation, that may not entirely follow the set guidelines.	Unsatisfactory structure and presentation that does not attempt to follow the set guidelines.	Poor structure and presentation that does not attempt to follow the set guidelines.	Very poor or incomplete structure and presentation that does not attempt to follow the set guidelines.
<b>Academic integrity (10%)</b>	An exceptional demonstration of academic writing, including correct use of academic convention, citation and/or referencing. Work shows academic integrity of a professional or publishable standard, fully conforming with institutional guidance.	An outstanding demonstration of academic writing, including correct use of academic convention, citation and/or referencing. Work shows an accurate attempt working towards a professional or publishable standard, with no errors of conforming with institutional guidance.	An excellent demonstration of academic writing, including correct use of academic conventions, citation and/or referencing. Work shows an accurate attempt, which shows elements of working towards a professional or publishable standard, with a very few errors of conforming with institutional guidance.	A very good demonstration of academic writing, including correct use of academic conventions, citation and/or referencing with only minor omissions. Work shows broadly accurate attempt, but with the odd weaknesses of conforming with institutional guidance.	A satisfactory demonstration of academic writing, including some correct use of academic conventions, citation and/or referencing. Work shows satisfactory attempt, but with some weaknesses of conforming with institutional guidance.	A weak demonstration of academic writing, including incorrect use of academic conventions, citation and/or referencing. Work shows some attempt, but with significant weaknesses of conforming with institutional guidance.	An unsatisfactory demonstration of academic writing, including incorrect use of academic conventions, citation and/or referencing. Work shows a largely weak attempt of conforming with institutional guidance.	A poor demonstration of academic writing, including incorrect use of academic conventions, citation and/or referencing. Work shows very little attempt of conforming with institutional guidance.	A very poor demonstration of academic writing, including absent and/or incorrect use of academic conventions, citation and referencing. Work shows no attempt of conforming with institutional guidance.



# Literature Review Grading Grid Overview:

RMPP\_PCOM7E June 2023: Gradi x PG Grading Criteria - Standard W x +

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PG Grading Criteria - Standard Written Report or Essay.pdf 3 / 3 | - 100% + | ↻ ⌂

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## Post Graduate Grading Criteria for Standard Written Reports or Essays

Single-Point Rubric to describe full-mark expectations for each assessment criteria. Please note these expectations should be read along with (in the context of) the assessment task guidance.

Assessment Criteria	Description of Standard Expectation/Proficiency
<b>Knowledge and understanding of the topic/ issues under consideration (30%)</b>	Does your work show comprehensive insight and understanding of the topic? Would it stimulate constructive dialogue, commentary, or a new understanding among the appropriate audience?
<b>Criticality (30%)</b>	Have you clearly analysed and synthesised appropriate ideas/tasks/reading in this piece of work, creating a critically in-depth argument/discussion/analysis/evaluation of the topic?
<b>Use of relevant sources (20%)</b>	Have you provided evidence of extensive reading on the topic(s) through the quality of references used (not just the number of references), showing how each one supports your work?
<b>Structure and Presentation (as detailed in the assessment guidance) (10%)</b>	Your work should be well-structured with minimal errors in spelling, grammar and punctuation. The overall message should be clear.
<b>Academic integrity (10%)</b>	Is there an accurate use of citations and references throughout this piece of work? Have you demonstrated the required integrity in your submission?

Battery status: fully charged 100%



## How the units breakdown:

Screenshot of a Microsoft PowerPoint presentation titled "Mapping the Syllabus to Module Units". The slide contains a table comparing syllabus items with module units and activities.

Syllabus Items	Units	Activities
1. Scientific Investigation and Ethics	1	Discussion forum, Reasoning Quiz, Reflective activity - Ethics in ComputingPage
2. Research Questions, the Literature Review and the Research Proposal	2	Discussion forum, <b>Literature Review Guide Questions.</b>
3. Research Methods	3	<b>e-Portfolio Learning Activity</b>
4. Case Studies, Focus Groups and Observations	4	<b>Submit</b> a brief outline of your literature review for formative feedback to aid in Unit7 submission.
5. Interviews and Survey Methods	5	Reflective Activity2
6. Questionnaire Design	6	e-Portfolio update: Data Collection Wiki Activity: Questionnaires
7. Validity and Generalisability in Research	7	Collaborative Discussion 2, e-Portfolio update: Data Collection, <b>Submit a brief outline of your research proposal,</b> Hypothesis Testing worksheet. <b>Literature Review Assignment</b>

The slide is titled "Mapping the Syllabus to Module Units" and includes a navigation bar at the top with links to "PowerPoint Presentation" and "Course: Research Methods and P". The status bar at the bottom shows the date "08/03/2022" and time "20:49".



## How the units breakdown:

Syllabus Items	Units	Chapters
8. Inferential Statistics	8	Hypothesis Testing worksheet, <b>submit a brief outline of your Research Proposal, Exercises</b>
9. Analysing Qualitative Data	9	Discussion forum, Charts Worksheet and Analysis,
10. Research Writing	10	Submit your statistical worksheets <b>Research Proposal Presentation</b>
11. Professional Development – Your e-Portfolio.	11	e-Portfolio Preparation,
12. Project Management and Managing Risk	12	Self Test Quiz, <b>End of Module Assignment</b> - Individual e-Portfolio



## Unit 1:

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# Research Methods and Professional Practice April 2025 A

Module Participants Grades Reports

## Unit 1: Introduction to Research Methods. The Scientific Investigation and Ethics in Computing

Welcome to Week 1 in which you will be introduced to Research Methods as a subject. We will start with the Scientific Method and Ethics considerations in Research.

The first question to answer in this module would be "What is the Purpose of Research?". Whether you continue in Higher Education or move into industry, it is essential to understand why you carry out research. There are 3 main reasons/purposes of research: to explore (familiarise yourself with a topic/situation), to describe (describe your findings), and to explain (answer the question "why?") (QuestionPro, 2021).

One of the most important approaches in research is the scientific method. See Andersen & Hepburn (2020) for details on the history of this method which involves observation, hypothesis, reasoning and testing. The combination of these elements can vary significantly depending on the discipline of a researcher.

Our focus in this unit is on the types of reasoning used in the scientific method as these are the key approaches for problem-solving. The 2 core types of reasoning are **Deductive** and **Inductive** reasoning.

The figures below shows the difference between deduction and induction. A deduction is an idea (such as, 'all men are mortal') that leads to an observation (for example, 'Jason is a man') that leads to a conclusion (such as, 'Jason is mortal'). An induction is an observation (for example, 'I break out when I eat peanuts') that leads to an analysis (such as, 'this is a symptom of being allergic') that leads to a theory (for example, 'I am allergic to peanuts').

### Deduction:

Chat to us!

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## Unit 1: Scientific Investigation and Ethics

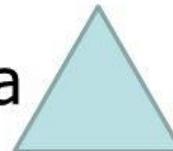
- Why do we need to research?
- Things to consider:
- You need to understand the topic and associated research materials
- Analyse and evaluate findings
- To enable you to answer summative questions and outcomes
- what are Research Ethics?
- Ethics in research are paramount, particularly with current GDPR regulations and data protection legislation

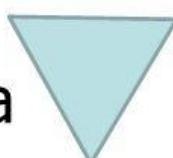
(Bailey, 2013)

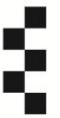


## Unit 1: Deductive and Inductive reasoning:

### Deductive vs. Inductive Reasoning

- Inductive reasoning - Think of it like a  We start with specifics and move to generalities

- Deductive reasoning – think of it like a  We start with generalities and move to specifics.



## Unit 1: Deductive and Inductive reasoning example:

# Types of Reasoning

### DEDUCTIVE

States general idea and verifies to reach conclusion

Top down approach to problem solving

Example:

Creating a social media marketing plan for Gen Z segment

General Idea: performance results from the social media campaign will determine if social media is the best way to reach Gen Z'ers

VS

### INDUCTIVE

Collects observations to reach general conclusion

Bottoms up approach to problem solving

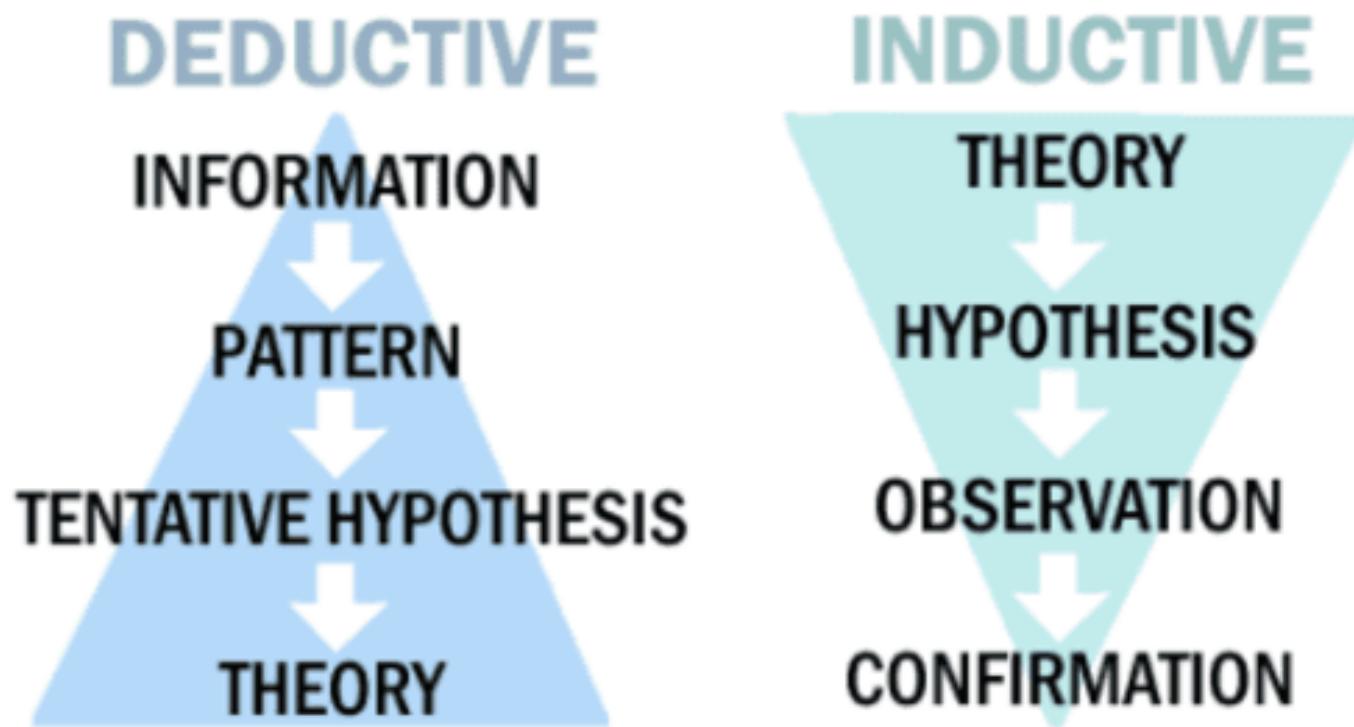
Example:

Using employee survey results to create a new employee wellness program

Observations: feedback and results from employee survey will inform what wellness program to create



## Unit 1: Deductive and Inductive reasoning example:





## Formative activities: Unit 1

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**Reading** | 7 hrs

The reading this week focuses on Ethics and Reasoning. Ethics play a large part in defining your research question and how you will collect your data. Understanding the different types of reasoning in research will help you to understand your results.

**Unit 1 Reading** Mark as done

**How to Activate Your eBook** Mark as done

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**e-Portfolio Assessment and Formative Activities** | 8 hrs

**Complete** the compulsory e-Portfolio reflective component.

**Participate** in the introductory seminar for this module.

**Complete** the reasoning quiz and the reflective activity.

**e-Portfolio Activity: Reflective Activity 1 – Ethics in Computing in the age of Generative AI** Mark as done

**e-Portfolio Activity: Collaborative Learning Discussion 1** Mark as done

**Share your e-Portfolio** Mark as done

**Reasoning Quiz** Chat to us!

Knowledge Base

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## Formative activities: Unit 1

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### e-Portfolio Activity: Reflective Activity 1 – Ethics in Computing in the age of Generative AI

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 | Knowledge Base

Page | ...

Mark as done

Read Correa et al. (2023) and Deckard (2023).

From late 2022, generative AI has taken the world by storm, and there is no field of activity that has not been impacted in some way. This is so much truer for Computer Science, which is where it all began. It is important to realise, however, that AI itself is nothing new, per se; and if the renaissance of the field after the 'winter' of the 1980s has been slow but constant, today there is the need of a different set of rules.

In the Correa et al (2023) paper, the authors state that "a lot of work is taking place to define the values and ideas that should guide AI advances. A key challenge, however, lies in establishing a consensus on these values, given the diverse perspectives of various stakeholders worldwide and the abstraction of normative discourse. Researchers and policy makers need better tools to catalogue and compare AI governance documents from around the world and to identify points of divergence and commonality."

After reviewing the article and reading how different countries across the world deal with the generative AI revolution, discuss your views on the subject and recommend what you think could be a suitable course of action. You should justify your stance by also reviewing any papers included in this study or other relevant literature (additional links to industry have been provided as 'Other Resources' to the module). Your discussion should also highlight the impact your actions would have on applicable legal, social and professional issues. Please note that there is no right or wrong answer here, this exercise is to help you evaluate the legal, social ethical and professional issues that affect computing professionals in industry.

The word count is 1,000 for the reflection piece. You will have to include this in your e-portfolio, but you can submit it to your tutor for formative feedback before Week 12.

#### Assessment Information: Choosing the topic for your literature review and presentation

The topic of your literature review can **only** be selected from the pre-determined list of topics areas provided. Please see the list of topic areas and start to think which area you would like to explore. Your literature review is due in unit 2 and you can submit an outline for the review in Unit 4. This outline submission will receive formative feedback only, to help you in your final submission. You can also submit an outline of the presentation in Unit 8 for formative feedback only.

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# Formative activities: Unit 1

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For future reference: [Variations on titles can be found via the University of Essex Library.](#)

## Assessment Information

### Choosing the Topic for Your Literature Review and Presentation

The topic of your literature review can **only** be selected from the pre-determined list of topics areas provided (see bottom of unit 1). Please see the list of topic areas and start to think which area you would like to investigate. Your literature review is due in Unit 7 and you can submit an outline for the review in Unit 4. This outline submission will receive formative feedback only, to help you in your final submission. You can use the same topic for your research proposal presentation, due in unit 10. You can also submit an outline of the presentation in Unit 8, for formative feedback only.

If you are on the MSc stream (or are a current PG Dip student looking to progress towards a MSc), you can use the topic of your capstone project for your research proposal. A few points to note:

- Your literature review **cannot** be on the same topic as your capstone project. Reusing substantive sections of your own work will be considered as self-plagiarism, which is an academic offence. Hence, your literature review would need to be substantially different to that you will be developing/using in the Project module/Dissertation submission.
- In the Project module, you will have to create a formal research proposal to be reviewed by your project supervisors (formative but compulsory). This is to ensure that your project is viable and meets the specified criteria for your chosen area of research. The assessment in this module cannot capture the requirements of a proposal submission in its entirety, particularly if your tutor is not a specialist in the specified research area. However, it will provide a valuable starting point for your research proposal submission in the Project module.

There are various formative activities throughout the module to help you in the development of your literature review and research proposal.

### Worksheets and Analysis

In unit 12, as part of the module assessment, you are required to include the analyses/worksheets from the Unit 7 and 8 formative activities in your e-Portfolio. You also have the opportunity to submit them for formative feedback in Unit 10.

Please note that both analyses (Units 7 and 8) are mandatory.

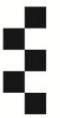
Knowledge Base

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## Unit 1: Collaborative discussion 1 formative:

This will last for 3 weeks covering units 1, 2 and 3.

- **Guidance for Formative Discussion Responses**
- Be respectful and reflect appropriate netiquette in your discussions
- Ensure that discussions are academic and critical in their tone
- Use the UoEO Harvard reference style.
- Will not be assessed, but is a component of your e-portfolio which you will submit in unit 12 for summative feedback.

***All e-portfolio/reflective activities provided in the module. Aim to showcase at least 1 artefact from each unit. (Application of Knowledge weighted at 10%, Independent working weighted at 10%)***

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



## Formative activities:

- You need to engage in formative because:
- It builds your knowledge as you go along
- Allows you to get involved with your peer group
- And is absolutely essential to build your e-portfolio at the end for Unit 12 summative



## Formative activity/E-Portfolio:

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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.  
xxx 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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## Unit 1: List of approved Literature review topics:

Begin to plan your literature review based on your chosen topic from the list provided in Unit 1.

- Your outline of the literature review can be submitted for formative feedback in Unit 4 before final submission in Unit 7.
- Consider your research proposal.
- Your outline of the proposal can be submitted for formative feedback in Unit 8 before final submission in Unit 10.
- Prepare for the next seminar session by attempting the Unit 3 preparation questions.



## Unit 2: Research Questions, the Literature review and the Research Proposal:

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# Research Methods and Professional Practice April 2025 A

## Unit 2: Research Questions, the Literature Review and the Research Proposal

Welcome to Week 2 where you will be introduced to the various aspects of a research proposal, starting with defining a research question.

Defining the topic of your research may be a tedious process, and one that appears often 'daunting' (Boza, 2022), but it is essential to ensure you are successful in your research. You will start with an initial research idea and then ask pertinent questions that may need further revisions before you prepare your research proposal, which is the foundation to your research.

One element of the proposal is a literature review within your chosen area. A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research. In this unit, you will be introduced to the process of completing a literature review and how to present your review. This will be based on a list of topics, from which you will choose one that interests you the most.

**In this unit we shall:**

- Look at how you formulate and revise research questions.
- Look at all the parts that make up a research proposal and how to present your thoughts.
- Explain what a literature review is, how to perform it, and how to present it.

**On completion of this unit you will be able to:**

- Examine the characteristics that make up a suitable research topic.
- Explore rational and creative methods for formulating a research idea.
- Identify means of transforming research ideas into crafted research questions and proposal.
- Conduct a literature search, critique the literature and to present a literature review.

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## Unit 2: Research Questions, the Literature review and the Research Proposal:

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**Lecturecast** | 1 hrs

**On completion of this lecturecast you will be able to:**

- Understand the structure and purpose of the research proposal.
- Consider a suitable research question.
- Begin a literature review for your chosen area of investigation.

**Research Questions, the Literature Review and the Research Proposal** Mark as done

**Reading** | 7 hrs

The first set of readings focus on the choice of your project and writing the proposal.

This second set of readings take you through the process of a literature review. An important part of this process is the critical evaluation of the literature you will be using to support your proposal.

**Unit 2 Reading** Mark as done

**e-Portfolio Assessment and Formative Activities** | 10 hrs

Continue with the **Unit 1 Discussion forum**. Considering what you have now learned in both units, you should respond to at least three of your peers' contributions from Unit 1. 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 people's view.

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## Unit 3: Research Questions, the Literature review and the Research Proposal:

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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 Knowledge Base

**Unit 3: Methodology and Research Methods**

Welcome to week 3 where you will be introduced to methodology in general and an overview of research methods.

It is crucial to understand that any methodology choice is based on some underlying assumptions, which we need to bring awareness to. As Saunders et al. (2023) clearly states, you, the researcher, are going to have assumptions about the realities you encounter in your research (ontological assumptions), about human knowledge (epistemological assumptions), and about the extent and ways your own values influence your research process (axiological assumptions). These assumptions inevitably shape how you understand your research questions, the methods you use and how you interpret your findings.'

Before going into the research methods, it is beneficial to understand **Research Design**. Research design refers to having a plan about what you plan to do in order to answer your research question (Saunders et al., 2023). Hence, you will need to be sure of the research strategies and methods you will employ for data collection and your analysis.

**There Are Two Types of Research Design:**

**Exploratory Research:** where, as the name suggests, specific aspects of a research area are explored. The problem is not clearly defined, so there cannot be a conclusive result from the research. Instead, there will be a better understanding of the problem or situation. An example of Exploratory Research is where a company wants to carry out an investigation into the effectiveness of Customer Relationship Management in mobile marketing.

**Conclusive Research:** being the opposite of exploratory research, the focus is more specific – to verify insights and aid in selecting a course of action (BRM, n.d.). One key category of this type of research design is **Descriptive Research**, where the aim is to describe elements or causes in the specified research area. An example of Descriptive Research is a focus on social media where you undertake a critical analysis of this tool as a marketing strategy.



Chat to us!



## Unit 3: Research Questions, the Literature review and the Research Proposal:

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**e-Portfolio Assessment and Formative Activities** | 12 hrs

Continue with the [Unit 1 Discussion forum](#). You should now provide a summary post into to the discussion in Unit 1 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.

Participate in the seminar this week.

Complete the e-Portfolio Activity below.

Prepare for next week's seminar session by attempting the Seminar preparation questions available in Unit 4.

**e-Portfolio Activity: Research Proposal Review**

**Unit 3 Seminar** | 1 hr

**Title: Peer Review Activity**

In this seminar, we will be focusing on LO3: "evaluate critically existing literature, research design and methodology for the chosen topic". One way this is done is by conducting a peer review of existing literature on a particular subject.

In preparation for this week's seminar, you will need to source at least 2 papers in a Computing subject of your choice (AI, Cybersecurity, Data Science, or a general interest topic in Computer Science), provided they utilise two different types of research methods to achieve their goal/research aims. Now answer the following questions (please provide justifications for your answers) and be prepared to discuss them in the session:

- Familiarise yourself with the purpose, problem, objective or research question of each paper. Are they in line with your experience or thoughts on the topic, contributing to the collective body of knowledge in this area?
- Is the research methodology utilised in each paper appropriate for the stated purpose or question?
- In terms of data collection and analysis, is this also appropriate for the stated purpose or question? (We will discuss this further in upcoming units.)
- Does each paper support its claims and conclusions with explicit arguments or evidence?
- How would you enhance the work/paper?

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## Unit 2: Research Questions, the Literature review Guide Questions:

Unit 2 - Writing a Literature Review 2024 • Saved

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# Writing a Literature Review

## Guiding questions to support planning, revising, and refining of a literature review\*

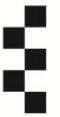
1. What is the focus and aim of your review? Who is your audience?
2. Why is there a need for your review? Why is it significant?
3. What is the context of the topic or issue? What perspective do you take? What framework do you use to synthesise the literature?
4. How did you locate and select sources for inclusion in the review?
5. How is your review structured?
6. What are the main findings in the literature on this topic?
7. What are the main strengths and limitations of this literature?
8. Are there any discrepancies in this literature?
9. What conclusions do you draw from the review? What do you argue needs to be done as an outcome of the review?

\* As with other sets of guiding questions in this book, select those questions that are relevant to your

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## Unit 2: Research Questions, the Literature review Guide Questions:

use to synthesise the literature?

4. How did you locate and select sources for inclusion in the review?
5. How is your review structured?
6. What are the main findings in the literature on this topic?
7. What are the main strengths and limitations of this literature?
8. Are there any discrepancies in this literature?
9. What conclusions do you draw from the review? What do you argue needs to be done as an outcome of the review?

\* As with other sets of guiding questions in this book, select those questions that are relevant to your context, add others as appropriate, and decide the order in which you will address them to communicate effectively with your audience.

### References

Healey, M., Matthews, K., & Cook-Sather, A. (2020) *Writing about Learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres*. Center for Engaged Learning Open-Access Books, Elon University. 142-152.

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Page 1 of 1

Page 1 of 1 217 words English (United Kingdom) Text Predictions: On Accessibility: Investigate Focus

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## **Wider reading:**

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## UoEO Wider Reading

### For credible and Reliable Wider Reading

Do	Don't
Books and eBooks	Websites with no author or date of publication
Journals and eJournals	Wikipedia
Websites from credible institutions (Government, Universities, NHS etc.)	Blogs
Peer Reviewed Articles (e.g. <a href="#">Research Gate</a> )	Tabloid Newspapers (e.g. The Sun)
Broadsheet Newspapers (e.g. The Guardian)	Resources that are published over 15 years ago or have theories that are clearly out-of-date
Encyclopaedias (e.g. <a href="#">Britannica</a> )	Persuasive/ opinionated resources
Governmental Papers/ Policies	Collective websites (e.g. ask.com or about.com)
Google Scholar	Sources that do not include citations
Google Books	Social Media sites
Libraries and eLibraries	
Academic databases (e.g. <a href="#">JSTOR</a> )	



# List of references: Unit 1

Course: Research Methods and P x RMPP\_PCOM7E August 2023 A: L x +

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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

**Essential Reading**

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

- Chapter 2 p 24-25.
- Chapter 2 p 38-40.

Bott, F. (2014) *Professional Issues in Information Technology*. London:BCS.

- Chapters 1 and 11.

Stahl, B., Timmermans, J. & Mittelstadt, B. (2016) *The Ethics of Computing*. ACM Computing Surveys 48(4):1-38. DOI: 10.1145/2871196

Vanclay, F., Baines, J. & Taylor C. (2013) Principles for ethical research involving humans: ethical professional practice in impact assessment **Part I. Impact Assessment and Project Appraisal** 31(4): 243-253.

Vanclay, F., Baines, J. & Taylor C. (2013) Principles for ethical research involving humans: ethical professional practice in impact assessment **Part II. Impact Assessment and Project Appraisal** 31(4): 243-253.

Mitchell, J. (2018) *Ethics vs Morality*. BCS.

BCS The Chartered Institute for IT. 2021 The Code of Conduct.

Miessler, D. (2020) The Difference between Deductive and Inductive Reasoning.

ACM (n.d.) Code of Ethics: Case studies.

QuestionPro. (2021) What is research?

Nulli, M., Stahl, B., Ten Holter, C. & de Heaver, M. (2018) Responsible research.

**Additional Reading**

Miller, T., Birch, M., Mauthner, M. & Jessop, J. (2012) *Ethics in Qualitative Research*. 2nd Ed. London: SAGE.

- Chapters 4,5,6,10 and 11.

Anderson, H. & Hepburn, B. (2020) 'Scientific Method' in Zalta, E. *The Stanford Encyclopedia of Philosophy* (Winter 2020 edition). Metaphysics Research Lab, Stanford University.

Knowledge Base

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# List of references: Unit 2

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This second set of readings take you through the process of a literature review. An important part of this process is the critical evaluation of the literature you will be using to support your proposal.

**Essential Reading**

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

- Chapter 1 Introduction p 4.
- Chapter 1 Section 1.2.2 p 6-8.
- Chapter 2 Section 2.1 p 17-22.
- Chapter 2 Section 2.2.1 p 22-24.
- Chapter 3 Section 3.2 p 44-45.
- Chapter 3 Section 3.3 p 53-59.
- Chapter 5 p 90-93.
- Chapter 5 Section 5.2 p 95-104.
- Chapter 5 Section 5.6 p 108-112.
- Chapter 5 Section 5.5 p 106-108.

Healey, M., Matthews, K. & Cook-Sather, A. (2020) *Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres*. Center for Engaged Learning Open-Access Books, Elon University.

- Chapter 14.

**Additional Reading**

Bott, F. (2014) *Professional Issues in Information Technology*. London:BCS.

- Chapters 3, 4, 9-15.

Marble Jar Channel. (2018) How to write a research paper.

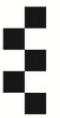
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# Questions?

