



University of Essex

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# **Research Methods and Professional Practice: Seminar: 2 Karen Outram**



## Contents:

- **Unit 3: Research methods**
- Engagement with peer review activity
- **Unit 4: Incorporating case studies, observations and focus groups**
- Progressing with the Literature review, [looking forward to formative and summative]



**Through units 5/6 [Through the next Seminar 3 phase] :**

- **Unit 5/6: I will offer a tutorial opportunity**
- **Tutorials will be: offered week commencing Monday 4<sup>th</sup> of April**
- **Monday – Wednesday: 9am up to 11.30am**
- **Thursday – Friday: 9.15am up to 2.30pm**
- **There will be some opportunity for tutorial in the evenings if the above times are not convenient, [times are in UK timeline]**
- **Please e mail to arrange a tutorial, [non compulsory] allocated on a first come first served basis – please quote UK time that you require**



# Deadlines:

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Deadline Details

Seminars

Module Resources

e-Portfolio

eBooks

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

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 25th April 2022
10	<a href="#">Research Proposal Presentation</a>	23:55 hrs Monday 16th May 2022
12	<a href="#">Individual Module e-Portfolio</a>	23:55 hrs Monday 30th May 2022

Please note that the UK will move from GMT to BST on Sunday 27th March 2022.

## Formative and e-Portfolio Activities

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

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

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



# E-portfolio and formative:

Sign out

Course: Research Methods and P

Course: Research Methods and P

PowerPoint Presentation

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Karen Outram

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Unit(s)	Component	Deadline	e-Portfolio/Formative
1 - 3	Collaborative discussion 1	End of unit 3	e-Portfolio
1	Reasoning Quiz	End of unit 1	Formative
1	Reflective Activity 1	End of unit 1	e-Portfolio/Formative
4	e-Portfolio Activity: Literature Review Outline	End of unit 4	e-Portfolio/Formative
6	Wiki Activity	End of unit 6	Formative
6	e-Portfolio Update	End of unit 6	e-Portfolio/Formative

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## Unit 3: Research design strategy:

### Research process:

- Focus on what the area of chosen study is.
- Carefully pin point a research topic.
- What will your research approach be ?
- Careful planning for undertaking research.
- Use deep research to gather information and data.
- Analyse, evaluate and interpret the data and research.
- Apply and present your results and findings.

### Research Method Types:

- Exploratory Research: specific aspects of research related to the topic that is explored.
- Conclusive Research: Descriptive Research; describe elements or causes in the specified research area.



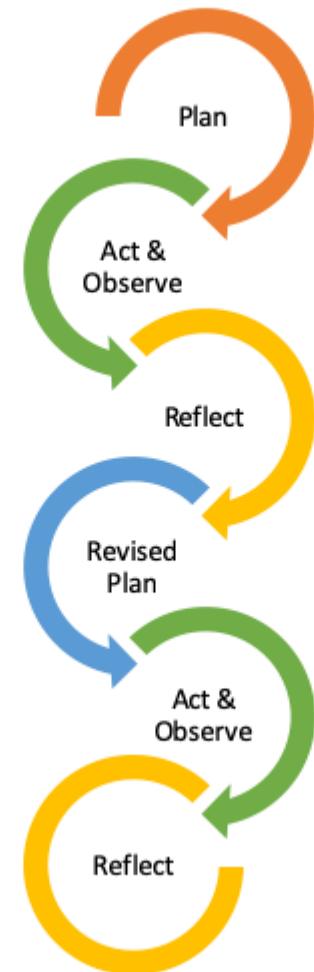
## Research methods:

**Action research** ‘the carefully documented (and monitored) study of an attempt by you to actively solve a problem and/or change a situation’ (Herbert, 1990: 29).

**Experiment** ‘Involves an investigation of causal relationships using tests controlled by yourself’.

**Case study** A **case study** is ‘an in-depth exploration of one situation’ (Cornford and Smithson, 2006: 71)

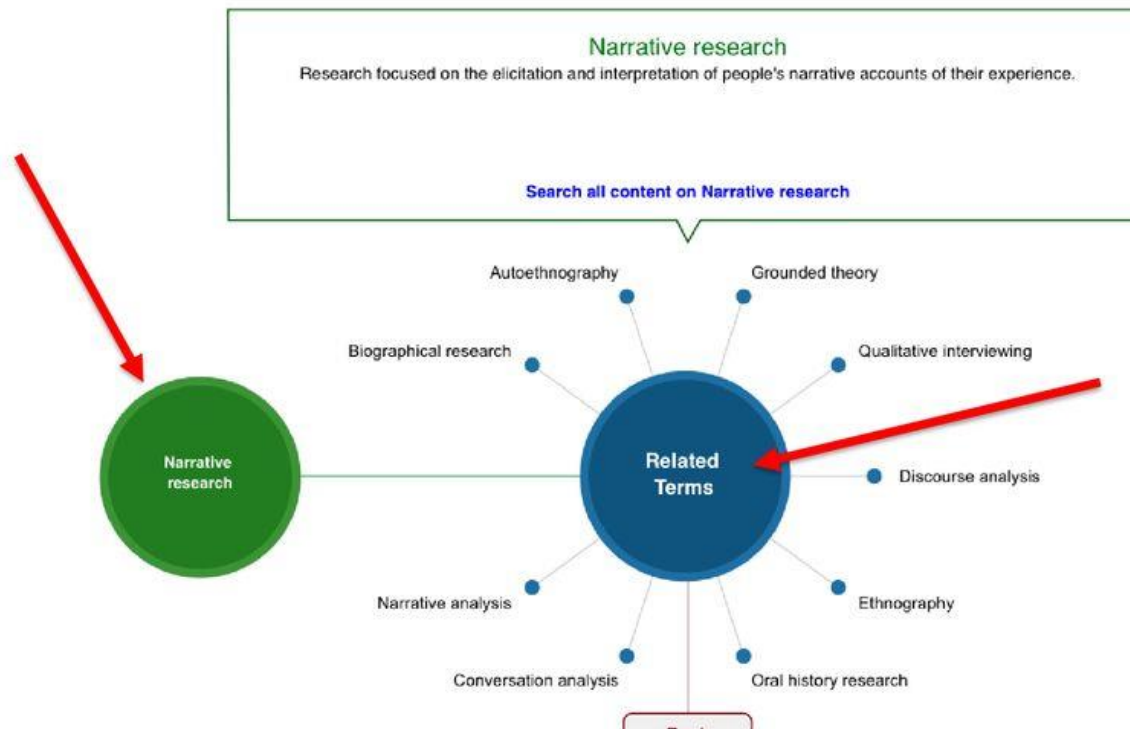
**Survey** It **allows** ‘the collection of a standardised data from a sizable population in a highly economical way’ (Saunders et al., 2012: 177).



## Unit 3: Research methods: Unit 3: SAGE (2021) Research Method Maps:

# SAGE Research Methods

- Methods Map example:







## Unit 3: Research methods: Unit 3: E-Portfolio Activity: Research Proposal

**In Units 1 and 2 we discussed that you should chose a research topic:**

*We also discussed looking forward for unit 3 [during seminar 1]*

- Thinking now about the area/topic of interest you have chosen for your area, [and looking forward to the Literature Review formative and summative]:
- Consider which methods of research discussed in unit 3 [reading materials] would suit your research methodology
- Consider which methods of data collection that you want to use for your research
- Consider both qualitative and quantitative research methods



## Unit 3: Research methods: This peer review needs to be added to your e-portfolio:

Through the course of this week, when developing your peer review for Unit 3 – ensure that you are sharing your e-portfolio and engage in discussion where you are comfortable doing this:

**Unit 3 requires you to source:**

*At least Two papers in a Computing field of your choice that utilise the two different types of research methods to achieve their goal/research aims. 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? Remember to record your answers and feedback in your e-Portfolio.**



## Unit 4: Case Studies, Focus Groups and Observations :

### Data collection methods

- Case studies involve in-depth research and study of individuals or groups.
- 1:1 interviews tend to elicit specific research for a topic
- focus groups then are useful for a 'deeper dive' into research after initial investigation
- Surveys are a good method of gathering data which can be converted into Quantitative research.
- Quantitative observation refers observing numerical values.
- Qualitative observation refers to the monitoring of characteristics.
- Readings

Fuelcycle (2019) The Three Most Common Observation Research Methods.



# Unit 4: Week commencing : By Monday 4<sup>th</sup> of April: Please submit formative Literature Review

Sign out

Course: Research Methods and P

PowerPoint Presentation

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## Formative activities | 11 hrs

Participate in the seminar this week.

Remember to record your ideas and feedback in your e-Portfolio.

Submit a brief outline of your literature review this week. You will receive formative feedback on this submission to aid your final submission which is due in Unit 7.

Download

Literature Review Outline

✓

## Seminar 3 | 1 hr

**Title: Case Study - Privacy**

Join the [Seminar Session](#) this week. Remember to bring the seminar questions and your attempted answers.

For this week's seminar, we will review a case study on Privacy. Please read the case below and answer the questions. You need to determine the ethical issues involved with this case. Be prepared to discuss your answers during the session.

Document

Seminar 3 Preparation

✓

◀ Unit 3

Unit 5 ▶

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## Unit 4: Week commencing : By Monday 4<sup>th</sup> of April: Please submit formative Literature Review

**Submit a brief outline of your literature review by Monday 4<sup>th</sup> of April, [23.55pm UK time]**

- To provide an overview of current knowledge on the chosen topic.
- To demonstrate an awareness of relevant, current literature.
- To highlight similar and contrasting views on your chosen topic.
- To showcase your research and writing skills.
- 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.



## Unit 4: Week commencing : Developing a Literature Review

### **An effective Literature Review incorporates:**

- A focused approach to research
- The ability to identify cross-sectional research [for example: mixing the old with the new]
- Contemporary literature should come from publications ideally within the last 6 years and no older than 10-15yrs [maximum]
- Literature review must be based in deep research and not opinion
- You must be able to dissect your research and analyse and evaluate that research
- Remember that academic writing is grounded in debate and discussion, [looking at the pros and cons of discussion]
- Keep writing academic, concise, logical and focused, [don't indulge in wordy and emotive writing styles]
- Your writing should show a good and intrinsic knowledge of your subject



## Unit 4: Week commencing : Developing a Literature Review

### **A Literature review should:**

- Show clarity when looking at and answering the research problem
- Develop your research methodology
- Develop your existing knowledge of a topic
- Fully contextualise your research findings



## Unit 4: Week commencing : Developing a Literature Review: Academic conventions

- Please complete the Literature Review on a word document and consider academically appropriate professional presentation when completing this, for example:
- Putting your name, student number, where you are studying, the module your are studying on a title page and the unit you are responding to
- Use Arial font size 12
- Double line spacing
- Margin indentations should be approx. 2.5cm on either side
- Use regular citation
- Apply a list of references at the end of your Literature Review
- Ensure paragraphs are evenly weighted
- Ensure that syntax is academic and concise [use word count wisely]
- Take a critical approach to content [don't be overly descriptive or subjective in your opinion]
- Ensure that all research is paraphrased away from the original source – consider Turnitin content matches





# Literature Review Grading Grid:

## PG Grading Criteria - Standard Written Report or Essay.pdf

1 / 3

100%

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 relevant 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 regards to linking 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), broadly accurately 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 (primary sources/ current research), but with errors, omissions or questionable interpretations, 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:

PowerPoint Presentation x RMPP\_PCOM7E March 2022: Gra x PG Grading Criteria - Standard W x +

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PG Grading Criteria - Standard Written Report or Essay.pdf 2 / 3 100%

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</b> (as detailed in the assessment guidance) (10%)	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</b> (10%)	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:

## 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?

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

Unit 2 - Literature review guide questions (1) • Saved to this PC

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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?

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

Unit 2 - Literature review guide questions (1) • Saved to this PC

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What are the main findings in the literature on this topic?

6.

What are the main strengths and limitations of this literature?

7.

Are there any discrepancies in this literature?

8.

What conclusions do you draw from the review? What do you argue needs to be done as an outcome of the review?

9.

\* 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.

Source: 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.

Page 1 of 1 218 words Accessibility: Good to go

Focus

21:57 08/03/2022



## List of references: Unit 3

British Research Methodology (BRM) (n.d.) Research Design.

Sage (2021) Sage Research Methods: Methods Map.

Saunders, M., Lewis, P. & Thornhill, A. (2012) Research Methods for Business Students 6th ed. Pearson Education Limited.  
QuestionPro (2021). What is research?

### Essential Reading

Dawson, C. (2015) *Projects in Computing and Information Systems: A Student's Guide*. Harlow: Pearson.  
•Chapter 2 Section 2.3 p 26-27.

British Research Methodology (BRM). (2018) Research Design.

QuestionPro. (2021). What is research?

Sage (2021) Sage Research Methods: Methods Map.

### Additional Reading

Saunders, M., Lewis, P. & Thornhill, A. (2012) *Research Methods for Business Students*. 6th ed. Pearson Education Limited.  
•Chapter 5 p 172-220.

QuestionPro (2021) Quantitative research.





## List of references: Unit 4

### Essential Reading

- Dawson, C. (2015) *Projects in Computing and Information Systems: A Student's Guide*. Harlow: Pearson.
- Chapter 2 Section 2.4.2 p 28.
  - Chapter 2 Section 2.4.5 p 37-38.

### Additional Reading

- Farquhar J D. (2012) *Case Study Research for Business*. Sage
- Chapters 1 to 7.
- Abramson, C. & Sánchez-Jankowski, M. (2020) Conducting Comparative Participant Observation. in: Abramson, C. & Gong, N. (Eds) *Beyond the Case: The Logics and Practices of Comparative Ethnography*. Oxford Scholarship Online
- 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.
- Sim, J. & Waterfield, J. (2019) Focus Group Methodology: Some Ethical Challenges. *Quality and Quantity* 53: 3003–3022.
- Hayes, R, Kyer, B. & Weber, E. (2015) *The Case Study Cookbook*.
- Devault, G. (2020) *What is a Market Research Focus Group?*
- Fuelcycle (2019) *The Three Most Common Observation Research Methods*.



# Questions?

