



University of Essex

Online

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



Tutor Office:

RMPP_PCOM7E August 2021 A: x

PowerPoint Presentation x

Course: Research Methods and P x

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Research Methods and Professional Practice March 2022

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Tutor office

Karen Outram

Email: karen.outram@online.essex.ac.uk
Skype ID: karenoutram@outlook.com
Office Hours:
Friday 9:15am - 11:15am (09:15 - 11:15)

Biography

Tutor meeting room

Tutor Service Agreement

Your tutor will reply to your emails within 24 hours during the working week (Monday - Friday) and 48 hours over the weekend (Saturday and Sunday).

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Seminars:

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Course: Research Methods and P

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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.	Seminar 1 - Introduction	Wednesday 9th March 2022 at 9am (09:00 GMT)
3.	Seminar 2 - Peer review Activity	Wednesday 23rd March 2022 at 9am (09:00 GMT)
4.	Seminar 3 - Case Study: Privacy	Wednesday 6th April 2022 at 9am (09:00 BST)
8.	Seminar 4 - Inferential Statistics Workshop	Friday 22nd April 2022 at 11am (11:00 BST)
9.	Seminar 5 - Workshop on Presenting Results	Wednesday 4th May 2022 at 9am (09:00 BST)
11.	Seminar 6 - e-Portfolio Preparation	Wednesday 18th May 2022 at 9am (09:00 BST)

Click here to access the meeting

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Seminars:

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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 Moodle 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 25th April 2022
10	Research Proposal Presentation	23:55 hrs Monday 16th May 2022
12	Individual Module e-Portfolio	23:55 hrs Monday 30th May 2022

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



How the summative breaks down:

PowerPoint Presentation

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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
Literature Review	2,000 words	By end of Unit 7	30%
Research Proposal Presentation	15 Minute presentation and transcript	By end of Unit 10	30%
End of Module Assignment: e-Portfolio	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.

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Edge

Shopping

Music

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Calendar

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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)
Knowledge and understanding of the topic/ issues under consideration (30%)	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.
Criticality (30%)	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.
Use of relevant sources (20%)	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)
Structure and Presentation (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.
Academic integrity (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
Knowledge and understanding of the topic/ issues under consideration (30%)	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?
Criticality (30%)	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?
Use of relevant sources (20%)	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?
Structure and Presentation (as detailed in the assessment guidance) (10%)	Your work should be well-structured with minimal errors in spelling, grammar and punctuation. The overall message should be clear.
Academic integrity (10%)	Is there an accurate use of citations and references throughout this piece of work? Have you demonstrated the required integrity in your submission?



How the units breakdown:

PowerPoint Presentation x Course: Research Methods and P x +

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PowerPoint Presentation 9 / 21 100%

Mapping the Syllabus to Module Units

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, Literature Review Guide Questions.
3. Research Methods	3	e-Portfolio Learning Activity
4. Case Studies, Focus Groups and Observations	4	Submit 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, Submit a brief outline of your research proposal, Hypothesis Testing worksheet. Literature Review Assignment

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How the units breakdown:

PowerPoint Presentation x Course: Research Methods and P x +

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PowerPoint Presentation 10 / 21 100% +

Mapping the Syllabus to Module Units

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

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Unit 1: Scientific Investigation and Ethics

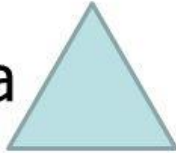
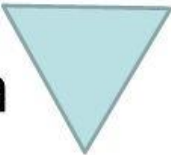
- Why do we need to research?
- Things to consider:
 - You need to understand the topic and associated research materials
 - Analyse and evaluate findings
 - To enable you to answer summative questions and outcomes
 - what are Research Ethics?
 - Ethics in research are paramount, particularly with current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

(Bailey, 2013)



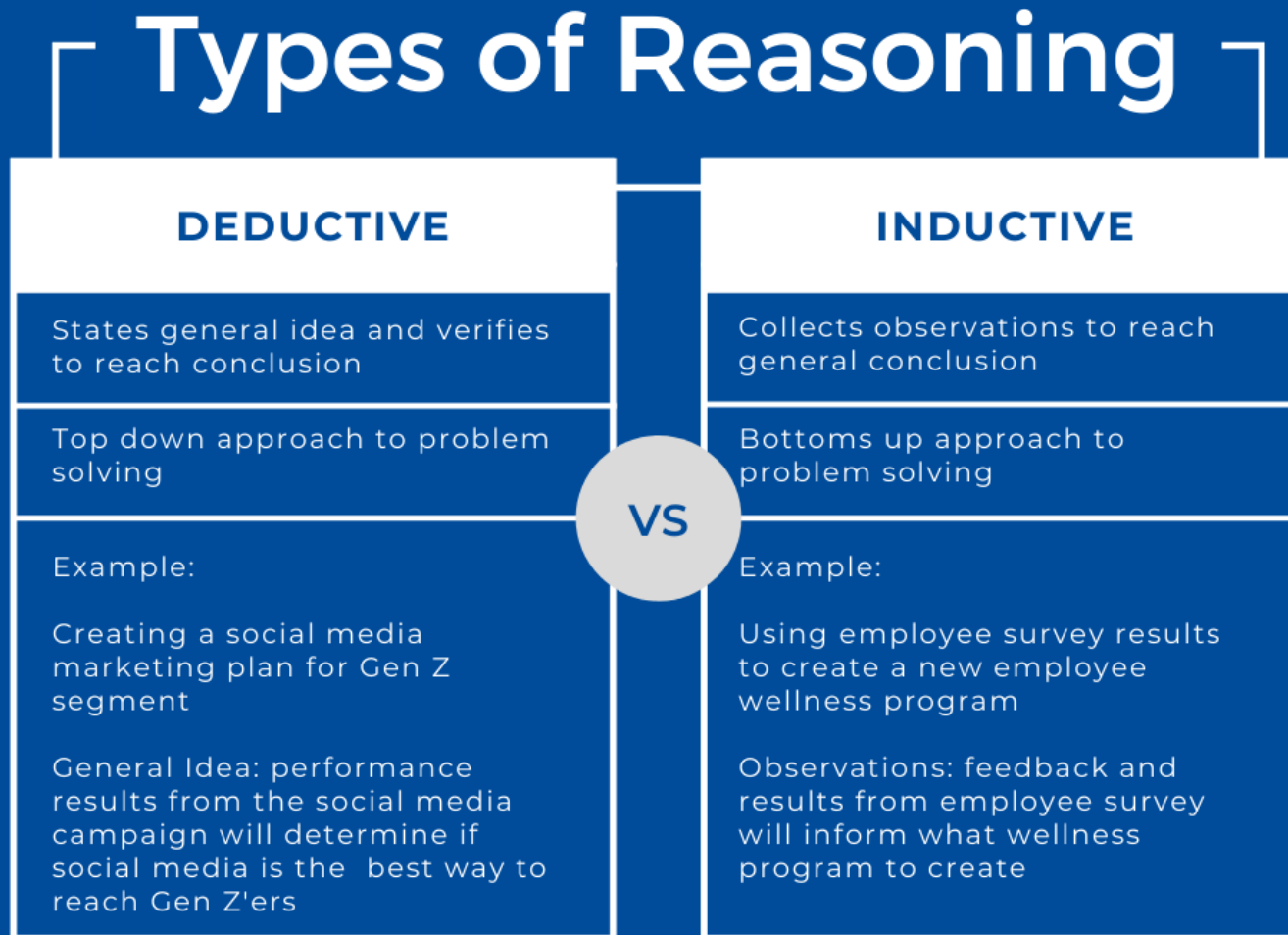
Unit 1: Deductive and Inductive reasoning:

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.

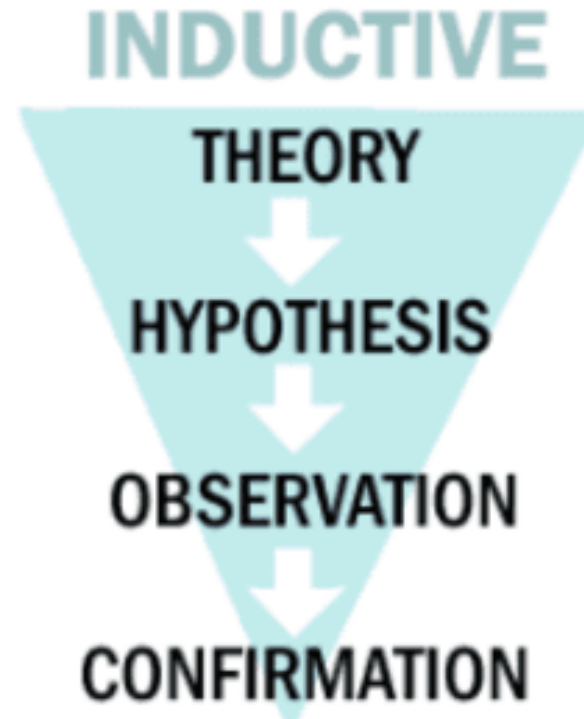
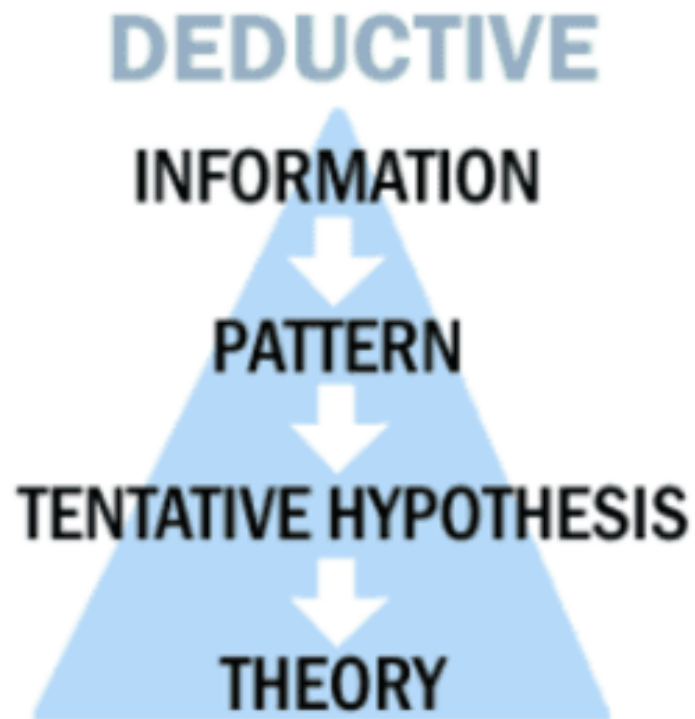


Unit 1: Deductive and Inductive reasoning example:





Unit 1: Deductive and Inductive reasoning example:





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 are strongly advised to engage in formative because:
- It builds your knowledge as you go along
- Allows you to get involved with your peer group

Formative activity:

PowerPoint Presentation x
Course: Research Methods and P x
Course: Research Methods and P x
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requirements. Also read the full e-Portfolio guidance for the final submission in unit 12.

Unit(s)	Component	Deadline	e-Portfolio/Formative
1 - 3	Collaborative discussion 1	End of unit 3	e-Portfolio
1	Reasoning Quiz	End of unit 1	Formative
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
7 - 9	Collaborative discussion 2	End of unit 9	e-Portfolio
8	e-Portfolio Activity: Research Proposal Outline	End of unit 8	e-Portfolio/Formative
8 - 9	Statistical Worksheet Submissions	End of unit 10	e-Portfolio
12	Self Test Quiz	End of unit 12	Formative



Unit 1: Collaborative discussion 1:

PowerPoint Presentation

Course: Research Methods and P

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Unit 1: Scientific Investigation and Ethics

Welcome to Week 1 in which you will be introduced to the Ethics of Research and the Scientific Method.

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. The 3 main reasons/purposes of research are: to explore (familiarise yourself with a topic/situation), to describe (describe your findings), 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.

Both deduction and induction are forms of inference, which means reaching a conclusion based on evidence and reasoning. However, as [the diagram shows](#) (Miessler, 2020), deduction moves you (the researcher) from an idea to an observation, while induction takes you from an observation to an idea.

Deduction can get you to a perfect conclusion, but only if all your assumptions are 100% correct. Therefore, researchers in a non-lab/scientific setting would find deduction more difficult to use because it is often difficult to find a set of fully agreed-upon facts on which to structure their arguments.

On the other hand, induction is used more frequently to solve everyday problems. It is particularly useful for problems that involve partial information about a situation or activity and the conclusions may not always be right, but they are more practical.

Before delving further into the research process. It is essential to develop an understanding of research ethics. Ethics is an area of importance when conducting any piece of research, particularly where people may be involved.

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6



Unit 1: Collaborative discussion 1:

PowerPoint Presentation

Course: Research Methods and P

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“ As part of all undergraduate and postgraduate projects, you are required to consider any ethical implications of the proposed research. Ethical approval must be granted before students can collect any data from external sources or undertake primary research with human participants. The latter includes both qualitative research, such as interviews and focus groups as well as quantitative research such as experiments or questionnaire studies. Studies analysing previously existing, secondary data will require ethical approval if the data contains any sensitive or personal identifiable information. You will also require evidence of permission to use secondary data where it is not freely accessible.

— by University of Essex Online, Ethics Submission Guidance

So, what are Research Ethics? This can be reviewed by focusing on the key principles that need to be applied when preparing and carrying out your research project, as described by the Menlo Report (Bailey, 2013):

- **Respect:** If you are using individuals, they must take part voluntarily. You must respect their decision to participate or not (gaining their consent). Your participants should also have the right to anonymity.
- **Beneficence:** The balance here is between maximising the benefit you gain from your research and the risk it may pose for the participants.
- **Justice:** This relates to the equal treatment of your participants, as well as the fair distribution of the benefits of the research.
- **Respect for Law and Public Interest:** A researcher should always engage in legal due diligence and be accountable for their actions. Research should be designed, reviewed and undertaken to ensure recognised standards of integrity are met, and quality and transparency are assured.

It is imperative to point out at this point that though both ethics and morals are concerned with 'right' and 'wrong', they are also quite different. Mitchell (2018) discusses several scenarios in white hat/ethical hacking where they may be in conflict.

Alongside ethics, a researcher must be professional in all areas of their research and practice. A good explanation of what professionalism should mean to you in the various fields of Computer Science is given in the BCS Code of Conduct. This is provided in your reading for this week, as well as information on data protection and intellectual property.

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Unit 1: Collaborative discussion 1:

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Course: Research Methods and P

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In this unit we shall:

- Introduce the elements within the scientific method.
- Introduce the various aspects of ethical issues in research, and by extension, in professional practice.

On completion of this unit you will be able to:

- Differentiate between inductive and deductive reasoning.
- Understand why ethics are important and how they may relate to your area of research and your professional practice.

References

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

Bailey, M. et al. (2013) Applying Ethical Principles to Information and Communication Technology Research: A Companion to the Menlo Report.

QuestionPro (2021). What is research?

Mitchell, J. (2018) Ethics vs Morality.

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

Reading | 7 hrs

How to activate your eBook

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Unit 1: Collaborative discussion 1:

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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, 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 8 and 9 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 8 and 9) are mandatory.

e-Portfolio Component | 2 hrs



Unit 1: Formative discussion & List of approved Literature review topics:

PowerPoint Presentation

Course: Research Methods and P

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Formative Activities | 6 hrs

Participate in the introductory seminar for this module.

Complete the reasoning quiz and the reflective activity.

Reasoning Quiz

Reflective activity - Ethics in Computing

Seminar 1 | 3 hr

Title: Introduction

Join the [Seminar Session](#) this week.

In preparation for this seminar, you should review the list of topics presented below, making a choice of which one you would like to use for the assessments in this module. During the seminar, we will discuss these assessments, as well as the module format. If you cannot make this session, please ensure you contact you tutor to arrange a time for this discussion.

List of approved literature review topics

For Tutor

It is envisioned that only a small proportion of the list will be used at any one time, making it a varied list for each cohort. The items in red can be set by

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Humanism

Constructivism

Cognitivism

21:48
08/03/2022



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:

PowerPoint Presentation x

Course: Research Methods and P x

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Research Methods and Professional Practice March 2022

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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.

“ The good researcher is not ‘one who knows the right answers’, but is ‘one who is struggling to find out what the right questions might be’

— by Phillips & Pugh, 2010

Defining the topic of your research may be a tedious process 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.

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

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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.

References

Phillips, E. & Pugh, D. (2010) *How to get a PhD: A Handbook for Students and Supervisors*. Open University Press.

Lecturecast

1 hrs

Research Questions, the Literature Review and the Research Proposal

☒

Reading

7 hrs

Unit 2 Reading

☒

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 two 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

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Lecturecast

1 hrs

Research Questions, the Literature Review and the Research Proposal

Reading

7 hrs

Unit 2 Reading

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 two 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 peoples' points of view. Some reading to help you with your responses can be found in the Bott (2018) [Unit 2 Reading](#) depending on the scenario you have chosen.

Plan your Literature Review and Research Proposal Outlines. (See below)

Prepare for next week's seminar session by attempting the Unit 3 preparation questions.

e-Portfolio Activity: Literature Review and Research Proposal Outlines

Literature Review Guide Questions

21:55

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

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

Search (Alt+Q)

karen outram

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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 100%

21:57 08/03/2022



Wider reading:

PowerPoint Presentation x Course: Research Methods and P x +

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PowerPoint Presentation

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100%

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. Research Gate)	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. Britannica)	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. JSTOR)	



List of references: Unit 1

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Bailey, M. et al. (2013) Applying Ethical Principles to Information and Communication Technology Research: A Companion to the Menlo Report.

QuestionPro (2021). What is research?

Mitchell, J. (2018) Ethics vs Morality.

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



List of references: Unit 2

Phillips, E. & Pugh, D. (2010) *How to get a PhD: A Handbook for Students and Supervisors*. Open University Press.



Questions?

