

UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business
Ysgol Busnes

Approaches to Research and Academic Communication SBPD7001

Module Leader: Dr David Griffiths

Spring 2018

SBPD7001 Approaches to Research and Academic Communication

Module Introduction/Information

The DBA is an advanced academic award that requires you to integrate high-level academic skills with professional practice-based reflection. The conventions of academic communication are sometimes unfamiliar to business and management professionals, yet you will need to be equally at home writing and presenting for academics as preparing reports and presentations for business colleagues. Essentially, academic communication is about sharing the knowledge and theories developed through research, so it is also crucial to understand the various philosophies and approaches to business research.

This module is the first of the three research modules you will complete for the DBA, and it has three strands:

- Academic writing and communication
- Philosophies and processes of research
- Managing yourself as a researcher and doctoral student

Assessment will consist of written and oral components (equivalent to 7,500 words in total).

Module Aim

To prepare students to integrate academic research, scholarly discussion and professional practice.

Learning Outcomes

By the end of this module students should be able to:

- critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting research;
- critically discuss approaches to reliability, validity and bias in social research;
- examine fully the ethical considerations in social research and develop research designs that meet a high standard of ethical practice;
- critically analyse communications and communicate scholarship effectively.

CONTENT

This module develops an in-depth understanding of the philosophy, practice and communication of applied academic research. To this end, students will study the following:

- theory, paradigms, epistemology, ontology and axiology – the philosophical underpinnings of research;
- positionality and bias in research;
- reading and evaluating literature as a practitioner- researcher;

- study design – qualitative and quantitative methodology; measurement; experimental, quasi-experimental and naturalistic studies; causality and causal inference; sampling; common pitfalls and problems;
- making sense of data – approaches to data analysis, using theory to interpret data;
- generating theory;
- ethics in social research;
- making a contribution – What makes an original and important research question? Linking to other research; applied social research; developing recommendations for evidence-based practice;
- academic communication – academic conventions and styles of communication; conference presentations; journal and report writing; peer reviewing; presenting academic research to non-academic audiences.

This content will be covered through online learning tasks and a two-day face-to-face learning event.

SBPD7001: Approaches to Research and Academic Communication: Delivery Schedule

Eight weeks of online, on demand delivery, using the Curatr learning environment in conjunction with Moodle, commencing on Monday, October 2nd and concluding on Friday, December 8th.

All students MUST attend a three-day learning event from March 20th to Mar 22nd, 2018.

Learning outcomes will be tested via two assessment tasks - see pages 6 through 11 for details.

Recommended Reading

In addition to the sources listed below you will be provided with assigned readings related to Curatr learning tasks.

Essential

- Abbott, A. (2010) *Chaos of Disciplines*. University of Chicago Press.
- Arbnor, I. and Bjerke, B. (2008) *Methodology for Creating Business Knowledge* London: Sage.
- Dunleavy, P. (2003) *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. Houndmills: Palgrave Macmillan.
- Grix, J. (2010) *The Foundations of Research*. 2nd ed. Houndmills: Palgrave Macmillan.
- Pritchard, D. (2013) *What is this thing called knowledge?*. Routledge.
- Michael, M. (2016) *Actor-network theory: trials, trails and translations*. Sage.

Additional Reading

- Alvarez, J.L. ed. (2016) *The diffusion and consumption of business knowledge*. Springer.
- Babbie, E.R. (2015) *The practice of social research*. Nelson Education.
- Bell, J. (2014) *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Blaxter, L., Hughes, C. and Tight, M. (1996) *How to research*. Buckingham: Open University Press.

- Bryman, A. ed. (2013) *Doing research in organizations*. Routledge.
- Bryman, A. (2001 or 2004) *Social Research Methods*. Oxford: Oxford University Press.
- Campbell, A. and Groundwater-Smith, S. (2007) *An ethical approach to practitioner research*. London: Routledge.
- Clark, A. and R. Dawson (1999) *Evaluation Research: An Introduction to Principles, Methods and Practice*. London: Sage.
- Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work based Research: approaches to enquiry for insider-researchers* London: Sage
- Costley, C. and Armsby, P. (2007) 'Methodologies for undergraduates doing practitioner investigations at work' *Journal of Workplace Learning* 19 (3), 131-145.
- Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4th ed) *Management Research*, London: Sage.
- Fox, M., Martin, P. and Green, G. (2007) *Doing Practitioner Research* London: Sage.
- Gibbons, M., Limoges, C., Nowotney, H., Schwarzman, S., Scott, P. & Trow, M. (1994). *The new production of knowledge; The dynamics of science and research in contemporary societies*. London: Sage.
- Gill, J. and Johnson, P. (2010) *Research methods for managers*. Sage.
- Hammersley, M. (ed), (1993) *Social Research: Philosophy, Politics and Practice*. London: Sage.
- Hanley, B. (2005) *Research as empowerment? Report of a series of seminars organised by the Toronto Group*. York: Joseph Rowntree Foundation.
- Kimmel A J. (1988) *Ethics and Values in Applied Social Research*. Newbury Park, CA: Sage.
- Kindon, S., Pain, R. and Kesby, M. (2007) *Participatory action research approaches and methods*. London: Routledge.
- Knopf, J.W. (2006) Doing a literature review. *PS: Political Science & Politics*, 39(1), pp. 127-132.
- McNiff, J. (2016) *You and your action research project*. Routledge.
- Newman D and Brown R (1996) *Applied Ethics for Programme Evaluation*. Thousand Oakes, CA: Sage.
- Robson, C. (2011) *Real World Research* Chichester: John Wiley and Sons.
- Saunders, M.N. (2011) *Research methods for business students*, 5/e. Pearson Education India.
- Schön, D.A. (2002) *Educating the reflective practitioner*. TPB.
- Schostak, J. and Schostak, J. (2008) *Radical research: Designing, developing and writing research to make a difference*. London: Routledge.
- Sieber, J.E. and Tolich, M.B. (2013) *Planning ethically responsible research* (Vol. 31). Sage.
- Teddlie, C. and Abbas, T. (2009) *Foundations of Mixed Methods Research* London: Sage.
- Thomson, A. (2009) *Critical Reasoning 3e: A Practical Introduction*. Routledge.
- Usher, R. (2002). 'A diversity of doctorates: fitness for the knowledge economy'. *Higher Education Research and Development*, 21(2), 143-153.
- Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) *Succeeding with your doctorate*, London: Sage
- Williams, M. (2000) *Science and Social Science*. London: Sage.

Journals

Candidates will learn to identify significant journals in their areas of interest. In addition the following methodological journals to which TSD has subscriptions may be of use:

Academic Research Journal

Action Research

Electronic Journal of Business Research Methods

Field Methods

Journal of Academic Writing (open source)

Journal of Mixed Methods Research

Journal of Research Practice

Journal of Workplace Learning

Methodology: European Journal of Research Methods for the Behavioural and Social Sciences

Practitioner Research in Higher Education

Websites

Methodspace <http://www.methodspace.com/>

Vitae <http://www.vitae.ac.uk>

SBPD7001 Approaches to Research and Academic Communication

ASSESSMENT

TASK DESCRIPTION Part 1

Part 1 (80%)

In considering the use of Myers Briggs as a personality test, and considering identity and sense of place, you are to prepare a critical review of the research carried out on this topic over the past ten years, in which you also fully examine the associated epistemological, ontological, axiological and ethical implications of Myers Briggs research and practice in the context of organisational succession planning. Your critical review should take the form of an academic report that responds to the following requirements:

- A critical literature review and bibliography of key research carried out on your topic over the last ten years. (Note that you may also include older references if they are considered foundational for the more recent research.) (4,000 words)
- A detailed discussion of **one** of the research studies mentioned in your literature review, focusing on research philosophy, ethics, reliability and validity. (2,000 words)

*You may use a concept other than Myers briggs (e.g. DiSC), using the same criteria, under agreement with Dr. David Griffiths

Please note the following when completing your assignment:

1. Writing: Written in English in an appropriate business/academic style and in Word format.
2. Focus: Focus only on the tasks set in the assignment.
3. Length: 6000 words +/- 100 words (MAXIMUM) - students will be penalised 15% of available marks for “skills for professional practice” if these parameters are exceeded.
4. Formatting: Typed on an A4 page in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
5. Document format: In business report format (unless otherwise directed), with a clear title, course, and name or ID number on a cover sheet and including a bibliography using Harvard referencing throughout.
6. Research: The presentation should use reliable and relevant sources of information (e.g. academic books and journals that have been peer reviewed); research should demonstrate engagement with both core and extended sources (NOTE: you will be assessed on your use of CORE research under the criteria of “Research-Informed Literature” on p. 12).
7. *****NOTE*** Skills for professional practice (20% of grade), will be awarded for the quality and on-time completion of weekly Curatr learning tasks, and a minimum of two interactions with fellow students (i.e. comments on the work of others) per week.**

Student name:		Student number:	
Programme:	DBA		
Module:	Approaches to Research and Academic Communication	Module Level:	7
Module code:	SBMA7101D	Contribution to Overall Module Assessment (%):	Part 1: 66% Part 2: 24%
Lecturer:	Dr David Griffiths	Internal Verifier:	Dr Jill Venus
Assignment Title:	Assignment Part 1	Assignment No:	1 of 2
Hand Out Date:	February 2018 (upon joining module)	Submission deadline:	No later than Monday, April 30th 2018 at 17:00
		Assignment feedback:	Monday, May 28th 2018 at 17:00

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based, using the Harvard referencing system. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	<i>(Only where hard copies required)</i>	Date:	

Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.		
Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to four weeks late, maximum mark of 50%. After one week the mark is zero. Only the Extenuating Circumstances Panel may grant an extension.		

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
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1. critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting research; 2. critically discuss approaches to reliability, validity and bias in social research; 3. examine fully the ethical considerations in social research and develop research designs that meet a high standard of ethical practice; 4. critically analyse communications and communicate scholarship effectively.	See p.11-16 for further information
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TASK DESCRIPTION Part 2

Part 2 (20%)

Upload a ten-minute video presentation to YouTube that critically reflects upon the following quote **in the context of business research**: “Philosophy is dead. Philosophers have not kept up with modern developments in science...Scientists have become the bearers of the torch of discovery in our quest for knowledge” (Hawking *et al.*, 2010, p. 8). The YouTube link should be emailed to Dr David Griffiths (david.griffiths@uwtsd.ac.uk) before the assignment deadline, along with a reference list of research used to inform your presentation.

Please note the following when completing your assignment:

1. Presented in English, in an appropriate business/academic tone
2. Focus: Focus only on the tasks set in the assignment
3. Length: 10-minutes +/- 1 minute MAXIMUM - students will be penalised 15% of available marks for “skills for professional practice” if these parameters are exceeded.
4. Research: The presentation should use reliable and relevant sources of information (e.g. academic books and journals that have been peer reviewed); research should demonstrate engagement with both core and extended sources (NOTE: you will be assessed on your use of CORE research under the criteria of “Research-Informed Literature” on p. 12). The underpinning research for the presentation should be submitted as a reference list, emailed to david.griffiths@uwtsd.ac.uk

Student name:		Student number:	
Programme:	DBA		
Module:	Approaches to Research and Academic Communication	Module Level:	7
Module code:	SBMA7101D	Contribution to Overall Module Assessment (%):	Part 1: 66% Part 2: 24%
Lecturer:	Dr David Griffiths	Internal Verifier:	Dr Jill Venus
Assignment Title:	Assignment Part 1	Assignment No:	2 of 2
Hand Out Date:	February 2018 (upon joining module)	Submission deadline:	No later than Monday, April 30th 2018 at 17:00
		Assignment feedback:	Monday, May 28th 2018 at 17:00

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based, using the Harvard referencing system. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	<i>(Only where hard copies required)</i>	Date:	

Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.		
Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. After one week the mark is zero. Only the Extenuating Circumstances Panel may grant an extension.		

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
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1. critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting research; 2. critically discuss approaches to reliability, validity and bias in social research; 3. critically analyse communications and communicate scholarship effectively.	See p.12-16 for further information
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NOTE: The guidance offered below is linked to the five common assessment criteria overleaf and specifically aligned to the “exceptional” outcome category to which we anticipate students aspire.

1. Research-informed Literature

Your work must embed and be informed and supported by relevant and credible scholarly material that is accessible in the learned journals listed on the module schedule. You should refer to at least 10 such sources per 1,000 words. Additionally, you should refer to text books, current news items and benchmark your organisation against other organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. This means that within your work, you should provide evidence of your growing mastery in critical awareness of current challenges, new insights and the constant need for innovation within the field. Furthermore, a critical awareness of the ambiguities and limitations of knowledge and even understanding, should be considered and examples of such, illustrated within your work.

3. Analysis

To be considered masters worthy, your work must contain evidence of analysis, evaluation and synthesis. This means not just describing “What!” but also justifying: Why? How? When? Who? Where? And at what cost! At all times, you must provide justification of your arguments and judgements. Evidence that you have reflected upon the ideas of others on matters occurring in the real world of business is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments in the absence of complete data, since within the real world of work, we rarely have access to, or know all the information! Persuasive conclusions are especially necessary and must be derived from the content of your work – there should be no new information presented within your conclusion. Your work should aspire to resemble work which is of journal publishable quality.

4. Practical Application and Deployment

It is essential that you rationalise how you decided upon certain methods, materials, tools and techniques to inform and complete your work. You must demonstrate what informed your decision(s) to apply certain concepts that enabled you to formulate innovative and creative solutions to the challenges presented to you or that you identified for yourself. Plausible, costed and justifiable recommendations are demanded and where these are absent, your work is undermined. Your work should provide evidence that you are growing in mastery in developing cutting edge processes and techniques within the subject area.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. Regarding the presentation of your work, you must demonstrate your ability to select and deploy the appropriate media that is “fit for purpose. Additionally, you must exhibit your ability to: communicate with an exceptionally high level of professionalism; work professionally, autonomously and within a team; develop leadership skills; and produce/present work that is coherent, cogent and specifically addresses the challenges set for you or you have set yourself. Importantly, your work should be easily understood by specialists and non-specialists in the field.

This section details the assessment criteria for each assignment. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	10	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	20	
TOTAL	100	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	50% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Common Assessment Criteria Applied	Level of Achievement						
	REFER			PASS		DISTINCTION	
	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

Student Self Evaluation Form

Student name:		Student number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER			PASS		DISTINCTION	
	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
S t u d e n t ' s Signature			