



ECDE7013

Day 2 – 01/12/23



We need 4 groups!

Investigating handedness

Research suggests that around 10% of the population are left-handed.

Task: Design a study to compare two types of student. You are aiming to see whether left handedness is more common in students who study some subjects, such as art students or geographers.

Investigating age and sleep patterns

Research has shown that the human body clock is very important in determining sleep and wake patterns.

Task: Design a study to investigate the relationship between age and sleep duration. Think about how they will record the amount of time they sleep over a number of nights (how many nights? which days of the week? how they will record it?)

Investigating food preference

Many theories have been offered to explain food preference in humans; some of which are biological, others due to environmental influence.

Task: Carry out a study to investigate:

1. Whether more males or females are vegetarians;
2. How long the males and female participants have been vegetarian (in an attempt to identify which gender has been a vegetarian the longest).

Investigating honesty

Some researchers believe that when we are being truthful, our eyes look to the left, but if we are not being honest, we gaze to the right and that this process is reversed for left-handed people. Other researchers are not so sure.

Task: Design a way in which this could be investigated.

Timeline



Timeline





Preparatory task

- Draft a diagrammatic outline of your research design.
- This might take the form of a flow diagram, a timeline or a table.
- It should show the research activity of the project and, where needed, indicate where there are dependencies (for example, when the outcomes of a survey will inform the question design for an interview).
- Try to show this on a PP slide in order to present to colleagues.
- Consider your theoretical frame – what understandings are framing /guiding your project design and intentions?
 - Can you respond to Flick's questions?



Flick's questions

- On which epistemological and theoretical frameworks will you base your study?
- How do you take these backgrounds into account in your study?
- How do you take the participants' viewpoints into account and how do you incorporate them in the research and in their analysis?
- Which methodological consequences follow for your study if you start from a constructivist epistemology and how do you put these consequences into concrete terms?
- How do the methods you chose fit the epistemological assumptions the study is based on?



TODAY'S SESSION

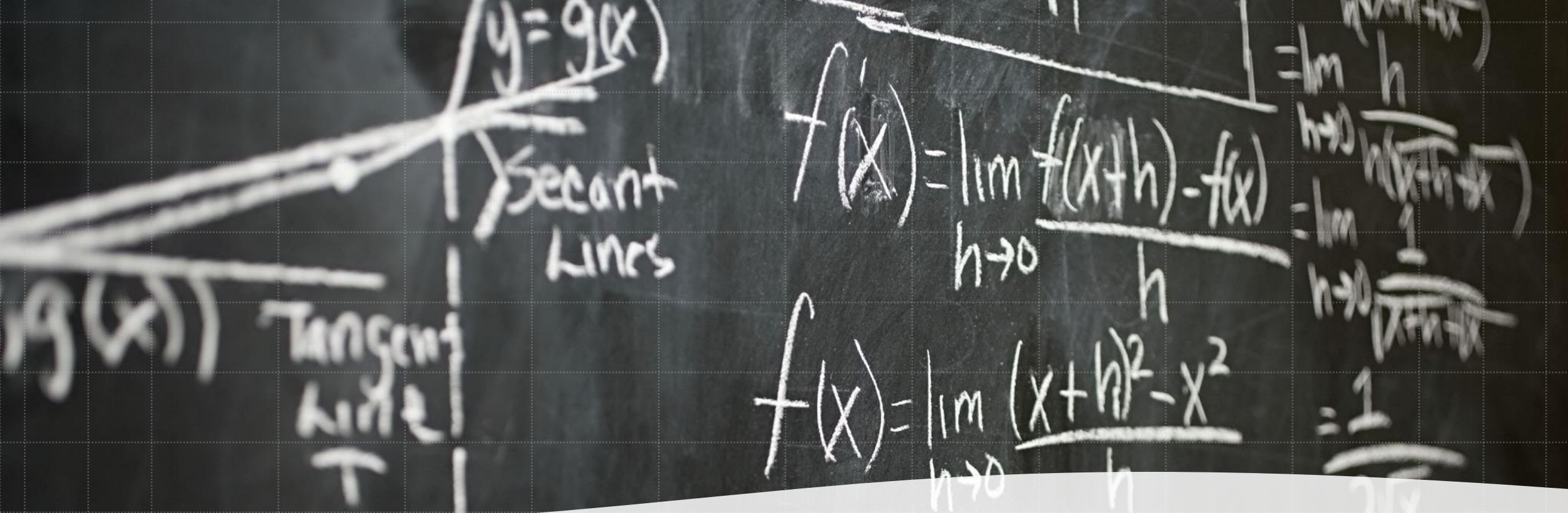


Key Questions

- What is methodology?
- How does the theoretical frame shape the analysis of data?
- What does a report of the methodology look like?
- Piloting research tools – why bother?

KQ1 - What is methodology?

Exploring what is meant by methodology, method, research design and how we report these elements of the research project



What is the difference between method and methodology?



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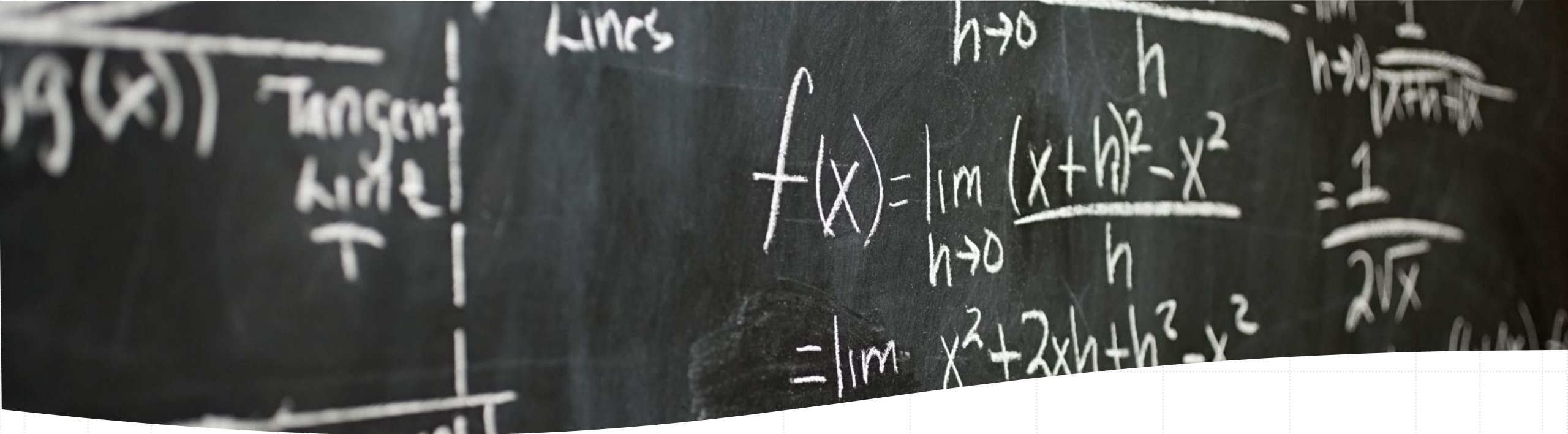
Methodology...

refers to the overarching strategy and rationale of your research project. It involves studying the methods used in your field and the theories or principles behind them in order to develop an approach that matches your objectives.

“Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based” (Brown, 2006).

Methods...

are the specific tools and procedures you use to collect and analyse data (e.g. questionnaires, interviews).



What is the difference between research methods and research design?



What is the difference between research methods and research design?

Research methods...

- are the procedures that will be used to collect and analyse data
- focus on the most suitable ways in which data can be collected
- will depend on the research design

Research design...

- is the overall structure (or framework) of the research
- is based on the research question
- focuses on the type of study that is planned and the results that might be expected (e.g. next slide)

What is 'research design'?

1

exploratory/
explanatory
research design

Not much known already

2

descriptive
research design

Describing characteristics of
variables / a situation

3

experimental
(correlational/
causal) research
design

includes a hypothesis (correlational
/ experimental / diagnostic)

KQ2 - How does the theoretical framework shape the analysis of data?



KQ2 - How does the theoretical framework shape the analysis of data?

The development of the theoretical framework helps to clarify your implicit theory in a manner that is more clearly defined.

It helps you to consider possible frameworks and to reduce biases that may sway your interpretation.



Consider:

- What might have an impact on the way in which we interpret data?
- Does / might the way in which we look at data depend on our own interests?
How? Why?



Paradigm	Ontology	Epistemology	Theoretical perspective	Methodology	Possible methods
Positivist	Single reality or truth	Reality can be measured; hence, focus on reliable and valid tools to obtain that	Positivism / post-positivism	Experimental / survey	Usually quantitative – sampling, measurement, statistical analysis, focus group interview
Constructivist Interpretivist	No single reality or truth. Reality created by individuals in groups.	Reality needs to be interpreted, used to discover underlying meaning of events and activities	Interpretivisms Phenomenology / Hermeneutics Critical Inquiry Feminism	Ethnography Grounded theory Phenomenology Heuristic inquiry Action research Discourse analysis	Usually qualitative – interview, observation, case study, life history, narrative, theme identification
Pragmatism	Reality is constantly renegotiated, debated, interpreted in light of its usefulness, reality is what is useful	Solves problems, finding out is the means, change is the <u>aim</u> The best method is the one that works	Pragmatism, research through design	Design-based research, action research	Mixed methods Combination of any of the above and others
Subjectivism	Reality is what we perceive it to be	All knowledge is a matter of perspective	Postmodernism Structuralism Post-structuralist	Discourse theory Genealogy Deconstruction	Autoethnography Literary analysis
Critical / Socio-critical	Realities are socially constructed entities under constant internal influence	Reality and knowledge are socially constructed and influenced by power relations from within society	Marxism Feminism	Critical discourse analysis, critical ethnography, action research	Mixed methods Ideological review open-ended interviews Focus groups Open-ended questions / observations

Phenomenology

Purpose:
Describing individual(s)' experience of phenomena

Disciplinary Origin:
Philosophy

Data Collection and Analysis:
Interview data are searched for significant statements that capture the essence of participants' perceptions and experiences

Ethnography

Purpose:
Describing cultural characteristics of a group of people

Disciplinary Origin:
Anthropology

Data Collection and Analysis:
Extended fieldwork on participant or non-participant observations, interviews; documents analyzed during/after study to gain insider's perspective on people and interactions.

Narrative Inquiry

Purpose:
Describing people's lives/stories to add to our understanding

Disciplinary Origin:
Human storytelling & education

Data Collection and Analysis:
Extensive description of the physical and social settings aimed at holistic understanding.

Case Study

Purpose:
Addressing research questions through in-depth analysis

Disciplinary Origin:
Multi-disciplinary

Data Collection and Analysis:
Multiple methods and data sources are used to answer specific questions about one or more cases.

Grounded Theory

Purpose:
Inductively generating a theory describing a phenomenon

Disciplinary Origin:
Sociology

Data Collection and Analysis:
Continual activity running concurrent to analysis as interview and observational data are distilled (or coded) and compared to build a working theory grounded in collected data.



Analysing what we see



Consider:

- What might we analyse?
- Might we undertake the analysis differently depending on what we are looking for?



www.youtube.com/watch?v=p33ftfmLg9o

Paradigm	Ontology	Epistemology
Positivist	Single reality or truth	Reality can be measured; hence, focus on reliable and valid tools to obtain that

Paradigm	Ontology	Epistemology
Pragmatism	Reality is constantly renegotiated, debated, interpreted <u>in light of its usefulness</u>	Solves problems, finding out is the means, change is the aim



Analysing what we read



Consider:

- What might we analyse?
- Might we undertake the analysis differently depending on what we are looking for?



Analysing what we read

- **Content Analysis** - used to identify **patterns** that emerge from text, by grouping content into words, concepts, and themes (and, usually, counting them).
- **Narrative Analysis** - focuses on the stories people tell and the language they use to make sense of them. About listening to people **telling stories** (narratives) and analysing what that **means**.
- **Discourse Analysis** - used to get a thorough understanding of the political, cultural and power dynamics that exist in specific situations.
- **Thematic Analysis** - used to deduce the meaning behind the words that people use. This is accomplished by discovering repeating themes in text.
- **Grounded Theory** - formulates a theory around a single data case based on actual data and not entirely speculative. Then, additional cases can be examined to see if they are relevant and can add to the original theory.
- **Interpretative Phenomenological Analysis (IPA)** - designed to help you understand the personal experiences of a subject (for example, a person or group of people) concerning a major life event, an experience or a situation.



Content Analysis

Using a collection of newspaper articles, political speeches or on social media, you could:

- identify the **frequency** with which an idea is shared or spoken about; e.g. by counting how many times David Cameron is mentioned on Twitter (conceptual data analysis)
- identify **patterns** of deeper underlying interpretations; e.g. identifying phrases or words in tourist pamphlets that highlight India as an ancient country (relational content analysis – the relationship between the words).



Narrative Analysis

Exploring whether **how** something is being said is important.

e.g.

- the narrative of a prisoner trying to justify their crime could provide insight into their **view of the world** and the justice system.
- analysing the ways entrepreneurs talk about the struggles in their careers could provide powerful insights into their **mindsets and perspectives**.

It is about paying attention to the stories that people tell – and more importantly, the **way** that they tell them.



Discourse Analysis

e.g. you could analyse:

- how a lecturer speaks to the Vice Chancellor
- how politicians speak about terrorism



To truly understand these conversations or speeches, the **culture**, **history** or **power** dynamics of those involved in the communication are important factors to consider.



Thematic Analysis

- You could analyse 100 online reviews of a popular ice cream parlour to find out what patrons think about it.
- You would identify the themes that crop up repeatedly within the data; for example, “friendly staff” or “flavour”.



“friendly
staff”

●●●●● Reviewed 28 August 2019  via mobile

Best vanilla ice cream

Friendly staff and the vanilla ice cream is just the best ever. We had the chocobockaglory, amazing but doesn't need Nutella. We will be returning but just for the vanilla ice cream as it's out of this world.

●●●●● Reviewed 16 December 2018

Grand daughter visit

How can you fault "Joe's" ice cream, Pleasant surrounding's, clean, friendly staff, never heard a wrong word about the place.

●●●●○ Reviewed 19 October 2018

Gorgeous ice cream

Good quality ice cream at a fair price. Staff really friendly and a tables to sit outside with your four legged family.

●●●●● Reviewed 13 February 2019

Best in U.K.

Absolutely stunning ice cream. I have never tasted an ice cream anywhere in the world that tastes as good as joe's. Staff were friendly and efficient. Can't wait to go there again.

●●●●● Reviewed 21 October 2018

Toffee Apple Sundae

Have not written a review of “Joe's” for almost a year although we are there (St. Helen's Road) almost weekly, sometimes a couple of times a week. This morning we called in and treated ourselves to the “October Special” Toffee Apple Sundae. Quite Delicious. As the name suggests plenty of apple with toffee sauce and, of course, the wonderful Joe's ice-cream. Always very busy whatever time of year and the staff are always very friendly.



“flavour”

●●●●● Reviewed 5 June 2019

Amazing Vanilla Ice Cream

We visited Joe's at my daughter's request when we were visiting Swansea. The vanilla ice cream is amazing - smooth, creamy, velvety with a delicious vanilla flavour. Reasonably priced too.

●●●●● Reviewed 7 August 2019

Yummy chocolate sunda

We very often visit joes ice cream and it never disappoints. There's plenty of different flavours to chose from and the seating arrangements are very nice and comfortable.we highly recommend giving joes a visit if you're in the area.theres also a joes in Mumbles too where the views are wonderful across the bay,

●●●●○ Reviewed 18 August 2019 via mobile

Not enough options

This ice cream restaurant did not have enough ice cream flavours, other people would probably be fine with this but it was not for me

●○○○○ Reviewed 3 May 2021

No taste at all

I wanted to give it another chance as the first time I had an ice cream there I was very disappointed. I love ice cream and have been to many places in different countries but honestly this is the tasteless ice cream I have had in all my life. I honestly don't know why there are queues all the time for a thing with no flavour, maybe I don't get it?

●●●●● Reviewed 21 August 2019 via mobile

Best Ice Cream in the World

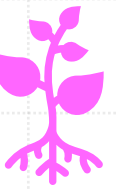
If you haven't been for a Joe's, you haven't been to Swansea. This place was so busy during the Winter, we struggled to get a seat! The classic vanilla is all you need, flavours simply complicate things! You can also buy merchandise as a souvenir. Couldn't recommend this place enough!

●●●●● Reviewed 18 July 2023 via mobile

Best Ice Cream

Always a must to stop over for Joe's ice cream wherever we are in Swansea/Mumbles. The rum and raisins was really good and vanilla flavour was different from other vanilla ice creams from other places. The kids loved it. Parking can be tricky but worth the walk especially on a sunny day.





Grounded Theory

You are interested in developing a theory about the factors that influence students to watch a YouTube video about qualitative analysis. You would start with this general overarching question about the given population (i.e. graduate students).

1. Approach a small sample – for example, five graduate students in a department at a university. Ideally, this sample would be representative of the broader population.
2. Interview these students to identify what factors lead them to watch the video.
3. Analyse the interview data. Here, you may see a general pattern, e.g. you might notice that graduate students are more likely to watch a video if they are just starting on their thesis, or if they have an upcoming test about research methods.
4. Next, you will look for another small sample, e.g. five more graduate students in a different department and interview them to see whether this pattern holds true for them.
5. If not, you'll look for commonalities and adapt your theory accordingly.

As this process continues, the theory would develop.



IPA

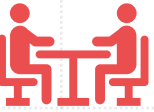
Can range from relatively common events; e.g.

- motherhood
- being involved in a car accident

to those which are extremely rare; e.g.

- someone's personal experience in a refugee camp.

So, IPA is a great choice if your research involves analysing people's personal experiences of something that happened to them.



Analysing what we read

1. Your research aims to analyse the use of words and what they reveal about the intention of the storyteller and the cultural context of the time;
2. Your research aims to develop an understanding of the unique personal experiences of people that have experienced a certain event;
3. Your research aims to develop insight regarding the influence of a certain culture on its members.

Narrative
analysis

IPA

Discourse
analysis

KQ3 - What does
a report of the
methodology
look like?





KQ3 - What does a report of the methodology look like?

A Research Methodology chapter of a research study:

- describes research methods, approaches and design in detail,
- justifies your choice through describing advantages and disadvantages of each approach and design
- takes into account the practical applicability of the methods/tools to the research

Step 1: Explain your methodological approach

Option 1: Start with your “what”

- What **research problem or question** did you investigate?
- Aim to describe the characteristics of something?
- Explore an under-researched topic?
- Establish a causal relationship?
- And what type of data did you need to achieve this aim?
- **Quantitative data, qualitative data**, or a mixture of both?
- Primary data collected yourself or secondary data collected by someone else?

Option 2: Start with your “why”

- Start with a discussion of the rationale and assumptions underpinning your methodology. In other words, why did you choose these methods for your study?
- Why is this the best way to answer your research question?
- Is this a standard methodology in your field or does it require justification?
- Were there any **ethical considerations** involved in your choices?
- What are the criteria for **validity** and **reliability** in this type of research?



Step 2: Describe your data collection methods

Be sure to discuss the criteria you used to select your data, the context in which your research was conducted and the role you played in collecting your data (e.g. were you an active participant or a passive observer?)

- Once you have introduced your reader to your methodological approach, you should share full details about your **data collection methods**.
- Discuss your **sampling method** as well as any tools you used to gather your data.

Reporting your research tools



Questionnaires

- Describe where, when and how the questionnaire was conducted.
- How did you design the questionnaire?
- What form did your questions take (e.g. multiple choice, Likert scale)?
- Were your surveys conducted in-person or virtually?
- What sampling method did you use to select participants?
- What was your sample size and response rate?

Interviews

- Describe where, when and how the interviews were conducted.
- How did you find and select participants?
- How many participants took part?
- What form did the interviews take (structured, semi-structured, or unstructured)?
- How long were the interviews?
- How were they recorded?

Observation

- Describe where, when, and how you conducted the observation.
- What group or community did you observe? How long did you spend there?
- How did you gain access to this group? What role did you play in the community?
- How long did you spend conducting the research? Where was it located?
- How did you record your data (e.g., audiovisual recordings, note-taking)?

Use of pre-existing data

- Explain how you gathered and selected the material (such as datasets or archival data) that you used in your analysis.
- Where did you source the material?
- How was the data originally produced?
- What criteria did you use to select material (e.g. date range, related to a particular group)?

Step 3: Describe your analysis method

Next, you should discuss the way in which you processed and analysed your data.

NB - you should not start introducing or discussing any of your results at this point.

Quantitative methods

In quantitative research, your analysis will be based on numbers. In your methods section, you can include:

- How you prepared the data before analysing it (e.g. checking for missing data, removing outliers)
- Which software you used (e.g. SPSS)
- Which statistical tests you used (chi square, t-test)
<https://stats.oarc.ucla.edu/spss/modules/an-overview-of-statistical-tests-in-spss/>

Qualitative methods

In qualitative research, your analysis will be based on language, images and observations (often involving some form of textual analysis). Specific methods might include:

- **Content analysis:** Categorizing and discussing the meaning of words, phrases and sentences
- **Thematic analysis:** Coding and closely examining the data to identify broad themes and patterns
- **Discourse analysis:** Studying communication and meaning in relation to their social context
- Include information about software if you used any, e.g. Nvivo (or mention that you did it manually)

Step 4: Evaluate and justify the methodological choices you made



Your 'methodology' section should make the case for why you chose the methods you did.

Show how this approach contributes new knowledge or understanding.

You could also discuss why other methods were not suitable for your objectives (but take care with word counts).



It should be clear to your reader that you set yourself up for success in terms of your methodology's design.

Show how your methods should lead to results that are **valid** and **reliable** (while leaving the analysis of the meaning, importance and relevance of your results for your discussion section)

Reliable v. Valid???

	Reliability	Validity
What does it tell you?	The extent to which the results can be reproduced when the research is repeated under the same conditions.	The extent to which the results really measure what they are supposed to measure.
How is it assessed?	By checking the consistency of results across time, across different observers, and across parts of the test itself.	By checking how well the results correspond to established theories and other measures of the same concept.
How do they relate?	A reliable measurement is not always valid: the results might be reproducible, but they're not necessarily correct.	A valid measurement is generally reliable: if a test produces accurate results, they should be reproducible.

Reliability =
The extent to which the results can
be reproduced when the research is
repeated under the same conditions.

Reliable v. Valid???

A symptom questionnaire is used to diagnose a patient with a long-term medical condition.

- Several different doctors use the same questionnaire with the same patient at the same time with the same diagnoses.
- This indicates that the questionnaire.....
- Several different doctors use the same questionnaire with the same patient at the same time but give different diagnoses.
- This indicates that the questionnaire...

has reliability

has ... reliability

Reliability =
The extent to which the results can
be reproduced when the research is
repeated under the same conditions.

Reliable v. Valid???

A symptom questionnaire is used to diagnose a patient with a long-term medical condition.

- Several different doctors use the same questionnaire with the same patient at the same time with the same diagnoses.
- This indicates that the questionnaire.....
- Several different doctors use the same questionnaire with the same patient at the same time but give different diagnoses.
- This indicates that the questionnaire...

has high reliability

has low reliability

Reliable v. Valid???

Reliability =

The extent to which the results can be reproduced when the research is repeated under the same conditions.

Validity =

The extent to which the results really measure what they are supposed to measure.

A symptom questionnaire is used to diagnose a patient with a long-term medical condition.

- Several different doctors use the same questionnaire with the same patient at different times. The diagnoses are the same.
- This indicates that the questionnaire.....

has high reliability and high validity

What elements can affect validity?

Element	Meaning
Sampling bias	The sample is not representative of the population.
History	An unrelated event influences the outcomes (e.g. results of a test makes participants have a negative view).
Experimenter effect	The characteristics or behaviours of the experimenter unintentionally influence the outcomes.
Hawthorne effect	The tendency for participants to change their behaviours simply because they know they are being studied.
Situation effect	Factors like the setting, time of day, location, researchers' characteristics etc. limit generalisability of the findings.

How can we counter these threats?

KQ4 – Piloting research tools – why bother?

Interviews & Questionnaires





KQ4 - Piloting research tools – why bother?

Interviews & questionnaires

Piloting is crucial:

- ensure that researcher has included questions necessary to measure the concept being studied (Dikko, 2016)
- help identify if there are flaws, or limitations within the interview design that allow necessary modifications to the major study (Kvale, 2007)
- To ensure validity and reliability...

Ensuring...

Validity

The extent to which the results really measure what they are supposed to measure.

- Can participants answer the questions? We must ensure that we should ask the questions that they are capable of providing answers.
- In a questionnaire, are the response codes provided sufficient? Missing response codes can lead to answers being forced to fit into the codes provided, or to large numbers of 'other' answers.
- Do the response codes provide the sufficient discrimination? If most respondents give the same answer, then the pre-codes provided may need to be reviewed to see how the discrimination can be improved and, if that cannot be achieved, queries should be raised regarding the value of including the question.
- Do questions and responses allow us to answer the research question(s)? We need to ensure that the answers which respondents give to those questions are the responses to the questions that we think we are asking.

Reliability

The extent to which the results can be reproduced when the research is repeated under the same conditions.

- In an interview situation, do the questions sound right? It is surprising how often a question looks acceptable when written on piece of a paper but sounds false, stilted or simply silly when read out loud. Might the question need to be paraphrased so that it sounds more natural?
- Do the participants understand the questions? It is easy for technical vocabulary and jargon to creep into questions, so we need to ensure that it is eliminated.
- Have we included any ambiguous questions, double barrelled questions, loaded or leading questions?
- Does the interview retain the attention and interest of participants throughout? If attention is lost, then the quality of the data may be in doubt. Changes may be required in order to retain the respondent's interest.
- Does the interview flow properly?
- In a questionnaire, can the respondent understand the routing instructions? Particularly with paper questionnaires, we should check that the routing instructions can be understood.
- Does the questionnaire unfolds in a logical sequence, with a minimum of jumps between different ideas?



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October 3, 2022. OATD is dealing with a number of misbehaved crawlers and robots, and is currently taking some steps to minimize click through some security screen. Our apologies for any inconvenience.

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Degree: PhD, Music (Sheffield), 2022, University of Sheffield

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- Over the past decade, music education policy, pedagogy, and research in England has been shaped by a neoliberal discourse of invulnerability, in which the benefits... [\(more\)](#)

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2. MacGregor, Elizabeth H. *Musical vulnerability : receptivity, susceptibility, and care in the Key Stage 3 music classroom*.

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Durham
University

3. Little, Fiona Louise. *An exploration into the uptake rates of GCSE music with a focus on the purposes of music in school*.

Degree: Thesis (EdD), 2009, Durham University

URL: <http://etheses.dur.ac.uk/93/> ; <http://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.512881>

- This thesis examines the relatively lower uptake rates of GCSE music in comparison to other optional subjects at Key Stage 4 (KS4), such as art,... [\(more\)](#)

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Exploring a thesis

01

#1 – read the
abstract

02

03

04

05

Exploring a thesis

Can you...?

01

#1 – read the abstract

02

#2 – identify the theoretical framework

03

#3 – identify the methodology

04

#4 – identify the research tools

05

#5 – identify the analytical framework

Does it all make sense?



LOOKING AHEAD

3rd February, 2024



Assessment

Assessment Component 1 – 25%

PRESENTATION DATE: 03/02/24

Individual seminar presentation (25 minutes)

Present your small-scale research project design, include your research questions, offer a critical justification for your methodological choices, the research tools and the ethical processes adopted. You should also include an outline of the intended approach to data analysis.

Marking criteria

Engagement with literature

Knowledge and understanding

Cognitive and intellectual skills

Practical skills

Transferable skills for life and professional practice

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

Assessment Specification

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Professional Doctorate in Education (EdD) (part-time pathway)		
Module:	Exploring Contemporary Issues in Education 2: Applying critical skills, contributing to knowledge: leading improvement		
Module code:	ECDE7013	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Dr Catherine Morgan	Internal Verifier:	Dr Iain Jones
Assignment Title:	Individual <u>25 minute</u> seminar presentation	Word count (or equivalent):	
Submission deadline:	03/02/24	Return date of provisional marks & written feedback:	01/03/24
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your <u>submission</u> you must cite authors on whose research and ideas your work is based. In your final presentation slides, include a reference list with the books, <u>articles</u> and other sources that you have used and cited to complete this assessment.		

Assessment Specification

Generic

Specific

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your work requires significant engagement with academic literature/theory; therefore, you should show a wide level of reading from sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus and of appropriate methods of research. You could also refer to relevant Welsh Government publications and any other reports that are relevant to your research focus.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

With reference to your own practice, you should demonstrate a systematic understanding of research and of the benefits and drawbacks of your chosen method of research. Knowledge of the background of, and theory

Have a good holiday!

See you in February.

