Research Internship
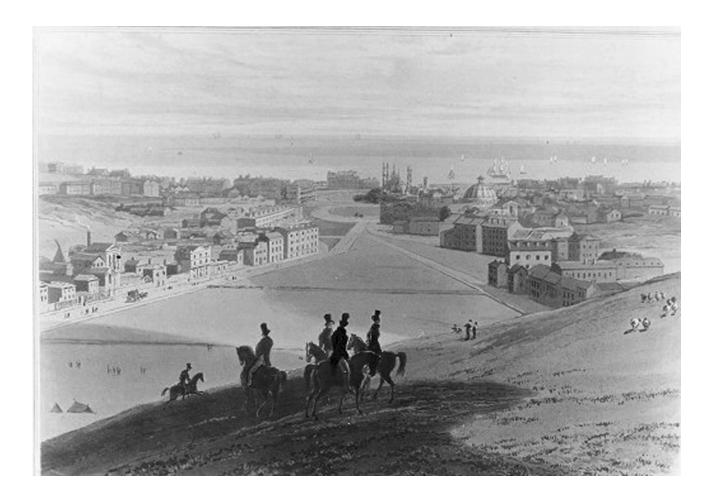
Autumn and Spring Teaching Periods 2017-2018:
Masters Level Module 973C8

Module Convenor: Alan Garnham

Official Module Title: Research Internship

Official Module Code: 973C8

Module Convenor: This module is convened by Alan Garnham, who is a member of the School of Psychology. This document was prepared by Alan Garnham and you are welcome to direct queries about the module to him during his office hours (see Student Consultation Times on Sussex Direct) in 2B12 (Pevensey 1 Building), by phone (x8337) or email (A.Garnham@susx.ac.uk).

Type of Module: Research Internship is a Masters-level module, compulsory for all Psychology students taking the MRes in Psychological Research Methods.

Credits: The Research Internship is a 30 credit module.

Prerequisites: None

School Ownership: Psychology

Aims and Objectives:

The aim of the module is to introduce you to the processes of carrying out research and to allow you to work in collaboration with a member of academic staff on research. The nature of the work will depend on the area. In some areas it will involve learning particular laboratory protocols (for example, with non-human animals) or creating computer simulations of behaviour (for example, in much of cognitive science), but in most cases it will involve working with the member of staff from conceptualisation through managing data collection and data analysis, to research dissemination. There will be (at least) fortnightly meetings with your academic supervisor to discuss aspects of the research process.

The Research Internship is a kind of research apprenticeship, in which the student works with an individual supervisor helping with that supervisor's research in a mutually agreed way. The student may or may not be engaged in one particular project, but in any case they are not expected to devise the project in the way that they devise their own empirical project, which is reported in the MRes dissertation.

More specifically, students who have completed the module should:

1. Understand the research process.
2. Have learned how to maintain a laboratory notebook.
3. Be able to apply the techniques learned in other modules.
4. Have learned about time management in data collection.
5. Have enhanced their presentation skills.
6. Have learned how to create an annotated bibliography.

Teaching: During Autumn and Spring Teaching Periods each student should expect to see their academic supervisor at least once every two weeks, for one hour (many students see their supervisors much more frequently). It is the responsibility of both the supervisor and the student to ensure that satisfactory progress is being made with the research that should be carried out. If either supervisor or student is unclear about what the student is supposed to be doing at any particular time they should contact the other party within 3 working days.

Towards the end of the Spring Teaching Period each student will either take part in a workshop with their academic supervisor, during which the student will give an oral presentation of their work during the module, or attend a presentation session arranged specially for the module (with 1 or more students presenting). The module is worth 30 credits, which represents one quarter of your work for each of the Spring and Autumn Teaching Periods, to a total of a notional 300 hours of work, since 1 credit is notionally 10 hours of work.

Contact Details

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Assessment:

You are asked to keep a Laboratory Notebook documenting your work throughout the module. The Notebook can be either electronic or paper-based. The Notebook should be in the form of a diary, and should record everything you do. The Notebook itself is NOT directly assessed, but is related to two of the formal assessments, the Report and the Observation (Individual Review) – see below. Some further notes on the Notebook are provided below.

- **Laboratory Notebook** :
    - Accurate record-keeping is as crucial aspect of research governance. The purpose of keeping the notebook is to develop record-keeping skills, to enhance time management skills, and to encourage the student to reflect on the progress and outcome of their research activities.
    - Laboratory notebooks are a valuable source of information when writing papers and developing oral presentations. They should contain a clear, well-written narrative covering crucial aspects of research such as experimental methodology, raw data, evaluation and selection of data analysis techniques, error analysis and conclusions.
    - The notebook should be arranged in chronological order, similar to a diary. Each entry should be clearly dated.
    - Avoid erasing sections or tearing out pages. Apparent errors may be re-evaluated at a later point, and can provide clues as to why an experiment was done and how to improve it.

Formal Assessment involves 4 components. The Essay (Annotated Bibliography) is submitted towards the end of the Autumn Teaching Period. The other three assessments Presentation, Report, Observation (Individual Review) are carried out towards the end of the module.

The Report and the Presentation are standard assessments, in written and spoken form respectively, of the student's ability to present work they have carried out. The Individual Review assesses (a) the student's actual research skills, as judged by the supervisor and, to a lesser extent, by what is said in the interview in which the Review is conducted, and (b) what lessons (of all kinds) about research the student had learned from taking part in the

Internship, again assessed partly by the supervisor, but, in this case, with more emphasis on what is said in the interview. It is <u>not</u> intended that skills acquired or lessons learned should also be described in the Presentation and the Report. These two assessments should focus on the work carried out, whether it be from a single project or from a number of different projects, and whether or not each project was completed in the course of the Internship

- **Essay (Annotated Bibliography)** (20% of the final assessment):
    - o The aim of this assignment is to demonstrate that you can develop and evaluate a collection of scientific literature relevant to the research issues surrounding your work.
    - o Given the open-ended nature of the work involved in the module, it may not be possible to identify a coherent set of issues related to the work you are conducting. If this is the case you should discuss the matter with your academic supervisor and agree on a specific issue relevant to the general research area that will form the focus of the bibliography.
    - o Examples (not exhaustive) of ways to construct a bibliography include:
        - ▪ Bibliography for a paper (real or proposed) resulting from some of the work you have carried out.
        - ▪ Set of papers particularly relevant for answering a question that arises is the area in which you are working (question to be agreed with your supervisor).
    - o Note that because of the length limitations (see below) your bibliography needs to be focused on a very specific topic.
    - o The annotated bibliography should contain a list of citations of books, book chapters and papers. Each citation should be followed by a brief (usually about 150 words, though the length of a particular annotation should reflect the importance of the piece of work annotated) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited, and its relation to other words cited in the bibliography.
    - o Each annotation should evaluate the authority or background of the author, comment on the intended audience, compare or contrast this work with others you have cited, or explain how this work illuminates your bibliography topic. Note that journal abstracts do not contain all the information that is required for an annotation.
    - o The **maximum** word count for this assignment is 2,500 words. If each annotation contains approximately 150 words, the assignment should contain no more than 15 citations.
    - o The assignment should be submitted to the Psychology Office by the end of the Autumn Teaching Period (the specific deadline will be available on Sussex Direct).
    - o Marking criteria:
        - ▪ To achieve a Pass mark the bibliography should contain satisfactory coverage of the topic, with an adequate attempt to describe and evaluate each citation, but perhaps lacking some insight or grasp of wider issues.
        - ▪ To achieve a Merit mark the bibliography should contain good coverage of the topic, with clearly written annotations that indicate a broad appreciation of the topic.
        - ▪ To achieve a Distinction mark the bibliography should contain excellent coverage of the topic, with critical and logical annotations that indicate a full appreciation of the topic and insight into wider issues.

- **Report** (30% of the final assessment):
  - The aim of this assignment is to demonstrate that you can draw together the diverse aspects of your research work and present them in a clear, concise, and coherent manner.
  - The report should make use of your laboratory notebook and (if appropriate) bibliography, developing and extending themes and issues first raised in the earlier assignments.
  - Given the diverse nature of the work possible under the Research Process, the form of the Report is flexible. You should provide a short Abstract (excluded from the word count, but not longer than 250 words itself), and you should think in terms of four major subheadings: Introduction, Methods, Results, and Discussion. If, by agreement with your supervisor, you have worked on a number of not very closely related pieces of research, it might be sensible to present the methods, results and discussions for these separately. The Introduction should set out the general empirical and theoretical context of the research, and the Discussion should evaluate the work and highlight any conclusions that can be drawn. If the work has a clear empirical focus on one or two studies, then the report should contain conventional Methods and Results sections. Other kinds of work, such as computer simulations or analysis of data provided by your academic supervisor, can be accommodated by suitable modification of the Methods and Results sections.
  - Your supervisor will provide, if requested, comments on one complete draft of your Report.
  - The **maximum** word count for this assignment is 5,000 words.
  - The assignment should be submitted to the Psychology Office at the beginning of the Summer Assessment Period (exact details will be available on Sussex Direct).
  - Marking criteria:
    - To achieve a Pass mark the report should show evidence of competence in the development and reporting of research activities, written up satisfactorily but perhaps lacking in some detail or in appreciation of wider research issues.
    - To achieve a Merit mark the report should show evidence of the ability to report research activities clearly and fully.
    - To achieve a Distinction mark the report should show evidence that the student is highly competent in developing and reporting on research, with an ability to critically reflect on research issues.

- **(Oral) Presentation** (20% of the final assessment):
  - The aim of this assignment is to demonstrate that you can develop an effective and informative oral summary of your work.
  - The summary will be relatively brief compared to that in your Report and should focus on the major points, setting them in a broader context.
  - The presentation should have a coherent structure and a clear presentation style that makes appropriate use of presentation features such as audiovisual aids.
  - The presentation should be timed to last 20 minutes.
  - The presentation should be scheduled for Week 12 of the Spring Teaching Period or shortly thereafter.
  - Marking criteria:

- The marking criteria for presentations can be found in the PG Taught Assessment Criteria, available at http://www.sussex.ac.uk/psychology/internal/students/examinationsan dassessment and copied at https://www.sussex.ac.uk/webteam/gateway/file.php?name=pgt-research-internship-marking-criteria-2015-16.pdf&site=23

- **Observation (Individual Review)** (30% of the final assessment)
  - An individual review is "a review meeting between student and supervisor, external inputs may include progress on coursework, student participation in sessions and peer review"
  - The aim of the individual review on The Research Internship is to provide a direct assessment of your ability to carry out psychological research, and to learn lessons about carrying out research from doing so.
  - The review will be carried out by your supervisor, who will have had direct experience of your work, and by the module convenor, who will assess your work from your record of it (lab notebook) and from your oral description of your work.
  - The meeting will last for between 30 and 60 minutes.
  - The meeting should be scheduled at or after the end of the Spring Teaching Period, by individual arrangement.
  - In order to make this component of assessment appropriate for external (examiner) scrutiny
    - The laboratory notebook, which you produce for the module, and which you are invited to submit as an appendix to your report, should be available to your two assessors both before and during the Individual Review meeting and, later, to the external examiner.
    - The meeting should include both the student's supervisor and the module convenor (or an independent senior member of the department if the supervisor is the convenor). The meeting should include accounts from both the supervisor and the student of the work done, and the convenor (or replacement) should form an independent judgement of the work and assign it a mark without knowing the supervisor's assessment. The convenor will write a brief report of their assessment of the student's work, to be agreed with the supervisor. This report will be kept and made available to the external examiner. The convenor will attend all meetings for students in a particular year before finalizing his/her marks and agreeing marks with the supervisors.
  - Marking Criteria:
    - To achieve a Pass mark: the student should show reasonable competence in carry out research tasks, and should be able to rectify any mistakes under the supervisor's guidance. The student will be able to report a number of lessons learned about how to carry out good research.
    - To achieve a Merit mark: the student should demonstrate good research skills, and to show some independence in carrying out research. The student will be able to report a broad range of lessons about how to carry out good research
    - To achieve a Distinction mark: the student should demonstrate excellent research skills and in addition, initiative, originality (where appropriate) and a high degree of independence is organising,

managing, and reflecting on lab tasks. The student will be able to report a broad range of lessons about how to carry out good research, at a variety of levels, and be able to describe the interrelations among those lessons and how they apply to other pieces of research.

From 2016/17, Masters and MRes students taking PG year modules will usually be asked to submit assessments electronically where assessments are text-based, for example, an essay. Your Sussex Direct webpages and module handbook will give all assessment details, including whether the assessment is to be submitted via e-submission through Sussex Direct or in hard copy via the School Office. Feedback for all e-submission assessments will also be provided electronically.

Please refer to the frequently asked questions available on the following webpage for further information:
www.sussex.ac.uk/adqe/standards/examsandassessment/esubmission

Note Also: the assessment criteria for all pieces of work are designed in such a way as NOT to penalise students who are involved in several, unrelated or only loosely related, pieces of work on this module.

Information on the following can be found at the link below:
•   Submitting your work
•   Missing a deadline
•   Plagiarism and Collusion - Academic Misconduct
•   Late penalties
•   Exceptional circumstances
•   Exams
•   Help with managing your studies and competing your work
•   Assessment Criteria

http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

PLEASE CHECK your assessment timetable on Sussex Direct for how, when and where to submit your assessments.

Student Feedback: You will be able to provide feedback on the module, details will be confirmed during the module. Informal comments from students are also solicited throughout the module. Substantial changes to the assessments have been made in previous years in response to student feedback.

Reading List

Robson, C. (2002). Real World Research: A Resource for Social Scientists and Practitioner-researchers. Blackwell.

APA Publication Manual. Washington, DC: APA Books.

Nicol, A. A. M. & Pexman, P. M. (2003). Displaying your findings: A Practical Guide for Creating Figures, Posters, and Presentations. Washington: DC: APA Books.

Hart C. (2001). Doing a Literature Search: A Comprehensive Guide for the Social Sciences. London: Sage.