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MASTER IN EDUCATION
(INTERNATIONAL BACCALAUREATE)
PROJECT HANDBOOK

MASTER IN EDUCATION

(INTERNATIONAL BACCALAUREATE)
MQA/FA8511

COURSE: PROJECT COURSE

CODE: EPRO 72212

PROJECT HANDBOOK

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1. Course Aims and Learning Outcomes

This handbook provides key information that you need to ensure you meet the requirements of the course and guidance material to help you meet these requirements.

1.1 Aims

This final course of the PGDE/Masters in Education is based on the project ideas developed in the EERP7216 – Educational Research Practices course. It synthesizes and builds on the knowledge base; students have developed throughout their study on the master's programme. It aims to deepen understanding of a significant practice-related concern or interest and extend students ability to use enquiry to illuminate and address practice issues by undertaking a largely autonomous and substantive small-scale research-based project. This enables students to develop a sense of agency in relation to using research to develop practice in the future.

1.2 Course Learning Outcomes

By engaging successfully with this course students will be able to:

1. Demonstrate the ability to identify and critically analyze issues in IB or international education that can serve as the basis for a scientific research project.

2. Create a high-quality research paper that meets the academic standards of the IB or international academic community, by applying relevant research methodologies and techniques to the chosen issue.

3. Present the research findings for an academic audience, by effectively communicating the research methodology, analysis, and conclusions in an acceptable thesis format.

2. Project Requirements

2.1 Types of Projects You May Undertake

In this course you will develop, undertake and review a small-scale research-based project. The project may relate to research studies done on one of the IB programmes (PYP, MYP , CP and DP) any international school programs but the focus and type of the project will vary according to your interests, concerns and context. Typically, you will undertake either a small-scale research-based innovation or change project, or a research dissertation on a topic related to practice.

Assessment will be based on the final synthesis of work equivalent to 12000-15000 words. The specific tasks and format of the work will be agreed with your supervisor. You need to negotiable in order to maintain accessibility for all learners and relevance to your professional context. Broadly there are two types of projects that can be undertaken:

2.1.1   Research Project

The main focus of a research project is developing knowledge and understanding of a particular topic or issue related to your professional interests, practices and context. It focuses on reviewing literature, and designing and undertaking research activities in order to develop answers to your research questions. In addition to focusing on the subject of your enquiry you will be developing your research skills and knowledge.

2.1.2   An Innovative or Change Project

This type of project involves you in undertaking an activity or set of activities with the intention of contributing to the improvement of your own or your organization's practices. Aspart of the project, you are required to undertake a systematic and rigorous enquiry that draws on research approaches and techniques to be informed and/or evaluate and/or deepen your understanding of the changes you are making. You are required to construct a substantial, coherent and structured written analysis of the processes undertaken drawing on the systematic enquiry adopted to examine the change. You will also be demonstrating your knowledge and understanding of theory, principles and concepts, your ability to analyze and interpret a real situation in a systematic way, your ability to act effectively within it, and illuminate practice with theory in an insightful way.

The distinction between an innovative/change project and a research project is often blurred. For example, an innovative/ change project, like a research project, involves the systematic collection and analysis of data. The difference will be that the purpose of the data collection and analysis in a change / innovative project will be to support the development of, and/or evaluate the change. In contrast, in a research project, the main purpose is to enhance knowledge about a problem or issue. You do not to need to specify which type of project you are undertaking, what is important is that you develop a project where you make your aims and the way you intend to conduct and present your project clear.

2.2 General Requirements for All Projects

Whatever type of project you are undertaking, you must ensure the following items are fulfilled. Check out the later sections of the handbook for more information and guidance on how to meet these requirements.

a) Complete an ethics approval application.

b) Obtain approval for ethics from the Dean/Supervisor/Tutor before starting any primary data collection that is beyond the usual requirements of your job role.

c) Incorporate within your project a process of systematic enquiry. Occasionally students focus on literature and secondary data - if this is the case there must still be an explicit methodology that guides and justifies the approach taken to the selection and analysis of material.

d) Submit one PDF file containing your dissertation/ project report that:

- Demonstrates that you have met the course learning outcomes and pass criteria is 12,000-15,000 words in length (excluding references and appendices)

- Has a title of no more than 12 words, a title page, abstract, structure and format as detailed in the guidance on presentation of work

- Includes all appendices including the ethics application that contains the approval of your project for ethics you received from the Dean/Supervisor/Tutor.

3. Developing Your Project and Obtaining Ethical Approval

An overview of the main stages in completing your project is available in your course proforma. You will find information later in this handbook to help you progress through these stages.

The timeline given in the course proforma is for guidance - the timing of each stage will depend on the nature of your project and your methodology. As part of the first stage of your project - developing your project- you will discuss and agree your timeline with your supervisor. It will be essential to follow your timeline to enable you to complete your project by the deadline. Any substantive changes to your timeline must be agreed with your supervisor.

3.1 Process overview

Developing your project chapters is a key part of the process of undertaking your project. Time spent at this stage to develop your ideas will help you in creating a meaningful and well-designed project. It also enables you to draft some written text that you will be able to further develop and adapt in your final write-up - for example in the project introduction and/or in your account of the project methodology and methods.

The main steps in the process are:

a) Complete a first draft of the ethical approval form by the end of the induction/seminar session. Do provide a copy via email to your tutor and student support administrator or Registrar.

b) Arrange supervision contact to:

- Discuss and get feedback on your application for ethics approval.

- Identify any gaps in knowledge and skills you will need to complete the project and action plan how you will address this

- Agree on a mutually suitable pattern of supervision

c) Email the final version of the application to your supervisor

- Your supervisor will provide brief written feedback on the project methodology/ methods and ethics. Submit the form by email to student supportadministrator by the date advised by your supervisor

- You will receive notification of the ethics committee's decision by email from the student support administrator or registrar.

- Failure to submit your Project (EPRO) research project within the stipulated time will result in a warning letter being issued unless students have formally applied for an extension date in advance of the project submission deadline. Only two extensions of the course are permitted. A fee of RM5, 000 may be charged for the second extension.

- Project work (beyond work you would normally carry out in your professional role) cannot begin until you have received a copy of your ethics approval form signed by the Dean or nominated Head of ethics committee.

- The ethics approval form will be provided during the Course session or emailed to you.

3.2 Guidance for Developing your Project

3.2.1 Developing a Research Project

This guidance relates to the research project undertaken where the main aim is to discover new knowledge about a topic. To develop your project, you will need to consider the questions in reference to the following three broad categories:

a) What are you trying to find out about and why?

- What or who is the focus of your research? Can you describe the 'problem' that is to be researched on?

- What kinds of research questions are you aiming to answer? Are they significant questions? Will it be possible to address them in a small-scale enquiry?

- What are the benefits for you and for others resulting from the engagement in this enquiry?

- What have academics, professionals and policy-makers said about this focus and the kinds of questions you are asking?

Your project should set out to justify why the questions and focus of your research are significant and how to intend to achieve the objectives of your research. In general, illustrate how the methodology you intend to adopt is likely to be helpful to achieve the aims of your research in terms of the questions you wish to answer. In some methodologies these will be very broad to help seek illumination rather than 'proof'. In others, they might be specific hypotheses to be tested.

b) How will you go about finding out what you need to find out?

- How would you describe your overall approach to educational enquiry (your methodology) and why are you taking this approach?

- What methods will you use to gather information - why choose those rather than others and how do they fit within your methodology?

- What piloting or trial of methods will you do? What skills may you need to practice?

- What resources will you need and where will you get them from (e.g.,audio/video recorders? Transcription?)

- How will you draw on the research methodology/methods and literature review to help you develop your research design? -what do you need to find out more about?

- What ethical issues will arise from your project and how will you address them? See the ethics guidance later in the handbook for detailed guidance on this.

- Who else will be involved in the enquiry and what will be their roles? (e.g., class to be observed, Head teacher to give access to the school, Parents to agree, teacher colleagues to agree.)

- What responsibilities do you owe to the people involved? (e.g., who needs toknow what and when?)

c) How will you analyses your findings?

- What are the different forms in which your data will be available for analysis (digital interview recordings, transcribed interviews, digitally recorded observations, hand-written field notes, and answers to open, closed, coded, ranked,questionnaire questions)?

- What techniques of analysis do you anticipate using for each of the forms of data and

- How do you plan to present the results of your analysis at this stage (graphs, diagrams, tables, narratives with supporting quotations, close analysis of a piece of text)?

Be sure to plan your work well:

i. Draw up a draft timeline for the work. Be realistic about how long things will take (which in research is always longer than you think!).

ii. Make an action plan for the tasks to be done.

iii. Plan with your supervisor on how you will arrange the supervision to match your timeline - meetings, exchanging written material, etc.

3.2.2 Developing an Innovative/change Project

The following relates to doing a project where you will be undertaking an activity or set of activities with the intention of contributing to the improvement of your own or the organization's practices.

It is essential that you spend time defining and planning your project in some detail. The task you set yourself will ideally be focused enough to be feasible in the time you have available but challenging enough to be interesting and worthwhile. It needs to be within your sphere of influence and carefully discussed and negotiated with all those you will need to involve. It is important to avoid the temptation to leap into action. Time spent deciding just what you are going to focus on and planning how you will set about your task is essential and invaluable. It is much easier to make appropriate changes to your plans than to retrieve a situation where you have plunged into action without ensuring others will be willing and able to respond.

In planning your project, you will find it useful to think through a number of key questions:

- WHY are you carrying out this project: what is your purpose and rationale? In what ways does this relate to how you project topic is currently conceptualized in literature in the field and in professional practice?

- WHAT is the scope of your project: what do you plan to include in your study?

- HOW will you carry it out: what are you planning to do?

- WHO will be involved both directly and indirectly?

- WHEN do you expect things to happen and in what order i.e. what is your timeline?

- So WHAT do you hope will be the outcome: what will success look like in this context and what methods will you use to assess the outcomes?

Do not rush this process. These apparently straightforward questions all require carefulthought. You may find that as you go through your answers you need to go back and revise earlier sections. You need to be sure that what you intend to do really matches up to your purpose. For example, thinking carefully about who will be involved may lead you to rethink how best to carry out your project. Perhaps, it would be appropriate or wise to include other people in your planning process.

3.2.2.1 Project objectives: Why? What? So what?

It is absolutely crucial that you think through carefully at the outset what you hope to achieve in your project. This means establishing realistic objectives and ensuring that the boundaries are nether too narrow, so that the Project makes little contribution to your own learning or to the organization in which it is located, nor too broad that it becomes unmanageable.

You also need to consider your own role. Are you going to do something that is a natural part of your own role? If so, undertaking this as a project for your Master's degree gives you the opportunity of considering the processes involved rather more deeply than you would,

perhaps have done and also to use the project as a vehicle for testing in practice some of your learning from the course. Alternatively, you may wish to step outside the boundaries of your normal role and undertake a project in another area. The risks may be greater here but so may your consequent learning.

Hence, key questions to be addressed at an early stage are:

- What are the broad purposes of the project?

- What specific objectives is the project designed to achieve? It may be helpful to try to write these down in 'SMART' terms (specific, measurable, achievable, relevant, timed) although be wary of the 'reductionist' danger of inappropriately translating complex qualitative objectives into simplistic quantitative ones.

- What would be indicative of success?

This final question demonstrates clearly why the last of the questions listed above, "SoWhat?" also needs to be carefully considered at an early stage. The identification of appropriate success criteria is a crucial part of planning any development. However, it can behard work to create good ones, especially in those areas of your work where simplequantifiable measures are unavailable or inappropriate.

As you think about appropriate criteria, ask yourself 'What evidence will I be able to gather to establish that I have achieved this?' Thinking carefully about intended outcomes or how you think progress can or will be judged can be very valuable in helping you to clarify your purposes and the design of your project or activity.

Setting about developing a systematic process for identifying appropriate success criteria will mean asking:

- What are the key performance areas I am trying to influence?

- What will be the criteria of success for each of these? [Make sure these are feasible but reasonably challenging].

- What kinds of data will I need to collect and analyze. [Be careful to keep theseprocesses within manageable proportions].

- How will I measure progress? The most common types of standards for makingjudgments about achievements are based on:

  ➢ Comparative where we compare with similar developments elsewhere.

  ➢ Progress how we are doing compared to the past.

  ➢ Target analyze how we are doing against any standard or targets we have set for ourselves or others have set for us.

- Are there any particular circumstances that may need to be taken into account in judging performance? [Avoid the temptation to indulge in special pleading.]

- What enquiry methods and approaches will enable you to make robust judgments and claims about the process and outcomes of your innovation/change -and why are these the most appropriate method and approaches?

Once again, thinking carefully about the success criteria may lead you to reconsider what you have placed in the earlier sections.

3.2.2.2 Stakeholder Analysis: Who?

You may find it helpful to undertake a 'stakeholder analysis' in order to think about how you will manage your project. A 'stakeholder' is any individual or group who is affected by or could affect the project. In identifying your key stakeholders, the following questions mightbe helpful:

- Who is the project for?
- To whom, if anyone, are you accountable for its effective execution?
- Who is likely to be affected by the project?
- Who has an interest in the area?
- Who can affect the project's adoption or progress?
- Who will need to find energy, time, finance or other resources?
- Who has expressed any opinion on the issues involved?
- Who ought or might care about it?

It is important to consider, where appropriate, both internal and external stakeholders and to differentiate between sub-groups if these have differing expectations of the proposed development. For each stakeholder group, consideration needs to be given to their expectations both in terms of the project's outcomes and the way in which it is managed; theirpotential influence and their potential contribution.

List your stakeholders in order of significance for your project and consider what you know about their expectations and what they might think or require. You may then need to rethink certain aspects of your project in the light of your conclusions or decide that you do not know enough about others' expectations and need to find out more.

Another element of thinking about who to involve is to think about finding suitable support for yourself and for your efforts within your organization. You will need support and sponsorship from relevant senior members of the staff but it can also be helpful to find someone with whom you don't have a line management relationship to use as a mentor or simply as a peer with whom to review your experience and progress. This could be someone outside your organization if that feels more appropriate. Your supervisor will be offering support but you may also feel that you need another practitioner with whom you can exploreideas and discuss your anxieties.

3.2.2.3 Timing your Action Plan: When?

One element in the planning process is that of planning the timing of the various stages of your project. Effective scheduling needs to take into account the following questions:

- o   Are your estimates of the time required to complete the tasks realistic?

- o   Have you remembered to include the time of all those who will be involved

- o   What can be delayed or given up to provide the time the project will need?

- o   Have you built in the time for ongoing review, taking stock and, if necessary?

Plan and develop your own method of scheduling bearing in mind the following:

i.   You need to ensure that the most critical tasks are in the right order and that you keep as closely as possible to your design in carrying them out.

ii.   Less critical activities can often be managed more flexibly to spread the workload

iii.   If you are going to need additional help or resources make sure that this is properly organized before it is needed.

iv.   Where possible attach actual dates to your timings and make sure you are aware of holidays or events that will intervene.

Involving others, especially key stakeholders in the planning process can be extremely helpful. Most projects inevitably involve others in some kind of action. If their commitmentis needed this is less likely to emerge if requirements are suddenly thrust upon them. Planning in this way also forces you to make your assumptions explicit and to test them against those of others. Everyone can then share in the production of an Action Plan, and use it to make sure that they play their part in seeing that the project is on track.

3.2.3 Using Academic and Professional Literature in Your Project.

Although you are focusing on a professional issue, you need to draw on research, theoretical, professional and policy literature to help you conceptualize the issue, guide your approach to introducing a change and help you consider how successful (or otherwise!) the innovation/change has been. A good way to start is mind mapping your project by thinking about the following questions:

a) What are the key ideas influencing your project?

b) Where do those ideas come from?

- •   Personal hunches

- •   Professional practice evidence

- •   Policy, research or theoretical literature

c) Do you understand yet how these ideas fit together / influence each other?

d) What are the key concepts you need to help you develop a deeper understanding of the area of change?

4. Ethics

4.1 Guidance on Ethical Issues

When planning and carrying out your enquiry-based project, you should consider what ethical issues are involved and how you will address those in your work. You must obtain ethical approval at the beginning of your project in order to pass the course.

The commonly agreed standards of good practice in research ethics, laid down in the Declaration of Helsinki are useful guidelines for both ethical enquiry and ethical innovation/changes. The key principles are:

- Beneficence — 'do positive good'

- Non-Malfeasance — 'do no harm'

- Informed Consent

- Confidentiality/ Anonymity

- Power relationships

Here are some points on those principles and ideas about the questions you need to ask yourself about your project. Use this to help you complete your ethics approval form.

a) Beneficence — 'do positive good'

Who will benefit from your project and in what ways?

All projects should be designed to contribute to knowledge - this might be professional knowledge in your setting and/or contribution to knowledge in the broader professional or academic field. Innovation/change project designs should be clearly linked to the intended beneficial outcomes. The innovation/change and enquiry design should be sound - a poorly thought-out innovation/change or enquiry is not acceptable?

b) Non-Malfeasance — 'do no harm'

What are the possible negative consequences of doing your project?

For example: could some students be disadvantaged compared to other students? Might there be negative impacts on professional relationships or staff careers? Would it create emotional distress? Might sensitive information be disclosed? Would your findings affect how other staffs view particular pupils?

How will you address or limit potential negative consequences? Are the risks justifiable in terms of the project?

You need to show that you are aware of any potential negative consequences and haveidentified ways in which these can be either addressed or minimized. This does not mean thatall risks can be eliminated. However, any potential risks to participants must be justifiable in relation to the importance of what you are setting out to achieve.

c) Informed Consent

How will you make sure that all participants and key stakeholders understand the aims, methods, anticipated benefits and potential risks in participating in the project? Who do you need to get consent from? What needs to be included on information sheets and consent forms?What does providing participants with a 'right to withdraw' mean in your project?

Undertaking innovation/change and enquiry ethically usually requires that participants and keystakeholders are adequately informed about the aims, methods, anticipated benefits and any potential risks in taking part in the project. They should also be made aware of how the projectwill be disseminated (to whom and in what form e.g. through your project dissertation or reportto UCF, verbally in a team meeting in your organization, through a short written report to seniorleaders and/or more informally to other staff). This is good practice even when what you are doing is part of your usual work role.

Communicating the key aspects of your project needs to be done in a way that is appropriate to the participants and to the innovation/change or enquiry method being used. For example, a simple verbal explanation may be the most appropriate way of communicating this to youngerchildren, whereas an information sheet may be more effective for informing peers and leaders.If you are conducting a survey, a brief explanation at the start of the survey will usually suffice, whereas for interviews, an information sheet should be produced. Information sheets should include the name and contact details of your supervisor. This is because UCF's regulations require us to have a procedure that enables anyone who is participating in a project led by oneof our students to contact us if there are any issues they cannot resolve directly with the student.We recognize that sometimes this might not be appropriate in your work setting. If this is the case, you must outline in your application for ethical approval what mechanism you will put inplace to ensure that we are alerted to any complaints and major issues, for example a senior member of staff in your organization might agree to be the named contact for any queries and agree to alert us if there are any issues that have not been resolved. We can provide this memberof staff with a briefing sheet.

In cases where it is not possible to gain consent from participants through the communicationmethods usually used to gain informed consent, you should consider in advance what behavioral signals are likely to signify assent or dissent to participation.

Occasionally, the nature of a project might mean that disclosing the aims before the innovation/change or enquiry would affect the outcomes. If this is the case, you need to providean explanation of why it is not appropriate to inform participants before the project and demonstrate that this is unlikely to have major negative consequences for the participants.Youshould also indicate how you will inform the participants at the end of the project of what has taken place.

For all projects, written consent to undertake the project needs to be obtained from a senior leader in your organization. Usually, you will also need consent from all participants (or

thosethat can give consent on their behalf), at least for the enquiry aspects of your project. For enquiry methods such as interviews and observations, this is usually written consent; for a questionnaire, you can state in the introduction that by completing the questionnaire, the respondent is consenting to participate. In workplace projects, it is important to think carefullyabout the innovations/changes that you do as a usual part of your work, where you do not needexplicit consent for the activities that are specific to doing your small-scale research-based project. Here, it is important to remember that if in using data (even data generated in your work role) in producing your final piece of work is going beyond your work role, we strongly recommend that for the purposes of your project you gain consentfrom all participants forthe whole project, even though this may overlap with activities you usually do in your job role.If you think that gaining consent of participants for all or part of your project work is not appropriate, you must set out an explanation for this in your ethical approval form.

Consent must be obtained from a legal guardian in the case of minors (this means under 18- year-old), in addition to consent from the participants themselves. The Head or Principal may be able to give permission in loco parentis on behalf of pupils/ students. Even where this is possible it is good practice to inform parents of the project as it helps avoid misunderstandings!

Participation in research projects must be voluntary and it should be made clear that refusal toparticipate will not lead to any adverse consequences. For example, students must be assured that any decision not to participate will not prejudice their academic progress in any way. Potential participants must also be informed that they are free to withdraw from participating at any time. However, you need to make a judgment about what is expected participation as part of your work setting and what goes beyond this and explain this in your ethics approval form and in your information to participants. As a minimum, all participants have the right to require that data on them not to be included in the work you hand in to UCF for your project.

d) Confidentiality/ Anonymity

What aspects of your project should be confidential? To what extent will you be able to provideanonymity for participants in any form of dissemination (e.g. the final write-up or in reportingback within your organization) and if participants will be identifiable what are the consequences?

Do you need to (and if so how will you) anonymity data before analysis? How will you store data securely?

Details that would allow individuals to be identified should not be included in your final writeup unless explicit consent is given by the individuals concerned or the information is already in the public domain. You should also anonymise your organization by giving a brief description of the characteristics of the organization but not giving the name unless the Head

of the organization and any participant who would be identifiable if you name the organizationgives written consent for this to happen.

Think carefully about any dissemination you intend to do within your organization.

Rememberthat even if you change the name of a person when you report outcomes, others may easily beable to identify them. It is important that participants understand this and agree to take part onthis basis. Again you will need to make judgments about where you are goingwith your projectbeyond usual workplace practices.

It is important not to promise participants 'total' confidentiality if there are circumstances whenyour professional role means that you would have to disclose something they have told you tosomeone else. For example, depending on the focus of the study, it is possible that a participantmay reveal an issue related to child protection. If your project has the potential to uncover badpractices, think about whether this means you would be unable to maintain confidentiality. Participants need to be informed about any limits to confidentiality beforethey agree to take part.

All confidential data should be stored securely, for example electronic data should be held in password protected files and other forms of data kept in locked cupboards if they are in a publicspace. You should also think about when it will be appropriate to destroy data that identifies participants. You should keep all data until your work has been marked.

e) Power relationships

What are the power relationships between you and the participants as well as you and the key stakeholders?

Do these raise any ethical issues in undertaking or reporting your project?

Your professional role places you in a web of power relationships that may present ethical dilemmas. It is important to think through what these may be and how you will address them. For example, if you are a teacher, will your students really be volunteers or will they feel someobligation to participate? How will you manage your professional role and your role asa researcher when you conduct your project? How will participants perceive you? Could there be negative consequences for you if the outcomes of your project contradict the views of influential others in your organization?

Further guidance

Links to key documents and professional bodies related to ethics and gaining ethical approvalwill be provided by your supervisors. The UCF research ethics policies and procedures canbe found at www.ucf.edu.my.

4.2 Ethical Approval Process

The university regulations require that all student projects which involve enquiry are checked to ensure that they are conducted ethically. In EPRO , this means that the project and ethicsapproval form must be completed at an early stage and the process for gaining ethical approvalset out below must be followed.

You must not begin collecting any primary data or begin any innovations or changes that are outside your normal work role until this form has been approved by the Ethics Committee.

To pass the course you must include the approval form from the ethics committee as an appendix in your project.

The ethical approval process is conducted electronically.

When you have completed the project and ethical approval form, it should be emailed to your supervisor and they will complete Section D. This will provide you with feedback and guidance on your project methodology/methods and identify areas where your supervisor will give you further support in relation to ethics. The Dean or supervisor or person assigned will indicate if they thinkthe project is good for approval.

The possible decisions and their implications are:

Committee Decision	Implications
Approve	Begin your project.
Approve with attention to listed ethical issues	Discuss these issues and your intended response with your supervisor before proceeding with your project.
Revise and resubmit with attention to listed issues	Discuss the issues in the feedback form with your supervisor. When you have revised your form and your supervisor has added his/her feedback, re-submit it to the student support administrator. It will be re-assessed by a faculty member assigned by the Dean.
Reject	Discuss the feedback with your supervisor and rework your project/ethical approval form. Return it to your supervisor to check and then resubmit for approval.

5. Learning/Teaching methods and Support for Your Study

A key aspect of the course is that it offers the opportunity for you to undertake a largely autonomous, substantial piece of master's level work. You are therefore expected to self-directmuch of your learning. You will draw on the subject and enquiry knowledge bases developed in earlier courses and work with a high degree of independence to locate further resources to support your study and enquiry.

5.1 Supervision

Supervision is the main mode of support for your project. You are allocated a supervisor fromthe start of your EERP7216 – Educational Research Practices course and this will continue for the whole EPRO 72212 project phase. You may request for change of supervisor subject toavailability.

Supervisors provide advice on designing and undertaking the project, ethical issues and producing the synthesis of work. The precise nature of the support will vary according to the project and the knowledge as well as skills the participant needs to develop to

undertake the project. Supervision activities are likely to include signposting to relevant literature, critically reviewing the project plan, advising on enquiry, analysis strategies and techniques, advising onpotential and actual ethical issues throughout the project, acting as a sounding board for ideas and issues as well as reading and commenting on samples of draft work. While supervision will focus around the project topic, supervisors will also support and challenge participants to place the project in the context of wider educational issues, debates and practices which take in to account appropriate national and international perspectives.

You are entitled to up to ten hours of supervision support. This time includes the time requiredby your supervisor to read draft work. Support usually takes the form of internet enabled tutorials and e-mail support. The number, scheduling and focus of tutorials and email support will be a matter for the supervisor and participant to agree.

You are responsible for initiating supervision activities and deciding on the best use of supervision time and for setting the agenda for supervision meetings, preparing materials and/or questions for discussion as well as recording outcomes. If you are experiencing any difficulties in undertaking your work, you should bring this to the attention of your supervisoror the Programme leader at the earliest opportunity. You are also responsible for familiarizingyourselves with and adhering to the relevant regulations concerning the study.

The first project supervision tutorial is particularly important and should 'shape' your project. We recommend that you prepare a first draft of your project and ethical approval form for thismeeting and go prepared to discuss:

- A working title.

- An initial aim and tentative objectives and/or research questions.

- Initial ideas about the theories which will underpin your project.

- A rough outline of how the project will be conducted.
- Potential ethical issues and how these may be addressed.

- Your timeline and key milestones.

- How your project will meet the learning outcomes and pass level criteria.

- The skills and knowledge you will need to develop in order to undertake the projectand how you will address any skills/knowledge gap.

- The pattern of supervision.

5.2 Supervision Group Activities

At key stages in your project your supervisor may ask you to work together with other studentsthey are supervising to review work in progress. Work in progress sessions provide useful staging points, providing the opportunity for participants to share progress, receivepeer feedback and raise any queries with the supervisor. Your supervisor will contact you about arrangements for these.

5.3 Peer Support

Those working in similar areas are encouraged to collaborate informally and provide peer support. This may take the form of self-organized learning sets and/or the use of online discussion forums. If you would like a group area set up to communicate via Web-based media(e.g., WhatsApp, Zoom, Google Meet, etc.), please contact the Dean. All programme membersare encouraged to share ideas and useful resources on these platforms.

5.4 Practice-based Support

Where appropriate, those undertaking projects are encouraged to identify and use support in the setting related to their project for example for organization-based projects working with a senior member of staff as a mentor. You are strongly encouraged to discuss your area of enquiry/action with senior staff in your own organization when you are drafting your project.

5.5 Learning Resources and VLE Sites

You will develop your own programme of reading, building on resources used in previous courses. This will be individualized to reflect the project topic and context. You will also draw on resources from the EERP course to identify appropriate sources to further develop your knowledge of enquiry strategies and techniques. You will be expected to search for relevant resources with a high degree of autonomy, requesting when necessary guidance fromyour supervisor and academic support staff. You are encouraged to consult academic support staff to support you in accessing relevant literature.

There are extensive resources to support your study in the online library including:

- Links to electronic journals, education subject guide and information databases where you can systematically search for journal articles.

- On-line study support materials.

- Information about university support services which you can access.

6. Assessment and Feedback

6.1 Continuous Assessment and Feedback
Continuous assessment and feedback is designed to help you meet the final summative assessment requirements of the course. As part of your study of the course, you will undertakethe following continuous assessment activities:

- Preparation of final project and ethical approval form.

- Informal discussion and presentations of your work in progress to your supervisor.

- Draft of each Chapter to your supervisor for annotated feedback.

Formative feedback will be given as follows:

- Final project and approval of ethics form - oral feedback and brief written feedback from your supervisor on your project conceptualization, methodology methods as wellas written feedback from the ethics committee on ethical issues and your plans to address these.

- Oral and/or email or written feedback from your supervisor on your ideas and draftsections of the final piece of work.

6.2 Summative Assessment and Feedback

The summative assessment task is to produce a final synthesis of the EPRO project equivalentto 12000-15000 words. The specific format of the work will be agreed with the supervisor and will be negotiable in order to maintain accessibility for all learners, relevance to their context and provide the opportunity to capture different voices and forms of knowledge. A general format is given in the course proforma.

6.3 Submitting Work

The complete work should be submitted electronically in one PDF file. You will be provided with information about submission arrangements in the course proforma.

6.4 Pass Level Descriptors and the Marking Grid

To pass the course, you need to meet the course learning outcomes to at least the standard of the pass level descriptors. These are listed in the satisfactory criteria column on the marking grid on the course proforma.

To help you understand the key features of high-quality project work and help yourself evaluateyour final piece of work, the marking grid shows what your project needs to demonstrate to bea Satisfactory, Good or Excellent pass. This will be used to assess your work.

7. Guidance on the Format and Structure of a Dissertation nor ProjectReport

7.1 General Formatting and Presentation Requirements

The project must be submitted electronically in one file.

The project should be formatted on A4 paper, one-and-a-half - spaced (except indented quotations, which are single - spaced). The Report must reflect a professional standard of presentation and layout.

The title should be no more than 12 words.

The first page of the Dissertation/ Project Report should be the title page. The title page shouldinclude:

- The title of the project;

- Student name and qualification;

- The degree for which the project is submitted M.Education; and

- Date submitted;

The second page should be an abstract of the project in not more than 200 words. This should summaries context of the project, aims, project activity for an innovation change project activity, the enquiry methodology and methods, the findings, conclusions and recommendations.

There should be a table contents page, the body of the text, the list of references cited (not a bibliography of texts consulted, and the appendices (numbered A, B, C) in that order. The contents page should include a list of tables and a list of figures if appropriate.

All citations and references must be fully documented using the APA referencing format.

All chapters are to be numbered and all pages from the beginning of the main text are to be numbered consecutively using Arabic numerals (1, 2, 3, etc.). Those between the title page andthe main text are, if appropriate, numbered using lower case Roman numerals (i, ii,)

All diagrams, figures, graphs and tables should be numbered and given proper headings.Table with headings on top and for figures, the headings are below.

You should retain all 'raw' data until after the Examiners Board Meeting. If issues are raisedin marking, you may be required to produce your data and analysis for assessment.

The layout of the dissertation should make the work clear and accessible. Any use of headingsor numbering of sections should be consistent. Using chapter introductions and summaries andsub-headings is strongly recommended and helps signpost the reader.

However, avoid excessive use of subheadings and complicated numbering of sections. Ensurethat any tables or figures are consistently numbered, have titles and are linked to the text. Wherereferences to appendices need to be used, they should lead the reader directly to appropriate place. Avoid including unnecessary materials in appendices.

All work should be carefully proof read before it is submitted.

7.2 How we use your dissertation or project report

Your project is considered to be an important resource for future programme members and others working in the education field. Hence it is highly desirable that they be available on openaccess. We do this in a number of ways, we share previous dissertations and project reports orextracts in workshop with students and staff as well as put hard copies in the library. Copies may also be placed in learning center electronic repositories.

If, for reasons of sensitivity and confidentiality it is not appropriate for your work to be freelyavailable for consultation (Library regulations forbid photocopying without the

author's permission), it is your responsibility to clearly label all copies of the dissertation/report (paper-based and electronic) with a note that access should be restricted to marking purposes only.

Any variation from the format and binding/ electronic submission requirements outlined above must be agreed in advance with your supervisor.

7.3 Guidance on the content and structure of a research dissertation or project report

This checklist below is designed to provide some indications of the key points that a good dissertation should normally address. The chapter headings you choose and the ways in whichyou structure the work will be strongly influence by the methodology you adopt. You should discussion on the structure of your dissertation with your supervisor before finalizing it. Remember to anonomise your organization

Structure of thesis

7.3.1Title Page

The title page is the first page after the front cover and should include:
1. The final research title which has been approved by the faculty.
2. Name of candidate according to the registration records.
3. A statement according to the mode of programme.
4. The year of submission.
5. The words on title page should be typed with Arial Narrow font, font size 12 and spacing 1.5.

See Appendices D1 for title page statements and D2 for examples of title pages.

7.3.2 Abstract

The abstract should be written as one paragraph, double-spaced and should not be more than 500 words. Abstract should have a title in bold capital letters with font size 12.

The Abstract page is assigned Roman numeral "iii" and the following pages should be numbered consecutively.

A good abstract should consist of brief description of the followings:
1. Statement of Problem
2. Objectives of the Study
3. Methodology
4. Findings
5. Conclusion

7.3.3 Acknowledgements

Most research reports/thesis include a message to convey appreciation to those who have been involved and provided their assistance directly or indirectly in the preparation of the study. This is optional and should not exceed a single page, which is numbered in Roman numeral accordingly.

7.3.4 Table of Contents

The table of contents lists the chapters, headings together with their page numbers. Headings should be labelled according to the chapter. The format of table of contents is shown in Appendix G.

7.3.5 List of Figures

This list should use the same numbers and captions which appear above the figures in the text and the appendices. The numbering system is according to chapter, for example: Figures in Chapter 1 are numbered sequentially as: Figure 1.1, Figure 1.2 and so on.

7.3.6 List of Tables

This list should use exactly the same numbers and captions that appear above the tables in the text and the appendices. The numbering system is according to chapter, for example: Tables in Chapter 1 are numbered sequentially as: Table 1.1, Table 1.2 and so on.

7.3.7 List of Abbreviations

If necessary to the presentation of the thesis, this list appears after the list of Tables and Figures.

7.3.8 Main Text

The text is organised into chapters. There is no restriction on the total number of chapters but has to be agreed upon by the supervisor and the candidate. Opinions of the examiners and examination board can be taken into consideration. Generally, the basic structure of the research report, thesis or dissertation is as follows:

A) Chapter 1- Introductions

The purpose on this chapter is to provide an overview of what you intend do and why by provided the background to study and your statement of problem. This will lead to your research
objective and research question. You will also require to provide the scope and significance and limitations of your study. Provide the operational definitions and chapter organization to concludechapter 1. Remember to anonomise your organization or participant

B) Chapter 2: Literature Review a review of the relevant literature.

This should be selective and critical. It is likely to draw out key themes of relevance from theoretical, professional and empirical literature, exploring how your area of study has previously been conceptualized and researched. Typically the literature review will be in

a separate chapter or chapters, but sometimes it will be integrated at a number of points in the text.

C) Chapter 3: A description and review of the methodology and methods, including:

- Justification of the overall approach to research / methodological position/ your position
- Data: what sources and methods of data collection were used?
- People: who was involved and in what ways
- Data analysis: how was the data analyzed?
- Ethics: what were the ethical issues and how were they addressed?
- Decisions: what choices were made during the research, why and how?

Is important to make clear both what was done and why it was done, i.e. the reasons for choosing the methodology rather than another approach. Make the timing stages clear, possibly using a time chart. Include copies of interview schedules) in appendices

D) Chapter 4: Discussion of the findings

The format in which these are presented will depend on the methodology, type of data and methods of analysis; e.g. a study that is largely quantitative and based on survey data will be presented very differently from one that is analyzing accounts based on a series of interviews and journals. In all cases however the aim is to provide a concise yet clear report for the reader with sufficient detail for them to understand the results and how you arrived at the claims that you are making. You may need to refer to appendices where further details of data and analysis are provided: if so, the trail to that should be made clear. Data and analysis in appendices should be illustrative rather than be wordy.

Discuss your findings and refer back to relevant literature as appropriate. What has been learnt? The presentation and discussion of findings may be integrated over one or more chapters.

E) Chapter 5- Summary of the main conclusions and drawing out of recommendations and Reflection

What has been learned as a result of your research - how have you added to, or redefined existing knowledge? What is the significance of this new knowledge - for you, your context/ organization, others in your field, what are the implications for policy and future research? What should happen next? Who should do what and how might that happen?

You may integrate your reflections into other chapters or draw them together in a separate chapter. Reflect on the project processes - how successful was the research it in relation to its origins aims and intentions? What constraints did it operate under and how did these affect its outcomes? With hindsight, what would you have done differently - how will this influence what you will do in the future?

Reflect on the project outcomes (see conclusions/ recommendations above). What has been your personal learning and how will this alter what you do in the future? What next for you?

7.4 Typing

7.4.1 Typing Quality

The research report/thesis must be typed using font type Times New Roman, font size 12 (except for tables and figures) and justified, using Microsoft Word, or similar word-processing software. Research report/thesis in Arabic should be typed using Font type Traditional Arabic in font size 16.

Words in a language that is different from the language of the research report/thesis must be typed in *italics*.

For mathematical texts, the use of *Equation Editor* or *LaTeX* is advisable. Script fonts are not permitted.

Text should be typed on one side of a paper only. A high-quality laser should be used for the printing.

7.4.2 Spacing

Double-spacing should be used throughout the text, including abstract. Single-spacing should be used for long tables, quotations, footnotes and reference entries.

7.4.2.1 Margins

The stipulated margins for the general text are as follows:

Top   : 2.0 cm
Right   : 2.0 cm
Left   : 4.0 cm
Bottom   : 2.0 cm

The following guidelines also need to be followed as far as possible:
1. Typing should not extend more than one line below the bottom margin and then only to complete a footnote or the last line of a chapter, sub-heading or a caption.
2. All tables and figures including their captions should conform to margin requirements.
3. A new paragraph at the bottom of a page must have at least two full lines of text or it should begin on the next page.
4. There should be only two double spacings between two paragraphs.
5. Use justify alignment for paragraphs. Do not indent the starting word of a paragraph.

7.4.2.2Pagination

All page numbers are to be placed without punctuation 1.0 cm from the bottom edge at the right-hand side. The recommended font and size for the page numbers are font type Times New Roman with font size 10.

In addition, the page numbering system must conform to the following rules:
1. The *Preliminaries* include the Title Page, Original Literary Work Declaration, Abstracts, Acknowledgement, Table of Contents, List of Tables, List of Figures and List of Abbreviations. The *Preliminaries* are numbered in consecutive lower case RomanNumerals (i, ii, iii, iv, etc.)
2. The *Title Page* is considered as page i, but the number is not typed. The Roman numeralii appears on the first page that follows the title page and continues through for all the *Preliminaries.*
3. The whole *Main Text* (Chapters and References) and *Supplementaries* (Appendices andList of Publications and Papers Presented) are numbered consecutively in Arabic numerals (1, 2, 3, etc.) beginning with 1 on the first page of the text.

7.5 Tables

Tables are useful for presenting a large quantity of information clearly and concisely. They typically display numerical data in columns and rows for easy classification and comparison. Tables do not duplicate text, but rather present information. They should be interpretable without the text.

The followings are basic presentation and formatting of tables.
1. *Numbering*: Each table is preceded by the capitalised word "Table" followed by an Arabic number (e.g., Table 1.1, Table 1.2, Table 1.1, Table 1.2 and so on according to the Chapter). The number given to a table is determined by the order in which that tableis referred to in the text (i.e., the first table discussed is Table 1.1, the second is Table 1.2, and so on). Capitalise and bold the table number. Example: **Table 1.1**
2. *Titling*: Each table has a unique title written directly below the table number. Titles should be brief yet descriptive. Capitalise each major word in the title (but not of, on, in,and, etc.). Italicise titles. Do not put a period. Example: *Mean Performance Scores of Students with Different College Majors*
3. *Spacing*: Tables in the 7th edition APA Publication Manual can be double-spaced or single-spaced with readability as the primary consideration. Spacing should be consistentthroughout the table.
4. *Ruling*: Put lines in a table only when they are necessary for clarity. Horizontal lines are permissible; vertical lines are not.
5. *Table notes*: Note or source for table is positioned below the table.

Table 7.5 is an example of a table.

Table 7.5

Kolmogorov-Smirnov and Shapiro-Wilk Tests for Normality Distribution

Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	*df*	*p*	Statistic	*df*	*p*
Control group	0.094	41	0.200[*]	0.96	41	0.12
Experimental group	0.106	39	0.200[*]	0.97	39	0.55

Note. a. Lilliefors Significance Correction.
   *. This is a lower bound of the true significance.

7.6 Figures

The 7th edition of the APA Publication Manual gives the following guidance in relation to figures:
1. Augments rather than duplicates the text, conveys only essential facts, omits distracting material, and is carefully planned.

2. Be certain in figures of all types that lines are smooth and sharp, units of measure are provided, axes are clearly labelled, and elements within the figure are labelled orexplained.
3. Note or source for figure is positioned below the figure.

Figure 7.6 is an example of a figure.

Figure 7.6

Conceptual Framework of the Study
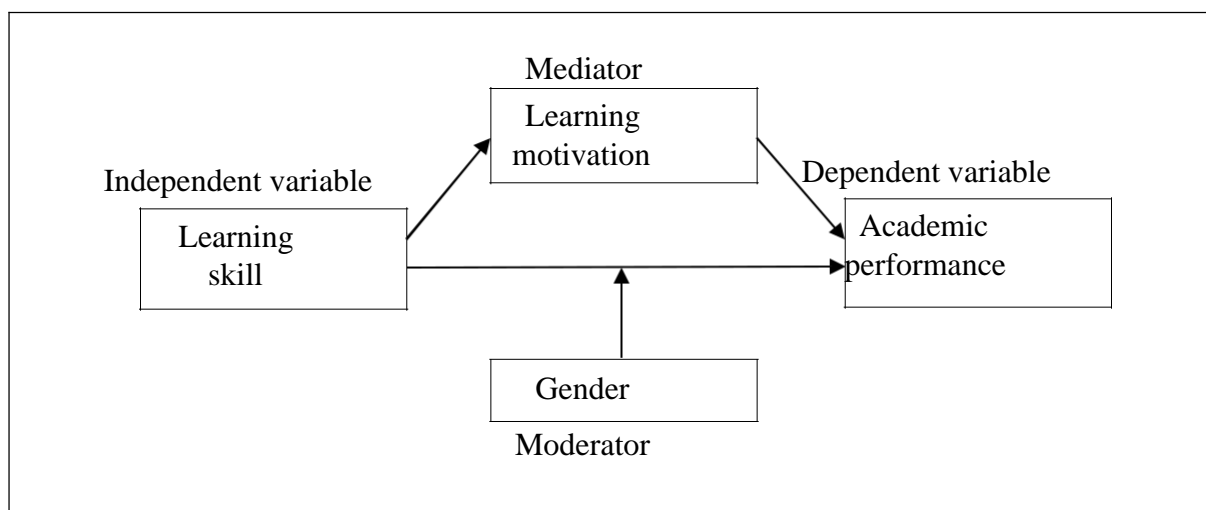
Note. This model is improved from the Academic Performance Model of Green (2021)

7.7 References

All works or studies referred to in the research report/thesis in the form of quotations or citations must be included in the references. The references should be written consistently in the 7th edition of the American Psychological Association (APA) format.

Each reference should be written in single spacing format and a double space should be left between references. The list of references must be arranged in alphabetical order and the entriesshould not be numbered. The list must also have a hanging indentation of 0.5 inch. The formatof references for journal article, book and chapter in book are as follows:

Journal article:
Author, A. A., & Author, B. B. (Year). Title of the article. *Name of the Periodical, volume*(issue), #–#. https://doi.org/xxxx

Book:
Author, A. A., & Author, B. B. (Copyright Year). *Title of the book* (7th ed.). Publisher. DOI or
URL

Chapter in book:
Author, A. A., & Author, B. B. (Copyright Year). Title of the book chapter. In A. A. Editor &
B. B. Editor (Eds.), *Title of the book* (2nd ed., pp. #–#). Publisher. DOI or URL

For examples:
Cohen,J. (1988). *Statistical power analysis for the behavioural sciences*. Routledge.
https://doi.org/10.4324/9780203771587

Cohen,J. (1992). A power primer. *Psychological Bulletin*, *112*(1), 155–159.
https://doi.apa.org/doiLanding?doi=10.1037%2F0033-2909.112.1.155

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.).
Routledge. https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%2.pdf

Ryan Hidayat, Sharifah Norul Akmar Syed Zamri & Hutkemri Zulnaidi (2021). The effects of
mastery goal orientation and metacognition on mathematical modeling competency. In
Y. P. Chua (Ed.), *Contemporary research approach: application of structural equation
modeling in research and practices* (pp.171-202). Universiti Collge FairviewPress.
DOI:10.14425/9789674881757.

Please refer to the Universiti Collge Fairview Library APA Formatting and Style Guide. The guide can be downloaded at UM Library website (https://umlibguides.um.edu.my)

In-text Citations

In-text citations in research report, dissertation and thesis must follow the rules set by the 7[th]edition APA Publication Manual. The following are format of in-text citaions.

Author

1. General Author
Use the surname of the author for in-text citation. Example: (Green, 2021, p. 20)

2. Multiple Authors
   a. Two authors:
      i. *Parenthetical Citations:* (Creen & White, 2022). For example: Intelligence is a factor of creativity (Creen & White, 2022).
      ii. *Narrative Citations:* Green and White (2022). F o r e x a m p l e : Green and White (2022) state that intelligence is a factor of creativity.

   b. Three or more authors:
      i. *Parenthetical Citations:* (Green et al., 2022)
      ii. *Narrative Citations:* Green et al. (2022)

   c. Organisational Authors
      If the author of a work is an organisation, company, or group, list that group's full name in the in-text citation:
      i. (Selangor State Education Department, 2022)
      ii. (Ministry of Higher Education Malaysia, 2022)

      If the organisation has a common acronym, introduce it in first in-text citation and then use the abbreviation in all subsequent citations:
      i. (Ministry of Education Malaysia [MOE], 2022)
      ii. (MOE, 2022)

   d. No Author
      If there is truly no author for a reference, use the title, or first few words of the title. Capitalise the words in the title for the in-text citation. Place in quotation marks if the title is an article or a chapter. Italicise if it is a book, webpage, or other relevant documents:
      i. ("How To Find", 2022)
      ii. (*Malay Language Dictionary*, 2022)

Date

1. Year
   Use only year of the resource in the in-text citation. For example: (Green, 2022)

2. No Date
   If there is no date for a reference, use the abbreviation n.d. For examples:
   a. (Ministry of Higher Education Malaysia, n.d.).
   b. Green (n.d.) states that …

3. Same Author/Date
   If two or more distinct works by the same author and published in the same year, differentiate them with letters. Letters will be assigned alphabetically by the order in which they are listed in the references list. For examples:
   a. (Green, 2022a)
      Reference: Green, A. B. (2022a). *Creative arts*. Pearson. https://doi.10.2909.112.

b. (Green, 2022b)
   Reference: Green, A. B. (2022b). Developing a model for educational technology leadership practices. *Education and Science*, *42*, 73-84. https://doi.10.34255.110-2132.

If both items are using n.d. instead of a year, include a hyphen before the differentiatingletter. For example: (Ministry of Education Malaysia, n.d.-a)

Page Number

1. Page Numbers
   If using information from a single page, use the abbreviation p. For example: (Green, 2022,p. 12)

2. No Page Numbers
   If there are no page numbers on the resource, use section headers, paragraph numbers, orother descriptions to direct your reader to the information you are citing. For example: para. 1, Slide 8, Conclusion section.

   Examples of no page numbers in-text citation:
   a. One of the author's main points is that "an important objective of education is to ensurethat student outcomes are equitable" (Green, 2022, Chapter 1, Section 2, para. 5)
   b. (Brown, 2022, paras. 2-3)
   c. (White, 2022, Chapter 3)

3. Media
   If citing a direct quotation from a video, you can use the time stamp in place of a page number within the in-text citation.
   For example: Green (2022) states that "stress affects performance in a bell shape, where stress has a positive effect at moderate level, and negative effects at low level and high level." (4:12).

Narrative Citations

Narrative citations are the preferred method of citing quotes. Use them for paraphrasing or summarizing. The strength of narrative citations is that it flows better for a reader. A narrative citation weaves in the author's name(s) into the text, and then adds in the year in parentheses. The page number will bookend the quote at the end.

Use this fornat: Last name (Year) ... "quote" or paraphrase (p. X). For examples:
1. Green (2022) explains that "youth literacy has risen from 74% in 1980 to near-universal literacy of 96% today" (p. 42).
2. According to the Ministry of Education Malaysia (2022), the Malaysian Government has sustained high levels of investment in education over the past 63 years since independence(p. 23).

Parenthetical Citations

A parenthetical citation encompasses the components of the in-text citation in parentheses at the end of the sentence, prior to the closing period. This should mostly be used for paraphrasing,and typically

not for direct quotes alone.

A page number is not necessary for paraphrasing but is encouraged. Use the format: (Author,Date, p. X). For examples:
1. School leaders need to change their role as technology leaders - leaders who can lead and manage staff with technology in e-learning platform (Green, 2022).
2. Technology leadership is defined as "virtual relationships of influence" (Green & White,2022) whereby this new highly adaptive field of knowledge affects multiple dailyinteractions across professional education and training (Brown et al., 2022).

3. Moreover, the authors state that "the problem that faces the application of technology leadership in schools is sometimes not the failure of the e-learning platform or computer facilities but the attitude and behavior of leaders" (Creen & White, 2022, p. 18).

For more detail referencing style on multiple authors, authors of different ethnicity (e.g., Malay, Chinese, Indian, Punjabi, etc.), please refer to "Universiti Collge Fairview Library APA 7[th]Edition Formatting and Style Guide" at:
https://umlib.um.edu.my/wp-content/uploads/1616/46/APA-Style-7th-Edition.pdf

7.8 Supplementaries

Appendices

This section supports the main written text of the thesis. Appendices consist of research instruments, additional illustration of data sources, raw data and quoted citations which are toolong to be placed in the text. The appendix section supports the written text of the research report/thesis by including materials that can provide additional information. These materials include research data, tables, examples of questionnaires, maps, photos and other materials thatare too long to be included in the text or are not directly required to comprehend the text can be included as appendices.

Tables and graphics that are more than two pages long are suggested to be included in the Appendices section.

Appendices are labelled as Appendix A, Appendix B1, Appendix B2, Appendix C, etc. and they should correspond to the List of Appendices of Preliminary section.

Plagiarism

Postgraduate candidate of the University College Fairview are expected to produce original academic work. Plagiarism is defined as an academic fraud arising from the attitude of lying, insincerity, untrustworthiness, dishonesty and disrespect to fellow colleagues. Plagiarism happens when someone else's idea is taken without mentioning the source, and thus giving theimpression that the idea is his own. This situation may occur when:
1. One's idea, taken word for word from an article or book that has been published.
2. The idea of a person from an article or book is taken using his own words.
3. A person's idea is taken from discussions whether in conferences, seminars, forums, talksor informal discussions between two parties.
4. Data, diagrams, tables, photographs or any other illustrative material derived from othersis taken as if it were his own.

Plagiarism/Use of AI/ Checker (Turnitin,Oxsico)

The faculty requires the usage of *Turnitin/Oxsico*, an online web-based plagiarism detection application to avoid plagiarism and ensure academic integrity. The similarity index percentagefor a research report/thesis should equal to or less than 15% (≤15%).