



THE UNIVERSITY of EDINBURGH
informatics

IRR Q&A Session 3

6th of November 2024





Content

- OpenCourse
- Activities
 - 1. Purpose and Structure
 - 2. Potential Research Review
 - 3. Research Questions
- Q&A
- Your feedback





Weekly Schedule – Open Course

4	09-Oct-2024 14:10-15:00 Gordon Aikman Lecture Theatre	Q&A Session 3 Slides	Tutorial 2
5	16-Oct-2024 14:10-15:00 Online on Collaborate	Lecture 3: Referencing and Avoiding Plagiarism Lecture 3.1: Good Scholarly Practice Slides Lecture 3.2: Referencing Slides Video Recordings Guest: Murray Cole	Tutorial 3
6	23-Oct-2024 14:10-15:00 Gordon Aikman Lecture Theatre	Lecture 4: Academic Writing Slides Video (via Learn >> Lecture Recordings) Guest: David Caulton	Tutorial 4
7	30-Oct-2024 14:10-15:00 Gordon Aikman Lecture Theatre	Lecture 5: Writing a Good Research Review Slides Video (via Learn >> Lecture Recordings)	Tutorial 5
8	06-Nov-2024 14:10-15:00 Gordon Aikman Lecture Theatre	Q&A Session 4 Slides	Tutorial 6 Note: prepare your IRR draft prior this tutorial

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IRR: Past Examples – Open Course

IRR: Informatics Research Review

View Edit Delete Revisions

IRR: Resources and Reading

Please note that the lectures are designed to provide an introduction and overview of the relevant course material. To gain a more comprehensive understanding of the topics covered in the course, we strongly recommend delving into the books and additional resources indicated on the reading list. You are expected to learn from the papers, books, videos and discussions covered in tutorial sessions. The lectures primarily serve as a platform to help with your understanding of the key foundations of the course and to give you an opportunity to ask questions and discuss issues. This is a large course and wide engagement in questioning and discussion will be difficult or impossible to achieve. To address this, we will post discussion topics on the course Piazza page, and smaller, more interactive group discussions will take place in the tutorial sessions. Additionally, we will organise live sessions where you can directly pose questions to lecturers, teaching assistants, and guest speakers.

Supporting resources:

- Free Language Tool to help you with English grammar: <https://languagetool.org/>
- Improving Your Language by Maria Wolters: <http://www.inf.ed.ac.uk/teaching/courses/irr/pdfs/English.pdf>
- Advice on writing UG4 and MSc project reports by Sharon Goldwater: http://homepages.inf.ed.ac.uk/sgwater/writing/ug4_report.html
- Transferring your writing skills to academic tasks (LinkedIn Learning): <https://www.lynda.com/Education-Elearning-tutorials/Transferring-your-writing-skills-academic-tasks/383571/439117-4.html>
- Writing in Sciences (Coursera): <https://www.coursera.org/learn/sciwrite>
- Advanced Writing (Coursera): <https://www.coursera.org/learn/advanced-writing>
- Past IRR Examples: https://www.learn.ed.ac.uk/ultra/courses/_113085_1/outline/edit/document/_9497357_1?courseId=_113085_1&view=content

Learn
Piazza
DRPS

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Activity 1: Purpose and Structure of a Research Review

Think – Pair – Share

1. **Think** about: Why do we write research reviews? What role do they serve in the academic communities? Are research reviews valuable in business community?
2. **Pair** with your neighbour and discuss your thoughts
3. **Share** the key ideas with the entire class



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Activity 2: Discuss a Potential Research Review

Research Review Title: The role of AI in social-emotional learning (SEL) for children

Problem: Despite the growing recognition of social-emotional learning (SEL) as a crucial component of holistic education, many traditional educational environments struggle to effectively implement SEL strategies.

Relevance: AI's potential to offer personalized learning experiences makes it highly relevant in this context.

Novelty: While there has been extensive research on both AI in education and SEL separately, there is a scarcity of studies that specifically examine the intersection of these two fields.

Timeliness: With recent shifts in educational policy emphasizing the importance of SEL in curricula, there is a pressing need for research that guides educators on implementing effective AI tools to support these initiatives.



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Activity 3: What are potential research questions?

1. **Think** of two potential research questions for the research review “The role of AI in social-emotional learning (SEL) for children”
2. **Pair** and discuss with a neighbour
3. **Share** with the entire class



Activity 3: What are potential research questions?

1. What is the impact of AI-based interventions on children's social-emotional competencies?
 - 1.1 How do AI-based interventions compare to traditional methods in improving specific social-emotional competencies (e.g., self-awareness, self-regulation, social skills) in children?
 - 1.2 Which specific social-emotional competencies are most positively impacted by AI-based interventions for children?

2. What ethical considerations must be taken into account when using AI in SEL?
 - 2.1 How should data privacy and security be ensured when collecting and processing children's personal and emotional data through AI-based SEL tools?
 - 2.2 What ethical implications arise from the potential long-term impacts of AI interventions on children's emotional and social development?



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Your Questions

1. How to reach out to professor for a research topic?
2. How is this topic linked to project proposal and what will be done in dissertation with this?
3. Could you give us examples of how to create a good question to start our IRR?
4. Review student topic: Somehow, I feel stuck with my topic and idea and afraid that I going to the wrong way.



Your Feedback

We would love to hear your thoughts and feedback! Your opinions are precious and will help us improve the IRR activities for you and future students.



Open Hours with Aurora Constantin

- Tuesdays, 17:00 – 18:00, online
- <https://edin.ac/48yO4gF>

