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الملحقية الثقافية
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م/ كتابة مشروع البحث

تحية طيبة

تستمر الملحقة الثقافية بمتابعة جهدها للحصول على قبولات للبعثات الجديدة، متمثلة بمؤتمريها ولقاءاتها المنفردة مع جامعات بلغت مجموعها أكثر من ستين جامعة والتواصل المستمر معها. ومن خلال التواصل مع هذه الجامعات من جهة ومع الطلبة المرشحين من جهة أخرى تراكمت لدينا الكثير من الخبرات والرؤى حول سبل تحقيق مشروع القبولات الدراسية وتحديد العقبات لتجاوزها. ولعل واحدة من العقبات الكبيرة التي تحول دون حصول الطالب المرشح لقبول من جامعة بريطانية، على الرغم من إبداء استعدادها الأولي لمنحه قبول لديها، هي عدم معرفة الطالب بكيفية اختيار وكتابة مشروع بحث الدكتوراه، سواء لناحية المضمون العلمي أو أسلوب العرض، وبما يمكنه من الحصول على رضا وقبول المشرف، ولغرض التغلب على هذه العقبة:

1- فقد أعدت الملحقة "مقالة توضيحية" حول كيفية كتابة مشروع رسالة للماجستير أو بحث للدكتوراه إضافة إلى عرض "نموذج لمشروع" وكذلك تحديد عدة "روابط إلكترونية" توضح للطالب المرشح الطريقة المثلى والصحيحة في كتابة وعرض مشروع لبحث الدكتوراه في التخصصات المختلفة، حيث تم إرسالها على العناوين الإلكترونية لكل الطلبة الذين أرسلوا استماراتهم للملحقة إضافة إلى وضعها على موقع الملحقة الإلكتروني لتكون بمتناول جميع الطلبة لما لها من دور في تسهيل حصول الطالب على القبول النهائي المطلوب.

2- نقتراح قيام كل كلية، أو على الأقل كل جامعة، بتخصيص شعبة تضم عدد من الأساتذة بتخصصات مختلفة مهمتها تقديم النصح والإرشاد للطلبة المرشحين في هذا الصدد، كما هو المعمول به في الجامعات الأجنبية.

مع التقدير.

أحمد البغدادي
معاون المستشار الثقافي - لندن
2012/8/24

المرفقات: مقالة توضيحية + نموذج لمشروع + روابط إلكترونية
نسخة منه إلى:

- مكتب السيد الوزير .. ليتفضل معاليه بالاطلاع مع التقدير.
- السيد الوكيل العلمي .. ليتفضل بالاطلاع مع التقدير.
- الجامعات العراقية كافة ... السيد رئيس الجامعة لنفس الغرض أعلاه مع التقدير.
- ملف الصادر العام وملفه المصور.
- ملف البعثات الجديدة وملفه المصور.

2012/8/24

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How to write a Dissertation or PhD Thesis Proposal

Research proposal is an outline of the proposed project to define the research problem, scope, hypothesis and your contribution to the project.

It is important to talk to the supervisor to find out what are the department or university requirements for writing a proposal. But the usually the general requirements for writing a proposal are:

- The proposal is always written in the present and future tense while the Thesis or Dissertation is written in the past tense.
- Generally, it is around 3000 words
- **Title:** It can be changed later on but it should include all the important key words of the project.
- It is always the better proposal, the better chance to be accepted.

The major parts of the proposal:

- **INTRODUCTION:**

It should be interesting for the reader. It includes summary of the research objectives, and the major questions and problems behind this research. It should give an idea for the reader about what is researcher attempting to achieve, how this research does add value to the subject and what are the differences this research will make.

- **PROBLEM STATEMENT:**

Describe the research problem in depth and background research about the proposal major questions and problems.

Convince the reader how the problem is important by giving three main reasons at least and two concrete examples of the current problem.

- **LITERATURE REVIEW:**

This section should address the scopes and goals of this study, the current studies and theories related to the research problem include alternative approaches to the problem and how do those studies link to your work. And state the expected results of the research

- **METHODOLOGY:**

Describe the research methods should be provided during the project to reach project scopes within the timeframe and why you plan to do them and how are you going to do them including all the details of the research methods if you are using existing theories or a new approach or methods. List the main stages of the project and what would you be expecting to do in each year.

- **BIBLIOGRAPHY:**

List of all the source materials, key references and other related materials to your project proposal.

References:

Faryadi, Q. (2012) How to Write Your PhD Proposal: A Step-By-Step Guide. Available from:
http://www.aijcrnet.com/journals/Vol_2_No_4_April_2012/12.pdf

Mitchell, A. (2011) Writing a Good PhD Proposal – Some Guidelines. Available from:
<http://100thousandwords.wordpress.com/2011/03/04/writing-a-good-phd-proposal-%E2%80%93-some-guidelines-by-dr-audra-mitchell-university-of-york/>

Willits, D. (2004) How to Write a Successful PhD Dissertation Proposal .is available from:
http://www.bae.ncsu.edu/grad/pages/PhD_Research_Proposal.pdf

(Working) Title

An analysis of accessibility support demands in electronic learning systems in the context of Higher Education Information Services.

Your reasons and purposes for undertaking this project

This programme of study continues personal research and professional practice in the field of Information Science, particularly within the area of end-user systems accessibility.

Within Higher Education, there is evidence of constant innovation and changing approaches to provision of online services; however, the wide ranging and long term issue of user accessibility has clearly become a secondary consideration. My PhD research should underpin improved provision of accessible systems for adult learners who are disabled (as defined by the Disability Discrimination Act and amendments).

Your research project

Most recently, the VLE (Virtual Learning Environment) has become an important feature of electronic service delivery within the HE Information Services sector, demanding close attention to issues of functionality, sustainability and usability. Whilst some research has begun to examine the functionality of e-learning systems, little attention has been paid to usability issues, in particular to the accessibility of complex Web based interfaces for disabled users. Standards for achieving accessibility via technical specifications and interface design have been established for the conventional Web, however, it remains to be seen how far e-learning systems are conforming to these standards, and where the conflicts might be between educational features and usability. Institutions need to meet recent accessibility legislation and fulfil government targets to deliver widening access to Higher Education, and this can only be achieved by evaluating e-learning system usability and identifying continuing accessibility needs.

Research Aims

At baseline, the research project will examine the current levels of accessibility in e-learning systems (Virtual Learning Environments) and assess the difficulties faced by disabled users accessing system features, including interactive content, textual resources, navigation features and communication tools. Other activities may also include semi-structured interviews with educational support staff, including lecturers and Information Services staff supporting disabled users (e.g. e-learning support, disability support staff).

For the empirical research with learners, around three to four university sites will be selected, to assess more fully practices and policies in accessibility support within different e-learning systems, with practical investigation (e.g. via system testing using industry standard specifications) and research activities to gain user perspectives on system usability (e.g. via questionnaires or interviews); universities will be chosen to reflect leading VLE systems used across the HE sector, including Blackboard, WebCT and Learnwise.

Institutions need to know which features should be avoided, or used with care to enable disabled students to access e-learning systems, and which features, which are educationally valuable, can be supported with additional training or other support for disabled learners.

Questions for research may include the following:

The research question will be refined after the literature review and baseline study, from the following:

1. What are the main obstacle and opportunities faced by students when undertaking learning in an online context? (Particularly considering the emergence of ubiquitous student-managed and non-contact based approaches to online learning).
2. What are the accessibility and usability issues in e-learning systems?
3. What are the training needs of disabled users in facilitating online learning (including motor, visual, cognitive and other forms of disability)?
4. How can access and usability issues be practically resolved?
5. What are the implications of industry-standard developments (e.g. *Web Accessibility Initiative*) and legal legislation on online learning accessibility and usability?

Methodology

It is envisaged the research will include a practical research element to investigate questions raised in the study, primarily targeted at e-learning system users across selected Higher Education institutions.

Core Issues for investigation may include:

- The experience of disabled students in accessing e-learning systems, including particular system features, e-learning interface, resource retrieval and other aspects of information access.
- Current trends in providing accessible e-learning systems amongst system developers.

Other Related issues that may arise:

- Levels of functionality provided by assistive technology for accessing e-learning systems (e.g. Braille readers, screen readers.)
- Guidelines for the implementation of e-learning systems for disabled users by support staff (including disability support staff.)
- Demands for user training in the context of assistive technology developments and accessibility features.

Research methods may include:

Use of questionnaires based on a standard format (e.g. *Likert* scale model) to obtain mainly qualitative responses from users, complemented by interviews and focus groups. Transaction logs may be inspected to see how disabled students have used an e-learning system, and compared with the logs of non-disabled students. As far as possible validated questionnaires will be used e.g. to assess students' perception of the quality of the learning experience using, for example, the Course Evaluation Questionnaire developed by the OU and the Revised Approaches to Studying Inventory (RASI). Any survey tool developed will be piloted before using in the main phase of the study. Student needs will vary according to level of disability and type of disability, and this will need to be considered when selecting the sample for detailed study. Demographic factors (age, educational experience, gender, home support) also need to be considered.

Analysis and Evaluative methods may include:

Standard statistical packages (SPSS) will be used to examine any cross-tabulation, or associations, or grouping which emerges (e.g. through factor analysis). For the qualitative data, a qualitative data analysis software package will be used to assist coding, and derivation of themes, from the interview data.

Outcomes

The intended final outcomes of the research will be:

- evidence for the development of guidelines for disability support officers working within information services, and e-learning support staff in higher and further education institutions
- guidelines for disabled students to enable them to make informed choices about their approach to learning

Information Sources

The following range of information sources will be consulted:

- Printed Journals (e.g. Update Program, Library Trends, and Library Review.)
- Online Gateways and Databases (e.g. OCLC, BIDS, OMNI, BUBL.)
- Standard-Making and Regulatory Bodies (e.g. UKOLN, W3C, ISO, JISC.)
- Online Journals (e.g. Ariadne, Biblio-Tech Review.)
- Government and other regulatory body publications (e.g. HESA, HEFCE, RNIB.)
- Books in the context of library management, trends in Higher Education and online learning.
- Reference texts, e.g. ONS publications.

Training and preparation

I have worked for the past three years in the deployment of online learning with a Higher Education provider; I provide online learning systems training and support, including support for individuals with disabilities. I also implement accessibility and related technical standards in the provision of web-based services, including implementation of World Wide Web "WAI" (Web Accessibility Initiative) standards, the US 508 (Rehabilitation Act) recommendations and other interface design standards. I have recently written a 50,000 word book on e-learning issues for the library and information science publisher, Chandos, including discussion on e-learning accessibility and related legal, technical and user support issues. The title of this text is: *Delivering E-Learning for Information Services in Higher Education* (ISBN 1-84334-095-X). The preparation for this text comprises some six months preparatory research including e-learning usability and accessibility issues.

Proposed development

- Year one: research training, literature review, to help refine research question. Continue to make contacts with disability support staff, e-learning staff in other institutions.
- Year two: Piloting of tools to be used, development of research techniques
- Year three: Main empirical phase
- Year four: Analysis, supplementary literature review
- Year five: Complete writing up

روابط الكترونية لجامعات بريطانية توضح كيفية كتابة بحث الدكتوراه بشكل صحيح

- 1- University of York: <http://www.findaphd.com/student/study/study-33.asp>
- 2- The University of Manchester: <http://www.socialsciences.manchester.ac.uk/postgraduate/research/proposal/>
- 3- University of Southampton:
http://www.southampton.ac.uk/sociology/postgraduate/research_degrees/apply/how_to_write_an_MPhil_PhD_research_degree_proposal.page?
- 4- University of Liverpool: http://www.liv.ac.uk/english/pdf/Guidelines_for_PhD_proposal.pdf
- 5- Lancaster University:
<http://www.lancs.ac.uk/study/postgraduate/how-to-apply-for-postgraduate-study/writing-a-research-proposal/>
- 6- University of Oxford: http://www.geog.ox.ac.uk/graduate/apply/research_proposal.html
- 7- The University of Nottingham:
<http://pgstudy.nottingham.ac.uk/apply-postgraduate-course/writing-research-proposal.aspx>
- 8- Birkbeck University of London:
<http://www.bbk.ac.uk/mybirkbeck/services/administration/enrolment/guidelines-in-writing-a-research-proposal>
- 9- University of Sussex: <http://www.sussex.ac.uk/arthistory/pgstudy/researchproposal>
- 10- University of Leicester
<http://www2.le.ac.uk/departments/english/postgraduate/admissions/how-to-write-a-research-proposal>
- 11- Robert Gordon University Aberdeen: <http://www.comp.rgu.ac.uk/staff/sw/researchproposal.htm>
- 12- University of Exeter
<http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/postgraduate/pdfs/A%20Guide%20to%20Writing%20your%20PhD%20Proposal.pdf>
- 13- Queen Mary University of London: <http://www.law.qmul.ac.uk/docs/ResearchPropGuide.pdf>
- 14- Sample 2 of a student's PhD proposal: http://www2.hull.ac.uk/hubs/PDF/cm01_research_proposal.pdf