MRES700

Research Communications

S2 Day 2015

University

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MRes and 4cp at 700 level

Corequisites

Co-badged status

Unit description

MRES700 aims to enable students: to communicate research effectively in different modes for different audiences; to understand what it means to conduct and report research responsibly in their discipline; to participate in academic peer review practices; and to appreciate the uses and relative merits of traditional and contemporary research communication practices.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions

recognise risks and instances of academic misconduct and determine appropriate responses;

provide constructive feedback on others' writing;

evaluate feedback and revise their own writing accordingly;

adapt research information for non-specialist audiences and for oral/visual modes;

name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

General Assessment Information

Applying for an extension

To request an extension for an assignment, students should submit a Disruption to Studies Notification within five (5) working days of the commencement of the disruption. The Disruption to Studies Notification must be submitted online through www.ask.mq.edu.au. Information on what constitutes a disruption and how to apply for an extension can be found on the MQ students' Disruption to Studies webpage.

The Disruption to Studies Policy applies only to serious and unavoidable disruptions that arise *after* a study period has commenced. Conditions existing *prior* to commencing a unit of study are covered by other policies, except in the event of deterioration or exacerbation of the condition. The student is responsible for managing their workload in light of any known or anticipated problems. Students with a pre-existing disability/health condition may contact Campus Wellbeing and Support Services for information on available support.

Late submissions

Unless an extension is granted, work that is submitted after the due date will attract a penalty of 10% of the total marks for each week it is overdue (i.e. -10% for 1-6 days late; -20% for 7-13

days late; -30% for 14-20 days late). Work submitted more than 20 days late will not be accepted.

Assessment Tasks

Name	Weighting	Due
Introduction Text	15%	5pm, 21 August 2015
Visual Presentation	30%	Weeks 9-10
Revised Intro and Peer Review	40%	5pm, 13 November 2015
Class participation	15%	assessed throughout unit

Introduction Text

Due: **5pm, 21 August 2015**
Weighting: **15%**

Write a text that introduces your proposed MRes research project, or a project based on a topic/problem in your discipline that interests you.

Explain the research problem/question and make explicit the aim of your research. Give your project a title. Assume that the text will be read by your faculty's HDR application assessment panel, which includes academics from outside of your discipline. Use the referencing style commonly used in your discipline.

On successful completion you will be able to:
- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions

Visual Presentation

Due: **Weeks 9-10**
Weighting: **30%**

Complete Option A or Option B.

Option A: Choose a piece of completed research in your field and communicate its findings using a visually-rich, contemporary research genre appropriate to your discipline, e.g. YouTube video, online article, magazine/newspaper article, blogpost, conference poster. The research may be a project you conducted, or one published in an article you have read; if the latter, please submit the article.

Videos should be 3-5 minutes long. Articles and blogposts should be 700-1000 words long and must include at least one image. Conference posters should be A2 sized.

Inform your tutor of your chosen genre before 11 September 2015.

You will deliver your presentation in Week 9 or 10. Be prepared to answer questions from your tutor and classmates on the research and/or genre.

Upload the following documents to the ilearn unit by 5 pm, 9 October 2015:

1. your presentation as a PDF file. (For YouTube videos, the PDF can simply state the title of your video and a URL linking to the video.)

2. a supporting written document in which you:

   • specify the target audience of the presentation
   • specify the purpose of the presentation
   • justify your choice of genre, particularly why it is discipline-appropriate
   • name and describe 3 other communication platforms/practices that might be employed to disseminate this research or increase its impact (1-2 sentences on each)

   3. (if applicable) the published article on which your presentation is based

OR

Option B:

Prepare a Conference Poster that showcases traditional and cutting edge communication platforms & practices that are employed by researchers in your discipline to achieve at least 4 of the following purposes:

   • identify new research problems and potential collaborators
   • keep abreast of the latest research
   • attract research funding
   • boost their academic profile
   • track their research impact
   • disseminate their work
   • engage with non-academic audiences (practitioners, patients, clients, consumers, wider community etc)

Outline the advantages and disadvantages in using each of the platforms/practices you showcase.

Illustrate with authentic examples from your discipline, eg screen shots of tweets, blogposts, webpages or impact metrics graphs; images of posters, information pamphlets, presenters etc.

Posters should be A2 sized, either portrait or landscape.

You will deliver your presentation in Week 9 or 10. Be prepared to answer questions from your tutor and classmates on the content of your poster.

Upload your poster to the ilearn unit as a PDF document by 5pm, 9 October 2015.

On successful completion you will be able to:

- adapt research information for non-specialist audiences and for oral/visual modes;
- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Revised Intro and Peer Review

Due: **5pm, 13 November 2015**
Weighting: **40%**

In weeks 11-13, you will participate in a writing group with 2-3 other members from your tutorial. You will give and receive feedback to/from every member on your Assignment 1 texts. You need to submit three documents for this assignment.

Document 1 (10%)

Using the feedback template provided, submit the written feedback *you* provided to one of your writing group members.

Document 2: (10%)

Using a table or bullet point format, outline how you have responded to the feedback you received on your Assignment 1 text from your tutor and fellow writing group members.

Include in your response how you have revised your text in response to specific suggestions, and why you have chosen NOT to follow certain other suggestions.

Document 3: (20%) **Length:** 1500 words (typed, double spaced)

Submit a revised version of the text you submitted as Assessment Task 1, incorporating the feedback you received from your tutor and your group members. In addition to introducing the topic, problem and aim, you will need to situate your proposed research in the field by relating it to existing research (refer to *at least* 5 related research texts).

On successful completion you will be able to:

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- provide constructive feedback on others' writing;
- evaluate feedback and revise their own writing accordingly;

Class participation

Due: **assessed throughout unit**
Weighting: **15%**

5 marks allocated to engagement with Research Integrity module, based on active, thoughtful discussion of instances of misconduct and disciplinary concerns

10 marks allocated to engagement with other activities, based on:

- level of participation in peer writing groups, including having assigned texts reviewed *before* tutorials

- attendance and participation at plenaries and tutorials,

- evidence of engagement with pre-class reading & activities (through participation in class and/or online)

- level of engagement with others' work during poster/oral presentations

On successful completion you will be able to:

- recognise risks and instances of academic misconduct and determine appropriate responses;

- provide constructive feedback on others' writing;

- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Delivery and Resources

MRES700 (internal) is delivered in two parts: Part 1 (Weeks 1-7) consists of 7 "Plenary sessions" (Wednesdays 1-3pm in W5A T2), and 3 tutorial classes; Part 2 (Weeks 8-13) consists of tutorial classes only. Please refer to the Unit Schedule below for details.

Students will be automatically enrolled into the online MRES700 iLearn unit. This unit enables students to receive announcements; download and submit assignment texts; access lecture recordings, handouts and slides; complete assigned quizzes; watch educational videos; and participate in online discussion forums.

Readings will be available via MultiSearch, the MQ Library catalogue site. In MultiSearch, click on Unit Readings, and enter MRES700.

Other recommended readings:

- Booth, W.C., Colomb, G.G. and Williams, J.M. 2008. *The Craft of Research* (3rd Edn), Chicago: University of Chicago Press.

- Cargill, M. and O'Connor, P. 2009. *Writing Scientific Research Articles*, Chinchester, UK: Wiley-Blackwell

- Carter, S., Kelly, F. and Brailsford, I. 2012, *Structuring Your Research Thesis*, Hampshire/NY: Palgrave Macmillan

- Dunleavy, P. 2003. *Authoring a PhD: How to plan, draft, write & finish a doctoral thesis or dissertation*. Hampshire/NY: Palgrave, Macmillan

- Evans, D. and Gruba, P. 2002. *How to Write a Better Thesis*. (2nd edn.) Melbourne: Melbourne Univ. Press

- Hart, C. 2005. *Doing your Masters Dissertation*. London: SAGE

- Lewin, B.A. 2010. *Writing Readable Research: A Guide for Students of Social Science*. London, Equinox
- Paltridge, B. and Starfield, S. 2007. *Thesis and Dissertation Writing in a Second Language: a handbook for supervisors*. Oxon/NY:Routledge
- Poore, M. 2014. *Studying and Researching with Social Media*, London: SAGE
- Swales, J.M. and Feak, C. B. 2012. *Academic writing for graduate students: essential tasks and skills* (3rd edn.), University of Michigan Press, Ann Arbor
- Zeiger, M. 2000. Essentials of Writing Biomedical Research Papers (2nd Edn), NY: McGraw-Hill

Unit Schedule

Wk	Plenary	Tutorial
1	Becoming a researcher: yesterday, today and tomorrow	
2	Pitching your project: Research proposals	Introductions, clarify expectations and assignments. Share research idea, discuss "Becoming a researcher"
3	Engaging readers: introductions	
4	Researching & reporting with integrity	
5	Reading critically and integrating literature	Academic Integrity: discuss cases and debate RI issues
6	Presenting at conferences	
7	Communicating to wider audiences	Traditional and novel research communication practices; Presenting at conferences
	Mid session break	
8	-	Traditional and novel approaches to search
9	-	[Posters & oral presentations]
10	-	
11	-	The peer review process; writing groups
12	-	
13	-	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- recognise risks and instances of academic misconduct and determine appropriate responses;
- evaluate feedback and revise their own writing accordingly;
- adapt research information for non-specialist audiences and for oral/visual modes;

Assessment tasks

- Visual Presentation
- Class participation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- recognise risks and instances of academic misconduct and determine appropriate responses;
- evaluate feedback and revise their own writing accordingly;
- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Assessment tasks

- Introduction Text
- Visual Presentation
- Revised Intro and Peer Review
- Class participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- recognise risks and instances of academic misconduct and determine appropriate responses;
- evaluate feedback and revise their own writing accordingly;
- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Assessment tasks

- Introduction Text
- Visual Presentation
- Revised Intro and Peer Review

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions

- recognise risks and instances of academic misconduct and determine appropriate responses;

Assessment tasks

- Introduction Text
- Visual Presentation
- Revised Intro and Peer Review

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- recognise risks and instances of academic misconduct and determine appropriate responses;
- provide constructive feedback on others' writing;
- evaluate feedback and revise their own writing accordingly;
- adapt research information for non-specialist audiences and for oral/visual modes;
- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Assessment tasks

- Introduction Text
- Visual Presentation
- Revised Intro and Peer Review
- Class participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- present research project idea in the form of a written academic argument, supported by appropriate literature and following discipline conventions
- recognise risks and instances of academic misconduct and determine appropriate responses;
- adapt research information for non-specialist audiences and for oral/visual modes;
- name and evaluate several traditional and cutting-edge communication practices in which today's researchers engage

Assessment task

- Class participation

Changes from Previous Offering

There are several changes from previous offerings, the most important of which are:

1. the replacing of 13 x 1-hour lectures with 7 x 2-hour plenary sessions
2. the focus on contemporary cutting-edge research communication practices, with the attendant assessment task
3. the inclusion of the Research Integrity topic
4. the addition of a 2 hour training session in the library to replace the library training videos
5. the removal of the examination

Changes since First Published

Date	Description
26/06/2015	Revisions made on 26 June 2015: Assignment 1 wording changed slightly. Assignment 2 details changed to include Option A.