EDCN800
Introduction to Educational Research
S1 Online 2015
Dept of Education

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General Information

Unit convenor and teaching staff
Unit Convenor
Greg Robertson
greg.robertson@mq.edu.au
Contact via greg.robertson@mq.edu.au
C3A 806

Credit points
4

Prerequisites
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or MEnvEd or MLndigenousEd or PGDiplIndigenousEd or PGCertIndigenousEd or GradDiplIndigenousEd or GradCertEChild

Corequisites

Co-badged status

Unit description
By completing a series of modules, students extend their understanding of the research methods used to explore contemporary issues in a variety of education settings (eg, early childhood, school, workplace, technical and further, and higher education). Students are supported in their learning through guided reading and a series of face to face workshops. For those students who are unable to attend, audio recordings of the workshops are distributed via the unit’s iLearn site.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. can explore the literature relating to particular aspects of their professional practice
2. can identify critical issues which warrant further investigation
3. can generate researchable questions
4. can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
5. understands the limitations of this evidence
6. can effectively communicate the research and its results to the intended audience
7. understands how research evidence contributes to knowledge about education policy and practice
8. understands how to access existing stores of knowledge
9. understands the nature and characteristics of the various research methodologies that are typically employed in educational research
10. understands the methods of recruiting participants that can be employed by these methodologies
11. understands the data collection and analysis techniques that can be employed by these methodologies
12. understands aspects of design which provide rigor to the research process
13. understands the ethical principles which shape and guide the research process

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>20%</td>
<td>16 March</td>
</tr>
<tr>
<td>Task 2</td>
<td>20%</td>
<td>6 April</td>
</tr>
<tr>
<td>Task 3</td>
<td>20%</td>
<td>27 April</td>
</tr>
<tr>
<td>Task 4</td>
<td>20%</td>
<td>18 May</td>
</tr>
<tr>
<td>Task 5</td>
<td>20%</td>
<td>8 June</td>
</tr>
</tbody>
</table>

Task 1
Due: 16 March
Weighting: 20%

This task enables students to develop ways of describing and classifying forms of educational research.

This Assessment Task relates to the following Learning Outcomes:
- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- understands how research evidence contributes to knowledge about education policy and practice
- understands how to access existing stores of knowledge
• understands the nature and characteristics of the various research methodologies that are typically employed in educational research
• understands the ethical principles which shape and guide the research process

**Task 2**
**Due:** 6 April  
**Weighting:** 20%

This task introduces critical concepts in educational research that enables students to interpret and produce research designs which address critical issues in particular educational contexts.

This Assessment Task relates to the following Learning Outcomes:
• understands the methods of recruiting participants that can be employed by these methodologies
• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process

**Task 3**
**Due:** 27 April  
**Weighting:** 20%

This task enables student to explore the application of qualitative research methodologies to problems associated with their own professional practice.

This Assessment Task relates to the following Learning Outcomes:
• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
• understands the limitations of this evidence
• can effectively communicate the research and its results to the intended audience

**Task 4**
**Due:** 18 May  
**Weighting:** 20%

This task enables student to explore the application of non-experimental research methodologies to problems associated with their own professional practice.
This Assessment Task relates to the following Learning Outcomes:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate researchable questions
- can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
- understands the limitations of this evidence
- can effectively communicate the research and its results to the intended audience

Task 5

Due: 8 June
Weighting: 20%

This task enables students to explore the application of experimental and quasi-experimental research methodologies to problems associated with their own professional practice.

This Assessment Task relates to the following Learning Outcomes:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate researchable questions
- can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
- understands the limitations of this evidence
- can effectively communicate the research and its results to the intended audience

**Delivery and Resources**

In order to satisfactorily complete this unit, you are required to use the resources supplied to you (e.g., readings, workshop podcasts, etc) to complete the five assessment tasks and submit them by their respective submission dates (NB unless an extension has been arranged). Each of these assessment tasks is worth 20% of your final grade for the Unit. There are no word limits on any assessment task.

All required readings, other than those in the text, can be downloaded directly from within each module (NB to read them you will need Adobe Acrobat installed). The textbook for this Unit is:


Copies are available from the Macquarie University Co-operative Bookshop. It is strongly recommended that you buy a copy.
There are two “workshops” scheduled for each module. The first is a face to face session (W6B357) in which the content of the module will be reviewed and the assessment tasks discussed. Attendance is recommended but not compulsory. These sessions will be recorded and distributed via the Unit’s ilearn site for those unable to attend (ie Podcast). The second “workshop” is a pre-recorded session (ie Podcast only) in which researchers from the across the University discuss their work. Please see the Schedule of Activities (below) for the timing of these “workshops”.

### Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Begins</th>
<th>Workshops</th>
<th>Module – Assessment task due date</th>
</tr>
</thead>
</table>
| 1     | 23 February | Workshop 1 – Monday 23 February  
W6B357/Podcast  
Greg Robertson | Module 1  
Introduction to research |
| 2     | 3 March     | Workshop 2 – Podcast only  
John Elias | Task 1 – due Monday 16 March |
<p>| 3     | 9 March     | No workshop |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>16 March</td>
<td>Workshop 3 – Monday 16 March</td>
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<tr>
<td></td>
<td></td>
<td>W6B357/Podcast</td>
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<tr>
<td></td>
<td></td>
<td>Greg Robertson</td>
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<tr>
<td></td>
<td></td>
<td><strong>Module 2</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Foundation concepts</strong></td>
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<tr>
<td>5</td>
<td>23 March</td>
<td>Workshop 4 - Podcast only</td>
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<tr>
<td></td>
<td></td>
<td>Alma Fleet and George Cooney</td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 2 – Monday 6 April</strong></td>
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<tr>
<td>6</td>
<td>30 March</td>
<td>No workshop</td>
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<tr>
<td>7 *</td>
<td>6 April</td>
<td>Workshop 5 – Tuesday 7 April</td>
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<td></td>
<td></td>
<td>W6B357/Podcast</td>
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<tr>
<td></td>
<td></td>
<td>Greg Robertson</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Module 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Qualitative approaches</strong></td>
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<tr>
<td>8 *</td>
<td>13 April</td>
<td>Workshop 6 - Podcast only</td>
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<tr>
<td></td>
<td></td>
<td>Ian Gibson</td>
</tr>
<tr>
<td>9</td>
<td>20 April</td>
<td>No workshop</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>10</td>
<td>27 April</td>
<td>Workshop 7 – Tuesday 28 April</td>
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<tr>
<td></td>
<td></td>
<td>W6B357/Podcast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greg Robertson</td>
</tr>
<tr>
<td>11</td>
<td>4 May</td>
<td>Workshop 8 - Podcast only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jennifer Bowes and John Hedberg</td>
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<tr>
<td>12</td>
<td>11 May</td>
<td>No workshop</td>
</tr>
<tr>
<td>13</td>
<td>18 May</td>
<td>Workshop 9 – Monday 18 May</td>
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<tr>
<td></td>
<td></td>
<td>W6B357/Podcast</td>
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<tr>
<td></td>
<td></td>
<td>Greg Robertson</td>
</tr>
<tr>
<td>14</td>
<td>25 May</td>
<td>Workshop 10 - Podcast only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mike Mitchelmore and Joanne Mulligan</td>
</tr>
<tr>
<td>15</td>
<td>1 June</td>
<td>No workshop</td>
</tr>
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</table>
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:


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/](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/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service

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

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 - 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

• understands how research evidence contributes to knowledge about education policy and practice
• understands how to access existing stores of knowledge
• understands the nature and characteristics of the various research methodologies that are typically employed in educational research
• understands the methods of recruiting participants that can be employed by these methodologies
• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process

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

• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
• understands the limitations of this evidence
• can effectively communicate the research and its results to the intended audience
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• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process

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

• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• understands the limitations of this evidence
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process
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 outcome**

- can effectively communicate the research and its results to the intended audience

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**

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- understands the ethical principles which shape and guide the research process

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**

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate researchable questions
- understands the limitations of this evidence
- understands the ethical principles which shape and guide the research process