ENVS700
Research Frontiers in Environmental Sciences
S1 Day 2016
Dept of Environmental Sciences

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>General Assessment Information</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>5</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>5</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>8</td>
</tr>
<tr>
<td>Changes from Previous Offering</td>
<td>11</td>
</tr>
</tbody>
</table>

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Convenor
Tim Ralph
tim.ralph@mq.edu.au
By appointment

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit is designed to engage students with current research in Environmental Sciences. It will introduce students to a number of the current open research questions across the discipline. The unit is based on focused ‘Dialogue’ sessions in which the frontiers of core research topics are introduced by a variety of staff members who explain how the topic is influencing their work. The unit addresses research across the breadth of the discipline, while also requiring students to apply core concepts to their preferred research topics. Activities may include such things as weekly classes, cross-university seminar attendance, directed reading of research papers, and the discussion and critiquing of research topics. Presentation of a seminar and a written report / essay based on the topics examined are required for completion of this unit.

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. Ability to reflect upon and identify the importance of environmental research
2. Ability to review current academic debates and identify research frontiers in environmental sciences
3. Develop a critical awareness of decision-making processes that shape how research is designed and data generated
4. Develop skills in basic research design and in working with supervisors
5. Awareness and appreciation for how different disciplines approach similar environmental research topics
6. Ability to critically assess seminars and compare and contrast research approaches
7. Ability to contribute to academic discussion and to communicate research ideas in oral and written form

**General Assessment Information**

The assessment tasks in ENVS700 are designed to:

- Encourage students to reflect upon their motivations for undertaking research and their research goals;
- Engage students with current research in environmental sciences;
- Introduce students to novel research questions and develop an understanding of core concepts;
- Develop skills in critical thinking, academic engagement, communication, and project design for research.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understanding Research</td>
<td>20%</td>
<td>Wed 16 March</td>
</tr>
<tr>
<td>2 Research Frontiers</td>
<td>40%</td>
<td>Wed 27 April</td>
</tr>
<tr>
<td>3 Student presentation</td>
<td>20%</td>
<td>Wed 11 May</td>
</tr>
<tr>
<td>4 Seminar Report</td>
<td>20%</td>
<td>Wed 8 June</td>
</tr>
</tbody>
</table>

**1 Understanding Research**

DUE: **Wed 16 March**

Weighting: **20%**

Why is environmental research important? Write a short essay (use sub-headings) outlining why you have chosen to pursue a research project in the field of environmental science. Your report should be reflective, discussing your own goals and motivations, while also developing your ideas for research based on discussions with at least one staff member in a related field. You should use academic articles to frame your ideas, where possible.
This Assessment Task relates to the following Learning Outcomes:

• Ability to reflect upon and identify the importance of environmental research

2 Research Frontiers

Due: Wed 27 April
Weighting: 40%

How do different scientific disciplines approach an environmental issue? In this assignment you are required to analyse the research frontiers of at least two different disciplines (or sub-disciplines) in relation to a particular environmental issue. The environmental issue you choose and the disciplines or sub-disciplines you focus upon should be agreed upon with the course convenor. Your assignment should contrast how different disciplines conceptualise and approach the research area, the different types of methods used, and key findings and insights different disciplines bring. The assignment should conclude with a discussion on the strengths and challenges of multi-disciplinary environmental research.

This Assessment Task relates to the following Learning Outcomes:

• Ability to review current academic debates and identify research frontiers in environmental sciences
• Develop a critical awareness of decision-making processes that shape how research is designed and data generated
• Develop skills in basic research design and in working with supervisors
• Awareness and appreciation for how different disciplines approach similar environmental research topics

3 Student presentation

Due: Wed 11 May
Weighting: 20%

What are the frontiers in environmental research? This assessment requires you to give a brief oral presentation (10 minutes) in which you discuss how researchers are approaching a particular environmental issue. You should focus on the current state of knowledge, debates and future challenges. The presentation should conclude with some ideas about how you would like to contribute to these debates through a research project and why.

This Assessment Task relates to the following Learning Outcomes:

• Ability to review current academic debates and identify research frontiers in environmental sciences
• Develop a critical awareness of decision-making processes that shape how research is
designed and data generated
• Develop skills in basic research design and in working with supervisors
• Awareness and appreciation for how different disciplines approach similar environmental
research topics
• Ability to contribute to academic discussion and to communicate research ideas in oral
and written form

4 Seminar Report
Due: Wed 8 June
Weighting: 20%

How do approaches to research differ? Write a short report that critically assesses the
approaches to research presented in three (3) seminars. Your report should compare and
contrast the different approaches to research, and you should discuss the merits and limitations
of the research design/s and scope/s.

This Assessment Task relates to the following Learning Outcomes:
• Ability to reflect upon and identify the importance of environmental research
• Ability to review current academic debates and identify research frontiers in
environmental sciences
• Awareness and appreciation for how different disciplines approach similar environmental
research topics
• Ability to critically assess seminars and compare and contrast research approaches

Delivery and Resources
ENVS700 activities include classes, seminar attendance, directed reading of research papers,
discussion and critiquing of research topics. ENVS700 will make use of web-based teaching
support through iLearn. Students require access to the internet and regular contact with the
unit's iLearn site. To complete assignments, students need access to Word processing programs
and PowerPoint (or similar) for class presentations.

Unit Schedule
Timetable
Wednesday 3-5 pm, E3B 114

Program
The program is arranged around a series of classes/workshops that cover key L&T activities and
align with upcoming assessment tasks. In addition, students are expected to attend all
Department of Environmental Sciences seminars (related to assessment 4) and to be in regular
contact with the unit convenor and other staff members most aligned to the research frontiers that they are exploring.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assessment</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/3/16</td>
<td>No class - due to introductory workshop held on 8/2/16</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td>2</td>
<td>9/3/16</td>
<td>No class - consultation by appointment</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td>3</td>
<td>16/3/16</td>
<td>Understanding and defining research frontiers</td>
<td>Assessment 1 (20%)</td>
<td>TR</td>
</tr>
<tr>
<td>4</td>
<td>23/3/16</td>
<td>No class - consultation by appointment</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td>5</td>
<td>30/3/16</td>
<td>Developing a research question</td>
<td>Assessment 4 (progress update)</td>
<td>TR</td>
</tr>
<tr>
<td>6</td>
<td>6/4/16</td>
<td>No class - consultation by appointment</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-session break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>27/4/16</td>
<td>Academic engagement and communication</td>
<td>Assessment 2 (40%)</td>
<td>TR</td>
</tr>
<tr>
<td>8</td>
<td>4/5/16</td>
<td>No class - consultation by appointment</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td>9</td>
<td>11/5/16</td>
<td>Student presentations</td>
<td>Assessment 3 (20%)</td>
<td>TR</td>
</tr>
<tr>
<td>10</td>
<td>18/5/16</td>
<td>No class - consultation by appointment</td>
<td></td>
<td>TR</td>
</tr>
<tr>
<td>11</td>
<td>25/5/16</td>
<td>Research project design and management</td>
<td></td>
<td>TR</td>
</tr>
</tbody>
</table>
### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/) 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](http://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) 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources 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
- Ability to reflect upon and identify the importance of environmental research
- Ability to review current academic debates and identify research frontiers in environmental sciences
- Develop a critical awareness of decision-making processes that shape how research is designed and data generated
- Develop skills in basic research design and in working with supervisors
- Awareness and appreciation for how different disciplines approach similar environmental research topics
• Ability to critically assess seminars and compare and contrast research approaches

**Assessment tasks**

• 2 Research Frontiers
• 3 Student presentation
• 4 Seminar Report

**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**

• Ability to reflect upon and identify the importance of environmental research
• Ability to review current academic debates and identify research frontiers in environmental sciences
• Develop a critical awareness of decision-making processes that shape how research is designed and data generated
• Develop skills in basic research design and in working with supervisors
• Awareness and appreciation for how different disciplines approach similar environmental research topics
• Ability to critically assess seminars and compare and contrast research approaches

**Assessment tasks**

• 1 Understanding Research
• 2 Research Frontiers
• 4 Seminar Report

**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

- Ability to reflect upon and identify the importance of environmental research
- Ability to review current academic debates and identify research frontiers in environmental sciences
- Develop a critical awareness of decision-making processes that shape how research is designed and data generated
- Develop skills in basic research design and in working with supervisors
- Awareness and appreciation for how different disciplines approach similar environmental research topics
- Ability to critically assess seminars and compare and contrast research approaches

Assessment task

- 2 Research Frontiers

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

- Develop skills in basic research design and in working with supervisors
- Ability to contribute to academic discussion and to communicate research ideas in oral and written form

Assessment tasks

- 1 Understanding Research
- 2 Research Frontiers
- 3 Student presentation
- 4 Seminar Report

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**

- Ability to reflect upon and identify the importance of environmental research
- Ability to contribute to academic discussion and to communicate research ideas in oral and written form

**Assessment tasks**

- 1 Understanding Research
- 3 Student presentation
- 4 Seminar Report

**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**

- Ability to review current academic debates and identify research frontiers in environmental sciences
- Ability to contribute to academic discussion and to communicate research ideas in oral and written form

**Assessment tasks**

- 1 Understanding Research
- 3 Student presentation

**Changes from Previous Offering**

This unit has a focus on research frontiers and project design for environmental sciences, which is different from it's previous iteration (ENVG700 Research Frontiers in Environment and Geography), which was a combined offering between the Department of Environmental Sciences and the Department of Geography and Planning.