SPED833

Research into Practice in Special Education

S1 External 2016

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
A/Prof Mark Carter
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Contact via Dialog on unit web site
X5A106
By appointment

Credit points
4

Prerequisites
SPED832

Corequisites
SPED830

Co-badged status

Unit description
In consultation with a member of academic staff, students will develop their research skills through undertaking an approved research activity in the area of special education. Activities may include a systematic review of the literature, intervention, survey, policy analysis or program evaluation. It is envisaged that the final product will be of high quality and be in a condition close to that expected of a manuscript ready for submission to a refereed journal.

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:

Develop high-level skills in literature search strategies and data-base interrogation.

Analyse, synthesise and critique the research literature in a topic in special education and creatively develop a defensible research question.

Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.

Implement research strategies appropriate to the defined research question.

Critically synthesise and evaluate the outcomes of the research activity.

Communicate the results of the research activity to a range of audiences, employing appropriate academic conventions, using both written and oral modalities.

General Assessment Information

General Requirements

Good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly.

Assignments should be consistent with APA Publication Guidelines. In particular, attention should be given to referencing, levels of headings and tables and figures. Quotations should be used sparingly. Normally, no more than one quotation in an assignment is appropriate. Tables and diagrams may be used to summarise data or illustrate points.

When presenting your work:

- Use Word or RTF format.
- Double-space your assignment.
- Ensure pages are numbered
- Use only the cover sheets provided.

Referencing

Your assignment should be formatted according to APA 6th Edition guidelines.

IT IS A SPECIFIC REQUIREMENT OF THIS UNIT THAT YOU USE A PAGE NUMBER WHENEVER YOU REFER TO A SPECIFIC CONCLUSION OR POINT MADE BY AN AUTHOR. THIS APPLIES TO ALL CITATIONS, NOT JUST QUOTATIONS. IN MOST INSTANCES YOU WILL NEED TO USE A PAGE NUMBER WHEN CITING A SOURCE. AN AUTOMATIC PENALTY OF 10% WILL APPLY IF YOU FAIL TO GIVE PAGE NUMBERS WHEN REFERRING TO A SPECIFIC PART OF A SOURCE. PLEASE NOTE THAT THE REQUIREMENT FOR PAGE NUMBERS FOR EVERY CITATION IS OVER AND ABOVE THE NORMAL APA REQUIREMENT.

How do I submit my Assignment?

You should save your work as a Microsoft Word file or RTF. The document should be named according to your surname and first initial (eg SmithJ SPED833.doc). You must submit your Assignment to the SPED833 iLearn site. This will include a plagiarism check (TURNITIN).

KEEP A COPY OF YOUR ASSIGNMENT.

How do I use the assignment cover sheet?

A cover sheet for your assessment task will be provided on the unit website.

Note that the checklist on the assignment COVER SHEET must be completed before an assignment is marked.Typing your student number is accepted in lieu of a signature.

Can I submit a late assignment?

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is a period of grace, not a new deadline, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, except when an extension has been applied for before the due date and granted. After the due date (unless an extension has been granted) a late penalty will be applied, leading to a reduction in the awarded mark. The late penalty is 5% of the total mark for each calendar day the assignment is outstanding beyond the due date. These penalties are imposed in fairness to students who submit assignments on time.

Extensions

Extensions may be granted In extenuating circumstances where documented unavoidable disruption to study occurs (see the University Disruption to Studies Policy in the Policies and Procedures section of this guide). Reasons for the extension need to be documented through the Disruption to Studies form accessible through http://ask.mq.edu.au and supported (e.g., a Professional Authority Form in the case of illness). Please note that medical certificates are NOT accepted as evidence of illness - a Professional Authority Form must be provided.

Extension requests should be submitted before the due date. Extensions are usually not granted on the due date. Post-due date applications for extensions will not be considered under any circumstances except when the student can provide documentary evidence that it was impossible to complete a special consideration form before the due date. Extension requests for events after the original due date will not be considered.

University Disruption to Studies Policies and Procedures

You should read these documents and follow the policy and procedures.

Disruption to studies policy: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Disruption to studies procedures: http://www.mq.edu.au/policy/docs/

disruption_studies/ procedure.html

Disruption to studies supporting evidence schedule: http://www.mq.edu.au/policy/

docs/ disruption_studies/schedule_evidence.html

Disruption to studies outcome schedule: http://www.mq.edu.au/policy/docs/

disruption_studies/ schedule_outcomes.html

Performance Descriptors

High Distinction	The rationale for the project shows a clear appreciation of the issues to be resolved. There is a pervasive address of the key issues and evidence of deep understanding of those issues based on an extensive critical analysis of the reviewed literature. An exceptional level of technical skill is evident.
	The standard of written expression is high and there is flawless use of APA style.
	It would be expected that on submission to a journal it would be accepted with minor revision.

Distinction	The aim of the project is clearly articulated and the rationale shows a clear appreciation of the issues to be resolved. The most salient articles have been addressed. There is an extensive address of the key issues and evidence of deep understanding of those issues based on an extensive critical analysis. A very high level of technical skill is evident.
	The standard of written expression is high and there is accurate use of APA style with only very minor errors being evident.
	It would be expected that on submission to a journal it would be accepted with some revision.
Credit	The aim of the lproject is clearly articulated and the rationale shows a clear appreciation of the issues to be resolved. There is strong address of the key issues and evidence of deep understanding of most of those issues based on a competent critical analysis of the reviewed literature.
	The standard of written expression is very good with no more than occasional lapses and there is accurate use of APA style for the most part. A high level of technical skill is evident.
	It would be expected that after further development it could be suitable for submission to a journal.
Pass	The aim of the project is clearly articulated and the rationale shows a developing appreciation of the issues to be resolved. There is solid address of the key issues from the literature and evidence of deep understanding of some of those issues based on a competent critical analysis. A competent level of technical skill is evident.
	The standard of written expression is satisfactory and there are some errors in the use of APA style.
	Extensive revision would be needed to bring the paper to a publishable standard.
Fail	The aim of the project is poorly articulated, and the rationale shows little or no appreciation of the issues to be resolved. There is poor address of the key issues and little evidence of deep understanding of those issues, which isbased on a very limited critical analysis .
	Expression is poor and interferes substantially with reader comprehension.
	There are many errors in the use of APA style.
	The paper could not be made suitable for submission to a journal and it does not demonstrate an adequate standard of communication.

How will I get feedback on my assignments?

Your marked assessment tasks, along with feedback information, will be made available in the Assessment section of the web site where it was submitted.

Resubmission

Resubmission of assessments and assignments is not permitted.

Appeals

Appeals against grades for individual assessment components.

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.
2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within **one week** of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will

normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark.

Please note that it is MUSEC policy to double mark all failing assessments.

The decision of the unit convenor is final.

Appeals against final unit grades

Students should refer to the Grade Appeal Policy at http://www.mq.edu.au/policy/docs/gradeappeal/policy.html and the Grade Appeal Procedures at http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html

Grade Appeals must be submitted within 20 days of the release of the unit results.

Grade Appeals are submitted through ask.mq.edu.au

Academic Honesty and Plagiarism

You must read the University's practices and procedures on Academic Honesty

These are on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what academic honesty and plagiarism are, how to avoid plagiarism, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. Details of possible penalties are at http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

Other important points:

· 	Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.

· 	Claim of ignorance of the University policy on plagiarism is NOT a defense within MUSEC. If you do not understand the preceding information, please seek advice from a member of the academic staff.

Standardised Transcript Marks

Your underline unit result will be assigned a standardised numerical grade (SNG) on your University transcript. High Distinction grades are assigned a mark between 85 and 100, Distinction grades between 75 and 84, Credit grades between 65 and 74, Pass grades between 50 and 64, Pass Conceded grades between 45 and 49 and Fail grades below 45. For further information, see the Grading Policy.

Grade Descriptors

The following generic grade descriptors provide university-wide standards for awarding final grades.

High Distinction: Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical

evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction: Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass: Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Fail Grades

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least "C" or "P") in all previously completed SPED units. That is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on our record (1) you may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a special approval (waiver), or, (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades MUST seek academic advice before attempting to re-enrol.

Satisfactory Progress

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to **show cause** why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two conceded passes and/or failures in a course/program of study.

Assessment Tasks

Name	Weighting	Due
Nomination Interest	0%	6/3/16
Nomination of Topic	0%	20/3/16
Proposal	20%	10/4/16
Final Research Project	60%	10/6/16
Presentation	20%	10/6/16

Nomination Interest

Due: **6/3/16**
Weighting: **0%**

You need to nominate a general area of interest so a supervisor can be assigned. Examples of areas of interest include non-verbal communication in autism, vocabulary instruction in low progress readers, spelling instruction, teaching money skills to children with disabilities, etc.

Areas of interest should be nominated via the Assignment section of the web site by the end of week 1.

Once your general area is nominated, you will be assigned a supervisor via the Assignment section of the website.

On successful completion you will be able to:
  • Develop high-level skills in literature search strategies and data-base interrogation.

Nomination of Topic

Due: **20/3/16**
Weighting: **0%**

Prior to commencing your proposal, a brief description of your topic must be submitted for approval via the Assignment section of the web site. This should be completed by the end of Week 3 at the latest but the earlier the better. Your topic description should be a maximum of 100 words and should describe what you intend to examine (e.g., use of tangible symbols in people with intellectual and sensory handicaps) and the form the project will take (e.g., systematic review, narrative review, research study). The most common format will be a systematic review. Narrative reviews can only be conducted after negotiation with your supervisor. Note that research studies will typically require ethics approvals from the University Human Research Ethics Committee and usually from outside agencies. This can take many

months and studies are usually only possible with negotiation prior to the commencement of the semester.

If you submit early, please notify your supervisor via email so they can examine the topic.

If your supervisor rejects your topic, you need to submit a revised or alternative topic as soon as possible.

You should not start your proposal until the topic is approved.

On successful completion you will be able to:
- Develop high-level skills in literature search strategies and data-base interrogation.

Proposal

Due: **10/4/16**
Weighting: **20%**

You need to receive approval of your topic from your supervisor prior to commencing this assignment.

In this assignment you will present a brief proposal for your project. The assignment must comply strictly with APA 6th Edition guidelines. You need to present an overview of the available reviews or studies relevant to your area of research that provides justification for your research questions, the research questions, a brief overview of your methodology and a bibliography of research studies relevant to your assignment. You must use the following headings:

- Background and Justification for Research Questions
- Research Questions
- Brief Overview of Methodology (maximum 200 words for reviews)
- References*
- Bibliography of at least 10 Relevant Research Studies*

 * NOTE: These items do not count toward the word limit.

The assignment will be evaluated in the following areas:

- Structure
  - Background and Justification for Research Questions
  - Research Questions
  - Brief Overview of Methodology
  - Bibliography of at least 10 Relevant Research Studies*
- Expression
- APA style

The word limit (excluding reference list and bibliography) is 1,200 words. Markers may not read beyond the specified length if assignments are beyond the word limit.

On successful completion you will be able to:

- Develop high-level skills in literature search strategies and data-base interrogation.

- Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.

Final Research Project

Due: **10/6/16**
Weighting: **60%**

The assignment should be in the form of a journal submission ready article and comply strictly with APA 6th Edition guidelines. The assignment may take the form of a systematic review, narrative review or study, as negotiated with your supervisor.

The assignment should generally include:

- Title page

- Abstract

- Introduction (including research questions)

- Method (including search strategy where relevant)

- Results

- Discussion

- Conclusion

- References

- Tables (if relevant)

- Figures (if relevant)

An example of the expected format is provided on pages 41-53 of the APA 6th Edition Manual. The assignment should be submitted via the Assignment section of the unit iLearn site. Please see the General Assessment Information section for detail regarding submission, formatting, and general standards.

The assignment will evaluated in the following areas

- Structure
    - Abstract
    - Introduction
    - Method
    - Results
    - Discussion
    - Conclusion
    - References

- ◦ Tables (if relevant)

- ◦ Figures (if relevant)

- Cogency of synthesis

- Quality of critical analysis

- Expression

- APA style

The suggested length excluding reference list and tables is 5,000 words. Students considering work over the suggested 5,000 word length should consult their supervisor(s). There may be some variation in length depending on the nature of the topic but journal ready submissions are expected to be concise. Submissions that are not efficient in their use of words are likely to be viewed negatively in marking.

On successful completion you will be able to:

- Develop high-level skills in literature search strategies and data-base interrogation.

- Analyse, synthesise and critique the research literature in a topic in special education and creatively develop a defensible research question.

- Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.

- Implement research strategies appropriate to the defined research question.

- Critically synthesise and evaluate the outcomes of the research activity.

Presentation

Due: **10/6/16**
Weighting: **20%**

A 10 to 12 minute presentation should be made on your project addressing background (including research questions, method, results, discussion (including directions for future research) and and conclusions. It is expected that your presentation will be well rehearsed, professional and clear.

Your presentation should be in the format of a narrated self-contained PowerPoint file with a minimum of 6 slides. The presentation should be set up to advance slides automatically.

An internet search for the following may assist:

- How to record narration in Powerpoint

- How to Run Powerpoint in Kiosk Mode

The presentation will evaluated in the following areas:

- Structure

- ◦ Background (including research questions)
- ◦ Method
- ◦ Results
- ◦ Discussion (including directions for future research)
- ◦ Conclusions.
- • Clarity of communication

Markers will only mark the presentation up to the 12 minute limit.

On successful completion you will be able to:

- • Communicate the results of the research activity to a range of audiences, employing appropriate academic conventions, using both written and oral modalities.

Delivery and Resources

General Organisation of the Unit

Students are expected to complete this unit with a high degree of independence. Supervisors will be available to discuss issues via phone, Skype or email at specific nominated times during the semester. Some presentations on key aspects of the project will be offered on-campus and/or online. See the Unit Schedule section of this guide for details.

Technologies Used and Required

The unit uses an Ilearn web site

Unit Schedule

This unit runs on Thursday at 10am in Room X5A130. The seminar schedule is as follows:

Date	Topic
3/3	Overview (Mark Carter)
	Database Searching Strategies (John Elias and Jane Van Balen)
10/3	Conducting a Systematic Literature Review (Mark Carter)
24/3	Evaluating Quality of Single Case and Group Research (Mark Carter)
28/4	Drop in session
12/5	Drop in session
26/5	Drop in session

Supervisor Consultation Times

These will be provided on the unit website in the first week of the semester. Note that

supervisors will only be available at these times and you may organise a meeting in person or via Skype or phone. Supervisors may be emailed at other times.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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 Portal

The Student Portal provides the gateway to information for current students. It has been designed to bring all student resources to one location. The Portal contains links to Student email and calender, online units, eStudent, askMQ and many other student and university resources.

Access the portal at http://students.mq.edu.au/home/

The link for First Time Login is on this page. You must complete this login to get access to other sites such as eStudent.

The link to eStudent is on the Student Portal page.

eStudent is where students can enrol online, change their study programs, view their academic record, receive announcements from the university, as well as change some personal information that may become out of date.

End of semester results can be found on the eStudent website. Semester 1 results will be released on 15th July 2016. AI

If you are having problems accessing the site (e.g. password/browser/technical issues) contact the Helpdesk (see the IT Help section of this guide).

Check the eStudent Noticeboard and your university email weekly for important communication from the university such as advice of iLearn outages.

Visit http://ask.mq.edu.au to find answers to your student administration questions. Search the Q & A Section for answers and, if you can't find what you're looking for, submit an online enquiry and get a response to your official Macquarie University student email address.

Disruption to studies forms, grade appeals and grade reviews are submitted through AskMQ.

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.

The Disability Service provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their

academic potential.

Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

For information about registering with the Disability Service and to download the Campus Wellbeing Registration Form and Health professional form go:

http://students.mq.edu.au/campus_life/campus_wellbeing_support_services/disability_service/ how_to_register/

You must register annually, irrespective of whether a disability/health condition is temporary, long- term or permanent.

Students wishing to request support services from the Disability Service should make an appointment to see a Disability Advisor IMMEDIATELY AFTER ENROLLING at Macquarie University. If you are not registered with the Disability Service at the time of an assessment task, you may not be provided with any accommodations.

Phone: (02) 9850 7497   TTY (02) 9850 6493

Email: campuswellbeing@mq.edu.au

In person: Level 2, C8A (Lincoln Building).

It is **strongly recommended** that you contact convenors **IMMEDIATELY AFTER ENROLLING** (or as soon as possible for temporary disabilities) to discuss adaptations that may assist you in the successful negotiation of units with the Macquarie University Special Education Centre.

Typically, we require a minimum of three weeks notice to be able to ensure that accommodations for Problem Solving exercises or in-class assessments can be put in place.

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://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

- Develop high-level skills in literature search strategies and data-base interrogation.
- Analyse, synthesise and critique the research literature in a topic in special education and creatively develop a defensible research question.
- Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.
- Implement research strategies appropriate to the defined research question.

Assessment tasks

- Nomination Interest
- Nomination of Topic
- Proposal
- Final Research Project

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

- Analyse, synthesise and critique the research literature in a topic in special education and creatively develop a defensible research question.
- Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.
- Implement research strategies appropriate to the defined research question.
- Critically synthesise and evaluate the outcomes of the research activity.
- Communicate the results of the research activity to a range of audiences, employing appropriate academic conventions, using both written and oral modalities.

Assessment tasks

- Proposal
- Final Research Project
- Presentation

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

- Develop high-level skills in literature search strategies and data-base interrogation.
- Analyse, synthesise and critique the research literature in a topic in special education and creatively develop a defensible research question.
- Develop and justify appropriate methodologies to investigate a research question including a consideration of relevant ethical issues.
- Implement research strategies appropriate to the defined research question.
- Critically synthesise and evaluate the outcomes of the research activity.
- Communicate the results of the research activity to a range of audiences, employing appropriate academic conventions, using both written and oral modalities.

Assessment tasks

- Nomination Interest
- Nomination of Topic
- Proposal
- Final Research Project
- Presentation

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

- Communicate the results of the research activity to a range of audiences, employing appropriate academic conventions, using both written and oral modalities.

Assessment tasks

- Proposal

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- Final Research Project
- Presentation

Changes from Previous Offering

This unit is being offered for the first time.

Required Unit Materials and Readings

There is no textbook for the unit but readings will be available from the library. You will need to consult the APA publication manual. This is available from the Library but you may wish to purchase a copy (hard or electronic).

American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

Other Suggested Sources

Information about using the library databases to locate journal articles is available at http://infoskills.mq.edu.au/index.htm.

Sites providing information about APA style (for providing the references) are at http://mq.edu.au/on_campus/library/research/referencing/.

Unit Web Page

Access

An iLearn website has been established to support this unit. The site will offer the option of discussion forums on specific topics and Dialogue (Private communication) within the unit.

Note that students should communicate directly with their supervisor by email.

The website may be accessed at**:**

https://ilearn.mq.edu.au

Information about using iLearn is available at:

http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as: navigating iLearn, using discussion forums, getting started with iLearn.

How do I get a password?

Information on first time log in and passwords is at

https://mypassword.mq.edu.au/index.php?screen=MQInitPW

You will need your Student OneID number, surname and data of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, please contact:

Student IT Help

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: http://www.mq.edu.au/onehelp/

Onehelp Ticket Lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

PLEASE NOTE:

If you have contacted IT Help and still have difficulties obtaining your user name and password and are **UNABLE** to access unit websites **at the end of the first week of semester,** please contact Natalie Watson (natalie.watson@mq.edu.au) at MUSEC. Arrangements may be made to email you important study materials.

Changes since First Published

Date	Description
17/02/2016	Removal of 1 staff member.