



EDCN800

Introduction to Educational Research

S1 Evening 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9

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General Information

Unit convenor and teaching staff

Unit Convenor

Greg Robertson

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29 Wally's Walk – 117 (X5B117)

By arrangement

Credit points

4

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed or PGDipHEd or PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit or MDisabilityStud

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. 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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

- 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

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

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	20%	No	19 March
Task 2	20%	No	9 April
Task 3	20%	No	30 April
Task 4	20%	No	21 May
Task 5	20%	No	8 June

Task 1

Due: **19 March**

Weighting: **20%**

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

On successful completion you will be able to:

- 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: **9 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.

On successful completion you will be able to:

- 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: **30 April**

Weighting: **20%**

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

On successful completion you will be able to:

- 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 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: **21 May**

Weighting: **20%**

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

On successful completion you will be able to:

- 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 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 student to explore the application of experimental and quasi-experimental research methodologies to problems associated with their own professional practice.

On successful completion you will be able to:

- 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 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, students are required to use the text and other resources (eg, 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 the 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 on the unit's ilearn site (NB to read them you will need Adobe Acrobat installed).

Any one of the following three editions of the text can be used, however, they may take some time to arrive:

- Johnson, B., and Christensen, L. (2012). Educational Research: Qualitative, Quantitative and Mixed Approaches. (4th Edition). Thousand Oaks California: Sage

- Johnson, B., and Christensen, L. (2014). Educational Research: Qualitative, Quantitative and Mixed Approaches. (5th Edition). Thousand Oaks California: Sage.
- Johnson, B., and Christensen, L. (2017). Educational Research: Qualitative, Quantitative and Mixed Approaches. (6th Edition). Thousand Oaks California: Sage.

The e-textbook version of the 6th edition is cheaper, and can be downloaded immediately from:

- https://www.amazon.com.au/d/Educational-Research-Quantitative-Qualitative-Approaches-ebook/B01M66TJSE/ref=sr_1_1/355-9831673-0112403?s=digital-text&ie=UTF8&qid=1501207964&sr=1-1&keywords=Educational+Research%3A+Qualitative%2C+Quantitative+and+Mixed+Approaches

There are two workshops scheduled for each module. The first is a face to face session 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 who do not attend (ie Podcast). The second workshop is a pre-recorded session (ie Podcast only) in which educational researchers discuss their work. Please see the Unit Schedule (below) for details of these workshops.

Unit Schedule

Week	Week Begins	Workshops	Module – Assessment task due date
1	26 February	Workshop 1 Monday 26 February 5-7pm W6B357/Podcast Greg Robertson	Module 1 Introduction to research Task 1 – due Monday 19 March
2	5 March	Workshop 2 – Podcast only John Elias and Jane Van Balen	
3	12 March	No workshop	

4	19 March	Workshop 3 – Monday 19 March 5-7pm W6B357/Podcast Greg Robertson	Module 2 Foundation concepts Task 2 – Monday 9 April
5	26 March	Workshop 4 - Podcast only Alma Fleet and George Cooney	
6	2 April	No workshop	
7	9 April	Workshop 5 – Monday 9 April 5-7pm W6B357/Podcast Greg Robertson	Module 3 Qualitative approaches Task 3 – Monday 30 April
8 *	16 April	Workshop 6 - Podcast only Ian Gibson	
9 *	23 April	No workshop	
10	30 April	Workshop 7 – Monday 30 April 5-7pm W6B357/Podcast Greg Robertson	Module 4 Nonexperimental Quantitative and Mixed Designs Task 4 – due Monday 21 May
11	7 May	Workshop 8 - Podcast only Jennifer Bowes and John Hedberg	
12	14 May	No workshop	

13	21 May	Workshop 9 – Monday 21 May 5-7pm W6B357/Podcast Greg Robertson	Module 5 Experimental, Quasi-Experimental and Single Case Designs Task 5 – due Friday 8 June
14	28 May	Workshop 10 - Podcast only Mike Mitchelmore and Joanne Mulligan	
15	4 June	No workshop	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://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 - 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

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 - 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 - 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 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
- 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 - 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