EDCN800

Introduction to Educational Research

S2 Evening 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Greg Robertson
greg.robertson@mq.edu.au
Contact via Please use the "Ask the unit convenor a question" tool in iLearn.
29 Wally's Walk – 365 (X5B65)
By arrangement

Credit points
4

Prerequisites
Admission to MEd or GradCertEdS or MEdLead or MHEd 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
educ700

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

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.
- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements. Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

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

Grade	Descriptor
HD (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.
D (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.
Cr (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.
P (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
F (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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	20%	No	19 August
Task 2	20%	No	9 September
Task 3	20%	No	30 September
Task 4	20%	No	21 October
Task 5	20%	No	10 November

Task 1

Due: **19 August**
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 September**
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 September**
Weighting: **20%**

This task enables student to explore the application of qualiative research methodologies to problems asssociated 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 October**
Weighting: **20%**

This task enables student to explore the application of non-experimental research methodologies to problems asssociated 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: **10 November**

Weighting: **20%**

This task enables student to explore the application of experimental and quasi-experimental research methodologies to problems asssociated 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

Required and recommended texts

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+Q

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn

- Other iLearn communication functions

Information about the unit iLearn site

- This unit has a full web presence through *iLearn*.
- Students will need regular access to a computer and the Internet to complete this unit.
- Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Access and technical assistance

- Information for students about access to the online component of this unit is available at i learn.mq.edu.au/login/MQ/. You will need to enter your student username and password.
- Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.
- No extensions will be given for any technical issues. Allow enough time for your submissions.
- Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.e du.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills

- **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Structure

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.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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	29-Jul	Workshop 1 – Wednesday 31 July 6-8pm 4 Western Rd - 210 (W5C 210)/Podcast Greg Robertson	**Module 1** **Introduction to research**
2	5-Aug	Workshop 2 – Podcast only John Elias and Jane Van Balen	Task 1 – due Monday 19 August
3	12-Aug	No workshop	
4	19-Aug	Workshop 3 – Wednesday 21 August 6-8pm 4 Western Rd - 210 (W5C 210)/Podcast Greg Robertson	**Module 2** **Foundation concepts**
5	26-Aug	Workshop 4 - Podcast only Alma Fleet and George Cooney	Task 2 – Monday 9 September
6	2-Sep	No workshop	

7	9-Sep	Workshop 5 – Wednesday 11 September 6-8pm 4 Western Rd - 210 (W5C 210)/Podcast Greg Robertson	**Module 3** **Qualitative approaches**
8 *	16-Sep	Workshop 6 - Podcast only Ian Gibson	Task 3 – Monday 30 September
9 *	23-Sep	No workshop	
10	30-Sep	Workshop 7 – Wednesday 2 October 6-8pm 4 Western Rd - 210 (W5C 210)/Podcast Greg Robertson	**Module 4** **Nonexperimental Quantitative and Mixed Designs**
11	7-Oct	Workshop 8 - Podcast only Jennifer Bowes and John Hedberg	Task 4 – due Monday 21 October
12	14-Oct	No workshop	
13	21-Oct	Workshop 9 – Wednesday 23 October 6-8pm 4 Western Rd - 210 (W5C 210)/Podcast Greg Robertson	**Module 5** **Experimental, Quasi-Experimental and Single Case Designs**
14	28-Oct	Workshop 10 - Podcast only Mike Mitchelmore and Joanne Mulligan	Task 5 – due Sunday 10 November

15	4-Nov	No workshop	

* Mid session break

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). 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). 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).

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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
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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 - 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