EDCN804

Scholarship in Educational Studies

S2 Online 2019

Department of Educational Studies

Contents

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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 (X5B365)
By arrangement

Credit points
4

Prerequisites
32cp in ECED or EDCN or SPED units at 800 level or above

Corequisites

Co-badged status

Unit description
In this unit, students produce a substantial piece of research or scholarship relating to an issue in educational theory, policy, or practice, which is of direct relevance to them as professionals in education. Students are encouraged to expand and refine their understanding of one or more issues they have already documented in the portfolio of work they have accumulated throughout their specialist studies in their program.

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:

identify problems or issues in particular educational contexts

theorise about the factors which give rise to, and maintain, particular educational problems or issues

identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts

propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context

apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context

design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation

apply a collaborative approach to designing and implementing educational innovations

communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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 NOT 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 <u>all</u> 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
Describing the problem	2%	No	12 August
Thinking about solutions	2%	No	26 August
Choosing one solution	2%	No	9 September
Draft proposal	2%	No	7 October
Working collaboratively	12%	No	4 November
Final proposal	80%	No	10 November

Describing the problem

Due: **12 August**
Weighting: **2%**

Drawing upon your knowledge of your educational context

- Describe your educational context and a problem or issue that impacts learning there

Discuss why this problem or issue exists.

On successful completion you will be able to:
- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational problems or issues

Thinking about solutions

Due: **26 August**
Weighting: **2%**

Drawing upon the knowledge and skills you have developed in your specialisation

- Identify a range of potential solutions and the criteria with which you could judge their effectiveness

Drawing upon your knowledge of the scientific approach to knowledge building and various educational research methodologies

- Identify and describe a methodology you could use, and the evidence you could collect, to determine whether such solutions are effective

On successful completion you will be able to:

- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context

Choosing one solution

Due: **9 September**
Weighting: **2%**

Drawing upon tasks 1 and 2, and your knowledge of the theory and practice of educational innovation and change

- Describe how you intend to solve the problem and why this is the most effective. Please consider what you have learned about the theory and practice of educational innovation and change, including the factors which contribute to the successful facilitation of change within educational organisations.

On successful completion you will be able to:

- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context

Draft proposal

Due: **7 October**
Weighting: **2%**

Drawing upon your reflections on tasks 1, 2, and 3, and the advice you received from your peers, prepare a detailed draft project proposal which includes:

- A description of the educational context
- The problem which impacts learning
- The reasons the problem exists
- A range of possible solutions
- A description of, and justification for, the selected solution
- How this solution addresses issues relating to educational innovation and change
- The criteria against which the effectiveness of the solution can be judged
- A methodology, and forms of evidence, that would demonstrate whether the solution has addressed the success criteria

On successful completion you will be able to:

- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation

Working collaboratively

Due: **4 November**
Weighting: **12%**

Evaluate the contribution of others to your work.

On successful completion you will be able to:

- apply a collaborative approach to designing and implementing educational innovations

Final proposal

Due: **10 November**
Weighting: **80%**

After reflecting on the feedback you received on task 5, submit your final project proposal.

On successful completion you will be able to:

- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational problems or issues
- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- apply a collaborative approach to designing and implementing educational innovations
- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

Delivery and Resources

About this unit

At Macquarie, our Masters programs are designed to help you, as educators, to respond to the challenges of changing educational environments by enabling you to develop, implement and evaluate innovative, evidence-based solutions which address educational problems or issues that arise in your organisation [*Engaged and Responsible, Active and Ethical citizens*].

In the course of your studies you have developed specialist knowledge and skills in the advanced theory and practices of Early Childhood, Learning and Teaching, or Leadership [*Discipline Specific Knowledge and Skills*], as well as being trained in the overarching theories and practices of innovation and change in educational organisations and of educational research methodologies [*Research and Problem Solving Capability*].

You have also developed your knowledge and skills in three key areas which underlie scholarship in the discipline of education: accessing the most up to date sources of research and scholarship in Education; analysing and synthesising this highly technical literature [*Critical, Analytical and Integrative Thinking*]; and effectively communicating to both academic and non-academic audiences [*Effective Communication*].

The Australian Quality Framework, a national policy which regulates all post-secondary qualifications, requires that our Masters students, as the culmination of their studies, plan and execute a substantial research based piece of scholarship in which they apply, with "creativity and initiative" and "high level personal autonomy and accountability", the knowledge and skills they have acquired throughout their program.

In this unit you will produce a substantial piece of scholarship relating to a problem or issue in educational theory, policy, or practice, which should be focused on enhancing learning in your organisation. In doing so you will draw upon all of the knowledge and skills you have developed in your studies, and you are encouraged to expand and refine your understanding of what you have already documented in the portfolio of work you have accumulated throughout your program [*Capable of Professional and Personal Judgment and Initiative*].

Teaching and Learning Strategies

The unit adopts a task-based approach wherein the learning activities support the development, and demonstration, of authentic knowledge and skills required by innovative educators. Further, the assessment tasks are progressive: earlier tasks scaffolding the development of the final assessment task. This approach allows each student time to reflect on the feedback they receive at each stage in the process, and this serves to enhance the quality of their final product.

Much of the formative feedback is provided by peers, which reflects the objective to promote a "collaborative approach to designing and implementing educational innovations". Such an approach is desirable because educational organisations, the problems that arise within, and solutions to those problems, all involve complex social processes and effective innovation and change depends on leveraging social capital. The effective use of social capital, however, requires reciprocity, trust and cooperation, so one's effectiveness as an innovator and change agent also depends upon one's willingness to assist others to do likewise. Feedback will also be provided by the unit convenor.

Unit Expectations

Students are expected to locate, summarise, critically analyse, and synthesis materials relevant to their topic of interest and to submit assessment tasks by their due dates. Students are also expected to engage with the work of fellow students and to provide feedback on the progress of their work.

Attendance

The work for the unit is largely online, via the unit's ilearn site, although there are scheduled workshops for those who choose to attend (see schedule below). Podcasts will be available for those who choose not to attend.

Required and recommended texts

There is no prescribed text for this unit. Each student will base their work on materials they locate using the library search skills they have developed during the course of their studies.

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 [ilearn.mq.edu.au/login/MQ/.](ilearn.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.edu.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**.

Unit Schedule

Week	Week Begins	Workshops	Assessment task due date
1	29-Jul	Workshop 1 – Tuesday 30 July 5-7pm 4 Western Rd - 210 (W5C 210) Greg Robertson	
2	5-Aug		
3	12-Aug		Task 1 – Monday 12 August
4	19-Aug	Workshop 3 – Tuesday 20 August 5-7pm 4 Western Rd - 210 (W5C 210) Greg Robertson	
5	26-Aug		Task 2 – Monday 26 August
6	2-Sep		
7	9-Sep	Workshop 5 – Tuesday 10 September 5-7pm 4 Western Rd - 210 (W5C 210) Greg Robertson	Task 3 – Monday 9 September
8 *	16-Sep		
9 *	23-Sep		

10	30-Sep	Workshop 7 – Tuesday 1 October 5-7pm 4 Western Rd - 210 (W5C 210) Greg Robertson	
11	7-Oct		Task 4 – Monday 7 October
12	14-Oct		
13	21-Oct	Workshop 9 – Tuesday 22 October 5-7pm 4 Western Rd - 210 (W5C 210) Greg Robertson	
14	28-Oct		Task 5 – Monday 4 November
15	4-Nov		Task 6 – Sunday 10 November

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

- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational problems or issues
- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- apply a collaborative approach to designing and implementing educational innovations
- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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

- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational problems or issues
- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- design an evidence based intervention project for a problem or issue in a particular

context, including plans for its implementation and evaluation

- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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

- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational problems or issues
- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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

- identify problems or issues in particular educational contexts
- theorise about the factors which give rise to, and maintain, particular educational

problems or issues

- identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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 a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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

- identify problems or issues in particular educational contexts
- propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation

- apply a collaborative approach to designing and implementing educational innovations
- communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups