



EDST8000

Educational Research

Session 1, Fully online/virtual 2020

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	8

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General Information

Unit convenor and teaching staff

Unit convenor and lecturer

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By appointment

Lecturer

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Lecturer

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Lecturer

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Lecturer

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Credit points

10

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit or MDisabilityStud or MTeach(Sec)

Corequisites

Co-badged status

EDST8000 Day EDUC7000 Fully online/virtual EDUC7000 Day

Unit description

The objective of this unit is to extend student understanding and application of the research methods used to explore contemporary issues in a variety of educational settings. A staff member actively engaged in research will lead each of 6 workshops to expose students to a range of methodological approaches and to develop their understanding of evidence-based practice. As students proceed through the workshops they will consider the application of these research approaches to addressing an educational topic of personal relevance and interest.

For those students who are registered for the fully online offering, 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:

ULO1: Apply advanced and in-depth knowledge of research methods to critically evaluate evidence and to make evidence-based decisions.

ULO2: Generate research questions and critically analyse and evaluate different research methods to address those questions.

ULO3: Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice

ULO4: Synthesise and communicate research and its results to different audiences.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

General Assessment Information

Grading Procedures

Results for assessments will be reported as grades (i.e., HD, D, CR, P, F). Where grades are

used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail. In this case, a "Pass+" would indicate performance in the upper end of the pass range, a grade of "Pass" would indicate a mid-range pass and a "Pass-" would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptors (HD, D, CR, P, F). In order to meet the unit outcomes and pass this unit, students must make a genuine attempt at all assessment tasks. Resubmission of an assessment task is not permitted. Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85-100; Distinction 75-84; Credit 65-74; Pass 50-64; Fail 0-49. The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Description
High Distinction (HD) 85-100	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 (D) 75-84	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 (CR) 67-74	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 (P) 50-64	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 (F) 0-49	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

Assessment Submission Guidelines

Each module leader will provide specific information regarding the submission of assessed work for their problem set. Most assessed work will be submitted through Turnitin in .doc format. A link will be provided on the iLearn website. It is the responsibility of the student to ensure that all assessments are successfully submitted before the stated deadlines. Staff will not respond to requests to confirm that assignments have been correctly submitted. You will receive an email receipt on successful submission of your assignment. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt.

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.

Appeals Against Grades for Individual Assessment Components

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. Note that it is policy to double mark all failing assessments.

Appeals Against Final Grades

See the Policies and Procedures section for details on appeals against Unit grades.

Academic Honesty and Plagiarism

You must read the Academic Honesty Policy in the Policies and Procedures section of this guide. Important points:

- Close paraphrasing of another persons' writing is considered plagiarism. You must express ideas using your own words
- Claim of ignorance of the University policy on plagiarism is NOT a defence. If you do not understand the Academic Honesty Policy, please seek advice from a member of academic staff.

All students are encouraged to enrol in the Academic Integrity Module. The AIM iLearn module helps to develop honesty in academic practices and teaches students the key values of the new Macquarie University Academic Integrity Policy. You will find the Academic Integrity Module on your iLearn homepage under 'Student Support: Skill Building and Help Resources', or self-enrol using your OneID and password. The module will take approximately one hour to complete

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Required reading

One core text book will be used in this course. If possible please buy/borrow the new 7th edition (we hope to have this available as an e-book from Macquarie University library). If this is not available (or if it is considerably cheaper to buy used older editions) earlier editions can be used - it should be clear which chapters are being referred to across all editions.

Johnson, B., and Christensen, L. (2019). Educational Research: Qualitative, Quantitative and Mixed Approaches. (7th Edition). Thousand Oaks California: Sage.

Additional reading

Additional reading will be provided for each module. These should all be directly available from the library (your tutor may give you references that you need to search for and access from online library resources) or will be made available on the unit iLearn site.

Electronic Communication

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

- Official MQ student email address
- The Dialogue function on iLearn
- Other iLearn communication functions

Access and technical assistance

This unit uses an iLearn web site. You may access this site from <https://ilearn.mq.edu.au/login/index.php>

An iLearn quick guide for students is available from <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

For help with iLearn email ilearn.help@mq.edu.au

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.

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Each module lasts for 2 weeks, and the delivery style may differ across modules. For example, in the first week you may see a recorded presentation which provides the main content of the module and information about the assessment task. In the second week your tutor may organise a virtual meeting at a scheduled time or may provide additional presentations in which educational researchers discuss their work from a particular methodological approach. The leader of each module will provide specific details prior to the start of the module. Prior to the start of each 2 week module please ensure that the workshop leader has given you clear guidance - they may have made an announcement on iLearn or may have provided a study guide for the module. If you have any concerns please contact the unit convenor.

The following table gives an overview of topics covered in each each module.

Module	Leader and dates	Content
1. Introduction and overview of course.	Rebecca Bull 24th Feb 2020 - 6th March 2020	<ul style="list-style-type: none"> • Course overview • Course assessments and portfolio • Overview of research process • Literature search and literature review • Research ethics • Evidence based practices • Overview of the research methodologies and fundamental aspects of research design that will be covered in the next 5 modules • Identifying your research theme and question
2. Qualitative Research Methods	Garry Falloon 9th March 2020 - 20th March 2020	<ul style="list-style-type: none"> • Main characteristics of qualitative research • Narrative Inquiry • Case Studies
3. Qualitative Research Methods	Neil Harrison 23rd March 2020 - 3rd April 2020	<ul style="list-style-type: none"> • Phenomenology • Ethnography • Grounded Theory
4. Experimental Research Designs	Rebecca Bull 6th April 2020 -1st May 2020	<ul style="list-style-type: none"> • Core features of experimental research design • Weak and strong experimental design • Randomised controlled trials

5. Experimental Research Designs	Rauno Parilla 4th May 2020 - 15 th May 2020	<ul style="list-style-type: none"> • Quasi experimental designs • Single case designs
6. Non-Experimental Designs and Mixed Methods	Philip Li 18th May 2020 - 29th May 2020	<ul style="list-style-type: none"> • Non-experimental designs (e.g., correlation, cross-sectional, longitudinal) • Mixed methods approaches

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.*)

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 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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.