EDST8040

Scholarship in Educational Studies

Session 1, Fully online/virtual 2020

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
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Contact via Dialogue Tool in iLearn
29WW 274
See schedule inUnit Guide below

Credit points
10

Prerequisites
80cp from ECHE or EDCN or EDST or SPED units at 8000 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:

ULO1: Identify and describe problems or issues in particular educational contexts.

ULO2: Theorise about the factors which give rise to and maintain particular educational problems or issues.

ULO3: Identify a range of potential evidence-based solutions to particular educational problems or issues, and evaluate their applicability to particular educational contexts.

ULO4: Propose and justify a particular evidence-based solution to an educational problem or issue found in a particular educational context.

ULO5: Design an evidence-based intervention project, including plans for its

implementation and evaluation.

ULO6: Apply a collaborative approach to the design, implementation, and evaluation of educational intervention projects.

ULO7: Clearly communicate an educational intervention project to a variety of stakeholder groups.

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

 Please see iLearn unit page for more information about the assessments including task criteria and rubrics.

Please note that a generic criteria for all assessment tasks requires students to make a genuine attempt to complete all assessment tasks. Where this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

Please also note that plagiarism detection software is used in this unit for all Task submissions.

General Assessment Presentation and Submission Guidelines.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf 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.

Turnitin Originality Reports & Draft Submissions

- 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.

Please note:

- 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 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.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

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 and 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

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. 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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

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.

Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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

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 or your career you have no doubt developed specialist knowledge and skills and in this unit we ask you to apply these to a research project plan that will advance theory and practices and drive innovation and change in educational organisations and/or educational research methodologies.

You will be required to apply and develop 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, by 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. This unit will help you achieve and develop towards this goal.

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 professional career, and you are encouraged to expand and refine your understanding of what you have already learnt throughout your program of study or professional career [*Capable of Professional and Personal Judgment and Initiative*].

Attendance Requirements

The work for the unit is to be completed online, via the unit's ilearn site, although there are suggested consultation times to workshop ideas with the Convenor or other attending classmates for those who choose to meet (see meeting schedule below). Pre-recorded podcasts are also available.

Teaching and Learning Strategies

A progressive task-based approach: 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 assessment approach is known as formative assessment and the main type of feedback is often referred to as 'feed-forward' rather than feedback (see Hattie & Timperley, 2007). This 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.

Peer collaboration: 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 collaborate with peers through close engagement with the proposed interventions of fellow students and provision of feedback on the progress of these interventions.

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. Readings and guiding questions will be offered to you throughout the unit, but this is largely a unit of independent study *and* collaborative endeavour where you can should aim share and discuss resources you have found with other students in a collaborative manner.

We do recommend you read a little on teacher leadership and the power of collaboration and collective efficacy. This article is a great starting point and mini-review:

Harris,A. & Jones,M. (2019) Teacher leadership and educational change, *School Leadership & Management, 39(2)*, 123-126, DOI: 10.1080/13632434.2019.1574964

We also recommend you read about effective methods for teacher professional development e.g. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

You can also seek inspiration by reading a few stories about teacher-led interventions:

Teachers reflect on a reading intervention: https://www.teachermagazine.com.au/articles/interve

ntion-strategies-a-student-perspective

Teachers reflect on a behaviourist intervention for students with learning support needs: https://www.teachermagazine.com.au/articles/intervention-programs-emphasising-progress

Do remember that primary-sources (e.g. original research reports published in journal articles) will be your main source of evidence for your reports as we expect all school innovations or interventions to be robustly evidence-based.

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/. 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

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

Week	Workshops	Assessment task due
1	Meeting time 1 (RSVP required)	
2		
3		Planning your project (Task 1 out of 4)
4	Meeting time 2 (RSVP required)	
5		Planning your project (Task 2 out of 4)
6		
7	Meeting time 3 (RSVP required)	Planning your project (Task 3 out of 4)
	Mid semester break	
8	Meeting time 4 (RSVP required)	
9		Planning your project (Task 4 out of 4)
10		
11	Meeting Time 5 (RSVP required)	
12		Collaborative Practice: peer assessments due
13		Final Project

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr al). 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.m q.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 (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your 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 [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn

- Other iLearn communication functions

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.

Changes since First Published

Date	Description
11/02/2020	None