EDST8040

Scholarship in Educational Studies

Session 2, Fully online/virtual 2021

Macquarie School of Education

Contents

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Convenor & Teaching Staff
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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

Name	Weighting	Hurdle	Due
Planning your project	8%	No	(1) 09/08/21, (2) 23/08/21, (3) 07/09/21, (4) 27/09/21
Collaborative practice	12%	No	06/10/21
Final project report	80%	No	18/10/21

Planning your project

Assessment Type [1]: Plan
Indicative Time on Task [2]: 20 hours
Due: **(1) 09/08/21, (2) 23/08/21, (3) 07/09/21, (4) 27/09/21**
Weighting: **8%**

A series of tasks to scaffold the development of your project (2000 to 3000 words)

On successful completion you will be able to:
- Identify and describe problems or issues in particular educational contexts.
- Theorise about the factors which give rise to and maintain particular educational problems or issues.
- Identify a range of potential evidence-based solutions to particular educational problems or issues, and evaluate their applicability to particular educational contexts.
- Propose and justify a particular evidence-based solution to an educational problem or issue found in a particular educational context.
- Design an evidence-based intervention project, including plans for its implementation and evaluation.

Collaborative practice

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 20 hours
Due: **06/10/21**
Weighting: **12%**

Read and provide feedback on the developing plans and projects of peers.

On successful completion you will be able to:

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

Final project report

Assessment Type [1]: Project
Indicative Time on Task [2]: 90 hours
Due: **18/10/21**
Weighting: **80%**

A solution to a problem within an educational context, and plans for its implementation and evaluation (5000 to 6000 words, which includes revised material from earlier plans).

On successful completion you will be able to:

- Identify and describe problems or issues in particular educational contexts.
- Theorise about the factors which give rise to and maintain particular educational problems or issues.
- Identify a range of potential evidence-based solutions to particular educational problems or issues, and evaluate their applicability to particular educational contexts.
- Propose and justify a particular evidence-based solution to an educational problem or issue found in a particular educational context.
- Design an evidence-based intervention project, including plans for its implementation and evaluation.
- Apply a collaborative approach to the design, implementation, and evaluation of educational intervention projects.
- Clearly communicate an educational intervention project to a variety of stakeholder

groups.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Delivery is online only. Students are supplied with online lecture videos, readings, discussion-board interactions and opportunities towards online collaborative discussions.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Note: Master of Teaching (Primary/Secondary) students

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional NESA accredited qualification. All MTeach students must meet 80% of this attendance requirement.

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.

5Rs Framework

In this unit, you will learn using the 5Rs framework in the following important ways:

- Reflexive - EDST8040 Task 5 requires collaborative reflexive engagement with the proposed work of others such that feedback is provided.

- Responsive - EDST8040 Task 6 requires being responsive to the collaborative reflexive feedback others provided for previous tasks on the final project proposal as it was developed - to improve likelihood of the proposed plan's success in education contexts.

- Research-engaged - EDST8040 Tasks 1-4 and 6 require engagement with the academic research available on a problem (1); solutions (2); planning change (3); and solution evaluation theory, methodologies and methods (4,6) in education contexts.