



# EDST8000

## Educational Research

Session 1, Weekday attendance, North Ryde 2021

*Macquarie School of Education*

## Contents

<a href="#">General Information</a>	2
<a href="#">Learning Outcomes</a>	3
<a href="#">General Assessment Information</a>	3
<a href="#">Assessment Tasks</a>	7
<a href="#">Delivery and Resources</a>	10
<a href="#">Unit Schedule</a>	11
<a href="#">Policies and Procedures</a>	15

### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

### Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Unit Convener and 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) or MInc&SpecEd

Corequisites

Co-badged status

### 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.

## 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.

## General Assessment Information

### 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.

### 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.

**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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks

are assessed.

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

### **Units with Quiz Assessments**

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

### **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.

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.

## Withdrawing from this 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.

## 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Problem set 1</a>	15%	No	20/03/2021
<a href="#">Problem Set 2</a>	15%	No	03/04/2021
<a href="#">Problem Set 3</a>	15%	No	01/05/2021
<a href="#">Problem Set 4</a>	15%	No	Multiple deadlines - see unit schedule
<a href="#">Problem Set 5</a>	15%	No	29/05/2021
<a href="#">Portfolio</a>	25%	No	05/06/2021

### Problem set 1

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **20/03/2021**

Weighting: **15%**

Each workshop leader will design an appropriate task (or multiple short tasks) to assess the application of your knowledge for that module. For example, this could be the a critique of published research based on knowledge of evidence-based practice, a hands-on analysis task, contributions to discussion forums, or evaluating different methodological paradigms to address an educational research question. The exact nature of the assessment will be decided by the leader of the module and will be communicated to you ahead of the session.

On successful completion you will be able to:

- Apply advanced and in-depth knowledge of research methods to critically evaluate evidence and to make evidence-based decisions.
- Generate research questions and critically analyse and evaluate different research

methods to address those questions.

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

## Problem Set 2

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **03/04/2021**

Weighting: **15%**

Each workshop leader will design an appropriate task (or multiple short tasks) to assess the application of your knowledge for that module. For example, this could be the a critique of published research based on knowledge of evidence-based practice, a hands-on analysis task, contributions to discussion forums, or evaluating different methodological paradigms to address an educational research question. The exact nature of the assessment will be decided by the leader of the module and will be communicated to you ahead of the session.

On successful completion you will be able to:

- Apply advanced and in-depth knowledge of research methods to critically evaluate evidence and to make evidence-based decisions.
- Generate research questions and critically analyse and evaluate different research methods to address those questions.
- Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice

## Problem Set 3

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **01/05/2021**

Weighting: **15%**

Each workshop leader will design an appropriate task (or multiple short tasks) to assess the application of your knowledge for that module. For example, this could be the a critique of published research based on knowledge of evidence-based practice, a hands-on analysis task, contributions to discussion forums, or evaluating different methodological paradigms to address an educational research question. The exact nature of the assessment will be decided by the leader of the module and will be communicated to you ahead of the session.

On successful completion you will be able to:

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



- Generate research questions and critically analyse and evaluate different research methods to address those questions.
- Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice

## Problem Set 4

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Multiple deadlines - see unit schedule**

Weighting: **15%**

Each workshop leader will design an appropriate task (or multiple short tasks) to assess the application of your knowledge for that module. For example, this could be the a critique of published research based on knowledge of evidence-based practice, a hands-on analysis task, contributions to discussion forums, or evaluating different methodological paradigms to address an educational research question. The exact nature of the assessment will be decided by the leader of the module and will be communicated to you ahead of the session.

On successful completion you will be able to:

- Apply advanced and in-depth knowledge of research methods to critically evaluate evidence and to make evidence-based decisions.
- Generate research questions and critically analyse and evaluate different research methods to address those questions.
- Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice

## Problem Set 5

Assessment Type <sup>1</sup>: Problem set

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **29/05/2021**

Weighting: **15%**

Each workshop leader will design an appropriate task (or multiple short tasks) to assess the application of your knowledge for that module. For example, this could be the a critique of published research based on knowledge of evidence-based practice, a hands-on analysis task, contributions to discussion forums, or evaluating different methodological paradigms to address an educational research question. The exact nature of the assessment will be decided by the leader of the module and will be communicated to you ahead of the session.

On successful completion you will be able to:

- Apply advanced and in-depth knowledge of research methods to critically evaluate

evidence and to make evidence-based decisions.

- Generate research questions and critically analyse and evaluate different research methods to address those questions.
- Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice

## Portfolio

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **05/06/2021**

Weighting: **25%**

At the end of this unit you will submit a portfolio of documents completed during the course of this unit. This will include reflection on the evidence base for your personal research interest, the identification of your research area and research question, reflection on how different research approaches could be used to address that question and key methodological issues that need to be considered, and a final brief research plan based on principles of high quality evidence-based practice.

On successful completion you will be able to:

- Apply advanced and in-depth knowledge of research methods to critically evaluate evidence and to make evidence-based decisions.
- Generate research questions and critically analyse and evaluate different research methods to address those questions.
- Apply advanced critical thinking skills to generate, evaluate and transform professionally-oriented knowledge and practice
- Synthesise and communicate research and its results to different audiences.

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<sup>1</sup> 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.

<sup>2</sup> 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

### Required and recommended texts

One core text book will be used in this course. You can purchase a hard or soft copy. Although

the reference is for the 7th edition of the book, you can also use earlier editions which may be cheaper or freely available on the internet.

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

### Additional reading

Additional reading will be provided for each module. These should all be directly available from the library or will be made available on the unit iLearn site.

### Unit delivery and communication

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

**Regular (preferably daily) 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/](https://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](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

## Unit Schedule

The unit is split into 6 two-week modules, each led by a staff member who has expertise in that specific research approach. Each module includes pre-recorded presentations, recommended readings, and may include an activity such as a discussion forum, quiz, or preparation for a tutorial. Each module will also have a scheduled 2 hour tutorial - these are not compulsory but you are strongly encouraged to attend. The tutorials provide an opportunity to discuss course content and will include activities that aid your understanding of the unit material and help to complete the assessment for that module. It is also a great opportunity to interact with and learn from your fellow classmates.

The following table provides an overview of the activities for each module, the scheduled tutorial time, and the due dates for assessments. Please carefully review the unit schedule so you know what activities you are participating in each week. **Note that content for each module will be opened Sunday morning** to provide you with an opportunity to review the material and plan your work schedule. **Note that assignments are due for submission on Saturday evenings**

**by 11.55pm – there is one exception in Module 5 where there are multiple deadlines for the completion of small amounts of work.** It is your responsibility to ensure you complete all activities and assessments at the appropriate time.

	Activity	Online Meeting	Assessment
<b>Module 1: Rebecca Bull. Overview and Introduction to Research Approaches</b>			
Week 1 (w.b. 22 <sup>nd</sup> Feb)	<ul style="list-style-type: none"> <li>• Read unit guide</li> <li>• Introduce yourself</li> <li>• Listen to module 1 presentations</li> </ul>		
Week 2 (w.b. 1 <sup>st</sup> March)	<ul style="list-style-type: none"> <li>• Complete allocated reading</li> <li>• Identify your research topic</li> <li>• Submit brief details of your research topic to discussion forum</li> </ul>	Wed 3 <sup>rd</sup> March 7-9pm, Zoom <ul style="list-style-type: none"> <li>• Questions about unit.</li> <li>• Questions about module 1 content.</li> <li>• Break out groups themed by research topic.</li> </ul>	No assessment
<b>Module 2: Garry Falloon. Qualitative Research – Narrative Inquiry and Case Studies</b>			
Week 3 (w.b. 8 <sup>th</sup> March)	<ul style="list-style-type: none"> <li>• Read the indicated sections of the course text and Stake's chapter as indicated in 'Module 2 structure' on iLearn</li> <li>• Review Module 2 study guide sections 1 &amp; 2 and related video lectures</li> <li>• Record notes on above to assist in discussion of study guide section 1 &amp; 2 questions during the online meeting</li> </ul>		
Week 4 (w.b. 15 <sup>th</sup> March)	<ul style="list-style-type: none"> <li>• Review study guide section 3 and video lecture</li> <li>• Make one posting and one response to another's posting in each of the Module 2 Discussion forums on iLearn</li> <li>• Prepare and submit the assessment task</li> </ul>	Wed 17 March, 7-9pm, Zoom <ul style="list-style-type: none"> <li>• Structured discussion of readings and lectures followed by group activity using study guide questions to frame up an assessment task response.</li> </ul>	Due Saturday 20 <sup>th</sup> March @ 11.55pm (15%)
<b>Module 3: Neil Harrison. Qualitative Research – Phenomenology, Ethnography, and Grounded Theory</b>			

Week 5 (w.b. 22 <sup>nd</sup> March)	<ul style="list-style-type: none"> <li>Your <u>reading and thinking</u> about phenomenology, ethnography, and grounded theory should all take place this week.</li> <li>Listen to 3 module presentations</li> <li>Complete the readings</li> </ul>		
Week 6 (w.b. 29 <sup>th</sup> March)	<ul style="list-style-type: none"> <li>All your writing for the assessment task should take place in this week.</li> </ul>	<p><b>Monday</b> 29 March 7-9pm, Zoom</p> <ul style="list-style-type: none"> <li>You will need to have read the paper from Harrison, Burke and Clarke (2020). Risky teaching (see module 3). This will be discussed in relation to the assessment task</li> </ul>	Due Saturday 3rd April @ 11.55pm (15%)
<b>Module 4: Rebecca Bull. Quantitative Research – Strong Experimental Design and Randomised Controlled Trials</b>			
Week 7 (w.b. 19 <sup>th</sup> April)	<ul style="list-style-type: none"> <li>Listen to presentations</li> <li>Complete assigned reading</li> <li>Read about the assessment for this module; look at research articles for assessment and select one</li> </ul>		
Week 8 (w.b. 26 <sup>th</sup> April)	<ul style="list-style-type: none"> <li>Listen to research presentations</li> <li>Test your understanding with the MCQ</li> <li>Read the practice paper for Module 4 assessment (for discussion at meeting)</li> </ul>	<p>Wednesday 28<sup>th</sup> April 7-9pm:</p> <ul style="list-style-type: none"> <li>Break out groups – discussion of practice paper</li> <li>Questions about module content</li> <li>Questions about assessment</li> </ul>	<p>Due Saturday 1st May @ 11.55pm (15%)</p> <ul style="list-style-type: none"> <li>Short answer questions</li> </ul>
<b>Module 5: Rauno Parrila. Quantitative Research – Quasi-experimental and Single Case Study Designs.</b>			

Week 9 (w.b. 3 <sup>rd</sup> May)	<ul style="list-style-type: none"> <li>• Complete assigned readings</li> <li>• Post five questions about the readings</li> <li>• Post five answers to questions</li> <li>• Post quasi-experimental study description</li> </ul>	<p>Wednesday 5<sup>th</sup> May 7-8pm</p> <ul style="list-style-type: none"> <li>• Quasi-experimental study designs and examples</li> </ul>	<p>Due:</p> <ol style="list-style-type: none"> <li>1. Wednesday 5<sup>th</sup> @ 11.55pm</li> <li>• Five questions</li> <li>1. Saturday 8<sup>th</sup> @ 11.55pm</li> <li>• Five answers</li> <li>• Study description</li> </ol>
Week 10 (w.b. 10 <sup>th</sup> May)	<ul style="list-style-type: none"> <li>• Complete assigned reading</li> <li>• Post questions about the readings</li> <li>• Post your answers to questions</li> <li>• Post your single-case study description</li> </ul>	<p>Wednesday 12<sup>th</sup> May 7-8pm</p> <ul style="list-style-type: none"> <li>• Single case study designs and examples</li> </ul>	<ol style="list-style-type: none"> <li>1. Wednesday 12<sup>th</sup> @ 11.55pm</li> <li>• Five questions</li> <li>1. Saturday 15<sup>th</sup> @ 11.55pm</li> <li>• Five answers</li> <li>• Study description</li> </ol>
<b>Module 6: Philip Li. Non-experimental Designs and Mixed Methods Approach</b>			
Week 11 (w.b. 17 <sup>th</sup> May)	<ul style="list-style-type: none"> <li>• Listen to pre-recorded lecture on ECHO 360</li> <li>• Complete recommended reading</li> <li>• Participate in Forum Discussion and Self-exam</li> </ul>		
Week 12 (w.b. 24 <sup>th</sup> May)	<ul style="list-style-type: none"> <li>• Prepare and submit the assessment task</li> </ul>	<p>Wednesday 26<sup>th</sup> May 7-9pm</p> <ul style="list-style-type: none"> <li>• Questions about Module 6</li> <li>• Revisit of the content</li> </ul>	<p>Due Saturday 29<sup>th</sup> May @11.55pm (15%)</p>
<b>Final Review: Rebecca Bull</b>			

Week 13 (w.b. 31 <sup>st</sup> May)	Complete Research Plan	Wednesday 2 <sup>nd</sup> June 7-8pm <ul style="list-style-type: none"> <li>• Questions about Research Plan</li> <li>• Feedback on Unit</li> </ul>	Due Saturday 5th June @ 11.55pm (25%)
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## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.