



EDUC2920

Research Inquiry in Education

Session 2, Weekday attendance, North Ryde 2021

Macquarie School of Education

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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

Penny Van Bergen

penny.vanbergen@mq.edu.au

Credit points

10

Prerequisites

80cp at 1000 level or above including EDUC1070 or EDUC107

Corequisites

Co-badged status

Unit description

The unit provides an introduction to the theory and practice of educational research, and focuses on its application to the development and evaluation of innovative, evidence-based educational practices which enhance the quality of learning and teaching in school settings. Students work in groups to complete a sequence of tasks through which they develop the knowledge and skills required to analyse and critically evaluate the educational research literature in order to identify evidence-based solutions to particular problems or issues in learning and teaching, and to apply educational research methodologies to evaluate their effectiveness. This specialist knowledge and skills that students develop will enhance their capacity to make sound, evidence-based professional judgements, support their future self-directed professional learning, and thereby contribute to the ongoing refinement of their professional practice. The group work component of the unit will scaffold the development of students' abilities to work collaboratively in order to make a meaningful contribution to school-wide improvement efforts.

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, analyse and critically evaluate educational research literature in order to understand the nature of problems and issues that impact the quality of learning and teaching in school settings.

ULO2: Identify evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.

ULO3: Apply knowledge of the theory and practice of educational research methods in order to develop approaches to evaluate the effectiveness of evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.

ULO4: Collaborate with peers to develop strategies to identify, implement and evaluate evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.

ULO5: Effectively communicate the theory and practice of educational research methods, and its application to identifying, implementing and evaluating evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings, to non-technical audiences who are stakeholders in school communities.

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, .docx, or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin

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, 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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Group project part 1	30%	No	Friday 3 Sept (Week 6)
Group Report	30%	No	Friday 15 Oct (Week 10)
Formal examination	40%	No	Exam period

Group project part 1

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **Friday 3 Sept (Week 6)**

Weighting: **30%**

Each group, collectively, explores the educational research literature in order to create a bibliography relating to their chosen problem or issue. Based on this, each group member, individually, explores a different facet of that problem or issue in their essay. Each student receives an individual mark

On successful completion you will be able to:

- Identify, analyse and critically evaluate educational research literature in order to understand the nature of problems and issues that impact the quality of learning and teaching in school settings.
- Identify evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Apply knowledge of the theory and practice of educational research methods in order to develop approaches to evaluate the effectiveness of evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.

Group Report

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **Friday 15 Oct (Week 10)**

Weighting: **30%**

Informed by the essays they produced, each group refines their problem or issue, explores the educational research literature in order to identify an evidence based solution to that problem or issue, and develops a strategy to implement and evaluate it. The group, collectively, produces a report, and each student receives the group mark.

On successful completion you will be able to:

- Identify evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Apply knowledge of the theory and practice of educational research methods in order to develop approaches to evaluate the effectiveness of evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Collaborate with peers to develop strategies to identify, implement and evaluate

evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.

- Effectively communicate the theory and practice of educational research methods, and its application to identifying, implementing and evaluating evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings, to non-technical audiences who are stakeholders in school communities.

Formal examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **Exam period**

Weighting: **40%**

Exam at end of semester (2 hours)

On successful completion you will be able to:

- Identify, analyse and critically evaluate educational research literature in order to understand the nature of problems and issues that impact the quality of learning and teaching in school settings.
- Identify evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Apply knowledge of the theory and practice of educational research methods in order to develop approaches to evaluate the effectiveness of evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Collaborate with peers to develop strategies to identify, implement and evaluate evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings.
- Effectively communicate the theory and practice of educational research methods, and its application to identifying, implementing and evaluating evidence-based solutions to problems and issues that impact the quality of learning and teaching in school settings, to non-technical audiences who are stakeholders in school communities.

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 [Learning Skills Unit](#) 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

Information about the unit iLearn site

This unit has a full web presence through *iLearn*. You will need regular access to a computer and the internet. You should check iLearn at least once per week.

- Important assessment information will be posted on *iLearn*, as will other relevant unit notices, activities, discussion points, and materials.
- Weekly lecture recordings are available in ECHO360, which can be accessed from iLearn. PowerPoint slides for the lectures will also be posted on iLearn. You should remain up to date with these lectures each week.
- You will upload your assignments to Turnitin, via links placed on iLearn. Please do not email your assignment to your convener!

Accessing iLearn and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password. Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help. 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.

NB: No extensions will be given for any technical issues. Allow enough time for your submissions.

Structure

The unit comprises (i) two one-hour lectures per week and (i) either a one-hour tutorial per week OR two compulsory on campus days (OCDs). For the sake of your own learning and that of your peers, please come to tutorials/OCDs prepared. This means being up to date on your lectures and having completed any other activities or readings that are posted to iLearn. You will use your tutorial/OCD time for active learning (discussions, activities, etc).

Unit Schedule

Please see iLearn for unit schedule.

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Tutorial Attendance

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. They are also important for meeting the AITSL Graduate Teacher Standards and ACECQA requirements.

- All Internal tutorials begin in Week 1 of Session.
- Attendance at all tutorials or on campus days is expected and the roll will be taken.

- Please attend the tutorial in which you are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Your Responsibilities

To make the most of your study and meet all unit and university requirements, you are expected to:

- Read any set readings and complete any set activities before attending tutorials
- Be up to date on your lectures before attending tutorials
- Submit your assessments on time. It is not the responsibility of unit staff to contact students who have failed to submit assignments.
- Check all electronic communication, including via your student email and iLearn, on a regular weekly basis.

External Students

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide. *Please do not enrol in the external mode if you are unable to meet the attendance requirements.*
- Prior to the on-campus sessions, you should be up to date in the unit. We strongly recommend listening to the lectures and engaging online weekly.

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 Enquiry Service

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

Equity 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.

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 from Previous Offering

This is a new unit in 2021. Feedback from current students is very welcome! If you have feedback, please email Penny (penny.vanbergen@mq.edu.au) or post it on the iLearn discussion forum.

The 5R Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will engage with the 5Rs framework in the following important ways:

- **Resilient:** You will work with other students on an educational problem of interest. This requires negotiation, teamwork, and responsibility, all important skills for resilience.
- **Reflexive:** You will reflect on a range of educational problems and your role in addressing them. You will also consider your preferred research approaches.
- **Responsive:** The educational problems you address will be based on community or educational need. You will develop techniques for evidence-based responding.
- **Ready to learn:** You are expected to come to class fully prepared, with all lectures and activities complete, and to stay up to date. This preparation will benefit your own learning and that of others in your group.
- **Research engaged:** This unit is about research! You will learn about the importance of

research for evidence-based practice, about simple research methods, and about how research can be applied in the classroom.