EDSX8000

Educational Research

Session 2, Online-flexible 2022

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convener and Lecturer
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Credit points
10

Prerequisites
Admission to M Teaching (0 to 5) (OUA)

Corequisites

Co-badged status
Co-taught with EDST8000 and EDUC7000

> 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.

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 <u>NOT</u> 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 the correct file has been uploaded, that their submission has been successful, and that it 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.
- 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.

- **Late Assessment Submission Penalty**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the

7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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
Participation tasks	20%	No	14/08, 28/08, 25/09, 02/10, 09/10 at 23:55
Qualitative Research Plan	40%	No	11/09/2022 at 23.55
Quantitative Research Plan	40%	No	06/11/2022 at 23:55

Participation tasks

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **14/08, 28/08, 25/09, 02/10, 09/10 at 23:55**
Weighting: **20%**

In each of 5 modules students complete a short task (e.g., multiple choice quiz, contribution to discussion forum, practice reflection) to ensure students are engaged with the material and have acquired knowledge of the basic concepts that will be required for the completion of research plans. Each task will be credited as 4% provided participation meets an adequate standard.

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.

Qualitative Research Plan

Assessment Type [1]: Plan
Indicative Time on Task [2]: 32 hours
Due: **11/09/2022 at 23.55**
Weighting: **40%**

Students will identify a research topic of personal interest and reflect on knowledge gained during the qualitative research modules to develop a research plan for a proposed study. Students will be required to consider the key elements relevant to qualitative research methods in order to critically evaluate research evidence. Students will be asked to describe the research aims and rationale for the study, to outline the main research questions, and to describe the methodological approach. The assessment has a word limit of 3000 words.

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.

Quantitative Research Plan

Assessment Type [1]: Plan
Indicative Time on Task [2]: 33 hours
Due: **06/11/2022 at 23:55**
Weighting: **40%**

Students will identify a research topic of personal interest and reflect on knowledge gained during the experimental and mixed methods research modules to develop a research plan for a proposed study. Students will be required to consider the key elements relevant to experimental design and mixed methods research in order to critically evaluate research evidence. Students will be asked to describe the research aims and rationale for the study, to outline the main research questions, and to describe the methodological approach. The assessment has a word limit of 3000 words

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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[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

Required and Recommended Texts

A variety of readings will be used throughout this course, and where possible we aim to ensure that these are freely and electonically available. More information will be provided on the iLearn site.

The following textbook covers most of the content discussed in this unit. A new copy of the 7th edition is expensive, but you may be able to find a cheaper second hand version. Alternatively, an earlier edition is fine and you may find a freely available copy with a quick search of the internet.

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

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, but we recommend checking more regularly (preferably daily). Important assessment information will be posted here, as will other relevant unit notices and materials. Various activities and materials for discussion and critical reflection are included, along with electronic links and suggested references. Weekly lectures are available on the web through the ECHO360 lecture component or will be posted as Powerpoint files or other online videos.

Access 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.

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 iLearn 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

This unit comprises 2 core research blocks - qualitative methods and quantitative methods. Within each block multiple staff members with expertise in a particular methdology will lead each week. This unit follows a flipped delivery - while there may be some differences from week to week depending on the lecturer, generally you will be provided with content presentations to listen to in your own time, along with some additional tasks to develop your understanding or apply your knowledge. In some weeks there will also be a virtual meeting - please try and attend these as they are an opportunity to reflect on your learning and ask the staff member questions about the content. The staff member leading each week will provide specific details on the iLearn site. If you have any concerns please contact the unit convenor. Please be tolerant of slight differences in style between the lecturers - they have been chosen because they are experts in that particular methodology, not because they all teach in exactly the same way!!

The following table gives a broad overview of the unit structure. Specific information about the

content in each week will be available on iLearn.

Week and staff member	Topic
1. Rebecca Bull	Introduction to the unit; Overview of Research Methods
2-6. Kathleen Tait and Markus Prowling	Qualitative Methods
7.	Completion of Qualitative Research Plan
8-12. Rebecca Bull, Emma Burns, and Rauno Parrila	Quantitative Methods
13.	Completion of Quantitative Research Plan

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
- Assessment Procedure
- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

School of Education Procedures

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

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession

Attendance for Master of Teaching (Primary and Secondary) units

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

Activities completed during weekly tutorials or on campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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

5Rs 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 learn using the 5Rs framework in the following important ways:

RESILIENT: For many students, the content of this unit will be completely new and may seem daunting and challenging. Students are encouraged to seek support from, and provide support to, other students in the unit. Students are also encouraged to plan ahead and manage their workload.

REFLEXIVE: Students engage critically with research evidence and the methodological rigor of that evidence. They are expected to make meaningful links between the research, their own professional context and experience, and their own research ideas.

RESPONSIVE: Research methods highlight the communities that impact on practice - students, families, educators, cultures, and systems. This unit requires students to identify an educational issue and to develop a research plan to examine that issue. The ultimate aim of the unit is to develop teachers as researchers who can identify important educational issues, and who will be able to evaluate and conduct research that impacts at all levels of the community.

READY TO LEARN: Students identify their own research topic (of personal and professional interest to them) that will be the focus of their research plan and to which they will apply their newly acquired knowledge of methodological approaches.

RESEARCH ENGAGED: Students are exposed to various research approaches and complete assignments which assess their research knowledge and their ability to critically evaluate research studies. The final assignment draws together their learning in the submission of a research plan for a study.