EDST8040

Scholarship in Educational Studies

Session 1, Online-flexible 2022

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
(Admission to MInc&SpecEd, or MEChild, or MEd, or MEdL, or MSpEd) OR (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.

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.

- 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
Planning your project	20%	No	Task: (1) 7.3.22, (2) 21.3.22, (3) 4.4.22, (4) 25.4.22
Final project report	60%	No	16.5.22
Collaborative practice	20%	No	2.5.22

Planning your project

Assessment Type [1]: Plan
Indicative Time on Task [2]: 20 hours
Due: **Task: (1) 7.3.22, (2) 21.3.22, (3) 4.4.22, (4) 25.4.22**
Weighting: **20%**

A series of tasks to scaffold the development of your project (1000 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.

Final project report

Assessment Type [1]: Project
Indicative Time on Task [2]: 90 hours
Due: **16.5.22**
Weighting: **60%**

A solution to a problem within an educational context, and plans for its implementation and evaluation (3000 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.

Collaborative practice

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 20 hours
Due: **2.5.22**
Weighting: **20%**

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.

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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

<u>**Required and recommended texts**</u>

N/A. Readings mentioned in lecture videos are supplied via the Leganto link on the iLearn site.

<u>**Information about the unit iLearn site**</u>

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, including reminders to help students progress.

Various activities and materials for discussion and critical reflection are included and students especially are encouraged to use this web component towards developing their assessments and helping their peers to do so. Electronic links and suggested references will be included via the Leganto link. Please check the iLearn unit regularly.

A welcome video and several core lecture videos are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn for the core lectures.

<u>**Access and technical assistance**</u>

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**.

<u>**Structure**</u>

The unit comprises around 7 videos of approx. 2hrs left and a series of related readings and sample proposals can be accessed. These are used to engage in themed discussion board posts for Assessment 1 (Tasks 1-4), and related responses to peers posts for Assessment 2 (Task 5). All of this work assists in the development of the final proposal for Assessment 3 (Task 6). In the general discussion board students can discuss issues and questions arising from the lectures and prescribed readings; in the task-specific discussion boards students will post their assessment work as directed. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in the assessment work as directed, to view the lectures and read the lecture material as the unit progresses, and to contribute to a collegial and respectful online environment. The recommended weekly program for the course is available on the iLearn site and regular reminders about the work progress will be emailed.

Unit Schedule

Week	Assessments task due & Sample Weekly Plan
1	Read Unit Guide and all content on iLearn site, watch welcome video via Echo360. Start thinking about the focus of your individual project. Review examples of past projects in the Database.
2	Scope and draft a statement of your research 'problem' and context. Book a library Consultation if needed.
3	**Task 1 Due: Describing the problem in Context (Task 1 out of 4)** Submit Task 1. Address Task 5 criteria: Respond to peer submissions with feedback, advice and support in the Forum. Prepare for Task 2: Complete a library & database search for evidence to support your solution and evaluation strategy in Task 2. Review primary sources of evidence and any other relevant professional documents, or policies to support Task 2.
4	Compile a summary of sources of evidence to support Task 2. Draft a response to Task 2. Include the sources of evidence to support each of your claims. Ensure this includes primary sources of evidence. Respond to more peer submissions to Task 1
5	**Task 2 Due: Possible Solutions and how to evaluate them (Task 2 out of 4)** Submit Task 2. Respond to peer submissions to Task 2. Prepare for Task 3: Complete a further literature search if more evidence is required to support your chosen solution in Task 3. Read and develop understanding of good change/intervention facilitation approaches in education.
6	Address Task 5 criteria: Collaborate with and help peers by passing on advice, help or resources in the Forums. Draft a response to Task 3. Respond to more peer submissions to Task 2.
7	**Task 3 Due: Choose one solution and how to facilitate the change (Task 3 out of 4)** Submit Task 3. Respond to peer submissions to Task 3

Mid Semester break	Consider the feedback you have received so far and undertake any further development you may need for the first draft and final submission. Start draft of Task 4. Complete any further evidence searches you may require to support your proposal.
8	**Task 4 Due: Draft Project Proposal (Task 4 out of 4)** Submit Task 4. Address Task 5 criteria by responding to peers in the Forum. Learn and develop your understanding of good project proposals by applying the Task 6 criteria to your submission and a sample of others. Respond to more peer submissions to Task 4. Consolidated writing time for Task 6.
9	**Task 5 Due: Collaborative Practice: peer assessments due** Complete and submit your peer assessments. Review and refine your Task 6 Project Proposal including at least 2 hours of careful editing and proofing time.
10	Consolidated writing time for Task 6.
11	**Task 6 Due: Final Project Proposal** Submit Task 6.
12	Relax and reflect on the learning journey!
13	Relax and reflect on the learning journey!

Note: This is a sample plan only. These weekly activities are suggestions only. Your personal plan may look different and may be more specific. You may need to add in other learning skills and support strategies you need. Note the Task 1 to 6 due dates in bold are fixed and set in accordance with the Unit Guide.

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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit. Attendance for undergraduate units All Internal tutorials begin in Week 1 of Session. 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 [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. 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 readings before completing tasks or as relevant to their chosen plan for assessment work.

● Students are expected to view the videos/lectures before completing tasks.

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

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.

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 three components of 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.