



# EDST8000

## Educational Research

Session 1, Online-flexible 2022

*Macquarie School of Education*

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### Disclaimer

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## General Information

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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 or MSpEd

Corequisites

Co-badged status

Co-taught with EDSX8000 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.

## 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 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 3 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.

## 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.

## 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="#"><u>Participation tasks</u></a>	20%	No	11.59pm on 13/3, 27/3, 15/5, 22/5, 29/5
<a href="#"><u>Qualitative Research Plan</u></a>	40%	No	11.59pm on Sunday 10th April 2022
<a href="#"><u>Quantitative Research Plan</u></a>	40%	No	11.59pm on Sunday 5th June 2022

### Participation tasks

Assessment Type <sup>1</sup>: Participatory task

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

Due: **11.59pm on 13/3, 27/3, 15/5, 22/5, 29/5**

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 <sup>1</sup>: Plan

Indicative Time on Task <sup>2</sup>: 32 hours

Due: **11.59pm on Sunday 10th April 2022**

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 <sup>1</sup>: Plan

Indicative Time on Task <sup>2</sup>: 33 hours

Due: **11.59pm on Sunday 5th June 2022**

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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<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

A variety of readings will be used throughout this course, and where possible we aim to ensure that these are freely and electronically 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](http://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 methodology 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 an overview of topics covered in each each week.

Week and staff member	Topic
1. Rebecca Bull	Introduction to the unit; Overview of Research Methods
2. Garry Falloon	Knowledge construction using qualitative methods; Attributes and characteristics of qualitative research
3. Neil Harrison / Rhett Loban	Case Studies
4. Neil Harrison / Rhett Loban	Narrative Inquiry
5. Rhett Loban / Neil Harrison	Community based and participatory methods
6. Garry Falloon	Enhancing validity and reliability in qualitative research
7.	Completion of Qualitative Research Plan
8. Emma Burns / Rebecca Bull	Transition from qualitative to quantitative methods; Overview of quantitative methods and introduction to mixed methods
9. Emma Burns / Rauno Parrila	Measurement and psychometrics; validity and reliability of instrumentation
10. Emma Burns	Non-experimental methods
11. Rebecca Bull	Experimental and quasi-experimental methods
12. Rauno Parrila	Single Subject designs
13.	Completion of Quantitative Research Plan

## 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](#)
- [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) (<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>).

[du.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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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 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.