



EDUC2920

Research Inquiry in Education

Session 2, Online-scheduled-weekday 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit convenor

Rebecca Bull

r.bull@mq.edu.au

Lecturer

Emma Burns

emma.burns@mq.edu.au

Credit points

10

Prerequisites

80cp at 1000 level or above including (EDUC1070 or EDUC107 or EDUC105 or EDUC1050 or EDUC106 or EDUC1060)

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 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.

Submissions & Turnitin Originality Reports

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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 (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) 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.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion.

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	40%	No	23:55 06/08/2023 20/08/2023 03/09/2023 08/10/2023 29/10/2023
Annotated Bibliography (Group Work) and Essay (Individual)	30%	No	23:55 08/09/2023
Research Proposal	30%	No	23:55 03/11/2023

Participation Tasks

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 10 hours

Due: **23:55 06/08/2023 20/08/2023 03/09/2023 08/10/2023 29/10/2023**

Weighting: **40%**

Students complete 5 multiple choice quizzes and/or similar activities related to demonstrate their content knowledge. 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.
- 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.

Annotated Bibliography (Group Work) and Essay (Individual)

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **23:55 08/09/2023**

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.

Research Proposal

Assessment Type ¹: Essay

Indicative Time on Task ²: 35 hours

Due: **23:55 03/11/2023**

Weighting: **30%**

Informed by the essays they produced, each group refines their problem or issue, explores the educational research literature in order to propose a new research study. 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.

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

There are no required texts for this unit. There will be recommended readings and resources available via iLearn and Leganto.

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. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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.

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/>

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. 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 small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is on the unit iLearn site.

Unit Schedule

Please see iLearn for detailed lecture and tutorial 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](#)
- [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) 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.

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

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus days (external/INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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 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.