# EDST8000

## Educational Research

Session 2, Online-scheduled-weekday 2024

*Macquarie School of Education*

# Contents

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# General Information

Unit convenor and teaching staff
Unit Convener, Lecturer and Assessor
Rebecca Bull
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Contact via By email

Lecturer, Tutor and Assessor
Yihan Sun
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Contact via by email

Lecturer
Emma Burns
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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 the weekly presentations and tutorials to
expose students to a range of methodological approaches and to develop their understanding
of evidence-based practice. As students proceed through the unit 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

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/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.

- Please format assessments using 12-point font and 1.5 spacing.

- 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.

**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. For Professional Experience (PEx) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

**Descriptive Criteria for awarding grades in the unit**

To meet all the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

| 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 |
|---|---|---|---|
| Annotated bibliography | 30% | No | 23:55 05/09/2024 |
| Research Plan | 50% | No | 23:55 01/10/2024 |
| Participation tasks | 20% | No | 23:55 on 11/08; 08/09; 06/10; 13/10; 27/10 |

## Annotated bibliography

Assessment Type [1]: Annotated bibliography
Indicative Time on Task [2]: 30 hours
Due: **23:55 05/09/2024**
Weighting: **30%**

Students will identify a research topic of personal interest and conduct a literature search on that topic. This will form the basis for the annotated bibliography where students will produce short summaries (100 words each) of a minimum of 8 pieces of academic research aligned with their chosen research topic. The annotated bibliography will end with an overview of the research methods used in the chose articles, a synthesis of findings, and identification of research gaps. The annotated bibliography will be used to guide the third assessment task where students will develop a research plan around their chosen topic. The annotated bibliography will be a

maximum of 1500 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.
- Synthesise and communicate research and its results to different audiences.

# Research Plan

Assessment Type [1]: Plan
Indicative Time on Task [2]: 35 hours
Due: **23:55 01/10/2024**
Weighting: **50%**

Building on their identified research topic and annotated bibliography, students will use their knowledge of different methodological approaches gained through this unit to develop a research plan for a proposed study. Students will be asked to describe the research aims and rationale for the study, to outline the main research questions, to describe the methodological approach and methods of data collection, and to evaluate validity, reliability, and trustworthiness of their proposed study. The research plan can propose the use of qualitative, quantitative, or mixed methods approaches. The assessment has a word limit of 2000 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.

# Participation tasks

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **23:55 on 11/08; 08/09; 06/10; 13/10; 27/10**
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.

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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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

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 the scheduled tutorials we will provide opportunities to apply and develop your newly learned knowledge - more details will be provided on the iLearn site ahead of the tutorial. During the tutorial some time will be set aside to address any questions you have about the presentations from that week, and to think about development of your own research topic and research plan.

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. Yihan Sun | Introduction of qualitative methods |
| 3. Yihan Sun | Qualitative data collection methods |
| 4. Yihan Sun | Phenomenonlogy, Ethnography, and Grounded Theory |

| Week and staff member | Topic |
|---|---|
| 5. Yihan Sun | Narrative Inquiry, Case Study, and qualitative data analysis methods |
| 6. Yihan Sun | Participatory methods and Indigenous Methodology |
| 7. | Completion of Annotated Bibliography |
| 8. Rebecca Bull / Emma Burns | Transition from qualitative to quantiative methods; Measurement and Sampling in quantitative methods |
| 9. Emma Burns | Non-experimental methods |
| 10. Rebecca Bull | Experimental Methods |
| 11. Rebecca Bull | Quasi-Experimental and Single subject experimental designs |
| 12. Emma Burns | Mixed methods |
| 13. | Completion of 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.

# School of Education Procedures

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

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at all tutorials is expected and attendance 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.

# 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.

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.

# 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: 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.

Unit information based on version 2024.05 of the Handbook