



EDST8040

Scholarship in Educational Studies

Session 1, Online-flexible 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Convenor, Lecturer, Tutor

Kerry-Ann O'Sullivan

kerryann.osullivan@mq.edu.au

29WW356

Convenor & tutor wks 9-13, Marker

Jennifer Barr

jennifer.barr@mq.edu.au

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

- 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.

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 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

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.

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 your course progression.

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	40%	No	23:55 16/04/24
Final project report	60%	No	23.55 02/06/24

Planning your project

Assessment Type ¹: Plan

Indicative Time on Task ²: 40 hours

Due: **23:55 16/04/24**

Weighting: **40%**

Project proposal and preparatory work (1,250 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: 80 hours

Due: **23.55 02/06/24**

Weighting: **60%**

A solution to a problem within an educational context, with plans for its implementation and evaluation (2,750 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.
- 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.

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

The readings for each of the 4 Modules are available through the Library's LEGANTO (access in

iLearn). Details of the **required readings** will be on iLearn. You also have access to a range of support resources to assist your project (see LEGANTO).

Information about the unit iLearn site

EDST8040 is taught fully online and 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 essential for all students and the Unit is organised into a Modular framework with weekly sections.

Various activities and materials for discussion and critical reflection are included and all work is conducted through the iLearn site. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit weekly.

The lectures for each Module are available on the web through the ECHO360 lecture component.

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.

No extensions can be given for technical issues, please allow enough time for your submissions.

Ph: 9850 4357 or 1800 67 4357 Email: help.mq.edu.au On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

Unit Schedule

There are 4 Modules for EDST8040:

1. *Exploration and Identification of key issues within educational contexts* Weeks 1-4
2. *Research and evidence within educational contexts* Weeks 5 -8
3. *Building change and innovation in an educational context* Weeks 9-11
4. *Scholarship: professional application to an educational context* Weeks 12-13

Each Module, you work flexibly through iLearn as independent work over the set time period:

- Listen to the recorded lecture;
- Access the set readings in Leganto;
- View any additional video material that is included; and
- Contribute to a Discussion Forum in response to “Conversations Starters” based on the specific Module focused content

Ongoing

Guide the development of your individual project with library research and reading.

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.

Attendance for Master of Teaching (Primary and Secondary) units

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

Activities in EDST8040 are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. **Attendance in this fully online unit means participation and completion of all assigned activities.**

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: Note for MTEACH students only

This unit is a part of the professional course listed on Schedules 2 and 3 of the Academic Progression policy. This course has specific additional requirements that are applicable for the full duration of this course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

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.

Changes from Previous Offering

EDST8040 was redeveloped and completely revised for Session 1, 2023 with ongoing reviews in Session 2, 2023 and for Session 1, 2024.

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:

• **Responsive:** to students, colleagues, parents and professional communities. Teaching is a relational profession. The best teachers make deep positive connections and engage their students through these connections and by their recognisable care for students' wellbeing and

learning success. The Unit also requires your responsiveness to your specific educational context and the exploration of a key issue located in that context.

•**Research engaged:** Effective teaching is based on evidence and this can come from teachers' own research in the classroom and the latest academic research. A critical understanding of data is essential, allowing it to be analysed and woven back into practice. Keeping up with the current educational issues and policies and practices is also important for ongoing career development. This Unit provides the opportunity for your own research informed investigation.

Unit information based on version 2024.01R of the [Handbook](#)