EDST8060

An Independent Study of Educational Research

Session 1, Online-flexible 2025

Macquarie School of Education

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor
Associate Professor Kathleen Tait
kathleen.tait@mq.edu.au
Contact via Contact via Dialogue on the iLearn site
25B Wally's Walk Room 654
By appointment

Lecturer
Madonna Tucker
madonna.tucker@mq.edu.au
Contact via Unit Dialogue Site
Appointment only

Credit points
10

Prerequisites
Admission to MInc&SpecEd, or MEChild, or MEd, or MEdL, or MSpEd, or MTeach(Sec)

Corequisites

Co-badged status

Unit description
This unit offers students an opportunity to independently examine current issues in educational research and practice. Students will critically consider the application of current research into classroom practice, policy or program design in a contemporary education or community setting. This unit offers students an opportunity to further develop their critical thinking and research skills, as well as knowledge of their chosen topic.

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 an issue that is central to some aspect of educational theory, policy or practice;

ULO2: explore the academic and professional literatures relating the selected issue;

ULO3: organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue;

ULO4: adopt, an evidence based position in relation to the issue;

ULO5: effectively communicate these things to academic and professional audiences.

General Assessment Information

Important information for all students.

General Submission Information

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

All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.

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.

Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: https://policies.mq.edu.au/document/view.php?id=3). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: https://students.mq.edu.au/study/assessment-exams/special-consideration). Applications for extensions must be made via Service Connect. 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading System and University Assessment Policy.

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/ PEx units) is marked as Not met, Met or Exceeds.

Use of Generated Artificial Intelligence Tools (GAIT) in assignment preparation

Students should be aware of and apply the University policy on academic integrity (see: https://policies.mq.edu.au/document/view.php?id=3). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assignment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Use of GAIT in EDST8060 assignment preparation

For all EDST8060 assignments, students are not permitted to use any content or ideas generated by third parties or artificial intelligence sources (i.e., GAITs) for **any purpose,** including summarising texts on the subject. Students may continue to use spelling/grammar checkers, e.g., Microsoft spell-check, Grammarly, and Turnitin Draft Coach; and referencing software, e.g., Endnote and Mendeley.

Engaging with GAITs for all EDST8060 assignment tasks constitutes and will be treated as a breach of academic integrity.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 Service Connect.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via Service Connect 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.

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Synthesized review of relevant literature	50%	No	23:55 01/06/2025
Planning independent study	50%	No	23:55 20/03/2025

Synthesized review of relevant literature

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 45 hours
Due: **23:55 01/06/2025**
Weighting: **50%**

Students will conduct a critical evaluation of the literature and provide a summary of the findings and the implications of their chosen topic of interest. (2500 words).

On successful completion you will be able to:

- organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue;
- adopt, an evidence based position in relation to the issue;
- effectively communicate these things to academic and professional audiences.

Planning independent study

Assessment Type [1]: Plan
Indicative Time on Task [2]: 30 hours
Due: **23:55 20/03/2025**
Weighting: **50%**

Students will submit a clear rational, outlining aims, background information and a defensible research question that serves to justify their selected topic of interest. (2000 words).

On successful completion you will be able to:

- identify an issue that is central to some aspect of educational theory, policy or practice;
- explore the academic and professional literatures relating the selected issue;
- organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue;

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this

> type of assessment

- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

<u>**Recommended texts**</u>

American Psychological Association (2020). ***Concise guide to APA style 7th edition***. The official APA Style Guide for Students. Washington, DC. ISBN:978-1-4338-3273-4

Faigley, L., Carey, M., & Munoz, G. (2017). *__The Little Pearson Handbook 4th edition__*, An academic writing skills and grammar textbook. Pearson Education Australia, Melbourne, Victoria. ISBN 9781488616846.

Hyde, M. B., & Dole, S. & Tait, K. (2022). *Diversity, Inclusion and Engagement, Fourth Edition.* Melbourne: Oxford University Press. **ISBN:** 9780190329488

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

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies. Please check the iLearn unit regularly.

Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn

- Other iLearn communication functions

General organisation of the unit

The unit is organised in external mode only, and in a flexible delivery format.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. Please start your study as soon as possible.

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

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357 or log a request at help.mq.edu.au.

OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

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

This unit is designed for self-paced independent study. There are no classes or tutorials scheduled for this unit.

Unit Schedule

This unit offers students an opportunity to independently examine current issues in a designated

field of educational research and practice. Students will choose one topic from a set of provided topics and critically consider the application of current research into classroom practice, policy or program design in a contemporary education or community setting within FoR 390407 and FoR 390411. This is an online flexible unit. Students are strongly advised to enrol in this independent, self-paced unit at the end of their course of study.

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 connect.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.

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 the Service Connect Portal, 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.

School of Education Procedures

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

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

Changes from Previous Offering

There are three changes from previous offerings that students should be aware of in 2025.

1. Students are not offered individual academic supervision of their assignments.

2. The word count for Assignment no 2 has been reduced from 3000 words to 2500 words.

3. The weighting for each assignment has been changed to 50%

The changes to this unit in 2025 are:

- EDST8060 is an independent, self-paced unit.
- Students are offered a closed set of topics of investigation.
- The word count for Assignment no 1 is 2000 words and is worth 50%.
- The word count for Assignment no 2 is 2500 words and is worth 50%.

5Rs Framework

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: Understanding and identifying critical issues that are central to educational theory, policy and practices.

Reflexive: Understanding of theory to underpin educational policies and practices.

Responsive: Developing critical analysis strategies in a range of topics of educational research.

Ready to learn: Reinforcing the importance of research-based evidence for informing evidence-based practices and policies.

Research engaged: Drawing on a range of research outputs to understand educational policies, theories, and practices

---

Unit information based on version 2025.03 of the Handbook