EDCN800
Introduction to Educational Research
S1 Online 2015
Dept of Education

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 6
Policies and Procedures 8
Graduate Capabilities 9

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Greg Robertson</td>
</tr>
<tr>
<td><a href="mailto:greg.robertson@mq.edu.au">greg.robertson@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via <a href="mailto:greg.robertson@mq.edu.au">greg.robertson@mq.edu.au</a></td>
</tr>
<tr>
<td>C3A 806</td>
</tr>
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| Credit points | 4 |
|---------------|

<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tr>
<td>Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or MEnvEd or MIndigenousEd or PGDiplIndigenousEd or PGCertIndigenousEd or GradDiplIndigenousEd or GradCertEChild</td>
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<table>
<thead>
<tr>
<th>Corequisites</th>
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<tr>
<th>Co-badged status</th>
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Unit description

By completing a series of modules, students extend their understanding of the research methods used to explore contemporary issues in a variety of education settings (eg, early childhood, school, workplace, technical and further, and higher education). Students are supported in their learning through guided reading and a series of face to face workshops. For those students who are unable to attend, audio recordings of the workshops are distributed via the unit’s iLearn site.

## 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](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

On successful completion of this unit, you will be able to:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate reseachable questions
can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
understands the limitations of this evidence
can effectively communicate the research and its results to the intended audience
understands how research evidence contributes to knowledge about education policy and practice
understands how to access existing stores of knowledge
understands the nature and characteristics of the various research methodologies that are typically employed in educational research
understands the methods of recruiting participants that can be employed by these methodologies
understands the data collection and analysis techniques that can be employed by these methodologies
understands aspects of design which provide rigor to the research process
understands the ethical principles which shape and guide the research process

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>20%</td>
<td>16 March</td>
</tr>
<tr>
<td>Task 2</td>
<td>20%</td>
<td>6 April</td>
</tr>
<tr>
<td>Task 3</td>
<td>20%</td>
<td>27 April</td>
</tr>
<tr>
<td>Task 4</td>
<td>20%</td>
<td>18 May</td>
</tr>
<tr>
<td>Task 5</td>
<td>20%</td>
<td>8 June</td>
</tr>
</tbody>
</table>

Task 1

Due: **16 March**
Weighting: **20%**

This task enables students to develop ways of describing and classifying forms of educational research.

On successful completion you will be able to:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- understands how research evidence contributes to knowledge about education policy
and practice
• understands how to access existing stores of knowledge
• understands the nature and characteristics of the various research methodologies that are typically employed in educational research
• understands the ethical principles which shape and guide the research process

Task 2
Due: 6 April
Weighting: 20%
This task introduces critical concepts in educational research that enables students to interpret and produce research designs which address critical issues in particular educational contexts.

On successful completion you will be able to:
• understands the methods of recruiting participants that can be employed by these methodologies
• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process

Task 3
Due: 27 April
Weighting: 20%
This task enables student to explore the application of qualitive research methodologies to problems associated with their own professional practice.

On successful completion you will be able to:
• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
• understands the limitations of this evidence
• can effectively communicate the research and its results to the intended audience

Task 4
Due: 18 May
Weighting: 20%
This task enables student to explore the application of non-experimental research methodologies to problems associated with their own professional practice.

On successful completion you will be able to:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate researchable questions
- can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
- understands the limitations of this evidence
- can effectively communicate the research and its results to the intended audience

**Task 5**

**Due:** 8 June  
**Weighting:** 20%

This task enables student to explore the application of experimental and quasi-experimental research methodologies to problems associated with their own professional practice.

On successful completion you will be able to:

- can explore the literature relating to particular aspects of their professional practice
- can identify critical issues which warrant further investigation
- can generate researchable questions
- can design rigorous and ethical studies, employing one or more methodologies, so as to assemble evidence in relation to these issues
- understands the limitations of this evidence
- can effectively communicate the research and its results to the intended audience

**Delivery and Resources**

In order to satisfactorily complete this unit you are required to use the resources supplied to you (eg, readings, workshop podcasts, etc) to complete the five assessment tasks and submit them by their respective submission dates (NB unless an extension has been arranged). Each of these assessment tasks is worth 20% of your final grade for the Unit. There are no word limits on any assessment task.

All required readings, other than those in the text, can be downloaded directly from within each module (NB to read them you will need Adobe Acrobat installed). The textbook for this Unit is:


Copies are available from the Macquarie University Co-operative Bookshop. It is strongly recommended to use Adobe Acrobat to read the textbooks.
recommend that you buy a copy.

There are two “workshops” scheduled for each module. The first is a face to face session (W6B357) in which the content of the module will be reviewed and the assessment tasks discussed. Attendance is recommended but not compulsory. These sessions will be recorded and distributed via the Unit’s ilearn site for those unable to attend (ie Podcast). The second “workshop” is a pre-recorded session (ie Podcast only) in which researchers from the across the University discuss their work. Please see the Schedule of Activities (below) for the timing of these “workshops”.

### Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Begins</th>
<th>Workshops</th>
<th>Module – Assessment task due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23 February</td>
<td>Workshop 1 – Monday 23 February</td>
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<tr>
<td></td>
<td></td>
<td>W6B357/Podcast</td>
<td>Module 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greg Robertson</td>
<td>Introduction to research</td>
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<td></td>
<td></td>
<td></td>
<td>Task 1 – due Monday 16 March</td>
</tr>
<tr>
<td>2</td>
<td>3 March</td>
<td>Workshop 2 – Podcast only</td>
<td></td>
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<td></td>
<td></td>
<td>John Elias</td>
<td></td>
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<tr>
<td>3</td>
<td>9 March</td>
<td>No workshop</td>
<td></td>
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<td>4</td>
<td>16 March</td>
<td>Workshop 3 – Monday 16 March</td>
<td>Module 2</td>
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<td></td>
<td></td>
<td>W6B357/Podcast</td>
<td>Foundation concepts</td>
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<td></td>
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<td>Greg Robertson</td>
<td></td>
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<tr>
<td>5</td>
<td>23 March</td>
<td>Workshop 4 - Podcast only</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Alma Fleet and George Cooney</td>
<td>Task 2 – Monday 6 April</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Event Description</td>
<td></td>
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<tr>
<td>6</td>
<td>30 March</td>
<td>No workshop</td>
<td></td>
</tr>
</tbody>
</table>
| 7   | 6 April     | Workshop 5 – Tuesday 7 April
W6B357/Podcast
Greg Robertson |
| 8   | 13 April    | Workshop 6 - Podcast only
Ian Gibson |
| 9   | 20 April    | No workshop                                                                        |
| 10  | 27 April    | Workshop 7 – Tuesday 28 April
W6B357/Podcast
Greg Robertson |
| 11  | 4 May       | Workshop 8 - Podcast only
Jennifer Bowes and John Hedberg |
| 12  | 11 May      | No workshop                                                                        |
| 13  | 18 May      | Workshop 9 – Monday 18 May
W6B357/Podcast
Greg Robertson |
| 14  | 25 May      | Workshop 10 - Podcast only
Mike Mitchelmore and Joanne Mulligan |

### Module 3
Qualitative approaches

Task 3 – Monday 27 April

### Module 4
Nonexperimental Quantitative and Mixed Designs

Task 4 – due Monday 18 May

### Module 5
Experimental, Quasi-Experimental and Single Case Designs

Task 5 – due Monday 8 June
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

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.

Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help. When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• understands the limitations of this evidence
• understands the ethical principles which shape and guide the research process

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

• understands how research evidence contributes to knowledge about education policy and practice
• understands how to access existing stores of knowledge
• understands the nature and characteristics of the various research methodologies that are typically employed in educational research
• understands the methods of recruiting participants that can be employed by these methodologies
• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes
• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• understands the limitations of this evidence
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• can generate researchable questions
• can design rigorous and ethical studies, employing one or more methodologies, so as
assemble evidence in relation to these issues
• understands the limitations of this evidence
• can effectively communicate the research and its results to the intended audience
• understands how research evidence contributes to knowledge about education policy and practice
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• understands the nature and characteristics of the various research methodologies that are typically employed in educational research
• understands the methods of recruiting participants that can be employed by these methodologies
• understands the data collection and analysis techniques that can be employed by these methodologies
• understands aspects of design which provide rigor to the research process
• understands the ethical principles which shape and guide the research process

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome
• can effectively communicate the research and its results to the intended audience

PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes
• can explore the literature relating to particular aspects of their professional practice
• can identify critical issues which warrant further investigation
• understands the ethical principles which shape and guide the research process