



FOHS700

Research Frontiers in Human Sciences

S2 Evening 2018

Human Sciences Faculty level units

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General Information

Unit convenor and teaching staff

Mitch Parsell

mitch.parsell@mq.edu.au

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit is designed to engage students with current research in the Human Sciences. This is a shell unit in which a number of activities can be undertaken. Activities may include such things as seminar attendance along with directed reading of research papers in readiness for seminars, and the discussion and critiquing of research topics; or the introduction to new laboratory or clinical techniques with preparatory reading, hands-on experience and a final report. Individual learning contracts will be negotiated with each candidate. Presentation of a seminar and a written report based on work undertaken will be the minimum requirements for completion of this unit.

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:

Acquire a coherent and advanced knowledge of current research in an area of human sciences

Synthesize and analyze information from a variety of sources.

Develop a series of research questions and a rationale for those questions

Identify and discuss complex problems with intellectual independence.

Articulate clearly a coherent argument in written and oral form to a variety of audiences.

Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline in science.

Work in cooperation and collaboration with others.

Demonstrate high standards of ethical conduct in a research activity.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------|-----------|--------|----------------|
| <u>Learning Contract</u> | 20% | No | Friday Week 4 |
| <u>Presentation</u> | 30% | No | TBA |
| <u>Written Report</u> | 50% | No | Friday Week 12 |

Learning Contract

Due: **Friday Week 4**

Weighting: **20%**

This is PASS/FAIL

Each student will complete a Learning Contract using the template available on the iLearn website. In particular, your Learning Contract will identify a specific schedule of five seminars you will attend during the session.

Examples of Learning Contracts from previous offerings of the unit are available on the iLearn website.

Assessment criteria: clear, achievable and well-articulated goals aligned to the identified learning activities and achievements.

Students whose learning contract is deemed unsatisfactory will be asked to revise and resubmit.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of current research in an area of human sciences
- Develop a series of research questions and a rationale for those questions
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Demonstrate high standards of ethical conduct in a research activity.

Presentation

Due: **TBA**

Weighting: **30%**

Each student will present for 15 minutes or provide a virtual presentation of equivalent duration. Your presentation should answer the following questions:

1. What seminars have you attended so far this session?

2. Why did you choose those seminars?
3. What did you learn from attending those seminars?
4. How has your attendance at those seminars informed your thinking about research?

Assessment criteria: your presentation will be assessed according to the rubric on page 6 of this unit guide. In the case of virtual presentations the rubric can be negotiated with the convenor.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of current research in an area of human sciences
- Synthesize and analyze information from a variety of sources.
- Develop a series of research questions and a rationale for those questions
- Identify and discuss complex problems with intellectual independence.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline in science.
- Work in cooperation and collaboration with others.
- Demonstrate high standards of ethical conduct in a research activity.

Written Report

Due: **Friday Week 12**

Weighting: **50%**

Length: 2500 words (+/- 10%)

Each student will write a report which outlines the following:

1. their chosen research topic
2. how they have explored that topic (through seminar attendance and other activities)
3. their proposed research questions
4. the rationale for those research questions

Assessment criteria: your report will be assessed according to the rubric presented below.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of current research in an area of human sciences
- Synthesize and analyze information from a variety of sources.
- Develop a series of research questions and a rationale for those questions

- Identify and discuss complex problems with intellectual independence.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline in science.
- Work in cooperation and collaboration with others.
- Demonstrate high standards of ethical conduct in a research activity.

Delivery and Resources

There will be three compulsory sessions spread throughout the session in which students will learn: about the aims and structure of the unit; how to critically evaluate presentations; how to develop research questions; and how to identify if a research question is researchable.

Students are also expected to attend (either in person or “virtually”) a minimum of five seminars throughout the semester.

Please see [iLearn](#) for details.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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/>

Learning Skills

Learning Skills (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](#)
- [Ask a Learning Adviser](#)

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://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.

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

- Develop a series of research questions and a rationale for those questions
- Work in cooperation and collaboration with others.
- Demonstrate high standards of ethical conduct in a research activity.

Assessment task

- Written Report

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

- Acquire a coherent and advanced knowledge of current research in an area of human sciences
- Synthesize and analyze information from a variety of sources.
- Develop a series of research questions and a rationale for those questions
- Identify and discuss complex problems with intellectual independence.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline in science.
- Work in cooperation and collaboration with others.

Assessment tasks

- Learning Contract
- Presentation
- Written Report

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

- Acquire a coherent and advanced knowledge of current research in an area of human sciences
- Synthesize and analyze information from a variety of sources.
- Develop a series of research questions and a rationale for those questions
- Identify and discuss complex problems with intellectual independence.
- Work in cooperation and collaboration with others.

Assessment tasks

- Learning Contract
- Presentation
- Written Report

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

- Synthesize and analyze information from a variety of sources.
- Develop a series of research questions and a rationale for those questions
- Identify and discuss complex problems with intellectual independence.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.

Assessment tasks

- Learning Contract
- Presentation
- Written Report

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 outcomes

- Synthesize and analyze information from a variety of sources.
- Identify and discuss complex problems with intellectual independence.
- Articulate clearly a coherent argument in written and oral form to a variety of audiences.
- Develop a high level of oral, written, and technological communication skills, with specialisation for the specific needs of a discipline in science.
- Work in cooperation and collaboration with others.

Assessment tasks

- Presentation
- Written Report

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

- Develop a series of research questions and a rationale for those questions
- Work in cooperation and collaboration with others.
- Demonstrate high standards of ethical conduct in a research activity.

Assessment tasks

- Presentation
- Written Report

Rubrics

Presentations Rubric

| Criteria | Excellent | Good | Satisfactory | Poor |
|---|--|--|---|------------------------|
| Rationale for seminar attendance | Clearly explains rationale for attending chosen seminars | Some rationale for attending chosen seminars, but could be developed further | Minimal attempt to present a rationale for seminar attendance | No rationale presented |

| | | | | |
|---|---|---|---|--|
| What has been learnt from seminars? | Learning gained from attending seminars clearly identified and critically evaluated | Some reference to learning gained from attending seminars made, but links not always clear | Minimal reference to learning gained from attending seminars | Learning not informed by seminars |
| Developing understanding of research issue | Report clearly identifies how seminars have informed a developing understanding of research issue | Report identifies some ways that seminars have informed a developing understanding of research issue, though not always clear | Report makes minimal reference to how seminars have informed a developing understanding of research issue | Report does not refer to how seminars have informed a developing understanding of research issue |
| Organisation and emphasis | Clear and coherent structure and appropriate emphasis throughout | Clear structure with appropriate emphasis in main points | Basic structure | No structure or inappropriate emphasis |
| Artefacts | PP slides clear and well presented, enhancing the presentation | PP slides make a good contribution to the presentation | PP slides make minimal contribution to presentation | PP slides detract from effectiveness of presentation |
| Verbal communication | High level of verbal communication which is clear and appropriate to the audience | Good level of verbal communication clear but not always appropriate to audience | Verbal communication is appropriate but not always clear | Unclear and/or inappropriate verbal communication |
| Timing | Well paced with appropriate timing throughout | Most sections are well paced | Some sections too lengthy or rushed | Poorly timed throughout |

Written Report Rubric

| Criteria | Excellent | Good | Satisfactory | Poor |
|--|--|--|--|--|
| Identifies chosen research topic | Chosen topic clearly identified and concisely described | Chosen topic identified but could be more clearly or concisely described | Only a basic attempt to identify and describe chosen topic | Topic not identified or described |
| Chosen topic is informed by seminars, etc | Demonstrates clearly how chosen topic is informed by seminars, etc | Reference to seminars, etc made but links not always clear | Only a basic reference to seminars, etc | Chosen topic not informed by seminars, etc |
| Identifies research question(s) | Research questions are explicitly stated | | Only a basic reference to research questions | No mention of research questions |

| | | | | |
|--|---|--|--|---|
| Provides a rationale for research question(s) | Clear, detailed and succinct rationale | Rationale provided but could be more clearly developed | Only a basic rationale for research questions | No rationale for research questions |
| Structure | Clear introduction and conclusion with relevant material throughout | Clear introduction and conclusion, but some irrelevant material | Relevant material but introduction and/or conclusion unclear | No direction or structure |
| Synthesis and analysis | Clear, critical and succinct synthesis and analysis of literature from a variety of sources | Clear synthesis of literature from a variety of sources but needs more analysis | Minimal synthesis and analysis; sources lack variety | No engagement with literature |
| Development | Report clearly identifies developing understanding of research issue | Report identifies some developing understanding of research issue, though not always clear | Report makes minimal reference to developing understanding of research issue | Report does not refer to developing understanding of research issue |
| Ethical conduct | APA style used correctly throughout | | APA style used correctly in most places; minor errors | APA style not used or used incorrectly throughout |