

EDST5448

Educational Research

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will develop an understanding of research in education. This will be achieved through exploring different research traditions, research ethics, the research process including issues of validity and reliability, a variety of both qualitative and quantitative research approaches and methodologies used in educational research, the management and analysis of data, and critical thinking and different genres of writing education research and findings. The course will prepare you for conducting your own research project including issues of identifying and formulating a research question, selecting and applying appropriate research approaches and methods of inquiry and in presenting the results of your research.

Course Learning Outcomes

1. Critically analyse the major approaches used in conducting research in education
2. Identify the relationship between theory, research questions and methodology
3. Discuss and analyse the strengths and limitations of different research methods
4. Write a research proposal that includes key elements and highlights the research question, methodology and design.

Teaching Strategies

Teaching strategies: The course is delivered online and provides a flexible learning environment for students. Within this learning environment students will engage with course material through online lectures that incorporate material presented by a variety of experts in education. Online weekly activities will use a range of teaching strategies to encourage students to engage in critical thinking and problem solving in the application of a range of research methods in the investigation of educational contexts. Online discussion forums will allow students to engage in collaborative inquiry, challenging and refining ideas and sharing current practice. Self-directed reading will broaden student understanding of the range of research methods that can be applied to investigate educational contexts. The preparation of written assignments will draw on student reflection of a range of research methods appropriate in investigations of educational contexts.

Rationale: The course is delivered online to provide you with flexibility to engage in individual and collaborative inquiry. The teaching approach is informed by recent research and practice on student thinking and learning and effective teaching which has emphasised the importance of the student perspective.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Online Quiz	40%	11/03/2022 05:00 PM	1, 2, 3
2. Research Proposal	60%	29/04/2022 05:00 PM	4

Assessment 1: Online Quiz

Start date: 01/03/2022 05:00 PM

Due date: 11/03/2022 05:00 PM

Students will take an online quiz consisting of 30 multiple choice items

Additional details

Students will take an online quiz consisting of about 30 items (item format: multiple choices). The questions will be based on the textbook (Cohen et al, 2018): Chapter 17 (Surveys, Longitudinal, Cross-Sectional and Trend Studies) and Chapter 19 (Case Studies). The quiz is designed in a way that if students read these two chapters carefully, they will do well in the quiz.

- **Delivery:** Moodle quiz
- **Mode of quiz items:** Multiple-choice items
- **Number of quiz items:** About 30 items
- **Response format:** (a) All that apply or (b) Choose one option
- **Number of quiz response option:** The quiz items will have four to ten response options
- **Scores:** The scores will be immediately available to the students
- **Feedback:** Students will also receive feedback on each item. The feedback will contain (a) the correct and wrong answers and (b) explanations and comments about the answers.

Assessment 2: Research Proposal

Due date: 29/04/2022 05:00 PM

2000-word Research Proposal

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Several practical scenarios will be presented to students as a background for developing a research proposal. Students will choose **one practical scenario**, design a research study, and then write a research proposal. In choosing the scenario, you do not have to select your program discipline. The scenario descriptions are rather general so that students can contextualize and add more detail (e.g., grade level, subject domain) to the practical scenario in preparing their research proposal. Students can develop their own practical scenario as well. It is expected that students will develop one or two research question(s).

There are no right/wrong answers or better/worse research methods in developing a research proposal. The important aspects of this assessment are: (a) quality of the rationale(s) for the study, (b) consistency between the research rationale(s) and the chosen method, and (c) demonstration of the understanding of critical elements of the chosen method.

Proposal Structure	Relevant course week
Project title [5-30 words]	
Brief literature review [about 400 words]	Week 2
Rationale of your research [about 100 words]	Week 2
Research question(s) [about 100 words]	Week 2
Research design [about 100 words] <ul style="list-style-type: none"> • Case study design • Experimental design • Cross-sectional design • Longitudinal design 	Week 3
Elements of the research process <ol style="list-style-type: none"> 1. Description of the research participants (sample) [about 150 words] 2. Population and sampling method [about 150 words] 3. Logistics/Preparation for data collection [about 150 words] 4. Ethics [about 150 words] 	Week 4
Data collection method [about 400 words] (Choose only one): <ul style="list-style-type: none"> • Interview • Observation • Questionnaire • Experiment 	Weeks 5 & 6
Data analysis [about 300 words] <ul style="list-style-type: none"> • Qualitative approach and/or Quantitative approach 	Weeks 7 & 8
References	

The online activities and lectures have been selected and designed to scaffold you in the writing of this task so please refer to each module's readings and resources. It is expected that you will read beyond the readings supplied for this course. You can (and are expected) to re-use readings you have used in other courses in MEd or MEd Lead, but please remember that you cannot recycle your own writing as submitted for other assignments in this degree at UNSW or any other degree/course you have taken, either here or elsewhere (this is called 'self-plagiarism', and you can find information about it here: <https://student.unsw.edu.au/plagiarism>). You may very well also have to read beyond the materials from other courses, and to help you do this, the UNSW library offers plenty of resources – please see information here: <http://info.library.unsw.edu.au>

RUBRIC/FEEDBACK SHEET

EDST5448 EDUCATIONAL RESEARCH

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Online Quiz

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear understanding of the nature of research • Clear understanding of different ways to design research methods 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstration of the ability to distinguish different types of research designs • Depth of understanding of strengths and weaknesses of various research designs 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to evaluate different types of analytic techniques • Understand research methods terminology • Application of research methods to practical scenarios 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • N/A 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • N/A 					

Specific Criteria	(-)—————>(+)
General comments/recommendations for next time:	

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET

EDST5448 EDUCATIONAL RESEARCH

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Research Proposal

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear understanding of the nature of research • Clear understanding of the purpose of a literature review • Clear understanding of different ways to develop research methods • Understanding of the selected scenario and its relationship to relevant areas of theory, research, and practice • Cohesion between research questions and research design • Cohesion between data collection and data analysis 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of the research literature • Depth of understanding of different types of research designs and research processes • Depth of understanding of connections between data collection and analysis • Extent to which each of the components was addressed adequately 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements in the literature review • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements about 					

Specific Criteria	(-)—————>(+)				
<p>the research design</p> <ul style="list-style-type: none"> • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the data collection and analysis plan 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Clarity and coherence of organisation • Use of section headings and summaries as appropriate to enhance readability • Clarity and appropriateness of sentence and paragraph structure • Clarity and coherence within and across paragraphs 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency, and appropriateness of written expression 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Online Activity	Introduction to Educational Research <ul style="list-style-type: none">• What is research?• Types of research methodologies Textbook Reading Main: Cohen et al. (2018) Chapter 1 (pp. 1-22; 41-48) Supplementary: Bryman (2016) Chapter 1
Week 2: 21 February - 25 February	Online Activity	Literature Review <ul style="list-style-type: none">• Reviewing the literature• Developing research questions Textbook Reading Supplementary: Bryman (2016) Chapters 4, 5
Week 3: 28 February - 4 March	Online Activity	Research Design <ul style="list-style-type: none">• Case study design• Experimental design• Cross-sectional design• Longitudinal design Textbook Reading Main: Cohen et al. (2018) Chapters 17, 19, 20

		Supplementary: Bryman (2016) Chapter 3
Week 4: 7 March - 11 March	Online Activity	<p>Research Planning</p> <ul style="list-style-type: none"> • Overall planning of a research project • Population, sample, sampling methods • Ethics application and approval <p>Textbook Reading</p> <p>Main: Cohen et al. (2018) Chapters 7, 11, 12</p> <p>Supplementary: Bryman (2016) Chapters 4, 6, 8, 18</p>
Week 5: 14 March - 18 March	Online Activity	<p>Data Collection Method: Part 1</p> <ul style="list-style-type: none"> • Interview • Observation <p>Textbook Reading</p> <p>Main: Cohen et al. (2018) Chapters 25, 26</p> <p>Supplementary: Bryman (2016) Chapters 9, 12, 20</p>
Week 6: 21 March - 25 March	Online Activity	<p>Data Collection Method: Part 2</p> <ul style="list-style-type: none"> • Questionnaire • Experiment <p>Textbook Reading</p> <p>Main: Cohen et al. (2018) Chapters 20, 24</p> <p>Supplementary: Bryman (2016) Chapters 10, 11</p>
Week 7: 28 March - 1 April	Online Activity	<p>Data Analysis:</p> <ul style="list-style-type: none"> • Qualitative research approach <p>Textbook Reading</p> <p>Main: Cohen et al. (2018) Chapters 32, 34</p> <p>Supplementary: Bryman (2016) Chapters 13, 17, 24</p>
Week 8: 4 April - 8 April	Online Activity	<p>Data Analysis:</p> <ul style="list-style-type: none"> • Quantitative research approach

		Textbook Reading Main: Cohen et al. (2018) Chapter 38 Supplementary: Bryman (2016) Chapter 15
Week 9: 11 April - 15 April	Online Activity	Developing research questions & Writing up a research proposal Textbook Reading Supplementary: Bryman (2016) Chapter 29
Week 10: 18 April - 22 April	Online Activity	Same as Week 9

Resources

Prescribed Resources

Main Textbook:

Cohen, L., Manion, L. and Morrison, K. (2018). *Research Methods in Education* (8th ed). London: Routledge.

Supplementary Textbook:

Bryman, A. (2016). *Social research methods*. Oxford, UK: Oxford University Press.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.

Readings for each module in this course mainly come from these textbooks. The content of these books is largely the same and students can use any one of these three. The books are available through the UNSW Library and for purchase in the UNSW Bookshop. Additional readings and resources will also be provided on Moodle.

Course Evaluation and Development

Most students responded positively about the online mode of this course, but some students expressed a need for more “human” contact time with peers. As a result, a new discussion forum chat room has been set up for students to share their research ideas early in the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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