UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5448
Educational Research

Term 1, 2019

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website,
https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5448 Educational Research (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor Jihyun Lee
Office Location: John Goodsell Rm 112
Email: jihyun.lee@unsw.edu.au
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Availability: Email for appointment

Other Teaching Staff: Dr Richard Niesche
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Availability: Email for appointment

3. COURSE DETAILS

Course Name	Educational Research
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Term 1 Fully online http://classutil.unsw.edu.au/EDST_T1.html#EDST

SUMMARY AND AIMS OF 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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- This is a new course for 2019

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

STUDENT LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

Standard		Assessment
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

1. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

2. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
O Week **11 Feb**	**Introduction and overview of the course, self-assessment rubric**
Module 1 **18 Feb**	**Introduction to educational research** • Research ethics • Research paradigms
Module 1 (cont.) **25 Feb**	**Introduction to Educational Research (cont.)** • Reviewing the literature • Defining a research 'problem' • Exploring theoretical and critical approaches to educational research
Module 2 **4 March**	**Planning Educational Research** • Developing research questions • Research planning • Sampling, validity and reliability
Module 3 11 March	**Research Design** • Overview of Qualitative approaches • Overview of Quantitative approaches
Module 3 (cont.) **18 March**	**Research Design (cont.)** • Case studies • Action research • Meta-analysis/systemic reviews • Critical Discourse analysis • Theoretical research
Module 4 **25 March**	**Research Methods** • Interviews • Focus Groups
Module 4 (cont.) **1 April**	**Research methods (cont.)** • Observations • Discourse and document analysis
Module 4 (cont.) **8 April**	**Research methods (cont.)** • Experiments • Surveys • Tests
Module 5 **15 April**	**Data analysis**
Module 5 (cont.) **22 April**	**Writing a research proposal**

3. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Module activities	3000 words	60%	1, 2, 3, 4	1, 2 ,3, 4, 5, 6	Friday 19th April 2019, 5pm
2. Research proposal	2000 words	40%	1, 2, 3, 4	1, 2 ,3, 4, 5, 6	Friday 3 May 2019, 5pm

Assessment Details:

Assessment Task 1. Module activities 60% (Details on Moodle)

This assessment task is comprised of 3 different but related activities. Instructions and assessment rubrics will be provided on the Moodle site:

Part A: Conceptualising research – title/defining a research problem:

Length: 1500 words (including references)

Due end week 3 (Friday 8 March 5.00pm)

Part B: Linking research problem to research design

Length: 500 words (including references)

Due end Week 5 (Friday 22 March 5.00pm)

Part C: Identify and provide details of proposed method

Length: 1000 words (including references)

Due end week 9 (Friday 19 April 5.00pm)

Assessment Task 2. Research proposal 40%
Length: 2000 words (plus references)

Due: 5pm Friday 3 May, 2019

Task Description:

This task is designed for you to complete a research proposal for a research project in education based on the scaffolding activities undertaken each week throughout EDST5448. This is a project you might conduct as a part of EDST5888. The proposal should be comprised of the following:

1. Project title
2. Introduction
3. Aims, background and significance
4. Brief literature review
5. Research design – research question(s)/methods/methodology
6. Data analysis – reporting and analysing results
7. Ethical issues, and limitations of the proposed research
8. References (not included in word count)

The online activities and lectures have been selected and designed to scaffold you in the writing of this task so please refer back 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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5448: Educational Research

Student Name: Student No.:

Assessment task 2: Research Proposal

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of educational research and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • extent to which each of the components was addressed adequately • coordination and cohesion between sections, particularly research problem and research design					
Depth of analysis and/or critique in response to the task • depth of understanding of research methodology, methods, and underlying issues • adequacy of consideration of ethical and positional issues					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature on the chosen topic; resources are current and relevant					
Structure and organisation of essay • appropriateness of overall structure of essay • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and consistency of use of APA style • clarity, consistency and appropriateness of writing conventions • clarity and consistency in the format of the plan • clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

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 contextualize 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.**

4. RESOURCES

Textbook:

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

Required readings for each module in this course come from this textbook. Links to these will be provided on Moodle. Additional readings and resources will also be provided on Moodle. This book is available online through the UNSW Library and also for purchase in the UNSW Bookshop.