



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5448 (EDST5031)
Educational Research

Term 3 2020

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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 Bedegal 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 (EDST5031) Educational Research (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Convenor: Dr Meghan Stacey
Office Location: Morven Brown Building, G18
Email: m.stacey@unsw.edu.au
Availability: Email to arrange an 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	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY 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 education 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:

- Scaffolding for assessment tasks has been modified to support the course's expanded cohort, and opportunities for peer to peer discussion and collaboration have been enhanced.

STUDENT LEARNING OUTCOMES

Outcomes	Assessment/s
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	2

PROGRAM LEARNING OUTCOMES

Outcomes	Assessment/s
1 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 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 Demonstrate advanced critical thinking and problem-solving skills	1, 2
4 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5 Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6 Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. 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.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Reading
Week 1	Introduction to Educational Research	<i>Please see below and on Moodle for weekly reading material</i>
Week 2	Literature Review	
Week 3	Design and Planning	
Week 4	Sampling and Ethics	
Week 5	Data Collection Methods 1	
Week 6	Data Collection Methods 2	
Week 7	Qualitative Data Analysis	
Week 8	Quantitative Data Analysis	
Weeks 9 & 10	Writing Your Research Proposal	

7. RESOURCES

Main Textbook:

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

Purchase links:

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781138209886>
<https://unswbookshop.vitalsource.com/products/-v97811315456515>

Alternative Textbook:

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

Note: The content of these books is very similar, and students can use either. Both books are available through the UNSW Library and for purchase in the UNSW Bookshop, however please note that only Cohen et al. (2018) is available through the library as an e-book (hence why it is the course's main textbook). A detailed reading outline covering both options can be found on Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment task 1 – Critical analysis	2000 words	40%	1, 2, 3	1, 2 ,3, 4, 5, 6	12 th October 2020 by 5pm
Assessment task 2 – Research proposal	2000 words	60%	1, 2, 3, 4	1, 2 ,3, 4, 5, 6	23 rd November 2020 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment Task 1. Critical analysis of a research report 40%

Length: No more than 2000 words (excluding references)

Task Description: Students will be presented with three journal articles from which to choose **one** to respond to the guiding questions below. Alternatively, students (especially EdD candidates) may choose to use a different journal article for this assessment, that is more closely tied to their topic area.

Guiding questions:

1. What are the aspects of this study that qualify it as research? [about **200 words**] (Week 1)
2. Describe the research aims and research questions [about **100 words**] (Week 2)
3. Critical evaluation of the literature review of the study (Week 2)
 - a. Summarise the literature review presented in the study [about **200 words**]
 - b. What were the strengths and weaknesses of this literature review? [about **150 words**]
 - c. What were the conceptual or theoretical rationales for the study? In other words, what did the researchers say about the reasons that led them to conduct this research? [about **150 words**]
 - d. What was the significance of the study that the authors stated? [about **100 words**]
4. About the research design (Week 3)
 - a. What is the research design that this journal article is based on? Describe the characteristics of this research design [about **250 words**]
 - b. What were the strengths and weaknesses of this research design? [about **300 words**]
 - c. Analyse the coherence of the research design in relation to the research questions, aims and rationale provided by the author/s. [about **200 words**]
 - d. Choose one alternative research design and describe how it could improve, benefit, augment, or further elaborate the research method(s) and research outcomes of the study [about **300 words**]

Journal articles:

- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.
- Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education*, 74, 62-71.
- Könings, K. D., van Zundert, M., & van Merriënboer, J. J. (2019). Scaffolding peer-assessment skills: Risk of interference with learning domain-specific skills? *Learning and Instruction*, 60, 85-94.

Assessment Task 2. Research proposal 60%

Length: No more than 2000 words (excluding references)

Task Description: Several practical scenarios will be presented to students as a stimulus for developing a research proposal. Students should choose **one practical scenario, design a research study, and then write a research proposal**. The scenario descriptions are rather general and should be seen as a springboard from which to build, contextualize and add more detail (e.g., grade level, subject domain, location of the study). Students (especially EdD candidates) **may also use/develop their own scenario** for the proposal.

The proposal should include:

1. Project title [between **5-30 words**]
2. Brief literature review [about **400 words**] (Week 2)
3. Rationale of your research [about **100 words**] (Week 2)
4. Research question(s) [about **100 words**] (Week 2)
5. Research design [about **100 words**] (Week 3)
6. Elements of the research process [about **600 words**] (Week 4)
 - a. Description of the research participants (sample) [about **150 words**]
 - b. Population and sampling method [about **150 words**]
 - c. Process of data collection [about **150 words**]
 - d. Ethics [about **150 words**]
7. Plan for the data collection method(s) [about **400 words**] (Weeks 5 & 6)
8. Plan for the data analysis [about **300 words**] (Weeks 7 & 8)
9. 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 also expected that you will read beyond the readings supplied for this course.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5448 (EDST5031) Educational Research

Student Name:
 Assessment task 1: **Critical analysis**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of educational research and the key concepts involved <ul style="list-style-type: none"> • Clear understanding of the nature of research • Clear understanding of the purpose of literature review • Clear understanding of different ways to design research methods 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of strengths and weaknesses of the literature review of a particular study • Depth of understanding of strengths and weaknesses of the research design of a particular study 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of proper citation of relevant sources and textbooks to link the statements about the literature review • Demonstration of proper citation of relevant sources and textbooks to link the statements about the research design 					
Structure and organisation <ul style="list-style-type: none"> • Appropriateness of the overall structure • 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 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency and appropriateness of written expression 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: (/20 (Masters); meets/does not meet requirements (EdD)) **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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5448 (EDST5031) Educational Research

Student Name:
 Assessment task 2: **Research proposal**

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of educational research and the key concepts involved <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 					
Depth of analysis and/or critique in response to the task <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 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of proper citation of relevant sources and textbooks to link the statements in the literature review • Demonstration of proper citation of relevant sources and textbooks to link the statements about the research design • Demonstration of proper citation of relevant sources and textbooks to link the data collection and analysis plan 					
Structure and organisation <ul style="list-style-type: none"> • Appropriateness of the overall structure • 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 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency and appropriateness of written expression 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: (/20 (Masters); meets/does not meet requirements (EdD)) **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 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.**