



**UNSW**  
SYDNEY

School of Education

EDST5448 Educational Research/  
EDST5031 Research Methods 1

Term 2 2021

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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 Design and Architecture  
 School of Education  
 EDST5448 Educational Research (6 units of credit)  
 Term 2 2021

## 2. STAFF CONTACT DETAILS

Course Convenor: Professor Jihyun Lee  
 Office Location: G44, Morven Brown Building  
 Email: [Jihyun.lee@unsw.edu.au](mailto:Jihyun.lee@unsw.edu.au)  
 Availability: Email to arrange an appointment.

## 3. COURSE DETAILS

<b>Course Name</b>	Educational Research
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST5448T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST5448T1</a>

## 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:

- 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.

## 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	Cohen et al. (2018)	Bryman (2016)
Week 1	<b>Introduction to Educational Research</b> <ul style="list-style-type: none"> <li>What is research?</li> <li>Types of research methodologies</li> </ul>	Chap 1 (pp. 1-22; 41-48)	Chap 1
Week 2	<b>Literature Review</b> <ul style="list-style-type: none"> <li>Reviewing the literature</li> <li>Developing research questions</li> </ul>		Chap 4, 5
Week 3	<b>Research Design</b> <ul style="list-style-type: none"> <li>Case study design</li> <li>Experimental design</li> <li>Cross-sectional design</li> <li>Longitudinal design</li> </ul>	Chap 17, 19, 20	Chap 3
Week 4	<b>Research Planning</b> <ul style="list-style-type: none"> <li>Overall planning of a research project</li> <li>Population, sample, sampling methods</li> <li>Ethics application and approval</li> </ul>	Chap 7, 11, 12	Chap 4, 6, 8, 18
Week 5	<b>Data Collection Method: Part 1</b> <ul style="list-style-type: none"> <li>Interview</li> <li>Observation</li> </ul>	Chap 25, 26	Chap 9, 12, 20
Week 6	<b>Data Collection Method: Part 2</b> <ul style="list-style-type: none"> <li>Questionnaire</li> <li>Experiment</li> </ul>	Chap 20, 24	Chap 10, 11
Week 7	<b>Data Analysis:</b> Qualitative research approach	Chap 32, 34	Chap 13, 17, 24
Week 8	<b>Data Analysis:</b> Quantitative research approach	Chap 38	Chap 15
Weeks 9 & 10	<b>Developing research questions</b> <b>Writing up a research proposal</b>		Chap 29

Cohen et al. (2018)

Chapter 17: Surveys, Longitudinal, Cross-Sectional and Trend Studies

Chapter 19: Case studies

Chapter 20: Experiments

Chapter 7: Ethics

Chapter 11: Planning

Chapter 12: Sampling

Chapter 25: Interviews

Chapter 26: Observation

Chapter 20: Experiments

Chapter 24: Questionnaire

Chapter 32: Approaches to qualitative data analysis

Chapter 34: Content analysis and grounded theory

Chapter 38: Approaches to quantitative data analysis

## 7. RESOURCES

### Main Textbook:

Cohen, L., Manion, L. and Morrison, K. (2018). *Research Methods in Education* (8<sup>th</sup> 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.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1: Online Quiz through Moodle	30 items (multiple-choice test)	40%	1-3	1-6	Friday Week 4 by 5pm
Task 2: Research Proposal	2000 words (excluding references)	60%	1-4	1-6	Friday Week 11 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 1: Online Quiz (40%)

**Task Description:** 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 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 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 have the opportunity to 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.

<b>Proposal Structure</b>	<b>Relevant course week</b>
1. Project title [ <b>5-30 words</b> ]	
2. Brief literature review [about <b>400 words</b> ]	Week 2
3. Rationale of your research [about <b>100 words</b> ]	Week 2
4. Research question(s) [about <b>100 words</b> ]	Week 2
5. Research design [about <b>100 words</b> ] <ul style="list-style-type: none"> <li>• Case study design</li> <li>• Experimental design</li> <li>• Cross-sectional design</li> <li>• Longitudinal design</li> </ul>	Week 3
6. Elements of the research process a. Description of the research participants (sample) [about <b>150 words</b> ] b. Population and sampling method [about <b>150 words</b> ] c. Logistics/Preparation for data collection [about <b>150 words</b> ] d. Ethics [about <b>150 words</b> ]	Week 4
7. Data collection method [about <b>400 words</b> ] (Choose only one): <ul style="list-style-type: none"> <li>• Interview</li> <li>• Observation</li> <li>• Questionnaire</li> <li>• Experiment</li> </ul>	Weeks 5 & 6
8. Data analysis [about <b>300 words</b> ] <ul style="list-style-type: none"> <li>• Qualitative approach and/or Quantitative approach</li> </ul>	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 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/ EDST5031 Research Methods 1

Student Name:  
Assessment task 1: **Online quiz**

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 1.5em;">→</span> (+)				
<b>Understanding of educational research and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of research</li> <li>• Clear understanding of different ways to design research methods</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstration of the ability to distinguish different types of research designs</li> <li>• Depth of understanding of strengths and weaknesses of various research designs</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Ability to evaluate different types of analytic techniques</li> <li>• Understand research methods terminology</li> <li>• Application of research methods to practical scenarios</li> </ul>					
<b>Structure and organisation</b>  N/A					
<b>Presentation of response according to appropriate academic and linguistic conventions</b>  N/A					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:  
Recommended:        /20        (FL PS CR DN HD)

Date:  
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 Educational Research/ EDST5031 Research Methods 1

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

Student No.:

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of educational research and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of research</li> <li>• Clear understanding of the purpose of a literature review</li> <li>• Clear understanding of different ways to develop research methods</li> <li>• Understanding of the selected scenario and its relationship to relevant areas of theory, research and practice</li> <li>• Cohesion between research questions and research design</li> <li>• Cohesion between data collection and data analysis</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of the research literature</li> <li>• Depth of understanding of different types of research designs and research processes</li> <li>• Depth of understanding of connections between data collection and analysis</li> <li>• Extent to which each of the components was addressed adequately</li> </ul>			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements in the literature review</li> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements about the research design</li> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the data collection and analysis plan</li> </ul>			
<b>Structure and organisation</b> <ul style="list-style-type: none"> <li>• Clarity and coherence of organisation</li> <li>• Use of section headings and summaries as appropriate to enhance readability</li> <li>• Clarity and appropriateness of sentence and paragraph structure</li> <li>• Clarity and coherence within and across paragraphs</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity and appropriateness of vocabulary use, spelling, punctuation</li> <li>• Clarity, consistency and appropriateness of written expression</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

Lecturer:  
Recommended:        /20        (FL PS CR DN HD)

Date:  
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.**