UNSW AUSTRALIA | Arts & Social Sciences

School of Education

EDST5888 Project

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 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
EDST 5888 Project (6 units of credit)
Term 1, 2019

Course Coordinators:	Dr Paul Evans (from 1 February)
Office Location:	John Goodsell, Level 1
Email:	paul.evans@unsw.edu.au
Availability:	Email for consultation times

2. COURSE DETAILS

Course Name	Project
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	A supervising lecturer will be appointed for each student by the course coordinator at the beginning of each http://classutil.unsw.edu.au/EDST_T1.html

Pre-requisites
In order to enrol in this course, you must have completed 4 courses (24 UOC) in an Master's level or equivalent coursework degree, AND have completed or be completing a 6 UOC approved research methods course or the equivalent from the School of Education.

Summary of Course
The purpose of this course is to provide students with an opportunity to build on or extend interests developed in their specialist area of education by undertaking a self-directed small-scale individual capstone project, supported by a supervising lecturer, in small groups with other students from the same specialisation. The project must clearly represent 6 units of credit and demonstrate that the students is able to synthetize and apply the knowledge and skills they have developed in the other components of their specialisation to address a particular problem or issue in their own workplace or teaching context.

Examples of appropriate projects:

- the evaluation of a specific aspect of an educational program or set of teaching materials
- development, trialling and evaluation of a specific methodological approach, materials or curriculum unit over a semester
- development, piloting and evaluation of a specific technique or approach for data collection and/or analysis for a future research project
- a small-scale action research project exploring a particular strategy, classroom pedagogy, technique, or professional learning programme in your own classroom or school
- a proposal for a particular innovation or change in your workplace
- a case study of a learner or specific context for learning or teaching
- a theoretical critique of a specific direction or initiative in education policy or practice
- a meta-analysis or meta-synthesis of other research studies
- any other project which meets the requirements of postgraduate level work, i.e. it must be intellectually demanding and require reading of the research and professional literature

Note if you are employed by the DoE and are enrolled in a Master by Coursework program which has an education focus, e.g. Master of Education, or Master of Educational Leadership, you can undertake a trial or evaluation of educational resources or programs in your own school provided the study is confined to your school only and the results are not intended for scholarly publication, i.e. the project "involves researching current instructional strategies; or researching the effectiveness of instructional

techniques, curricula, or classroom management, in established educational settings, involving normal educational practices, in accordance with a host institution's normal practices and approvals".

International students or students who are not currently employed in NSW cannot go into a school to do any project work for this course, so are more constrained in what they can do, i.e. the development and /or evaluation of teaching materials or courses, discourse analysis of government policies, a theoretical piece of research, a proposal to introduce a new approach or methodology into their own context, etc

Important:
Students enrolled in or interested in enrolling in a research higher degree who want to undertake and publish the result of an empirical research project involving human participants will be required to obtain Human Research Ethics approval from UNSW HREA Panel B. Anyone contemplating this kind of project should consult with the EDST 5888 course coordinator as early as possible in their program to confirm the scope and focus of their project and to identify an appropriate supervisor as this kind of project will take more time and be more complicated in its design and implementation. Note you cannot progress to a higher degree unless you have achieved a minimum WAM of 75+ in your Master's coursework program, including a substantial research component.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate in depth knowledge and understanding of a topic of interest related to education.	1,2
2	Demonstrate knowledge and ability to locate the full range of references appropriate to their topic of interest related to education and to evaluate the quality of these references.	1, 2
3	Demonstrate knowledge and understanding of the appropriate methodology to undertake the project.	2
4	Demonstrate ability to analyse and interpret data and build a report of the project in which findings are identified and discussed.	2

Program Learning Outcomes

Capability		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	2
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

The main ways in which the course has changed since last time as a result of student feedback:
Students have been allocated much earlier to supervising lecturers and an informational video was

prepared to provide more consistent and timely information to prospective and current students about the course structure and content.

3. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise and apply knowledge and skills from earlier stages of their program.

4. TEACHING STRATEGIES

EDST5888 is a self-directed course, however, there will be optional group meetings at the beginning and towards the end of the semester organised by the supervising lecturer. These meetings will cover general issues in conducting small-scale projects in your area of specialisation, as well as the preparation required (eg. developing a project proposal and a clear feasible plan for implementation). The initial session is designed to stimulate student thinking because there are a number of issues that students will need to address so that a feasible project can developed. In the follow up meeting individual/group discussions and peer mentorship/support will be utilised to increase the capacity and capability of students for conducting small-scale projects. These activities will occur in a climate that is supportive and inclusive of all learners.

5. COURSE CONTENT AND STRUCTURE

Week	Activity
	Look at informational video on Moodle. Email the course coordinator, if you have not done so already, and begin discussion, reading, and drafting project proposal on your preferred topic. Access website resources to help guide your project via Moodle. Negotiate allocation of supervising lecturer with course coordinator.
	Initial compulsory group meeting with your supervising lecturer, followed by the preparation of project proposal
	Independent work/online contact with group members and supervising lecturer
Friday 08 March 2019, 5 pm via Moodle	Submission of the proposal and approval by supervising lecturer
	Independent work/online contact with group members
	Review group meetings if needed – organised by supervising lecturer
	Independent work/online contact group members
	Optional group meeting to share draft work and reports – organised by supervising lecturer
	Independent work/online contact group members
Friday, 03 May 2019, 5pm via Moodle	Submission of the project report, be assessed by another specialist in the area

6. RESOURCES

Recommended texts:

O'Leary, Z (2017) The essential guide to doing your research project. Thousand Oaks, CA: Sage

Recommended text:

Cohen, L., Manion, L. & Morrison, K. (2015). Research methods in education. London and New York: Routledge

7.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Project proposal	1,000 words	Hurdle requirement	1, 2	1, 2, 3, 4, 6	**Friday 08 March 2019, 5 pm via Moodle**
Project report	8-10,000 words (includes references/appendices)	100%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	**Friday, 03 May 2019, 5pm via Moodle**

Assessment 1 –Project Proposal

A 1,000-word project proposal, including the aims and rationale of the project, an outline of the proposed approach, including timeline, and expected contribution to the field. Sample proforma below.

Assessment 2 – Research Report

A 8-10,000 word report of the project, including references and appendices, in a form appropriate to the nature of the study. The report should be double-spaced and written in APA style. Please note the criteria for the assessment task. Sample reports from a range of specialisms will be provided online on the course's website. Note that the report of the project will normally be assessed by another sspecialist in the area, not the supervising lecturer.

All assessments need to 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

UNSW SCHOOL OF EDUCATION

EDST5888 PROJECT

Project Proposal (to be discussed and approved by supervising lecturer, then submitted via Moodle)

Student Details

Family Name: **Given name:**

Student No. **Email**:

Contact Number:

Program: (circle) MEd (Specialism:) MEdLead Other _____

Proposed Project

Topic:

Rationale and Objectives of Proposed Project :

_____

_____

_____

Brief Description of Proposed Project

(Outline proposed activities or steps to be completed, key readings, dates etc)

_____

_____

_____

_____

_____

_____

_____

Brief Description of Proposed Outcomes

(Outline proposed outcomes, including description of proposed final report)

_____

_____

_____

To be discussed WITH and approved by the supervising lecturer by the due date. Please retain a copy of project outline in case any disputes as to the nature of the project arise.

_____ _____

Signature of Student Date

_____ _____

Signature of Supervising Lecturer Date

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5888 PROJECT

Student Name: Student No.:

Assessment Task: Project report

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and significance of the problem or question and related concepts					
Depth of analysis and/or critique in response to the task • way(s) approaches adapted to the questions posed, including use of relevant ethical protocols • understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions. • credibility and depth of analysis and interpretation					
Familiarity with and relevance of professional and/or research literature used to support response • selection and range of key references in the area of the proposed study • use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue					
Structure and organisation or response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the research project • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 100 %**

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.**