EDST5458

Researching Special Education

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Terry Cumming	t.cumming@unsw.edu.au	Mondays 3-5, by appointment	Room 129 John Goodsell	9385 1944

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

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 application 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.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

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

Summary of the Course

This course is designed to support you to explore and critique your chosen area of research by locating it in the context of key issues and approaches in special education and viewing it from a diversity of quantitative and qualitative perspectives. The course provides an introduction to the impact of different epistemological and methodological approaches in quantitative and qualitative special educational research and will also encourage you to build collaboration with others in the course using self and peer review.

At the conclusion of this course the student will be able to

1. Articulate key issues in special education research including purpose(s) of doing research, key philosophical issues, researcher/practitioner positionality/role, and the place of research in teachers' work and in education more broadly
2. Critique the methodology of published research in special education
3. Evaluate the strength and appropriateness of different research methods, including different techniques for data collection, analysis, reporting, and engaging with existing literature
4. Apply the principles of research design to a research project in special education.

Teaching Strategies

Teaching strategies:

·   Explicit teaching, including reading and/or listening to audio-visual materials to foster interest and support learning.

·   Structured occasions for critical reflection on issues raised in the course and on others' ideas.

·   Opportunities for peer and instructor interaction via forums, message boards, and chat, allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.

·   Completion of online modules and activities to permit flexible interaction with course materials.

·   Use of quizzes at the end of each module/prescribed readings for students to self-assess your understanding of key concepts.

Rationale:

Research in education is relevant to all educational contexts and to all teachers. The course will explore an critique a variety of published research texts, and will build participants' skills in engaging with, making use of, and critiquing existing research in special education. The development of theoretical

understanding and analytical skill is a key MEd programme outcome.

But this course positions teachers as *producers* as well as *consumers* of educational research, and beyond engaging with existing research, participants will learn the relevant skills to conduct a small research project relevant to their own teaching context(s). The development of procedural as well as declarative knowledge is therefore the core outcome of the course, and is prioritized throughout.

Teaching on the course is driven by a critical engagement with readings and the core textbook. Online discussions, centred around the key readings, allow for theory and analysis to be developed but also ***applied***, with the aim of producing active, engaged student-researchers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

Australian Professional Graduate Teaching Standards

Standard	Description
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
4.5.4	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.
5.2.3	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Critical Reflection of Published Research	50%	1,2,3	3.2.1,4.5.4,6.2.3	06/08/2 018 02:16 PM
Research Proposal	50%	3,4	3.2.2,5.2.3	21/09/2 018 02:17 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Critical Reflection of Published Research

Start date:

Details: Task 1 - Critical Reflection of published research -3,000 wordsStudents will receive written feedback within two weeks of submission.

Additional details:

Summary:

This task requires you to select two of the published original research papers from the session-by-session reading list – you must NOT use the textbook for this assignment, and you must select from the papers starred as research papers (as opposed to methodology papers, which do not present original research*). Answer the following questions critically:

1. *Briefly summarise* the two texts in terms of their topic(s) and where they 'fit' into the landscape of special education research (e.g. 'this is a paper in the area of autism that found…'). You can use any of the research papers included in the course readings for this task – not all are education-specific.

2. *Briefly describe the research method* used in each paper and each paper's *main finding*/s (e.g. 'this is a qualitative paper that used student focus groups and interpretive data analysis to show that…');

3. For each paper, *critique the research method used as it relates to the topic* – what are the strengths and weaknesses of using this method for this research problem, what other way/s might have been better, and how might *you* have approached the research problem?

4. Comment briefly on the *writing and layout of the paper*: to what extent did you find it easy or difficult (and/or interesting or not interesting!) to read? How might the writer have improved it?

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

Assessment 2: Research Proposal

Start date:

Details: Task 2 - Research proposal - 3,000 wordsStudents will receive written feedback within two weeks of submission.This is the final assessment.

Additional details:

Summary:

This task requires you to develop a research proposal for a project that you might conduct in education. You do not need to conduct the project, but it is a good idea to write this task with EDST5888 in mind.

Further Information is available here.

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5458

Assessment Task: Critical Reflection of Published Research

Specific Criteria	(-)————————>(+)				
Understand 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 • summaries of texts • representations of writers' arguments and methods • • understanding of and issues with research methodologies used					
Depth of anaysis and/or critque in response to the task • depth of discussion of texts • depth of analysis and critiques of journal articles • clarity and depth of implications/recommendations					
Familiarity with and relevnce of professional and/or research literature used to support response • range of research and professional literature on special education; resources are current and relevant					
Structure and organization of response • appropriateness of overall structure of reflection paper 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, 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 • clarity and consistency of use of APA style					
General comments/recommendations for next time: 					

Specific Criteria	(-)————————————>(+)

Lecturer

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

  NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5458

Assessment Task: Research Proposal

Specific Criteria	(-)————————————>(+)				
Understand 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 • extent to which each of the components was addressed adequately • coordination and cohesion between sections, particularly research problem and research design					
Depth of anaysis and/or critque 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 relevnce of professional and/or research literature used to support response • range of research and professional literature on special education; resources are current and relevant					
Structure and organization of response • 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: 					

Specific Criteria	(-)————————————>(+)

Lecturer

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

  NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Module	**Introduction to special education research**: conducting a literature search, APA style, journal article format Ethical issues in special education: conducting research with vulnerable populations, National Statement on Ethical Conduct in Human Research, UNSW HREC
Week 2: 30 July - 5 August	Module	**Introduction to special education research**: conducting a literature search, APA style, journal article format Ethical issues in special education: conducting research with vulnerable populations, National Statement on Ethical Conduct in Human Research, UNSW HREC
Week 3: 6 August - 12 August	Module	**Principles of Research:** research questions, variables, hypotheses, identifying and recruiting participants **Small n Designs:** ABA, multiple baseline designs
Week 4: 13 August - 19 August	Module	**Principles of Research:** research questions, variables, hypotheses, identifying and recruiting participants **Small n Designs:** ABA, multiple baseline designs
Week 5: 20 August - 26 August	Module	**Qualitative Research:** epistemologies, paradigms, qualitative research methods, methods of collecting and analysing empirical materials, trustworthiness and validity in qualitative research, presenting qualitative research
Week 6: 27 August - 2 September	Module	**Qualitative Research:** epistemologies, paradigms, qualitative research methods, methods of collecting and analysing empirical materials, trustworthiness and validity in qualitative research, presenting qualitative research
Week 7: 3 September - 9 September	Module	**Quantitative Research:** screening and cleaning your data, graphing your data, normal distributions, correlation, regression, comparing means, non-parametric tests, categorical data analysis
Week 8: 10 September -	Module	**Quantitative Research:** screening and cleaning

16 September		your data, graphing your data, normal distributions, correlation, regression, comparing means, non-parametric tests, categorical data analysis
Week 9: 17 September - 23 September	Module	**Effect size and meta-analysis:** effect size, meta-analysis, systematic reviews, PRISMA **Evaluating and composing research articles:** Selecting a journal, identifying the basic format, reviewing the literature, presenting evidence.
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Module	**Effect size and meta-analysis:** effect size, meta-analysis, systematic reviews, PRISMA **Evaluating and composing research articles:** Selecting a journal, identifying the basic format, reviewing the literature, presenting evidence.

Resources

Prescribed Resources

[Rumrill, P. D., Cook, B. G., & Wiley, A. L. (2011). *Research in special education: Designs, methods, and applications.*](#)

Recommended Resources

Creswell, J.W., & Poth, C.N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th Edition. London: SAGE.

Field, A. (2015). *Discovering statistics using IBM SPSS statistics.* London: SAGE.

Website

Pallant, J. (2016).*SPSS Survival Manual.* Sydney: Allen & Unwin.

Ravitch, S.M., & Carl, N.M. (2016). *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological*. London: SAGE.

Course Evaluation and Development

This is the first semester this course is being offered.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G