School of Education

EDST5031 Research Methods 1

Term 2 2022

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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
EDST5031 Educational Research (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Convenor:	Professor Terry Cumming
Office Location:	Ground Floor, Morven Brown Building
Email:	t.cumming@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_T2.html#EDST5031T2

SUMMARY OF COURSE

The purpose of this course is to introduce you to different research approaches, research methodologies, and methods used in education research. The course will prepare you for conducting your own research project including identifying and formulating a research question; selecting and applying appropriate research approaches and methodologies; and writing a rationale for methods of research investigation in education.

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

- The course has been decoupled from EDST5448 to better tailor the material for the doctoral level.

STUDENT LEARNING OUTCOMES

Outcomes		Assessment/s
1	Formulate a research question consistent with an underlying research methodology for a high-quality research project in education.	2
2	Explain the relationship between different types of research questions, theory, and methodology.	1, 2
3	Select and document an appropriate research approach and methodology, including a rationale for a high-quality research project in education.	2
4	Articulate a research plan for a high-quality research project in education.	1

PROGRAM LEARNING OUTCOMES

Outcomes		Assessment/s
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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course is to provide students with an overview of the different research approaches, research methodologies and methods used in education. The teaching approach attempts to actively engage students as they discuss different research approaches, designs, and methods; and learn new information and skills. Students will be required to take responsibility for their own learning in this course.

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
Week 1 1/6 4:00 pm	Professor Scott Eacott • Using appropriate methods to respond to explanatory gaps
Week 2 8/6 4:00 pm	Scientia Professor Andrew Martin • Quantitative Survey
Week 3 15/6 4:00 pm	Associate Professor Kevin Lowe • Indigenous Research Methodologies
Week 4 22/6 4:00 pm	Associate Professor Rebecca Collie • Person-Centred Quantitative Analyses
Week 5 29/6 4:00 pm	Dr Rose Amazan • Participatory Action Research
Week 6 6/7	**Flexibility Week**
Week 7 13/7 4:00 pm	Dr Sally Baker • Longitudinal, ethnographic approach
Week 8 20/7 4:00 pm	Dr Karen Maras • Critical Reasoning
Week 9 27/7 4:00 pm	Dr Tracy Durksen • Mixed Methods
Week 10 3/8 4:00 pm	Associate Professor Tony Loughland • Pragmatism
Week 11 10/8 4:00 pm	Professor Iva Strnadová • Inclusive Research Methodology

7. RESOURCES

Readings for each module in this course mainly come from resources provided by the weekly speakers. Please see Moodle for each week's readings.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1: Research plan	2000 words	40%	2, 4	1-6	Monday 18th July 2022 by 5pm
Task 2: Research methodology	4000 words	60%	1, 2, 3	1-6	Monday 1st August 2022 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 – Research plan (40%)

In this task you are asked to develop a plan for conducting a research project in education (approximately 2000 words, including references). To meet the requirements of this task you are expected to:

- Respond to five stimulus questions
  What is the problem, what do you need to know, what is rejected, who are the leading thinkers, and what are the common approaches for investigating it?
- Include a reference list of cited works

Assessment Task 2 – Research methodology (60%)

In no more than 4000 words, you are to document a research methodology, including a rationale for a research project, in education. You should:

- Set out the problem (approximately 500 words). This includes - what is the problem, its scale and scope, and why it is significant/relevant.
- Write a short critical review of literature on the topic (approximately 1000 words). This can, and should, draw on the work in the previous task.
- Write a plan for how you propose to go about the work (approximately 1500 words).
- Provide a list of resources / skills you need to develop to undertake the work (up to 500 words). This is designed to facilitating thinking through what you need for the project.
- A statement of feasibility as to how you will finish the project on-time (approximately 500 words).

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5031 Research Methods 1

Student Name: Student No.:
Assessment task 1: **Research plan**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of educational research and the key concepts involved • Clear understanding of the nature of research • Clear understanding of different ways to design research methods					
Depth of analysis and/or critique in response to the task • Demonstration of the ability to distinguish different types of research designs • Depth of understanding of strengths and weaknesses of various research designs					
Familiarity with and relevance of professional and/or research literature used to support response • Ability to evaluate different types of analytic techniques • Understand research methods terminology • Application of research methods to practical scenarios					
Structure and organisation • Clarity and coherence of organisation • Use of section headings for each question to enhance readability • Clarity and appropriateness of sentence and paragraph structure					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency, and appropriateness of written expression • Clarity, consistency, and appropriateness of APA 7th ed formatting					
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.**

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FEEDBACK SHEET
EDST5031 Research Methods 1

Student Name: Student No.:
Assessment task 2: **Research methodology**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of educational research and the key concepts involved • 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 • 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 • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements in the literature review • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements about the research design • Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the data collection and analysis plan					
Structure and organisation • 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 • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency, and appropriateness of written expression • Clarity, consistency, and appropriateness of APA 7th ed formatting					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

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