

# EDST5031

Research Methods 1

Term 2, 2023



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Terry Cumming	<a href="mailto:t.cumming@unsw.edu.au">t.cumming@unsw.edu.au</a>	Email to arrange an appointment		

### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

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

### Summary of the Course

This purpose of this course is to introduce you to the different research approaches, research methodologies and methods used in education research. This course will help you to formulate a research question, choose an appropriate research approach and methodology, including a rationale for methods for a research investigation in education.

Note: This course is only available to EdPrDoc students.

### Course Learning Outcomes

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

### Teaching Strategies

**Rationale:** 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.

**Teaching strategies:** The learning activities in the course include: (a) seminars, which will use a range of teaching strategies (i.e., explicit instruction and student directed learning) targeting critical, reflective and creative thinking; (b) discussion with colleagues; (c) self-directed reading; and (d) the preparation of written assignments.

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Research plan	40%	17/07/2023 05:00 PM	2, 4
2. Research methodology	60%	31/07/2023 05:00 PM	1, 2, 3

### Assessment 1: Research plan

**Due date:** 17/07/2023 05:00 PM

Task: Document a plan for conducting a research project in education.

Length: 2000 words

Qualitative and quantitative feedback within 10 days of submission.

This is the final assessment task

#### Additional details

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?
  - What are the common approaches for investigating it?
- Include a reference list of cited works.

### Assessment 2: Research methodology

**Due date:** 31/07/2023 05:00 PM

Task: Document a research methodology, including a rationale for a research project in education

Length: 4000 words

Qualitative and quantitative feedback within 10 days of submission.

#### Additional details

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 facilitate 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).

**RUBRIC/FEEDBACK SHEET**  
**EDST5031 RESEARCH METHODS 1**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Research plan**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <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>					
<p><b>Depth of analysis and critique in response to the task</b></p> <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>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <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>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Clarity and coherence of organisation</li> <li>• Use of section headings for each question to enhance readability</li> <li>• Clarity and appropriateness of sentence and paragraph structure</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <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> <li>• Clarity, consistency, and appropriateness of APA 7th ed formatting</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**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 contextualise 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.



# RUBRIC/FEEDBACK SHEET

## EDST5031 RESEARCH METHODS 1

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Research methodology

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <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>					
<p><b>Depth of analysis and critique in response to the task</b></p> <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>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <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</li> </ul>					

Specific Criteria	(-)—————>(+)				
<p>the research design</p> <ul style="list-style-type: none"> <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>					
<p><b>Structure and organisation of response</b></p> <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>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <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> <li>• Clarity, consistency, and appropriateness of APA 7th ed formatting</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**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 contextualise 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.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 29 May - 2 June	Lecture	Professor Scott Eacott <ul style="list-style-type: none"><li>Using appropriate methods to respond to explanatory gaps</li></ul>
Week 2: 5 June - 9 June	Lecture	Scientia Professor Andrew Martin <ul style="list-style-type: none"><li>Quantitative survey</li></ul>
Week 3: 12 June - 16 June	Lecture	Dr Tracy Durksen <ul style="list-style-type: none"><li>Mixed methodologies</li></ul>
Week 4: 19 June - 23 June	Lecture	Associate Professor Rebecca Collie <ul style="list-style-type: none"><li>Person-centred quantitative analyses</li></ul>
Week 5: 26 June - 30 June	Lecture	Dr Thu Ngo <ul style="list-style-type: none"><li>Critical Multimodal Discourse Analysis: Research in multimodal digital literature studies</li></ul>
Week 6: 3 July - 7 July	Lecture	Flexibility Week
Week 7: 10 July - 14 July	Lecture	TBC (see Moodle)
Week 8: 17 July - 21 July	Lecture	Associate Professor Kevin Lowe <ul style="list-style-type: none"><li>Indigenous Research Methodologies</li></ul>
	Assessment	Research plan

Week 9: 24 July - 28 July	Lecture	Associate Professor Tony Loughland  • Pragmatism
Week 10: 31 July - 4 August	Lecture	Professor Iva Strnadová  • Inclusive research methodology: Co-designing and Co-producing Research with People with Disabilities
	Assessment	Research methodology

## Resources

### Prescribed Resources

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

## **Submission of Assessment Tasks**

It is mandatory for all students to use the American Psychological Association (APA) formatting and citation styles in all written assignments/assessments unless otherwise stated. The style guide and related resources are available at <http://www.apastyle.org/>. Students commencing in coursework and research programs are encouraged to acquire a copy of the current APA Publication Manual.

See the UNSW Learning Centre website for support with academic writing,  
<http://www.lc.unsw.edu.au/olib.html>

All assessments must be submitted electronically using Turnitin. Assessments are due by 5:00pm sharp on the due date. Submissions after 5:00pm are considered late. Students are advised to submit well before the due time to avoid unanticipated technical delays or failures. Always retain a copy of work submitted. Students are required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after assessment. If an assessment is mislaid the student is responsible for providing a further copy.

Every assessment in the School of Education is considered a hurdle requirement, meaning that students must pass all assessments in the course to pass the course.

## **Academic Honesty and Plagiarism**

At UNSW, plagiarism is considered a form of academic misconduct and is viewed very seriously. Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own. Refer to the following for further information - Academic Integrity and Plagiarism  
<https://student.unsw.edu.au/plagiarism>

UNSW is committed to helping students understand the conventions which govern academic communication to assist them to avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: <https://student.unsw.edu.au/conduct>.



## **Image Credit**

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## **CRICOS**

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