



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5448
Educational Research

Term 1, 2020

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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
EDST5448 Educational Research (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Jihyun Lee
Office Location: Morven Brown G44
Email: jihyun.lee@unsw.edu.au
Phone: 9365 1940
Availability: Email for 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	Term 1 Fully online http://classutil.unsw.edu.au/EDST_T1.html

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:

- Although most students responded positively about the mode of this course (i.e., fully online), some students expressed a need for more “human” connections especially with other peers in this course. 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 (Feb 17)	Introduction to Educational Research <ul style="list-style-type: none"> • What is research? • Types of research methodologies 	Chap 1 (pp. 1-22; 41-48)	Chap 1
Week 2 (Feb 24)	Literature Review <ul style="list-style-type: none"> • Reviewing the literature • Developing research questions 		Chap 4, 5
Week 3 (March 02)	Research Design <ul style="list-style-type: none"> • Case study design • Experimental design • Cross-sectional design • Longitudinal design 	Chap 9, 11, 13	Chap 3
Week 4 (March 09)	Research Planning <ul style="list-style-type: none"> • Overall planning of a research project • Population, sample, sampling methods • Ethics application and approval 	Chap 2, 3, 4	Chap 4, 6, 8, 18
Week 5 (March 16)	Data Collection Method: Part 1 <ul style="list-style-type: none"> • Interview • Observation 	Chap 16, 18	Chap 9, 12, 20
Week 6 (March 23)	Data Collection Method: Part 2 <ul style="list-style-type: none"> • Questionnaire • Experiment 	Chap 13, 15	Chap 10, 11
Week 7 (March 30)	Data Analysis: Qualitative research approach	Chap 22, 23	Chap 13, 17, 24
Week 8 (April 6)	Data Analysis: Quantitative research approach	Chap 24	Chap 15
Weeks 9 & 10 (April 13, 20)	Developing research questions Writing up a research proposal		Chap 29

7. RESOURCES

Main Textbook:

Cohen, L., Manion, L. and Morrison, K. (2018). *Research Methods in Education* (8th 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 also 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
1. Critical analysis	2000 words	40%	1, 2, 3	1, 2, 3, 4, 5, 6	Friday 13/March/2020 By 5.00pm
2. Research proposal	2000 words	60%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Day 01/May/2020 By 5.00pm

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. Critical Analysis of a Research Report 40%

Length: No more than 2000 words

Task Description: Students will be presented with three journal articles to choose from. Choose one journal article for Assessment 1. With respect to the selected journal article, students will write the following:

Guiding questions	Relevant course week
1. What are the aspects of this study that qualify it as research? [about 200 words]	Week 1
2. Describe the research aims and research questions [about 100 words]	Week 2
3. Critical evaluation of the literature review of the study a. Summarise the literature review presented in the study [about 250 words] b. What were the strengths and weaknesses of this literature review? [about 250 words] c. What were the conceptual and theoretical rationales for the study? In other words, what did the researchers say about the reasons that led them to conduct this research? [about 200 words] d. What was the significance of the study that the authors stated? [about 100 words]	Week 2
4. About the research design a. What is the research design that this journal article is based on? Describe the characteristic of that research design [about 250 words] b. What were the strengths and weaknesses of this research design? [about 300 words] c. Choose one alternative research design and describe how it could improve the research method(s) and research outcomes of the study [about 300 words]	Week 3

Choose one out of these three:

- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.
- Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education*, 74, 62-71.
- Könings, K. D., van Zundert, M., & van Merriënboer, J. J. (2019). Scaffolding peer-assessment skills: Risk of interference with learning domain-specific skills? *Learning and Instruction*, 60, 85-94.

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, location of the study) to the practical scenario in preparing their research proposal. It is expected that students will develop research question(s), based on the scenario (**one or two** research questions).

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.

The proposal should include:

1. Project title [between **5-30 words**]
2. Brief literature review [about **400 words**] (Week 2)
3. Rationale of your research [about **100 words**] (Week 2)
4. Research question(s) [about **100 words**] (Week 2): One or two research questions
5. Research design [about **100 words**] (Week 3)
 - Case study design
 - Experimental design
 - Cross-sectional design
 - Longitudinal design
6. Elements of the research process [about **600 words**] (Week 4)
 - a. Description of the research participants (sample) [about **150 words**]
 - b. Population and sampling method [about **150 words**]
 - c. Process of data collection [about **150 words**]
 - d. Ethics [about **150 words**]
7. Plan for the data collection method [about **400 words**] (Weeks 5 & 6)
 - a. Recommendation: Choose only one method (if one method is not sufficient for your study, choose two methods but not more than two).
 - b. Data collection methods to choose from:
 - Interview
 - Observation
 - Action research
 - Questionnaire
 - Experiment
8. Plan for the data analysis [about **300 words**] (Weeks 7 & 8)
 - Qualitative approach
 - Quantitative approach
9. References

The online activities and lectures have been selected and designed to scaffold you in the writing of this task so please refer back 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

Student Name:

Student No.:

Assessment task 1: Critical Analysis

SPECIFIC CRITERIA	(-) → (+)				
Understanding of educational research and the key concepts involved <ul style="list-style-type: none"> • Clear understanding of the nature of research • Clear understanding of the purpose of literature review • Clear understanding of different ways to design research methods 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of strengths and weaknesses of the literature review of a particular study • Depth of understanding of strengths and weaknesses of the research design of a particular study 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of proper citation of relevant sources and textbooks to link the statements in <u>the literature review</u> • Demonstration of proper citation of relevant sources and textbooks to link the statements about <u>the research design</u> 					
Structure and organisation <ul style="list-style-type: none"> • Appropriateness of the overall structure • Clarity and coherence of organisation • Use of section headings and summaries 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 <ul style="list-style-type: none"> • Clarity and appropriateness of vocabulary use, spelling, punctuation • Clarity, consistency and appropriateness of written expression 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /40 (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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5448 Educational Research

Student Name:

Student No.:

Assessment task 2: Research Proposal

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

Lecturer:

Date:

Recommended: /60 (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.**