

Course Outline

Code: EDN702

Title: Designing Research

School:	Education	
Teaching Session:	Semester 2	
Year:	2020	
Course Coordinator:	Associate Professor Debbie Heck	Email: dheck@usc.edu.au
Course Moderator:	Professor Catherine Manathunga	Email: cmanathu@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

In this course, you will produce a postgraduate education action research proposal and ethics application. Through a series of modules, you will explore specific aspects of developing a research proposal including: conducting a critical review of the literature, managing references, considering research ethics, framing the research topic into a defined research question and designing the research study. You will explore the use of action research to investigate research problems in education through designing your own project. You will develop skills in assessing published literature, identifying research gaps and developing a feasible and ethical research study design.

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

24 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Critically read contemporary education research academic texts and synthesise research, policy and practice.	Task 1 Task 2 Task 3 Task 4	Creative and critical thinkers
Demonstrate advanced knowledge of complex contested educational concepts, theories and practices involved in education practitioner	Task 1 Task 2 Task 3 Task 4	Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
research that contributes towards social justice or sustainability in education.		
Demonstrated ability to recognise, apply and manage ethical issues in practitioner educational research and practice.	Task 1 Task 2 Task 3 Task 4	Ethical
Employ reflexive research practice to plan and design independent practitioner research.	Task 1 Task 2 Task 3 Task 4	Creative and critical thinkers
Communicate self-directed practitioner research plans.	Task 1 Task 2 Task 3 Task 4	Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

This course is only available to students enrolled in ED705 Master of Education.

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

The first assessment task will provide early feedback for students on their selected research topic.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	15	1 000 words	Week 4 Friday 4 pm	Online Assignment Submission with Plagiarism check
3	Oral and Written Piece	Individual	15	5-minute multimedia presentation and 2-page summary	Week 7 Monday 9 am presentation slides and 2-page summary Presentation in class	Online Assignment Submission with Plagiarism check
3	Written Piece	Individual	25	1 800 words	Week 10 Friday 4 pm	Online Assignment Submission with Plagiarism check
4	Written Piece	Individual	45	4000 words	Week 13 Friday 4 pm	Online Assignment Submission with Plagiarism check
			100%			

Assessment Task 1: Practitioner Research

Goal:	The goal of this task is to demonstrate your researcher reflexivity and understanding of contemporary concepts, theories and practices involved in practitioner research and contemporary issues in education to propose a research topic.
Product:	Written Piece
Format:	Prepare a scholarly reflective written text that critically engages with: <ul style="list-style-type: none"> - contribution of practitioner research to social justice or sustainability in education - the education context for your practitioner research - an evaluation of three contemporary educational issues that could be investigated in your practitioner context (consider impetus, contemporary literature and context requirements) - justify one practitioner research topic
Criteria:	<ol style="list-style-type: none"> 1. Demonstrate knowledge of practitioner research contribution to social justice, sustainability and contemporary education issues 2. Apply reflexivity to the evaluation of educational issues and topic 3. Use of credible sources 4. Apply written communication skills and academic literacies, including English expression grammar, spelling, punctuation and APA referencing conventions.

Assessment 2: Presentation of Research Overview

Goal:	The goal of this task is to present your research design to colleagues and engage in a reflexive scholarly research conversation.
Product:	Oral and Written Piece
Format:	<p>Present a 5-minute audio-visual/ multimedia overview of your research design supported by a two-page summary and reference list.</p> <p>Your research design overview and summary should communicate:</p> <ul style="list-style-type: none"> • Background to your problem • Research question/ focus questions and significance • Relevant research literature and/or theory • Data generation and analysis • Research rigour and ethical practices • Reference list <p>Sharing your research design with your peers provides an opportunity to engage in researcher reflexivity and scholarly conversations. Engagement in this way will enable you to use the feedback to clarify your research design reflexively</p>
Criteria:	<ol style="list-style-type: none"> 1. Identify a valid and significant research focus 2. Justify research design 3. Recognise and manage ethical issues 4. Apply reflexive academic oral and written communication

Assessment Task 3: Draft Project Description/Protocol

Goal:	The goal of this task is to generate a draft project description/ protocol document that meets the requirements for ethical review.
Product:	Written Piece
Format:	You will generate the human research ethics project description/protocol template as the first step in the development of your ethic application. The project description document should be completed in accordance with the NEAF requirements, USC human ethics procedures and any other relevant ethics requirements for the study site.
Criteria:	<ol style="list-style-type: none"> 1. Apply research design for independent practitioner research 2. Apply ethics research protocols 3. Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions.

Assessment 4: Research Proposal and Ethics Application

Goal:	The goal of this task is to develop an independent practitioner research proposal and ethics application.
Product:	Written Piece
Format:	<p>Prepare a research proposal including all ethics documentation required to undertake the study.</p> <p>A research proposal typically includes:</p> <ul style="list-style-type: none"> • Title: clear and concise containing the keywords of the topic • Introduction/Background and Literature Review • Research problem and/or question • Research Design, proposed methodology and methods • Ethics • Budget • Timeline

	<ul style="list-style-type: none"> • Dissemination plan • Reference list <p>Include as appendices (all documentation required for ethics approval processes)</p>
Criteria:	<ol style="list-style-type: none"> 1. Apply knowledge of complex educational concepts, theories, practices and literature 2. Plan an independent, self-directed practitioner research study 3. Justify research design and methods 4. Apply ethical research protocols 5. Apply communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions.

7. What are the course activities?

7.1 Directed study hours

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020.

When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Hilton, A & Hilton G	2020	Learning to research and researching to learn: An educator's guide	Cambridge

8.2 Specific requirements

It is expected that you will require Internet access and a personal computer. Recommendations from information and technology services are available at [askUSC](#).

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of

academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au