Code: EDU709
Title: Education Research an Introduction

Faculty: Science, Health, Education and Engineering
School: Education
Teaching Session: Semester 2
Year: 2018
Course Coordinator: Associate Professor Debbie Heck   Email: dheck@usc.edu.au
Course Moderator: Dr Margaret Marshman mmarshma@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
Education Research an Introduction aims to raise your awareness of how educational research can inform our knowledge and understanding of current educational issues, policies, and practices. You will focus on developing the skills you need to read, understand and evaluate educational research. You will explore issues and problems in education and examine their potential to impact professional practice and learning. You will develop a contribution for a professional journal based on your critique of contemporary research studies on an educational issue of your choice.

1.2 Course topics
- Exploring issues and problems in education
- Developing ethical information literacy and communication
- Examining how educational research informs knowledge and understanding of educational issues and influences policies and practices
- Critically evaluate research publications and their contributions to the profession
- Critically evaluate professional publications and their contribution to the profession
- Identify suitable locations and audiences for a professional publication on your topic of choice

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?
12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td></td>
</tr>
<tr>
<td>Investigate and analyse contemporary educational research on a specific education topic to identify an education issue or problem relevant to your educational context.</td>
<td>Task 1: Formulate an Education Issue/Problem</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Examine the importance of applying ethical information literacy and communication practices.</td>
<td>Task 2: Report</td>
<td>Ethical. Knowledgeable.</td>
</tr>
<tr>
<td></td>
<td>Task 3: Professional Writing: Sharing Your Professional Knowledge</td>
<td></td>
</tr>
<tr>
<td>Make decisions about how to communicate knowledge about an educational issue to colleagues in the form of a professional journal.</td>
<td>Task 3: Professional Writing Folio</td>
<td>Empowered. Knowledgeable.</td>
</tr>
</tbody>
</table>

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**

Students must be enrolled in ED703, ED704, ED705 or any postgraduate program

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
In week 4 a peer review of task 1 will be provided.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment tasks</th>
<th>Individual/ Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formulate an Education Issue/Problem</td>
<td>Individual</td>
<td>0%</td>
<td>5 minutes plus peer review</td>
<td>Week 4 Friday 11pm</td>
<td>Blackboard</td>
</tr>
<tr>
<td>2</td>
<td>Report</td>
<td>Individual</td>
<td>50%</td>
<td>3500 words</td>
<td>Monday Week 8 by 5pm</td>
<td>BlackBoard Safe Assign</td>
</tr>
<tr>
<td>3</td>
<td>Professional Writing Portfolio</td>
<td>Individual</td>
<td>50%</td>
<td>3500 words</td>
<td>Monday Week 13 by 5pm</td>
<td>BlackBoard Safe Assign</td>
</tr>
</tbody>
</table>

Assessment Task 1: Formulate an Education Issue/Problem

Goal: The goal of this task is to conceptualise and create a mind map of contemporary research literature on an educational topic to assist you with formulating an education issue/problem with the potential to impact on future professional practice or learning in education.

Product: Formulate an Education Issue/Problem

Format: You will share a 5 minute audio visual presentation with your peers identifying the educational issue you have selected. You will present a mind map that incorporates ideas from a minimum of four research publications relevant to the issue. This mind map should illustrate how the concepts within the papers are connected to each other and the potential impact this issue may have on future professional practice or learning in education. After you have shared your audio visual presentation, you will complete a peer review sheet and provide critical feedback on the education issue identified. You will actively participate in providing critical feedback for at least two audio visual presentations as part of the process of collaborative peer review.

Criteria:
1. Formulate and justifying an educational issue or problem
2. Collaborate with colleagues to identify and refine educational issues/topics
Assessment Task 2: Report

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to generate a report that presents an annotated bibliography and mind map for an educational issue that has the potential to impact future professional practice or learning in education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Report</td>
</tr>
<tr>
<td>Format:</td>
<td>The task requires you to develop your ability to critically analyse empirical research papers on a selected educational issue or problem relevant to the profession. Formative collaborative feedback: To support your learning the task requires you to share with two colleagues a statement of your refined topic and an annotation for one empirical paper on the topic identified. You will need to identify and negotiate with suitable colleagues so that each person in the class has at least two reviews of their work. Provide your work to your colleagues on Sunday week 5 and provide your colleagues with an annotated copy of their work in track changes with comments by Sunday week 6. Make use of the assessment rubric to provide feedback to your colleagues about both the strengths and areas for improvement in their work. Reflect on the process of providing and receiving review comments with reference to the way is supported you to analyse contemporary education research. The report requires you to develop a report with the following sections: A. a statement of the education issue/problem with reference to contemporary research and reference to the mind map of all the annotated papers that provides an overview of the key concerns of contemporary research on the educational issue/problem including reflections on the potential impact of this issue/problem for future professional practice or learning in education. 800 words B. an annotated bibliography of 8 contemporary research based education papers that are directly relevant to your educational issue. Each annotation should include reflections on the potential impact of this issue/problem for future professional practice or learning in education. (2400 words) C. peer review reflection: Write a statement identifying what you learnt from your engagement in the peer review process and how you it supported the development of your ability to analyse contemporary education research (300 words) D. include a reference list of all papers referred to in the report in, APA 6th format. (not included in the word count) E. appendix – copies of the peer review including – the work you had returned to you and the work you commented on for others</td>
</tr>
<tr>
<td>Criteria:</td>
<td>1. Formulate and justify an educational issue or problem 2. Investigate and analyse contemporary education research 3. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</td>
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</table>
Assessment Task 3: Sharing Your Professional Knowledge

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to create a professional writing portfolio. Your portfolio will include a lead or feature article designed to ethically influence the profession about an educational issue/problem based on scholarly research. You will provide justification for the choice of professional journal or magazine.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Professional Writing Folio</td>
</tr>
</tbody>
</table>
| Format: | Your professional writing folio will include the following items:  
A. Justification of the journal/magazine selection. Identify the professional journal/magazine that you have chosen for your education issue/problem and why you chose this particular journal/magazine. (500 words)  
B. A copy of the lead or feature article text for the journal/magazine identified. The purpose preparing the lead or feature article is to influence ethically your colleagues views on your educational issue/problem based on your critical analysis of contemporary educational research. (3000 Words)  
C. Reference list (not included as part of the word count). Appendix A: A sample article from the magazine or journal (not included as part of the word count) Appendix B: A copy of the journal article or magazine guidelines to authors. If this is not available, please note this (not included as part of the word count). |
| Criteria: | 1. Justify publication decision.  
2. Investigate and analyse contemporary education research  
3. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. |

7. **What are the course activities?**

7.1 **Directed study hours**

This course requires an overall time commitment of an average 12 hours of study per week. A blended learning approach is used to deliver this course. This course is delivered as a 2 hour lecture and a 2 hour tutorial equivalent each week.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online:</th>
<th>Directed study hours for location:</th>
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</table>
| Sippy Downs                            | 26 hours of lectures and workshops on campus, including:  
Weeks 1 - 4 3hrs per evening, Week 4 Saturday workshop and Week 8 Saturday workshop |
| Online                                  | 26 hours online learning. |

7.2 **Course content**

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction and overview</td>
</tr>
</tbody>
</table>
| 2                | Exploring issues and problems for education in a global society  
Developing ethical information literacy practices |
| 3                | Examining how educational research informs knowledge and understanding of educational issues and influences policies and practices  
Ethical approaches to academic practice |
| 4                | Research investigations identifying and evaluating research articles |
| 5                | Reporting on the research investigation identifying and evaluating professional journals and magazines.  
Ethics and publication |

Please note that the course content may be subject to variation.
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)

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

8.2 Specific requirements

All students including online student will require: Internet access and a personal computer. Recommendations from information and technology services are available at the following link: https://usc.custhelp.com/app/answers/detail/a_id/1371

9. Risk management

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 South Bank** - Student Central, Building A4 (SWt), 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