1. What is this course about?

1.1 Description
This course addresses the need to embed research inquiry in a particular research paradigm. You will investigate a number of research paradigms and a range of research methods that may offer understandings and tools to interrogate a research problem. Further, you will demonstrate an understanding of the interplay amongst research paradigms, epistemology, and methodology and research methods prior to initiating a research project.

1.2 Course topics
- Epistemology
- Theoretical perspectives of educational research
- Research paradigms
- Methodologies and methods in educational research
- Research design, planning and scaffolding
- Research questions
- Ethics in research

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
Course Outline: EDU750  Research Methods In Education

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>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Select, and apply your understandings of, research methodologies and methods, in the context of epistemology and theoretical perspectives, to a research problem of your choice.</td>
<td>Plan for a Position Paper (Task 1) Research Methods Position Paper (Task 2) Research Poster presentation (Task 3)</td>
<td>Creative and critical thinkers. Empowered.</td>
</tr>
<tr>
<td>Creation of research question in response to a research problem, and justification of your chosen research orientation, methodology and research method for your research problem</td>
<td>Research Poster presentation (Task 3)</td>
<td>Creative and critical thinkers. Empowered.</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 ED702, ED704, ED705, ED801, ED802 or any postgraduate program

5.2 Pre-requisites
This course is available to students undertaking post-graduate level study

5.3 Co-requisites
Nil

5.4 Anti-requisites
Nil

5.5 Specific assumed prior knowledge and skills (where applicable)
N/A
Course Outline: EDU750  Research Methods In Education

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 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or 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>Plan for Position Paper</td>
<td>Individual</td>
<td>10%</td>
<td>500-700 words</td>
<td>By end of Week 3</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>2</td>
<td>Research Methods Position Paper</td>
<td>Individual</td>
<td>40%</td>
<td>2000 - 2500</td>
<td>By the end of week 7</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>3</td>
<td>Research Poster and oral presentation</td>
<td>Individual</td>
<td>50%</td>
<td>2,000 - 2,500 equivalent; Poster 1000 – 1500 words; Oral presentation 1000 words</td>
<td>Oral presentation Week 11 and 12; written presentation submitted one week after oral presentation</td>
<td>In class, digital and/or hard copy for live oral presentation. Blackboard (Safe Assign) for digital video submission.</td>
</tr>
</tbody>
</table>

100%

Assessment Task 1: Plan for Position Paper

Goal: The goal of this task is to construct an outline for a position paper for Task 2 including understandings around, and application of, your choice of research methodology and methods conduct a hypothetical, or real, research project, so that you can gain early feedback for Task 2.

Product: Plan for Position Paper

Format: You will develop a plan for your position paper that outlines the methodologies and associated methods you have chosen for critique and the literature you will draw upon for your critique. You will seek constructive feedback from two peers in your class and act on this feedback to refine your plan before submission. Document this peer-review process in your submission.

Criteria: 1. Identification of two selected methodological or methods approaches 2. Outline of a plan to critique the methodologies, listing potential sources 3. Use of peer feedback. 4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

Generic skill assessed: Communication  Skill assessment level: Specialised
Assessment Task 2: Research Methods Position Paper

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to demonstrate knowledge and understandings around, and application of, your choice of research methodology and methods to conduct a hypothetical, or real, research project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Research Methods Position Paper</td>
</tr>
<tr>
<td>Format:</td>
<td>You will develop an individually completed, academic essay written in an appropriate academic style (e.g. APA 6th). You will critique two methodologies and associated methods, and select one of them as the basis for investigating a problem of your own choice</td>
</tr>
</tbody>
</table>
| Criteria: | 1. Identification and critique of two selected methodological or methods approaches  
2. Integration of the connections and interplay between the elements of these approaches  
3. Application of particular research methodology and methods that is/are appropriate to your proposed investigation  
4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions |
| Generic skill assessed | Communication |
| Skill assessment level | Specialised |

Assessment Task 3: Research Poster and oral presentation

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Your goal is to present a poster that demonstrates your ability to develop a research strategy and tactics to address a research problem of your own choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>A display poster (following academic poster presentation conventions) of approximately 1000-1500 words, plus an oral presentation of approximately 20 minutes duration (equivalent to 1000 words). Your poster and presentation may be displayed digitally or live</td>
</tr>
<tr>
<td>Format:</td>
<td>You will develop, present and speak to, an individually completed, academic poster written in an appropriate academic style (e.g. APA6th). In it you will highlight a research problem, showcase relevant literature in the field, and then show what methodology and methods you will use to address that problem. You will link these to an epistemological and theoretical perspective. You may present and speak to your poster in a live in-class presentation or create video suitable for online viewing</td>
</tr>
</tbody>
</table>
| Criteria: | 1. Creation of research question(s) in response to a research problem.  
2. Justification of a particular research orientation, methodology and research method to be employed in investigating your particular research problem.  
3. Synthesis of the interplay between research paradigms, epistemology, and methodology and research methods in the context of a research problem.  
4. Oral presentation skills and engagement of your audience in live or video presentation, including verbal and non-verbal qualities.  
5. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy |
| Generic skill assessed | Communication  
Problem-solving |
| Skill assessment level | Specialised |

7. What are the course activities?

7.1 Directed study hours
2 hours x 13 weeks face to face OR  
2 hours x 13 weeks online with no attendance requirement

7.2 Teaching semester/session(s) offered
Sippy Downs: Semester 1
<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
<th>Directed Study Activities</th>
<th>Independent Study Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1</strong>&lt;br&gt;Weeks 1–2</td>
<td>Introduction to research methods. Philosophical underpinnings. Qualitative and Quantitative Research traditions. Theoretical frameworks. Assumptions underlying research. Research categories; research terms. Identification and classification of research methodologies:</td>
<td>Class instruction including group work and discussion</td>
<td>Class instruction including group work and discussion</td>
<td>Designated readings from course text book and other selected readings. Personal, guided investigations</td>
</tr>
<tr>
<td><strong>MODULE 2</strong>&lt;br&gt;Week 3 -4</td>
<td>Developing research questions. Understanding research design and links to methodologies. Issues of validity, reliability, sampling, ethics.</td>
<td>Class instruction including group work and discussion. Practical exercises and consideration of real examples</td>
<td>Designated readings from course text book and other selected readings. Personal, guided investigations. Preparation of first assignment</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3</strong>&lt;br&gt;Weeks 5-8</td>
<td>Qualitative Research Methodologies. Ethnography Cast Study Action Research Grounded Theory Data collection and analysis Mixed Methods.</td>
<td>Class instruction including group work and discussion. Practical exercises and consideration of real examples</td>
<td>Designated readings from course text book and other selected readings. Personal, guided investigations. Preparation for second assignment</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 5</strong>&lt;br&gt;Weeks 11 -13</td>
<td>Epistemologies and theoretical orientations to research</td>
<td>Developing research questions Epistemologies and theoretical orientations to research. Poster Presentations. Class instruction including group work and discussion. Peer assessment activities for first assignment</td>
<td>Developing research questions Epistemologies and theoretical orientations to research. Poster presentations and discussion.</td>
<td></td>
</tr>
</tbody>
</table>

Please note that the course activities 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 may 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 **Required and recommended readings**

Recommended Texts:

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.3 **Specific requirements**

It is expected that you 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). This requirement is for one campus and online students.

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 on 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 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

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au