



UNSW Course Outline

EDST5120 Advanced Qualitative Research - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5120

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Online

Delivery Format : Non Standard

Delivery Location : Distance Education

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

You will explore, and learn to critique, qualitative research in education; and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research. You will learn about

different epistemological and methodological approaches, and, by the end of the course, you will have a good awareness of the issues and components you need to design a small-scale qualitative research project of your own.

Relationship to Other Courses

This course is one of two advanced research methods offered in the research stream of the Master of Education.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically engage and evaluate qualitative educational research literature in terms of its methodology
CLO2 : Evaluate qualitative research texts.
CLO3 : Explain methodological issues (such as positionality and ethical considerations) and how these relate to real-world research.

Course Learning Outcomes	Assessment Item
CLO1 : Critically engage and evaluate qualitative educational research literature in terms of its methodology	<ul style="list-style-type: none">• Four Parts of Draft Methodology Chapter• Draft Methodology Chapter
CLO2 : Evaluate qualitative research texts.	<ul style="list-style-type: none">• Four Parts of Draft Methodology Chapter• Draft Methodology Chapter
CLO3 : Explain methodological issues (such as positionality and ethical considerations) and how these relate to real-world research.	<ul style="list-style-type: none">• Draft Methodology Chapter

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

Research in education is relevant to all educational contexts and to all teachers. In this course you will explore and critique a variety of published research texts, building your skills, engaging with, making use of, and critiquing existing research. You will learn skills for conducting a small qualitative research project relevant to your own teaching context(s). The development of your

procedural as well as declarative knowledge is therefore the core outcome of the course and is prioritised throughout. Teaching on the course is driven by your critical engagement with readings and discussions with your colleagues online. Online class discussions in breakout rooms allow for theory and analysis to be developed but also applied, with the aim of producing active, engaged student-researchers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

Teaching strategies

Reading, online breakout room discussions, whole-group discussions, and clarification of key concepts and writing will support the development and application of your skills and understandings outlined above.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1, 2
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	1, 2
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	1, 2
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	1, 2
6.3.4	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Four Parts of Draft Methodology Chapter Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Submit each part at 5pm the day after each seminar
Draft Methodology Chapter Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 11/04/2024 05:00 PM

Assessment Details

Four Parts of Draft Methodology Chapter

Assessment Overview

Task: This task requires you to submit 1000 words fortnightly in Weeks 2, 4, 6, 8 that address the four parts of a methodology chapter.

Course Learning Outcomes

- CL01 : Critically engage and evaluate qualitative educational research literature in terms of its methodology
- CL02 : Evaluate qualitative research texts.

Detailed Assessment Description

Task 1 length: 1000 words per part (1000 x 4 = 4000 words)

This task requires you to submit 1000 words fortnightly in weeks 2, 4, 6, 8 that address the four parts of a methodology chapter. This task will be peer-reviewed so successful completion of the task includes your assessment of a peer.

- What are the ethical codes of conduct and protocols you will need to observe to undertake your study?
- Which research methods will you use to generate your data and why are they appropriate for your methodology?
- Which research methods will you use to analyse your data and why are they appropriate for your methodology?
- How will your methods enable you to extend and/or problematise the literature?

Assessment Length

1000 words per part (i.e., 1000 x 4 = 4000 words)

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5120/EDST5033 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Four Parts of Draft Methodology Chapter

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the relevant concepts and principles of methodological arguments	
Depth of analysis and critique in response to the task • Depth of analysis and way/s the key concepts are drawn on to provide an illuminating and convincing argument for each part of your chapter	
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate and critical use of relevant qualitative research and/or social science literature	
Structure and organisation of response • Appropriateness of overall structure of the response to the task • Clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expression, e.g., sentence structure, vocabulary use, spelling, and punctuation • Compliance with word length requirements	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Draft Methodology Chapter

Assessment Overview

Task: This task requires you to synthesise the four parts of your methodology chapter into a coherent draft. This synthesis will respond to the specific feedback given by the course convenor.

Assessment length: 4000 words.

Course Learning Outcomes

- CL01 : Critically engage and evaluate qualitative educational research literature in terms of its methodology
- CL02 : Evaluate qualitative research texts.
- CL03 : Explain methodological issues (such as positionality and ethical considerations) and how these relate to real-world research.

Detailed Assessment Description

See Moodle.

Assessment Length

4000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5120/EDST5033 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Draft Methodology Chapter

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the relevant concepts and principles of methodological arguments	
Depth of analysis and critique in response to the task • Depth of analysis and way/s the key concepts are drawn on to provide an illuminating and convincing argument for each part of your chapter	
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate and critical use of relevant qualitative research and/or social science literature	
Structure and organisation of response • Appropriateness of overall structure of the response to the task • Clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability	
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expression, e.g., sentence structure, vocabulary use, spelling, and punctuation • Compliance with word length requirements	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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.	

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assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Module 1	Topic	• What are the ethical codes of conduct and protocols you will need to observe to undertake your study?
	Reading	• UNSW Low Risk Ethics Application Project Description [See Moodle]. • Goodyear-Smith, F., Jackson, C., & Greenhalgh, T. (2015). Co-design and implementation research: challenges and solutions for ethics committees. <i>BMC Medical Ethics</i> , 16(1). [See link in Resources section].
Module 2	Topic	• Which research methods will you use to generate your data and why are they appropriate for your methodology?
	Reading	• Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? <i>Qualitative Research in Psychology</i> , 18(3), 328-352. [See link in Resources section]. • Reckhow, S., Tompkins-Stange, M., & Galey-Horn, S. (2021). How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse. <i>Educational Evaluation and Policy Analysis</i> , 43(3), 472-494. [See link in Resources section].
Module 3	Topic	• Which research methods will you use to analyse your data and why are they appropriate for your methodology?
	Reading	• Saldaña, J. (2013). <i>The coding manual for qualitative researchers</i> (2nd ed.). Los Angeles: SAGE. [See link in Resources section].
Module 4	Topic	• How will your methods enable you to extend and/or problematise the literature?
	Reading	• Farrell, E. (2020). Researching Lived Experience in Education: Misunderstood or Missed Opportunity? <i>International Journal of Qualitative Methods</i> , 19, 160940692094206. [See link in Resources section]. • Fulford, A. (2012). Conversations: Risk, passion and frank speaking in education. <i>Ethics and Education</i> , 7(1), 75-90. [See link in Resources section].
Module 5	Topic	• How will you present your evidence so that it reaches the audiences that you want it to reach?
	Reading	• Saldaña, J. (2014). Blue-Collar Qualitative Research. <i>Qualitative Inquiry</i> , 20(8), 976-980. [See link in Resources section].

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including

lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

As per readings listed in the Schedule.

- Module 1:
 - UNSW Low Risk Ethics Application Project Description (see Moodle)
 - Goodyear-Smith, F., Jackson, C., & Greenhalgh, T. (2015). Co-design and implementation research: challenges and solutions for ethics committees. *BMC Medical Ethics*, 16(1). [Co-design and implementation research: challenges and solutions for ethics committees | BMC Medical Ethics | Full Text \(biomedcentral.com\)](#)
- Module 2:
 - Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328-352. [One size fits all? What counts as quality practice in \(reflexive\) thematic analysis?: Qualitative Research in Psychology: Vol 18, No 3 \(tandfonline.com\)](#)
 - Reckhow, S., Tompkins-Stange, M., & Galey-Horn, S. (2021). How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse. *Educational Evaluation and Policy Analysis*, 43(3), 472-494. [How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse - Sarah Reckhow, Megan Tompkins-Stange, Sarah Galey-Horn, 2021 \(sagepub.com\)](#)
- Module 3:
 - Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). Los Angeles : SAGE. [The Coding Manual for Qualitative Researchers \(ufba.br\)](#)

- Module 4:
 - Farrell, E. (2020). Researching Lived Experience in Education: Misunderstood or Missed Opportunity? *International Journal of Qualitative Methods*, 19, 160940692094206. [Researching Lived Experience in Education: Misunderstood or Missed Opportunity? - Emma Farrell, 2020 \(sagepub.com\)](#)
 - Fulford, A. (2012). Conversations: Risk, passion and frank speaking in education. *Ethics and Education*, 7(1), 75-90. [Conversations: risk, passion and frank speaking in education: Ethics and Education: Vol 7, No 1 \(tandfonline.com\)](#)
- Module 5:
 - Saldaña, J. (2014). Blue-Collar Qualitative Research. *Qualitative Inquiry*, 20(8), 976-980. [Blue-Collar Qualitative Research: A Rant - Johnny Saldaña, 2014 \(sagepub.com\)](#)

Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Karen Mars		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;

- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- **Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>