



UNSW Course Outline

EDST5448 Educational Research - 2024

Published on the 28 Oct 2024

General Course Information

Course Code : EDST5448

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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 educational 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.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify the major approaches and methods used in education research
CLO2 : Evaluate the strengths and limitations of published educational research
CLO3 : Plan an education research project with alignment between theory, research questions, and methodology

Course Learning Outcomes	Assessment Item
CLO1 : Identify the major approaches and methods used in education research	• Online Quiz
CLO2 : Evaluate the strengths and limitations of published educational research	• Online Quiz
CLO3 : Plan an education research project with alignment between theory, research questions, and methodology	• Research Proposal • Online Quiz

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

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.

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.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Online Quiz Assessment Format: Individual Short Extension: Yes (5 days)	40%	Start Date: 20/09/2024 05:00 PM Due Date: 04/10/2024 05:00 PM
Research Proposal Assessment Format: Individual Short Extension: Yes (5 days)	60%	Start Date: Not Applicable Due Date: 18/11/2024 05:00 PM

Assessment Details

Online Quiz

Assessment Overview

Students will take an online quiz consisting of 30 multiple choice items.

Course Learning Outcomes

- CL01 : Identify the major approaches and methods used in education research
- CL02 : Evaluate the strengths and limitations of published educational research
- CL03 : Plan an education research project with alignment between theory, research questions, and methodology

Detailed Assessment Description

Students will take an online quiz consisting of about 30 items (item format: multiple choices). The questions will be based on the textbook Cohen et al, 2018: Chapter 17 (Surveys, Longitudinal, Cross-Sectional and Trend Studies) and Chapter 19 (Case Studies). The quiz is designed in a way that if students read these two chapters carefully, they will do well in the quiz.

- Delivery: Moodle quiz

- Mode of quiz items: Multiple-choice items
- Number of quiz items: About 30 items
- Response format: (a) All that apply or (b) Choose one option
- Number of quiz response option: The quiz items will have four to ten response options
- Scores: The scores will be immediately available to the students
- Feedback: Students will also receive feedback on each item. The feedback will contain (a) the correct and wrong answers and (b) explanations and comments about the answers.

Assessment Length

N/A

Assessment information

<ul style="list-style-type: none"> • RUBRIC/FEEDBACK SHEET EDST5448 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Online Quiz • Specific Criteria and Grading (FL/PS/CR/DN/HD) 	
<ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved • Clear understanding of the nature of research • Clear understanding of different ways to design research methods 	
<ul style="list-style-type: none"> • Depth of analysis and critique in response to the task • Demonstration of the ability to distinguish different types of research designs • Depth of understanding of strengths and weaknesses of various research designs 	
<ul style="list-style-type: none"> • Familiarity with and relevance of professional and/or research literature used to support response • Ability to evaluate different types of analytic techniques • Understand research methods terminology • Application of research methods to practical scenarios 	
<ul style="list-style-type: none"> • Structure and organisation of response • N/A 	
<ul style="list-style-type: none"> • Presentation of response according to appropriate academic and linguistic conventions • N/A 	
<ul style="list-style-type: none"> • General comments/recommendations for next time: 	
<ul style="list-style-type: none"> • Lecturer: • Recommended: /20 (FL PS CR DN HD) 	<ul style="list-style-type: none"> • Date: • Weighting: 40%
<p>• 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.</p>	

Assignment submission Turnitin type

This is not a Turnitin assignment

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.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Research Proposal

Assessment Overview

Plan an educational research project appropriate to the scope of your enrolled program or specialisation, informed by your understanding of research in the area and of research methods. Length: 2,000 words.

Course Learning Outcomes

- CL03 : Plan an education research project with alignment between theory, research questions, and methodology

Detailed Assessment 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) to the practical scenario in preparing their research proposal. Students can develop their own practical scenario as well. It is expected that students will develop one or two research question(s).
- 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 online activities and lectures have been selected and designed to scaffold you in the

writing of this task so please refer 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>.

Assessment Length

2,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5448 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Research Proposal• Specific Criteria and Grading (FL/PS/CR/DN/HD)		
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Clear understanding of the nature of research• Clear understanding of the purpose of a literature review• Clear understanding of different ways to develop research methods• Understanding of the selected scenario and its relationship to relevant areas of theory, research, and practice• Cohesion between research questions and research design• Cohesion between data collection and data analysis		
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• 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		
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements in the literature review• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements about the research design• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the data collection and analysis plan		
<ul style="list-style-type: none">• Structure and organisation of response• Clarity and coherence of organisation• Use of section headings and summaries as appropriate to enhance readability• Clarity and appropriateness of sentence and paragraph structure• Clarity and coherence within and across paragraphs		
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity and appropriateness of vocabulary use, spelling, punctuation• Clarity, consistency, and appropriateness of written expression		
• General comments/recommendations for next time:		
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)		<ul style="list-style-type: none">• Date:• Weighting: 60%
<ul style="list-style-type: none">• 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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

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/school-of-education/policies-and-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Online Activity	• Introduction to Educational Research What is research? Types of research methodologies
	Reading	• Main textbook: Cohen et al., (2018) Chapter 1. • Supplementary textbook: Bryman (2016) Chapter 1.
Week 2 : 16 September - 22 September	Online Activity	• Literature Review Reviewing the literature Developing research questions
	Reading	• Supplementary textbook: Bryman (2016) Chapters 4, 5.
Week 3 : 23 September - 29 September	Online Activity	• Research Design Case study design Experimental design Cross-sectional design Longitudinal design
	Reading	• Main textbook: Cohen et al., (2018) Chapters 17, 19, 20. • Supplementary textbook: Bryman (2016) Chapter 3.
Week 4 : 30 September - 6 October	Online Activity	• Research Planning Overall planning of a research project Population, sample, sampling methods Ethics application and approval
	Reading	• Main textbook: Cohen et al., (2018) Chapters 7, 11, 12. • Supplementary textbook: Bryman (2016) Chapters 4, 6, 8, 18.
Week 5 : 7 October - 13 October	Online Activity	• Data Collection Method: Part 1 Interview Observation
	Reading	• Main textbook: Cohen et al., (2018) Chapters 25, 26. • Supplementary textbook: Bryman (2016) Chapters 9, 12, 20.
Week 6 : 14 October - 20 October	Online Activity	• Data Collection Method: Part 2 Questionnaire Experiment
	Reading	• Main textbook: Cohen et al., (2018) Chapters 20, 24. • Supplementary textbook: Bryman (2016) Chapters 10, 11.
Week 7 : 21 October - 27 October	Online Activity	• Data Analysis Qualitative research approach
	Reading	• Main textbook: Cohen et al., (2018) Chapters 32, 34. • Supplementary textbook: Bryman (2016) Chapters 13, 17, 24.
Week 8 : 28 October - 3 November	Online Activity	• Data Analysis Quantitative research approach
	Reading	• Main: Cohen et al., (2018) Chapter 38. • Supplementary: Bryman (2016) Chapter 15.
Week 9 : 4 November - 10 November	Online Activity	• Developing research questions • Writing up a research proposal
	Reading	• Supplementary textbook: Bryman (2016) Chapter 29.
Week 10 : 11 November - 17 November	Online Activity	• Developing research questions • Writing up a research proposal
	Reading	• Supplementary textbook: Bryman (2016) Chapter 29.

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.

Please note that EDST5448 runs hybrid (parallel online and face-to-face classes) only on Wednesdays in T3. In-person class: Wednesdays 19.00pm-20.30pm, Weeks 3, 4, 5, 7, 8, 9. Online class: Wednesdays 19.00pm-20.30pm, Weeks 3, 4, 5, 7, 8, 9.

Course Resources

Prescribed Resources

Main Textbook

Cohen, L., Manion, L. and Morrison, K. (2018). *Research Methods in Education* (8th ed). London: Routledge.

- Chapter 1
- Chapter 17: Surveys, Longitudinal, Cross-Sectional and Trend Studies
- Chapter 19: Case studies
- Chapter 20: Experiments
- Chapter 7: Ethics
- Chapter 11: Planning
- Chapter 12: Sampling
- Chapter 25: Interviews
- Chapter 26: Observation
- Chapter 20: Experiments
- Chapter 24: Questionnaire
- Chapter 32: Approaches to qualitative data analysis
- Chapter 34: Content analysis and grounded theory
- Chapter 38: Approaches to quantitative data analysis

Recommended Resources

Supplementary Textbooks

- 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 for purchase in the UNSW Bookshop. Additional

readings and resources will also be provided on Moodle.

Staff Details

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

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

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

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

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](#).

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

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/sed/policies-and-procedures).

School Contact Information

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