



## UNSW Course Outline

# EDST5888 Capstone Professional Inquiry Project - 2024

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## General Course Information

Course Code : EDST5888

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Research

Delivery Format : Standard

Delivery Location : Distance Education

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will have an opportunity to extend interests developed in your specialist area of education by undertaking a self-directed small scale individual capstone project, supported by a supervising academic, in small groups with other students from the same specialisation. The

project must demonstrate synthesis and application of knowledge and skills developed in coursework components of your specialisation to address a particular problem or issue in a previous or current work context.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Synthesise knowledge and research in a specialised area of study in education
CLO2 : Locate, critically evaluate, and apply research relevant to a topic of interest in education.
CLO3 : Investigate an inquiry problem in educational research or practice

Course Learning Outcomes	Assessment Item
CLO1 : Synthesise knowledge and research in a specialised area of study in education	<ul style="list-style-type: none"><li>• Project proposal</li><li>• Project report</li></ul>
CLO2 : Locate, critically evaluate, and apply research relevant to a topic of interest in education.	<ul style="list-style-type: none"><li>• Project proposal</li><li>• Project report</li></ul>
CLO3 : Investigate an inquiry problem in educational research or practice	<ul style="list-style-type: none"><li>• Project report</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Rationale:

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise and apply knowledge and skills from earlier stages of their program.

Teaching strategies:

EDST5888 is a self-directed course but you will work with a stream advisor throughout the term.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Project proposal Assessment Format: Individual	20%	Due Date: 07/06/2024 05:00 PM
Project report Assessment Format: Individual	80%	Due Date: 02/08/2024 05:00 PM

## Assessment Details

### Project proposal

#### Assessment Overview

Outline the details of your inquiry project, including inquiry questions, methods used to investigate them, relevant research literature, and a timeline to completion of the project report. Length: 1,000 words. *Note:* The project proposal must be approved before you can proceed with your project. Project proposal. This should include: 1. An introduction section, including identification of your 'problem' (based on your observation of your professional context, and engagement with the scholarly literature), and a set of inquiry questions. This might consist of separate headings for background, context, lit review, inquiry questions, etc. 2. A methods section, outlining what you will do to explore your 'problem' and how you will analyse your 'data'. 3. A timeline, listing what you will do and by when over the term. 4. A bibliography/ reference list.

#### Course Learning Outcomes

- CL01 : Synthesise knowledge and research in a specialised area of study in education
- CL02 : Locate, critically evaluate, and apply research relevant to a topic of interest in education.

#### Detailed Assessment Description

Please note:

- Your project proposal must receive a pass mark by your advisor before you can continue to undertake the project.
- If you do not receive a pass mark, you will be asked to revise and resubmit.

#### Assessment Length

1,000 words

#### Submission notes

Submit via Turnitin

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5888 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Project Proposal</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Provides a clear outline of the inquiry project</li><li>• Clear understanding and identification of the 'problem' to be researched</li><li>• Clear identification of the inquiry questions</li><li>• Clear understanding of different research method designs; and which would be most appropriate to explore the inquiry questions to research the 'problem'</li><li>• Inquiry project based on relevant research literature</li><li>• Provides a timeline of the project report</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Ability to distinguish different types of research methodology designs</li><li>• Depth of understanding of strengths and weaknesses of various research designs</li><li>• Depth of understanding of strengths and weaknesses of proposed analysis of data</li><li>• Understanding the strengths and weaknesses of the methods and data analysis in relation to the context of the proposed inquiry</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Introduction clearly identifies 'problem' to be researched, based on observations from professional context and engagement with scholarly literature</li><li>• Use of key references that highlight the problem to be researched, including gaps in the literature, and/or the building upon previous studies that use the methodology and/or context</li><li>• Use of key references in the literature (theoretical and methodological) that support the analysis and investigation of the proposed inquiry</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Clearly defined structure with introduction, inquiry questions, background, context, literature review, methods, reference list</li><li>• Clear and coherent organisation</li><li>• Use of section headings to enhance readability</li><li>• Clarity and appropriateness of sentence and paragraph structure</li><li>• Clearly defined timeline of actions to be taken</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity and appropriateness of vocabulary use, spelling, punctuation</li><li>• Clarity, consistency, and appropriateness of written expression</li><li>• Clarity, consistency, and appropriateness of APA 7th ed formatting</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li></ul>	<ul style="list-style-type: none"><li>• Date:</li></ul>

• Recommended: /20 (FL PS CR DN HD)	• Weighting: 20%
• 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.	

### **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.

## **Project report**

### **Assessment Overview**

Prepare a report on your proposed inquiry project. Length: 6,000 words. Project report. You need to produce a report that describes your inquiry project and how you have responded to your inquiry questions. This should be in a format appropriate to the nature of the specialisation; this will usually follow this shape: 1. Table of Contents. 2. Executive Summary. 3. Introduction (background, area of interest, inquiry questions). 4. Literature Review. 5. Method (project design and approach, participants [if relevant], data collection, data analysis). 6. Findings (perhaps 2-3 sections). 7. Discussion and Conclusions (including limitations [if appropriate], implications, recommendations). 8. References Appendices (if any). The report should be no more than 6000 words (excluding the bibliography and appendices). There is a [template](#) that you can use to help structure your report (with styles and formatting created. You can, of course, edit this to suit your own preferences). The report should be double-spaced, thoroughly proofread, with [APA7](#) used for referencing. Please note the criteria for the assessment task. The report of the project is assessed by an expert in your subject specialism.

### **Course Learning Outcomes**

- CL01 : Synthesise knowledge and research in a specialised area of study in education
- CL02 : Locate, critically evaluate, and apply research relevant to a topic of interest in education.
- CL03 : Investigate an inquiry problem in educational research or practice

### Detailed Assessment Description

See above.

### Assessment Length

6,000 words

### Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5888 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Project Report</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• Clarity and significance of the problem or question and related concepts</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Way(s), approaches adapted to the questions posed, including use of relevant ethical protocols</li><li>• Understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions</li><li>• Credibility and depth of analysis and interpretation</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Selection and range of key references in the area of the proposed study</li><li>• Use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriateness of overall structure of response</li><li>• Clarity and coherence of organisation</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• Clarity and consistency in presenting the project</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 80%</li></ul>
<ul style="list-style-type: none"><li>• 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.</li></ul>	

### Assignment submission Turnitin type

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

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## **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**

### **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., NESAC), 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

- There are no prescribed resources.
- You might look back to previous courses you have completed within your specialisation and select readings and material that inspired you the most.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	TBC TBC		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](mailto: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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>