



## **FACULTY OF EDUCATION AND ARTS**

### **School of EDUCATION**

#### **National**

### **SEMESTER ONE 2019**

## **EDRS688: Interpreting and Designing Educational Research**

### **UNIT OUTLINE**

**Credit points:** 10

**Prerequisites/incompatibles:** This is a core unit in the Master of Teaching (Primary) and Master of Teaching (Secondary). It has been written to contribute to meeting learning outcomes at AQF level 9.

**Lecturer in Charge:** Amanda Gutierrez

Office: 07 3861 6286

Email: [amanda.gutierrez@acu.edu.au](mailto:amanda.gutierrez@acu.edu.au)

Contact me: My preferred method of contact is via email. I will respond within 24-48 hours. If I do not reply to your email within 48 hours, please re-send.

**Unit rationale, description and aim:** A defining characteristic of professionals is not just their specialised knowledge but their ability to reflect on that knowledge and to draw upon evidence to revise that knowledge in practice. Thus, it is important for educators, as professionals, to be able to consume and conduct research. This unit encourages pre-service teachers to be critical consumers of research and introduces a range of conceptual approaches and techniques in educational research. The unit grounds the pre-service teacher as teacher-researcher to enable them to self-audit pedagogical practices and understand and participate in research in informed and ethical ways.

**Mode:** Attendance

**Duration:** You should anticipate undertaking 150 hours of study for this unit, including tutorials/lectures, readings and assignment preparation.

## LEARNING OUTCOMES

The Master of Teaching (Primary and Secondary) course is a professional program that facilitates participants' achieving teachers' professional standards and ACU graduate attributes. These attributes are incorporated into the unit learning outcomes.

On successful completion of this unit, you should be able to:

1. appraise key research principles, methodological approaches and methods applicable to educational research and professional practice (GA3, GA5; APST 3.6);
2. apply skills in identifying, analysing, and synthesising educational research literature as a source of professional learning (GA3, GA4, GA8; APST 1.2, 6.2, 6.4, 7.4);
3. conceptualise and plan an enquiry-based project established through critical self-auditing of pedagogical practice, with reference to the Australian Professional Standards for Teachers: Graduate (GA4, GA5, GA8; APST 3.6, 6.1);
4. demonstrate in-depth understanding of and apply principles and practices of ethical conduct in human research (GA3, GA7, GA8, GA9; APST 7.1);
5. critique a range of strategies for collecting and analysing data to assess the impact of pedagogical practices on student learning (GA4, GA5, GA8; APST 5.1, 5.3, 5.4, 6.3); and
6. communicate in writing in a proficient, professional and scholarly manner (GA9).

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS - GRADUATE LEVEL

- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
- 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- 6.2 Understand the relevant and appropriate sources of professional learning for teachers.
- 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
- 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
- 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

## GRADUATE ATTRIBUTES

Each unit in your course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at <http://www.acu.edu.au/204356>. All Australian universities

have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

On successful completion of this unit, you should have developed your ability to:

GA3 apply ethical perspective in informed decision making;

GA4 think critically and reflectively;

GA5 demonstrate knowledge and skills appropriate to the discipline;

GA7 work both autonomously and collaboratively;

GA8 locate, organise, analyse, synthesise and evaluate information;

GA9 demonstrate effective communication in written English language.

## **CONTENT**

Topics will include:

- The nature of educational research and major approaches and research designs applicable to applied educational research within professional contexts
- Processes and approaches to defining and justifying a research problem, researchable questions and creating a conceptual framework derived from the literature and self-audit of pedagogical practices and the Australian Professional Standards for Teachers: Graduate
- Information literacy including principles and tools for identifying and critically reflecting upon high quality research; (literature reviewing, databases, bibliographic tools, research quality)
- Principles of ethical data collection and analysis techniques commonly used in educational research
- Strategies to record, interpret and analyse student assessment data in order to evaluate student learning and modify teaching practice.
- Assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
- Purposes of assessment 'of learning', 'for learning' and 'as learning'
- Principles and practices of assessment moderation and its application to support consistent and comparable judgements of student learning
- Conventions of professional academic writing and publishing.

## **QUALITY ASSURANCE AND STUDENT FEEDBACK**

SEU surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete the SEU survey for the unit. You can also provide feedback at other times to the unit lecturer, course coordinators and/or through student representatives.

## **LEARNING AND TEACHING STRATEGY AND RATIONALE**

The unit will incorporate a range of online teaching and learning activities including readings, lecturer's input, and discussion boards. Your learning will be enhanced by weekly readings as specified in the

unit outline. Assessment tasks are designed to help you develop your capacity to engage in teacher research.

### Duration

150 hours in total with a normal expectation of 36 hours of directed study and the total contact hours should not exceed 36 hours. Directed study might include lectures, tutorials, webinars, podcasts etc. The balance of the hours then become private study

### REQUIRED TEXTBOOK:

Creswell, J. & Guetterman, T. (2019). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (6th edition). New York, NY: Pearson.

If you prefer an electronic version, you should be able to purchase via the following link:

<http://pearson.com.au/9780134519395>

### SCHEDULE

This content and the learning activities are organised into four learning modules. Each module includes required readings, and learning activities. The required readings of each module are expected to have been completed prior to the starting date of the next module.

Week	Starting	Public Holidays	Lecture/Tutorial Content	Activities
			<b>Please see LEO for readings</b>	
1	25/02/2019		<b>Module 1: Research in Education</b> <ul style="list-style-type: none"> <li>• Introduction to research in education and major research approaches</li> <li>• Defining your research problem</li> <li>• Using APST to frame your research problem</li> </ul> Presentation of the research problem	Creswell & Guetterman, 2019, 2-77 Australian Professional Standards for Teachers Niemi, H. and Nevgi, A (2014). Research studies and active promoting professional competences in Finnish teacher education. <i>Teaching and Teacher Education</i> , 43, 131-142.
2	04/03/2019		<b>Module 1 continued</b>	
3	11/03/2019	Canberra Day (ACT) 11 March Labour Day (VIC) 11 March	<b>Module 2: Information literacy</b> <ul style="list-style-type: none"> <li>• Library search</li> <li>• Critical reading of research</li> <li>• Professional writing</li> </ul> Presentation of your	Creswell & Guetterman, 2019, 78-107 Assessment Task 1 due 11/03, 11.55pm

			review of related literature	
4	18/03/2019		<b>Module 2 continued</b>	
5	25/03/2019	<b>CENSUS DATE</b> <b>Sunday 31</b> <b>March</b>	<b>Module 3:</b> <b>Research data</b> <b>(evidence)</b> <ul style="list-style-type: none"> <li>• Data collection strategies</li> <li>• Introduction to research design</li> <li>• Ethical considerations in research</li> </ul> Rigour and trustworthiness in data collection and research designs	Creswell & Guetterman, 2019, 138-171 & 204-228
6	01/04/2019		<b>Module 3 continued</b>	Assessment 2, Literature Review, due 02/04, 11.55pm
7	08/04/2019		<b>Module 4:</b> <b>Analysis of data</b> (collected evidence) and action research Determining the impact of teaching and innovative interventions <ul style="list-style-type: none"> <li>• Analysis of qualitative data or collected evidence</li> <li>• Analysis of quantitative data or collected evidence</li> </ul> Action research	Creswell & Guetterman, 2019, 172-203; 236-265 & 586-603
8	15/04/2019	Good Friday 19 April	<b>Module 4 continued</b> Online workshop (no face to face tutorial)	
	22/04/2019	<b>UA vacation week</b>  Easter Monday 22 April  Anzac Day 25 April		
9	29/04/2019		Week 9 drop in	

10	06/05/2019	Labour Day (QLD) 6 May	No classes	Assessment 3 due 10 <sup>th</sup> May
11	13/05/2019		PEP	
12	20/05/2019		PEP	
Study Week	27/05/2019	Reconciliation Day (ACT) 27 May	PEP	
2 June is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains.				
Exams	03/06/2019 to 23/06/2019	Queen's Birthday (except QLD) 10 June	PEP (June 3-7)	

### Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student's performance on the assessment tasks and the LiC's professional judgement about the student's demonstration of the learning outcomes.

Students will be assigned a mark for each assessment task. The combined total score out of 100% will be used to determine the final grade as per the table below.

Overall Grade	Descriptor	Minimum total assessment score
HD	Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline.	85%
DI	Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication.	75%
CR	Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability.	65%
PA	Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.	50%
NF	Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible.	45%
NN	Little or no attainment of learning outcomes, with limited understanding of course content or skill development	0

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

1. Each assessment criterion will be scored using a 5-point scale (4, 3, 2, 1, 0). See Rubrics in Appendices.
2. For assessment task 1, the numerical grades from each of the 4 criteria will be scaled as described in the rubric to give a score out of 100 and then rescaled to equate with the weighting of 30%
3. For assessment task 2, the numerical grades from each of the 7 criteria will be scaled as described in the rubric to give a score out of 100 and then rescaled to equate with the weighting of 40%
4. For assessment task 3, the numerical grades from each of the 13 criteria will be scaled as described in the rubric to give a score out of 100 and then rescaled to equate with the weighting of 30%
4. Non-submission of a task will result in a score of 0 for that task.
5. The three weighted scores will be summed to give a total score out of 100%
6. The overall grade for the unit will be awarded by the Lecturer in Charge using their professional judgement and after consideration of the total assessment score and the descriptor for each grade (set out in the table above). Note that all marks and grades are subject to moderation and should be considered interim until ratified by the School of Education Assessment Committee.

**Note:** Literacy should be that required from a future teacher. Submissions that indicate unacceptably poor literacy will be returned ungraded for editing. Three days will be allowed for you to revisit your work and upload it again to LEO. The maximum score that can be achieved for the revised work is a pass (50% of the total mark).

## ASSESSMENT STRATEGY AND RATIONALE

There are three assessable tasks in the unit and a number of learning activities. The total assessable tasks are equivalent to 5,500 words. The assessable tasks are designed to help you achieve unit outcomes. The learning activities are designed to support you as you complete the assessable tasks. Completing *all* the learning activities and the assessable tasks should provide you with opportunities to reflect, discuss and receive feedback. To pass this unit, you must complete at least the four *Core Learning Activities* and achieve a pass mark in the unit.

Assessment Tasks	Weightings	Assessed		
		Learning Outcomes	Graduate Attributes	APST - Graduate
<b>Core Learning Activities:</b> Completion of the designated core learning activity for each module.	0%	1, 2, 3, 4, 5 & 6	GA3, GA4, GA5, GA7, GA8 & GA9	1.2, 3.6, 5.1, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1 & 7.4
<b>Assessment Task 1:</b> A critical self-audit of pedagogical practices. Due date: 11 March 2019	15%	3	GA4, GA5 & GA8	3.6 & 6.1
<b>Assessment Task 2:</b> Literature review. Due date: 2 April 2019	35%	2 & 3	GA3, GA4, GA5 & GA8	1.2, 3.6, 6.1, 6.2, 6.4 & 7.4
<b>Assessment Task 3:</b> Research proposal. Due date: 10 May, 2019	50%	1, 2, 3, 4, 5 & 6	GA3, GA4, GA5, GA7, GA8 & GA9	1.2, 3.6, 5.1, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1 & 7.4

### Submission of Assignments

#### A. Core Learning Activities (CLA)

Submit the designated core learning activities using the appropriate links on the unit LEO page. Each CLA is due before the start of the next module. They will be tagged as “*completed*” or “*not completed*”.

#### B. Assessment tasks

Submit your assessable tasks through Turnitin link on the unit LEO page. Make sure to upload the assignment as a word document. Use as the name of the file < SURNAME\_EDRS688\_Task\_1, 2, OR 3>.

- Tasks should be submitted on time unless the LIC allows extensions based on special consideration requests that are appropriately supported by formal evidence.
- All assignments must be spell-checked and paginated.
- Use Arial or Times New Roman font 11, margins 2cm (min.), 1.5 line spacing.
- Do not submit an assignment cover sheet on LEO.



The following conditions should be met prior to any submission:

- Observe task word limit. References and appendices are not counted. Everything else, including quotations and in-text citations, is counted.
- Ensure that *Turnitin* similarity score does not exceed 15%.
- Use APA 6<sup>th</sup> referencing style.

Marked tasks will be returned via Turnitin within three weeks of the submission of all tasks.

## Tasks in Details

### Core Learning Activities

Each module includes a core learning activity that must be submitted for verification. The focus of each CLA is the topic under discussion. Each activity will be tagged as *completed*, or *not completed*. Though I plan to read the CLAs, I will *not* assess their content. They must be completed on time as they are designed to facilitate your learning as you progress in the unit.

Due date: Each CLA is due prior to the starting date of the next module. Use the appropriate CLA link on LEO to complete/upload the activity. *There is no provision for granting extensions.*

### Assessable Tasks

The assessable tasks in this unit will be marked against their marking criteria. You will see these criteria after task descriptions. The criteria are translated into *qualitative* rubrics that are designed to provide you with descriptive feedback. An explanation of how the rubrics are assigned marks is provided on page 7.

### Assessment Task 1: A critical self-audit of pedagogical practices

Due Date: 11 March, 2019 at 11.55pm

Length: 500 words

Purpose: Formative, to provide descriptive feedback to guide students' progress. Task 1 provides scaffolding for pre-service teachers to become self-aware of their professional practices and be reflective of their professional learning needs and needs for improvement.

Assessed learning outcomes: 3.

To complete this task, you should follow these steps:

- Download a copy of the Australian Professional Standards: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>
- Do a close reading of the AITSL documentation/website.
- Choose one standard at the Graduate level (out of the 7 available). Address the following three sub-tasks:
  - Reflect critically on the challenges you anticipate facing or those you have faced in working to achieve this Standard. Include as much as possible available evidence to you including your readings and/or past professional experience.
  - Reword these challenges into specific professional issues that are linked to this Standard (or one of its focus areas).

- Discuss possible steps that may be possible for you to take to affect a fuller, more rounded mastery of this Standard. You are expected to refer to TWO related peer-reviewed journal articles published between 2008 and 2018.
- Articulate a research focus based on the issue you discussed. Anticipate using this focus or an edited version to construct your research proposal for Task 3. Your research focus should be contextualised within a classroom setting. It should relate to learning or teaching. It should lead to a possible intervention that is feasible to put into place during the final professional experience placement.

**Marking Criteria:** (See Task 1 rubric in Appendix 1)

- Depth of understanding of the selected professional standard.
- Quality of the argument that are based on a critical reflection on one's own experience and readings.
- Organisation and presentation.

Task weighting: 15% distributed equally over the three criteria.

**Assessment Task 2: Literature review**

Due Date: 2 April 2019, 11.55 PM

Length: 1000 words

Weighting: 35%

Purpose: Formative, to provide descriptive feedback on students' progress at acquiring information literacy skills.

Assessed learning outcomes: 2 & 3.

Task 2 requires each participant to submit, as an essay, a critical review of the literature that incorporates the results of at least **six (6) *empirical research articles***. Four of these articles have already been selected. Their links are given in Task 2 folder. Participants need to read the designated articles and derive at least one major theme that runs through them. Each participant needs to add two more related articles of their own choice. The additional articles should address the same themes and should have been published between 2001 and 2018.

To complete this task, you follow these procedures:

1. Read critically Task 2 designated articles. Derive possible major common themes that they address.
2. Choose one or more of the derived themes that are of interest to you.
3. Search ACU databases to identify at least two more *empirical* research articles published in refereed journals relating to the selected articles.
4. Synthesise the findings and the discussion of the *six* articles focussing on the derived themes. As part of your discussion you should address the contributions of the reviewed articles to knowledge and methodologies, inadequacies, and soundness of their findings.
5. Write a critical mini review of the literature in essay format. Start with the selected theme(s).
6. Link your theme(s) to your professional learning needs as appropriate.

Notes:

- a. Ensure that your essay is an analytical piece of writing, not a retelling of the story or a summary of the articles.
- b. Conclude your literature review with a clearly developed set of statements to illuminate theme(s) under discussion.

**Assessment criteria:** (See Task 2 rubric in Appendix 2)

- Articulation of a relevant research theme linking the reviewed articles. (10)
- Quality and depth of analysis and synthesis of at least six peer-reviewed journal articles. (15)
- Synthesis of ideas leading logically into a major conclusion or a research issue. (5)
- Organisation of the submission, sophistication, and appropriateness of writing style, expression, and structure (5)

**Assessment Task 3: Research Proposal**

Due Date: 10<sup>th</sup> May 2019 at 11.55 PM

Length: 4000 words

Task 3 requires the submission of a detailed research proposal to guide a project that may be implemented during the final professional experience placement. The construction of the research proposal should facilitate your achievement of the skills and knowledge that are necessary to complete the Graduate Teacher Performance Assessment (GTPA) Report. The proposal should incorporate an action plan that helps you understand and improve the issue you articulated as part of Task 1. Participants may modify or change their initial issue (Task 1), if needed, in consultation with the tutor.

Purpose: Summative measurement of achievement of unit outcomes.

Assessed learning outcomes: 1, 2, 3, 4, 5 & 6.

The research proposal should:

1. Contextualise and problematize the research issue within an anticipated or existing classroom setting. Discuss the significance of studying the identified issue and its context. Draw ideas from your readings of the literature. State the major research question as a direct product of this discussion. (Expected length 600 – 800 words).
2. Propose and describe a feasible intervention that could be implemented as part of the final professional experience placement. The intervention must relate closely to the articulated research issue. It should be justified through a focussed review of the related literature and constitute a component of your teaching program of a specific learning area. (Expected length 800 – 1000 words).
3. Describe and discuss anticipated ethical concerns and ways of securing clearance and site access to implement the project (Expected length 200- 400 words).
4. Describe the action research cycles you plan to implement as part of the proposed intervention. You should include:
  - a. Concrete actions and an implementation schedule at least for a first action cycle. These actions should be observable and appropriately justified.
  - b. Propose a set of research procedures to monitor the expected change (anticipate outcomes) due to your program. Specify the methods you propose to collect data or evidence of the change. These methods and procedures should be in coherence with the research design you adopt. Make sure to construct and present at least one major instrument to help you gather the evidence. Discuss the targeted constructs that the instrument incorporates and its characteristics. Attach a copy of the research instrument in the appendix. (Expected length 1000 words).
5. Propose an analysis of the collected evidence and an evaluation plan for determining the impact of your program and how you plan to present the anticipated results. (Expected length 800 words).

6. List your references. (Use APA).
7. Include your major data collection instrument/s (e.g., observation form/guidelines, tests, interviews) and other information as necessary in the appendices:

**Assessment criteria:** (See Task 3 rubric in Appendix 3).

- Clarity of the research issue and its contextualisation, positioning within relevant literature. (10)
- Quality of the analysis, synthesis of the focussed literature review and its link to the research question and intervention. (15)
- Coherent description of proposed design and methodology, methods, and ethical considerations and concerns (10).
- Coherent description of proposed analysis of evidence and the evaluation of the impact of the intervention (10).
- Organisation of the submission, consistency with task requirements and sophistication and appropriateness of writing style, expression, and structure. (5)

## REFERENCING

This unit requires you to use the APA referencing system.

See the '[Academic referencing](#)' page of the Student Portal for more details.

## ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

A list of these and other important policies can be found at the [University policies](#) page of the Student Portal.

### Assessment policy and procedures

You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration. If you have any queries on Assessment Policy, please see your Lecturer in Charge.

### Academic integrity

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Academic Integrity and Misconduct Policy and the Academic Misconduct Procedures are available from the website. Please read them, and note in particular that cheating, plagiarism, collusion, recycling of assignments and misrepresentation are not acceptable. Penalties for academic misconduct can vary in severity and can include being excluded from the course.

### Turnitin

The Turnitin application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

Please note that electronic marking, Grademark, is used in this unit using Turnitin. Turnitin will be used as a means of submitting, marking and returning assessment tasks and so a text matching percentage will appear on your submission automatically.

## FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Every campus provides [information and support](#) for Aboriginal and Torres Strait Islander Students. Indigenous Knowings are embedded in curricula for the benefit of all students at ACU.

## STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible.

For all aspects of support please visit [ACU Info](#) section in the Student Portal.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.

## ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/discussion forums.

<https://leo.acu.edu.au/course/view.php?id=29003>

In addition, for this unit you will be required to use the following technologies:

### Online Resources and Technology Requirements

The LEO page for this unit contains further resources and discussion forums.

## REFERENCES

### Recommended references

Australian Government (2007). *Australian code for the responsible conduct of research*.  
<http://www.nhmrc.gov.au/guidelines/publications/r39>

Australian Government (2007). *National statement on ethical conduct in human research*.  
[http://www.nhmrc.gov.au/\\_files\\_nhmrc/publications/attachments/e72.pdf](http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf)

- Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. Thousand Oaks, CA: Sage.
- Brady, L., & Kennedy K. (2012). *Assessing and reporting: Celebrating student achievement* (4th ed.). Frenchs Forest, NSW: Pearson Australia.
- McMillan, J. (2016). *Educational research: Fundamentals* (7<sup>th</sup> ed.). Boston, MA: Pearson.
- Mertens, D. M. (2015). *Research and evaluation in education and psychology* (4th ed.). Thousand Oaks, CA: SAGE.
- Neuman, W. L. (2011). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston, MA: Pearson.
- Thomas, G. (2013). *How to do your research project* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Walter, M. (Ed.) (2013). *Social Research Methods*. South Melbourne: Oxford.

### **Further references**

- Denzin, N.K., & Lincoln, Y.S. (2008). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.
- Fink, A. (2010). *Conducting research literature reviews: From the internet to paper*. Thousand Oaks, CA: Sage.
- Johnson, A. P. (2012). *A short guide to academic writing* (5<sup>th</sup> ed.). Lanham, MD: University Press of America.
- Kincheloe, J. L. (2012). *Teachers as Researchers: Qualitative Inquiry as a Path to Empowerment*. London: Routledge Education Classic Edition.  
<http://ebookcentral.proquest.com.ezproxy1.acu.edu.au.ezproxy2.acu.edu.au/lib/acu/detail.action?docID=958261>
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.
- O'Toole, J. & Beckett, D. (2013). *Educational research* (2<sup>nd</sup> ed.). South Melbourne: Oxford.
- Seiber, J., & Tolich, M. (2013). *Planning ethically responsible research*. Thousand Oaks, CA: Sage.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs*. Belmont, CA: Wadsworth.
- Silverman, D. (2010). *Doing qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

### **APPENDICES**

## Appendix 1: Assessment Task 1 Rubric: Self-audit of pedagogical practices (15%)

Criteria (LO3)	Excellent	Above Standard	Satisfactory	Below Standard	Not evident/ Unsatisfactory	Scaled mark
<b>Depth of understanding of the selected professional standard (15)</b>	Exhibits deep and sophisticated levels of understanding of the APST through developed reasoning, plausible justification and in-depth critical reflection.	Exhibits detailed level of understanding of the APST through clear reasoning, plausible justification and appropriate critical reflection.	Exhibits the expected level of understanding of the APST as exhibited through simple but logical reasoning, plausible justification and simple reflection.	Exhibits simple understanding of the APST as exhibited through translation or paraphrasing of ideas without reasoning or justification.	APSTs are poorly explained and little reasoning or justification is provided.	/15
<b>Use of examples to illustrate understanding of the selected professional standard (12)</b>	Provides excellent examples of good practice to support claims, observations, and conclusions.  Exhibits the ability to make logical connections and integrates specific examples from research or experiences to present a logical and coherent message.	Provides appropriate examples to support claims, observations, and conclusions.  Exhibits the ability to make logical connections and integrates specific examples from research or experiences to present a logical and coherent message.	Provides appropriate but limited examples to support claims, observations, and conclusions. Develops coherent messages based on experience.	Provides limited examples to support claims, observations, and conclusions. Develops disjointed or artificially linked ideas.	Does not provide examples, or examples are inappropriate to the selected standard. Ideas or not logically linked or clear.	/12
<b>Ability to incorporate literature effectively (10)</b>	Substantiates own ideas and positions through well-articulated use of extracts and ideas from relevant literature.	Substantiates own ideas and positions through clearly articulated use of extracts and ideas from relevant literature.	Refers to relevant literature as part of the submission.	Refers rarely to the literature.	Does not refer to literature.	/10
<b>Quality of the argument that are based on a critical reflection on one's own experience and readings (15)</b>	Examines own experiences and available evidence analytically within the frameworks of the APST.	Examines own experiences and available evidence clearly within the frameworks of the APST.	States or refers to own experiences that may relate to the APST.	States or refers to own experiences that tend not to relate to the APST.	Little reference to own experiences and/or limited or no connections to the APST.	/15
<b>Quality of critical reflection on one's own experience and readings (15)</b>	Takes the risk to ask probing and relevant questions about self and experience. Develops plausible and meaningful answers to self-probing questions.	Mostly asks probing and relevant questions about self and experience. Develops plausible answers to self-probing questions.	Asks simple self-reflective questions. Tends to ignore even their own questions.	Tends to ignore challenges or presents unrealistic objectives. Poses no reflective questions.	Does not provide evidence of critical reflection on one's own experiences.	/15

<b>Quality of the argument that are based on one's own experience and readings (12)</b>	Shows ability to succinctly integrate meanings and ideas derived from relevant literature to support their logical reasoning and arguments.	Shows ability to integrate meanings and ideas derived from relevant literature to support their logical reasoning and arguments.	Tends to use broad and vague meanings that are based on the literature.	Tends to use vague statements with little reference to the literature.	Arguments are not always logical and have little to no reference to the readings and/or own experiences.	/12
<b>Organisation and presentation- referencing (10)</b>	Provides a realistic and relevant list of references. Adheres to APA 6 <sup>th</sup> style of referencing consistently.	Provides a relevant list of references. Adheres to APA 6 <sup>th</sup> style of referencing consistently.	Provides adequate list of references. Adheres often to APA 6 <sup>th</sup> style of referencing.	Provides a list of references but not all are appropriate. Adheres often to APA 6 <sup>th</sup> style of referencing.	Provides inadequate/ inappropriate references. Does not adhere strictly to APA 6 <sup>th</sup> style of referencing.	/10
<b>Organisation and presentation - writing (10)</b>	Highly sophisticated and appropriate writing style, expression, and structure.		Fairly sophisticated and appropriate writing style, expression, and structure.		Impoverished writing style, expression and structure.	/10



## Appendix 2: Assessment Task 2 Rubric: Literature review (35%)

Criteria	Excellent	Above Standard	Satisfactory	Below Standard	Not evident/ Unsatisfactory	Scaled mark
Articulation of a relevant research theme linking the reviewed articles and critical self-auditing. LO 3 (15 marks)	Readers are made aware of the research theme being examined and are 'hooked' into reading further with a sophisticated justification of the significance of the topic and approach to be taken in the literature review.	Readers are made aware of the research theme being examined and are given enough information to inspire them into reading further with a clear justification of the significance of the topic and approach to be taken in the literature review.	Readers are made aware of the research theme being examined. A clear attempt is made to justify the analysis that is to follow, though this is not always consistent.	Limited reference is made to the theme being examined. Limited attempt to justify the significance of the focus and the ensuing literature review.	No reference is made to theme or it is unclear. Little to no attempt to justify the significance or the literature selected.	/15
Articulation of the relationship between the research theme and reviewed articles. LO 2 (15 marks)	Strong match evident among the selection of articles. High level articulation of the relationship.	Strong match evident among the selection of articles. Good articulation of the relationship.	Strong match evident between the defined focus area and selection of articles, although not always clearly or explicitly articulated.	Limited connection evident between the defined focus area and the selection of articles.	Ambiguous or unstated connection between the focus area and literature	/15
Appropriate use of literature (peer reviewed). LO 2 (5 marks)	All articles are peer-reviewed.	All articles are peer-reviewed.	All articles are peer-reviewed.	Most of the articles are not peer-reviewed.	The majority of the articles are not peer reviewed.	/5
Quality and depth of analysis and synthesis of at least six peer-reviewed journal articles - understand the articles LO 2 (25)	Exhibits deep level of understanding of the articles through developed reasoning, plausible justification and in-depth critical reflection.	Exhibits good level of understanding of the articles through logical reasoning, plausible justification and mostly critical reflection.	Exhibits satisfactory level of understanding of the articles as exhibited through simple but logical reasoning, plausible justification and simple reflection.	Exhibits simple level of understanding of the articles as exhibited through mere restatement of ideas without reasoning or justification.	Level of understanding of the articles are not clear or logical and unjustified.	/25
Quality and depth of analysis and synthesis of at least six peer-reviewed journal articles – use of examples LO 3 (25)	Provides appropriate examples to support claims. Exhibits the ability to make succinct connections and integrates specific examples or experiences to present a highly logical, analytical and coherent review.	Provides appropriate examples to support claims. Exhibits the ability to make clear connections and integrates specific examples or experiences to present a highly logical, analytical and coherent review.	Provides appropriate but limited examples to support claims. Develops coherent messages which are usually at the analytical rather than descriptive level.	Provides limited examples to support claims. Presents disjointed descriptive messages based on limited analytical processes.	No examples provided and messages are unclear.	/25

Synthesis of ideas leading logically into a major research question – concluding statements LO 2 (5 marks)	A clearly developed and precise set of concluding statements is presented to show a strong and insightful synthesis of the ideas presented in the literature review.	A clearly developed set of concluding statements is presented to show a strong synthesis of the ideas presented in the literature review.	A set of concluding statements is presented to show a competent synthesis of the ideas presented in the literature review.	Limited evidence of a set of concluding statements that adequately synthesise the literature on the chosen problem/issue.	No concluding statements are provided or there is no synthesis of the literature.	/5
Synthesis of ideas leading logically into a major research question – connections between concluding statements and research question/s LO3 (5 marks)	The conclusions made are strongly supported in the body of the report, with a clearly connected research question/s emerging from the analysis.	The conclusions made are on the most part supported in the body of the report, with a clearly connected research question/s emerging from the analysis.	The conclusions made are generally supported in the body of the report, with a clearly connected research question/s emerging from the analysis.	Research question/s is unfocussed and/or has limited connection to the preceding literature review.	Research question is not apparent and/or there is no connection to the preceding literature review.	/5
Organisation of the submission, sophistication, and appropriateness of writing style, expression, and structure LO 2 (5 marks)	Consistent adherence to APA style of referencing. Highly sophisticated and appropriate writing style, expression, and structure.	Consistent adherence to APA style of referencing. Mostly sophisticated and appropriate writing style, expression, and structure.	Relatively consistent adherence to APA style of referencing. Fairly sophisticated and appropriate writing style, expression, and structure.	Does not strictly adhere to APA style of referencing. Writing style and expression tend to impede meaning and pleasure in reading.		/5

### Appendix 3: Assessment Task 3 Rubric: Research proposal (50%)

Criteria	Excellent	Above Standard	Satisfactory	Below Standard	Not evident/ Unsatisfactory	Scaled mark
Clarity of the research problem and its contextualisation, positioning within relevant literature. LO 3 (20 marks)	The research problem is eloquently stated with strong justification made for the significance of the study by referring to key studies in the literature. The reader is briefly introduced to the research methodology and is able to obtain a clear introduction to the proposal. The field of study positioning is made evident through reference to the literature, and this section segues logically into the main literature review.	The research problem is clearly stated with good justification made for the significance of the study by referring to key studies in the literature. The reader is briefly introduced to the research methodology and is able to obtain a mostly clear introduction to the proposal. The field of study positioning is made evident through reference to the literature, and this section mostly links logically into the main literature review.	The research problem is stated with adequate justification made for the significance of the study by referring to the literature. The research methodology is just stated. The field of study positioning is made evident through reference to the literature although this is not always made exceedingly clear to the reader.	The research problem is vague or not justified as to its significance with limited reference to any study. The research methodology could be implicit or missing. The field of study positioning is inadequate and limited.	The research problem is unclear and not significant. The research methodology is missing, or does not make sense.	/20
Quality of the analysis, synthesis of the literature review and its link to the research questions and approach. LO2 (30 marks)	Exhibits deep understanding of the articles through developed reasoning, plausible justification and in-depth critical reflection. Provides appropriate examples to support claims. Exhibits the ability to make succinct connections and integrates specific examples or experiences to present a highly logical, analytical and coherent review.	Exhibits good understanding of the articles through mostly developed reasoning, plausible justification and mostly critical reflection. Provides appropriate examples to support claims. Exhibits the ability to make clear connections and integrates specific examples or experiences to present a logical, analytical and coherent review.	Exhibits understanding of the articles through simple but logical reasoning, plausible justification and simple reflection. Provides appropriate but limited examples to support claims. Develops coherent messages which are usually at the descriptive level.	Exhibits simple understanding of the articles as exhibited through translation or paraphrasing of ideas without reasoning or justification. Provides limited examples to support claims. Reports descriptive messages based on reading the articles discretely.	Exhibits limited understanding of the articles which is unclear and not logical. No reasoning or justification. No examples to support claims.	/30
Coherent description of proposed methodology and methods LO 1 (15 marks)	Research questions have strong clarity and emerge logically from the research aims and literature review. Sophisticated explication of epistemological assumptions underlying methodological/theoretical framing of	Research questions have strong clarity and mostly emerge logically from the research aims and literature review. Strong explication of epistemological assumptions underlying	Research questions have clarity and mostly emerge logically from the research aims and literature review. Good explication of epistemological	Research questions tend to lack clarity and/or do not emerge logically from the research aims and literature review. Limited or low level explication of	Research questions are missing or confusing. No inclusion of epistemological assumptions underlying	/15

	proposal.	methodological/ theoretical framing of proposal.	assumptions underlying methodological/ theoretical framing of proposal.	epistemological assumptions underlying methodological/ theoretical framing.	methodological/th eoretical framing.	
Coherent discussion of proposed data collection/generation and analysis methods and processes including critique of a range of strategies for collection and analysis to assess the impact of pedagogical practices on student learning.  LO 5 (15 marks)	Authoritative justification made of choice of data collection/ generation and analysis methods, with a close linking made to the methodological approach. Timeline is detailed and realistic.	Strong justification made of choice of data collection/ generation and analysis methods, with mostly close linking made to the methodological approach. Timeline is detailed and realistic.	Good justification made of choice of data collection/ generation and analysis methods, with a somewhat close linking made to the methodological approach. Timeline is mostly detailed and realistic.	Limited justification made of choice of data collection/ generation and analysis methods, with an inadequate linking made to the methodological approach. Timeline is low on detail, and tends to be unrealistic	No justification made of choice of data collection/generation and analysis methods. No links made to methodological approach. Timeline either missing or completely unrealistic	/15
Understand and apply principles of ethical conduct in human research.  LO 4 (10 marks)	Ethical considerations and procedures to be followed are specific and comprehensive.	Ethical considerations and procedures to be followed are mostly specific and comprehensive.	Ethical considerations and procedures to be followed are fairly specific and comprehensive.	Ethical considerations and procedures to be followed tend be inchoate or incomplete.	Ethical considerations not included.	/10
Organisation of the submission, and sophistication and appropriateness of writing style, expression, and structure.  LO 6 (10 marks)	Adheres to APA 6 <sup>th</sup> style of referencing consistently. Highly sophisticated and appropriate writing style, expression, and structure.	Adheres to APA 6 <sup>th</sup> style of referencing consistently. Sophisticated and appropriate writing style, expression, and structure.	Adheres often to APA 6 <sup>th</sup> style of referencing. Fairly sophisticated and appropriate writing style, expression, and structure.	Does not strictly adhere to APA 6 <sup>th</sup> style of referencing. Writing style, expression and structure tend to impede meaning and pleasure in reading.	APA 6 <sup>th</sup> style of referencing not used and/or references missing. Writing style, expression and structure is unclear and not logical.	/10

