Unit Outline
EDUC6003 Foundations of Educational Research
Semester 2, 2016

Unit study package code: EDUC6003
Mode of study: Internal
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Teaching Staff:

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Location: Building: Building 501, Bentley Campus

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Examine and evaluate: research as social, cultural and political practice; qualitative and quantitative research paradigms; approaches to the design and presentation of educational research; tools for interpreting, conducting and communicating research.
Introduction

Research is about adding to the total of human knowledge and understanding. The quality of the knowledge and understanding produced by research is only as good as the quality of the research from which it arises. Good research is the result of a demanding process that must meet exacting standards. For those who investigate human-oriented disciplines such as Education, doing good research is particularly challenging. Many different perspectives are possible on any one issue and there are rarely clear cut answers that tend to characterise the natural sciences. Rather, multiple interpretations abound and research results tend to be closely tied to specific contexts. Because the situations investigated are rich and complex, a diverse array of research approaches are available. In this unit both qualitative and quantitative methods of conducting research are examined. These are the two major research approaches that can be seen as providing complimentary sets of tools for investigation. No single research approach has all the answers, rather, each has its own particular strengths and weaknesses. It is up to the researcher to consider which of the various tools fits the purpose of the investigation and fits the context in which the research is undertaken. A key aim of this unit is to introduce you to some key ideas about educational research. By the end of this unit, you should be able to understand the role and processes of research. You should also be able to understand research findings and implications of various studies for educational practice and you should be able to effectively communicate and/or evaluate research.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>1 Understand and evaluate different approaches to educational research</td>
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<tr>
<td>2 Interpret and evaluate educational research from a range of perspectives</td>
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<tr>
<td>3 Effectively communicate research or about research</td>
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</tbody>
</table>

Curtin’s Graduate Attributes

- 📚 Apply discipline knowledge
- 💡 Thinking skills (use analytical skills to solve problems)
- 📚 Information skills (confidence to investigate new ideas)
- 💡 Communication skills
- 💡 Technology skills
- 💡 Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- 💡 International perspective (value the perspectives of others)
- 💡 Cultural understanding (value the perspectives of others)
- 💡 Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

Learning Activities

The weekly workshops are aimed at introducing you to the field of educational research and engaging you in a researcher’s mode of thinking. You are expected to come to class prepared and able to engage in classroom discussions and activities. In addition you will engage in self directed study of the relevant literature. You will also use resources available on Blackboard and on the internet.
Learning Resources
Essential texts
The required textbook(s) for this unit are:


(ISBN/ISSN: 9781446260746)

Other resources
Please refer to the unit blackboard site for additional resources.

Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
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</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>50 percent</td>
<td>Week: Teaching Week 6 Day: Sunday 18th September Time: 23:59 WST</td>
<td>1,2</td>
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<tr>
<td>Assessment 2</td>
<td>50 percent</td>
<td>Week: Teaching Week 12 Day: Sunday 6th November Time: 23:59 WST</td>
<td>3</td>
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</tbody>
</table>

Detailed information on assessment tasks

1. Literature Review
   Due: Week SIX (6) 18 September 2016, 23.59 hours
   Value: 50%
   Identify a topic/issue of interest to you, or use a topic/issue provided by the Unit Coordinator. Write a short literature review on the topic/issue. To do this, you must collect, read and cite no less than 10 scholarly texts (journal articles, chapters, books). Write a 1200-2000 word review of the literature on that topic. Use appropriate unit readings and resources to assist you in completing this task.

2. Research Analysis
   Due: Week TWELVE (12) 6 November 2016, 23.59 hours WST
   Value: 50%
   Critically evaluate the credibility (e.g. strengths, weaknesses) of two journal articles (or chapters, scholarly reports). Your analysis could take into account a range of features, including their literature review, theoretical and/or methodological approach/design, their methods of data collection, analysis, conclusion, audience, purpose and where it is published. You may select the articles, or use those provided by the Unit Coordinator. Use readings from the unit (at least 5), and other credible sources, to support your analysis.

Pass requirements
In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.
Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.
Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site:

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at:
https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information
Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Feedback from eValuate has been used to inform the unit’s content and approaches to learning.
<table>
<thead>
<tr>
<th>Tuition Week</th>
<th>Begin Date</th>
<th>Topic</th>
<th>Pre-Readings</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
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<td>Orientation Week</td>
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<tr>
<td>1.</td>
<td>1 August</td>
<td>An introduction to educational and social research: different perspectives</td>
<td>Punch &amp; Oancea (2014) CH 1</td>
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<td>2.</td>
<td>8 August</td>
<td>The context of research: use and abuse</td>
<td>Punch &amp; Oancea (2014) CH 3 Plunk (2006) CH 3</td>
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<td>3.</td>
<td>15 August</td>
<td>Know of inquiry: the literature and literature reviews</td>
<td>Punch &amp; Oancea (2014) CH 7 Bell (2010) CH 4</td>
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<td></td>
<td>29 August</td>
<td></td>
<td>Tuition Free Week</td>
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<td>6.</td>
<td>12 September</td>
<td>Can quantitative research tell the whole story?</td>
<td>Punch &amp; Oancea (2014) CH 11 &amp; 12 Best (2012) CH 1</td>
<td>Assessment One Due</td>
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<td>26 September</td>
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<td>Tuition Free Week</td>
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<td>8.</td>
<td>3 October</td>
<td>Interpreting and evaluating education research</td>
<td>Freedman (2010)</td>
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<td>9.</td>
<td>10 October</td>
<td>Content/thematic analysis and</td>
<td>Punch &amp; Oancea (2014)</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>10.</td>
<td><strong>17 October</strong></td>
<td>Communicating research</td>
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<td>CHs 10 &amp; 13</td>
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<td>Bell (2010)</td>
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<td>CH 7</td>
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<td>Punch &amp; Oancea (2014)</td>
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<td>CH 15</td>
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<td>Writing in Education Research</td>
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<td>11.</td>
<td><strong>24 October</strong></td>
<td>So, are you research minded?</td>
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<td>Research Mindedness Virtual Learning Resource</td>
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<td>Perspectives on Research Engagement</td>
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<td>12.</td>
<td><strong>31 October</strong></td>
<td>Education research in and for a digital age</td>
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<td>e-Research in the Social Sciences: The Possibilities and the Reality</td>
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<td>Scholarship in the digital age: Open educational resources, publication</td>
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<td>and public engagement</td>
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<td>Qualitative Research at the Gates of the Digital Age: Obstacles and</td>
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<td>Opportunities</td>
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<td><strong>November</strong></td>
<td>Study Week</td>
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<td>14.</td>
<td><strong>November</strong></td>
<td>Examinations</td>
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<tr>
<td>21</td>
<td><strong>November</strong></td>
<td>Examinations</td>
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