

UNIT OUTLINE FOR EDM224.9 Educational Research

Name of Unit 1 (Unit Code 1)
Educational Research (EDM224.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Dr Francis Ben

Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDM111.9 Integrating Spirituality, Justice and Education

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

Teachers require critical, reflective and evidence-based operation in order to make *best practice* decisions to enable students to engage and learn effectively. Reflective practice, which includes conducting practice-based research, is a precursor to progressing into evidence-based teaching.

This unit is especially designed to assist postgraduate level (Master of Education) practicing teachers to develop skills associated with the different technical aspects of educational research including methodologies and methods, data collection and analysis, and to acquire a range of research skill sets to empower their classroom practice. This unit thus highlights and justifies the strong link between learning, teaching (including assessment and data analysis) and research.

Learning outcomes for the unit

1. Synthesise published Education-related research, and critically examine its implications for teaching and learning.
2. Critically assess the different approaches to and perspectives on educational research and Education practices.
3. Construct appropriate research questions drawn from a chosen issue in Education and justify the most suitable methodology (and associated methods) that links to them.
4. Propose a research, including a review of relevant literature and appropriate ethical considerations, for teachers and school leaders to develop their professional practice.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Synthesis, critique, and comparison and contrast of two academic journal articles in Education (2500 words)	1	Week 5	25%
Developing research questions and linking them to appropriate methodology and methods (3000 words)	3	Week 9	30%
Educational research proposal (4500 words)	1,2,3,4	Week 14	45%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Recommended reading:

- McNiff, J. (2017). *Action research: All you need to know*. United Kingdom: SAGE.
- Gay, L.R., Mills, G.E., & Airasian, P. W. (2014). *Educational research: Competencies for analysis and applications* (10th ed.). England: Pearson.
- Coghlan, D. (2019). *Doing action research in your own organization* (5th ed.). United Kingdom: SAGE.
- Creswell, J.W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative Research* (5th Ed.). United States: SAGE.
- Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. United States: SAGE.
- Cohen, L., Manion, L. & Morrison, K. (2017). *Research methods in Education* (8th ed.). UK: Taylor & Francis.
- Glanz, J. (2014). *Action research: An educational leader's guide to school improvement* (3rd ed.). USA: Rowman & Littlefield.
- Ince, A. & Kitto, E. (2019). *Practical guide to action research and teacher enquiry*. United Kingdom: Taylor & Francis.
- Kervin, L., Vialle, W., Howard, S., Herrington, J., & Okely, T. (2015). *Research for educators* (2nd ed.). Australia: Cengage Learning.
- Leedy, P.D., & Ormrod, J.E. (2015). *Practical research: Planning and design* (11th ed.). Australia: Pearson.
- Punch, K. F. (2015). *Introduction to research methods in education* (2nd ed.). UK: SAGE.
- Shank, G., Pringle, J. & Brown, L. (2018). *Understanding education research: A guide to critical reading* (2nd ed.). Great Britain: Routledge.

● Recommended Journals

- Educational Action Research (Taylor & Francis)
- Action Research (SAGE)
- Australian Journal of Education (ACER/SAGE)
- International Journal of Educational Research (Elsevier)
- The Journal of Educational Research (Taylor & Francis)
- Journal of Educational Measurement (Wiley)
- Any online journal repositories (through Google Scholar or through the Tabor Library)

● Recommended Websites

- Association for Supervision and Curriculum Development (ASCD) – www.ascd.org
- Australian Council for Educational Research (ACER) – www.acer.edu.au
- Australian institute for teaching and school leadership (AITSL) – www.aitsl.edu.au
- Teaching Teachers for the Future (TTF) – www.ttf.edu.au