

UNIT OUTLINE FOR EDU221.7 Introductory Research

Name of Unit
Introductory Research (EDU 221.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education – Secondary	One semester	3 rd year	Head of Program

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
6	192 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	6	9

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: EDU241.7 Pedagogy B Reflective Teacher Practices OR EDU242.7 Pedagogy C Critical Pedagogies

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

Effective teachers require evidence-based operation in order to make *best practice* decisions for their students and classroom climates. Reflective practice is a precursor to progressing into evidence-based teaching. This unit will assist emergent teachers to explore an understanding of the basic technical aspects of educational (traditional and action) research including methodologies, data collection and analysis, and research ethics. This unit will enable participants to acquire basic research skill set with which to empower their classroom practice, hence highlighting the nexus between learning, teaching and research. It also introduces traditions and conceptions of educational research with an emphasis on careful reading and critique of research as well as the significance of the role of teachers/educators as researchers. A minor but significant aspect of this unit is the development of students' skills to use digital repositories/databases to search for academic articles/readings relevant to their chosen research topics.

Learning outcomes for the unit

1. Compare and contrast published Education-related research articles using critical reading strategies
2. Examine methodologies and methods used in research in Education
3. Construct an appropriate research question and justify a methodology (and associated methods) that links to it.
4. Design a research proposal, including a brief review of related literature, appropriate for teachers to develop their professional practice.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Compare and contrast academic journal articles related to research in education (1250 words)	1	S2 Week 5	25%
Construct research questions and justify an appropriate methodology and associated methods (1250 words)	2,3	S2 Week 9	25%
Education research project proposal (2500 words)	2,3,4	S2 Week 14	50%

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:

None

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.).
- 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)