

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	WAYS OF RESEARCHING
<b>Course ID:</b>	EDMED7037
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(EDMED 7038 OR Equivalent)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Course:

Students can complete the Master of Education Studies through a research pathway that enables them to apply for entry into a doctoral programme. This research pathway includes four compulsory courses: EDMED 7037 Ways of Researching, EDMED 7038 Analysis and Inquiry Reading the Literature, and EDMED 7121 [Minor Thesis Part A and EDMED 7122 [Minor Thesis Part B in which students research and write a minor thesis under supervision.

EDMED 7037 introduces students to epistemology and research methodologies that are common within education and the social sciences more generally. Students are supported to frame their own research projects through academic literature and a range of activities that are related to research design, choice of methods, analysis of data and ethics. Students reflect on their motivation to research and their existing understandings of research and how these are shaped by personal and professional experience and expertise. For the major assignment students prepare a thesis proposal as the basis for the research and thesis preparation they undertake in subsequent courses.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a

final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Identify and critique common ways of researching within education and the social sciences more broadly
- K2.** Analyse and interpret research principles and methodology, including those relating to research design, methods and analysis
- K3.** Examine and prioritise ethical approaches to research demonstrated in research literature

**Skills:**

- S1.** Critically engage with theoretical knowledge related to ways of researching and the application of this knowledge to the proposed research project
- S2.** Analyse and synthesise complex theory to inform research decisions
- S3.** Critically engage with existing bodies of knowledge in a specialist field of education
- S4.** Apply the principles of ethical research to research design decisions
- S5.** Communicate proposed research according to established conventions and respond to feedback

**Application of knowledge and skills:**

- A1.** Conceptualise and write a high level research proposal in a chosen area of educational specialisation
- A2.** Refine the research proposal in response to feedback in preparation for the thesis phase of the programme

**Course Content:**

- The nature of research and what distinguishes it from other forms of knowledge.
- The relationship between research, theory and practice.
- Researcher identity through reflection and engagement with the academic literature and staff and peer review.
- How to develop a 'researchable' question or topic.
- Various methodologies commonly used within education.
- The importance of evaluating different ways of researching within their particular terms of reference.
- Selection of methodology appropriate to the research topic and scale of the project.
- Ethical research.

- Staff and peer review and reflection on research proposals.
- Ethical ways of researching that respect those involved in the research.
- The importance of open, honest and civil ways of communicating.

**Values:**

- V1.** Appreciate different ways of researching and learn to evaluate these thoughtfully.
- V2.** Engage with staff and peers in a way that values their work and their contribution to your work.
- V3.** Develop ethical ways of researching that respect those involved in the research.
- V4.** Understand the importance of open, honest and civil ways of communicating
- V5.** Understand that research is conducted in various ways, assuming different epistemologies and that this diversity needs to be respected

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, S3, A1, A2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S4	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S5, A1, A2	AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A1	Reflect on personal understandings of research, and consider these in relation to a chosen research topic and various research approaches	Written reflection	20 - 30 %
K1, K2, K3 S4, S5 A2	Develop a formal thesis proposal that elaborates on an education research question or topic, an appropriate methodology, evidence of consideration of the ethical implications and a defence of this proposal through an engagement with the academic literature.	Thesis proposal	70 - 80%
S4, S5 A2	Participation in the on-line discussion forum	Forum posts	S/N

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)