



# Course Outline

EDMED7038 ANALYSIS AND INQUIRY: READING AND FRAMING THE RESEARCH

<b>Title:</b>	ANALYSIS AND INQUIRY: READING AND FRAMING THE RESEARCH
<b>Code:</b>	EDMED7038
<b>Formerly:</b>	TM942
<b>School / Division:</b>	School of Education
<b>Level:</b>	Advanced
<b>Pre-requisites:</b>	Nil
<b>Co-requisites:</b>	Nil
<b>Exclusions:</b>	(TM942)
<b>Progress Units:</b>	30
<b>ASCED Code:</b>	070303

## Objectives:

After successfully completing this course, students should be able to:

### Knowledge:

- provide a framework for students to investigate a topic of their choice (such as professional culture, curriculum, policy reform, social disadvantage, organisational change) at an advanced level
- prepare in depth analysis to complete a research component as part of their program
- understand the importance of the literature review in academic work

### Skills:

- explore how to conduct a review of literature and related academic requirements
- develop strategies for exploring data bases, journals etc
- induct students into crafting academic work through an examination of thesis and journal writing and related processes of examination and review
- undertake library research
- workshop the material collected with other stakeholders (such as colleagues, other academics)
- explore literature relevant to their research interests,
- understand how the same issues can be researched using different paradigms
- develop the capacity to complete a critical review of literature,
- use the literature to establish a research framework suitable for their own study
- have the skills to conduct a literature review relevant to their research interests



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### Values:

- make connections between their investigation of the topic and ways in which that topic relates to their own institutions, community and society
- recognise and appreciate various research approaches used to explore the same issue and evaluate their relevance to their own project.

### Content:

Topics may include:

- Major emphasis is on the notions of 'reading the research' and 'the presentation of research'. These concepts will be applied to the detailed analysis and investigation of student-determined topic areas
- Students will critically review the research literature in the area of their selected topic in terms of their own emerging theoretical and methodological positions, and will be expected to articulate their own 'intellectual journeys'
- A major focus in this Course is the preparation and presentation of a piece of academic writing. It is anticipated that this will be build on previous assessment tasks and function as a formal or informal requirement for the next phase of study

### Learning Tasks & Assessment:

Students will have the opportunity to frame the assignments in relation to their own research interest and how this relates to their professional and personal experience. Specifically they will;

Learning Task	Assessment	Weighting
Provide a comparative analysis of two academic papers on their chosen topic, each adopting a different way of researching. Through this comparative analysis, students will need to illustrate a critical engagement with how research may be understood as 'good', and assess the relevance of various research approaches to their own study.	Paper	40-50%
Develop and present a negotiated piece of work that demonstrates the development of their thinking in relation to research. The writing tasks will normally take the following forms; <ul style="list-style-type: none"><li>• conference paper</li><li>• journal article</li><li>• professional presentation/publication thesis proposal</li></ul>	Paper Presentation	50-60%



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## Adopted Reference Style:

APA

## Library Website:

[http://www.ballarat.edu.au/aasp/student/learning\\_support/generalguide/](http://www.ballarat.edu.au/aasp/student/learning_support/generalguide/)