

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	QUALITATIVE RESEARCH METHODS IN EDUCATION
<b>Unit ID:</b>	EDMED7056
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Unit:

This unit introduces students to the core qualitative, naturalistic and ethnographic research methodologies that are typically adopted in educational research. On completion of the unit, students will better understand how complex, multiple realities can be researched. Students will be able to apply the fundamentals of methodologies such as narrative research, ethnographies, critical theory, participant observation methods, human-environment interaction, interview methods, phenomenology, action research, and mixed methods. Students will understand processes involved in conducting qualitative research, and appreciate limitations (e.g. generalisability). Students will learn when to choose a particular qualitative technique, e.g. interviews, focus groups, observations, and the ethical considerations in each type of method. They will explore what a case study is and what can be in it. Students will develop their academic reading and writing ability with respect to qualitative research by engaging critically with published research. This subject supports student preparation for their Professional Inquiry or Minor Thesis projects.

**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 Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

**Knowledge:**

- K1.** Examine and apply the conventions of academic reading and writing in qualitative educational research
- K2.** Consider the applicability of qualitative research methodologies and designs to particular research questions
- K3.** Consider issues that present in qualitative research, such as subjective meaning, representation and the inherent challenges of generalisability
- K4.** Examine and interpret the general and unique processes and themes of ethical research in the Early Years, Primary, Secondary and Adult Education sectors

**Skills:**

- S1.** Analyse data using common qualitative techniques
- S2.** Critically engage with existing bodies of knowledge in a specialist field of education
- S3.** Develop initial research skills, e.g. finding research, framing a research question, researching, developing a literature review, thematic coding
- S4.** Connect data collection and research goals with appropriate methodologies

**Application of knowledge and skills:**

- A1.** Read and write academically at a high level, e.g. on a research topic in a chosen area of educational specialisation
- A2.** Critically evaluate published research in a specialised field of education

**Unit Content:**

Topics may include:

- The nature of qualitative research and what distinguishes it
- Quantitative, naturalistic and ethnographic research
- Reflexivity in research
- How to develop a 'researchable' qualitative question.
- Action research
- Case studies and participant observation methods
- Ethnographies (e.g., critical ethnography, autoethnography, virtual ethnography)
- Narrative research, thematic and discourse analysis and coding
- Interviewing and focus group methods across age groups
- Data display and data reduction
- The structure of qualitative research papers
- Academic reading and writing

## Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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, K3, K4, S2, S3, S4 A1, A2	AT1, AT2
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.	S3, S4, A1, A2	AT2
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.	K2, K3, K4, S2, A3	AT2 AT1
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.	K1, K2, S2, A1, A2	AT2
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.	K3, K4, S2	AT2

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S4, A1, A2	Mid-term Quiz	Quiz	30-40%
K1, K2, K3, K4, S2, S3, S4, A1, A2	Problem-based assignment	Written Report	60-70%

## Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with

the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)