

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	MINOR THESIS (PART A)
Unit ID:	EDMED7121
Credit Points:	30.00
Prerequisite(s):	(EDMED7056 and EDMED7057 and EDMED7058 and EDMED7068)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

This unit is the first in a sequence of two units for students who are deemed eligible to complete the Master of Education Studies through a research pathway. In Minor Thesis (Part A and Part B), students research and write their thesis under supervision of faculty. Completing a minor thesis allows an in-depth understanding of an issue and provides a strong foundation in research practice. This pathway is also for those who may want to one day apply for a PhD programme, which typically will require master's level research that includes a minor thesis. The focus of Minor Thesis (Part A) is successful completion of an ethics application when necessary, completion of satisfactory progress including draft chapters approved by the supervisor, prior to entering the field to collect data.

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: No

Supplementary assessment is not available to students who gain a fail in this Unit.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	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 critically reflect on theory in a specialised field of education to guide research practice
- K2.** Critically reflect on and explain the selection of research methodology and methods that are aligned with research aims and questions
- K3.** Refine methodology in response to contemporary education scholarship and supervisor feedback
- K4.** Apply ethical principles and articulate the importance of ethical approaches to research

Skills:

- S1.** Develop a research proposal in keeping with University Human Research Ethics Committee (HREC) requirements - where the proposed research includes research with humans
- S2.** Reflect on and refine proposed research in line with expectations established through academic supervision
- S3.** Reflect on and accommodate change in response to the research context
- S4.** Demonstrate effective written communication skills that are in keeping with accepted guidelines for presentation of high level academic work
- S5.** Work independently to complete goals negotiated with the supervisor by the set time-lines.

Application of knowledge and skills:

- A1.** Apply advanced critical theoretical perspectives to the selection of appropriate research methodologies and methods
- A2.** Compile, in collaboration with an academic supervisor, an Ethics Application that is approved by the Human Research Ethics Committee (HREC)
- A3.** Implement planned research effectively and ethically in an education context (to be continued in EDMED 7122)

Unit Content:

- Linking research proposals to education practice
- Refining research proposal through research practice, further reading and regular liaison with a supervisor, and professional peers.
- Ethical research

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, A1	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.	A1	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.	A3	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.	K2, K4, S1, S4, A2	AT1, 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.	A1, A3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2,	Complete an Ethics Application - where warranted - in keeping with (HREC) requirements	A completed ethics application approved by the HREC.	S/U
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3,	Complete a draft to the satisfaction of the research supervisor. The draft should contain the thesis introduction and significance of the research, literature review, and research design with ethical considerations.	Draft chapters - Satisfactory progress of a minor thesis.	S/U

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](#)