



# Course Outline

EDMED7201 EDUCATION RESEARCH SEMINARS

**Title:** EDUCATION RESEARCH SEMINARS

**Code:** EDMED7201

**Formerly:** TM901

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** (2 courses in MEd (Coursework))

**Co-requisites:** Nil

**Exclusions:** (TM901)

**Progress Units:** 30

**ASCED Code:** 070199

## Objectives:

This course will provide a critical introduction to the major concerns, methodologies and expressions of contemporary research in education. It will comprise the intellectual and collegial meeting ground for both students and staff involved in the M.Ed (Coursework) degree. It takes as its conceptual frame the notion of 'paradigm' as it is applied to research in education. It will involve survey of relevant literature and examination of exemplary materials, as well as exploratory discussions of the emerging and/or developed research interests of both students and staff. Contributions from visitors from other academic institutions, professional bodies and government authorities will be actively sought. It is intended that the Education Research Seminars will not take the form of a conventional semester – length series of classes as adopted for the Coursework Courses. Rather, this course will take the form of regular meeting held during the academic year.

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

## Content:

Topics may include:

- Who does research in education and why? The field of educational research; its historical development; its current preoccupations and related contextual conditions
- Paradigms in educational research. Consideration of students' images of research in education and their underlying assumptions; comparative review of the theoretical construction of 'paradigms'; overview of central paradigms – scientific/positivist, philosophical, interpretive/naturalistic, critical/social theoretical; pre-suppositions and views of the social world; possibilities and constraints; the nature and implications of research findings



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- Doing your own research. Identifying the focus; finding and evaluating literature; developing a research design; gathering and analysis of data or source materials; refining the problem for interpretation; aspects of presentation

### Learning Tasks & Assessment:

There are no formal assessment requirements for this course.

Students will be expected to regularly attend and to participate in the seminars and, on occasion, to make prepared contributions. Students will also be encouraged to keep a journal of notes made and materials gathered, not only as useful ongoing references for the seminars themselves but also as valuable sources for their Coursework Courses and Research Project

### REFERENCES

Bell, J. (1987), *Doing Your Research Project*, Oxford University Press.

Carr, W. and Kemmis, S. (1986), *Becoming Critical: Education, Knowledge and Action Research*, The Falmer Press.

Cohen, L. and Manion, L. (1985), *Research Methods in Education*, (2nd ed.), Croom Helm.

Keeves, J.P. (1987), *Australian Education: Review of Recent Research*, Allen and Unwin.

Kuhn, T.S. (1970), *The Structure of Scientific Revolutions*, (2nd ed), The University of Chicago Press.

Popkewitz, T.S. (1984), *Paradigm and Ideology in Educational Research*, The Falmer Press.

Journals Include:

The Australian Educational Researcher

Research in Education

Australian Journal of Education

The Journal of Educational Research

Educational Theory

### 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/)