

EDUC4955: Education Honours I: Introduction to Education Research

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course is an introduction to fundamental discussions and concepts in educational research. Students will engage with key debates in the philosophy of social science and consider the role of theory in educational research.

Requisites This course replaces EDUC4940 and EDUC4950. If you have successfully completed EDUC4940 or EDUC4950 you cannot enrol in this course.

To enrol in this course student must have completed a minimum of 160 units of undergraduate study including 80 units study in Education units including: EDUC1103 or EDUC2103 and EDUC2102.

Students must be active in one of the following programs:
Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366],
Bachelor of Teaching (Primary) (Honours) [12367],
Bachelor of Teaching (Humanities) (Honours) [12368],
Bachelor of Teaching (Health and Physical Education) (Honours) [12370],
Bachelor of Teaching (Mathematics) (Honours) [12371],
Bachelor of Teaching (Science) (Honours) [12372],
Bachelor of Teaching (Technology) (Honours) [12373],
Bachelor of Education (Secondary) (Honours) [40108],
Bachelor of Education (Primary and Early Childhood) (Honours) [40109], or
Bachelor of Education (Primary) (Honours) [40110].

Assumed Knowledge Minimum of 160 units of undergraduate study including: 80 units study in Education units incorporating both EDUC2102 and EDUC2103.

Contact Hours

Lecture
Face to Face On Campus
2 hour(s) per Week for 12 Weeks

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Dr Helena Sit
Callaghan**
Consultation: please email for appointment

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content

1. Introduction to theories of educational research
2. Key issues in the philosophy of social science
3. Research Paradigms: Ontological, epistemological and methodological assumptions
4. Knowledge, objectivity and relativism
5. Research quality, credibility, validity
6. The role of theory in educational research
7. Major theoretical perspective #1: Critical theory
8. Major theoretical perspective #2: Poststructuralism
9. Major theoretical perspective #3: Phenomenology
10. Paradigm, methodology, theory, and research project design

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand key issues in the philosophy of social science including recognising how different paradigms conceptualise knowledge, validity and the researchers' position
2. Understand the role of theory in research and become familiar with some of the major contemporary theoretical perspectives in educational research
3. Understand competing traditions of education research and the implications for research design

Course Materials **Recommended Reading:**

- Punch, K.F., & Oancea, A. (2014). *Introduction to Research Methods in Education*. Sage.
- Walter, M. (2015). *Social Research Methods*. Oxford University Press.
- Youngblood Jackson, A. & Mazzei, L (2012). *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. Taylor & Francis.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to education research		
2	4 Mar	Key issues in research: Ontology & epistemology or What is knowledge? How is knowledge created?		
3	11 Mar	Key issues in research: Research paradigms		
4	18 Mar	Key issues in research: Quality and validity		
5	25 Mar	Key issues in research: What is theory?		Assignment 1
6	1 Apr	Major theoretical perspectives in educational research: Phenomenology		
7	8 Apr	Applying phenomenology		
Mid-Term Break				
Mid-Term Break				
8	29 Apr	Major theoretical perspectives in educational research: Critical theory		
9	6 May	Applying critical theory		
10	13 May	Major theoretical perspectives in educational research: Post-foundational theories		
11	20 May	Applying post-foundational theories		Assignment 2
12	27 May	Reviewing big research ideas – where do you stand?		
13	3 Jun	No classes		Assignment 3
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	31 Mar 2024	Individual	30%	1, 3
2	Assignment 2	26 May 2024	Individual	40%	1, 2, 3
3	Assignment 3	7 June 2024	Individual	30%	2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 – Paradigms in Education Research

Assessment Type

Written Assignment

Purpose

The purpose of this assignment is for students to provide evidence of their understanding of the range of competing paradigms in the philosophy of knowledge.

Description

Students will choose an education research topic from a selection provided (see Canvas), graded honours students are encouraged to choose their own topic in consultation with Jo.

Investigate two different approaches to research about your chosen topic by conducting a literature search in the University library databases (NOT just a generic online search). Choose 2 research papers for each of the two different approaches to your topic (so 4 in total).

Define and explain the two research paradigms you are investigating:

- explain their ontological and epistemological positions,
- explain, compare, and/or contrast how the two different approaches create different kinds of research,
- Use examples from your research literature to illustrate/substantiate your claims,
- Make use the readings from weeks 1-4 to support your work.

Graded honours group: As a conclusion to your discussion include a statement of your own ontological and epistemological position. Indicate what research paradigm you are likely to be working within. Illustrate your statement by suggesting up to 3 research ideas that you could pursue on your chosen topic, explain why they would be of interest to you in light of your research position. (This should be separate to the essay and no more than 200-300 words. It doesn't contribute to your overall word count for the essay but is a valuable reflection – we will have worked up to this in class).

Weighting

30%

Length

1500 words

Due Date

31 Mar 2024

Submission Method

Online

Assessment Criteria

The essay will be assessed against the following criteria:

- 1) Accurate and appropriate identification and description of two research paradigms, including the ontological and epistemological positions,
- 2) Appropriate selection of scholarly research publications reflecting the two research paradigms,
- 3) Explanation of, and insights into, the ways the application of these research paradigms impacts research design,
- 4) Professional and scholarly use of English language and accurate use of APA referencing, appropriate length

Return Method

Online

Feedback Provided

Online -

Assessment 2 – Theory in Education Research

Assessment Type

Written Assignment

Purpose

The purpose of this assignment is for students to provide evidence of their understanding of the implications for educational research of contemporary theoretical perspectives.

Description

Choose an educational research topic of interest to you or one from the list provided, it can be the same topic as your first assignment. Choose one of the theories explored in this course. Use the University library databases to discover research on your topic that uses the theoretical position you have chosen.

Then:

- a) Give your paper a title that reflects the educational research topic.
- b) Identify, define, and explain the theory you are exploring. Make sure you define at least 3-5 key concepts from the theory.
- c) Show how the research you are discussing is making use of the theory in their analysis. (3-5 research papers on your topic & theory + theory papers from course work, approx 10 references).
- d) Use the course readings and/or further theory readings you have found to support your work.

Weighting

40%

Length

1800 words

Due Date

26 May 2024

Submission Method

Online

Assessment Criteria

The essay will be assessed against the following criteria:

- 1) Accurately identify, explain, and/or illustrate key concepts from the chosen theory,
- 2) Identify the implications for research and analysis,
- 3) Demonstrate capacity to organise, analyse, and synthesise research literature,
- 4) Professional and scholarly use of English language and accurate use of APA referencing, appropriate length

Return Method

Online

Feedback Provided

Online -

Assessment 3 – Key Research Concepts

Assessment Type	Presentation & Quiz
Purpose	The purpose of this task is for students to provide evidence of their capacity to understand, discuss, and illustrate the core philosophy of research concepts presented in this course.
Description	<p>This task extends across the semester and is in two parts: 1) leading an in-class discussion, and 2) completing an online quiz.</p> <p>Part 1: Leading class discussion: 15% throughout semester, 10 mins in class Students will be paired up in week one of the semester. Pairs will be assigned weekly readings and each pair will run a Q&A 'interview style' discussion between themselves and/or the class group exploring and reflecting on the weekly readings. (This is not a presentation summarising the reading, it is leading a discussion about the reading).</p> <p>Part 2: Online Quiz: 15%, end of semester At the end of the semester there will be a short research concepts and vocabulary quiz – online via CANVAS. (15 short answer questions).</p>
Weighting	30%
Due Date	7 Jun 2024
Submission Method	Online In class and online
Assessment Criteria	<p>These tasks will be assessed according the following criteria:</p> <ol style="list-style-type: none">1) Capacity to lead and present an in-class discussion of weekly readings, including demonstrating understanding of key concepts in the reading,2) Capacity to define and/or illustrate key/core concepts from across the course content.
Return Method	Online
Feedback Provided	Online -.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Oral Interviews

As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination Guidelines](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia



EDUC4955 Education Honours I
 Research Paradigms Assignment
 30%, 1500 words

Criteria	Fail (0-4.5)	Pass (5-6)	Credit (6.5-7)	Distinction (7.5-8)	High Distinction (8.5-10)	/10
Accurate and appropriate identification and description of two research paradigms, including the ontological and epistemological positions	Paradigms chosen are inaccurately presented.	Paradigms are accurately presented and described. Limited elaboration in terms of features, ontology or epistemology.	Paradigms are accurately presented and described. Some elaboration of the features and understanding of ontology and epistemology evident	Paradigms are accurately presented and described. Strong elaboration of the features and understanding of ontology and epistemology evident.	Paradigms are accurately presented and described. In-depth and sophisticated elaboration of the features and understanding of ontology and epistemology.	
Appropriate selection of scholarly research publications reflecting the two research paradigms. Explanation of, and insights into, the ways the application of these research paradigms impacts research design	Research selection inadequate and/or inaccurate. Insufficient demonstration of understanding of the application of the chosen research paradigms.	Satisfactory selection of research that accurately reflects the chosen research paradigms. Some description/elaboration on the application of the chosen paradigms	Appropriate selection of research that reflects the chosen research paradigms. Thoughtful explanation and description of the application of the chosen paradigms.	Appropriate selection of research that reflects the chosen research paradigms. Thoughtful and in-depth explanation and description of the application of the chosen paradigms.	Appropriate selection of research that reflects the chosen research paradigms. In-depth and insightful explanation and description of the application of the chosen paradigms.	
Presents ideas succinctly, claims are substantiated, grammar error-free, correct APA referencing, appropriate length	Inadequate editing, many errors, too long/short, inaccurate use of APA.	Generally well edited, but with some errors, appropriate length, mostly accurate use of APA.	Well edited, but with some minor errors, appropriate length, Accurate use of APA.	Carefully edited, few/no errors, appropriate length, Accurate use of APA.	Carefully edited, no errors, appropriate length, Accurate use of APA.	

Total /30

EDUC4955 Education Honours I

Theory Assignment

40%, 1800 words

Criteria	Fail (0-4.5)	Pass (5 -6)	Credit (6.5-7)	Distinction (7.5-8)	High Distinction (8.5-10)	/10
Accurately identify, explain, and/or illustrate 3-5 key concepts from the chosen theoretical perspective. /10	Inaccurate and/or inadequate.	Mostly accurate explanation of key concepts, but remains descriptive.	Mostly accurate explanation of key concepts, remains descriptive, but some insight emerging.	Accurate explanation of key concepts, with insight developing.	Accurate and insightful explanation of key concepts.	
Identify the implications of the theory of research focus and analysis. /10	Inaccurate and/or no identification implications.	Mostly accurate identification of implications for research but remains descriptive and/or lacking in insight.	Mostly accurate identification of implications for research with some insight emerging.	Accurate identification of implications for research with insight developing.	Accurate and insightful identification of implications for research.	
Demonstrate capacity to organise, analyse, and synthesise research literature /10	Inadequate capacity to organise research literature.	Sound capacity to organise research literature, but little or no synthesis.	Demonstrated capacity to organise research literature, analysis and synthesis emerging.	Excellent capacity to organise research literature, with some analysis and synthesis developing.	Outstanding capacity to organise research literature, including solid analysis and synthesis.	
Presents ideas succinctly, logically and coherently. Claims are substantiated with research literature, grammar error-free, correct APA referencing. /10	Inadequate editing, many errors, too long/short, inaccurate use of APA.	Generally well edited, but with some errors, appropriate length, mostly accurate use of APA.	Well edited, but with some minor errors, appropriate length, Accurate use of APA.	Carefully edited, no errors, appropriate length, Accurate use of APA.	Carefully edited, no errors, appropriate length, Accurate use of APA.	

Total: /40

EDUC4955 Education Honours I

A) Reading and B) Quiz

30%

Criteria	Fail (0-7)	Pass (7.5-9.5)	Credit (10-11)	Distinction (11.5-12.5)	High Distinction (13-15)
<p>A) Capacity to lead and present an in-class discussion of weekly readings, including demonstrating understanding of key concepts in the reading.</p> <p>/15</p>	<p>Task inadequately prepared, insufficient understanding of the reading demonstrated.</p>	<p>Task prepared satisfactorily. General understanding of the paper demonstrated.</p>	<p>Task well prepared, including thoughtful question and answer process that indicated understanding of key concepts. Some capacity for discussion demonstrated.</p>	<p>Task carefully prepared.</p> <p>Thoughtful and insightful question and answer process that demonstrated clear understanding of key concepts.</p> <p>Capacity to engage in discussion about the paper is demonstrated.</p>	<p>Task carefully prepared.</p> <p>Thoughtful and insightful question and answer process that demonstrates deep understanding of key concepts.</p> <p>Strong capacity to engage in discussion about the paper is demonstrated.</p>
<p>B) Capacity to define and/or illustrate key/core concepts from across the course content.</p> <p>/15</p>	<p>Short answer quiz to define 15 x key terms from the course. Quiz will be 'open book', 1 mark per answer.</p>				