

## EDUC6010: Advanced Studies in Education

Callaghan and Online  
Semester 1 - 2024



## OVERVIEW

<b>Course Description</b>	In this course you will be provided with an introduction to the different traditions of educational research from a local, regional, and global perspective. You will have the opportunity to draw on your own professional experiences in education to enrich the learning experience. You will acquire professional working knowledge of the Quality Teaching Model and learn how to effectively apply it in your educational practices.
<b>Requisites</b>	To enrol in this course you must be active in the Master of Education Program [40138], Graduate Diploma in Education [40378], or the Graduate Certificate Education [40139].
<b>Contact Hours</b>	<b>Callaghan Tutorial</b> Face to face, on campus 26 hours per full term (trimester/semester)  <b>Online Tutorial</b> 26 hours per full term (trimester/semester)
<b>Unit Weighting</b>	10
<b>Workload</b>	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

<b>Course Coordinator</b>	<b>Callaghan and Online</b> Dr Sabrina Syed All correspondence through CANVAS Discussion Sabrina.Syed@newcastle.edu.au
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	Three key topics are studied: 1) the role of education in the 21st century and key issues in education; 2) education research on learning and teaching; and 3) professional learning of the Quality Teaching Model.
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Demonstrate a sophisticated understanding of key issues in contemporary educational systems</li><li>2. Critically analyse educational research through a scholarly lens</li><li>3. Show understanding of research methodologies relevant to education</li><li>4. Apply a critical understanding of strengths and weakness in research within various traditions</li><li>5. Apply evidence-based research in understanding educational issues that have an impact on your professional practice and classroom teaching</li><li>6. Apply the Quality Teaching Model in your professional practices=</li></ol>
<b>Course Materials</b>	Required Reading: See the Schedule

# SCHEDULE

Week	Week starts	Topic	Assessment Tasks Due Dates
1	25-Feb	Introduction to course <ul style="list-style-type: none"> <li>What is scholarly research in education?</li> <li>Getting to know local and global education research networks and communities</li> </ul>	
2	4-Mar	Module 1_Topic 1: The role of education in the 21 <sup>st</sup> century- what is education research? Current trends in education research. <b>Required Readings:</b> McGrath, J., & Fischetti, J. (2019). What if compulsory schooling was a 21st century invention? Weak signals from a systematic review of the literature. <i>International Journal of Educational Research</i> , 95, 212-226.	
3	11-Mar	Module 1_Topic 2: Critical perspective and understanding educational issues. <b>Required Readings:</b> Rigney, L., Garrett, R., Curry, M., & MacGill, B. (2020). Culturally Responsive Pedagogy and Mathematics Through Creative and Body-Based Learning: Urban Aboriginal Schooling. <i>Education and Urban Society</i> , 52(8), 1159-1180.	
4	18-Mar	Module 1_Topic 3: Learning process and teaching effectiveness. Key challenges in schools for students and Teachers <b>Required Readings:</b> Michael W. Apple (2018) The critical divide: knowledge about the curriculum and the concrete problems of curriculum policy and practice, <i>Nordic Journal of Studies in Educational Policy</i> , 4(2), 63-66.	
5	25-Mar	Module 2_Topic 1: Quantitative Research <b>Required Readings:</b> Roni, S. M., Merga, M. K., & Morris, J. E. (2020). <i>Conducting quantitative research in education (1st edition 2020.)</i> . Springer Singapore.	
6	1-Apr	Module 2_Topic 2: Qualitative Research <b>Required Readings:</b> Atkins, L., & Wallace, S. (2016). <i>Qualitative research in education</i> . SAGE.	
7	8-Apr	Module 1_Topic 3: Mixed Method Research <b>Required Readings:</b> Scoles, J., Huxham, M., & McArthur, J., (2014). Mixed-methods research in education: Exploring students' response to a focused feedback initiative. In <i>Sage Research Methods Cases Part 1</i> . SAGE Publications, Ltd.	Assignment 1 Literature Review due
Recess			
8	29-Apr	Module 3_Topic 1: Quality Teaching round <ul style="list-style-type: none"> <li>Introduction to QTM</li> <li>Introduction to scales</li> </ul> <b>Required Readings:</b> Prieto, E., Howley, P., Holmes, K., Osborn, J., Roberts, M., & Kepert, A. (2015). Quality Teaching Rounds in Mathematics Teacher Education. <i>Mathematics Teacher Education and Development</i> , 17(2), 98–110.	
9	6-May	Module 2_Topic 2: Quality Teaching round <ul style="list-style-type: none"> <li>Intellectual quality</li> </ul>	

		<b>Required Readings:</b> Prieto-Rodriguez, E., Gore, J., & Holmes, K. (2016). Exploring Quality Teaching in the Online Environment Using an Evidence-Based Approach. <i>Australian Journal of Teacher Education</i> , 41(8). <a href="https://doi.org/10.14221/ajte.2016v41n8.2">https://doi.org/10.14221/ajte.2016v41n8.2</a>	
10	13-May	Module 3_Topic 3: Quality Teaching round <ul style="list-style-type: none"> <li>Quality Learning Environment</li> </ul> <b>Required Readings:</b> Gore, J., Bowe, J., & Elsworth, W. (2010). Examining the impact of quality teaching rounds on teacher professional learning. <i>Australian Association of Research in Education (AARE) International Education Research Conference</i> , Melbourne. Retrieved, 8, 12–14.	
11	20-May	Module 3_Topic 4: Quality Teaching round <ul style="list-style-type: none"> <li>Significance</li> <li>360-video recorded lesson coding and discussion</li> </ul> <b>Required Readings:</b> O'Halloran, K. L., Tan, S., Wiebrands, M., Sheffield, R., Wignell, P., & Turner, P. (2019). The Multimodal Classroom in the Digital Age: The Use of 360 Degree Videos for Online Teaching and Learning. In <i>Multimodality Across Classrooms</i> (1st ed., pp. 84–102). Routledge.	
12	27-May	Reflection on Quality Teaching round	Assignment 2 Presentation due

## 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	Literature Review - 50%	Friday, 11.59pm, Week 7	Individual	35%	1, 2, 3, 4
3	Presentation - 50%	Week 12 Tutorial	Individual	20%	4, 5, 6

### 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 - Literature Review - 50%

### Assessment Type

Literature Review

### Purpose

Critical thinking for critical reading and writing  
Outcomes 1, 2, 3, 4.

### Description

Critical reading and writing require critical thinking and understanding of the text. This task is designed to help you understand key issues in education within your teaching context. It will help you develop critical thinking skills for analysing research and use these skills to develop a deeper understanding of strengths and weakness in research within various traditions.

### The Brief

You have been asked by your school principal to take a look at the published research on a specific education topic and to prepare a discussion paper in a literature review format that you can distribute to your colleagues in an upcoming staff meeting. They will then have the opportunity to ask questions about your findings.

First, **select a current education issue or topic** . You will need to familiarise yourself with the research collections and databases available in the University library to collate **10 academic, peer reviewed articles** and 3 or 4 media reports that address your topic [you may use ENDNOTE to organise your].

You need to synthesise the findings from the research articles into a literature review that demonstrates your deep understanding of the topic.

The structure of the literature review is:

- 2000 words (+/-10%)
- An introduction, literature review/discussion, and a conclusion.
- academic writing style
- APA referencing
- Submit your file as a PDF

A Literature Review structure/template will be provided on Canvas along with resources from the Learning Development Centre to support academic reading and writing development

<b>Weighting</b>	50%
<b>Due Date</b>	Week 7 Sunday 11:59 pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Please see rubric for Assignment 1
<b>Return Method</b>	Online via Canvas Gradebook
<b>Feedback Provided</b>	Online via Canvas Gradebook within 15 working days.

## Assessment 2 - Presentation - 50%

<b>Assessment Type</b>	Multimedia Presentation
<b>Purpose</b>	How the Quality Teaching Model can inform your professional practice and be transferred into an action plan.

<b>Description</b>	Lesson plan and multimedia presentation. This is an action plan based on the Quality Teaching Model that highlights research informed practice on a topic that will lead to change in the classroom.
--------------------	--

Your task is to design a lesson plan that embeds the Quality Teaching Model. Your target is to increase the 'Significance' of your lesson. Ensure that your lesson plan and classroom strategies are backed by sound research. You are to discuss both the strengths and limitations of your chosen strategies, along with potential ways to address any weaknesses. Your presentation should be concise, lasting no more than five minutes.

<b>Weighting</b>	50%
<b>Due Date</b>	Week 12
<b>Submission Method</b>	Upload you lesson plan and presentation to Canvas but present Face to Face/Online during class time
<b>Assessment Criteria</b>	See Rubric for Assignment 2
<b>Return Method</b>	Feedback via Canvas
<b>Feedback Provided</b>	Feedback provided via Canvas Gradebook within 15 working days.

# 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).

## Attendance

Attendance/participation will be recorded in the following components:

- (Method of recording: Collaborate and Canvas Discussion)
- Tutorial (Method of recording: Collaborate and Canvas Discussion)

It is important the Weblearn students participate in weekly Collaborate sessions and on any Canvas discussion activities. Students who do not regularly access Canvas and participate on weekly Collaborate sessions and Canvas discussions will be asked to show cause. Similarly, Callaghan based students' must attend weekly tutorials and complete Canvas activities or show cause.

## Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) 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 \(viva\) Procedure](#). 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](#).

---

<b>Academic Misconduct</b>	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 <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>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:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.</p>

*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

