

EDUC6165: Research in Inclusive Education

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course introduces key concepts and strategies in both critically analysing and designing robust research in a variety of inclusive, special education and disability service settings. Students will learn to appraise journal articles and other sources, identify the level of rigour in published studies, and how to design studies from a wide range of methodological perspectives.

Contact Hours **Online**
Integrated Learning Session
Online
2 hour(s) per Week for Full Term

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	Online A/Prof Jill Duncan Jill.Duncan@newcastle.edu.au Consultation: contact via Canvas email
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	Topics will include: <ul style="list-style-type: none">• Defining critical analysis of published research studies• Design elements in robust research• Qualitative and quantitative approaches to data analysis• Locating reliable sources and disseminating data in the best forum• Applying research designs in inclusive, special education or disability service settings.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Justify the importance of research in special and inclusive education;2. Recognise and define key terminology associated with quantitative, qualitative, and mix-method research;3. Identify and discuss the core features of scientifically defensible research;4. Apply the important features of robust research designs to special or inclusive education.
Course Materials	Recommended Text: <ul style="list-style-type: none">- Grima-Farrell, C. (2017). <i>What matters in a research to practice cycle? Teachers as researchers</i>. Singapore: Springer. DOI 10.1007/978-981-10-2087-2 (This book is recommended. All chapters are review in PPTs located in Canvas, so it is not essential to purchase.) Required Text: <ul style="list-style-type: none">- Creswell, J. W., & Guetterman, T. C. (2021). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> (6th ed., global ed.). Pearson. eBook ISBN 13: 978-1-292-33785-2. https://www.pearson.com.au/9781292337852 (Note that my eBook is 2021 but this link is 2020; these are the same eBooks.)

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 February	Introduction to research in special and inclusive education; Evidence-based practice in special and inclusive education; Evidentiary practice	Creswell and Guetterman (2018) Chapter 1	
2	4 March	Fundamentals of research concepts; Research terms	Creswell and Guetterman (2020) Chapter 2 Grima-Farrell (2017) Chapter 1	
3	11 March	Evaluating research; scoping reviews	Creswell and Guetterman (2020) Chapters 3 and 4	Canvas Zoom Session on Tuesday at 7:00pm, week 3
4	18 March	Quantitative Research	Creswell and Guetterman (2020) Chapter 5 and 6 Grima-Farrell (2017) Chapter 3	
5	25 March	Qualitative research	Creswell and Guetterman (2020) Chapters 7 and 8 Grima-Farrell (2017) Chapter 4	Assessment 1 (essay) due no later than 11.59pm on Monday, week 5
6	1 April	Mixed-method research	Creswell and Guetterman (2020) Chapter 16	Canvas Zoom Session on Tuesday at 7:00pm, week 6
7	8 April	Designing a research study	Creswell and Guetterman (2020) Chapter 9	
Midterm break April 15 – April 26				
8	29 April	Research to practice gap and structuring a research proposal	Creswell and Guetterman (2020) Chapter 10	
9	6 May	Action research	Creswell and Guetterman (2020) Chapter 17 Grima-Farrell (2017) Chapter 8	Canvas Zoom Session on Tuesday at 7:00pm, week 9
10	13 May	Action research	Creswell and Guetterman (2020) Chapter 17 Grima-Farrell (2017) Chapter 9	Assessment 2 (research proposal) due no later than 11.59pm on Monday, week 10
11	20 May	The exploration phase; ethics in research	Grima-Farrell (2017) Chapter 5	
12	27 May	The exploration phase; ethics in research	Grima-Farrell (2017) Chapter 6	Canvas Zoom Session on Tuesday at 7:00pm
13	3 June	The exploration phase; ethics in research	Grima-Farrell (2017) Chapter 7	Assessment 3 due no later than 11.59pm on Friday, week 13
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	Essay: Critical analysis of research 40%	No later than 11.59pm on Monday, Week 5	Individual	40%	1, 2, 3
2	Design a research proposal 40%	No later than 11.59pm on Monday, Week 10	Individual	40%	2, 3, 4
3	Online Quiz 20%	Due no later than 11.59 pm on Friday, Week 13	Individual	20%	2

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 - Essay: Critical analysis of research 40%

Assessment Type

Written Assignment

Purpose

To demonstrate the ability to justify the importance of research in special and inclusive education; recognise and define key terminology associated with quantitative, qualitative, and mix-method research; and identify and discuss the core features of scientifically defensible research.

Description

Students are to locate and download these two articles from the UoN Library database and answer the three questions provided below:

Duncan, J., & Punch, R. (2023). Voices of young deaf adults: Supporting adolescent social capital development. *American Annals of the Deaf*, 166(5), 605-624.

Punch, R., Duncan J. (2022). The role of social capital in the transition to postsecondary education of students who are deaf or hard of hearing. *American Annals of the Deaf*, 167 334-354.

Questions:

1. Why is research important in special and inclusive education?
2. Compare the thematic analysis of the Duncan and Punch (2023) and Punch and Duncan (2022) articles. How is the thematic analysis the same and different in these two articles?
3. Examine the 'Limitations of the Study and Future Research Directions' of both articles. What are additional limitations and research directions related to each article?

The word limit is 2,000. The word limit includes headings, sub-headings, in-text citations, quotes, and referencing but does not include the reference list or appendices. Please do not use footnotes. The word limit will allow a minimum tolerance of 10%. There will be no penalty for exceeding the word limit; however, any work after the maximum word limit will not be included within the allocation of marks. Students must use a minimum of five references to support their work. References must be no older than ten years. Do not use websites or textbooks.

Style requirements

- strictly follow APA7
- use 12-point font
- double space your work
- indent paragraphs
- number your pages
- use a hanging indent for the reference list
- Follow this naming convention for all assessments: Course code underscore, your surname under score, assessment number; e.g., EDUC6165_Duncan_Assessment_1 (use your surname-not mine!!)

Weighting	40%
Due Date	No later than 11.59 pm on Monday, Week 5
Submission Method	Online
Assessment Criteria	Each questions is worth 12 points. References, APA7 style, grammar and punctuation are worth a total of 4 points.
Return Method	
Feedback Provided	Online

Assessment 2 - Design a research proposal 40%

Assessment Type	Proposal / Plan
Purpose	To demonstrate the ability to design a research study with a focus on special or inclusive education.

Description

1. This assessment addresses the second, third and fourth course learning outcome: To apply the important features of robust research designs to a special or inclusive education setting.

You must locate a minimum of ten peer- reviewed references related to your research topic and the associated literature review. References must be no older than ten years.

Use these four main headings. You may use additional subheadings of your choice.

Literature review
Research question
Research methodology
References

The word limit is 2,000 words. The word limit includes headings, sub-headings, in-text citations, quotes, and referencing but does not include the reference list or appendices. Please do not use footnotes. The word limit will allow a minimum tolerance of 10%. There will be no penalty for exceeding the word limit; however, any work after the maximum word limit will not be included in the allocation of marks. Students must use a minimum of ten references to support their work. References must be no older than ten years. Do not use websites or textbooks.

Style requirements:

- Strictly follow APA7
- use 12-point font
- double space your work
- indent paragraphs (except first paragraph)
- number your pages
- use a hanging indent for the reference list
- Follow this naming convention for all assessments: Course code underscore, your surname under score, assessment number; e.g., EDUC6165_Duncan_Assessment_1 (use your surname-not mine!!)

Weighting	40%
Due Date	No later than 11.59 pm on Monday, Week 10
Submission Method	Online
Assessment Criteria	Literature review - 15 points Research question - 5 points Research methodology - 15 points References and writing style - 5 points

Return Method	
Feedback Provided	Online -

Assessment 3 - Online Quiz 20%

Assessment Type	Quiz
Description	Students will demonstrate an understanding of key terminology associated with quantitative, qualitative, and mix-method research methodology. Students will complete an online quiz with questions randomly taken from a large pool of questions. Each question is worth one point. Students will have 40 minutes to complete the quiz.
Weighting	20%
Due Date	Due no later than 11.59 pm on Friday, Week 13
Submission Method	Online
Assessment Criteria	1 point per quiz question
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).

Attendance

Attendance/participation will be recorded in the following components:

- (Method of recording:)

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](#).

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 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 <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

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.

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Assessment 1 Essay: Theory and Application of Research to Practice

Criteria	Developing 0-4 marks	Satisfactory 5-8 marks	Exceptional 9-12 marks
Why is research necessary in special and inclusive education? (12 marks)	An incomplete answer to the question with inappropriate references to support ideas.	A good answer to the question with some appropriate references to support ideas.	An excellent, comprehensive answer to the question with appropriate references to support ideas.
How is the thematic analysis the same and different in Duncan and Punch (2023) and Punch and Duncan (2022)? (12 marks)	An incomplete answer to the question with minimal critical analysis to support ideas.	A good answer to the question with some critical analysis to support ideas.	An excellent, comprehensive answer to the question with high-level critical analysis demonstrated to support ideas.
What are additional limitations and research directions related to Duncan and Punch (2023) and Punch and Duncan (2022)? (12 marks)	An incomplete answer to the question with minimal critical analysis demonstrated to support ideas.	A good answer to the question with some critical analysis demonstrated to support ideas.	An excellent, comprehensive answer to the question with high-level critical analysis demonstrated to support ideas.
Criteria	Developing 0-1 marks	Satisfactory 2-3 marks	Exceptional 4 marks
References, APA7 style, grammar, and punctuation (4 marks)	Many reference, APA7 style, grammar, and punctuation errors.	Some reference, APA7 style, grammar, and punctuation errors.	Only a few (if any) reference, APA7 style, grammar, and punctuation errors.



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Assessment 2: Research Study Proposal

Criteria	Developing 0-5 marks	Satisfactory 6-10 marks	Exceptional 11-15 marks
Literature review (15 marks)	Incomplete literature review with minimal contemporary peer-reviewed references demonstrating a basic understanding of the topic.	Good literature review with some contemporary peer-reviewed references demonstrating a good understanding of the topic.	Excellent literature review with extensive contemporary peer-reviewed references demonstrating a comprehensive understanding of the topic.
Criteria	Developing 0-2 marks	Satisfactory 3-4 marks	Exceptional 5 marks
Research question (5 marks)	Unclear measurable research question lacking a problem to be solved.	Good, measurable research question demonstrating a problem to solve.	Excellent, clear measurable research question demonstrating a problem to solve.
Criteria	Developing 0-5 marks	Satisfactory 6-10 marks	Exceptional 11-15 marks
Research methodology (15 marks)	An incomplete research methodology that leaves many unanswered questions.	A good research methodology that covers most aspects required for robust research.	An excellent research methodology that comprehensively covers all important aspects required for robust research.
Criteria	Developing 0-2 marks	Satisfactory 3-4 marks	Exceptional 5 marks
References, APA7 style, grammar, and punctuation (5 marks)	Some good references, with an attempt to adhere to APA7, basic grammar and punctuation.	Good references with minimal APA7, grammar and punctuation errors.	Excellent references, APA7, grammar and punctuation.