

EDUC6165: Research in Inclusive Education

Singapore NAIHE
Trimester 2 - 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

Lectures & Tutorials:
Face to Face on Campus - Newcastle Australia IHE
20 hour(s) per term
Delivered in intensive mode (see course schedule)

Online/Blended:
Live / synchronous online sessions
4 hour(s) per term (see course schedule)

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 Carl Leonard carl.leonard@newcastle.edu.au +61 2 4921 6410 Consultation: email, zoom, phone or in person
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	Newcastle Australia IHE 100 Victoria Street #13-01/02 National Library Building Singapore 188064 Email: singapore-enquiry@newcastle.edu.au +65 6221 3306

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: 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 (Please note: whilst this book is recommended, all chapters are reviewed in PowerPoints located on the Canvas Course site; so, it is not essential to purchase) Required Text: 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 <i>Please review the video on the Canvas Course site regarding UoN Library access to the text</i> Other Required Course Readings: Course Readings are accessed via the Course Readings tab on our course page. All other Course Materials: Including, assignment support materials and exemplars, discussion board triggers and stimulus questions will be available via the course CANVAS site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	13 May			
2	20 May	<ul style="list-style-type: none"> Introduction to research in special and inclusive education; Evidence-based practice in special and inclusive education; Evidentiary practice (<i>Creswell & Guetterman, 2018 - Ch. 1</i>) Fundamentals of research concepts; Research terms (<i>Creswell & Guetterman, 2018 - Ch. 2; Grima-Farrell, 2017 Ch. 1</i>) Evaluating research; scoping reviews (<i>Creswell & Guetterman, 2018 - Ch. 3 & 4</i>) <i>Quantitative Research</i> (<i>Creswell & Guetterman, 2018 - Ch. 5 & 6; Grima-Farrell, 2017 Ch. 3</i>) <i>Qualitative research</i> (<i>Creswell & Guetterman, 2018 - Ch. 7 & 8; Grima-Farrell, 2017 Ch. 4</i>) 	<p>Friday 24 May</p> <ul style="list-style-type: none"> 6:00 - 9:00pm <p>Saturday 25 March</p> <ul style="list-style-type: none"> 9:00am - 12.30pm 1.30 - 5:00pm 	
3	27 May	<ul style="list-style-type: none"> Mixed-method research (<i>Creswell & Guetterman, 2018 - Ch. 16</i>) Designing a research study (<i>Creswell & Guetterman, 2018 - Ch. 9</i>) Research to practice gap and structuring a research proposal (<i>Creswell & Guetterman, 2018 - Ch. 10</i>) Action research (<i>Creswell & Guetterman, 2018 - Ch. 17; Grima-Farrell, 2017 Ch. 8 & 9</i>) 	<p>Friday 31 May</p> <ul style="list-style-type: none"> 6:00 - 9:00pm <p>Saturday 1 June</p> <ul style="list-style-type: none"> 9:00am - 12.30pm 1.30 - 5:00pm 	
4	3 June			
5	10 June	The exploration phase; ethics in research <i>Grima-Farrell, 2017 - Ch. 5, 6, 7</i>)	<p>Week 5 Lecture and Tutorial - live/synchronous online session:</p> <ul style="list-style-type: none"> Monday 10 June, 6:00-8:00pm 	
6	17 June			Assessment 1 (essay) due no later than 11.59pm on Friday,

				Week 6
7	24 June			
8	1 July			
9	8 July			
10	15 July			
11	22 July	Sharing of Action Research Projects (Assignment 2)	Week 11 Lecture and Tutorial - live/synchronous online session: <ul style="list-style-type: none"> Monday 22 July, 6:00-8:00pm 	Assessment 2 (research proposal) due no later than 11.59pm on Friday, Week 11
12	29 July			Assessment 3 (online quiz) due no later than 11.59pm on Friday, Week 12
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 Friday, Week 6	Individual	40%	1, 2, 3
2	Design a research proposal 40%	No later than 11.59pm on Friday, Week 11	Individual	40%	2, 3, 4
3	Online Quiz 20%	Due no later than 11.59 pm on Friday, Week 12	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 Purpose

Written Assignment

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:

- Li, C., Haegele, J. A., McKay, C., & Wang, L. (2021). Including students with physical disabilities in physical education in Singapore: Perspectives of peers without disabilities. *European Physical Education Review*, 28(1), 137-150. DOI: <https://doi.org/10.1177/1356336X211025871>
- Chong, K., Cheah, K. J., & Manokara, V. (2023). Our Lives, Our Voices: Impact of self-advocacy program on persons with intellectual developmental disability.

Advances in Neurodevelopmental Disorders, 1-22. DOI:
<https://doi.org/10.1007/s41252-023-00372-z>

Questions:

1. Why is research important in special and inclusive education?
2. Compare the analysis (research methodology) of the * (20*) and * (20*) articles. How is the 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?

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

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 **minimum of five references** to support their work. References must be no older than ten years. Do not use websites or textbooks.

Weighting	40%
Due Date	No later than 11.59 pm on Monday, Week 6
Length	2000 words
Submission Method	Online
Assessment Criteria	Each rubric element is worth 12 points. References, APA7 style, grammar and punctuation are worth a total of 4 points.
Return Method	Online
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	This assessment addresses the second, third and fourth course learning outcome: <i>To apply the important features of robust research designs to a special or inclusive education setting.</i> You must locate a minimum of ten peer-reviewed references related to your research topic and the associated literature review.

Use these four main headings for your research proposal (document). *You may use additional subheadings of your choice.*

- **Literature review**
- **Research question**
- **Research methodology**
- **References**

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

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.

Weighting	40%
Due Date	No later than 11.59 pm on Friday, Week 11
Length	2000 words
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	Online
Feedback Provided	Online

Assessment 3 - Online Quiz 20%

Assessment Type	Quiz
Description	Students will: <ol style="list-style-type: none">1. demonstrate an understanding of key terminology associated with quantitative, qualitative, and mix-method research methodology2. 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 12
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:

- Attendance at Lectures and Tutorials (Method of recording: Class Roll)

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

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- 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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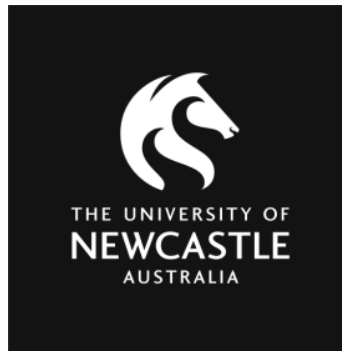


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Assessment 1 Essay: Theory and Application of Research to Practice

Criteria	Developing 0-5 marks	Satisfactory 6-9 marks	Excellent 10-12 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 sound answer to the question with some appropriate references to support ideas	A comprehensive answer to the question with appropriate references to support ideas
How is the thematic analysis the same and different in Li et al. (2022) , and Chong et al. (2023) ? (12 marks)	An incomplete answer to the question with minimal critical analysis to support ideas	A sound answer to the question with some critical analysis to support ideas	A comprehensive answer to the question with high-level critical analysis demonstrated to support ideas
What are additional limitations and research directions related to Li et al. (2022) , and Chong et al. (2023) ? (12 marks)	An incomplete answer to the question with minimal critical analysis demonstrated to support ideas	A sound answer to the question with some critical analysis demonstrated to support ideas	A comprehensive answer to the question with high-level critical analysis demonstrated to support ideas
Criteria	Developing 0-1 marks	Satisfactory 2-3 marks	Excellent 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	Very minor (if any) reference, APA7 style, grammar, and punctuation errors



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Assessment 2: Research Study Proposal

Criteria	Developing 0-7 marks	Satisfactory 8-11 marks	Exceptional 12-15 marks
Literature review (15 marks)	Incomplete literature review with minimal contemporary peer-reviewed references demonstrating a basic understanding of the topic	Sound literature review with some contemporary peer-reviewed references demonstrating consistent understanding of the topic	Quality literature review with extensive contemporary peer-reviewed references demonstrating a comprehensive understanding of the topic
Criteria	Developing 0-2 marks	Satisfactory 3-4 marks	Excellent 5 marks
Research question (5 marks)	Unclear measurable research question lacking a problem to be solved	Sound, measurable research question demonstrating a problem to solve	Quality,, clear measurable research question describing a problem to solve
Criteria	Developing 0-7 marks	Satisfactory 8-10 marks	Excellent 12-15 marks
Research methodology (15 marks)	An incomplete research methodology that leaves many unanswered questions	Sound research methodology that covers most aspects required for robust research	Concise and clear research methodology that comprehensively covers all important aspects required for robust research
Criteria	Developing 0-2 marks	Satisfactory 3-4 marks	Excellent 5 marks
References, APA7 style, grammar, and punctuation (5 marks)	Some appropriate references, with attempt to adhere to APA7, basic grammar and punctuation	Appropriate references with minimal APA7, grammar and punctuation errors	Quality (and sound quantity) references, adhering to APA7, grammar and punctuation