The University of Southern Queensland

Course Specification

Description: Research Methods

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>14911</td>
<td>2, 2002</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Richard Churchill
Moderator: Andrew Sturman

OTHER-REQUISITES
This course is restricted to students enrolled in the Doctor Education (Ed.D) and who have completed all previous courses to a satisfactory standard. All candidates must attend the Ed.D Research Methods Residential School.

RATIONALE
Many advanced research methods courses have focused on the paradigm approach to research and there are varying interpretations of paradigm theory in education. Some researchers, conversely, have set out a critical argument in opposition to paradigm theory and offer a more holistic, coherent view which opens up educational problems to psychologists, ethnographers, classroom teachers, educational administrators and researchers from other disciplines. The relationship between philosophy and educational research will be addressed together with the principles and logic of inquiry as it applies to education. It is anticipated that students will have different levels of research training and experience and, therefore, the course is designed to be sufficiently flexible to incorporate these differences and varied needs. Collaborative, problem-solving research groupings comprised of students and staff will be promoted throughout the course.

SYNOPSIS
This course will provide an opportunity for doctoral students to study current ideas about educational research and to develop appropriate research skills. These skills will enable students to complete a significant thesis or folio in the final stages of the Doctor of Education. This course will comprise the nature of inquiry in education and educational research methods. The design of each student's course will be negotiated between the student and the Course Examiner. Students and staff will be grouped according to their needs in
collaborative, problem-solving research groupings. Assessment will be completed in the areas of inquiry and methodology. Studies in this course of the professional doctorate will support the research needs of each student vis-a-vis their specialisation and thesis/folio requirements.

**OBJECTIVES**

On successful completion of this course students will be able to demonstrate an understanding of:

- The principles and logic of inquiry into education.
- The relationship between philosophy/epistemology and educational research.
- Contemporary ideas about educational research.
- The differences between humanistic; scientific/analytical and critical research methods.
- The requirements of different research methodologies by selecting appropriate research approaches to perform required analyses.
- The methodological problems posed by the gap between research and practice in education.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. The History of Educational Research; Epistemological Issues in ...</td>
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<tr>
<td>Educational Research; Ethics in Education Research; Educational Research Methods; Measurement in Educational Research; Humanistic, Scientific/Analytical and Critical Methods; Tutorial Presentation; Critical Reviews of Published Research.</td>
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**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Students will select readings that are appropriate for their research requirements.


STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
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<tr>
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<td>Directed Study</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<tr>
<td>CRITIQUES</td>
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<td>CRITICAL REVIEWS</td>
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NOTES:
1. Letter grades will be used in this course and will be displayed in the Notes Section.
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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
4. Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be submitted. Assessment items must be passed overall. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
6. If assignments are submitted after the due date without an approved extension of time, a penalty of 20% of the mark awarded by the examiner for the assessment item will apply for each month late.