Description: Research Methods Application

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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>20877</td>
<td>1, 2003</td>
<td>EXT</td>
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**Academic Group:** FOEDU  
**Academic Org:** FOE002  
**HECS Band:** 1  
**ASCED Code:** 070303

**STAFFING**
Examiner: Barry Fields  
Moderator: Jon Austin

**RATIONALE**
Many advanced research methods courses have focussed 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 promote and apply the skills required for proposing, conducting and reporting research in education. The design of each student's research will be negotiated between the student and the course Examiner. Students will be required to complete a pilot research study. Students and staff will be grouped according to their needs in collaborative, problem-solving research groupings. Assessment will be completed in the areas of proposing and conducting research. Studies in this course of the professional doctorate will support the research needs of each student vis-à-vis their specialisation and thesis/folio requirements.
OBJECTIVES

On successful completion of this course students will 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 skills needed to conduct research into a chosen topic using a preferred research method.
- 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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<tr>
<td>1. Practical Application of Educational Research</td>
<td>40.00</td>
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<td>2. Pilot Research Study</td>
<td>60.00</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. These readings are published in the two books of readings that accompany this course.

STUDENT WORKLOAD REQUIREMENTS

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

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
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<tr>
<td>RESEARCH PROJECT</td>
<td>999.00</td>
<td>100.00</td>
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<td>04 Mar 2003</td>
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</table>

(see note )

NOTES:

- Letter grades will be used in this course and will be displayed in the Notes Section. Examiner to advise of the due date.
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. Assessment criteria are provided in course material.

3. Ungraded summative assessment will be given either Pass, Fail or Incomplete.

4. All assessment items must be submitted. Each assessment item must be passed. Ungraded summative assessment will be given either Pass, Fail or Incomplete.

5. 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 may apply for each month late.