



School of Education

EDST5120/EDST5033
Advanced Qualitative Methods
Research Methods

Term 1, 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5120 Advanced Qualitative Methods/EDST5033 Research Methods 2 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Sue Starfield
Location: Morven Brown G19
Email: s.starfield@unsw.edu.au
Phone: 93852524
Availability: Please email me to find a time to meet or talk.

3. COURSE DETAILS

Course Name	EDST5120 Advanced Quantitative Methods/EDST5033 Research Methods 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

You will explore, and learn to critique, qualitative research in education, and you will be introduced to some key methodological issues by looking at published and unpublished qualitative writing across different sub-fields of educational research. You will learn about different epistemological and methodological approaches and, by the end of the course, you will have a good awareness of the issues and components you need to design a small-scale qualitative research project of your own.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate an ability to explain and discuss philosophical issues, such as epistemological questions, in relation to social and educational research	1, 2
2	Demonstrate the ability to critique published research from epistemological and philosophical perspectives	1
3	Demonstrate the ability to design and conduct critical analyses of textual data	2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills	1, 2
2	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
3	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn using research and workplace knowledge	N/A
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn	N/A
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	N/A
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	N/A
6.3.4	Implement professional dialogue within the school or professional learning	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research in education is relevant to all educational contexts and to all teachers. In this course you will explore and critique a variety of published research texts, building your skills, engaging with, making use of, and critiquing existing research. The development of your theoretical understanding and analytical skills is a key MEd program outcome. But this course positions teachers as producers as well as consumers of educational research, and beyond engaging with existing research, you will learn skills for conducting a small qualitative research project relevant to your own teaching context(s). The development of your procedural as well as declarative knowledge is therefore the core outcome of the course and is prioritized throughout.

Teaching on the course is driven by your critical engagement with readings and the core textbook. In class discussions, centred around the key readings, allow for theory and analysis to be developed but also applied, with the aim of producing active, engaged student-researchers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

5. TEACHING STRATEGIES

Guided reading, small group discussions, whole-group discussions and clarification of key concepts these support the development and application of your skills and understandings outlined above.

6. COURSE CONTENT AND STRUCTURE

Days	Topics/Readings
Day 1	Ch 1: Meeting qualitative inquiry
14 March	Ch. 2: Research design 3(e)-3()ITQWnBT5a0siggBT/F1 99 Tf1 0 0 1 245.3

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task (1) Response to published research	1500 words	40%	1, 3	1,2,3,4	Friday 27/03/2020 By 5.00pm
Task (2) Critical evaluation of qualitative research study designs	4500 words	60%	1, 2	1,2,3,4	Friday 24/04/2020 By 5.00pm

Submission of assessments

instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5120 QUALITATIVE RESEARCH METHODOLOGY/ EDST5033 RESEARCH METHODS

Student Name: _____ Student No.: _____
 Assessment Task 1: Response to published research

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved understanding of issues in research methodologies used					
Depth of analysis in response to the task Analysis and discussion of texts; explanation of choice of texts					
Familiarity with and relevance of professional and/or research literature used to support response Use of supporting texts to evidence argument; familiarity with arguments relevant to texts chosen					
Structure and organisation of response appropriateness of overall structure of the response to the task clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions Use of referencing conventions; accuracy and appropriateness of academic English; clarity of writing Compliance with word length requirements					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer _____ **Date** _____
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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