UniSC

COURSE OUTLINE

EDN701 Researching Education

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Researching Education aims to raise your awareness of how educational research can inform our knowledge and understanding of current educational issues, policies, and practices. You will develop a contribution for a professional journal based on your critique of contemporary research studies on an educational issue of your choice. The course prepares you to read, understand and critically evaluate educational research. Through engaging with professional publications, you will also examine ways you can impact professional practice and policy.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	12 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the writing group workshop component of this course. The writing group is a synchronous learning and teaching experience.	1hr	Week 1	12 times
Tutorial/Workshop 2 – A blended learning approach is used to deliver the tutorial workshop 2 component of the course. The tutorial is a synchronous learning and teaching experience.	2hrs	Week 1	12 times
Independent Study/Research – In addition to engaging with the learning materials and workshop sessions, and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases, and the required/recommended textbooks and resources.	2hrs	Week 1	12 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	12 times
Tutorial/Workshop 1 – The writing group is a synchronous technology-enabled learning and teaching experience.	1hr	Week 1	12 times
Tutorial/Workshop 2 – The tutorial is a synchronous technology-enabled learning and teaching experiences.	2hrs	Week 1	12 times
Independent Study/Research – In addition to engaging with the learning materials and workshop sessions, and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases, and the required/recommended textbooks and resources.	2hrs	Week 1	12 times

1.3. Course Topics

- Information literacy – locating, managing and accessing the quality of education research
- Contemporary social justice and sustainability in education issues and problems
- Research integrity and reflexivity
- Education researcher identity
- Critically evaluate the quality of education research
- Education research approaches, methods, theories, concepts and standpoints
- Impact of education research on policy and practice
- Communicating education research

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

24 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
① Select and justify an issue or problem in contemporary education practice that contributes to social justice and/or sustainability.	Knowledgeable Creative and critical thinker Sustainability-focussed
② Identify and critically analyse the rigour of published research related to the contemporary issue or problem.	Knowledgeable Creative and critical thinker
③ Investigate and evaluate education practice using advanced education theories, concepts, and standpoints.	Empowered Ethical
④ Apply reflexivity in education research.	Creative and critical thinker Ethical
⑤ Generate communication using academic integrity to impact education practice and policy.	Empowered Engaged

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED508, ED511, ED512 or ED705

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU709

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	30%	Oral - 5-10-minute presentation and discussion Written Piece - 1500 words	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Report	Individual	35%	4000 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	35%	3500 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Identify and justify a contemporary educational issue

GOAL:	The goal of this task is to explore, research and discuss a contemporary educational issue to develop reflexivity and researcher identity.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Presentation Week 4 Written piece Week 6 Individually prepare a 5-10-minute formative presentation and discussion that: 1) Identifies and justifies your selected contemporary educational issue or problem in education policy and/or practice 2) Explains how your issue or problem connects to sustainability and/ or social justice based on education theory, concepts and standpoints 3) Generates reflexive discussion amongst the group to further refine your contemporary education issue and explore your development as a researcher. Engage reflexively with the formative feedback provided during the presentation and prepare a summative written piece that: 1) Identifies and justifies your selected contemporary educational issue or problem in education policy and/or practice 2) Explains how your issue or problem connects to sustainability and/ or social justice based on education theory, concepts and standpoints 3) Explains how reflexivity impacted on your conceptualisation of the education issue or problem and your identity as a researcher. This contemporary issue will have been discussed, and you will have received feedback on it from peers and teaching staff during class.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification and justification of a contemporary education issue	①
	2	Explanation of the impact on sustainability and/or social justice using education theory and concepts	③
	3	Application of reflexivity in research	④
	4	Generation of communication with integrity	⑤

GENERIC SKILLS:	Communication, Collaboration, Applying technologies, Information literacy

All - Assessment Task 2: Investigate a contemporary education issue

GOAL:	The goal of this task is to develop your expertise in a contemporary education research area.
PRODUCT:	Report
FORMAT:	The task requires you to critically analyse empirical research and theory papers on your selected educational issue or problem and develop a report that provides: 1) A statement of the educational issue or problem 2) An annotated bibliography of 10 contemporary research-based education papers that illustrate the rigour of published research relevant to the identified educational issue. 3) An analysis of the debates in contemporary research about the educational issue or problem considering social justice and/or sustainability in the context of education. 4) Include a reference list of all papers referred to in the report in, APA format. (Not included in the word count) This contemporary issue and some of the research papers will have been discussed during class, and you will have received feedback on it from peers and teaching staff.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Identification of a contemporary education issues	1
	2	Selection and evaluation of sources and evidence	2
	3	Use of advanced knowledge of theories, concepts and standpoints to analyse the contemporary issue	3
	4	Application of reflexivity in research	4
	5	Generation of written communication with integrity	5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Professional writing folio

GOAL:	The goal of this task is to identify and justify the impact that your findings can have on ethical, social justice or sustainability agendas in education. You will write a lead or feature article to begin the process of achieving this impact based on your exploration of the identified educational issue or problem.
PRODUCT:	Portfolio
FORMAT:	Your professional writing folio should provide: 1) Identify and justify the professional journal/magazine that you have chosen for your education issue/problem and explain why you chose this particular journal/magazine including details of how your work contributes to social justice or sustainability in education 2) A copy of the lead or feature article manuscript ready for submission to the journal/magazine. 3) Reference list (not included as part of the word count). 4) Appendix A: A sample article from the magazine or journal (not included as part of the word count) 5) Appendix B: A copy of the journal article or magazine guidelines to authors. If this is not available, please note this (not included as part of the word count). This journal article will have been discussed in class, and you will have received feedback on it from peers and teaching staff.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Investigation and evaluation of a contemporary issue using advanced knowledge of theories, concepts, policy and practice in educational research.	① ③
	2	Identification and evaluation of the impact on education policy and practice.	② ⑤
	3	Application of reflexivity in research.	④
	4	Generation of written communication with integrity.	⑤

GENERIC SKILLS:	Communication, Problem solving, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Williams, James	2020	How to read and understand educational research	1st	Sage Publishing
Required	Mewburn,Inger; Firth,Katherine; Lehmann, Shaun	2019	How to Fix Your Academic Writing Trouble: A practical guide	Australian Ed	Open University Press

8.2. Specific requirements

It is expected that you will require Internet access and a personal computer. Recommendations from information and technology services are available via the Student Portal if you search for computer specifications. Bring Your Own Device (BYOD) is necessary for each class session. Access to a mobile device with a camera and microphone is recommended for participation in online sessions.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au