

EDN702

Designing Research

School: School of Education and Tertiary Access

2026 | Trimester 2

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 unisc.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

In this course, you will produce a postgraduate practitioner education research project description and ethics application. Through a series of modules, you will explore specific aspects of developing a research proposal including conducting a critical review of the literature, managing references, considering research ethics, framing the research topic into a defined research question and designing the research study. You will explore the use of practitioner research to investigate research problems in education and create a research project. You will develop skills in assessing published literature, identifying research gaps and developing a theoretically sound and ethical research study design.

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 synchronous technology-enabled learning and teaching experience that involves on-campus and online students simultaneously.	1hr	Week 1	12 times
Tutorial/Workshop 2 – A blended learning approach is used to deliver the workshop 2 component of the course. The workshop is synchronous using technology-enabled learning and teaching experience that involves on-campus and online students simultaneously.	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 UniSC 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 synchronous technology-enabled learning and teaching experience that involves on-campus and online students simultaneously.	1hr	Week 1	12 times
Tutorial/Workshop 2 – The workshop is synchronous using technology-enabled learning and teaching experience that involves on-campus and online students simultaneously.	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 UniSC library databases, and the required/recommended textbooks and resources.	2hrs	Week 1	12 times

1.3. Course Topics

- Practitioner research in education
- Critically appraisal and management of research literature
- Generate a research problem and questions for practitioner research
- Design research – methodology, methods and techniques for generating and analysing data
- Ethical research processes and reflexivity
- Practitioner research project and ethics application

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 Identify and critically read contemporary education research and synthesise research, policy and practice.	Creative and critical thinker
2 Investigate and evaluate advanced knowledge of complex contested educational concepts, theories and practices involved in education practitioner research that contributes towards social justice or sustainability in education.	Knowledgeable Empowered Sustainability-focussed
3 Identify, apply and manage ethical issues in practitioner educational research and practice.	Empowered Ethical
4 Apply reflexive research practice to plan and design independent practitioner research.	Creative and critical thinker Empowered
5 Generate and communicate practitioner research plans.	Empowered Ethical 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 ED705

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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	Written Piece	Individual	20%	2,000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	10-minute presentation and 2-page summary plus reference list	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	5,000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Practitioner research

GOAL:	The goal of this task is to demonstrate your researcher reflexivity and understanding of contemporary concepts, theories and practices involved in practitioner research and contemporary issues in education to propose a research topic.													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	Prepare a scholarly reflective written text that critically engages with: <ul style="list-style-type: none"> - contribution of practitioner research to social justice or sustainability in education - the education context for your practitioner research - an evaluation of three contemporary educational issues that could be investigated in your practitioner context (consider impetus, contemporary literature and context requirements), These issues will have been discussed, and you will have received feedback on them from peers and teaching staff during class. - justify one practitioner research topic. 													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identification and evaluation of practitioner research contribution to social justice, sustainability and contemporary education issues</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Application of reflexivity to the evaluation of educational issues and topic</td> <td>4</td> </tr> <tr> <td>3</td> <td>Generation of communication with integrity</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Identification and evaluation of practitioner research contribution to social justice, sustainability and contemporary education issues	1 2	2	Application of reflexivity to the evaluation of educational issues and topic	4	3	Generation of communication with integrity	5	
No.		Learning Outcome assessed												
1	Identification and evaluation of practitioner research contribution to social justice, sustainability and contemporary education issues	1 2												
2	Application of reflexivity to the evaluation of educational issues and topic	4												
3	Generation of communication with integrity	5												
GENERIC SKILLS:	Organisation, Applying technologies, Information literacy													

All - Assessment Task 2: Presentation of Research Overview

GOAL:	The goal of this task is to present your research design to colleagues and engage in a reflexive scholarly research conversation.																
PRODUCT:	Oral and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>Present a 10-minute audio-visual/ multimedia overview of your research design supported by a two-page summary plus reference list.</p> <p>Your research design overview and summary should communicate:</p> <ul style="list-style-type: none"> • Background to your problem • Research question/ focus questions and significance • Relevant research literature and/or theory • Data generation and analysis • Research rigour and ethical practices • Reference list <p>This research design will have been discussed, and you will have received feedback on it from peers and teaching staff during class.</p> <p>Sharing your research design with your peers provides an opportunity to engage in researcher reflexivity and scholarly conversations. Engagement in this way will enable you to use the feedback to clarify your research design reflexively.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identification and critical analysis of research focus and design</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Identification, application and management of ethical issues</td> <td>3</td> </tr> <tr> <td>3</td> <td>Application of researcher reflexivity</td> <td>4</td> </tr> <tr> <td>4</td> <td>Generation of communication with integrity</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Identification and critical analysis of research focus and design	1 2	2	Identification, application and management of ethical issues	3	3	Application of researcher reflexivity	4	4	Generation of communication with integrity	5	
No.		Learning Outcome assessed															
1	Identification and critical analysis of research focus and design	1 2															
2	Identification, application and management of ethical issues	3															
3	Application of researcher reflexivity	4															
4	Generation of communication with integrity	5															
GENERIC SKILLS:	Communication, Collaboration, Problem solving																

All - Assessment Task 3: Research project description and ethics application

GOAL:	The goal of this task is to develop an independent practitioner research project description and ethics application.																			
PRODUCT:	Written Piece																			
AUTHORSHIP STATEMENT:																				
FORMAT:	<p>Generate a research project description and all documents required for ethical clearance for the project at both the university and study site location. Begin the process with the development o the project description using the human research ethics description/protocol template. You will generate a project description following the Australian National Ethics Application Form (NEAF) requirements, UniSC human ethics procedures and any other relevant ethics requirements for the study site. For example, all other documents, including research data generation tools or questions, recruitment and content documentation, consent forms, need to be finalised in the format for submission for ethical approval.</p> <p>This ethics application will have been discussed, and you will have received feedback on it from peers and teaching staff during class.</p>																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application and evaluation of complex educational concepts, theories, practices and literature</td> <td>2</td> </tr> <tr> <td>2</td> <td>Planned an independent, self-directed practitioner research study</td> <td>4</td> </tr> <tr> <td>3</td> <td>Justification of research design and methods</td> <td>1</td> </tr> <tr> <td>4</td> <td>Application of ethical research protocols</td> <td>3</td> </tr> <tr> <td>5</td> <td>Generation of communication with integrity</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application and evaluation of complex educational concepts, theories, practices and literature	2	2	Planned an independent, self-directed practitioner research study	4	3	Justification of research design and methods	1	4	Application of ethical research protocols	3	5	Generation of communication with integrity	5	
No.		Learning Outcome assessed																		
1	Application and evaluation of complex educational concepts, theories, practices and literature	2																		
2	Planned an independent, self-directed practitioner research study	4																		
3	Justification of research design and methods	1																		
4	Application of ethical research protocols	3																		
5	Generation of communication with integrity	5																		
GENERIC SKILLS:	Communication, Problem solving, Organisation																			

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Zina O'Leary	2021	The Essential Guide to Doing Your Research Project	4th	Sage Publications Limited
Required	James Williams	2020	How to Read and Understand Educational Research	n/a	SAGE Publications Limited
Required	Inger Mewburn, Katherine Firth, Shaun Lehmann	0	How to Fix Your Academic Writing Trouble: A practical guide	n/a	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

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)