COURSE OUTLINE

EDN704 Communicating Education Research Outcomes

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

This course requires you to continue to work on independently conducting a research project in an educational context. You will reflect on your project findings to date and develop a dissemination plan. You will deeply analyse your data and articulate detailed and substantiated research findings addressing your identified research question. Finally, you will generate discussion, implications and conclusions that contribute knowledge to the research community and the profession.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials are delivered asynchronously, through Canvas modules, course readings and required texts.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshops will be delivered on campus. Attendance and participation at the scheduled time is a critical component of the course.	2hrs	Week 1	12 times
Independent Study/Research – In addition to the learning material hours and completion of assessment tasks, you are required to engage in self-directed learning using the course materials, engage with current research/readings via USC library databases, required/recommended textbooks and resources.	4hrs	Week 1	12 times
ONLINE			
Learning materials – Learning materials are delivered asynchronously, through Canvas modules, course readings and required texts.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshops will be delivered via Zoom. Attendance and participation at the scheduled time is a critical component of the course.	2hrs	Week 1	12 times
Independent Study/Research – In addition to the learning material hours and completion of assessment tasks, you are required to engage in self-directed learning using the course materials, engage with current research/readings via USC library databases, required/recommended textbooks and resources.	4hrs	Week 1	12 times

1.3. Course Topics

Academic writing

Establishing conclusions and recommendations from research

Communicating and disseminating research findings

Engaging with different education stakeholders and audiences

Persuasive oral, written and visual communication

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 On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Generate conclusions from research findings.	Creative and critical thinker
2	Analyse implemented research design decisions and explore implications for education research.	Empowered
3	Communicate education research to a specific audience.	Engaged
4	Uses technology skills to create communication products that disseminate research findings with stakeholders	Creative and critical thinker
5	Demonstrates understanding of dissemination strategies	Knowledgeable
6	Demonstrate how the research project contributes to sustainable and socially just education research practice.	Ethical Sustainability-focussed

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

EDN703 and 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

Students will be provided with feedback through peer review of their work during class in week 3.

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	Individual	15%	3 minutes	Week 4	In Class
All	2	Report	Individual	35%	3,500 words	Week 7	Online Assignment Submission with plagiarism check
All	3a	Plan	Individual	0%	1,000 words	Week 9	Online Assignment Submission with plagiarism check
All	3b	Portfolio	Individual	50%	4,500 words equivalent	Week 12	Online ePortfolio Submission

All - Assessment Task 1: Oral presentation of research findings

GOAL:	The goal of this task is for you to effectively explain your research in three minutes, in a language appropriate to a non-specialist audience
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	You will present a succinct 3 minute summary of your research to date that demonstrates how your research will impact the field of education. You may use one static slide (no animations or transitions). You will have shared your research and received feedback from peers and teaching staff during tutorials.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Discussion of research problem and the impact of the research findings for education stakeholders — 1, 6 2 Creation of a coherent argument connecting research findings with theory and existing research literature — 6 3 Oral and visual communication for non-specialist audience — 3
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

All - Assessment Task 2: Research report discussion, implications and conclusions

GOAL:	The goal of this task is for you to generate the discussion and articulate the implications and conclusions of your research project.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	You will write a report that articulates the discussion, implications and conclusions of your research. Guidelines for the development of the report are provided on the course Canvas site. You will have shared your research and received feedback from peers and teaching staff during tutorials.

CRITERIA:

No.		Learning Outcome assessed
1	Application of theoretical knowledge of contemporary education issues to discussion of research findings	2
2	Generation of conclusions based on research results/discussion	1
3	Articulation of implications of education research for a range of stakeholders	2
4	Application of academic literacies	3

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 3a: Dissemination Plan

GOAL:	The goal of this task is to prepare a dissemination plan that communicates your project or research outcomes.
PRODUCT:	Plan
AUTHORSHIP STATEMENT:	
FORMAT:	Write a dissemination plan that communicates the project outcomes to relevant audiences. Articulate how your research findings have the potential to impact education practice. Details of the dissemination plan format are provided on the course Canvas site.

CRITERIA:

No.		Learning Outcome assessed
1	Application of advanced knowledge of strategies to disseminate research for specific audiences	3
2	Justifies choices of content and argument for specific audiences	6
3	Application of academic literacies	3

GENERIC SKILLS:	Communication, Problem solving, Organisation

All - Assessment Task 3b: Dissemination materials

GOAL:	The goal of this task is to develop a suite of dissemination products that communicate the outcomes of your research to education audiences.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	You will develop a suitable set of audio-visual and text-based dissemination products that share the outcomes of your research project with appropriate audiences. The portfolio should draw upon your plans as articulated in Task 3. Guidelines for the development of the portfolio are provided on the course Canvas site. This task is comprised of two components: an oral (worth 15%) and a written (worth 35%). You will have shared your research and received feedback from peers and teaching staff during tutorials.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Communication of research findings through appropriate products suitable for specific audiences — 4 2 Justification of choices of content, argument and dissemination strategy for specific audiences — 5 3 Oral, visual and written communication skills appropriate to the audience — 3
GENERIC SKILLS:	Communication, Applying technologies, 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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

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

> There are no required/recommended resources for this course.

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 at askUSC.

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