

EDN705

Education Research Theories and Methodologies

School: School of Education and Tertiary Access

2025 Semester 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.

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

This course introduces you to various research theories and methodologies within education. Through analysis of research scholarship and published research papers, you will critically investigate various qualitative, quantitative and mixed-method approaches to research, and their underpinning ontological and epistemological assumptions. Through oral and written assessment, you will demonstrate a critical understanding of the interplay amongst research theory, epistemology, and methodology and research methods to prepare you to write a research project proposal.

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	2hrs	Week 1	13 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course. The workshop is synchronous using technology-enabled learning and teaching experience that involves on-campus engagement and application of learning materials.	2hrs	Week 1	13 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.	4hrs	Week 1	13 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	2hrs	Week 1	13 times
Tutorial/Workshop 1 – An online approach is used to deliver the workshop component of the course. The workshop is synchronous and delivered via Zoom.	2hrs	Week 1	13 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.	4hrs	Week 1	13 times

1.3. Course Topics

1. Purposes of education research
2. Reflexivity
3. Developing your research problematic
4. Quantitative methodologies
5. Mixed methods
6. Critical Discourse Analysis
7. Ethnographic and Historical methodologies
8. Post-qualitative 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 apply research methodology and methods to a research problem/opportunity of your choice.	Knowledgeable
2	Design research questions in response to a research problem/opportunity and justify your chosen research methodology.	Engaged
3	Critique theoretical perspectives, methodologies, and issues surrounding a research topic.	Creative and critical thinker
4	Demonstrate ethical and legal responsibilities and socially responsive and culturally inclusive decision making.	Ethical

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 ED511, ED705 or ED802

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

In week 3 a draft of your first assignment will be peer-reviewed in class.

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	10%	10-minute oral and 1page summary	Week 4	Online Assignment Submission with plagiarism check and in class
All	2	Essay	Individual	40%	3,000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	50%	5,000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Oral presentation of research topic and preliminary ideas about research methodologies

GOAL:	The goal of this task is to provide evidence that you understand the importance of considering an appropriate research methodology and methods when designing a research project.	
PRODUCT:	Oral and Written Piece	
FORMAT:	You will present a one-page summary and discuss a plan of preliminary ideas for your Task 2 position paper that outlines the theories, methodologies and associated methods you have chosen and the literature you will draw upon for your critique. You will seek constructive feedback from two peers in your class and reflect on this feedback to refine your plan before submission. Document this peer-review and reflection process in your submission.	
CRITERIA:	No.	Learning Outcome assessed
	1	Description of, methodology and methods and theoretical underpinnings. 1
	2	Discussion of a plan for task 2 2
	3	Reflection on peer feedback 3
	4	Written and oral communication skills and academic literacies including English expression and grammar, spelling, punctuation, and APA referencing conventions 2
	5	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4
GENERIC SKILLS:		

All - Assessment Task 2: Research methodology position paper

GOAL:	The goal of this task is to demonstrate knowledge and understandings around, and application of, research theories, methodologies and methods to conduct a hypothetical, or real, research project. You will need to focus on one methodology and to outline an alternative but related methodology and explain how your research inquiry would need to change if you adopted this alternative methodology.	
PRODUCT:	Essay	
FORMAT:	You will write a 3000-word research position paper that argues for the use of particular epistemologies, theories, methodologies and methods. Your position paper should refer to and critique research theorists and methodologies and outline the literature related to your field . The final section of your paper should choose an alternative but related methodology and explain how your research inquiry could change if you adopted this alternative methodology.	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of the research elements: epistemology, theories, methodology and methods. 2
	2	Critique of research elements with reference to theorists, methodologies and literature about your field. 3
	3	Application of the research methodology to the proposed research project. 1
	4	Demonstrate an understanding of an alternative but related methodology and how adopting it would change the nature of your research inquiry 1
	5	Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, and APA referencing conventions 2
GENERIC SKILLS:		

All - Assessment Task 3: Research proposal

GOAL:	The goal of this task is to generate a research proposal. Your proposal will identify your research question and articulate your research design, and the significance of your study. It will also include detail of your proposed methods of data collection and analysis and be accompanied by a brief literature review and an outline of the ethical issues involved in conducting your research.													
PRODUCT:	Oral and Written Piece													
FORMAT:	You will write a research proposal of approximately 5000 words (word count not including references) that incorporates the following components: Background analysis of the research issue being explored (700 words) Literature Review (1500 words) Research Question (100 words) Focus Questions/Objectives (200 words) Significance (200 words) Research methodology/method including data gathering and analysis techniques (1000 words) Research Rigour/Trustworthiness (500 words) Ethical issues (300 words) List of references Your research proposal should be designed in accordance with university HDR confirmation procedures and presented in a scholarly manner as a formal research proposal. You will write an essay and give a 10 minute oral presentation.													
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Formulation and justification of a research problem and question and ethical research design</td><td>1</td></tr><tr><td>2</td><td>Review and analysis of relevant, contemporary educational research theories and methodologies.</td><td>2</td></tr><tr><td>3</td><td>Written communication skills and academic literacies including English expression grammar, spelling, punctuation, and APA referencing conventions</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Formulation and justification of a research problem and question and ethical research design	1	2	Review and analysis of relevant, contemporary educational research theories and methodologies.	2	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, and APA referencing conventions	2	
No.		Learning Outcome assessed												
1	Formulation and justification of a research problem and question and ethical research design	1												
2	Review and analysis of relevant, contemporary educational research theories and methodologies.	2												
3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, and APA referencing conventions	2												
GENERIC SKILLS:														

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

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. Students are asked to bring their device to class and to have headsets for online communication.

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:

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 submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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