

EDUC90419 Education Research Methodology

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. July, Parkville - Taught on campus. Parkville , On Campus
Time Commitment:	Contact Hours: 24 hours 125 hours of total commitment Total Time Commitment: 125 hours total commitment
Prerequisites:	150 points of study in the Master of Teaching (Early Childhood) or Master of Teaching (Secondary) or a Masters degree in Education, with an H2A average, or equivalent.
Corequisites:	460-558 Research Project
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Dr Amelia Church, Dr Dianne Mulcahy
Contact:	Education Student Centre
Subject Overview:	This subject will guide the student through the structure and design of an education research study including; critical evaluation of the literature; the purposes and characteristics of qualitative and quantitative methodologies and descriptive and statistical techniques for data collection; procedures for preparing and executing a research project including make decisions about design and analysis and ethical considerations for the conduct of the project. Students will be expected to obtain a supervisor and to present a research proposal and presentation of their proposed project as part of the seminar series
Objectives:	On completion of this subject teacher candidates should be able to: <ul style="list-style-type: none"> # Demonstrate knowledge of the processes in the conduct of research; # Demonstrate knowledge of current research in a particular area of education; # Understand the relationship between issues and methodology in research; # Participate in reflective and critical discussion of current issues in research in education.
Assessment:	A research proposal (4,000 words) due a week after the end of the delivery period.
Prescribed Texts:	Kervin L, Vialle, W, Herrington and K Okely, (2006), Research for Educators, Thomson Social Science Press Opie C, ed., (2004) Doing educational research: a guide to first time researchers, Sage publications, London.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify relationships between theory research and teaching # Be flexible and able to adapt to change through knowing how to learn using research processes; # Understand the significance of developing their practice on the basis of research evidence;

	<ul style="list-style-type: none"># Work in teams with skills in cooperation, communication and negotiation to engage in reflective and critical discussion of research in education;# Be independent of mind, responsible, resilient, self-regulating;# Have a conscious personal and social values base and apply to their work
Related Course(s):	Master of Teaching (Early Childhood) Master of Teaching (Early Childhood) Master of Teaching (Secondary) Master of Teaching (Secondary) Postgraduate Certificate in Educational Research