

EDUC90320 Doctoral Research Seminar

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Parkville Campus						
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 120 hours total commitment						
Prerequisites:	50 points of study in the DEd course.						
Corequisites:	You must take the following subject in the same study period <table border="1" data-bbox="387 660 1485 806"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90319 Doctor of Education Thesis Proposal</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90319 Doctor of Education Thesis Proposal	Semester 1, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90319 Doctor of Education Thesis Proposal	Semester 1, Semester 2	12.50					
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:	Prof Lyn Yates						
Contact:	Education Student Centre						
Subject Overview:	This subject focuses on issues involved in designing and carrying out a thesis in the field of education. It assumes (and is different from) previous study of research methodology; and is intended to be undertaken in conjunction with working with their supervisor to develop their D Ed thesis proposal. In the Doctoral Research Seminar, students will consider the nature and role of a thesis project in the context of the professional and disciplinary constitution of the field of education. In this subject, students will consider questions not able to be technically defined in either methodology texts or doctoral regulations: what constitutes an adequate 'contribution to knowledge'? what voice is appropriate in the thesis writing? How is the scope of a literature review constructed? How do newcomer researchers learn to position themselves in the field? What identity demands are implicit in the task of producing a thesis? This doctoral research seminar will function alongside the preparation of the thesis proposal as a forum for students to reflect on the field they are entering and to build tacit as well as explicit knowledge about what is needed in undertaking their thesis project						
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Describe specific norms of a doctoral thesis and how these differ from other forms of professional writing in education; # Identify the way in which their own proposed thesis aims to make a contribution to knowledge; # Locate the positioning of their own project within the methodological spectrum of the field; # Identify challenges and needs that will face them in carrying out their doctoral project. # Ability to analyse and produce writing for different purposes in the field of education # Ability to understand and critique research located in different methodological traditions # Communication both within and beyond one's specialist community. 						
Assessment:	20 minute seminar presentation (40 per cent); Written assignment(s) totalling 3000 words (60 per cent)						

Prescribed Texts:	Yates, L. (2004), What does good education research look like? Situating a field and its practices. Maidenhead: Open University Press.
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
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Doctor of Education Doctor of Education