

EDUC90419 Education Research Methodology

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2012, 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 Total Time Commitment: . 125 hours total commitment. 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.									
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:	One of <table border="1" data-bbox="389 745 1485 949"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90420 Research Project</td> <td>Semester 1, Semester 2</td> <td>37.50</td> </tr> <tr> <td>EDUC90558 Research Project</td> <td>Year Long</td> <td>37.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90420 Research Project	Semester 1, Semester 2	37.50	EDUC90558 Research Project	Year Long	37.50
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EDUC90420 Research Project	Semester 1, Semester 2	37.50								
EDUC90558 Research Project	Year Long	37.50								
Recommended Background Knowledge:	None									
Non Allowed Subjects:	None									
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H									
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:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <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; # 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):	<p>Master of Teaching (Early Childhood) Master of Teaching (Secondary) Master of Teaching (Secondary) Postgraduate Certificate in Educational Research</p>