

EDUC90759 Education Capstone Research Proj. (SEC)

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2013.								
Time Commitment:	Contact Hours: Sessions with group supervisor as arranged Total Time Commitment: 120 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.								
Prerequisites:	Students must have completed 150 points of study in the Master of Teaching (Secondary) and EDUC90758								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90758 Researching Education Practice (SEC)</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90758 Researching Education Practice (SEC)	Not offered 2013	12.50
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EDUC90758 Researching Education Practice (SEC)	Not offered 2013	12.50							
Corequisites:	None								
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 Disability Liaison website: http://www.services.unimelb.edu.au/disability								
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285								
Subject Overview:	This is the second of two subjects that all Master of Teaching students complete as part of their Capstone experience. In this subject, students will undertake a semester long research project based on a limited number of topics introduced in 'Researching Educational Practice'. Projects will involve either field-based research, a literature review, or the analysis of existing documents or secondary data. The focus of all topics will be on the use of research to inform and improve educational practice. Throughout the semester students will receive ongoing supervision from a member of academic staff through campus or school based group workshops. The Capstone project will culminate with students synthesizing the findings of their research in a written form such as a conference paper, journal article or report. Students will also be expected to report findings to the education community where the research took place.								
Objectives:	<p>On completion of this subject, teacher candidates should be able to:</p> <ul style="list-style-type: none"> # Carry out a substantial research-based project # Demonstrate an understanding of the ethical issues associated with practitioner research # Analyze data and synthesize research findings # Report research findings in written and verbal forms # Use research findings to advance education theory and practice 								
Assessment:	There are two assessment tasks: A preliminary report equivalent to 800 words indicating project progress, due midway through the subject , 20% A written task equivalent to 3200 words, due at the end of the subject, 80% There is one hurdle requirement: Oral presentation of the report findings to the education community where the research took place								

Prescribed Texts:	O'Toole, J., & Beckett, D. (2010), Educational Research – Creative Thinking & Doing, Oxford University Press, Melbourne.
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>Students who successfully complete this subject should be able to:</p> <ul style="list-style-type: none"> # Apply critical thinking skills # Apply foundational research skills to address a research question # Demonstrate planning and time management skills # Undertake research independently # Demonstrate a capacity to communicate research results clearly, comprehensively and persuasively.
Links to further information:	https://handbook.unimelb.edu.au/view/current/MC-TEACHSA
Related Course(s):	Master of Teaching (Secondary)