

EDUC90420 Research Project

Credit Points:	37.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2014.								
Time Commitment:	Contact Hours: 54, regular meetings as negotiated with supervisor Total Time Commitment: 360 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:	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:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90419 Education Research Methodology</td> <td>February, July</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90419 Education Research Methodology	February, July	12.50
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EDUC90419 Education Research Methodology	February, July	12.50							
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								
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)								
Subject Overview:	Students negotiate an individual project relating to education with an individual supervisor. The project includes a critical review of relevant academic and research literature and a research project relating to educational practice.								
Learning Outcomes:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"> # Demonstrate in depth knowledge in a particular field in education; # Understand the theoretical context of an issue of concern in education # Understand the purpose of selected research methodologies # Use research processes with due regard to ethical procedures # Demonstrate a capacity to engage in reflective, critical discussion of the area of particular interest. 								
Assessment:	A research report (15,000 words) due end of semester (100 per cent)								
Prescribed Texts:	<p>Kervin, L., Vialle, W., Herrington, J. & Okely, T. (2006). Research for Educators. Melbourne: Thomson Social Science Press. MacNaughton, G. Rolfe, S. & Siraj-Blatchford, I. (Eds.) (2010). Doing early childhood research: International perspectives on theory and practice. Hoboken: Taylor and Francis [Electronic Resource]. Mukherji, P. & Albon, D. (2010). Research Methods in Early Childhood: An Introductory Guide, Sage Publications. Schwandt, T. A. (2007). The SAGE dictionary of qualitative inquiry, 3 rd edition, Los Angeles, Calif.; London: SAGE [Electronic Resource]. Stake, R. (2010). Qualitative research: Studying how things work, New York, Guildford Press [Electronic Resource].</p>								
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>