

EDUC90620 Reading Educational Research

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. August, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 Semester 1 availability: 8 X 3 hr weekly classes, Wednesday 5.15-8.15; August availability: 4 X 6hr Saturday classes. Total Time Commitment: 170 hours
Prerequisites:	None
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 Overview, Learning Outcomes 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
Coordinator:	Dr Dianne Mulcahy, Dr Russell Cross
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352) # Russell Cross is subject coordinator in semester 1 # Dianne Mulcahy is the coordinator of the August availability
Subject Overview:	This subject will introduce students to various traditions in educational research. It will be structured around an investigation of several major research projects in education, analysing the research questions, the conceptual framework, the methodological decisions made, reliability, validity and ethical considerations, the analytical techniques, and the conclusions reached. The projects for investigation will be chosen to highlight contrasting ways of undertaking educational research.
Learning Outcomes:	On completion of the subject, students will be able to: # Understand the purposes to which different educational research methodologies can be put; # Realise the importance of a coherent research design with purpose, methodology and analytical framework in alignment; # Read reports of educational research in various traditions with understanding; # Read educational research with critical awareness of its strengths and limitations.
Assessment:	There are two assessment tasks: Reader response: Critical review of research article, up to 2000 words. Due mid semester (40%) Comparative evaluation of research approaches to an educational issue, up to 3000 words. Due Examination period (60%) 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.
Prescribed Texts:	Prescribed text: O'Toole, J., & Beckett, D. (2010). Educational Research - Creative Thinking & Doing (2nd ed.). Melbourne, Australia: Oxford University Press. Recommended text: Kervin,

	L., Vialle, W. J., Herrington, J. A., & Okely, A. D. (2006). Research for educators. Melbourne, Australia: Thomson Learning.
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 the subject, students will be able to;</p> <ul style="list-style-type: none"> # Understand a range of research practices more fully; # Understand the dependence of research results on the methodology and analytical framework employed. # Read academic work with an increased critical capacity.
Related Course(s):	<p>Doctor of Education Master of Education Master of Education Master of Education (Educational Management) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Numeracy</p>