

EDUC90419 Education Research Methodology

Credit Points:	12.5												
Level:	9 (Graduate/Postgraduate)												
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. July, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.												
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours												
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="387 741 1485 1003"> <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> <tr> <td>EDUC90738 Research Project</td> <td>Semester 1, Semester 2</td> <td>18.75</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	EDUC90738 Research Project	Semester 1, Semester 2	18.75
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EDUC90738 Research Project	Semester 1, Semester 2	18.75											
Recommended Background Knowledge:	None												
Non Allowed Subjects:	None												
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>												
Coordinator:	Dr Sally Windsor, Dr Suzanne North												
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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												

Learning Outcomes:	<p>On completion of this subject students should be able to:</p> <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:	Literature Review or Ethics Project within Program Application (1,500 words) due early in the teaching period, 40% A research proposal (3,500 words) due end of subject, 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	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].
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>Graduate Certificate in Educational Research Master of Clinical Teaching Master of Teaching (Early Childhood) Master of Teaching (Secondary) Master of Teaching (Secondary) Master of Teaching (Secondary) Internship Postgraduate Certificate in Educational Research</p>