

EDUC90770 Researching Education Practice Prim B

Credit Points:	6.25								
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.								
Time Commitment:	Contact Hours: 18 hours consisting of three campus-based seminars (approximately 9 hours) and three online modules (approximately 9 hours). Total Time Commitment: 85 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90768 Researching Education Practice Prim A</td> <td>Not offered 2016</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90768 Researching Education Practice Prim A	Not offered 2016	6.25
Subject	Study Period Commencement:	Credit Points:							
EDUC90768 Researching Education Practice Prim A	Not offered 2016	6.25							
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90489 Professional Practice and Seminar Prim 3</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50
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EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	12.50							
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 Richard Sallis								
Contact:	sallis@unimelb.edu.au (mailto:sallis@unimelb.edu.au)								
Subject Overview:	<p>This is the second in a series of subjects that all Master of Teaching students complete as part of their Capstone experience. Master of Teaching Primary students complete two 6.25 point subjects (Researching Education Practice Prim A and B) followed by a 12.5 point subject Education Research Project.</p> <p>Incorporating campus-based seminars and online modules, Researching Education Practice Prim A and B will introduce students to different approaches to teacher led research and examine the important role of research in enabling educators to transform educational practices. Topics that will be examined include: undertaking ethical teacher research; accessing, gathering and critically analysing evidence from primary and secondary sources; writing up research, and; translating research into practice. Together these topic areas will provide students with the confidence, knowledge and skills to plan and carry out their own small-scale investigations for their Capstone project and future professional work.</p> <p>The specific focus of Researching Education Practice Part B will be on assisting students to become critical consumers of education research and the steps that are taken to be producers of knowledge about learning and teaching. Other topics that will be covered include: how to conduct interviews; different forms of observation based research, and; different approaches to data analysis. Students will also produce a research proposal for their capstone project.</p>								

Learning Outcomes:	On completion of this subject, teacher candidates should be able to: # Use appropriate methods to collect data about the practices of learning and teaching # Appreciate values and ethical dimensions of practitioner research # Analyse data collected by themselves and critically appraise research presented in journal articles, policy documents and reports # Understand how to represent research findings in textual and other forms # Use research findings to advance education theory and practice
Assessment:	There is one assessment task: A research proposal equivalent to 2000 words due at the end of the subject, 100% The hurdle requirement is: Satisfactory completion of three online modules due throughout the semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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:	On completion of this subject, students will have knowledge and skills that will enable them to: # Understand the significance of developing their practice on the basis of research evidence # Conduct education research in an ethical manner # Undertake data management, analysis and report writing using small-scale qualitative and quantitative data sets # Apply research findings with creativity and initiative to professional practice # Plan and execute their capstone research project
Links to further information:	http://education.unimelb.edu.au/