



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5888 Project

Semester 1

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5888 Project (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Prof Chris Davison  
Office Location: John Goodsell, Room 125  
Email: [c.davison@unsw.edu.au](mailto:c.davison@unsw.edu.au)  
Phone: +61 2 9385 1987  
Availability: Email for consultation times

Classes: All classes held in G119, Level 1, Goodsell Building, unless notified otherwise.

## 3. COURSE DETAILS

<b>Course Name</b>	Project
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	Group meetings will be arranged by the course coordinator at the beginning of each semester for all those enrolled in the course

### *Summary of Course*

The purpose of this course is to provide students with an opportunity to build on or extend interests developed in their specialist area of education by undertaking a self-directed small-scale individual capstone project, normally supported by a supervising lecturer in small groups with other students from the same specialisation. The project must clearly represent 6 units of credit and demonstrate that the students is able to synthesize and apply the knowledge and skills they have developed in the other components of their program to address a particular problem or issue in their own workplace or teaching context.

### Examples of appropriate projects:

- the evaluation of a specific aspect of an educational program or set of teaching materials
- development, trialling and evaluation of a specific methodological approach, materials or curriculum unit over a semester
- a small-scale action research project exploring a particular strategy, classroom pedagogy, technique, or professional learning programme in your own classroom or school
- a proposal for a particular innovation or change in your workplace
- a case study of a learner or specific context for learning or teaching
- a theoretical critique of a specific direction or initiative in education policy or practice
- a meta-analysis or meta-synthesis of other research studies
- any other project which meets the requirements of postgraduate level work, i.e. it must be intellectually demanding and require reading of the research and professional literature

Note if you are employed by the DoE and are enrolled in a Master by Coursework program which has an education focus, e.g. Master of Education, or Master of Educational Leadership, you can undertake a trial or evaluation of educational resources or programs in your own school provided the study is

confined to your school only and the results are not intended for scholarly publication, i.e. the project “involves researching current instructional strategies; or researching the effectiveness of instructional techniques, curricula, or classroom management, in established educational settings, involving normal educational practices, in accordance with a host institution’s normal practices and approvals”.

International students or students who are not currently employed in NSW cannot go into a school to do any project work for this course, so are more constrained in what they can do, i.e. the development and /or evaluation of teaching materials or courses, discourse analysis of government policies, a theoretical piece of research, a proposal to introduce a new approach or methodology into their own context, etc

**Important:**

**Students enrolled in a research higher degree or those interesting in moving into a PhD who have achieved a minimum WAM of 75+ in their Master’s coursework program are encouraged to undertake an empirical research project involving human participants, but will be required to obtain Human Research Ethics approval from UNSW HREA Panel B, so anyone contemplating this kind of project should consult with the EDST 5888 course coordinator as early as possible in their program to confirm the scope and focus of their project and to identify an appropriate supervisor as this kind of project will take more time and be more complicated in its design and implementation .**

*Pre-requisites*

In order to enrol in this course, you must have completed 4 courses (24 UOC) in an Master’s level or equivalent coursework degree, AND completed or be completing a 6 UOC approved research methods course or the equivalent from the School of Education.

*Aims of the Course*

On completion of this subject you should be able to:

1. demonstrate a critical awareness of and capacity to select and apply specific approaches and methods of data collection and analysis to a specific educational problem;
2. prepare a draft proposal outlining a specific project to be undertaken in education;
3. conduct an independent small-scale study, and write up the results in a form appropriate to the nature of the study.

*The main ways in which the course has changed since last time as a result of student feedback*

Students are grouped with like-minded students to create more opportunities for peers support and interaction

*Student Learning Outcomes*

Outcome	Assessment/s
1 Demonstrate in depth knowledge and understanding of a topic of interest related to education.	1,2
2 Demonstrate knowledge and ability to locate the full range of references appropriate to their topic of interest related to education and to evaluate the quality of these references.	1, 2
3 Demonstrate knowledge and understanding of the appropriate methodology to undertake the project.	2
4 Demonstrate ability to analyse and interpret data and build a report of the project in which findings are identified and discussed.	2

### *Program Learning Outcomes*

Capability		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Research-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>International outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	2
	<b>Ethical and responsible professional practice</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise and apply knowledge and skills from earlier stages of their program.

#### **5. TEACHING STRATEGIES**

EDST5888 is a **self-directed course**, however, there will be group meetings at the beginning (Week 1 – see schedule), middle (Week 6 – organised by supervising lecturer), and towards the end (Week 10 –organised by supervising lecturer) of the semester . These meetings cover general issues in conducting small-scale projects in your area of specialisation, as well as the preparation required (eg. developing a project proposal and a clear feasible plan for implementation). The initial session is designed to stimulate student thinking because there are a number of issues that students will need to address so that a feasible project can developed. In the follow up meetings individual/group discussions and peer mentorship/support will be utilised to increase the capacity and capability of students for conducting small-scale projects. These activities will occur in a climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

(for students doing a capstone project only; those doing an individual research project do not attend these meetings)

Week	Activity
Pre-semester	Attend course briefing in the preceding semester. Contact the course coordinator and begin discussion, reading, and drafting project proposal on your preferred topic. Access website resources to help guide your project via Moodle.
1 March 2016, 5-7pm, G119	Initial <u>compulsory</u> group meeting with the course coordinator and supervising lecturers, followed by the preparation of project proposal
2-3	Independent work/online contact with group members and supervising lecturer
21 March 2016, via Moodle	Submission of the proposal and approval by supervising lecturer
4-6	Independent work/online contact with group members
6	Review group meetings if needed – organised by supervising lecturer
7 – 10	Independent work/online contact group members
17 May 2015, 5-7pm, G119	Optional group meeting to share draft work and reports
12-13	Independent work/online contact group members
Monday, 20 June, 2015, 5pm	Submission of the project report, be assessed by another specialist in the area

## 7. RESOURCES

### Required Readings

Basit, T.N. (2010). *Conducting research in educational contexts*. New York: Continuum International Publishing Group.

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education*. London and New York: RoutledgeFalmer.

### Further Readings

Denscombe, M. (2002). *Ground rules for good research: a 10-point guide for social researchers*. Buckingham: Open University.

MacLure, M. (2003). *Discourse in social and educational research*. Buckingham: Open University

Yin, R.K. (2012) *Case study research: design and methods*. London: Sage Publications.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Project proposal	1,000 words	Hurdle requirement	1, 2	1, 2, 3, 4, 6	Monday, 21 March, 2015, 5pm
Project report	6-8,000 words (excludes references/appendices)	100%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Monday, 20 June, 2015, 5pm

### Assessment Details

#### Assessment 1 –Project Proposal

A 1,000-word project proposal, including the aims and rationale of the project, an outline of the proposed approach, including timeline, and expected contribution to the field. Sample proforma below.

#### Assessment 2 – Research Report

A 6-8,000 word report of the project, excluding references and appendices, in a form appropriate to the nature of the study. The report should be double-spaced and written in APA style. Please note the criteria for the assessment task. Sample reports from a range of specialisms will be provided online on the course's website. Note that the report of the project will normally be assessed by another specialist in the area, not the supervising lecturer.

All assessments need to be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

**UNSW SCHOOL OF EDUCATION  
EDST5888 PROJECT**

Project Proposal (to be discussed and approved by supervising lecturer, then submitted via Moodle)

**Student Details**

**Family Name:**

**Given name:**

**Student No.**

**Email:**

**Contact Number:**

**Program: (circle)**    MEd (Specialism:    )    MEdLead    Other \_\_\_\_\_

**Proposed Project**

**Topic:**

**Rationale and Objectives of Proposed Project :**

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**Brief Description of Proposed Project**

(Outline proposed activities or steps to be completed, key readings, dates etc)

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**Brief Description of Proposed Outcomes**

(Outline proposed outcomes, including description of proposed final report)

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To be discussed WITH and approved by the supervising lecturer by the due date. Please retain a copy of project outline in case any disputes as to the nature of the project arise.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervising Lecturer

\_\_\_\_\_  
Date



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5888 PROJECT

Student Name:  
Assessment Task: Project report

Student No.:

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and significance of the problem or question and related concepts</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• way(s) approaches adapted to the questions posed, including use of relevant ethical protocols</li> <li>• understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions.</li> <li>• credibility and depth of analysis and interpretation</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• selection and range of key references in the area of the proposed study</li> <li>• use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organization</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting the research project</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**  
**Recommended:**      /20      (FL PS CR DN HD)

**Date**  
**Weighting:**      100      %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**