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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 2, 2015

2. STAFF CONTACT DETAILS

Course Coordinator:  Prof Chris Davison
Office Location:  John Goodsell, Room 125
Email:   c.davison@unsw.edu.au
Phone:   +61 2 9385 1977
Availability:  Email for consultation times
Classes:  All classes held in 119, Level 1, Goodsell Building, unless notified otherwise.

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
</tbody>
</table>

**Workload**
Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

**Schedule**
Group meetings will be arranged by the course coordinator at the beginning of each semester for all those enrolled in the capstone course; those doing an individual research project do not attend these meetings.

**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 in small groups with other students from the same specialisation. The project must clearly represent 6 units of credit.

**Pre-requisites**

In order to enrol, 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.

Note that from 2015 due to a change in university regulations, only students enrolled in a research higher degree or those on a PhD–track (ie. with a WAM of 75+ in their Master's coursework program) may choose to undertake an individual research project with an individual lecturer. If such students do empirical research involving human participants, they 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 their eligibility and to identify an appropriate supervisor.
All other students undertake a small-scale capstone project as the final component of their coursework degree which does not require formal ethics approval. However, students undertaking any project in their own workplace will still be expected to:

- ensure permission for the project is obtained from their Principal or workplace supervisor.
- obtain consent of all participants (and parents/caregivers) as needed.
- follow standard ethical protocols if conducting any materials evaluation or action research with their own class.

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.
- 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 or re-analysing open source data.
- 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 DEC and are enrolled in a Master by Coursework program which has an education focus, e.g. Master of Education, where the project is to take place in one school only, you can undertake a trial or evaluation of educational resources or programs in your own school provided the results are not intended for scholarly publication, i.e. 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 for their project, i.e. the development and/or evaluation of teaching materials or courses, discourse analysis of government policies, or a theoretical piece of research, i.e. an argument to introduce a new approach or methodology into their own context.

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.

Delivery
EDST5888 is a self-directed course. This means that there are no regular weekly classes. Instead, there will be meetings at the beginning (week 1), and towards the end (week 10) of the semester (see course content and structure below). 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).
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate in depth knowledge and understanding of a topic of interest related to education.</td>
<td>1,2</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>1,2</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate knowledge and understanding of the appropriate methodology to undertake the project.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate ability to analyse and interpret data and build a report of the project in which findings are identified and discussed.</td>
<td>2</td>
</tr>
</tbody>
</table>

### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Advanced disciplinary knowledge and practices</strong>&lt;br&gt;Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
<td>1,2</td>
</tr>
<tr>
<td>2</td>
<td><strong>Enquiry-based learning</strong>&lt;br&gt;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.</td>
<td>1,2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Cognitive skills and critical thinking</strong>&lt;br&gt;Demonstrate advanced critical thinking and problem solving skills</td>
<td>1,2</td>
</tr>
<tr>
<td>4</td>
<td><strong>Communication, adaptive and interactional skills</strong>&lt;br&gt;Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
<td>1,2</td>
</tr>
<tr>
<td>5</td>
<td><strong>Global outlook</strong>&lt;br&gt;Demonstrate an understanding of international perspectives relevant to the educational field</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td><strong>Ethics</strong>&lt;br&gt;Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
<td>1,2</td>
</tr>
</tbody>
</table>

### 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

The course will initially use explicit instruction designed to stimulate student thinking because there are a number of issues that students will need to address so that a feasible project can be developed. 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)

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-semester</td>
<td>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.</td>
</tr>
<tr>
<td>4 August 2015, 5-7pm, G119</td>
<td>Initial group meeting with the course coordinator and preparation of project proposal</td>
</tr>
<tr>
<td>2 - 4</td>
<td>Independent work/online contact with group members</td>
</tr>
<tr>
<td>17 August 2015, midnight</td>
<td>Submission of the proposal</td>
</tr>
<tr>
<td></td>
<td>Independent work/online contact with group members</td>
</tr>
<tr>
<td>6</td>
<td>Review group meetings if needed</td>
</tr>
<tr>
<td>7 – 10</td>
<td>Independent work/online contact group members</td>
</tr>
<tr>
<td>6 Oct 2015, 5-7pm, G119</td>
<td>Sharing of draft work and reports</td>
</tr>
<tr>
<td>11-13</td>
<td>Independent work/online contact group members</td>
</tr>
<tr>
<td>9 Nov 2015, midnight</td>
<td>Submission of the project report, be assessed by a specialist in the area</td>
</tr>
</tbody>
</table>

7. RESOURCES

Required Readings

Further Readings
8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposal</td>
<td>1,000 words</td>
<td>Hurdle requirement</td>
<td>1, 2</td>
<td>1, 2, 3, 4, 6</td>
<td>17 August 2015, midnight</td>
</tr>
<tr>
<td>Project report</td>
<td>6-8,000 words (excludes references/appendices)</td>
<td>100%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>6 Nov 2015, midnight</td>
</tr>
</tbody>
</table>

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. Note that the report of the project will normally be assessed by a specialist in the area. Example report proformas and an example report from a range of specialisms will be provided online on the course’s website.

The report should be double-spaced and written in APA style. Please attach the criteria for each assessment task (see below, also available on this course’s website) to each assignment.

Cover sheets duly completed with your name and student ID, the name of the lecturer, the subject number, and title and the date/session of submission should be included at the front of the assessment. Cover sheets are available from the course’s website. The assignments should be submitted through Turnitin on the course Moodle website.
Student Details

Family Name: [blank]

Given name: [blank]

Student No. [blank]

Email: [blank]

Contact Number: [blank]

Program: (circle)

- MEd (Specialism: [blank])
- MEdLead
- Other [blank]

Proposed Project

Topic:

Rationale and Objectives of Proposed Project:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Brief Description of Proposed Project

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

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Brief Description of Proposed Outcomes

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

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

To be discussed WITH and approved by Course Coordinator by end of Week 3. Copy of project outline to be retained by all signatories and submitted online with report and official cover sheet by the due date. No assignments will be accepted without this signed, approved outline attached.

_________________________________________                  ________________

Signature of Student                        Date

_________________________________________   ________________

Signature of Course Coordinator     Date

EDST5888 Project, UNSW 2015
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• clarity and significance of the problem or question and related concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• way(s) approaches adapted to the questions posed, including use of relevant ethical protocols</td>
</tr>
<tr>
<td>• understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions.</td>
</tr>
<tr>
<td>• credibility and depth of analysis and interpretation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• selection and range of key references in the area of the proposed study</td>
</tr>
<tr>
<td>• use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation or response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response</td>
</tr>
<tr>
<td>• clarity and coherence of organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
</tr>
<tr>
<td>• clarity and consistency in presenting the research project</td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: ___________________________ Date: ____________

Recommemended: ______/20 (FL PS CR DN HD) 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.