



CHRISTIAN HERITAGE COLLEGE

**ED690**

## **INTRODUCTION TO RESEARCH METHODS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	ED690
<b>Unit name</b>	Introduction to Research Methods
<b>Associated higher education awards</b>	Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Robert Herschell
<b>Core/Elective</b>	Core
<b>Weighting</b>	Unit credit points: 10
	Total course credit points: 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
<b>Delivery mode</b>	External
<b>Pre-/Corequisites</b>	Nil
<b>Rationale</b>	<p>This unit provides a foundation for the understanding and application of research within the field of Education. Students are introduced to the field of research and the paradigm of inquiry. They will investigate what constitutes valid, useful and reliable research and will then study a range of design methods within both quantitative and qualitative frameworks. Students will also investigate the processes and procedures that underpin a range of research orientations.</p> <p>Philosophical, paradigmatic and ethical considerations that impact upon all forms of research will be critiqued and investigated from a Christian perspective, from which students will develop skills in reading, understanding and evaluating research from different epistemological perspectives.</p> <p>Theoretical understandings of research will provide the foundation from which students will begin to develop their own practical skills as researchers. A critical appraisal of a set of research papers within an area of interest to the student will be undertaken to provide an opportunity to link research theory with current practice in a relevant and meaningful manner. Through this critique, students will apply their understandings of valid and reliable research design and methodology to specific research that has been reported through journal articles. These projects will also provide a stimulus for students to become problem solvers and question raisers within their particular setting, and may stimulate further research options for students within their chosen fields.</p>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. understood the purposes, processes and principles of effective research design and methodology;</li> <li>2. identified the key philosophical and paradigmatic assumptions that underpin different research designs and methods;</li> <li>3. identified the key philosophical and paradigmatic assumptions that underpin different research designs and methods;</li> <li>4. appreciated the role of consistency in research designs and methods in ensuring the quality of research undertaken and reported;</li> <li>5. identified and evaluated the ethical issues and processes evident in a range of research designs, methods and reports;</li> <li>6. evaluated the relative strengths and limitations of a range of research designs, methods and reports; and</li> <li>7. Communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>
<b>Content</b>	<p>Introduction to the nature of research.  Introduction to epistemological paradigms.  Introduction to the basic elements of research.  Epistemological implications for research.  Analysing research paradigms and designs.  Epistemological implications of research designs.  Dealing with quantitative data.  Dealing with qualitative data.  Taking the agenda forward.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Review of research papers  Word length/Duration: 1500 words  Weighting: 30%  Learning outcomes: 1, 3-5, 7  Assessed: Y - 2015, S - 2, W - 8</p> <p><b>Task 2:</b> Research essay  Word length/Duration: 2000 words  Weighting: 30%  Learning outcomes: 1-4, 7  Assessed: Y - 2015, S - 2, W - 11</p> <p><b>Task 3:</b> Review of literature  Word length/Duration: 2500 words  Weighting: 40%  Learning outcomes: 1-7  Assessed: Y - 2015, S - 2, W - 15</p>

<b>Specialist resource requirements</b>	Nil
<b>Prescribed text(s)</b>	Johnson, B., & Christensen, L. (2009). <i>Educational research quantitative, qualitative, and mixed method approaches</i> . (3rd ed.). Boston, MA: Pearson Education.
<b>Recommended readings</b>	<p>Bogdan, R., &amp; Biklen, S. (2007). <i>Qualitative research for education: An introduction to theory and methods</i>. (5th ed.). Boston, MA: Pearson/Allyn &amp; Bacon.</p> <p>Bouma, G. (2004). <i>The research process</i>. (5th ed.). Melbourne: Oxford University Press.</p> <p>Corbin, J. (2008). <i>Basic qualitative research: Techniques and procedures for developing grounded theory</i>. (3rd ed.). Thousand Oaks, CA: Sage.</p> <p>Cresswell, J. (2007). <i>Designing and conducting mixed methods research</i>. Thousand Oaks, CA: Sage.</p> <p>Dawson, C. (2007). <i>Practical research methods: A user-friendly guide to mastering research techniques and projects</i>. (3rd ed.). London: Howtobooks.</p> <p>DeMarrais, K., &amp; Lapan, S. (Eds.). (2004). <i>Foundations for research methods of inquiry in education and the social sciences</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Denzin, N., &amp; Lincoln, Y. (Eds.) (2013). <i>Strategies of qualitative enquiry</i>. Thousand Oaks, CA: Sage.</p> <p>Denzin, N., &amp; Lincoln, Y. (2008). <i>Collecting and interpreting qualitative materials</i>. Thousand Oaks, CA: Sage.</p> <p>Punch, K. (2014) <i>Introduction to social research: quantitative and qualitative approaches</i>. Los Angeles: Sage.</p> <p>Silverman, D. (2010). <i>Doing qualitative research</i>. (3rd ed.). London: Sage.</p> <p>Wiersma, W., &amp; Jurs, S. (2008). <i>Research methods in education: An introduction</i>. (9th ed.). Boston: Allyn &amp; Bacon.</p> <p>Yin, R. (2009). <i>Case study research: Design and methods (applied social research methods)</i> London: Sage.</p> <p><b>Journals and Periodicals</b></p> <p>Journal of Education Research</p> <p>Review of Educational Research</p> <p>Educational Research for Policy and Practice</p> <p>Research in Education</p> <p><b>Websites</b></p> <p><a href="http://www.palgrave.com/skills4study/studentlife/postgraduate/choosing.asp">http://www.palgrave.com/skills4study/studentlife/postgraduate/choosing.asp</a></p> <p><a href="http://www.aifs.gov.au/institute/pubs/resreport23/rr23c.html">http://www.aifs.gov.au/institute/pubs/resreport23/rr23c.html</a></p> <p><a href="http://www.socscidiss.bham.ac.uk/methodologies.html">http://www.socscidiss.bham.ac.uk/methodologies.html</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Unit summary</b>	This unit introduces students to the philosophical, theoretical and practical implications of reading and conducting research. It provides students with the tools required to critically evaluate research designs, methods and reports.