



# Education and Social Work

## EDUC 380 : Methods of Research in Education (15 POINTS)

### Course Prescription

A grounding in some of the main research and evaluation methods, both quantitative and qualitative, that are useful for educational and social science researchers, and in some of the arguments about their power and legitimacy.

### Course Overview

The goal of the course is for you to understand major research and evaluation methods that can be used to answer questions of interest in education and social science. You will learn criteria (e.g., magnitude, articulation, generalisability, interest, credibility) by which quantitative and qualitative research can be evaluated. The emphasis will be on identifying a clear research problem, selection of appropriate methods to investigate theories concerning the problem, and evaluation of research relative to competing hypotheses.

### Course Requirements

Prerequisite: Any 45 points passed at Stage II

### Capabilities Developed in this Course

Capability 1: Disciplinary Knowledge and Practice

Capability 2: Critical Thinking

Capability 3: Solution Seeking

Graduate Profile: [Bachelor of Arts](#)

### Learning Outcomes

By the end of this course, students will be able to:

1. An ability to construct reasoned and reflexive arguments and interpretations about the nature of evidence and methods used to justify claims and conclusions (Capability 2.3)
2. Demonstrate ability to clarify a research problem or question that needs to be addressed (Capability 3.1)
3. Demonstrate ability to identify and evaluate the strengths and weaknesses of research methods reported in

the literature relative to research questions or goals (Capability 2.1)

4. Demonstrate ability to analyse strengths and weaknesses of two major classes of research method and synthesise them into a defensible research proposal. (Capability 1.3)

### Assessments

Assessment Type	Percentage	Classification
Assignments article review	10%	Individual Coursework
Final Exam	50%	Individual Coursework
Research Proposal	40%	Individual Coursework
3 types	100%	

Assessment Type	Learning Outcome Addressed			
	1	2	3	4
Assignments article review	✓		✓	
Final Exam	✓		✓	✓
Research Proposal		✓	✓	✓

Completion to the satisfaction of the examiners

Students must achieve at least 50% for the course and achieve at least 50% in each assignment.

There are three assessment requirements for this course.

### Workload Expectations

This course is a standard 15 point course and students are expected to spend 10 hours per week involved in each 15 point course that they are enrolled in.

For this course, you can expect 2 hours of lectures, 4 hours of reading and thinking about the content and 4 hours of work on assignments and/or test preparation.

### Learning Resources

The required textbook for this course is:

Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education (2nd ed.). London: Sage.

The first edition will probably be acceptable for learning purposes.

### Student Feedback

At the end of every semester students will be invited to give feedback on the course and teaching through a tool called SET or Qualtrics. The lecturers and course co-ordinators will consider all feedback and respond with summaries and actions.

Your feedback helps teachers to improve the course and its delivery for future students.

Class Representatives in each class can take feedback to the department and faculty staff-student consultative committees.

### Other Information

As a summer school course there will be 2 2\*hour lectures per week for a total of 6 weeks.

### Digital Resources

Course materials are made available in a learning and collaboration tool called Canvas which also includes reading lists and lecture recordings (where available).

Please remember that the recording of any class on a personal device requires the permission of the instructor.

### Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

### Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides support for students with a wide range of impairments, both visible and invisible, to succeed and excel at the University. For more information and contact details, please visit the [Student Disability Services' website](http://disability.auckland.ac.nz) <http://disability.auckland.ac.nz>

### Special Circumstances

If your ability to complete assessed coursework is affected by illness or other personal circumstances outside of your control, contact a member of teaching staff as soon as possible before the assessment is due.

If your personal circumstances significantly affect your performance, or preparation, for an exam or eligible written test, refer to the University's [aegrotat or compassionate consideration page](https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html) <https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html>.

This should be done as soon as possible and no later than seven days after the affected test or exam date.

### Learning Continuity

In the event of an unexpected disruption we undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. You will be kept fully informed by your course co-ordinator, and if disruption occurs you should refer to the University Website for information about how to proceed.

### Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit [Student Charter](https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html) <https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html>.

### Disclaimer

Elements of this outline may be subject to change. The latest information about the course will be available for enrolled students in Canvas.

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination, and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.