OLTC20004 *Scholarship of Learning and Teaching Research*
Term 1 - 2017

All details in this unit profile for OLTC20004 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
In this unit you will engage with the core activities underlying education research: interacting with the literature, designing research activities, writing project plans, exploring funding opportunities. Each of these activities highlights avenues by which learning and teaching practitioners can develop a more scholarly approach to the academic endeavour. During this unit, you will select, design, and document a research-related project, in turn deepening their own knowledge, skills, and peer networks.

Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: Pass/Fail
2. **Presentation**
Weighting: Pass/Fail
3. **Written Assessment**
Weighting: Pass/Fail

Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses
Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback.
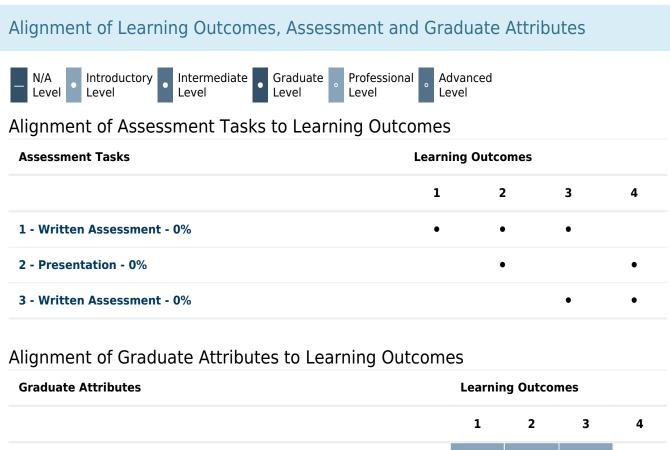
Feedback
Too many readings.

Recommendation
Cut back the texts and group into essential plus further reading to allow for participants who wish to read more detailed literature.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify and describe a gap within the relevant education research literature in your topic area
2. Design, plan and conduct a negotiated and appropriate research-related project
3. Document your education research project, including a written research proposal OR grant application OR peer-reviewed publication
4. Present the key details of your project to colleagues and peers for further knowledge construction and networking purposes.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	• Introductory Level	• Intermediate Level	• Graduate Level	∘ Professional Level	∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 0%	•	•	•	
2 - Presentation - 0%		•		•
3 - Written Assessment - 0%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	∘	∘	∘	
2 - Communication	∘	∘	∘	∘
3 - Cognitive, technical and creative skills			∘	
4 - Research	∘			∘
5 - Self-management		∘		∘
6 - Ethical and Professional Responsibility		∘		
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1 - Written Assessment - 0%	○	○		○				
2 - Presentation - 0%	○	○	○	○	○			
3 - Written Assessment - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Sherre Roy Unit Coordinator
s.roy@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to research in the scholarship of learning and teaching.		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The nexus between research and the scholarship of learning and teaching. How does research inform teaching practice, and teaching and learning inform research?		16th March, 4pm - Zoom session.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identifying a research problem or issue relating to the scholarship of learning and teaching.		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Undertaking a literature review to inform the research proposal.		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is a research proposal and why is it important?		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Engaging with the Literature: Providing evidence to support the project.		**Research proposal** Due: Week 6 Monday (17 Apr 2017) 9:00 am AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research design: Formulating aims, hypotheses, research questions and the design of the research.		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Methodological issues: Exploring different quantitative, qualitative and mixed-methods approaches, and ethical issues in undertaking research relating to the scholarship of learning and teaching.		Live symposium held using Zoom. It is expected that all students will be available to participate in the delivery of their second assessment task i.e. presentation. **Project Presentation** Due: Week 8 Thursday (4 May 2017) 10:00 am AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Formalising a research proposal: Demonstrating the need, the justification, and feasibility of the planned research project.		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating your research		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disseminating the outcomes from research		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

Summary and reflections: Where to from here?		**Project Deliverable** Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Research proposal

Assessment Type
Written Assessment

Task Description
Summary
All research proposals, regardless of the audience and focus of the research share some common characteristics.

- First of all, a research proposal should demonstrate the need for the research. Typically to demonstrate the need, you must first review the relevant literature to determine what is already known and identify gaps in knowledge that need to be addressed.
- The proposal should also specify the aims and research questions. Clearly specified research questions are the basis for making appropriate and informed research planning decisions. Research questions are linked to your observations drawn from practice, review of the literature, your aims for the research, methodological approach and anticipated outcomes. Research questions in effect are the basis for all your research design decisions.
- The research design is the *most* important part of the research. If the research design is flawed, nothing can be done to salvage the data collected and the project as a whole. Therefore, a research proposal must provide a detailed description of the chosen approach or methods you plan to apply to yield data that can answer the research questions. The design will also need to show evidence of considering and addressing all potential ethical challenges that might be met in conducting the research.
- The research proposal should also provide a succinct outline of the anticipated outcomes (including deliverables) and milestones to ensure the project is feasible and the outcomes achievable within available timelines.

Your research proposal will vary according to your choice of final project artefact. Since most students will choose a final deliverable that will be a formal research proposal for an internal or external grant, an ethics application for research you plan to undertake in the future, or a conference/journal paper based on your review of the literature and findings from research you have previously conducted, or demonstrating the gaps in the literature demonstrating the need for future research, your proposal will effectively be a draft of what you plan to develop for Assessment 3.
Structure
Your research proposal should be a maximum of 2,000 words (try to aim for 1,500 and be succinct). It should be submitted online as a Word document by the start of Week 6. This is a formal proposal even though it may form the draft of your final deliverable.
The proposal should be presented as a scholarly piece of work written in third-person voice. The style of writing should be clear and the document should show coherence and logical development of the argument for the research.
Support
Support for completing this assessment includes:

1. Unit readings.
2. Online discussion forums for sharing resources and discussing module materials.
3. Feedback provided by peers and unit coordinator.

Assessment Due Date
Week 6 Monday (17 Apr 2017) 9:00 am AEST
Submit your word docment through Moodle.

Return Date to Students
Week 6 Friday (21 Apr 2017)
Annoted feedback will be provided in your word document and returned through Moodle.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
This task will be assessed according to the following criteria:

- Introduction providing context for the proposed project or deliverable, consideration of and reflections on the nature of the research question or problem, and any ethical issues that may arise.
- Literature review incorporating your preliminary research findings and demonstrating an understanding of the topic under investigation and your ability to synthesise the findings into a coherent piece of writing with cited references (APA 6 or Harvard format) to support your argument. Your review should show evidence that you have challenged your existing assumptions about the issue.
- A proposed set of aims and research questions that you wish to develop and include in your formal research proposal.
- Proposed research approach (methodology) you plan to undertake to address the research questions.
- Timelines/milestones to complete your major project or deliverable (for example the steps you will take throughout the term to develop your ethics application, grant application, conference paper or journal article).
- References – include only those cited in your proposal (minimum of 5 academic sources) using either APA 6 or Harvard referencing style.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submitted through Moodle.

Learning Outcomes Assessed

- Identify and describe a gap within the relevant education research literature in your topic area
- Design, plan and conduct a negotiated and appropriate research-related project
- Document your education research project, including a written research proposal OR grant application OR peer-reviewed publication

Graduate Attributes

- Knowledge
- Communication
- Research

2 Project Presentation

Assessment Type
Presentation

Task Description
Summary
As a researcher, we often interact with multiple communities about what we do: sharing our methods and findings, soliciting feedback and information about impact, and creating new networks for further work. One common vehicle for such engagement is oral presentation - often given at conferences and other research settings. The focus of this presentation is on your developing research proposal and the aim is for you to receive feedback to refine your proposal so that you can finalise your project deliverable (which is Assessment task 3).
Structure. The Oral Presentations will be conducted via a Zoom session in Week 8. Your presentation should be 20 minutes in duration inclusive of question time and any materials (for example PowerPoint slides) should be submitted online three days prior to the session.

Support. Students will receive support for this task as follows:

1. Guidelines for conducting online presentations.
2. Unit readings.
3. Online discussion forums for sharing resources and discussing module materials.
4. Feedback provided by peers and unit coordinator.

Assessment Due Date
Week 8 Thursday (4 May 2017) 10:00 am AEST
It is expected that all students will make themselves available on the day/time of the Scholarly Symposium to present their Course Project and receive support and feedback from other students and the instructor.

Return Date to Students
Week 9 Friday (12 May 2017)
Students will receive written feedback on this assessment via Moodle.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
This assessment task will be assessed using the following criteria:

1. *Synthesis*. The presentation contains an effective summarisation of your proposal.
2. *Reflection*. The presentation also offers insights into your own growth as a researcher, based on your experiences while engaging in the unit.
3. *Communication and presentation*. The presentation is free from grammatical and spelling errors. The language is accessible to those outside the discipline. The presentation contains the level of detail needed to communicate the essential points. The presentation does not exceed the maximum time limit (20 minutes) and includes time for questions.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Submission Instructions
Presentation slides should be submitted online three days prior to the session.

Learning Outcomes Assessed

- Design, plan and conduct a negotiated and appropriate research-related project
- Present the key details of your project to colleagues and peers for further knowledge construction and networking purposes.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

3 Project Deliverable

Assessment Type
Written Assessment

Task Description
Summary. This assessment task is the final written component of the unit, first proposed in your research proposal (assessment 1). The specifics of these documents will be negotiated between the student and the instructor, including:

- scope of inquiry
- depth of analysis
- effective use of arguments
- structure of final deliverable

Structure
The final deliverable should represent a synthesis and refinement of the work completed for assessments one and two, rather than a completely new body of work. The expected word count is maximum 3,000 words, building and refining the written work previously produced for assessments.
Support

Students are expected to proactively seek support for completion of the task throughout the term. Key support sources include:

1. Informal consultations with the instructor as needed.
2. Unit readings.
3. Online discussion forums.
4. Feedback provided by peers.

Assessment Due Date
Week 12 Monday (29 May 2017) 11:45 pm AEST
Submitted online in Word format

Return Date to Students
Exam Week Friday (16 June 2017)
Students will receive written feedback on this assessment via Moodle.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
While the nature and the scope of the final project deliverable will vary somewhat between students, all deliverables will be assessed by the final criteria

1. *Communication and presentation.* This document is written in clear and concise language. The structure of the document is in alignment with professional standards for the genre selected (conference paper, grant proposal, etc).
2. *Scholarly use of literature*. Effective use of critical elements of the Literature Review to create or support compelling arguments and demonstrating an understanding of the topic under investigation and your ability to synthesise the findings into a coherent piece of writing with cited references.
3. *Effective use of arguments*. In your deliverable, you will be creating propositions (arguments) about the need for the research, the quality of your work, and the potential impact of your findings.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Submission Instructions
Submitted online in Word format or if ethics application, a zip file containing all relelvant documents.

Learning Outcomes Assessed

- Document your education research project, including a written research proposal OR grant application OR peer-reviewed publication
- Present the key details of your project to colleagues and peers for further knowledge construction and networking purposes.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem