School of Education

EDST5458
Researching Special Education

Term 1 2019

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research in education is relevant to all educational contexts and to all teachers. The course will explore and
with, making use of, and critiquing existing research. The development of theoretical understanding and analytical skill is a key MEd programme outcome.

This course positions teachers as *producers* as well as *consumers* of educational research, and beyond engaging with existing research, participants will learn the relevant skills to conduct a small research project relevant to their own special education teaching context(s). The development of procedural as well as declarative knowledge is therefore the core outcome of the course and is prioritised throughout.

Teaching on the course is driven by a critical engagement with readings and the core textbook. In-class discussions, centred around the key readings, allow for theory and analysis to be developed but also ***applied***, with the aim of producing active, engaged student-researchers who will subsequently be well equipped to apply the knowledge and skills developed in their own teaching/research contexts.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date
Critical Reflections on Published Research	2,000 words	40%	1, 2, 3	Monday 25th March 2019 by 5pm
Data Analysis and Report	4,000 words	60%	1, 3, 4	Monday 6th May 2019 by 5pm

Assessment Details

Assignment 1: Critical reflection on published research.
This task requires you to select two of the published original research papers from the session-by-session reading list   you must NOT use the textbook for this assignment, and you must select from the papers starred as research papers (as opposed to methodology papers, which do not present original research*). Answer the following questions critically:

1. *Briefly summarise* the two texts in terms of their topic(s) and where th
   of special education   autism
   can use any of the research papers included in the course readings for this task   not all are education-specific.

2. *Briefly describe the research method*   *main finding*/s (e.g.
                                dent focus groups and interpretive data analysis to

3. For each paper6 Tf72G -0.018 Tc[2.)]TBT/F6 9.96 Tf1 0 0 1 101.06 4227Tm0 g0d46.08 r4440046>55 AMCIBT/Q

Include in your research proposal the following components:

Project title

Abstract   a brief summary of the project (approximately 250 words). You should include the research question/s, the rationale for the study, the research method, and planned data analysis.

Aims and background   this is where you situate the project within the wider debate, and you explain what your project aims to do that has not yet been done adequately in the literature.

Brief literature review   summarise literature that is directly relevant to your proposed project to make it clear what is/is not known in this field, and therefore what your project contributes.

Research Approach and Methods   this section should include information about your proposed project and how you plan to conduct it, and you should justify why this method is appropriate for this problem. In order to write this, you will need to outline your epistemological stance and your rationale for using your chosen methodology/approach. Then, within this, you will outline and again justify the exact methods you will use to gather and analyse data. (You make wish to demonstrate, briefly, in this section that you are aware of alternative methods, and to explain why they are less appropriate to this project than your chosen method/s.)

Ethical considerations and researcher positionality   in this section, you should consider the extent to which there are ethical issues in your research, such as gathering data among/from human participants. There may not be ethical issues, for example if your study is a meta-analysis of

but you need to show that you are aware of any ethical issues in your proposed project. When you discuss positionality, you need to consider how your identity intersects with the research, and whether this raises any ethical or research design issues (for example, if you are a teacher and you intend to interview students at your school, your positionality might raise questions around the extent to which your participants will be honest in what they tell you   might they be trying to impress/please you,

in this section, you will explain and show examples of how you intend to collect and analyse the data you will use in your study. For example, if you plan to interview students, you will include here some examples of the questions you will ask and explain the rationale   what are you hoping to learn with these questions in particular, and what issues are there with these questions? If you prefer, you can attach full interview schedules as an appendix (this way they do not count towards your word limit), but if 0 gB(na)-7)5(e)]TJETQq.(l)5(iew1.i[10(y)18(o)-91nx04B0003>405B0003>4(s)-3)-1

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5458: Researching Special Education

Student Name: Student No.:

Assessment task 1:

Student Name: Student No.:

Assessment task 2: Research proposal

SPECIFIC CRITERIA	(-) ————————➤ (+)				
Understanding of special education and the key concepts involved					
• understanding of the task and its relationship to relevant areas of theory, research and practice					
• extent to which each of the components was addressed adequately					
• coordination and cohesion between sections, particularly research problem and research design					
Depth of analysis					