

Master of Educational Research

1 Duration of program

To qualify for the degree, a candidate shall satisfactorily complete a program of study comprising three semesters of full-time or not more than six years of part-time study.

2 Admission

2.1 An applicant for admission to the program of study for the degree of Master of Educational Research shall have qualified for a degree of the University, or for a degree of another institution accepted for the purpose by the university, and have qualified for a Master of Educational Studies of the University or for an award accepted by the university as equivalent with an overall grade of 75% or better or Honours IIA.

2.2 The Faculty may, subject to such conditions as it may see fit to impose in each case, accept as a candidate for the degree a person who does not satisfy the requirements of Rule 2.1 above but who has presented evidence satisfactory to the fitness to undertake work for the degree.

2.3 Status, exemption and credit transfer

2.3.1 Except for special permission of the Faculty, no candidate will be granted status for any of the research methodology courses of the degree.

2.3.2 No candidate shall be granted status for courses with a total value of more than 9 units on account of courses presented for any other award.

2.3.3 No candidate will be permitted to count for the degree any course that, in the opinion of the Faculty, contains substantially the same material as any other course that he or she has already presented for another award.

2.3.4 A candidate who fails a course and desires to repeat that course shall, unless exempted partially therefrom by the Executive Dean of Faculty, again complete the required work in the course to the satisfaction of the teaching staff concerned.

2.4 Articulation with other awards

2.4.1 A candidate who has been admitted to the Master of Educational Studies and who subsequently satisfies the requirements for the Master of Educational Research must surrender the Master of Educational Studies before being admitted to the research masters degree.

2.4.2 A candidate for the degree of Master of Educational Research who does not complete the requirements of the degree may be admitted to the Master of Educational Studies or Graduate Certificate in Education.

3 Assessment and examinations

3.1 There shall be four classifications of pass in any course for the Master of Educational Research: Pass with High Distinction, Pass with Distinction, Pass with Credit, and Pass.

3.2 a A candidate shall not be eligible to attend for examination unless the prescribed work has been completed to the satisfaction of the teaching staff concerned.

b For the purpose of this Rule, a candidate who is refused permission to sit for examination shall be deemed to have failed the examination.

3.3 A candidate who has failed a course twice may not re-enrol in that course except by special permission of the Faculty and then only under such conditions as may be prescribed.

3.4 Academic progress

The Faculty may prescribe rules for review of academic progress. Any student who meets the requirements for review will be asked to show cause as to why they should be permitted to continue their studies. Students who cannot adequately explain poor academic performance may have their enrolment cancelled or restricted, and/or be precluded from undertaking further studies toward their program.

4 Qualification requirements

4.1 Academic program

To qualify for the degree of Master of Educational Research, a candidate shall satisfactorily complete courses to the value of 36 units, as follows:

4.1.1 Research methodology courses

All candidates shall complete two of the following research methodology courses to the value of 6 units:

EDUC 7001 Educational Inquiry 3

EDUC 7020 Qualitative Approaches to Educational Research..... 3

EDUC 7021 Advanced Quantitative Educational Research 3

4.1.2 Elective courses

All candidates shall complete elective courses to the value of 21 units selected from the following:

EDUC 7003 Classroom Voices, Contexts& Cultures 3

EDUC 7004 Curriculum Design & Evaluation..... 3

EDUC 7008 Indigenous Education 3

EDUC 7009 Examination of Information and Analysis of Frequency and Count Data	3
EDUC 7010 Innovations in Teaching, Learning and Assessment	3
EDUC 7011 Introduction to Quantitative Educational Methods	3
EDUC 7012 Issues in Science, Mathematics and Technology Education	3
EDUC 7014 Mathematics Education	3
EDUC 7015 Measurement, Assessment and Evaluation.....	3
EDUC 7016 Multicultural Society and Educational Policy.....	3
EDUC 7018 Neuroscience & Education.....	3

and

approved courses listed for any relevant coursework Masters program. Advice on appropriate options is available from the School of Education.

4.1.2.1 Students may take additional research methodology courses in lieu of elective courses.

4.1.3 Research project

All Master of Educational Research candidates shall complete the following to the value of 9 units:

EDUC 7030 Education Minor Project	3
EDUC 7031 Education Major Project	6
EDUC 7032 Education Research Project F/T	9

4.2 Unacceptable combination of courses

No candidate will be permitted to count towards an award any course, together with any other course, which, in the opinion of the Faculty concerned, contains a substantial amount of the same material; or no course or portion of a course may be counted twice towards an award.

4.3 Graduation

Subject to Chapter 89 of the Statutes, candidates who have satisfied the requirements for any award of the University shall be admitted to that award.

5 Special circumstances

When in the opinion of the relevant Faculty special circumstances exist, the Council, on the recommendation of the Faculty in each case, may vary any of the provisions of the Academic Program Rules for any particular award.

Graduate Attributes

Master of Educational Research

- Knowledge and understanding of the students’ chosen discipline areas
- Cognitive skills in analysing, evaluating and synthesising information in a research context
- The capacity for critical thinking and problem solving
- Interpersonal and communication skills of a high order in presenting research findings
- The ability to fulfil leadership roles within the teaching profession and community at large
- Proficiency in the appropriate and responsible use of modern technologies in research
- A commitment to participate responsibly and critically within their discipline and their profession, as well as their local communities and the wider world
- A strong sense of social justice and commitment to moral standards and cultural diversity.