



Course Code:	9132IBA
Course Name:	Evidence Based Decision Making
Semester:	Trimester 3, 2017
Program:	Masters Qualifying Program
Credit Points:	10
Course Coordinator:	Dr Myesa Mahoney
Document modified:	13/9/2017

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Dr Myesa Mahoney	myesa.mahoney@staff.griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course offers students a basic introduction to postgraduate research. By exploring scholarly literature students will become familiar with the objectives and importance of quality research, and the methods and processes involved in carrying it out. Students will also develop skills in the interpretation and evaluation of research results through the application of critical thinking and analysis skills.

Rationale

Understanding research and the processes involved in conducting, designing, reporting, interpreting and evaluating research is of paramount importance to success in postgraduate study. Research activities whether of a primary or secondary nature occupy a significant proportion of students' time and effort at university both within and beyond the classroom. Open engagement in this course will provide students with a fundamental understanding of research and ensure a solid grounding for future endeavours in postgraduate study.

Aims

This course will enable students to develop skills in understanding, undertaking and interpreting research. The first part of the course aims to expose students to the objectives and significance of research. The second part provides students with an opportunity to explore how research practices are conducted and what these practices mean for individuals. Students will be exposed to quality journal publications and popular research practices. By reading and discussing these papers in class with the lecturer students will gain better insight into the world of research, the nature of research, and the purpose of research. The final aim is to develop skills in analysing research which will equip students with the skills they need to be able to identify quality research and to be able to meaningfully discuss the findings with others.

Learning Outcomes

On the successful completion of the course you will be able to:

1. Understand the purpose and process of conducting research in an academic context
2. Demonstrate the capacity to locate and synthesise research and apply it to a research question in the process of conducting a literature review
3. Recognise and understand ethical issues that arise in conducting research
4. Understand and critically evaluate various epistemological frameworks for research methods and analyse research results
5. Articulate scientific questions, comments, and research evaluations in writing
6. Develop and conduct a small scale exploratory research project

Texts and Supporting Materials

Required reading:

Required readings will be made available for you through the course portal site.

Organisation and Teaching Strategies

The course consists of a two-hour lecture a one-hour tutorial and a one-hour workshop each week.

The lectures are interactive to maximise learning. You are encouraged to participate through asking questions, making comments and undertaking some short relevant exercises.

The workshops and tutorials are designed to enhance learning through the use of more specific practical exercises. During these sessions, students will be involved in both individual and group work. Tutorial activities will involve readings and case material to support future set readings and lecture material. Throughout the trimester in tutorials students will be expected to participate in meaningful discussions and offer opinions about various journal papers.

In workshop sessions students will have the opportunity to practice newly developed research skills, and to liaise with the tutor to obtain practical advice on the progress of assessment.

It is estimated that students should allocate 10 hours per week (including the lecture/tutorial time) to this course.

Each week students will be introduced to a new skill and/or will further develop research skills they will have been exposed to in previous sessions.

In most weeks students will be undertaking activities related to assessment (see assessment schedule below)

Class Contact Summary

Attendance

Attendance in class will be marked twice during a four hour class. To receive full attendance, students must be present in the classroom on both occasions. Therefore, students are encouraged to attend and participate in all classes throughout the semester.

Participation in Class

Students are expected to actively participate in classes each week.

Consultant Times

Attendance during consultation times is optional but students are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to students on the MyStudy course portal site and students are advised to bring these to each class so that extra notes can be added.

Independent Learning

Students are expected to reinforce their learning from class time by undertaking sufficient independent study (approximately 6 hours per week outside of class time) so that students can achieve the learning outcomes of the course.

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction to research Examining the research process	Lecture Tutorial/ Workshop	Required Reading: Your core reading/s for each week will be clearly indicated in the course site on MyStudy.
2	Reading and understanding a research article	Lecture Tutorial/ Workshop	
3	Exploratory research and research design Examining literature reviews	Lecture Tutorial/ Workshop	
4	Analysing the literature Writing a literature review	Lecture Tutorial/ Workshop	
5	Surveys and Sampling Examining a research article	Lecture Tutorial/ Workshop	
6	Designing questionnaires	Lecture Tutorial/ Workshop	
7	Descriptive statistics Developing a questionnaire	Lecture Tutorial/ Workshop	
8	Data analysis Describing and presenting data Presenting data	Lecture Tutorial/ Workshop	
9	Causality: Designing and conducting experiments Analysing data using contingency tables Analysing data using graphical presentations	Lecture Tutorial/ Workshop	
10	Research Ethics	Lecture Tutorial/ Workshop	
	Discussing the findings Working with your own data	Lecture Tutorial/ Workshop	
11	Writing a Research Report Discussion of findings and research reports	Lecture Tutorial/ Workshop	
12	Evaluating Research Critiquing a research paper	Lecture Tutorial/ Workshop	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Literature Review	25%	1,2,4	Week 5
2	Research Report	40%	1,3,4,5,6	Weeks 7 and 10
3	Final Examination	35%	1,3,4,5	Exam Period

Assessment Details

Assessment 1:

Title: Literature Review

Type: Written Assignment

Learning Outcomes Assessed: 1,2,4

Due Date: Week 5

Weight: 25%

Task Description: Students are required to complete a review of the literature in a content area of their choice, with the approval of the course instructor. This should be concluded with a clear and succinct research question based on the assignment of the evidence being considered. Students should choose an area of research that is of personal interest as this will form the basis of their research proposal developed over the course of the trimester. Further details will be provided on the MyStudy course portal site. This assessment should be 1000 - 1500 words in length.

Criteria & Marking: Specific marking criteria will be provided on the course portal site. Allocation of mark will be based on criteria such as this:

- to conduct a conscientious search of the secondary literature;
- identify at least six sources (there is no maximum) that are both *relevant* and *best quality*;
- to compare and evaluate the selected articles
- to identify any gaps in the literature or opportunities for further research
- to develop a well-focused research question to guide the following stages of your research project
- to report and comment upon that literature in a literature review that is well researched, well-informed, well-structured and concise.

Submission: Students must submit their electronic copy on the course portal site.

This assessment item:

-is a school based activity

-is an individual activity

-does not include a self-assessment activity

Assessment 2:

Title: Research Report

Type: Written Assignment

Learning Outcomes Assessed: 1,3,4,5,6

Due Date: Week 7 and 10

Weight: 25%

Task Description: This assessment item requires students to complete a research project based on a topic of interest to them (the same content area chosen in Assessment 1). Students will need to create a questionnaire in order to collect their own data for analysis (Part A). Students will then need to present their research findings in a written research report (Part B). Further detail will be provided on the course portal site. This assessment should be 2000 – 2500 words in length.

Criteria & Marking: Specific marking criteria will be provided on the course portal site. Allocation of mark will be based on criteria such as this:

- Presentation/format/style/grammar
- Introduction to topic & background information
- Well-structured literature review & research questions
- Detailed methodology section clearly written per assessment guidelines
- Well organized finding section written per assessment guidelines
- Discussion of significance of findings
- Summary/conclusion
- Inclusion of relevant appendices

Submission: Students must submit their electronic copy through TurnItIn on the course portal site.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self-assessment activity

Assessment #3:

Type: Exam - written response

Learning Outcomes Assessed: 1,3,4,5

Due Date: Examination Period

Weight: 35%

Format: Closed Book

Task Description: Final Exam

The final examination will be short answer and essay questions covering all material from weeks 1-12 during the trimester. Full details about the exam will be provided during the trimester.

Criteria & Marking:

The full details of the final examination will be discussed in class.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self-assessment activity

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	
Team Work		Yes	
Cultural Intelligence		Yes	
English Language Proficiency		Yes	

Additional Course Generic Skills

Specific Skills	Taught	Practised	Assessed
Examination Preparation and Performance	Yes	Yes	Yes

Additional Course Information

Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

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Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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