



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>9132IBA</b>
<b>Course Name:</b>	<b>Evidence Based Decision Making</b>
<b>Trimester:</b>	<b>Trimester 2, 2021</b>
<b>Program:</b>	Masters Qualifying Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Hyacinth Udah
<b>Document modified:</b>	1 June 2021

### Course Description

This course offers you a basic introduction to postgraduate research to understand how evidence is used for decision making. By exploring scholarly literature, you will become familiar with the objectives and importance of quality research, and the methods and processes involved in carrying it out.

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 postgraduate students' time and effort at university both within and beyond the classroom.

Open engagement in this course will provide you with a fundamental understanding of research and ensure a solid grounding for future endeavours in postgraduate study. You will also develop skills in the interpretation and evaluation of research results through the application of critical thinking and analysis skills.

### Assumed Knowledge

There are no prerequisites for this course

## 1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Dr Hyacinth Udah	hyacinth.udah@staff.griffithcollege.edu.au

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

# 2. Aims, Outcomes & Generic Skills

## 2.1 Course Aims

This course will enable you to develop skills in understanding, undertaking and interpreting research. The first part of the course aims to expose you to the objectives and significance of research. The second part provides you with an opportunity to explore how research practices are conducted and what these practices mean for individuals. You will be exposed to quality journal publications and popular research practices. By reading and discussing these papers in class with the teacher, you 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 you with the skills you need to be able to identify quality research and to be able to meaningfully discuss the findings with others.



## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand the purpose and process of conducting research in an academic context, and recognise ethical issues that arise in conducting research
2. Critically evaluate various epistemological frameworks for research methods and data collection
3. Understand research analysis, communication and dissemination









## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning			✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment			✓	



### 3. Learning Resources

#### 3.1 Required Learning Resources

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

#### 3.2 Recommended Learning Resources

Recommended readings will be made available for you through the course site and in class

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

#### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

#### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].





## Teacher and Course Evaluation

Your feedback is respected and valued by your teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience





	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
<b>Week</b>	<b>Module one</b>	<b>Conducting Research in Academic Contexts</b>			
<b>1</b>	<b>Introduction to research</b>	Ice-Breaker Introductions Conversation Starters and Class code of conduct	Discussion Questions  Videos		<b>1</b>
<b>2</b>	<b>Secondary research</b>	Class discussion of reading	Evaluating information sources activity		<b>1</b>
<b>3</b>	<b>Literature reviews</b>	What is a literature review?	Literature review activity		<b>1</b>
<b>4</b>	<b>Research Ethics</b>	Understanding research ethics and best practice	Discussion Questions Videos		<b>1</b>
	<b>Module Two</b>	<b>Research Design and Methods</b>			
<b>5</b>	<b>Research design and exploratory research</b>	What is a research proposal?	Discussion Questions Videos	Task1	<b>2</b>
<b>6</b>	<b>Questionnaires</b>	Developing and designing questionnaires	Questionnaire development activity		<b>2</b>
<b>7</b>	<b>Surveys and sampling</b>	What is survey research and why sampling?	Discussion Questions Videos		<b>2</b>
<b>8</b>	<b>Descriptive statistics</b>	Understanding statistics	Discussion Questions Videos		<b>2</b>
	<b>Module Three</b>	<b>Research Analysis and Communication</b>			

9	<b>Data analysis</b>	Importance of data analysis	Discussion Questions Videos	Task 2	3
10	<b>Research report</b>	Writing a research report	Research report writing activity		3
11	<b>Research evaluation</b>	Evaluating research	Discussion Questions Videos	Task 3	3
12	<b>Causality and experimental research</b>	What is causality? Understanding experimental research	Discussion Questions Videos		3



## 5. Evidence of Learning (Assessment Plan)

### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Literature Review	25%	1	Week 5
2	Research Proposal	30%	1, 2, 3	Week 9
3	Questionnaire	10%	2,3	Week 11
4	Final Examination	35%	1,2,3	Exam Period

### 5.2 Evidence of Learning Task Detail

#### **Task 1:**

**Title:** Produce a Literature Review

**Type:** Written Assignment

**Learning Outcomes evidenced:** 1

**Due Date:** Week 5

**Length:** 1000-1500 words

**Weight:** 25%

**Task Description:** For this task, you need to produce a 1000-1500 word literature review in a content area of your choice, with the approval of the course instructor. In your literature review, you must review and synthesise at least six primary sources and include a clear and succinct research question based on the assignment of the evidence being considered. You should choose an area of research that is of personal interest as this will form the basis of your research project proposal developed over the course of the trimester. Further details will be provided on the course site.

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

- to conduct a scholarly search of secondary literature;
- to locate at least six primary sources (there is no maximum) that are both *relevant* and *best quality*;
- to compare and critically 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:** You must submit your electronic copy through Turnitin on the course site.

**Task 2:**

**Title:** Research Proposal

**Type:** Written Assignment

**Learning Outcomes evidenced:** 1, 2, 3

**Due Date:** Week 9

**Length:** 1000-1500 words (Plus adding the literature review from Assessment Task 1)

**Weight:** 30%

**Task Description:** For this task, you need to complete a 1500 word research proposal based on your topic of interest (the same content area chosen in Assessment Task 1). The Proposal will include title, introduction, study aims, literature review, a research question(s) or hypothesis being investigated, methodology, sample (participants), methods of data collection and possible methods for analysing data, ethical considerations, limitations and research implications and possible outcomes. Further details will be provided on the course site.

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

- Presentation/format/style/grammar
- Introduction to topic & research problem
- Need for evidence for policy makers on the topic of the research
- Well-constructed research question and sub-research questions
- Well-structured literature review to justify the need for the research
- Detailed methodology section clearly written per evidence of learning guidelines
- Expected outcomes of research project as per course site
- Discussion of significance of the proposed research and expected outcomes
- Conclusion
- Inclusion of relevant appendices

**Submission:** You must submit your electronic copy through Turnitin on the course site.

**Task 3:**

**Title:** Question Development

**Type:** Written Assignment

**Learning Outcomes evidenced:** 2

**Due Date:** Week 11

**Length:** 10 questions

**Weight:** 10%

**Task Description:** For this task, you need to develop questions, based on your research proposal, in order to collect research data for analysis. You need to design a **written survey questionnaire** if you are doing a quantitative research, but if you are doing more qualitative research, you need then to develop **interview guide questions**. Further details will be provided on the course site.

**Criteria & Marking:** Specific marking criteria will be provided on the course site.

**Task 4:**

**Type:** Exam - written response

**Learning Outcomes evidenced:** 1,2,3

**Due Date:** Examination Period

**Weight:** 35%

**Format:** Closed Book and Multiple-Choice Questions

**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.

## 5.3 Late Submission

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### 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.

### Requests for extension

To apply for an extension of time for an evidence of learning task, 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 Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:



[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**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 teachers 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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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