



## 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 1, 2025</b>
<b>Program:</b>	<b>Masters Qualifying Program</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr. Johnnel Smith</b>
<b>Document modified:</b>	<b>January 2 2025</b>

### 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 an essential component of postgraduate study. Research activities, including primary and secondary research, account for a significant portion of postgraduate 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 the research process and methodologies and ensure a solid grounding for future endeavours in postgraduate study. Students will also develop skills in the interpretation and evaluation of research results through the application of critical thinking and analysis skills.

### Assumed Knowledge

Students must have completed an undergraduate degree in any discipline. It is assumed that students will have a basic knowledge of writing in their disciplinary area but may not have higher level research or essay writing skills.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr. Johnnel Smith	<a href="mailto:johnnel.smith@griffithcollege.edu.au">johnnel.smith@griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 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 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at

the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		



### 3. Learning Resources

#### 3.1 Required Learning Resources

There are no prescribed textbooks for this course, but prescribed readings will be made available on the course portal. Students will be expected to access and read weekly materials and do activities which will be available on the Griffith College course site. Pre-reading is essential for each week as this will enhance your understanding of the course materials, contribution in class and completion of the assignments.

#### 3.2 Recommended Learning Resources

Additional materials may be provided in class and through the course site to support learning experiences and activities.

#### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [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 Academic Integrity online modules within the Academic and Professional Studies course.

- [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

### Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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.

### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom – note that some programs do not offer Zoom links) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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 teachers. 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
<b>Module 1: Conducting Research in Academic Contexts</b>					
1	Introduction to research	Ice-Breaker Introductions Conversation Starters and Class code of conduct Why do research?	Discussion Questions Videos		1
2	Secondary research	Class discussion of reading	Evaluating information sources activity		1
3	Literature reviews	What is a literature review? How to do literature review.	Literature review activity		1
4	Research Ethics	Understanding research ethics and best practice	Discussion Questions Videos		1
<b>Module 2: Research Design and Methods</b>					
5	Research design and exploratory research	What is a research proposal?	Discussion Questions Videos	<b>EoL#1 In-class Presentation</b> of Progress with Literature Review (5%) during the Learning Experience	2
6	Questionnaires	Developing and designing questionnaires	Questionnaire development activity	<b>EoL#1 Literature Review (25%)</b> due Friday 5pm	2
7	Surveys and sampling	What is survey research and why sampling?	Discussion Questions Videos		2
8	Descriptive statistics	Understanding statistics for research	Discussion Questions Videos		2
<b>Module 3: Research Analysis and Communication</b>					

9	Data analysis	Importance of data analysis How to analyse data	Discussion Questions Videos		3
10	Research report	Writing and communicating a research report	Research report writing activity Why communicate research findings?		3
11	Research evaluation	Evaluating research	Discussion Questions Videos	<b>EoL#2 Research Proposal (40%) due Friday 5pm</b>	3
12	Causality and experimental research	What is causality? Understanding experimental research	Discussion Questions Videos		3
Exam Week				<b>EoL#3 Final Exam</b>	



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Literature Review	30%	1	Week 5 In-class Presentation (5%) during the Learning Experience ~ Week 6 Written Assignment (25%) Friday April 11 <sup>th</sup> 5pm
2	Research Proposal	40%	1, 2, 3	Week 11 Friday May 23 <sup>rd</sup> 5pm
3	Final Examination	30%	1,2,3	Exam Period

### 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (GenAI) applications are **not permitted** to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be

noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism.

### **1. Evidence of Learning Task 1 (EoL#1): Produce a Literature Review (30%)**

**Task Type:** In-class Presentation (5%) and Written Assignment (25%)

**Learning Outcomes evidenced:** 1

**Due Date:** Week 5 (In-class) and Week 6, Friday April 11<sup>th</sup>, 5pm

**Weight:** 30%, Marked out of: 30%

**Length:** 1500 words

**Task Description:** For this task, you need to produce a 5-minute presentation on the progress of your literature review (to be presented in the Week 4 Learning Experience) and a 1500-word literature review (due in Week 6) from the approved list of content areas shared by the instructor. In your literature review, you must review and synthesize at least nine (9) primary sources and include a clear and succinct research question based on the evidence being considered. Further details will be provided on the course site.

**Criteria and 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 nine 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.

### **2. Evidence of Learning Task 2 (EoL#2): Research Proposal (40%)**

**Task Type:** Written Assignment

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

**Due Date:** Week 11, Friday May 23<sup>rd</sup>, 5pm

**Weight:** 40%, Marked out of: 100

**Length:** 1500-2000 words (Plus adding the literature review from EoL Task 1)

**Task Description:** For this task, you need to complete a 3000-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, sample of questionnaire/interview questions and possible methods for analysing data, ethical considerations, limitations and research implications and possible outcomes. Further details will be provided on the course site. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

**Criteria and 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
- Sample of questionnaire/interview questions (10 questions to be placed in the appendices)
- Expected outcomes of research project as per course site
- Discussion of significance of the proposed research and expected outcomes
- Conclusion
- Correct Referencing
- Inclusion of appendices (sample of data collection instrument)

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

### 3. Evidence of Learning Task 3 (EoL#3): Final Examination (30%)

**Task Type:** Exam - written response

**Due Date:** Exam period

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

**Weight:** 30%, Marked out of: 30%

**Duration:** 60 minutes

**Task Description:** Final Exam: Closed Book and 35 Multiple-Choice Questions

**Criteria and Marking:** The full details of the final examination will be discussed in class.

**Submission:** In-person Invigilated Exam

**In order to pass this Course, students must:**

**A. Attempt all assessment items**

**B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

#### 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 course site 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 Digital Campus. 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 Course Site and made available to students through the 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 Evidence of Learning Tasks-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 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 Evidence of Learning Tasks –**

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks 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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