

**RUBRIC/FEEDBACK SHEET  
EDST5448 EDUCATIONAL RESEARCH  
UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Online Quiz**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of research</li> <li>• Clear understanding of different ways to design research methods</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the ability to distinguish different types of research designs</li> <li>• Depth of understanding of strengths and weaknesses of various research designs</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Ability to evaluate different types of analytic techniques</li> <li>• Understand research methods terminology</li> <li>• Application of research methods to practical scenarios</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>					

<b>Specific Criteria</b>	(-)—————>(+)
<b>General comments/recommendations for next time:</b>	

**Recommended:                    /20 (FL PS CR DN HD)                    Weighting:                    40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

# RUBRIC/FEEDBACK SHEET

## EDST5448 EDUCATIONAL RESEARCH

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Research Proposal

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of research</li> <li>• Clear understanding of the purpose of a literature review</li> <li>• Clear understanding of different ways to develop research methods</li> <li>• Understanding of the selected scenario and its relationship to relevant areas of theory, research, and practice</li> <li>• Cohesion between research questions and research design</li> <li>• Cohesion between data collection and data analysis</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Depth of understanding of the research literature</li> <li>• Depth of understanding of different types of research designs and research processes</li> <li>• Depth of understanding of connections between data collection and analysis</li> <li>• Extent to which each of the components was addressed adequately</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements in the literature review</li> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the statements about</li> </ul>					

<b>Specific Criteria</b>	(-)—————>(+)				
<p>the research design</p> <ul style="list-style-type: none"> <li>• Demonstration of the use and understanding of proper citation of relevant sources and textbooks to link the data collection and analysis plan</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Clarity and coherence of organisation</li> <li>• Use of section headings and summaries as appropriate to enhance readability</li> <li>• Clarity and appropriateness of sentence and paragraph structure</li> <li>• Clarity and coherence within and across paragraphs</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity and appropriateness of vocabulary use, spelling, punctuation</li> <li>• Clarity, consistency and appropriateness of written expression</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Recommended:                    /20 (FL PS CR DN HD)                    Weighting:                    60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.