School of Education

EDST5147/EDST5036
Thesis Writing and Presentation
Education Project 1

Summer Term 2023

Contents

1. **LOCATION**

   Faculty of Arts, Design and Architecture
   School of Education
   EDST5147 Thesis Writing and Presentation/EDST5036 Education Project 1 (6 units of credit)
   Summer Term 2023

2. **STAFF CONTACT DETAILS**

   Course Coordinator: A/Prof Tony Loughland
   Email: tony.loughland@unsw.edu.au
   Availability: Email to arrange an appointment

3. **COURSE DETAILS**

Course Name	EDST5147 Thesis Writing and Presentation/ EDST5036 Education Project 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_U1.html

SUMMARY OF COURSE

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion and the abstract and understanding examiner expectations with an emphasis on managing the writing process over an extended time period and on managing large amounts of texts. The course is informed by current applied linguistic and educational research into advanced academic and professional writing and includes writing a conference paper and journal article and pr

STUDENT LEARNING OUTCOMES

Outcomes		Assessment/s
1	Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation	1, 2
2	Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing	1, 2
3	Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or com 534.58 534.52 53	

5. TEACHING STRATEGIES

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, e.g., giving feedback in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues.

6. COURSE CONTENT AND STRUCTURE

This course is delivered via four intensive seminars over four days.

Module	Lecture Topic
Day 1	In this introductory day of our course, we will discuss the overall aims of the course and how it aims to help you with your thesis writing and other types of research writing. The session will focus specifically on factors that can affect thesis writing, thesis structure, and writing the Introduction. I will introduce the four questions framework. As we are meeting in an intensive mode, there will be activities for students to engage in and opportunities for discussion through the day.
Day 2	There are many approaches to writing a literature review and a methodology chapter. In this session, we will look at the typical ways literature reviews and methodology sections of research theses in educational fields are organised and structured. We will discuss the functions of these two key components of your thesis and look at examples from completed theses. There will be opportunities for discussion and activities that involve you in thinking and writing. We will also look at the research into examiners' expectations of a literature review.

7. RESOURCES

Recommended Resources

Holliday, A. (2007). *Doing and writing qualitative research* (2nd ed.). London: SAGE. [UNSW Library Link](#)

Evans, D., Gruba, P., & Zobel, J. (2011 (3rd edition). *How to write a better thesis.* Melbourne, Australia: Melbourne University Press. There are several editions of this book.

Murray, R. (2017). *How to write a thesis.* (4th edition). Maidenhead, England: Open University Press. There are several earlier editions of this book which are very helpful too.

Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language.* London: Routledge.

Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language: A handbook for students and their supervisors.* 2nd edition. London: Routledge. This book provides details of many other resources that support thesis writing.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed

FEEDBACK SHEET
EDST5147/EDST5036 THESIS WRITING AND PRESENTATION

Student Name: Student No:
Assessment Task 1: **Peer and Self-Assessment**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
Addresses the question/issue					
Understanding of the question/issue					
Understanding of relationship to relevant theory, research, and practice					
Information presented is relevant					
Understanding of the complexities and interrelationships involved					

Depth of analysis and/or critique in response to the taspanalysis and/orth ofBr(p

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5147/EDST5036 THESIS WRITING AND PRESENTATION

Student Name: Student No:

Assessment Task 2: **T**