# Assessment 3 – Guide and Rubric

Assessment 3: Method and Methodologies

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| **Marking Criteria** | Use the Assessment 3 resources and template to plan and structure your assessment:   1. Briefly describe your research problem and research question(s) (5%) 2. Describe and justify (35%)    * the method/s and methodology you have chosen and why they are appropriate to address your research problem    * the data collection tools you have proposed and why they are appropriate    * include a visual representation (e.g. flowchart) of your study design    * explain the ethical considerations associated with the conduct of your proposed research plan and how they have been addressed in your study design 3. Critically reflect on how your methodology, methods, tools and/or ethical considerations have been informed by two learning experiences and/or your personal, social and cultural context (30 %) 4. Write a concluding summary (15%) 5. Include at least five (5) academic references using Harvard or APA referencing that support your choice of methodology/methods for your topic and population (5%). 6. Use of professional language (grammar, spelling, punctuation), structure provided, and language that is appropriate to the problem (10%) |
| **Length** | 2000-2500 words, excluding reference list |
| **Weighting** | 30% |

# Guide

You are required to describe the research methodology and methods for your hypothetical research plan, and write an individual critical reflection of your experience of selecting these methods and methodologies.

Before beginning this assessment go back to the feedback you got from Assessment 1, and any other feedback from your critical reflections posted on Moodle. Also take another look at the critical reflection resources on Moodle.

Some tips and suggestions:

* Use the resources provided – in particular the Model Assessment – this gives you a clear example of what is needed. Other examples of students’ previous work may be available as well – do not copy or plagiarise from these resources or you will lose marks.
* Feel free to edit and improve on your Learning Reflections you have posted on the Moodle site for Week 7, however you may decide to create new reflections which better incorporate your new knowledge.
* Make sure each Learning Reflection is clearly labelled, with a descriptive title (See Model Assessment).
* In planning for this assessment, make sure that the Learning Reflections you choose directly address the Student Learning Outcomes of Assessment 3.
* Look at the Assessment 3 rubric to help you with this. Make sure your Learning Reflections are focussed on learning experiences that were critical in your selection of methodologies and methods to answer your Research Questions. These could include Learning Reflections about data collection methods or tools, ethics, reflexivity and decolonising methods, or data analyses, provided you link them to methods and methodologies.
* Refer to the Assessment 3 Rubric for a clear breakdown of what the marker will be marking this assessment on.

Describe how each of your ‘Learning Reflections’ Reflection sits within the broader context of your learning, particularly how the particular ‘Learning Reflection’ helped you change and develop your understanding of methods and methodologies. You will notice in the Model assessment that part of the narrative in the critical reflection is the story of learning who you are as a researcher – this might idea of becoming a researcher might help you to link your reflections together.

Write an introduction and conclusion to your critical reflection to give them a tighter narrative. The concluding summary should show some good insights into your learning experience, not just ‘I learnt this’ but what were the major learning experiences, and how has it changed your outlook on research or your professional practice.

At least five (5) academic references using Harvard or APA referencing throughout the reflection

Use of professional language (grammar, spelling, punctuation) and language that is appropriate to the problem

# Marking Rubric

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| Criterion | Not evident  0:00 | Fair  25:00 | Good  50:00 | Detailed  65:00 | Advanced  75:00 | Outstanding  85:00 | Exemplary  100:00 |
| Briefly describe your research problem and research question/s (5%) | No orientation to the research problem and defining of the research question/s | Limited orientation to the research problem and defining of the research question/s | Coherent orientation to the research problem or defining of the research question/s, but limited in one aspect. | Coherent orientation to the research problem and defining of the research question/s | High level and succinct orientation to the research problem and defining of the research question/s | Outstanding level and succinct orientation to the research problem and defining of the research question/s | Exemplary level and succinct orientation to the research problem and defining of the research question/s |
| Describe and justify:  - method/s and methodology you have chosen and justify why they are appropriate to address your research problem  - data collection tools you have proposed and explain why they are appropriate  - Include a visual representation (e.g. flowchart) of your study design  - Explain the ethical considerations associated with the conduct of your proposed research plan and how they have been addressed in your study design  (35%) | - Does not identify an appropriate methodology and method to address their research problem or question.  - No evidence of understanding of the appropriateness of different data collection tools to address a research problem  - No visual representation provided.  - Identifies no ethical implications. | - Identifies an appropriate methodology and method to address their research problem or question but does not clearly explain the link between them.  - There may be some minor confusion about data collection tools.  - Shows a broad understanding of how different data types are analysed, not specific to their proposed data collection.  - A visual representation provided, however missing some research major activities, or major errors in content.  - Identifies some ethical implications. | - Identifies methodology and method to address a research problem or question and explains the link between them.  - Shows a broad understanding how the data collected could be analysed.  - A visual representation provided, however some minor errors in content.  - Identifies most ethical implications. | - Identifies research methodology and method and clearly explains the links between them.  -Describes the appropriateness of different data collection tools, including ethical implications with reference to literature.  - Shows a coherent understanding of how the data collected could be analysed.  - A coherent visual representation provided, with major research activities represented.  Includes clear description of all ethical implications. | - Identifies methodologies and methods to address a research problem or question and provides advanced links between them.  - Describes appropriateness of different tools including ethical implications, with reference to literature.  - Shows highly sophisticated understanding of how the data collected could be analysed.  - A sophisticated and succinct visual representation provided.  Includes sophisticated consideration of all ethical implications. | - Identifies methodologies and methods to address a research problem or question and provides advanced links between them.  - Describes appropriateness of different tools including ethical implications, with reference to literature.  - Shows highly sophisticated understanding of how the data collected could be analysed.  - A sophisticated and succinct visual representation provided.  Includes sophisticated consideration of all ethical implications. | - Identifies methodologies and methods to address a research problem or question and provides advanced links between them.  - Describes appropriateness of different tools including ethical implications, with reference to literature.  - Shows highly sophisticated understanding of how the data collected could be analysed.  - A sophisticated and succinct visual representation provided.  Includes sophisticated consideration of all ethical implications. |
| Critically reflect on how your methodology, methods, tools and/or ethical considerations have been informed by two learning experiences and/or your personal, social and cultural context (What, so what and now what) (30%) | Does not identify any learning experience and/or personal, social, cultural and/or theoretical issues related to their choice of methodology, methods, tools and ethical considerations.  Does not move through phases of critical reflection (what, so what now what). | Identifies at least one learning experience and/or personal, social, cultural and/or theoretical issue but does not show how this related to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses some but not all phases of critical reflection | Identifies at least one learning experience and/or personal, social, cultural and/or theoretical issues and relates them in a coherent way to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses most phases of critical reflection | Identifies at least two learning experiences and/or personal, social, cultural and/or theoretical issues and relates them in a coherent way to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses all phases of critical reflection | Identifies at least two learning experiences and/or personal, social, cultural and/or theoretical issues and relates them in a advanced way to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses all phases of critical reflection | Identifies at least two learning experiences and/or personal, social, cultural and/or theoretical issues and relates them in an outstanding way to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses all phases of critical reflection | Identifies at least two learning experiences and/or personal, social, cultural and/or theoretical issues and relates them in an exemplary way to their choice of methodology, methods, tools, and/or ethical considerations.  Discusses all phases of critical reflection |
| Write a concluding summary (15%) | No concluding summary. | A concluding summary given but unrelated to their learning experience. | A concluding summary given but few insights into their learning experience. | A concluding summary with some good insights related to their learning experience. | A succinct and advanced concluding summary showing good insights into their learning experience. | A succinct and outstanding concluding summary showing good insights into their learning experience. | A succinct and exemplary concluding summary showing good insights into their learning experience. |
| Clarity of communication (5%) | Key ideas may be difficult to understand due to written expression. Language not suitable for the audience or purpose.  The content is not in line with discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Main ideas will be clear though there were be some awkwardness of language or major points may be hard to understand due to language being vague or imprecise.  Most of the content is not in line with discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Main ideas will be clear though there may be some awkwardness of language or minor points may be hard to understand due to language being vague or imprecise.  The content is fairly in line with discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Overall, expression will be clear and appropriate for purpose. Main ideas will be clear though there may be some awkwardness of language or minor points may be hard to understand.  Good alignment between discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Carefully and generally fluently written. High level of clarity of expression – few where a reader might be confused. A developing sense of student’s voice.  Detailed alignment between discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Outstanding writing with only one point where there was room for improvement of the clarity or expression.  Outstanding alignment between discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) | Fluently and precisely written with clarity of expression at all times. A notable sense of the student’s voice and ability to control language through using different sentence structures, lengths and punctuation.  Exemplary alignment between discipline ethics and professional conduct (including spelling, punctuation, grammar and word count) |
| Referencing (10%) | Little or no in-text referencing or bibliography and/or reference and citation errors detract significantly from assessment. | Supporting literature detailed in a bibliography, however three or more references or citations missing or incorrectly written. Direct quotations and borrowed ideas presented and referenced with some errors. | Supporting literature detailed in a bibliography, however two references or citations missing or incorrectly written. Direct quotations and borrowed ideas accurately presented and referenced adequately. | Supporting literature detailed in a bibliography, however one reference or citation missing or incorrectly written. Direct quotations and borrowed ideas accurately presented and referenced correctly. | Supporting literature accurately and completely detailed in a bibliography. Direct quotations and borrowed ideas accurately presented and referenced correctly. | Supporting literature accurately and completely detailed in a bibliography. Direct quotations and borrowed ideas accurately presented and referenced correctly. | Supporting literature accurately and completely detailed in a bibliography. Direct quotations and borrowed ideas accurately presented and referenced correctly. |