



Bachelor of Education with Honours Handbook 2024

for Students and Supervisors

Faculty of Education

© 2024 Southern Cross
University

CRICOS Provider: 01241G

Contents

1: About the Honours Program.....	3
2: Course Structure of the Honours Program	4
Scholarship Details for 2024	5
3: Information to help you undertake your thesis.....	5
What Constitutes a Research Thesis?	5
Honours Thesis Guidelines.....	5
Plagiarism, cheating, and collusion.....	7
References & Guides.....	7
Expectations of a Student	8
Expectations of a Thesis Supervisor.....	8
Presentation and Structure of the Thesis	9
Writing the Thesis	14
4: Thesis Submission and Examination	16
Thesis submission.....	16
Examination of thesis.....	16
5: FAQs for Honours Program	17
Faculty of Education Research Concentrations	18
Sustainability, Environment, and the Arts in Education (SEAE) Research Cluster.....	18
TeachLab	18
Early Years Research Lab (EYRL).....	19
6: Honours Thesis Marking Guidelines and Determining an Overall Result.....	21
Preamble	21
Thesis Grade Descriptors	22
Determining an Overall Result.....	24
7: Staff contact details and Resources:.....	25
Webpages.....	25
Noticeboards.....	25
Facilities and Support Services.....	25

1: About the Honours Program

The Honours program in the Faculty of Education is an intense and exciting 1-year online fulltime research program, that can also be taken over 2 years, part time and involves researching a key education issue of interest. It enables students to extend the research skills and experience of their undergraduate Education degree, enhance their career pathways, and pursue a pathway for direct entry into the PhD program. Successful Honours graduates are also eligible to apply for a scholarship to complete PhD studies.

If you are a high achieving Education graduate, with a GPA of at least 5.5, you are eligible to apply for the Honours program. The Faculty of Education also offers two highly competitive scholarships to support Honours students. For further information, please refer to the SCU website <https://www.scu.edu.au/scholarships/honours-scholarships/education-honours-scholarship/>

As an Honours student in the Faculty of Education, you are regarded as an emerging researcher that can contribute significantly to the research culture of the Faculty. You are invited to join the Faculty's Facebook group: <https://www.facebook.com/SCUEducationResearch/> and one of the Faculty's research groups: [SEAE, TeachLab, or the Early Years Research Lab](#). You will also be a member of our Faculty of Education Higher Degree Research (HDR) Society and receive emails from the conveners with information about social events, research training opportunities, conferences and much more.

Through completion of the Honours degree, you will:

- acquire an understanding of ethics and various research methods in the field of education.
- demonstrate content mastery in relation to a substantive issue or problem within the field of education; and,
- demonstrate a capacity to design, frame, conduct and report a small-scale inquiry in the field of education.

This handbook seeks to provide you with basic information about sources of support and other things you need to know to complete a research thesis and Honours program. It is very important right from the start that you are aware of the wide range of material, social, academic, and administrative support available to you on your request and a comprehensive list of contact details and weblinks is included at the end of this handbook.

You may feel as apprehensive as you are excited about the prospect of completing a research thesis as part of your Honours program. That is normal! Members of the academic staff in the Faculty of Education will provide you with the support required to proceed confidently. Your Honours supervisor will be your main support person. The Unit Assessor of the two course work units will also offer you support. The Honours coordinator will also support you with academic and research advice.

2: Course Structure of the Honours Program

Unit Code	Unit Title	Credit Points	Offerings
<u>EDUC6001</u>	Literature Review in Education: Known Unknowns	12	Term 1
<u>EDUC4004</u>	Education Honours Thesis (Stage 1) Part A	12	Term 1
<u>EDUC6006</u>	Research in Education: Through the Looking Glass	12	Term 2
<u>EDUC4005</u>	Education Honours Thesis (Stage 1) Part B	12	Term 2
<u>EDUC4006</u>	Education Honours Thesis (Stage 2) Part A	12	Term 1, 3*
<u>EDUC4007</u>	Education Honours Thesis (Stage 2) Part B	12	Term 1, 3*
<u>EDUC4008</u>	Education Honours Thesis (Stage 3) Part A	12	Term 2, 4*
<u>EDUC4009</u>	Education Honours Thesis (Stage 3) Part B	12	Term 2, 4*

The Honours program is a one-year (or 2 year part-time), standalone course and requires you to complete eight Honours units (as listed above). To receive the award of Bachelor of Education with Honours, a student must successfully complete the coursework units of study (25% of program) and develop an Honours thesis of 18,000 – 20,000 words (75% of program).

You will work closely with your supervisor to investigate a key research area of concern, to conceptualise and develop your Honours thesis, and receive advice and guidance on other issues of relevance to the Honours program. Further guidance is provided by the Unit Assessor when you complete the units **EDUC6001 Literature Review in Education: Known Unknowns**, and **EDUC6006 Research in Education: Through the Looking Glass**. It is recommended that you maintain regular contact with your Honours supervisor to ensure that your work on the thesis component is completed at a consistent pace throughout the program.

Scholarship Details for 2024

The Faculty will award two scholarships to outstanding education students in the Bachelor of Education with Honours program in 2024.

If you are enrolled in Honours for 2024 or intend to enrol in Honours for 2024, you may apply for an Honours Scholarship by the closing date, 28th February 2024. There are two scholarships available, valued at \$5000 each. Applicants must nominate a referee to support the application for the Honours scholarship. Please visit <https://www.scu.edu.au/scholarships/honours-scholarships/education-honours-scholarship/> for details around the scholarship offering for 2024, including forms and the application process.

There is also conference funding and research funding available for you, should you require it - please see

https://learn.scu.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=3742798_1&course_id=135996_1

3: Information to help you undertake your thesis

What Constitutes a Research Thesis?

Because the range of topics for thesis work is extremely diverse, it is difficult to provide a precise definition of what constitutes a thesis. While some theses may involve traditional research methods, or creative methods (such as arts-based research), others may involve a more practical orientation (such as action-based research). The following guidelines recognise that a thesis should be set in a scholarly context and may be useful as you begin to think about the research you will undertake and the thesis you will write.

Honours Thesis Guidelines

Your Honours thesis will include:

- A statement of the problem and related aims/research questions of the research;
- A description of the educational significance and rationale for the research;
- A review and discussion of the relevant literature;
- A theoretical framework;
- A description of the methodology and methods used for data collection and analysis;
- Presentation of results and analysis of data;
- Interpretation/representation and discussion of findings; and
- Limitations of the research, implications for education practice and recommendations for future research.

Presentation of the thesis should conform to the standard publications format of American Psychological Association [APA] Style Guide APA7th Referencing Style.

Ethics Approval

An important part of your Honours research journey is ensuring that the work you undertake is ethical. Please consult carefully with your Supervisor and/or the Honours Coordinator early in your candidature about applying for ethics approval. SCU Ethics guidelines and procedures must be adhered to. Ethics and ethical principles extend to all spheres of human activity. They apply to our dealings with each other, with animals and the environment. Southern Cross University is committed to the ethical conduct of research and ensures that its researchers maintain the highest ethical standards in the conduct of research and teaching. Researchers should be guided by the [National Statement on Ethical Conduct in Human Research 2007 \(updated 2018\)](https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018) (<https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018> specifically with the first two sections), to determine the level of risk involved in their research.

Please review the information on SCU's 'Human Research Ethics Requirements': <https://www.scu.edu.au/research/research-ethics/human-research-ethics/>, and attend closely to the information about ethics approval in the Study Guide for EDUC6006 Research in Education: Through the Looking Glass (see 'Do I need ethics approval and how do I apply').

It is recommended that you complete low risk research projects in close guidance from your supervisor. Where higher risk methodologies are being proposed (i.e., research involving children), the supervisor must already have full ethics approval (from SCU and the ethics approval of any external authorities) and there should be a viable embedded Honours project within this. Where the supervisor does not already have an existing project with full ethics approval, high risk ethics applications should be avoided, unless there is an exceptional case, which would need to be submitted by the Honours supervisor (with their support) to the Honours Course Coordinator, Director of HDR and Associate Dean Research for consideration.

If you are conducting research associated with schools or early childhood education settings, you must apply for ethics approval (from SCU and other bodies such as NSW DET's SERAP, Education QLD, and/or the Catholic Education Office) if the project warrants it. If such approval is required, be aware that no data collection can commence until ethics approval is granted.

Plagiarism, cheating, and collusion

A thesis is intended to be your original work carried out by you under supervision. Any work included in the presentation of a thesis that is not original or that was carried out prior to the formal commencement of the thesis must be clearly reported and identified as background material and be correctly referenced. When you submit your thesis, your supervisor provides a written statement certifying to the best of their knowledge the extent to which you have carried out the work. You shall not submit for examination any work that has previously been accepted for any other degree or diploma.

The University regards most seriously any acts of dishonesty in assessment such as plagiarism, collusion, re-submission of previously marked work in different units, examination misconduct and theft of other students' work. SCU's statements on plagiarism are contained in the Academic Misconduct Guidelines, published in the SCU Policy Library (<https://www.scu.edu.au/staff/governance/policy/>) accessible by students and is also available upon request. Please also see this SCU academic integrity and module link <https://www.scu.edu.au/learning-zone/academic-integrity-and-turnitin/>

In short, the thesis submission must be your own work. This does not mean that you may not make use of the work of others. When quoting or paraphrasing material from other sources, however, those sources must be acknowledged in full. For example, it may be useful to seek the help of a Unit Assessor or Tutor in preparing the piece of work, or to enlist the help of fellow students in sorting out ideas, but the final product must be written by the you in your own words. Students can also seek assistance from the [Learning Zone](#).

You are required to state unambiguously the sources of your information and the extent to which the work of others has been used. In support of your thesis, you may also submit any relevant publication(s) of which you are the sole or joint author. However, you may not present as the thesis any work which has been presented for any other degree at SCU or another university, unless this work has been published and is merely in support of the thesis.

References & Guides

The APA 7th Referencing Style is used in the field of Education. You should familiarise yourself with this style. The two websites below will help you to do this:

APA Frequently Asked Questions (FAQs) at: <http://www.apastyle.org/faqs.html>

APA style guide for electronic references:

<https://www.friends.edu/wp-content/uploads/2015/08/ElectronicReference.pdf>

SCU's library hosts a range of comprehensive resources to support you with referencing in APA 7th style, including video tutorials and quick-guide PDFs. These are stored together in a Libguide called 'APA 7th Referencing Guide'. This is accessed from the following link (once you are logged in to SCU) <http://libguides.scu.edu.au/apa>

Publication manual of the American Psychological Association: the official guide to APA style. (7th edition.). (2019). *American Psychological Association*.

Expectations of a Student

As a student, you are expected to:

- Be familiar with the Honours Handbook information;
- Maintain regular and effective contact with your supervisor(s) during the course of the thesis;
- Take responsibility for the progress of your thesis, communicate any issues or problems you are having to your supervisor and seek assistance in overcoming problems earlier rather than later;
- You are also advised to seek advice from the Honours Coordinator sooner rather than later should problems not be able to be resolved to your satisfaction; and,
- Present an in-progress presentation that involves a 15-minute power point presentation + 15-minute roundtable discussion during your candidature.

Expectations of a Thesis Supervisor

Your thesis supervisor has the following responsibilities:

- Be familiar with the Honours Handbook information;
- Assist you in the formulation of a thesis topic, research aim/questions;
- Consult with you and monitor and oversee the progress of your thesis;
- Ensure that you have ethics approval for the project prior to commencement of data collection;
- Advise you regarding correct professional and ethical procedures in fieldwork, case studies, and in the proper use of data about people and institutions;
- Advise you on the final preparation of thesis, e. g., reading drafts in progress and suggesting appropriate improvements;
- Nominate two appropriate thesis examiners to the Honours Coordinator; and
- Inform the Honours Coordinator of student progress and any serious breakdown of communications that may occur.

Expectations of the Honours Coordinator

- Provide academic and research support advice to you;
- Facilitate the Honours in-progress presentation and roundtable;
- Liaise with supervisors;
- Send out theses for examination and facilitate the examination process; and
- Complete final assessment grading processes and determine Honours level.

Presentation and Structure of the Thesis

The following are requirements when presenting your thesis:

- The thesis must be word-processed, double spaced and A4 format;
- The left-hand margins of all pages should be no less than 4 cm and no more than 5 cm, while the right-hand margin should be 2 cm;
- The thesis should be carefully proofread before you submit. Careful attention must be given to expression, spelling, grammar, citation details and correct presentation of references;
- Diagrams, figures and/or tables should be inserted in an appropriate place in the text of the thesis and according to the style guide. Only very lengthy tables (more than three pages long) should be placed in an appendix rather than in the text;
- All pages except the title page and the declaration page should be numbered; and
- Use APA 7th referencing style [About APA 7th - APA 7th Referencing Guide - LibGuides at Southern Cross University \(scu.edu.au\)](https://libguides.scu.edu.au/about-apa-7th-apa-7th-referencing-guide).

The layout of the thesis and selection of the title is your responsibility and should be guided by discussions with your supervisor. Be sure to follow the recommended guidelines for formatting in APA 7th style.

If the proper presentation of the thesis requires some major departure from the recommendations (e.g., an arts-based or creative work, variation in page size from A4, a need to present large section of hand-written symbols or foreign language script, special types of large diagrams or maps), you should discuss this with your supervisor. An example of the basic structure of a thesis is included in the next pages.

Title Page Layout of Thesis

**Outdoor Classrooms: Exploring the Implementation of Science Lessons
in the School Grounds.**

Cara Smith

Submitted in partial fulfilment of the requirements for the degree of
Honours in Education
Southern Cross University
October 2024

This thesis contains no material that has been accepted for the award of any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signed:

Date:

The research for this thesis received the approval of the Southern Cross University Research Ethics Committee.

(Ethics approval reference:).

Structure of the Thesis with Headings

Table of Contents	Lists all major divisions and subdivisions marked by numbers and indicates pages.	The titles and subtitles of sections should appear in a style and size consistent with their position in the hierarchy (see style manuals for help in selecting your system).
Lists of Tables/ Figures/ Illustrations/ Appendices	Lists all of these and the pages on which they appear.	A separate section is used for each of these categories. (It is often useful to number such items using the chapter number first e.g., Fig 1.1; Fig 2.1; Fig 2.2; etc.)
Declaration	Constitutes the writer's confirmation that the work is their own.	States that the material presented has not been used for any other award, and that all sources are acknowledged.
Acknowledgments	To thank anyone whose support has been important for your work	The supervisor generally receives the first vote of thanks. Participants should also be acknowledged. This section is the least bound by convention. You may speak in the first person and as informally as you wish.
Abstract	Orients readers, providing them with an outline of the context, aims, and focus, underpinning theory/research, methods and with a statement of major findings of the thesis.	Maximum of 300 words. Includes context, aims/focus, focus of literature review, methods of research and analysis, findings, and final statement of application/implication for research context.

Introduction	Provides background information and rationale for the research, so that the reader is persuaded that it will be useful/interesting. It usually also serves as a frame within which the reader reads the rest of the thesis.	Provides background information related to the need for the research. Builds an argument for the research and presents aims. May present theoretical starting point. For a thesis, it usually includes methodology. Gives an outline of subsequent chapters.
Literature Review	Shows the reader/examiner that you are familiar with issues and debates in the field. You need to explain these and discuss the main ideas and background of the topic. Shows the reader that there is an area in this field to which you can contribute (thus, the review must be critically analytical). The research aims and question(s) for the study should be also provided.	These sections are where you cite the most and where your use of verb tense becomes most important in conveying subtle meanings. Beware of unwarranted repetition or overusing quotes. This is also where plagiarism should be checked.
Theoretical Framework	A theoretical framework presents and critically discusses a particular ontology, epistemology and theory/ies through which to examine a particular phenomenon.	You must remember to discuss theory, which is <i>directly relevant</i> to your research. Often theory is a separate chapter. Also keep in mind that a literature review may be the main source of data, and fulfil the aims of the thesis, in which case it may incorporate a different thesis structure.

Methodology	Presents a rationale for the methods of research and analysis. Describes the methods of research and analysis. Reveals the boundaries of the research. Shows you are a researcher who takes account of how research may affect participants.	This is a review of the methods used in other research and clearly describes the methods used for your study. It may include illustrations (e.g., a timeline depicting stages/steps in the research). It also describes steps taken to ensure ethical research practices.
Results	Presents the data and findings, ordered/ analysed and clearly presented.	Past tense is a feature here (usually). Data in tables should be carefully laid out, checked, and discussed.
Discussion	Discusses findings and results that clearly address the research aims and questions of the study.	Makes synthesised links between aims/ research questions, and findings (and the research literature).
Conclusion	Draws all arguments and findings together. Leaves the reader with a strong sense that the work set out to be completed is worthwhile.	Summarises major findings. Presents limitations. Presents implications. Suggests implication, application, and directions for future research.
Appendices	Provides a place for important information, which, if placed in the main text, would distract the reader from the flow of the argument.	Begin each appendix on a new page with the word appendix in the top centre. Use an identifying capital letter (e.g., Appendix A, Appendix B, etc.) if you have more than one appendix.
References	Shows the reader which Research literature/texts/materials/ sources you have referred to in your thesis	Should include only works of use to the study. Use APA 7 th referencing style.
Glossary/Index	Helps reader where the context or content of the research may be unfamiliar	A list of key terms/topics if needed.

Writing the Thesis

Follow the writing conventions you have been advised to follow.

Conventions are the rules you need to follow in writing regarding citations, APA 7th referencing, bibliographies, style (e.g., language free of gender bias), page layout, punctuation, spelling, figures and tables, and the presentation of graphics. In the Faculty of Education, the Author/Date/Page system of in-text referencing is in general use, with a few exceptions. The computer program called *Endnote* will greatly assist with consistent use of conventions, once it is set up correctly (SCU Library regularly runs Endnote tutorials). Programs such as *Word for Windows* include templates for dissertations (and other kinds of writing); these may help you to maintain a consistent use of conventions throughout your thesis.

You should discuss conventions with your supervisor at the beginning stages. If you need any help understanding how the conventions work, you may consult with the Academic Skills team: <https://www.scu.edu.au/library/teaching/>. Please see section of *Presentation and Structure of the Thesis* in this manual for the writing conventions to which you are expected to adhere.

Look at other theses in the field.

These are available for your perusal: [Honours Theses link](#) and [Theses - Southern Cross University \(scu.edu.au\)](#)

Look at an exemplar of an education honours thesis (only via SCU login):

https://scu.primo.exlibrisgroup.com/discovery/collectionDiscovery?vid=61SCU_INST:61SCU&collectionId=8148936560002368 to look at the main features of their:

- Organization;
- Language use;
- Use of subsections and styles for the hierarchy of headings/ subheadings;
- Page numbering and font style.

It will help you in the final stages if you have decided early on the conventions, the font and the use and style of subheadings and headings and use them consistently.

Remember that writing is a thinking process.

When we write, we often change or considerably develop what we think. Writing is not just translating into words the images of our thoughts; it is not as simple as that. In writing, we may transform our thoughts, redefine them or, with effort, give shape to our ideas. Thus, it is important to give ourselves time to write. Many students find it helpful to begin writing early in the process of doing their research. With the time constraints, an early start is imperative. Remember, what you write is not necessarily what you will submit for the final draft (though in some parts it may be).

It is also important to remember that different people experience writing differently and the processes they prefer are also different. Chandler (1994) categorises writers as: Architects (those

who consciously pre-plan and organise); Watercolour artists (who try to write a final draft on the first attempt); Bricklayers (who revise at sentence and paragraph level as they proceed), and Oil painters (who pre-plan little but rework text repeatedly). Which category/ies do you think you fall in? It is useful to know how you prefer to go about writing academic pieces, but you may find it useful to try out other ways with a thesis, since this is probably a considerably longer piece of work than any you have undertaken before.

Writing assistance.

The following publications provide guidance on the presentation of theses. They are categorised according to the kind of help they provide. Advice should be sought from your supervisor as to which publication is the most relevant to a given discipline area. You should be able to access these books and others online through the SCU library.

Construction of the thesis

Boudah, D. J. (2019). *Conducting educational research: Guide to completing a thesis, dissertation, or action research project*. SAGE Publications, Incorporated.

Evans, D., Gruba, P., & Zobel, J. (2014). *How to write a better thesis* (3rd ed.). Springer.

Murray, R. (2011). *How to write a thesis* (3rd ed.). Open University Press.

Educational Research

Hammond, M., & Wellington, J. (2020). *Education research: The basics*. Routledge.

Style and conventions

Publication manual of the American Psychological Association. (2020). 7th ed. APA, Washington.

4: Thesis Submission and Examination

Thesis submission

Thesis submission due	Submission date
End of Term when you are enrolled in EDUC4009 Education Honours Thesis (Stage 3) Part B	Week 6

To meet the Faculty of Education requirements a thesis must be submitted using the following procedure:

1. Student to electronically submit the 'Thesis Submission Form', which must be completed and signed by the supervisor. To submit it, go to the Blackboard site for EDUC4009 Education Honours Thesis (Stage 3) Part B, select the 'Thesis submission' tab from the site menu, and then the link for 'Thesis Submission Form';
2. Student to electronically submit the completed, signed 'Faculty of Education Library Release Authorisation Form'. To submit, go to the Blackboard site for EDUC4009, select the 'Thesis submission' tab from the main menu, and then the link for 'Faculty of Education Library Release Form'; and
3. Student to electronically submit the final version of their thesis. To submit, go to the Blackboard site for EDUC4009, select the 'Thesis submission' tab from the main menu, and then the link for 'Submit Education Honours Thesis Here'.

NOTE: Each of the two forms mentioned above are available for download from the Blackboard site for EDUC4009 (select the 'Thesis submission' tab from the main menu).

Examination of thesis

Selection of examiners.

The selection of two examiners is the responsibility of the supervisor. At least one examiner should be external to the University. This should be organized by the supervisor about four to six weeks before the thesis is due to be submitted. The supervisor should not discuss with you the names of the proposed examiners as examiners need to be anonymous to the student. The supervisor should not contact the examiners during the examination period.

Examination process.

Once you have submitted the thesis, the date of submission is entered into the University student database and the examination process commences. Theses are sent out to the named examiners by the Honours Course Coordinator together with an 'Examiners' Summative Evaluation' form and the 'Faculty of Education Honours Thesis Marking Guidelines' (see Section 6 in this Handbook)

Time taken to examine the thesis.

Each examiner is asked to complete their examination of your thesis within four weeks of receiving it, but for many reasons, this is not always possible. If examiners' reports conflict, this invariably causes delays while decisions are made about adjudication and possible additional examination. While such delays can cause understandable anxiety for students, it is important to recognise that the university is committed to ensuring that careful procedures are used which uphold standards of scholarship and are at the same time fair to students. Please note you may contact [Client Services](#) during that time to seek advice, but you are not permitted to contact the examiners.

Thesis examination and grading.

Examiners will be required to grade the thesis using the guidelines provided by the Faculty of Education. If the two examiners return a significant deviation in grades a third examiner will be appointed to examine the thesis. The Honours Course Coordinator then adjudicates and determines the final grade for the thesis.

Result notification.

All students will be notified in writing of the outcome of the examination process and their final, overall result as soon as it has been determined.

Minor corrections.

If minor corrections are recommended by the examiners, these are usually to be completed to the supervisor's satisfaction. You will normally be given up to three months (or by graduation, whichever is the earlier) to complete these minor corrections and return the amended thesis to your supervisor.

5: FAQs for Honours Program

How do I choose a supervisor?

In selecting a supervisor, you should seek a supervisor who has research focus in your area of interest and with whom you will be able to develop a productive working relationship.

The Faculty of Education staff page (see <https://www.scu.edu.au/education/our-people/>) has details of individual academics in the Faculty and their area/s of specialisation. We encourage you to browse these pages and to talk with potential supervisors regarding their availability. Only permanent members of academic staff with at least an equivalent degree of Honours can be a supervisor – please check with the Honours Coordinator prior to contacting the staff member, to ensure the staff member you prefer fulfills this requirement. Any staff listed as Principal Supervisor or Co-supervisor is eligible to supervise an Education Honours student.

There may also be opportunities available to join existing Projects within the Faculty of Education and the SEAE (Sustainability, Environment, and the Arts in Education) Research Cluster, TeachLab, or Early Years Research Lab.

Faculty of Education Research Concentrations

Sustainability, Environment, and the Arts in Education (SEAE) Research Cluster



The Sustainability, Environment, the Arts and Education (SEAE) Research Cluster is globally recognised for enacting profound change in and through transdisciplinary environmental and Arts education research that disrupts and generates new ways of being and becoming, which provokes dynamic responses to critical local-global calamities. The SEAE cluster is a pre-eminent transdisciplinary concentration of creative researchers engaging in transformational research in environmental and Arts education “that matters”.

TeachLab



The TeachLab research agenda is “Teaching improvement”. This agenda is focused on research projects investigating school leadership, teacher education and effective teaching practices. The TeachLab research agenda, coupled with its mission to enable the education field to undertake evidence-based change, represents a major shift in how teachers are prepared, how they can best teach and how teaching improvement is undertaken. TeachLab specialises in conducting applied research with partners comprising schools, education systems and teaching professional associations. These research partnerships are built on teachers and leaders acting as researchers, mutual benefit research projects and embedded problem-solving.

Early Years Research Lab (EYRL)



The Early Years Research Lab is led by Professor Sue Walker and Associate Professor Michelle Neumann. It represents a diverse collective of academics, educators, university students, industry partners, and policy makers from a range of disciplines based locally and internationally. This group is working together strategically to progress early childhood education for all children in the early years and their families in the current challenging times of the pandemic and climate change. Our experienced team of researchers work to understand and address real-world issues affecting young children and their families. The Early Years Research Lab represents SCU’s Faculty of Education’s research strength in early years research and works with key stakeholders (e.g., educators, families, communities) to reduce educational inequalities and promote positive outcomes for all young children through universal access to, and experience of, quality early childhood education and care (ECEC).

Please visit <https://www.scu.edu.au/education/research/> for more research concentration information.

How do I know what topic to choose for a thesis?

You are not expected to enter your Honours study with a fully conceptualised question for research! However, you should have some idea of the area of focus you wish to investigate through your research. Identifying a topic and a particular research question is a process that evolves after you begin your studies.

Where should I go for advice during my Honours candidature?

Initially you would discuss matters with your supervisor directly. If your supervisor cannot help you, seek advice from the [Honours Coordinator](#) or Honours Course Administration ([Client Services](#)).

Can I make changes to my Honours Units?

All students are required to complete the two core units EDUC6001 Literature Review in Education: Known Unknowns, and EDUC6006 Research in Education: Through the Looking Glass (12 points each) and the six Thesis units (12 points each).

For Education Honours the Census dates (i.e., last day to discontinue a unit without incurring financial or academic penalty), are the same as for all other courses. Refer to <https://www.scu.edu.au/current-students/student-administration/key-dates--teaching-calendar/>, to determine the Census date for each Term.

Can I discontinue Honours?

Students wishing to discontinue their thesis should discuss the matter with their Honours supervisor and Honours Coordinator.

What happens if I fail a coursework unit?

If you fail a coursework unit, you will be required to repeat the unit or a suitable substitute.

What happens if I fail the thesis component?

If you fail the thesis component, you will be deemed to have failed the entire program and will be ineligible to pass the Honours degree.

How do I apply for a thesis extension?

Extensions can only be granted by the Faculty of Education Honours Coordinator. You must apply at least four weeks prior to the submission date (via the Special Consideration process). It is important to note that extensions are only granted under exceptional circumstances. Even with exceptional circumstances, only a short amount of time can usually be granted. The submission date of the thesis cannot be extended for those students planning to apply to undertake a PhD (and be considered for a scholarship) in mid/end year scholarship rounds.

6: Honours Thesis Marking Guidelines and Determining an Overall Result

Preamble

The guidelines that follow are not intended as an exact prescription for Honours theses marking as disciplines and modes of inquiry will vary in their precise expectations for the way in which research is undertaken and reported. The main aim of this document is to encourage examiners to be explicit about the criteria by which students' work is evaluated.

It is also important to note that these guidelines apply only to the research thesis, and that the overall result may be different to the thesis grade, as marks achieved in the coursework units also contribute to the final overall result. A student may obtain an H1 in the thesis but an H2A overall, or vice versa.

The thesis grade descriptors below, make no reference to the publishability of the research thesis. The Honours thesis is a training ground for learning and demonstrating mastery of research skills, and it should be possible for a student to get a high mark for an outstanding command of methodology and its application to the content area of the thesis, even if the topic has been already researched in the literature. Thus, the kind of originality we would look for would be in terms of new insights into a possibly well-established area rather than a genuinely original research study.

Examiners' Reports

Examiners' reports are the means by which the examiner's assessment of the thesis is communicated to the student. Substantive comments should not be written on the thesis itself but provided as a separate report (spelling and typographical errors, and minor grammatical mistakes, may be noted on the thesis). Grammatical errors which require more than this should be documented in the separate Examiner's report. Feedback comments like "your grasp of prose is inadequate" are unhelpful; telling the student that they persistently match singular nouns with plural verbs (and even giving page numbers) is helpful. Reports should be consistent with the grade given. Examiners should, of course, be careful about the general tone of comments. For most students, the Honours year represents a considerable leap in our standards and expectations, and some have more difficulty rising to these than others therefore constructive feedback by examiners is encouraged and please let students know in your feedback when they have done something well.

The examiner's report should be about one page in length. Keep in mind that the student has spent most of the year on this project and deserves more than a mere sentence or two of your reflection on their thesis. Examiners' reports should be signed rather than be anonymous. It should be possible for students to seek further constructive feedback on their thesis if required.

Thesis Grade Descriptors

3.1 H1 (85-100) (HD)

- Outstanding command of expression and logical argument in a skillfully structured manuscript.
- Superior evaluation and integration of existing literature.
- Evidence of significant insight and original thought in dealing with the critical issues.
- Sophisticated understanding of research methods, with evidence of careful attention to critical design issues in the execution of the project.
- Thoughtful and appropriate choice of theoretical frameworks and/or data analysis, and outstanding presentation and reports of results/conclusion/arguments.
- Clear and coherent interpretation of the thesis data and/or the results of other studies.
- Comprehensive understanding of the importance of the result in the context of the theoretical framework.
- An Upper H1 (93-100) student has strengths in all of the above areas. A Lower H1 (85-92) student displays many of the above strengths but is less well-balanced in overall quality.

Overall: An H1 student (upper or lower) is obviously capable of undertaking postgraduate research and warrants strong scholarship support.

3.2 H2A (75-84) (D)

- The manuscript is well-written, logically argued and generally well-structured.
- The evaluation and integration of the existing literature is very sound without being outstanding.
- Reasonable insight and some evidence of original thought in dealing with the critical issues (theoretical framework).
- Evidence of a solid understanding of research methods.
- Adequate design of the research project, although possibly containing minor but retrievable errors.
- Choice of data analysis that is appropriate for the design (although less well justified than might be expected of H1 standard) and clear presentation of results.
- Generally sound but pedestrian interpretation of results and their importance to theoretical context.

Overall: An H2A student is capable of undertaking postgraduate research.

3.3 H2B (65-74) (C)

- Generally, competently written, although some problems exist in the organisation of the text and the way it is expressed.
- Provides adequate coverage of the literature, although it tends to be more descriptive than evaluative, and arguments are often disjointed.
- Occasional evidence of insights into the issues underlying the thesis, but little evidence of original thinking.

- Basic but somewhat limited understanding of the research methods.
- The design of the research project is generally adequate but is marred by errors and oversights.
- Serviceable choice of data analysis, although other approaches may have been more appropriate
- The presentation of results lacks some clarity.
- Interpretation of results or other studies is adequate but limited.

Overall: An H2B student may be capable of undertaking postgraduate research but would require close supervision.

H3 (50-64) (P)

- The work is not well written and shows serious flaws in the structuring of arguments.
- Coverage of the necessary literature is weak, with insufficient information provided to support the arguments made, or conclusions drawn, within the thesis or essay.
- Little evidence of insight and ideas tend to be highly derivative.
- Knowledge of research methods is deficient.
- Significant flaws exist in the design of the research project making it difficult for the research to meet its aims.
- Data analysis techniques are arbitrary or inappropriate.
- The results are not clearly presented.
- Interpretations are superficial, demonstrating a weak understanding of the results and their relevance to the theoretical framework.

Overall: Although a student's undergraduate performance merited eligibility for Honours, the student showed considerable difficulty in mastering the higher-order skills required at Honours level and would not be able to undertake postgraduate research.

3.5 Fail (< 50)

- The work shows a serious inability to structure and present a logical argument
- Coverage of the necessary literature is inadequate, with little information provided relevant to the claims made, or conclusions drawn, within the thesis
- Serious misunderstanding of key concepts and issues
- Knowledge of research methods is lacking
- Serious flaws exist in the design of the research project making it difficult or impossible for the research to meet its aims
- Data analysis techniques are inappropriate and the results are presented inadequately
- An inability to show how the results of the research project relate to the theoretical framework and/or serious misinterpretations of results.

Determining an Overall Result

The overall result (class of Honours awarded) is based on the average of the coursework unit results received (25%) and Honours thesis grade received (75%). Please note that the thesis is the primary determinant of the class of Honours awarded. The classes of Honours awarded (the overall result) have the same grading criteria as the Honours thesis (First-Class, Second-Class A, B, etc.).

7: Staff contact details and Resources:

If you have any questions please contact us:

Faculty of Education Honours Course Coordinator: Associate Professor Michelle Neumann

https://researchportal.scu.edu.au/esploro/profile/michelle_neumann/overview

Faculty of Education, Southern Cross University, Gold Coast campus

Building C Level 6.23.

Bilinga, Queensland,

Email: michelle.neumann@scu.edu.au

Honours Course Administration

Client Services

Phone: 1800 005 687

Email: education.enquiry@scu.edu.au

Virtual Client Services Support: <https://www.scu.edu.au/current-students/contact-us/>

Webpages

The following are some Web pages that will be useful for additional information:

- Faculty of Education: <http://scu.edu.au/education/>
- Faculty of Education – Honours information page: <https://www.scu.edu.au/study-at-scu/courses/bachelor-of-education-honours-3507292/>
- Bachelor of Education with Honours 2024 Course page <https://www.scu.edu.au/study-at-scu/courses/bachelor-of-education-honours-3507292/#course-structure>
- Faculty of Education Research Website: <https://www.scu.edu.au/education/research/>

Noticeboards

Information about research activities and seminars will be regularly disseminated in the Faculty of Education Research Students Blackboard site located on MySCU and/or through email invitation.

Facilities and Support Services

Honours students will have access to several support services and facilities through the Faculty of Education. Support is provided by the University Library, and by the University. Pamphlets on these support services are available through [MySCU](#).

Language and literacy support staff are available at each of the University's three campuses, and online, who can provide you with valuable assistance in improving academic literacy and numeracy skills. These services are also available online through the University's Learning Zone and can be found at <https://www.scu.edu.au/learning-zone/>

The Library routinely conducts short courses on bibliographic techniques (including Endnote): <https://www.scu.edu.au/library/>