Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Teacher as Researcher
Unit ID:	ECCEL4003
Credit Points:	15.00
Prerequisite(s):	(EDBED2114 or EDCEL2012)
Co-requisite(s):	Nil
Exclusion(s):	(EDECE4003 and EEZED4712)
ASCED:	070101

Description of the Unit:

This course is designed to introduce Pre-Service Teachers (PSTs) to the growing body of national and international research in the area of teaching in early childhood and primary education. PSTs will be informed about the need for PSTs to be capable practitioner researchers as part of their role as educators. PSTs will examine the implications of international and national research on educational contexts; and the processes of ethical research. PSTs will become familiar with a range of research methodologies and methods. PSTs will critique and reflect on research on early childhood and primary teaching practice with a focus on their own practice in teaching either Science or English. PSTs will explore how research informs policy, contemporary theory and practice through the review of current research and the various ways research is reported and disseminated. This course supports the final year professional experience in the Bachelor of Education (Early Childhood and Primary) in which students complete 20 days in the education setting specified below for their program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. Education Setting Bachelor of Education (Early Childhood and Primary).

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component: Yes - 20 days

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	✔	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Explain why educational research is conducted.

K2. Locate a range of different approaches used in researching teaching in early childhood and primary education.

K3. Assess the strengths and limitations of different research approaches and their efficacy in educational contexts.

K4. Analyse the ethical conduct of research, particularly methodologies that include children or disempowered groups.

K5. Articulate the importance of reflecting on professional practice embedded in educational theory.

Skills:

S1. Self-reflect on teaching practice as a means for continual improvement.

S2. Articulate clear rationale for educational research.

S3. Analyse and critique current research in early childhood and primary education teaching practices.

S4. Frame appropriate questions for the purpose of investigating issues for research in learning and teaching of Science or English in early childhood and/or primary context.

S5. Identify professional networks, critical friends, and stakeholders to support research design.

Application of knowledge and skills:

A1. Reflect on personal knowledge, skills, and values to identify their own teaching and learning gaps.

A2. Review and critique current research related to Science or English teaching and learning.

A3. Develop a research plan applicable to learning and teaching of Science or English.

A4. Develop a Teacher Performance Assessment e-portfolio demonstrating teaching competency in five teaching practices.

A5. Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) and as part of the Graduate Teacher Performance Assessment.

A6. Bring insights from school-based experiences to Federation University studies and share these in professional conversations with peers and lecturers.

A7. Practise teaching and put into practice feedback regarding personal teaching performance.

A8. Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organized.

A9. Work collaboratively and communicate effectively with students, professionals, colleagues and parents.

Unit Content:

Topics to include

• Relationship between research and practice: researching to improve practice; professional knowledge and learning

• Current research, particularly in Science and English teaching practice Reports of research, critical reflection on and analysis of research reports Current trends in research in early childhood

• Children's voices in research Ethics in research

• Collaborating with others: stakeholders, professional community Research methodology and methods

• Research design

• Data collection and analysis strategies

• Identifying and using online resources in research.

- Complete 20 days placement

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
A4, A5, A6, A7, A8, A9	Placement component Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher Reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre Service Teaching Learning Log (Form B) Completion of 20 days placement in the education setting specified for their particular program	Hurdle	S/U
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	Research, review and critique relevant academic articles to explore key issues in learning and teaching in Early Childhood education with a focus on Science or English. Critique the perspectives, methods, and findings of research.	Academic Essay	40% - 60%
K1, S2, S4, S5, A1, A2, A3	Design an Action Research Plan Based on Science or English teaching practice, design an Action Research plan which aims to improve teaching practice.	Action Research Plan	40% - 60%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool