Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: TEACHER AS RESEARCHER

Unit ID: EDECE4003

Credit Points: 15.00

Prerequisite(s):   Nil

Co-requisite(s):   Nil

Exclusion(s):   (EDECE3003 and EDECE3013)

ASCED: 070303

Description of the Unit:

This unit 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.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

CourseLevel:

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.

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.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K5, S1, S3, 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, K2, K3, K4, K5, S2, S4, S5, A3	Design a research plan to improve teaching and learning of Science or English, justifying the perspectives, ethics and methodology.	Research Plan	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
Professional Engagement		
6. Engage in professional learning		
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Advanced
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Advanced
7. Engage professionally with colleagues, parents/carers and the community		
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Advanced