



Course Outline (Higher Education)

School:	School of Education
Course Title:	TEACHER AS RESEARCHER
Course ID:	EDECE4003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE3003 and EDECE3013)
ASCED:	070303

Description of the Course :

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 classroom researchers as part of their role as professional practitioners. 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, etc.)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

K1. Explain why educational research is conducted.

- K2.** Locate a range of different research 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 in order to improve and the role of theory in this.

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 and practice
- S4.** Frame appropriate questions for the purpose of investigating or addressing problems or issues via action research in early childhood and primary Science or English areas
- S5.** Identify a professional network (critical friends) to assist with the development and execution of an action research project

Application of knowledge and skills:

- A1.** Reflect on own knowledge, skills and values and propose professional learning opportunities
- A2.** Review and critique current research related to Science or English teaching
- A3.** Develop an action research plan applicable to Science or English teaching practice

Course 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 (research with, for or on children)
- Ethics and research
- Collaborating with others: stakeholders, professional community
- Research methodology and methods: research paradigms, qualitative and quantitative methodologies, mixed methods research, practitioner research, action research, case studies, cross-cultural studies, longitudinal studies, observation methods, interviews, surveys
- Research design
- Data collection and analysis strategies
- Identifying and using online resources in research
- Report writing.

Values:

- V1.** Recognise how beliefs, values and paradigms influence what is researched and the methods used
- V2.** Recognise the role of critical reflection and research on continued improvement in teaching practice
- V3.** Understand and acknowledge the significant place of collegiality in the research and professional learning process.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3; S3; S4; A1; A2	A; A; A; A; A	AT1; AT2	A; A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A3	A	AT3	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4	A	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; S2	A; A	Not applicable	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, A1; APST: 1.2, 6.2	Student perspective on research Reflect on personal skills and knowledge that will enable them to be action researchers. Identify gaps in what they need to know and be able to do, in order to develop an action research plan to improve their Science or English teaching practice	Online Learning Journal entry	5-15%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, S3, A2; APST: 1.2	Research review and critique: Review and critique current research articles to identify research perspective or paradigm, research methods; rigour; validity of results; applicability to practice.	Essay	20-40%
K2, K4, K5, S1, S2, S4, S5, A3; APST: 1.2, 6.3, 7.4	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	50-70%

Adopted Reference Style:

APA

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