

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TEACHER RESEARCH PROJECT A
<b>Course ID:</b>	EDFGC5810
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Course:

This course is designed to provide pre-service teachers with insights into the relationship between good teaching and research. Students will recognise the importance of researching their own teaching and become familiar with popular ways of conducting research in education. This course introduces students to epistemology and research methodologies that are common within education. Students are supported to frame their own research projects through academic literature and a range of activities related to research design, choice of methods, analysis of data and ethics. Through this course pre-service teachers will understand:

- how research is constituted and what distinguishes it from other forms of knowledge;
- the relationship between research, the practices of teaching and learning and education more broadly;
- the importance of developing a teacher as researcher identity;
- various methods of researching commonly used within education settings including schools and classrooms;
- different ways of researching within the students specific frames of reference;
- how to focus an inquiry that draws on learning from the program, including school-based practice;
- how to evaluate research as ethical; and
- to refine proposed research through peer review and reflection.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Develop understandings about research, what it is and how it differs from other forms of inquiry.
- K2.** Understand how research builds on other forms of knowledge and what distinguishes it from these.
- K3.** Recognise the role of research in framing the constitution of good teaching and learning.
- K4.** Develop a deep understanding about the importance of becoming a teacher-researcher.
- K5.** Critically examine a range of methodologies commonly used in relation to education.
- K6.** Create a focus of inquiry that draws on learning achieved in the program, including through school-based experience.
- K7.** Develop a research proposal that links a clearly formulated research question to a means by which this can be researched.
- K8.** Theorise the chosen methodology and its relationship to the research question.
- K9.** Develop clear understandings about ethical research and the ways in which this is determined.
- K10.** Refine a research proposal through engagement with peers and deep reflection.
- K11.** Understand research principles and methodology including research design, methods and analysis.

**Skills:**

- S1.** Reflect on research methodologies as they are taught in other courses within the program and make connections to what is being learned within this context.
- S2.** Develop and apply a range of research skills and techniques.
- S3.** Critically evaluate research.
- S4.** Develop the capacity to frame a research project and do so with reference to:
  - a particular methodology
  - an understanding of research ethics and processes for its evaluation
  - peer review
  - reflexivity
- S5.** Engage with peers about research topics.
- S6.** Communicate proposed research and respond to feedback.

**Application of knowledge and skills:**

- A1.** Participate in online reading circles where links are made between readings related to research processes and methodologies, workshop activities and school inquiries.
- A2.** Present and refine a research plan after critical feedback from peers and lecturers.

- A3.** Provide critical feedback to peers.
- A4.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

### Course Content:

- An examination of how research is constituted and what distinguishes it from other forms of knowledge.
- An examination of the relationship between research, the practice of teaching and learning and education more broadly.
- An understanding of the importance of developing a teacher as researcher identity.
- A critical evaluation of different ways of researching within their specific frames of reference.
- Developing a focus of inquiry that draws on learning from the program, including school-based practice.
- Proposing a way of researching a topic that links it to a specific methodology.
- Evaluating research as ethical.
- Refining proposed research through peer review and reflection.
- An examination of various ways of researching commonly used within education including:

-action research  
 -ethnography  
 -survey  
 -narrative  
 -case-study  
 -critical discourse analysis  
 -auto-ethnography  
 -self-study

### Values:

- V1.** Appreciate different ways of researching and learn to evaluate these respectfully.
- V2.** Engage with peers in a respectful way that values their work and their contribution to your work.
- V3.** Develop ethical ways of researching that respect those involved in the research.
- V4.** Understand the importance of open, honest and respectful ways of communicating.
- V5.** Understand and respect that there are multiple ways of knowing the world and that this diversity needs to be respected and is enriching for all concerned.
- V6.** Make connections between their investigation of the topic, and ways in which that topic relates to and can impact on their own institutions, community and society,
- V7.** Begin to understand the importance of ethical approaches to research and contributing to a community of researchers.

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11 S1, S2, S3, S4, S5, S6 A1, A2, A3	Describing a focus of inquiry, the stimulus for this, and with reference to school-based practice. This needs to be linked to a particular way of researching that draws on academic literature, including that related to research design methods, analysis and ethics.	Presentation of a draft research proposal at a class conference and engage constructively with peer review	20%- 30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6 A1, A2	Prepare a research proposal that is ethical and draws on peer review, reflection and engagement with this course and others in the program.	Research proposal	70%-80%
	LANTITE Test (external)	Hurdle	S/UN

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

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