

# Course Outline (Higher Education)

**Faculty:** Faculty of Education and Arts

**Course Title:** PRACTITIONER INQUIRY AS A STIMULUS FOR LEARNING

**Course ID:** EDMAS6021

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED Code:** 070303

**Grade Scheme:**

Graded (HD, D, C, etc.)

**Program Level:**

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

**Learning Outcomes:**

**Knowledge:**

- K1.** Develop understandings of the nature, role and value of practitioner inquiry in educational contexts.
- K2.** Build connections between the thinking dispositions required to undertake practitioner inquiry and how these enable an 'inquiry stance' in relation to teaching.
- K3.** Relate personal experiences of conducting practitioner inquiries to relevant educational research.
- K4.** Demonstrate knowledge of how processes for conducting inquiries into teaching enhance students' learning as well as teachers' professional learning.
- K5.** Compare and contrast key methodologies which can frame and guide practitioner inquiry.
- K6.** Critically attend to the ethical ramifications of conducting practitioner inquiries in educational contexts.
- K7.** Conceptualise the value of evidence-based practice for improving students' learning.
- K8.** Understand practitioner inquiry as an important stimulus of professional learning.
- K9.** Identify strategies to effectively document, monitor and evaluate professional learning and the impact of teaching on students' learning.

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- K10.** Understand the rationale for continued professional learning and the implications for improved student learning.

### Skills:

- S1.** Conduct and present research into the nature and use of practitioner inquiry as a stimulus for professional learning and as an approach to improve students' learning.
- S2.** Frame a question for professional inquiry linked to the Australian Professional Teacher Standards and a personal teaching goal.
- S3.** Experiment with a methodology (action research, self-study or narrative inquiry) as a framework for conducting an inquiry during professional placement and communicate new learning to peers.
- S4.** Interpret student data to evaluate students' learning and modify teaching practice.
- S5.** Use strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.
- S6.** Share new insights and effective teaching approaches used during the inquiry with peers.
- S7.** Plan a proposal, based on new learning, for an extended practitioner inquiry to be conducted during the next professional placement.
- S8.** Reflect on the way practitioner inquiry is shaping professional identity.

### Application of knowledge and skills:

- A1.** Conduct and present a mini practitioner inquiry based on a personal teaching goal linked to the Professional Teacher Standards.
- A2.** Prepare a proposal for an extended practitioner inquiry with a focus on the enhancement of students' learning and demonstrating knowledge of the nature, role and value of practitioner inquiry as a stimulus for ongoing professional learning.

### Course Content:

#### Topics include:

- Understanding the nature, role and value of practitioner inquiry in educational contexts and the notion of adopting an inquiry stance.
- Examining the thinking dispositions required for practitioner inquiry.
- Experimenting with methodologies (action research, self-study and narrative inquiry) suitable for framing and organizing practitioner inquiries.
- Evidence-based practice and the implications of documenting teaching and learning and showing progress.
- Planning and conducting a mini practitioner inquiry based on a personal goal linked to the Australian Professional Teaching Standards during a professional experience placement.
- Reflecting on new insights and teaching approaches with colleagues in formal and informal contexts.
- Behaving ethically and respectfully when conducting inquiries.
- Generating personal theories of understanding and deepening knowledge through analysis of practice.
- Writing about and presenting inquiries for feedback.

### Values:

- V1.** Appreciate and respect different ways of knowing and inquiring into practice.
- V2.** Adopt an ethical stance towards those who participate in inquiries.
- V3.** Understand that inquiries must not be presented in a manner that misrepresents or disrespects the people or institutions involved.

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- V4.** Appreciate the role inquiry plays in the ongoing development of professional learning and student achievements.
- V5.** Communicate with others about inquiries in ways that are respectful.

### Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	This course requires students to develop knowledge, skills and competence in conducting inquiries into professional practice.	High
Critical, creative and enquiring learners	This course requires students to develop questions for inquiry, think critically about their professional practice, interpret student data, and develop creative approaches to enhancing learning.	High
Capable, flexible and work ready	This course requires students to conduct professional inquiries into practice within an educational context which involves collaboration, active participation and communication with colleagues.	High
Responsible, ethical and engaged citizens	This course requires students to care about the impact their practice has on others in school communities and to be ethical in their decision-making.	High

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S8 A1	Conduct and present a mini professional inquiry based on a personal teaching goal linked to the Professional Teacher Standards demonstrating the capacity to engage in professional learning and improve practice.	Mini Professional Inquiry	40-60%
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S2, S7, S8 A2	Prepare a proposal for an extended practitioner inquiry with a focus on the enhancement of students' learning and demonstrating knowledge of the nature, role and value of practitioner inquiry as a stimulus for ongoing professional learning.	Proposal to conduct an extended professional inquiry	40-60%

### Adopted Reference Style:

APA