

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	CONDUCTING A PRACTITIONER INQUIRY
<b>Course ID:</b>	EDMAS6121
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(EDMAS6004) or (EDMAS6021)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	070105

## Description of the Course :

This course builds on work undertaken in the companion course *Teacher as Researcher: Research Matters*. It also links to the Professional Experience Placement where pre-service teachers will conduct an inquiry into their professional practice. During the course pre-service teachers will develop their understandings of the nature and value of practitioner inquiry and will demonstrate their capacity to have an 'inquiry stance' as art of their developing professional identities.

## Grade Scheme:

Graded (HD, D, C, etc.)

## Work Experience:

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

## Placement Component:

No

## 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 and praxis in educational contexts.

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- K2.** Relate personal experiences of conducting a practitioner inquiry to relevant educational research
- K3.** Understand how key methodologies can frame and guide practitioner inquiry.
- K4.** Examine the ethical ramifications of conducting practitioner inquiries in educational contexts.
- K5.** Conceptualise the value of and articulate the contentious issues surrounding the notions of evidencebased practice and impact
- K6.** Identify ways to effectively document, monitor and evaluate professional learning, thinking and impact of teaching on students' learning.
- K7.** Critically examine educational issues in the light of practitioner inquiry.
- K8.** Extend understandings of the dispositions required to undertake practitioner inquiry.

### Skills:

- S1.** Plan inquiry in ways appropriate to the educational context and the selected methodology/methodologies.
- S2.** Engage in practitioner inquiry and praxis as a regular part of teaching.
- S3.** Use strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.
- S4.** Collect and analyse documentation related to teaching and learning, make deductions and plan to improve teaching practice.
- S5.** Critically review and refine inquiry in the light of feedback and personal reflection.
- S6.** Share new insights, effective strategies and engage in problem-solving with colleagues on a regular basis.
- S7.** Formulate effective and appropriate ways to document and share responses, findings and complications
- S8.** Reflect on the way practitioner inquiry is shaping professional identity.

### Application of knowledge and skills:

- A1.** Engage dialogically in collaborative professional learning communities to enable praxis, reflection and inquiry.
- A2.** Document and represent personal thinking, learning and impact on others in a chosen form.
- A3.** Present practitioner inquiry formally for feedback and evaluation.

### Course Content:

- Extending understandings related to the nature, role and value of practitioner inquiry in educational contexts and taking an inquiry stance.
- Planning, refining and reflecting on practitioner inquiries in the context of professional experience placements.
- Reflecting on progress with others in formal and informal contexts and responding to formative feedback.
- Educational praxis and giving critical attention to practice and schooling.
- Dispositions required for practitioner inquiry.
- Methodologies suitable for framing and organising practitioner inquiries.
- Behaving ethically and respectfully when conducting inquiries.

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- Evidence-based practice and the implications of documenting teaching and learning and showing progress.
- Conducting broader educational research and making connections to 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
- 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 conduct ongoing inquiries in the context of their professional placement and to develop a reflective, inquiry stance which fosters ongoing professional learning.	High
Critical, creative and enquiring learners	This course requires students to conduct personal inquiries into practice which requires independence, self-regulation, reflection and strategic thinking.	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, ethical consideration of others and critical attention.	High
Responsible, ethical and engaged citizens	This course requires students to care about the impact of their practice on others and to have student learning and ethics be central in their decision making.	High

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K5, K6, K7, K8 S4, S5, S6, S7, S8 A1, A2 V1, V2, V3, V4, V5	A praxis-oriented personal response related to professional learning based on collaboration and dialogue with others	Representation (in visual, written and/or graphical form) of what is being learned.	20 - 40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, K7, K8 S1, S2, S3, S4, S5, S6, S7, S8 A1, A2, A3 V1, V2, V3, V4, V5	Presentation of practitioner inquiry in a form suitable to the nature of the inquiry.	Report, portfolio, narrative and/or self study.	60 - 80%

## Adopted Reference Style:

APA