



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	INQUIRY INTO PRACTICE 2
<b>Course ID:</b>	EDMAS6126
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(EDMAS6004 or EDMAS6027)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Course :

This course is designed to build on work undertaken in the companion course *EDMAS 6027 Inquiry into Practice 1*. It also links to the Professional Experience Placement where pre-service teachers (PSTs) will conduct an inquiry into their professional practice. During the course PSTs will develop their understandings of the nature and value of practitioner inquiry and will demonstrate their understanding of the rationale for and application of practitioner inquiry as praxis-oriented, continued professional learning to improve student learning, their own learning, and the learning of colleagues.

**Grade Scheme:** Graded (HD, D, C, etc.)

**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	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

On successful completion of the course, pre-service teachers will demonstrate their capacity to:

**Knowledge:**

- K1.** Demonstrate broad knowledge of practitioner inquiry methodologies that can be used to evaluate teaching programs to improve student learning.
- K2.** Understand ways to effectively document, monitor and evaluate teaching programs to improve student learning.
- K3.** Demonstrate understanding of informal and formal approaches to assess student learning for diagnostic, formative and summative purposes.
- K4.** Conceptualise the notions of data, evidence and impact to guide practitioner inquiry.
- K5.** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs to improve praxis.
- K6.** Conceptualise the value of and articulate the relevant and appropriate sources of professional learning for teachers.
- K7.** Develop understandings of the nature, role and value of practitioner inquiry and praxis in educational contexts.
- K8.** Extend understandings of the dispositions and mind sets required to undertake practitioner inquiry

**Skills:**

- S1.** Collect, analyse and evaluate documentation related to teaching and learning, to plan for improved student learning.
- S2.** Interpret student assessment data to evaluate student learning and modify teaching practice
- S3.** Critically review and refine inquiry in the light of personal reflection and feedback from supervisors and teachers to improve teaching practices.
- S4.** Use strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.
- S5.** Plan and conduct inquiry in ways appropriate to the educational context and the selected methodology/methodologies
- S6.** Share new insights, effective strategies and engage in problem-solving with colleagues on a regular basis.
- S7.** Reflect critically on the moral purpose of the practitioner inquiry.

**Application of knowledge and skills:**

- A1.** A praxis-oriented personal response related to identifying the impact of the practitioner inquiry, the school context, and personal dispositions on professional learning and teaching practice
- A2.** Formal presentation of practitioner inquiry findings that includes evaluation of data and evidence of student learning and modification of teaching practice

**Course Content:**

- The theoretical notion of praxis and its implications for conducting practitioner inquiries.
- Practitioner inquiry methodologies that can be used to evaluate teaching programs to improve student learning.
- Informal and formal approaches to assess student learning for diagnostic, formative and summative purposes to collect analyse and evaluate data, evidence and documentation related to teaching and learning, to plan for improved student learning.
- The value of relevant and appropriate sources of professional learning for teachers. Extend understandings of the dispositions required to undertake practitioner inquiry.
- Strategies to ensure ethical requirements are met and, and if required, permission is gained from appropriate people.

- Interpretation of student assessment data and the use of data to modify teaching practice.
- Presentation of practitioner inquiry and its implications for improved student learning and ongoing professional learning needs and interests.

**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**

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.	K1; K2; K3; K4; K5; K6; K7; K8; S1; S2; S3; S5; S6; S7; A1; A2	A	AT1; AT2	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.	K1; K2; K4; K7; S1; S2; S5; S6; S7; A1; A2	A	AT1; AT2	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.	K5; K7; S1; S4; S7; A1; A2	A	AT1; AT2	A
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.	K6; S3; S5; S6; A2	A	AT2	A

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 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.	K1; K3; K4; K5; K6; K7; S1; S2; S3; S4; S5; S6; S7; A1; A2	A	AT1; AT2	A

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4, K5, K6, K7, K8 S7 A1 APST: 3.6, 6.1, 6.2, 6.3, 6.4	A praxis-oriented personal response related to identifying the impact of the practitioner inquiry, the school context, Professional Standards for Teaching, and personal dispositions on professional learning and teaching practice.	Written Response	20-40%
K1, K2, K3, K4, K5, K7, K8 S1, S2, S3, S4, S5, S6, S7 A2 APST: 3.6, 5.1, 5.4, 6.2, 6.3, 6.4, 7.1	Formal presentation of practitioner inquiry that includes evaluation of data and evidence of student learning and modification of teaching practice.	Report, portfolio, narrative and/or self study.	60-80%

**Adopted Reference Style:**

APA

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

Attribute	Assessed	Level
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Advanced
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
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Yes	Advanced
7. Engage professionally with colleagues, parents/carers and the community		
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Advanced