



Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Inquiry Into Practice

Unit ID: EDMAS6226

Credit Points: 30.00

Prerequisite(s): (EDMAS6027 or EDMAS6125)

Co-requisite(s): Nil

Exclusion(s): (EDMAS6126)

ASCED: 070303

Description of the Unit:

During this course PSTs will develop their understandings of the nature and value of practitioner inquiry and will demonstrate their understanding of the rationale for, application of, and articulation 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, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	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:**Knowledge:**

- K1.** Demonstrate broad knowledge of practitioner inquiry cycles 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 and professional practice.
- K3.** Demonstrate understanding of informal and formal approaches to assess student learning for diagnostic, formative and summative purposes.
- K4.** Conceptualise and articulate the notions of data, evidence and impact that inform practitioner inquiry in the classroom.
- K5.** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs and approaches.
- K6.** Conceptualise and articulate the value of praxis and practitioner inquiry as professional learning for teachers.
- K7.** Develop and articulate understandings of the impact of praxis and practitioner inquiry in educational contexts for students and teachers.
- 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 practitioner 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 a practitioner inquiry in ways appropriate to the educational context and using an inquiry cycle.
- S6.** Articulate and share new insights into professional practice, effective teaching strategies and the impact of the inquiry with colleagues on a regular basis.
- S7.** Reflect critically on the moral purpose of the practitioner inquiry.

Application of knowledge and skills:

- A1.** Explain the impact of practitioner inquiry within a school context including the influence of personal dispositions on learning and teaching.
- A2.** Present findings from personal inquiry including evaluation of data, modifications undertaken and their impact on teaching practice.

Unit Content:

- The theoretical notion of praxis and its implications for conducting practitioner inquiries.
- Practitioner inquiry cycles 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.
- 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 articulation of its implications for improved student learning and ongoing professional learning needs and interests.
- The value of relevant and appropriate sources of professional learning for teachers. Extend understandings of the dispositions required to undertake practitioner inquiry.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment 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	60-80%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)