

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: PROFESSIONAL INQUIRY A

Unit ID: EDMED7074

Credit Points: 30.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This is the first of two units, which requires candidates to bring together the sum total of the learning from their specialisation studies to engage in an extended process of inquiry in response to an existing problem or issue within their educational context. Project outcomes should typically have clear recommendations for practice changes/improvements in the student's professional context. Candidates are expected to identify, develop and present a proposal for a small small-scale study project. The process of inquiry is carefully planned to enable candidates to find a possible solution to their identified problem or greater understanding of the issue. Students professional inquiries are able to select from the following possible methodologies: 1. Survey Research; 2. Case Study; 3. Interview/focus group; 4. Document analysis; 5. Quantitative analysis of de-identified data; 6. Systematic/ scoping/thematic review* (*with faculty permission)

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 Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

CourseLevel:

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.** Identify and critically analyze contemporary approaches to the inquiry.
- K2.** Critically reflect on the nature of professional learning in addressing organizational or personal response to problems or issues.
- K3.** Recognise and critique the concepts of evidence.

Skills:

- S1.** Critique the different forms of inquiry.
- S2.** Identify and justify a form of inquiry to investigate a problem or issue.

Application of knowledge and skills:

- A1.** Plan, develop, and justify a project that addresses an organizational problem or issue.
- A2.** Write, present, and revise a proposal for the project.

Unit Content:

Topics may include:

- The concept of teacher inquiry
- Forms of inquiry and their philosophical approaches to evidence based outcomes.
- The concepts of evidence-based and evidence-informed practice and ways data and evidence inform.
- Contemporary trends and approaches to action research.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, A1, S1	AT1

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	A1, A2	Not applicable
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.	Not applicable	Not applicable
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.	S2, A1, A2	AT2, AT3
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.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1	Proposal and peer review	Presentation	30-40%
K3, S1, S2, A1, A2	Final proposal	Written	60-70%
K1, K2, K3, S1, S2, A1, A2	Maintain an active engagement in Moodle forums and learning activities over the semester	Hurdle: Moodle forum participation and Moodle participation logs.	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)