School of Education

EDST 5117 Professional Inquiry

Term 1 2021

CONTENTS

1. LOCATION 3

2. STAFF CONTACT DETAILS 3

3. COURSE DETAILS 3

STUDENT LEARNING OUTCOMES 4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 4
NATIONAL PRIORITY AREA ELABORATIONS 4

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 5

5. TEACHING STRATEGIES 5

6. COURSE CONTENT AND STRUCTURE 6

7. RESOURCES 6

8. ASSESSMENT 8

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website,
https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 5117 Professional Inquiry (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Hoa Nguyen
Office Location:	G37, Morven Brown Building
Email:	hoa.nguyen@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Professional Inquiry
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST5117T1

SUMMARY OF COURSE

This course examines the professional issues commonly faced by first year teachers in their area of specialisation. Using Action Research and professional inquiry, teachers learned to use Action Research to inform their practice.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGES SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- More interactive MOODLE activities will be implemented.
- Adjusting some topics for online discussions
- Reducing the workload

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and analyse the nature and scope of the multiple challenges facing teachers in their area of specialisation in the first year of professional practice	1,2,3
2	Identify practices that contribute positively to the professional trajectories of new teachers, including for example, mentoring, peer support, group problem-solving, collaborative planning, shared narratives, dialogue, and critical reflection	1,2,3
3	Implement strategies for addressing particular issues arising in the first years of professional practice by completing a professional Action Research / Action Learning project	2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2,3
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	1,3
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	1,2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1,3
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1,3
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	2
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1,3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
C. Information and Communication Technologies	3, 4, 8, 14	Online Discussion Groups

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

New teachers are faced with multiple challenges and often find themselves ill-prepared and under- supported in facing the intellectual, social, emotional and physical challenges of first year teaching. The course identifies and examines the multiple challenges faced by new teachers in their area of specialisation and supports them in developing and implementing strategies to address these challenges. In so doing, it also aims to provide novice teachers with the conceptual models and the practical tools, including Action Research and Action Learning/Reflective Learning, to consolidate and extend the developmental trajectory of their careers as teachers in their area of specialization. This course examines how the action research process can be used to inform decision making and examines how practice can be informed through critically engagement with research literature and reflection on their practice. The teaching approach is premised on the belief that students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

5. TEACHING STRATEGIES

This course will involve a range of modes of engagement including teacher-student and student- student discussions, readings, videos, and online discussion forums.

The concept is to make this course as relevant as possible to your emerging needs by providing a framework for thinking about professional issues, whilst at the same time establishing collaborative communities for ongoing professional support and peer mentoring as a means of assisting you in working through the professional issues you confront in novice teaching in your area of specialisation.

6. COURSE CONTENT AND STRUCTURE

Module	Focal Topic
Weeks 1 **9-3.30** (synchronous and asynchronous activities)	**Lecture Workshops (fully online)** Introduction to the course Current Context Identifying professional issues in novice teaching
Week 2-4 **Online Moodle**	**Online participation: See MOODLE for more information on weekly activities** Becoming a reflective practitioner. Teacher- as-researcher and Action Research **Priority areas:** ICT: 3, 4, 8, 14
Week 5 **9-3.30** (synchronous and asynchronous activities)	**Lecture /Workshops (fully online)** Why educational research? The role and importance of educational research. Action Research as a means of interrogating and improving practice. Critiquing action research projects Planning and conducting action research in your classroom or school Developing an AR proposal.
Week 6-10 **Online Moodle**	**Online participation: See MOODLE for more information on weekly activities on how to develop an Action Research** Action Research as a means of interrogating and improving practice.

7. RESOURCES

Readings – see more readings on Moodle for weekly activities

- Aubusson, P., Ewing, R., & Hoban, G. (2009). *Action learning in schools.* New York: Routledge.
- Baumfield, V., Hall, E. & Wall, K. (2008). *Action research in the classroom*. London: Sage.
- Carr, W., & Kemmis, S. (2009). Educational action research: A critical approach. In S. Noffke & B. Somekh (Eds.), *Handbook of Educational Action Research.* London: Sage.
- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching, 20*(2), 189-211. doi: 10.1080/13540602.2013.848570
- Cochran-Smith, M., & Lytle, S. (2009). Teacher research as stance. In S.E. Noffke & Bridget Somekh (Eds.), *The Sage Handbook of Educational Action Research* (pp. 39-49). London: Sage.
- Edward, E. (2014). Action Research in Action. *English Teaching Professional, 94*, 52-54.
- Endo, H., Reece-Miller, P., & Santavicca, N. (2009). Surviving in the trenches: A narrative inquiry into queer teachers' experiences and identity. *Teaching and Teacher Education, 25*, 1-8.
- Fantili, R. & McDougall, D. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education, 25*, 814-825.

- Ginns, I., Heirdsfield, A., Atweh, B., & Watters, J. (2001). Beginning teachers becoming professionals through action research. *Educational Action Research Journal, 9*(1), 109-131.
- Groundwater-Smith, S., & Ewing, R. (2010). Seeing practice through practice: learning through action research and action learning. In R. Ewing, T. Lowrie & J.
- Higgs (Eds.), *Teaching & communicating rethinking professional experiences* (pp.237-246). South Melbourne: Oxford University.
- Hagger, H., Mutton, T., & Burn, K. (2011). Surprising but not shocking: The reality of the first year of teaching. *Cambridge Journal of Education, 41*(4), 387-405. doi: 10.1080/0305764X.2011.624999 *Historical perspectives in action research in schools: from curriculum development to enhancing teacher professional learning.* London: Sage.
- Kemmis, S. (1993). *Action research*. In Hammersley, M. (1993). Educational Research, 1, Open University.
- Kemmis, S. (1997). Action research. In J. P. Keeves (Ed.), *Educational research, methodology, and measurement: an international handbook* (2nd ed., pp. 173-9). New York: Pergamon.
- Koshy, V. (2010). *Action research for improving educational practice: A step-by-step guide. 2nd ed.* London: Routledge.
- Lyons, N. (2010). *Handbook of reflection and reflective inquiry: mapping a way of knowing for professional reflective inquiry.* New York: Springer.
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education, 54*, 77-87. doi: http://dx.doi.org/10.1016/j.tate.2015.11.016
- McNiff, J. & Whitehead, J. (2000). *Action Research in Organisations*. London: Routledge.
- McNiff, J. & Whitehead, J. (2006). *All you need to know about action research*. London: Sage.
- Mockler, N., & Sachs, J. (2011). *Rethinking educational practice through reflexive inquiry: essays in honour of Susan Groundwater-Smith*. New York: Springe.
- Pillen, M., Beijaard, D., & Brok, P. d. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education, 36*(3), 240-260. doi: 10.1080/02619768.2012.696192
- Reason, P, & Bradbury, H, (eds.) (2008). *The Sage Handbook of action research: participative inquiry and practice*. Thousand Oaks: Sage.
- Stringer, E. T., Christensen, L. M., & Baldwin, S. C. (2010). *Integrating teaching, learning, and action research: Enhancing instruction in the K-12 classroom.* Thousand Oaks: Sage Publications.
- Thomas, L. & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education, 27*, 762-769.
- Tiainen, O., Korkeamäki, R.-L., & Dreher, M. J. (2018). Becoming Reflective Practitioners: A Case Study of Three Beginning Pre-service Teachers. *Scandinavian Journal of Educational Research, 62*(4), 586-600. doi:10.1080/00313831.2016.1258673
- Wilson, E. (2009). *School-based research- A guide for education students.* London: Sage.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Online Discussions	Varied	Hurdle	1,2	6.1, 6.2, 6.3, 6.4, 7.4	C 3,4,8,14	See Moodle for weekly online participation
Assessment Task 1: A reflective narrative	1000 words	35%	1,2	6.2, 7.2	C 3,4,8,14	8th March 2021 by 5pm
Assessment Task 2: Action research	3000 words	65%	1,3	6.1, 6.3, 6.4, 7.4	C 3,4,8,14	19th April 2021 by 5pm

Submission of assessments

All assessments must be passed to pass the course. Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Assessment Task 1 will be submitted via your posts on online discussion forums. Assessment task 2 and assessment task 3 will be submitted online via Moodle (Turnitin) by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Online participation

This course is offered fully online. The two Saturdays will be blended with collaborative online learning using the MOODLE Learning Management System (LMS). You are required to participate in the weekly guided discussion on a Moodle discussion forum (at least two hours each week). This t task must be complete to pass this course. See MOODLE for further information.

Assessment 1: A reflective narrative (1000 words)
You are required to write a reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice in your area of specialisation, using the Reflective Thinking Tool as a scaffold / structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum. The Reflective Thinking Tool will be available as a resource on Moodle.

In crafting your response, you will need to consider:

- Definition of the problem or issue
- Contextual issues, underlying factors or other dilemmas framing the problem or issue
- Relevant personal core qualities (beliefs, identities, ideals) and disciplinary content knowledge that you can draw on – or may need to modify – in order to influence the situation
- Potential solutions to the problem or issue and evaluation of the potential solution including the pros and cons
- Lessons learned and/or implications for the future

Assessment 2: Action research (2000-2500 words)
Using action research as a professional learning activity to support your professional learning
You are required to choose and complete one of the following, either:

1. A detailed proposal for an AR project based on the planning stage of the AR cycle (theoretical), or

2. A mini AR project where all stages of the AR cycle are implemented and documented (empirical).

The issue explored through the research will relate to your current or prior experience in school.

In planning your action research project, you will need to address the following contents

- Introduction
- Statement of the problem(s)
- Need/importance of the study (the need should arise primarily from classroom practice/observations, but also be linked to the literature)
- Review of Literature (definitions of terms and review of relevant studies)
- Methodology
    - Objective/objectives of the study
    - Research Questions
    - Participants
    - Action research procedure (including AR steps, possible intervention, materials used)
    - Data collection techniques (including a justification for the methods used and data collection instruments)
    - Data collection analysis and/or interpretation (including a justification for the methods used)
    - Results / expected results and discussion of results. Limitation of research must be detailed
- Conclusion and areas for further development
- References
- Appendices

Identify an area of your practice that you would like to change or improve. You will then consider such things as:

- What is your concern - the difficulty, problem or desirable improvement to be made?
- Why are you concerned?
- What do you think you could do about it?
- What are your 'hunches' - if any - about the likely causes and outcomes?
- Would it be useful to explore aspects of your successful practice, trying to find out why things went well for you?
- Would it be useful to explore aspects of your less successful practice, trying to find out why things do not go well for you?
- What exactly will you need to investigate? Can you formulate the nature of the investigation in two or three key questions?
- What will you need to know in order to explore your key questions? What kind of evidence could you collect in order to acquire such knowledge and to help you make some judgement about what is happening?
- Who might you want to work with? Will you work alone or collaboratively?
- What are the likely sources of data? Where, when and how can data be collected?
- Will there be any ethical issues or issues of confidentiality that need to be considered and addressed?
- How will observations for each activity or stage be recorded? What will be the likely scale, timing and location of each exercise?
- How will data from each exercise be analysed? Will they be quantifiable? Will you have to make qualitative judgements? If so, how?
- How would you check that your judgement about what has happened is reasonable, fair and accurate?
- Who will need to know or benefit from the results of your enquiry and how will you inform them?
- How might your practice be affected by the results of this exercise and how will you set time aside for reflection?

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FEEDBACK SHEET
EDST5117 PROFESSIONAL INQUIRY

Student Name: Student No.:

Assessment Task 1**: A reflective narrative**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Detailed record of reflective activities focused on a particular aspect/s or issue relevant to the professional practice of the novice teacher in their area of specialisation					
Depth of analysis and/or critique in response to the task • Use of critical reflection for analysis and evaluation; • Evidence of developing ability to make insightful connections between reflection on practice, research findings, and ongoing development as a beginning teacher in their area of specialisation.					
Familiarity with and relevance of professional and/or research literature used to support response • Evidence of a wide selection of relevant literature on the professional issue(s) and reflective practices					
Structure and organisation of response • Appropriateness of overall structure of the response to the task; • Clarity and coherence of response to the task, including use of section headings, introductions, and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; • Clarity and consistency in presenting tables and diagrams; • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 35%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5117 PROFESSIONAL INQUIRY

Student Name: Student No.:

Assessment Task 2**: Action research**

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of the question or issue and the key concepts involved • A professional Action Research / Action Learning report explicitly linked to a specific issue(s) in their area of specialisation • Report includes details of activities undertaken (empirical or conceptual work)					
Depth of analysis and/or critique in response to the task • Evidence of ability to insightfully connect practice with theory • Evidence of in-depth critical reflection in relation to the action research / action learning experience					
Familiarity with and relevance of professional and/or research literature used to support response • Evidences of insightful and effective use of relevant selected literature to support the analysis and investigation of the key issue(s).					
Structure and organisation of response • Appropriateness of overall structure of the response to the task; • Clarity and coherence of response to the task, including use of section headings, introductions, and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; • Clarity and consistency in presenting tables and diagrams; • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 65%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lectures may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**