



UNSW Course Outline

EDST5117 Professional Inquiry - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5117

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Online

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course you examine the professional issues faced by first year teachers, including the culture of isolation characteristic of many schools, transition shock, workload issues and classroom management challenges. Strategies for addressing these challenges, such as

mentoring, peer support, problem-based discussion groups, and the sharing of personal narratives and dialogue through face-to-face and online forums will be explored.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice.
CLO2 : 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.
CLO3 : Implement strategies for addressing particular issues arising in the first years of professional practice through Action Research

Course Learning Outcomes	Assessment Item
CLO1 : Analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice.	<ul style="list-style-type: none">• Reflective narrative• Action research
CLO2 : 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.	<ul style="list-style-type: none">• Reflective narrative
CLO3 : Implement strategies for addressing particular issues arising in the first years of professional practice through Action Research	<ul style="list-style-type: none">• Action research

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

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.

Teaching Strategies

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

Other Professional Outcomes

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

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
C	Information and Communication Technologies.	3-4, 8, 14	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflective narrative Assessment Format: Individual	35%	Start Date: Not Applicable Due Date: 26/02/2024 05:00 AM Post Date: 11/03/2024 05:00 PM
Action research Assessment Format: Individual	65%	Start Date: Not Applicable Due Date: 22/04/2024 05:00 PM

Assessment Details

Reflective narrative

Assessment Overview

Task 1 - Reflective narrative - 1000 words

Students will receive written feedback within ten days of submission

Course Learning Outcomes

- CLO1 : Analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice.
- CLO2 : 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.

Detailed Assessment Description

You are required to write a reflective narrative (essay) 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 – 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 Length

1000 words (exclude references)

Assessment information

RUBRIC/FEEDBACK SHEET

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Assessment Task 1: A Reflective Narrative

Specific Criteria	Fail ----- > High Distinction
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 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: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass

mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Action research

Assessment Overview

Task 2 - Action Research - 2500 words

Students will receive written feedback within 10 days of submission

This is the final assessment.

Course Learning Outcomes

- CLO1 : Analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice.
- CLO3 : Implement strategies for addressing particular issues arising in the first years of professional practice through Action Research

Detailed Assessment Description

Using action research as a professional learning activity to support your professional learning.

You are required to choose and complete one of the following:

- A detailed proposal for an AR project based on the planning stage of the AR cycle (theoretical), OR
- 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

Assessment Length

2500 words (exclude references)

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5117 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Action Research

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none">• 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)	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none">• Evidence of ability to insightfully connect practice with theory• Evidence of in-depth critical reflection in relation to the action research / action learning experience	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none">• Evidence of insightful and effective use of relevant selected literature to support the analysis and investigation of the key issue(s)	
<p>Structure and organisation of response</p> <ul style="list-style-type: none">• 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	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none">• 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: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 65%
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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Pre-Term Week Saturday 20th January 10am-12pm	Lecture	<ul style="list-style-type: none">Online lecture/workshops (please check Moodle for the link to join the online lecture) Introduction to the course Current context Identifying professional issues in novice teaching
Weeks 1-2 online activities	Online Activity	<ul style="list-style-type: none">Online participation (see Moodle for more information on weekly activities) Becoming a reflective practitioner Teacher- as-researcher and Action Research
Week 3 Saturday 2nd March 10am-12pm	Workshop	<ul style="list-style-type: none">10am-11am online, lecture11am-12pm online, tutorialOnline lecture/workshops Action Research as a means of interrogating and improving practice
Weeks 4-8 online activities	Online Activity	<ul style="list-style-type: none">Online participation (see Moodle for more information on weekly activities) How to develop Action Research
Week 9 Saturday 13th April 10am-12:00pm	Workshop	<ul style="list-style-type: none">Online lecture/workshops Critiquing Action Research projects Planning and conducting action research in your classroom or school Developing an Action Research proposal
Week 10 online activity	Online Activity	<ul style="list-style-type: none">Wrap upReflection

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

See Moodle for weekly activities and additional readings.

- Chaaban, Y., & Du, X. (2017). Novice teachers' job satisfaction and coping strategies: Overcoming contextual challenges at Qatari government schools. *Teaching and Teacher Education*, 67, 340-350. doi:<https://doi.org/10.1016/j.tate.2017.07.002>
- Kutsyuruba, B., Walker, K. D., Stasel, R. S., & Al Makhamreh, M. (2019). Developing resilience and promoting well-being in early career teaching: Advice from the Canadian beginning teachers. *Canadian Journal of Education*, 42(1), 285–321.
- Lindqvist, H., Thornberg, R., Weurlander, M., & Wernerson, A. (2021). Change advocacy as coping strategy: how beginning teachers cope with emotionally challenging situations. *Teachers and Teaching*, 27(6), 474-487. doi:10.1080/13540602.2021.1889496
- Morettini, B., Luet, K., & Vernon-Dotson, L. (2020). Building Beginning Teacher Resilience: Exploring the Relationship between Mentoring and Contextual Acceptance. *Educational Forum*, 84(1), 48–62. <https://doi.org/10.1080/00131725.2020.1679933>
- 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>
- 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
- 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
- Voss, T., & Kunter, M. (2020). "Reality Shock" of Beginning Teachers? Changes in Teacher Candidates' Emotional Exhaustion and Constructivist-Oriented Beliefs. *Journal of Teacher Education*, 71(3), 292–306. <https://doi.org/10.1177/0022487119839700>
 - Voss, T., Wagner, W., Klusmann, U., Trautwein, U., & Kunter, M. (2017). Changes in beginning teachers' classroom management knowledge and emotional exhaustion during the induction phase. *Contemporary Educational Psychology*, 51(August), 170–184. <https://doi.org/10.1016/j.cedpsych.2017.08.002>
 - Yan, C. (2017). 'You never know what research is like unless you've done it!' Action research to promote collaborative student-teacher research. *Educational Action Research*, 25(5), 704–719. doi:10.1080/09650792.2016.1245155

Action Research

- 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.
- Edwards, E. (2020). The ecological impact of action research on language teacher development: a review of the literature. *Educational Action Research*, 1-18. doi:10.1080/09650792.2020.1718513
- Edwards, E. (2014). Action Research in Action. *English Teaching Professional*, 94, 52-54.
- Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to Action research across the professions* Oxon: Routledge.
- 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.
- 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.
- McNiff, J. & Whitehead, J. (2006). *All you need to know about action research*. London: Sage.
- Reason, P. & Bradbury, H. (eds.) (2008). *The Sage Handbook of action research: participative inquiry and practice*. Thousand Oaks: Sage.
- Wilson, E. (2009). *School-based research- A guide for education students*. London: Sage.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Associate Professor Hoa Nguyen		G37 Ground Floor, Morven Brown Building	+61 2 93858349	Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://sed.unsw.edu.au/policies-and-procedures).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>