EST 302

Researching Classroom Practice

Semester 1, 2023 Unit Information

# Unit Contacts

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| Unit Coordinator: | Dr Johanna Funk  P: (08) 8946 6819  E: [johanna.funk@cdu.edu.au](mailto:johanna.funk@cdu.edu.au)  LOC: Orange 2.3.27 |  |
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# At A Glance

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| --- | --- | --- | --- |
| Start Date |  | Timetabled Classes | F2F:Online: Learn line |
| Credit Points | 10 | Mode(s) | Internal External |
| Assumed Knowledge | Observed or experience in a classroom setting | Internal Location(s) | Casuarina (CAS) |
| Prerequisites | NA | Learning Method | Online Reliant |

# Set Text

Readings are open access or accessible via the library website via student login.

**Unit Description**

This unit will allow preservice teachers to explore and analyse educational needs across classroom teaching contexts. This unit looks at ways of researching one's own practice, recognising personal and systemic gaps in knowing, and using contemporary literature in a critically reflective process to build a professional learning journey. It also offers a research opportunity to develop professional teaching practices.

# Learning Outcomes

1. Analyse a learning journey in teaching classroom practice.
2. Apply appropriate methodologies and ethical standards in researching classroom practice.
3. Synthesise relevant research in education.
4. Design a research project for continuing reflexive and generative professional development.
5. Critically analyse data pertaining to factors impacting student learning.
6. Critique strategies impacting change in education practice.

# Acknowledgement of Indigenous Sovereignty

The College of Indigenous Futures, Education and the Arts acknowledges the sovereignty of Aboriginal and Torres Strait Islander people’s cultures and knowledge practices in education and research in the places where you are studying. Our College leadership encourages staff to work with Indigenous people to co-create knowledge content and learning experiences and/or engage with Indigenous perspectives on topics in their field of expertise, and expects this to occur in ways that respect Indigenous people’s cultures and knowledge practices.

Particular attention will be given to how the researching of classroom practice can be informed by Indigenous Knowledges and pedagogical approaches.

# Teaching and Learning Strategies

This unit will use blended delivery (online and f2f synchronous), asynchronous communication in Feedback Fruits Peer review platform and discussion boards, as well as engage open educational pedagogy and practice; development of a community of professional learners, peer review and feedback, as well as critical social theory to address professional learning in your specialism. We will also use design thinking to develop your professional learning plan/ strategy. All recordings on weekly discussions will be made available.

# Student Participation Requirements

You will be required to commit 10 hours per week to the study of this unit which will involve a combination of class time (face to face or online), active engagement in discussion and collaboration with your lecturer and your peers, private research and study, and completion of assessed work.

**Internal Students (CAS)**

You may come to class in person and participate f2f.

**External (EXT)**

You may attend at the same time as class or attend asynchronously by watching recordings and engaging in asynchronous communication in the Discussion Board forums.

As an external student, there is no requirement that you attend weekly classes for this unit, but classroom sessions are held in Collaborate so that you can participate in live classes and are recorded for you watch later when you have time (every effort will be made to make these recordings downloadable and closed captioned as well). External students are expected to actively contribute to the life of the class in the ways that work for them – it may be in the live classroom or it may be through the Discussion Board, emails exchanges and chats with the lecturer and other students or the sharing of useful and interesting resources.

# Technology Requirements

To reliably access Learnline, students require access to a desktop computer with a reliable broadband internet access.

* For online tutorials, a microphone headset might be required.
* The latest versions of Google Chrome and Mozilla Firefox are the only supported internet browsers. Other browsers are known to have display issues in Learnline or its component parts.

System requirements for Learnline and related systems can be found [here](https://www.cdu.edu.au/current-students/services/learnline).

# Unit Overview

# Learning Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Module** | **Key Readings** | | **Assessment Prep and Due Dates** |
| Module 1 | | | | |
| 1 | * Synthesise relevant research in education. * Critically analyse data pertaining to factors impacting student learning. * Critique strategies impacting change in education practice. | The Conversation: We asked 900 Australian teachers if evidence informs how they teach – and found most use it, but there are key gaps <https://theconversation.com/we-asked-900-australian-teachers-if-evidence-informs-how-they-teach-and-found-most-use-it-but-there-are-key-gaps-196117n>  **Search/ Scan** these two Peer reviewed articles on Generative and Reflexive Approaches to Teacher Professional Development; **Annotate, Analyse and paraphrase.**  Mockler, N. (2015). From Surveillance to Formation? A Generative Approach to Teacher ‘Performance and Development’ in Australian Schools. *Australian Journal of Teacher Education, 40*(9). [**https://ro.ecu.edu.au/ajte/vol40/iss9/7/**](https://ro.ecu.edu.au/ajte/vol40/iss9/7/)  Ryan, Mary & Bourke, Terri (2013) The teacher as reflexive professional: making visible the excluded discourse in teacher standards. *Discourse*, 34(3), pp. 411-423 <https://doi.org/10.1080/01596306.2012.717193> | | **DB activity:** share a draft for workshopping in class next week |
| 2 | **Synthesise and Critique** the points in the articles you read last week by answering the questions in the article review template | | **DB activity:** share a draft for workshopping in class next week |
| 3 | **Synthesise and Critique**  Find a journal article **\*that is relevant to your teaching practice\*** to review using the skills we’ve practiced the past two weeks, adding to your review template. | | **DB activity: Feed Forward**  **A1 Due: Review a journal article by Sunday Midnight** |
| 4 | Research Question and review   * Apply appropriate methodologies and ethical standards in researching classroom practice. * Critically analyse data pertaining to factors impacting student learning. * Critique strategies impacting change in education practice. | How do Generative and reflexive approaches improve teaching and learning? Which of these can I use in my classroom practice in \_\_\_\_\_\_? (  Use your focus and specialism / professional interests to narrow your research topic and develop keywords for searching for FIVE more relevant research articles (including data, strategies for change, and ethical standards | | **DB: Feedforward** |
| 5 | Subsections of a review: Multiple ways to review a piece of research, but more in-depth:  **Using these skills:**  Annotate, Analyse, Paraphrase Synthesise and **Critique**  **On these aspects of published research:**  The Data pertaining to factors impacting student learning, critiquing strategies impacting change, applying appropriate methods and ethical standards;  What else could be read into the research, data and strategies suggested? What does the research leave out or ignore? | | **DB: Feedforward** |
| **Mid Semester Break** | | | | |
| 6 | * Synthesise relevant research in education. | So, what does it mean for your practice?  What does the research say?  How does it apply to your work?  What have you learned? | | **DB: Feed Forward** |
| Module 2 | | | | |
| 7 | * Design a research project for continuing reflexive and generative professional development. * Apply appropriate methodologies and ethical standards in researching classroom practice. * Synthesise relevant research in education. * Analyse a learning journey in teaching classroom practice. | | What three main learning goals can you deduce from your research so far?  Take these three recommendations from your literature review and use them as starting points for your professional research plan.  Include: rationale, scope, activities, and research basis for your professional research project plan. | **A2 Due: Literature Review by Sunday Midnight** |
| 8 | Using key words from your recommendations, search for more focused (less generic) resources, materials and realistic professional learning opportunities that can support your ongoing professional learning. | **DB: Feed Forward**  Strategy format, synthesis |
| 9 | What are some supportive research pieces that can refine my plan for practice? | **Synthesise**, Analyse, **Critique,** and **Apply.** |
| 10 | What about other perspectives? What are the limitations and criticisms of the methods I’ve chosen? What if we did it a different way? | **DB: Feed Forward Synthesise**, Analyse, Paraphrase and **Critique** |
| 11 | What other standards, codes of conduct and best practices are aligned with the research?  **Synthesise, Analyse, Critique, Paraphrase, and Apply.** | **Start A3 live interviews.** |
| 12 | Strategy Development and Finalisation; | DB: feedforward. |
| **Assessment 3 Due by Sunday night, END OF week 12** | | | | |

The following links will assist you to manage your time during the semester and plan your study:

[**CDU Important Dates**](https://www.cdu.edu.au/current-students/student-admin/important-dates) - <https://www.cdu.edu.au/current-students/student-admin/important-dates>

[**CDU HE Timetable**](https://stapps.cdu.edu.au/f?p=1000:3) - <https://stapps.cdu.edu.au/f?p=1000:3>

# Assessment

There are <> assessment items for this unit. <enter overview information as necessary>

The following documents will assist you in understanding the processes involved in the assessment and grading your work:

The Higher Education/Vocational Education and Training Grading Schema: <https://www.cdu.edu.au/governance/doclibrary/pol-017.pdf>

Higher Education Assessment Procedures: <https://www.cdu.edu.au/governance/doclibrary/pro-113.pdf>

An overview of the assessments is provided here:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Value** | **Due** | **Volume** |
| 1. Journal article review | 20% | Week 3 | 500-700 words |
| 1. Literature Review | 30% | Week 7 | 2000 words |
| 3. Portfolio | 50% | Week 12 | 2000 words or equivalent |

Details of each assessment is provided here:

|  |  |
| --- | --- |
| **Assessment 1** | |
| **Description** | Article Review |
| **Value** | 20% |
| **Length** | words including references (APA7th <https://libguides.cdu.edu.au/cdureferencing/apa>) |
| **Learning Outcomes** | * Synthesise relevant research in education. * Critically analyse data pertaining to factors impacting student learning. * Critique strategies impacting change in education practice. |
| **Preparation** | * Use the template provided to present the information required |
| **Due Date** | Week 3 |
| **Assessment 2** | |
| **Description** | Literature review |
| **Value** | 30% |
| **Length** | 2000 words including references (APA7th <https://libguides.cdu.edu.au/cdureferencing/apa>) |
| **Learning Outcomes** | 1. Analyse a learning journey in teaching classroom practice. 2. Apply appropriate methodologies and ethical standards in researching classroom practice. 3. Synthesise relevant research in education. 4. Design a research project for continuing reflexive and generative professional development. 5. Critically analyse data pertaining to factors impacting student learning. 6. Critique strategies impacting change in education practice. |
| **Preparation** | * Use the template provided to present the information required |
| **Due Date** | Week 7 |
| **Assessment 3** | |
| **Description** | **Portfolio** |
| **Value** | **50%** |
| **Length** | 2000 words or equivalent |
| **Learning Outcomes** | 1. Analyse a learning journey in teaching classroom practice. 2. Apply appropriate methodologies and ethical standards in researching classroom practice. 3. Synthesise relevant research in education. 4. Design a research project for continuing reflexive and generative professional development. 5. Critically analyse data pertaining to factors impacting student learning. 6. Critique strategies impacting change in education practice. |
| **Preparation** | * Use the template provided to present the information required * Prepare a 10-minute interview for a live (appointments from week 11) or pre-recorded presentation of the rationale, scope, activities, and research basis for your professional research project plan. |
| **Due Date** | Week 12 |

# Assessment Submission

**How to submit**

Unless stated otherwise, assignments must be submitted through Learnline. Instructions on how to submit in Learnline are found in the Assessment Overview area in the Learnline site for this unit. Contact the course coordinator or lecturer for this unit if you have any difficulties submitting your assignments.

Note that assignments should be submitted using the standard file naming convention in the format: Last Name and Initial\_Unit Code\_Assignment Number **E.g., SinghJ\_IAS220\_Assignment1**

**Academic Integrity**

Academic integrity is based on the values of honesty, trust, fairness, respect, and responsibility. Plagiarism and collusion are breaches of academic integrity.

For information about your responsibilities as a student please refer to the following documents which are located on the CDU governance website <http://www.cdu.edu.au/governance/>

* Academic and Scientific Misconduct Policy
* Student Breach of Academic Integrity Procedure

# Student Conduct By-law

**AN IMPORTANT NOTE**

Students are reminded that the capture and presentation of assessment items for sale, trade or other circulation, either within the university or with outside bodies, represents a significant act of academic misconduct under the university's [Academic and Scientific Misconduct](https://www.cdu.edu.au/governance/doclibrary/pol-001.pdf) and [Fraud, Bribery and Corrupt Conduct Prevention](https://www.cdu.edu.au/governance/doclibrary/pol-016.pdf) policies.

# Referencing Requirements

Referencing is an important part of your academic work and ongoing success at your studies is predicated on you understanding the culture of academic endeavor and ensuring you follow the conventions that the culture expects.

<enter your referencing style preference>

CDU-Harvard and APA 7th are both acceptable and have detailed guides available to you on the library website:

<https://libguides.cdu.edu.au/cdureferencing>