UNSW
SYDNEY

School of Education

EDST 5117 Professional Inquiry

Term 1 2023

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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 2023

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	See below for more information

- **Pre-Term 1:** Friday 27th January 3.30-5.30pm (lecture, online)
- **Week 3:** Friday 3rd March 3.30-4.30pm (lecture, online); 4.30-5.30pm (tutorial, online)
- **Week 9:** Friday 14th April 3.30-4.30 pm (lecture, online); 4.30-5.30pm (tutorial, online)
- **Week 10:** Friday 21st April 3.30-4.30pm (wrap up, online)

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
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	Implement strategies for addressing particular issues arising in the first years of professional practice by completing a professional Action Research / Action Learning project	1, 2

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.	1, 2
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, 2
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1, 2
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1,2
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

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, 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.

6. COURSE CONTENT AND STRUCTURE

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.

Module	Focal Topic
Pre-Term Week Friday 27th January (Pre-PE2, w/c 3 weeks before w1 T1) 3.30-5.30pm (lecture, online) (synchronous)	**Lecture/Workshops (fully online)** Introduction to the course Current Context Identifying professional issues in novice teaching
Weeks 1-2 Online Moodle activities	**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 3 Friday 3rd March 3.30-4.30pm (lecture, online) 4.30-5.30pm (tutorial, online) (synchronous)	**Lecture /Workshops (fully online)** Action Research as a means of interrogating and improving practice.
Weeks 4-8 Online Moodle activities	**Online participation: See Moodle for more information on weekly activities** How to develop Action Research
Week 9 Friday 14th April 3.30-4.30pm (lecture, online) 4.30-5.30pm (tutorial, online)	Critiquing action research projects Planning and conducting action research in your classroom or school Developing an AR proposal.
Week 10 Friday 21st April 3.30-4.30pm (wrap up, online)	Wrap up Reflection.

7. RESOURCES

See more readings on Moodle for weekly activities.

- 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

- 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

- 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.

- Edward, 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.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment Task 1: A reflective narrative	1000 words	35%	1,2	6.2, 7.2	C3, 4, 8, 14	Monday 27th February 2023 by 5pm via Moodle
Assessment Task 2: Action research	2500 words	65%	1,3	6.1, 6.3, 6.4, 7.4	C3, 4, 8, 14	Thursday 27th April 2023 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 and assessment task 2 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. You are required to participate in the weekly guided discussion on a Moodle discussion forum (at least two hours each week). 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 – 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 (2500 words excluding references)
Using action research as a professional learning activity to support your professional learning.
You are required to choose and complete one of the following:

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

UNSW SCHOOL OF EDUCATION
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 • Evidence 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.**