

# TEAC 3002 CLASSROOM INQUIRY AND IMPROVING PROFESSIONAL PRACTICE

**Credit Points** 10

**Legacy Code** 102138

**Coordinator** Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

**Description** The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teachers are continually seeking new ways of understanding and improving their practices in the classroom. A range of applied evidence-based research methods provides valuable tools to aid this process. This unit will introduce students to educational research methods in general and action research in particular. The unit will assist students to become reflective practitioners who are capable of making informed improvements to the way they apply teaching strategies in their professional practice as teachers. Students will apply their evolving understandings of evidence-based practice and focus on how they use ICT supported learning across a range of educational contexts.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Co-requisite(s)** TEAC 3022

**Equivalent Subjects** LGYA 1484 - ICT and Research in Education

**Restrictions** Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of practitioner research methods and classroom inquiry skills.
2. Identify KLAs where ICTs may be utilised for teaching and learning.
3. Locate, analyse and synthesise literature relevant to educational theories, curriculum topics and pedagogical issues.
4. Investigate and evaluate the role of ICT supported learning strategies across the primary curriculum.
5. Investigate and articulate their theories about learning with reference to the use of ICTs in educational contexts.
6. Design, plan and evaluate learning experiences based on the application of ICT related resources in a school setting

## Subject Content

1. What is the action research model? In what ways are teachers also researchers?
2. Reflect on the first school visit. Choose an area of teaching interest and write research questions and sub-questions.

3. What ICT teaching opportunities, action research opportunities and logistical requirements are available?
4. Writing a lit review APA referencing and avoiding plagiarism. Literature searching, plagiarism and referencing.
5. Plan the second school visit. What needs to be negotiated? Going in with a plan and negotiate teaching opportunities based on what ICTs are available.
6. What ways can common ICT resources be integrated into your teaching plans and research agendas?
7. Data collection and analysis methods. Ethical issues to be considered.
8. Planning for assessment and evaluation.
9. Organise teaching, data collection, analysis and interpretation of findings. Plan ahead for data collection analysis and writing of journal article.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1200 words	30	N	Individual
Professional Task	1000 words	20	N	Individual
Professional Task	2000 words	50	N	Individual

Teaching Periods