

TEAC 3025 RESEARCHING PRACTICE

Credit Points 10

Legacy Code 102681

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Description This subject develops students' capacity to engage with the tenets of research as they investigate and reflect on their teaching practice, pedagogy and professional identity as a practitioner. Students are introduced to research through action research. The students use the Principles and Practices sections from the Early Years Learning Framework to reflect on their pedagogy, which requires them to consider the strength of their practice and the subsequent areas for improvement to develop their teaching practice. Through this process, students develop an understanding of critical reflective practice and improvement cycles. The action research model requires students to explore research processes of data collection, analysis techniques, literature review and using this information to develop a new cycle of investigation.

School Education

Discipline Teacher Education: Early Childhood

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/) page.

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Analyse the key ideas and assumptions underlying aspects of research and education research debates.
2. Explore research processes and the role of each step of the action process for quality research.
3. Examine key factors influencing the practice and identities of teachers in contemporary education contexts.
4. Reflect critically on their own teaching and learning philosophy, ethical practice and pedagogical leadership.
5. Critique field experience and plan strategies for enhancing practice.
6. Apply the outcomes of the research process to support professional learning, reflection and continuous improvement.

Subject Content

1. The value of engaging with educational research
2. The use of research literature to identify and analyse the social, cultural, economic and political structures important to the role and identity of teachers
3. Research processes: research design, data analysis and ethical issues
4. Research on key factors of contemporary teaching and learning, professional practice and professional identities

5. The role and work of teachers as defined by the research literature
6. Action research and practitioner research principles and practices

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
Reflection	1200 words	25%	N	Individual
Critical Review	1500 words	35%	N	Individual
Applied Project	1800 words	40%	N	Individual

Teaching Periods