

EDST5117

Professional Inquiry

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hoa Nguyen	hoa.nguyen@unsw.edu.au	Tuesday 9-11 a.m	G37, Morven Brown Building	0293516319

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

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

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

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
	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and	2

7.4.1	practice.	
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National Priority Area Elaborations

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

Teaching Strategies

Teaching strategies

This course will involve a range of modes of engagement including teacher-student and student-student face-to-face discussions, readings, videos, online discussion forums, and collaborative project work.

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, resulting in unnecessary stress and attrition. This course engages directly with these issues. The course identifies and examines the multiple challenges faced by new teachers and supports them in developing and implementing collaborative 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, to consolidate and extend the developmental trajectory of their careers as teachers. 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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reflective narrative	35%	14/03/2022 05:00 PM	1, 2
2. Action research	65%	08/05/2022 05:00 PM	1, 3

Assessment 1: Reflective narrative

Submission notes: All assessment will be submitted online via Moodle by 5pm

Due date: 14/03/2022 05:00 PM

Task 1 - Reflective narrative - 1000 words

Students will receive written feedback within ten days of submission

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

Additional details

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 – in order 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

Submission notes: All assessment will be submitted online via Moodle by 5pm

Due date: 08/05/2022 05:00 PM

Task 2 - Action Research - 3000 words

Students will receive written feedback within 10 days of submission

This is the final assessment.

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

Additional details

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

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

RUBRIC/FEEDBACK SHEET

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Assessment Task 1: Reflective narrative

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> 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 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Evidence of a wide selection of relevant literature on the professional issue(s) and reflective practices 					
<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 					

Specific Criteria	(-)—————>(+)				
listing references <ul style="list-style-type: none"> • 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: 					

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 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.

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Action research

Specific Criteria	(-)—————>(+)				
<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>					

Specific Criteria	(-)—————>(+)				
<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: 					

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, 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January	Seminar	27th January (Thursday): 9am-12pm (lecture and tutorial online, synchronous) <ul style="list-style-type: none">• Introduction to the course• Current Context• Identifying professional issues in novice teaching
Week 1: 14 February - 18 February	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 2: 21 February - 25 February	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 3: 28 February - 4 March	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 4: 7 March - 11 March	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 5: 14 March - 18 March	Lecture	19th March (Saturday): 10am–12pm, synchronous <ul style="list-style-type: none">• Action Research as a means of interrogating and improving practice.
Week 6: 21 March - 25 March	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 7: 28 March - 1 April	Online Activity	Online participation: See MOODLE for more information on weekly activities
Week 8: 4 April - 8 April	Online Activity	Online participation: See MOODLE for more information on weekly activities

Week 9: 11 April - 15 April	Seminar	<p>11th April: 9am-12pm face to face lecture and tutorial (subject to COVID situation)</p> <ul style="list-style-type: none"> • Critiquing action research projects • Planning and conducting action research in your classroom or school • Developing an AR proposal.
Week 10: 18 April - 22 April	Seminar	<p>22nd April (Friday): 4-5pm online, synchronous</p> <ul style="list-style-type: none"> • Reflections and wrap up

Resources

Recommended Resources

Readings – see more readings on Moodle for weekly activities

- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211. doi: 10.1080/13540602.2013.848570
- 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>
- 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
- 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.
- 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>
- 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.
- Cochran-Smith, M., & Lytle, S. (2009). Teacher research as stance. In S.E. Noffke & Bridget Somekh (Eds.), *The Sage Handbook of Educational Action Research* (pp. 39-49). London: Sage.
- Edward, E. (2014). Action Research in Action. *English Teaching Professional*, 94, 52-54.
- Fantili, R. & McDougall, D. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25, 814-825.
- Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work : An introduction to Action research across the professions* Oxon: Routledge
- Ginns, I., Heirdsfield, A., Atweh, B., & Watters, J. (2001). Beginning teachers becoming professionals through action research. *Educational Action Research Journal*, 9(1), 109-131.
- 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.

- Hagger, H., Mutton, T., & Burn, K. (2011). Surprising but not shocking: The reality of the first year of teaching. *Cambridge Journal of Education*, 41(4), 387-405. doi: 10.1080/0305764X.2011.624999
- 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.
- Lyons, N. (2010). *Handbook of reflection and reflective inquiry: mapping a way of knowing for professional reflective inquiry.* New York: Springer.
- 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>
- McNiff, J. & Whitehead, J. (2006). *All you need to know about action research.* London: Sage.
- 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
- Reason, P., & Bradbury, H, (eds.) (2008). *The Sage Handbook of action research: participative inquiry and practice.* Thousand Oaks: Sage.
- 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
- Wilson, E. (2009). *School-based research- A guide for education students.* London: Sage.

Course Evaluation and Development

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

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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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.

Correct referencing practices

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

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.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Synergies in Sound 2016

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