

ECE316 Practitioner Enquiry and Learning

Level: 3

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

ECE316 Practitioner Enquiry and Learning focuses on the importance of evidence-based practice and the importance of “insider” practitioner-designed research in educational settings as part of continuous teacher learning, innovation and growth. The systematic process of teacher enquiry through action research methods is emphasised as a thinking and learning tool to make informed decisions in curriculum and pedagogy.

Topics:

- Reflective practitioners and teacher-as-researcher
- Professional learning and growth
- Teacher research in educational settings
- Teacher research designs in early childhood education
- Selecting a purpose or a problem for practitioner enquiry
- Literature review process
- Drawing up a plan for investigation
- Ethical considerations in teacher research
- Generating qualitative data for teacher research
- Generating quantitative data for teacher research
- Interpreting and analysing patterns in data
- Sharing and communicating learning points

Textbooks:

Falk, B. & Blumenreich, M: The Power of Questions: A Guide to Teacher and Student Research 2005
Heinemann
ISBN-13: 9780325006987

Learning Outcome:

- Examine the steps involved in selecting a teaching problem and a suitable research design to investigate the problem and its solutions
- Compare various data gathering and data analyses methods suitable for practitioner enquiry
- Discuss the ethical dimensions of teacher research
- Formulate teacher research questions
- Employ data-gathering methods in a classroom
- Review relevant literature for a topic of their choice

Assessment Strategies (Daytime Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	ECA	50
Total		100