UNIT INFORMATION

UNIT CODE	ES601
UNIT NAME	Teacher as Researcher (Primary Specialisation)
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Teaching (Primary)
DURATION	One Semester
LEVEL	Level 9
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 160 - Master of Teaching (Secondary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
- Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	**150 hours**

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

CE511 PEP1 Philosophy of Teaching for Learning

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area) Page 1 of 11 Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College 4 February 2021 (v1) Authorised: Academic Board
CRICOS Provider Number: 01016F www.chc.edu.au
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RATIONALE

Enduring Understanding:

Evidenced based research informs effective Christ-centred, Bible-based practice of primary (Years Prep- 6) school teachers.

The purpose of this unit is to embed research into the day-to-day practice of pre-service teachers. Pre-service teachers investigate a number of research paradigms, and a range of research methods that may offer the means to interrogate a research problem. Pre-service teachers will have the opportunity to demonstrate an understanding of the interplay amongst research paradigms, epistemology, methodology, and research methods prior to initiating an action research project in their teaching in a practical, school-based context. Philosophical, paradigmatic, practical and ethical considerations that impact upon all forms of research will be investigated and critiqued from a Christ-centred, Bible-based worldview.

Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching program.

CONTENT

1. Introduction to the research process in the context of a Christ-centred, Bible-based worldview:
    1.1 Overview and critique of epistemological paradigms
    1.2 Assumptions of educational researchers
    1.3 A Christian critique: In search of Truth?

2. Nature of educational research paradigms, epistemologies and perspectives:
    2.1 Philosophies and schools of thought
    2.2 Purposes of research, questions and hypothesis
    2.3 Research designs, methods, participants, instruments, data collection, artefacts, study procedures
    2.4 Data analysis, conclusion drawing and research findings

3. Research approaches using qualitative, quantitative and mixed methods data

4. Research strategies such as empirical, action and applied research

5. Review of quality criteria of educational research such as:
    5.1 Validity and reliability,
    5.2 Trustworthiness and believability

6. How to development an annotated bibliography and a literature review

7. Application statistical tests such as: Chi-square, One sample variance, Two sample variance, Wilcoxon Rank-Sum, Kruskal-Wallis, Variance and standard deviation tests; and review of software analysis programs in research

8. Ethical and legal considerations in conducting research:
    8.1 Research study and ethics approvals (e.g. NEAF)
    8.2 Styles of research approaches and processes
    8.3 Problems and Issues

9. Role of professional and research bodies

10. Development of the research report:
    10.1 Design of the research scaffold
    10.2 Drafting and editing
    10.3 Final copy

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area)   Page 2 of 11   Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College   4 February 2021 (v1)   Authorised: Academic Board
CRICOS Provider Number: 01016F   www.chc.edu.au
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    10.4   Submission
    10.5   Evaluation and review
    10.6   Publishing

11. Continual professional learning toward maintaining best practice:
    11.1   Teacher as researcher
    11.2   Australian Professional Standards for Teachers
        11.2.1   Career stages
        11.2.2   Professional development processes
        11.2.3   School-based initiatives and professional / workplace learning

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. knowledge of and engaged with, the purposes, processes and principles of effective research design and methodology for primary (Years Prep-6) classroom contexts
Graduate Teacher Standards: 6.2, 6.4
Graduate Attributes: 3, 7

2. examined the key philosophical and paradigmatic assumptions that underpin different research designs and methods
Graduate Teacher Standards: 6.2, 6.4
Graduate Attributes: 3, 7

3. critically applied the key research processes and assumptions that underpin the collection, analysis and reporting of valid, useful and reliable data; and drawing appropriate, data based conclusions in the pre-service teacher's area of specialisation (Religious Education, Primary Mathematics or Primary English)
Graduate Teacher Standards: 6.2,6.4
Graduate Attributes: 2, 3, 4, 7

4. investigated, analysed and synthesised ethical issues and processes evident in a range of research designs, methods and reports
Graduate Teacher Standards: 7.1
Graduate Attributes: 2, 7

5. critically evaluated the relative strengths and limitations of a range of research designs, methods and reports
Graduate Teacher Standards:
Graduate Attributes: 6

6. examined the role of educational and professional bodies in facilitating research and their role in professional learning
Graduate Teacher Standards: 6.1, 6.2, 6.4, 7.4
Graduate Attributes: 1, 2

7. reflected critically on the research process from a Christ-centred, Bible-based worldview and
Graduate Attributes: 1, 6

8. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation
Graduate Attributes: 5

ASSESSMENT TASKS

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area)   Page 3 of 11   Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College   4 February 2021 (v1)   Authorised: Academic Board
CRICOS Provider Number: 01016F   www.chc.edu.au
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In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: LITERATURE REVIEW

Prepare a literature review engaging with academic literature, research reports, professional bodies and teaching organisations that investigates a research problem in the pre-service teacher's primary specialisation area (Primary mathematics or Primary English). Draft a proposal for a research project to be implemented in a primary school placement.

Word Length/Duration: 2,000 words
Weighting: 40%
Assessed: Week 8

TASK 2: RESEARCH PROJECT

Report on a research project conducted by the pre-service teacher in the pre-service teacher's primary specialisation area (Christian Education, Primary Mathematics or Primary English) during a primary school placement.

Word Length/Duration: 3,000 words
Weighting: 60%
Assessed: 1 Week after PEP Block

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 2, 3, 6, 7, 8	1, 2, 3, 6	2.1, 6.2, 6.4, 7.1, 7.2	1, 2, 3, 4, 5, 6, 7
Task 2	1, 3, 4, 5, 6, 7, 8	1, 4, 5, 7, 8, 9	2.1, 3.6, 6.2, 6.4, 7.1	1, 2, 3, 4, 5, 6, 7

ASSESSMENT ELABORATION

Task 1: Literature Review

Your task is to:

Prepare a **literature review** engaging with academic literature, research reports, professional bodies and teaching organisations that investigates a **research problem (issue)** in the pre-service teacher's primary specialisation area (Primary Mathematics or Primary English) or wider schooling practices. Draft a **proposal for a research project** to be implemented.

Support your proposal with a **literature review**.

The structure of the **literature review** will need to have the following sections.

- **Introduction** (approximately 200 words in length, which is not included in the total word count for this first task but forms the basis for your **Introduction** section in the second assessment task. This section will be assessed in the second assessment task and can be edited).

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area)   Page 4 of 11   Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College   4 February 2021 (v1)   Authorised: Academic Board
CRICOS Provider Number: 01016F   www.chc.edu.au
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- **Review of Literature** (approximately 1600 words in length and can have sub-headings if desired to enhance clarity and flow).
- **Research Problem (or Issue)** (approximately 400 words in length and can have sub-headings if desired to enhance clarity and flow). You can either use the word 'Problem' or 'Issue', which will reflects your particular Research Purpose, leading to your Research Questions. You will need to include your Research Purpose, Research Questions and a Proposal for a **Research Project**.
- **List of References** (include this section but will be assessed in the second assessment task and can be edited).

Task 2: Research Project

Your task is to:

Report on a **research project** conducted by the pre-service teacher.

You will need to make use of your first assessment task, the **literature review**, taking into account the feedback given to you. The **literature review** is not to be resubmitted with this assessment task, although you will need to indicate clearly where the **literature review** would be placed in the **Report**.

The structure of your **Report** will generally need to have the following sections. The following is to be used as a guide and you can adapt the structure to suit your research.

- **Abstract** (150-200 words in length and does not add to the total word count for this assessment task).
- **Introduction** (approximately 200 words in length, edited from your first assessment task).
- **Review of Literature** (not to be included)
- **Research Problem (or Issue)** (approximately 400 words in length and edited from the first assessment task taking into account feedback given. This section does not add to the total word count for this assessment task, nor is it assessed. Any editing is to inform and give clarity to the **Research Project**).
- **Research Questions** (approximately 50-100 words in length)
- **Method** (approximately 900 words in length and can have sub-headings if desired to enhance clarity and flow).
- **Results** (approximately 800 words in length and can have sub-headings if desired to enhance clarity and flow).
- **Discussion** (approximately 600 words in length and can have sub-headings if desired to enhance clarity and flow).
- **Conclusion and Recommendations** (approximately 400 words in length).
- **List of References**,
- **Appendix**.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Moriarty, B. (2018). *Research Skills for Teachers: From research question to research design.* Crows Nest, NSW: Allen & Unwin.

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area) Page 5 of 11 Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College 4 February 2021 (v1) Authorised: Academic Board
CRICOS Provider Number: 01016F www.chc.edu.au
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CURRICULUM READINGS

Jackson, K., [& Bazeley, P. (2019). *Qualitative data analysis with NVivo.* (3rd ed.). London, UK: Sage Publications.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education.* (8th ed.). London, UK: Routledge.

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. (2019). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* (6th ed.). Edinburgh gate, UK: Pearson Education.

Denzin, N., & Lincoln, Y. (Eds.). (2018). *The Sage handbook of qualitative research.* (5th ed.). Thousand Oaks, CA: Sage Publications.

Denzin, N., & Lincoln, Y. (Eds.). (2013). *Strategies of qualitative inquiry.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Denzin, N., & Lincoln, Y. (Eds.). (2013). *The landscape of qualitative research: Theories and issues.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Denzin, N., & Lincoln, Y. (Eds.). (2013). *Collecting and interpreting qualitative materials.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research.* Singapore: Springer Singapore.

Shagoury, R., & Miller-Power, B. (2012). *Living the questions: A guide for teacher-researchers.* (2nd ed.). United States: Stenhouse Publishers.

Walliman, N. (2015). *Social research methods: The essentials.* (2nd ed.). Oxford Brookes University.

JOURNALS

Journal of Teacher Education
Review of Educational Research
Education Review
Australian Journal of Education

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area) Page 6 of 11 Author: School of Education, Humanities and Business
CRICOS Provider Name: Christian Heritage College 4 February 2021 (v1) Authorised: Academic Board
CRICOS Provider Number: 01016F www.chc.edu.au
This is not a version-controlled document when printed

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RUBRIC

TASK 1: LITERATURE REVIEW

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
		The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:
1	Knowledge and understanding	• Extensive knowledge and understanding of the purpose, process and principle of reviewing literature.	• Substantial knowledge and understanding of the purpose, process and principle of reviewing literature.	• Comprehensive knowledge and understanding of the purpose, process and principle of reviewing literature.	• Adequate knowledge and understanding of the purpose, process and principle of reviewing literature.	• Limited knowledge and understanding of the purpose, process and principle of reviewing literature.
2, 3, 6	Examination and engagement	• Insightfully examines the paradigmatic assumptions of research when reviewing literature. • Astutely collections and analysis reliable research.	• Thoughtfully examines the paradigmatic assumptions of research when reviewing literature. • Discerningly collections and analysis reliable research.	• Mindfully examines the paradigmatic assumptions of research when reviewing literature. • Comprehensively collections and analysis reliable research.	• Displays awareness by examining some paradigmatic assumptions of research when reviewing literature. • Adequately collections and analysis reliable research.	• Limitedly examines the paradigmatic assumptions of research when reviewing literature. • Minimally collections and analysis research.
3, 7	Evaluation and reflection	• Critically evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Thoroughly evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Considerably evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Clearly evaluates and synthesises research evidence that relates to the Research Problem (Issue), which leads logically to the Research Purpose.	• Scantly evaluates and synthesises research evidence that may relate to the Research Problem (Issue), which does not lead logically to the Research Purpose.
8	Communication	• Consistently and effectively communicates at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.		• Successfully communicates at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.		• Inconsistently and conflictingly communicates at an acceptable tertiary standard, with special attention to design elements, grammar

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area)
CRICOS Provider Name: Christian Heritage College
CRICOS Provider Number: 01016F

Page 8 of 11
4 February 2021 (v1)
www.chc.edu.au
This is not a version-controlled document when printed

Author: School of Education, Humanities and Business
Authorised: Academic Board

				usage, logical relations, style, referencing and presentation.

COMMENT

Unit Outline: ES601 Teacher as Researcher (Primary Teaching Area)
CRICOS Provider Name: Christian Heritage College
CRICOS Provider Number: 01016F

Page 9 of 11
4 February 2021 (v1)
www.chc.edu.au
This is not a version-controlled document when printed

Author: School of Education, Humanities and Business
Authorised: Academic Board

RUBRIC

TASK 2: RESEARCH PROJECT

LO	TASK-SPECIFIC CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
		The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:	The student's work has the following characteristics:
1	Knowledge and understanding.	• Extensive knowledge and understanding of the purpose, process and principle of reviewing literature.	• Substantial knowledge and understanding of the purpose, process and principle of reviewing literature.	• Comprehensive knowledge and understanding of the purpose, process and principle of reviewing literature.	• Adequate knowledge and understanding of the purpose, process and principle of reviewing literature.	• Limited knowledge and understanding of the purpose, process and principle of reviewing literature.
2, 3, 6	Examination and engagement.	• Insightfully examines the paradigmatic assumptions of research when reviewing literature. • Astutely collections and analysis reliable research.	• Thoughtfully examines the paradigmatic assumptions of research when reviewing literature. • Discerningly collections and analysis reliable research.	• Mindfully examines the paradigmatic assumptions of research when reviewing literature. • Comprehensively collections and analysis reliable research.	• Displays awareness by examining some paradigmatic assumptions of research when reviewing literature. • Adequately collections and analysis reliable research.	• Limitedly examines the paradigmatic assumptions of research when reviewing literature. • Minimally collections and analysis research.
3, 7	Evaluation and reflection.	• Critically evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Thoroughly evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Considerably evaluates and synthesises research evidence that underpins the Research Problem (Issue), which leads logically to the Research Purpose.	• Clearly evaluates and synthesises research evidence that relates to the Research Problem (Issue), which leads logically to the Research Purpose.	• Scantly evaluates and synthesises research evidence that may relate to the Research Problem (Issue), which does not lead logically to the Research Purpose.
8	Communication.	• Consistently and effectively communicates at an appropriate tertiary standard, with special attention to design elements,		• Successfully communicates at an appropriate tertiary standard, with special attention to design elements,		• Inconsistently and conflictingly

		grammar usage, logical relations, style, referencing and presentation.	grammar usage, logical relations, style, referencing and presentation.	communicates at an acceptable tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.

COMMENT