

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:

Kathryn Castle.: Early Childhood Teacher Research from Questions to Results (eTextbook) Routledge. London, United Kingdom. (Taylor & Francis)
ISBN-13: 9781136858185

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ISBN-13: 9781136858185-AA

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:

Continuous Assessment Component	Weightage (%)
PRE-COURSE QUIZ	5
TUTOR-MARKED ASSIGNMENT	40
DISCUSSION BOARD	5
Sub-Total	50

Examinable Component	Weightage (%)
ECA	50
Sub-Total	50

Weightage Total **100**