



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5448
Classroom-based research

Summer Semester 2017

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5448 Classroom-based Research (6 units of credit)
Summer Semester, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Neville Ellis
Office Location: John Goodsell Building, Room 138
Email: neville.ellis@unsw.edu.au
Phone: 9385 9506
Availability: By email appointment

Other Teaching Staff: Prof. Chris Davison
Office Location: John Goodsell Building, Room 125B
Email: c.davison@unsw.edu.au
Phone: 9385 1987
Availability: By email appointment

3. COURSE DETAILS

Course Name	Classroom-based Research
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	3, 4, 5, 6 January 2017 9am – 4pm Morven Brown G3

Summary of Course

The focus of this course is on classroom based issues and problems. Starting from the definition of classroom-based research as 'disciplined inquiry' into teaching and learning, this course focuses on 'teacher-research' as a unique form of such work. We examine the roles of the teacher as someone who both generates and uses research knowledge, and the connections and tensions inherent in blending these two functions. *Knowledge-generating* in teaching involves creating knowledge about teaching through the practice itself, while *knowledge-using* in teaching involves drawing on knowledge generated by others through research to shape one's own classroom practice. These two dimensions show up constantly in teachers' work, from using formal and informal student data in their planning and teaching, to being expected to incorporate research findings in the classroom, to pursuing classroom-based research as a form of professional learning. The course presents teacher-research as a combination of generating and using knowledge, and introduces the research practices needed to plan and carry out such work.

The aim is to better equip participants to recognize, manage, and exploit teacher-research in order to support students' learning and their own development as teachers.

The main ways in which the course has changed since last time as a result of student feedback are:

- It will be made more explicit via broadcast emails on Moodle and through other communications that the main focus of this course is on the teacher researching their own classroom as opposed to the teacher conducting research on others.

- Some of the content presented via the Powerpoint presentations has been deleted, summarised or revised.
- Updated readings lists.

Aims of the Course

The course:

- Examines the relationship between generating and using knowledge in classroom teaching, and the role of classroom-based research and teacher-research in these processes
- Introduces research practices, and examines how they are carried out in teacher-research
- Provides opportunities to apply this thinking and these practices in the context of participants' own teaching through the design of a teacher-research project particular to their own teaching setting.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Student Learning Outcomes

Outcomes		Assessment
1.	Examine the relationship between generating and using knowledge in classroom teaching	1, 2, 3
2.	Explain the role of classroom-based research and teacher-research teachers' work, and their view on this role.	1, 3
3.	Develop a research inquiry specific to their teaching context	1, 2, 3
4.	Prepare, present, and critique an individual research plan based on their inquiry	2, 3

Standard		Assessment
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
	Enquiry-based learning	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1, 2, 3
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
	Global outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	-
	Ethics	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course will rely on individual and collective experiences as teachers as the foundation on which ideas will be introduced and against which they will be critiqued. We will use these experiences as both a lens through which to examine the content and as a source of inquiry around which to practice the development of research inquiries and designs to study them.

5. TEACHING APPROACH

The course will function as much as possible as a seminar of professionals in which participation is critical for everyone's learning. Therefore preparing the readings carefully and coming to class with questions, insights, and issues are critical to the collective success of the course. Discussions capture the evolution of common thinking. As a seminar, norms of participation are important. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor -- all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. Listening generously, assuming that ideas and claims are made for good reasons, is crucial to thinking well - as is being skeptical in order to consider what is missing or logically flawed. Using both – generosity and skepticism – contributes to careful unpacking of ideas and to the development of good thinking.

6. COURSE CONTENT AND STRUCTURE

Dates		Topics	Reading and Tasks
Prior to commencement of workshops		Assessment Task 1: Pre-Course Assignment: Identifying a research problem. (please see details under "Assessment" below and on Moodle)	Reading: Duckworth (1997). Complete and submit: Assessment Task 1
Workshop 1 Tue 3 Jan	9:00 – 12.00	Introduction to class-room based research. What is class-room based research? The role of the researcher – from tester to observer to participant. Different methodological approaches – from the traditional experimental approach to action research.	Pre-reading: Freeman, D. (1998). <i>Doing teacher-research: From inquiry to understanding</i> . Chapter One. (Please see Moodle for this and other readings and resources)
	1.00 – 4.00	Considering the research context. Selecting the sample group & participants. Ethical considerations in classroom based research.	
Workshop 2 Wed 4 Jan	9:00 – 12.00	Collecting and Analysing Data: Using currently available data. Testing.	Various readings will be posted on Moodle before and during the course.
	1.00 – 4.00	Collecting and Analysing Data: Questionnaires.	
Workshop 3 Thu 5 Jan	9:00 – 12.00	Collecting and Analysing Data: Interviews. (Guest Lecturer: Prof Chris Davison)	Various readings will be posted on Moodle before and during the course.
	1.00 – 4.00	Collecting and Analysing Data: Observations. Observing your own practice and the practice of others.	
Workshop 4 Fri 6 Jan	9:00 – 12.00	Designing a data collection instrument. Presentations of ideas for a data collection instrument to class for critique.	Various readings will be posted on Moodle before and during the course.
	1.00 – 4.00	Joining all the Dots. Validity, triangulation, member checking. Different ways of analysing data sets. Providing a discussion of results, conclusion and recommendations. Making research public: Sharing findings. Writing a Proposal.	

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Identifying a research problem.	1500 words	25%	1, 2, 3	1, 2, 3, 4	Fri 30 Dec, 2016, 5.00 pm
2. Designing a Data Collection Instrument.	1000 words	15%	1, 3, 4	1, 2, 3, 4, 6	Fri 13 Jan, 2017, 5.00 pm
3. Developing a research proposal	3500 words	60%	1, 2, 3, 4	1, 2, 3, 4, 6	Fri 27 Jan, 2017, 5.00 pm

Assessment Details

There are a total of three assessment tasks for this course, all of which are inter-related. The first assessment task is to be completed approximately one week before the workshops commence. Students are required to identify a practical problem that they wish to research in their classroom, articulate why this is important to them, and find out how others have researched this problem as reported in the literature. Building on the learning gained during the first three workshops of the course, students are then to design a data collection instrument and present their ideas to class for critique during the final workshop. The refined instrument is to be submitted as the second assessment task. Students are then to develop a detailed research proposal, which focuses on the practical problem that they had identified in assessment task one and submit this as assessment task three. Further details, readings, resources and templates which scaffold each assessment task will be made available via Moodle.

Assessment Task 1. Pre-course Assignment: Identifying a research problem. 25%

Students are to submit a brief written report of 1500 words which:

- Identifies the practical problem (or area of interest) that you wish to research in your classroom.
- Provides a brief context to this problem and an explanation of why this problem is relevant and important to you.
- Poses the practical problem (or area of interest) as a research question.
- Provides a summary of how others have researched this problem as reported in the literature (it would be expected that you refer to at least three different journal articles).

This assignment has two purposes. It will give me a sense of you and your interests relative to the course. Secondly, it will identify the research problem which will be the focus for all your assessment tasks for this course.

Detailed instructions which scaffold this assessment task are included in the document "Assessment Task 1. Pre-course Assignment. Identifying a research problem" which has been uploaded onto Moodle along with required reading, Duckworth (1987).

It is important to note that this is a pre-course assessment task and the completed assignment is to be submitted as one file via the Turnitin link on Moodle before 5.00 p.m., Fri 30 Dec, 2016.

Assessment Task 2. Designing a Data Collection Instrument. 15%

Students are to design an instrument which can be used to collect data on the research problem that they identified in Assessment Task 1. Workshops one, two and three will focus on various means of collecting and analysing data including:

- using currently available data
- testing
- questionnaires
- interviews
- observing your own practice and the practice of others.

Building on the learning gained during the first three workshops of the course, students are to design a data collection instrument relevant to their research. Students must be prepared to present their ideas to class for critique during the final workshop. It is suggested that students prepare a PowerPoint Presentation of no more than three slides (or poster presentation) and be prepared to talk for about 3 minutes then allow two minutes for Q and A and critique from the class (i.e. a total of no more than five minutes for the presentation).

Based on the comments and feedback given in class, students are to then further develop their data collection instrument. The refined instrument with the PowerPoint slides and any other explanatory notes are to be submitted as one file for the second assessment task. The total word length of this assessment task, including the actual instrument, is not to exceed 1,000 words. Further details of this assessment task will be distributed and discussed in class.

Assessment Task 3. Developing a research proposal (or a proposal for investigation). 60%

This is the major assignment for this course and is worth 60% of your overall mark. This assignment entails developing a full research proposal based on the inquiry that you previously had chosen.

Students are to develop a detailed proposal for a classroom based research project which focuses on the research problem and research question that you identified in assessment one. It should also incorporate the data collection instrument that you developed for assessment two as an appendix.

The detailed research proposal for your classroom based research project should include (but not be limited to):

- Research topic/title
- Background
- Aims
- Methodology
- Timetable
- Relevant appendices e.g. data collection instrument

The total word length of this assessment task, excluding the reference list and any appendices, is not to exceed 3,500 words. Further details of this assessment task will be distributed and discussed in class and a research proposal template will be uploaded onto Moodle.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5448 CLASSROOM-BASED RESEARCH

Student Name:

Student No.:

Assessment Task 1: Pre-course Assignment: Identifying a research problem.

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Evidence that demonstrates the different components of the task are addressed • Ability to identify a practical problem in the classroom. • Ability to craft a research question • Clear development of ideas 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Reasoning of argument/s. • Evidence of high order analytic skills. • Plausibility and impressiveness of research problem and question 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Ability to search for relevant literature • Evidence of wide reading • Ability to summarise main arguments in the literature that has been identified 					
Structure and organisation of response <ul style="list-style-type: none"> • Ability to develop a clear, well-structured report • Organization of the report into different parts • Persuasiveness and cohesiveness of argument 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Appropriate use of APA referencing style • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Dr. Neville Ellis**

Date

Recommended: **/20 (FL PS CR DN HD)**

Weighting: **25%**

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 contextualize 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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5448 CLASSROOM-BASED RESEARCH

Student Name:

Student No.:

Assessment Task 2. Designing a Data Collection Instrument.

SPECIFIC CRITERIA	(-)—————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clear development of ideas • Ability to design a data collection instrument relevant to the chosen topic 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrated ability to reflect deeply / high order analytical skills • Plausibility and impressiveness of data collection instrument • Demonstrated ability to build upon feedback to improve the data collection instrument 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of a synthesis of new knowledge acquired in this course. • Connections with the research on research methodology 					
Structure and organisation of response <ul style="list-style-type: none"> • Quality & conciseness of Powerpoint Presentation or Poster • Planning and structure of data-collection instrument • Organisation and quality of supporting report produced 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length • Appropriate use of APA referencing style 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Dr. Neville Ellis**

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 15%

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 contextualize 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5448 CLASSROOM-BASED RESEARCH

Student Name:

Student No.:

Assessment Task 3. Developing a research proposal (or a proposal for investigation).

SPECIFIC CRITERIA	(-)—————>(+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Ability to develop a plausible proposal focusing on the chosen research problem • Clear development of ideas 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of research proposal. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of theory and research on classroom based research, research methodology and the chosen research problem • Evidence of critical reading. • Evidence of additional / wide reading. 					
Structure and organisation of response <ul style="list-style-type: none"> • Ability to present a well-organised and planned proposal • Persuasiveness and cohesiveness of argument. • Coherence and clarity of communication 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Appropriate use of APA referencing style • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Dr. Neville Ellis** Date _____
 Recommended: **/20 (FL PS CR DN HD)** Weighting: **60%**

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 contextualize 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.**

8. RESOURCES

Required Readings:

- Duckworth, E. (1997). "The Having of Wonderful ideas" and Other Essays on Teaching and Learning. New York: Teachers College Press. (Chapter 5).
- Elton-Chalcraft, S., Hansen, A., & Twiselton, S. (2008). Doing Classroom Research: A Step-By-Step Guide for Student Teachers: A step by step Guide for Student Teachers. McGraw-Hill Education (UK). (Chapter 5).
- Freeman, D. (1998). Doing teacher-research: From inquiry to understanding. Boston: Heinle-Cengage. (Chapter 1).
- Lankshear, C., & Knobel, M. (2004). A handbook for teacher research. London: McGraw-Hill Education (UK). (Chapter 1 and 6).
- McDonagh, C., Roche, M., Sullivan, B., & Glenn, M. (2013). Enhancing practice through classroom research: A teacher's guide to professional development. USA: Routledge. (Chapter 6)
- Neuman, W. L. (2006). Social Research Methods: Qualitative and Quantitative Approaches, USA: Pearson Education. (Chapter 4 and 5).

IMPORTANT NOTE: Readings and resources including various chapters and journal articles will be posted on Moodle. Students will be kept informed via the Forum on Moodle as to when these readings need to be completed.

Recommended Readings:

- Cohen, L., Manion, L., & Morrison, K. (2013). Research methods in education. USA: Routledge.
- Cresswell, J.W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition. Thousand Oaks, CA: Sage.
- Punch, K. F., & Oancea, A. (2014). Introduction to research methods in education. London: Sage.

Other Suggested Readings:

- Bell, J. (2014). Doing Your Research Project (6th ed). London: McGraw-Hill Education
- Campbell, A. & Groundwater-Smith (Eds). (2010). Connecting Inquiry and Professional Learning in Education. London: Routledge.
- Campbell, A. & Groundwater-Smith, S. (Eds.). (2010). Action Research in Education. Los Angeles: Sage.
- Campbell, A, Groundwater-Smith, S. (2007). An Ethical Approach to Practitioner Research. New York: Routledge.
- Campbell, A., Philips, S., & Gilroy, P. (2004). Practitioner Research and Professional Development in Education. Los Angeles: Sage Publications
- Cochran-Smith, M., & Lytle, S. L. (Eds.). (1993). Inside/outside: Teacher research and knowledge. New York: Teachers College Press.
- Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. Educational researcher, 28(7), 15-25.
- Cochran-Smith, M., & Lytle, S.L. (2009). Inquiry as Stance: Practitioner Research for the Next Generation. New York: Teachers College Press.
- Cross, P. K. & Steadman, M. H. (1996). Classroom Research: Implementing the Scholarship of Teaching. San Francisco: Jossey-Bass.
- Ellis, N.J., & Armstrong, A. C. (2011). What (some) teachers (really) think about practitioner research: views from NSW and Singapore. In Australian Association for Research in Education International Education Research Conference 2010 Conference Proceedings E (Vol. 2149).
- Ellis, N.J., & Loughland, T. (2016). The Challenges of Practitioner Research: A Comparative Study of Singapore and NSW. Australian Journal of Teacher Education, 41(2), 8.
- Groundwater-Smith, S, Mockler, N. (2006). Research that counts: practitioner research and the academy. Australian Educational Researcher, RARE 6, 105–117

- Groundwater-Smith, S, Mockler, N. (2007). Ethics in practitioner research: an issue of quality. *Research Papers in Education*, 22(2), 199–211.
- Groundwater-Smith, S., Dockett, S. & Bottrell, D. (2015). *Participatory research with children and young people*. Los Angeles: Sage.
- Groundwater-Smith, S., Ponte, P., Mitchell, J., Mockler, N. & Ronnerman, K. (2013). *Facilitating Practitioner Research: Developing Transformational Partnerships*. UK: Routledge.
- Hopkins, D. (2014). *A teacher's guide to classroom research*. London: McGraw-Hill Education.
- McNiff, J. (1988). *Action research: Principles and practice*. London: Routledge.
- Menter, I., Elliot, D., Hulme, M., Lewin, J., Lowden, K. (2011). *A Guide to Practitioner Research in Education*. Los Angeles: Sage.
- Mockler, N. & Groundwater-Smith, S. (2015). *Engaging with student voice in research, education and community: Beyond legitimation and guardianship*. Rotterdam: Springer.
- Pearson, J. & Mitchell, N., (Eds.) (2012). *Inquiring in the Classroom: Asking the Questions That Matter About Teaching and Learning*. Continuum Publishing
- Punch, K. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Los Angeles: Sage.
- Rathgen, E. (2006). In the voice of teachers: The promise and challenge of participating in classroom-based research for teachers' professional learning. *Teaching and Teacher Education*, 22(5), 580-591.
- Shagoury, R., & Power, B. M. (2012). *Living the questions: A guide for teacher-researchers*. USA: Stenhouse Publishers.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann Educational Publishers.
- Taber, K. S. (2007). *Classroom-based Research and Evidence-based Practice: A Guide for Teachers*. Los Angeles: Sage.
- Wajnryb, R. (1992). *Classroom observation tasks*. Cambridge, UK: Cambridge University Press.