

TEAC 7119 RESEARCHING AND DEVELOPING ENGAGING PEDAGOGIES

Credit Points 10

Legacy Code 102075

Coordinator Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

Description This subject builds on the interplay between research and practice. It extends students' understanding of the processes and uses of participatory action research, also known in this context as teacher-based inquiry. It reviews theories on engaging practices in diverse professional contexts, with a focus on working with students from low socio-economic backgrounds, Aboriginal and Torres Strait Island learners and students who have English as an additional language or dialect (EAL/D). It also reviews pedagogic approaches linked to 21st century education. It challenges students to inquire into and reflect upon their professional practice and develop engaging classroom pedagogies and assessment practices in the area of their primary teaching specialisation (English, Mathematics or Science and Technology). The subject expands students' research skills through the critical review and application of various approaches to document, measure and evaluate student engagement. In line with NESA primary teaching specialisation requirements, students must apply these research skills and understandings to their school, classroom context and selected curriculum area specialisation. This subject is included in the Transition Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7154 - Professional Experience 1 and TEAC 7141 - Teaching and Learning in Classrooms

Restrictions

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse contemporary approaches to teaching and learning, with a specific focus on issues and practices surrounding student engagement;
2. Explore pedagogic approaches linked to 21st century teaching and learning practices and review their value and relevance for student engagement;
3. Engage in professional self-reflection to identify issues in practice which warrant further exploration;
4. Interrogate their own teaching and identify strategies for future action in regards to student engagement;

5. Use relevant methodological literature to develop their own methodological design to measure and evaluate student engagement.

Subject Content

- Issues surrounding student engagement and motivation from sociological and psychological perspectives
- 21st century teaching and learning approaches including emerging and innovative pedagogies and how these relate to student engagement
- Classroom environments and processes supporting engaging Teaching and learning experiences, with A focus on students from low socio-economic, EAL/D and Aboriginal and Torres Strait Islander backgrounds
- The use and value of Participatory action research in education and Continuing professional development
- Critiquing personal and professional Teaching practices
- The use of student data to document, measure and Evaluate student engagement
- The symbiotic relationship between theory, research and practice

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/archives/2023-2024/programs/master-teaching-primary/>)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Presentation	15 minute recorded presentation	50	N	Individual

Prescribed Texts

- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). Exemplary teachers of students in poverty. Retrieved from: <http://lib.mylibrary.com.ezproxy.uws.edu.au/Open.aspx?id=423270>

Teaching Periods

WSU Online TRI-1 (2024)

Wsu Online
Online

Subject Contact Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_24-OT1_OW_2#subjects)

Autumn (2024)

Bankstown City
On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_24-AUT_BK_1#subjects)

Spring (2024)

Bankstown City

On-site

Subject Contact Mary Southall ([https://directory.westernsydney.edu.au/search/name/Mary Southall/](https://directory.westernsydney.edu.au/search/name/Mary%20Southall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_24-SPR_BK_1#subjects)

WSU Online TRI-3 (2024)

Wsu Online

Online

Subject Contact Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_24-OT3_OW_2#subjects)