COURSE OUTLINE

EDU415 Teacher as Researcher

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay UniSC Fraser Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course focuses on practiced-based research methods, particularly action research, using data to inform teaching practices to enhance student learning and support school improvement. You will investigate strategies for teaching literacy, numeracy, or a specific curriculum focus, including opportunities for differentiated learning. You will identify appropriate assessment tools to evaluate student learning and measure the impact of your teaching. You will also consider how data about student learning can be communicated to stakeholders.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous learning materials - videos, websites and activities - accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The workshop is synchronous and involves active engagement and interaction with peers and tutors.	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous learning materials - videos, websites and activities - accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The online workshop is synchronous and conducted via Zoom and involves engagement and interaction with peers and tutors.	2hrs	Week 1	7 times

1.3. Course Topics

Action Research methodology

Case Study methodology

Engaging with research literature in relation to a research question

Qualitative data collection, analysis, and interpretation

Quantitative data collection, analysis, and interpretation

Evidence-based teaching strategies to reduce cognitive overload (e.g. explicit instruction, scaffolding, connecting prior learning)

Appraising the impact of teaching on learning in relation to an action research question

Reflecting on effective teaching practices and opportunities for ongoing professional learning

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate sound foundational knowledge and skills about action research and case study methodologies for understanding how students learn and implications for teaching.	Knowledgeable Creative and critical thinker	1.1, 1.2, 2.5, 3.6, 5.1, 6.2, 6.4
2 Demonstrate how to collect, collate, analyse, and interpret multiple data types in relation to a practice-based research focus adhering to ethical principles.	Knowledgeable Creative and critical thinker Ethical Information literacy	1, 2.3, 3.1, 3.6, 3.7, 5.1, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.2
3 Engage with research literature about literacy, numeracy, or an approved curriculum focus area to inform practice in relation to a specific research focus.	Knowledgeable Creative and critical thinker Empowered Information literacy	1.1, 1.2, 1.5, 2.1, 2.5, 3.6
4 Evaluate student progress in relation to a specific research focus through the design of evidence-based teaching, differentiated learning, ethical use of ICTs, and appropriate assessment tools.	Creative and critical thinker Applying technologies	1.1, 1.2, 1.5, 2.5, 2.6, 3.6, 5.1, 5.4
5 Demonstrate strategies for communicating with stakeholders about student learning and data for the purpose of teaching and program improvement.	Empowered Engaged Communication Collaboration Applying technologies Information literacy	3.7, 5.4, 5.5, 7, 7.3, 7.4
6 Identify next-step professional learning goals to improve personal practice and capacity to engage in a broad range of educational research.	Empowered Engaged	1.1, 1.2, 1.5, 2.5, 3.6, 5.1, 5.4, 6, 6.1, 6.2, 6.3, 6.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

CODE	COMPETENCY
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

192 credit points within one of the following programs: AE304, ED303, ED304, ED315, or SE303.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

This course is designed to be part of a capstone experience in the final year of study. The learning gained from this course will support Professional Experience: The Professional Teacher, where you will engage in practice-based research in the role of a teacher. This learning is designed to support your Teacher Performance Assessment (TPA).

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Task 1 is designed to provide early feedback to students. For Tasks 2 and 3 formative feedback is available during tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	20 minutes	Refer to Format	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	40%	6-8 minutes video oral with presentation slides or alternative artefact/s	Week 5	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2,000 words	Refer to Format	In Class

All - Assessment Task 1: Education Research Methods Quizzes

GOAL:	The goal of this task is to develop knowledge of educational research methodologies and methods.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	Submit: Weeks 1, 2, 4 and 5. In Weeks 1, 2, 4 and 5. You will answer questions about practice-based education research methods, including action research and case study, and data.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Knowledge of the role, purpose, methods, and theory of practice-based including Action Research and Case Study in Education, as part of the broader educational research field. — 1 2 Knowledge of education data. — 2
GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 2: Data analysis and presentation

GOAL:	The goal of this task is to develop understanding about analysing, interpreting, and communicating about multiple data types in relation to a practice-based research focus adhering to ethical principles.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Online assignment submission with plagiarism check and video upload. Using school data examples (i) select relevant data sets in relation to a chosen practice-based research focus; (ii) select a stakeholder group e.g., preservice teachers, teachers, school leaders, parents, community members etc. (iii) select a mode of visual communication e.g., presentation slides, poster, infographic etc. (iv) prepare, record, and submit an oral presentation to share a meaningful data story in relation to the chosen data set and practice-based research focus demonstrating how the data representation and interpretation are relevant for the chosen audience; (v) discuss implications of the data story in relation to student learning, teaching practices, assessment practices (diagnostic/formative/summative) and/or program improvement.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis and interpretation of data	2 4 5
2	Creation of a meaningful data story for a chosen stakeholder group.	2 4 5
3	Presentation of data	5
4	Oral communication skills using appropriate vocabulary, pace, volume, and artefact/s.	5

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 3: Action research question/s and plan

GOAL:	The goal of this task is to design an action research plan focused on an action research question/s. Contemporary, relevant, high-quality literature will be used to inform the plan to address a chosen literacy, numeracy, or an approved curriculum focus area. Evidence-based teaching strategies, differentiated learning opportunities, ethical use of ICTs, and appropriate assessment tools to evaluate student progress will be identified and created to support the action research plan.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Using a chosen practice-based research focus (i) Present a refined action research question/s about a literacy, numeracy or an approved curriculum focus area at a specified level of schooling (ii) Summarise informing literature to identify a. Evidence-based teaching strategies b. Differentiated learning (iii) Plan teaching (outline sequence of 4-6 lessons) to address likely learning needs of a class in relation to the action research question/s applying selected evidence-based teaching strategies, differentiated learning experiences, and ethical use of ICTs (iv) Develop appropriate assessment tools to evaluate student progress in relation to the action research focus question/s (v) Explain how you would report to students and parents/carers and keep accurate records of student achievement. (vi) Reflect and articulate your next step professional learning in relation to the APST and capacity to engage in educational research including but also going beyond practice-based research. Task to be created, developed, and completed in learning analytics platform (Cadmus).
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrated knowledge of developing research question/s suitable for action research about a chosen literacy, numeracy, or an approved curriculum focus area.	1
2	Effective used of informing literature to identify evidence-based teaching strategies and differentiation learning appropriate to the curriculum area and level of schooling.	3
3	Application of evidence-based teaching strategies, differentiated learning experiences, and ethical use of ICTs in an action research plan.	3
4	Development of appropriate assessment tools to evaluate student progress, and plan for when and how to collect data and how it will be used as part of an action research design.	2 4
5	Explanation of record-keeping of student achievement data and reporting strategies for students and parents/carers.	5
6	Reflection on and identification of next-step professional learning.	6
7	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions and technical accuracy, with writing appropriate for education stakeholders e.g., school colleagues.	5

GENERIC SKILLS:	Communication, Problem solving

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Oral and Written Piece	Data analysis and presentation	1.1	Practiced
			1.2	Practiced
			1.3	Practiced

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.5	Practiced
			1.6	Practiced
			2.3	Practiced
			3.1	Practiced
			3.6	Practiced, Assessed
			3.7	Practiced
			5.1	Practiced
			5.4	Practiced, Assessed
			5.5	Practiced
			6.2	Practiced, Assessed
			6.4	Practiced
			7.2	Practiced
	Quiz/zes	Education Research Methods Quizzes	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			3.6	Practiced, Assessed
			5.1	Practiced, Assessed
			6.2	Practiced, Assessed
			6.4	Practiced, Assessed
	Written Piece	Action research question/s and plan	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.5	Practiced, Assessed
			2.1	Practiced
			2.3	Practiced, Assessed
			2.5	Practiced
			2.6	Practiced
			3.1	Practiced
			3.6	Practiced, Assessed
			5.1	Practiced, Assessed
			5.4	Practiced
			6.1	Practiced, Assessed
			6.2	Practiced
			6.3	Practiced
			6.4	Practiced, Assessed
			7.2	Practiced

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Sara Efrat Efron,Ruth Ravid	2019	Action Research in Education, Second Edition	2	Guilford Publications
Recommended	Selena Fisk	2022	Using and Analysing Data in Australian Schools	2	Amba Press
Recommended	Mervyn Hyde,Shelley Dole (editor.),Kathleen Tait	2022	Diversity, Inclusion and Engagement	4	OUP

8.2. Specific requirements

Current blue card for SPE based research.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

After students complete their final placement they come back to university and prepare for their QTPA (Quality Teaching Performance Assessment) a federal government requirement. The QTPA requires the students to explain the impact their teaching had on some of the students that they taught whilst on placement. In this course the students learn how to carry out action research in their future classrooms. Research and reflective practice is an important part of teaching and this course helps students to use evidence to help improve their teaching practice. Students will continue their learning about this on placement whilst working with their supervising teachers to support their data collection for the QTPA.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central