UniSC

COURSE OUTLINE

EDU415 Teacher as Researcher

School: School of Education and Tertiary Access

2024 | Semester 1

UniSC Sunshine Coast
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.

Please go to usc.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

You will investigate a range of education practice-based research methods, focusing particularly on Action Research & Case Study. You investigate literature to identify efficacious strategies for the teaching of literacy or numeracy in a teaching area for your level of schooling. You create a plan to undertake practice-based action research, with the aim of improving literacy and numeracy outcomes within a subject area, across the full range of ability levels. Your plan will include the creation of diagnostic tools, measure the impact of teaching, and identify your professional learning needs.

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	6 times
Tutorial/Workshop 2 – Extra long tutorial in Week 7 to accommodate Task 3.	3hrs	Week 7	Once Only
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	6 times
Tutorial/Workshop 2 – 3 hour tutorial in Week 7 to accommodate Task 3	3hrs	Week 7	Once Only

1.3. Course Topics

Action Research

Case Study

Conducting a literature review to address a research question

Qualitative data collection and analysis

Quantitative data collection and analysis

Appraising the impact of your teaching

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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate general knowledge of educational research methodologies, and sound understanding of action research and case study methodologies for understanding how student 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 Develop and report on a practice-based action research project designed to measure the impact of teaching on student outcomes in literacy or numeracy.	Creative and critical thinker Ethical	1.1, 1.2, 2.5, 3.6, 5.1, 5.4, 6.1, 6.2, 6.3, 6.4
3 Evaluate the importance of research into literacy and numeracy intervention strategies to improve student outcomes and measure the impact of teaching.	Creative and critical thinker Empowered	1.1, 1.2, 2.5, 3.6, 5.1, 5.4, 6.1, 6.2, 6.3, 6.4
4 Discuss the importance of engaging in professional learning and improving practice through educational research, participation and collegial sharing in professional learning activities. Use the APST to identify learning needs.	Empowered Engaged	1.1, 1.2, 2.5, 3.6, 5.1, 5.4, 6.1, 6.2, 6.3, 6.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
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.
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.

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

EDU308 or EDU402 and enrolled in Program ED303 or ED304 OR

5.2. Co-requisites

EDU419 or EDU424 and enrolled in Program AE304, SE303 or ED315

5.3. Anti-requisites

Not applicable

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

This course is part of a capstone experience in your final semester of study. The learning gained from EDU421 Using Data for Learning and EDU415 Teacher as Researcher will culminate in practice in your final SPE, EDU411 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).

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. Task 2 formative feedback is available during tutorials up to the end of Week 5.

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	Written Piece	Individual	50%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	40%	7-10 minute oral presentation	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
FORMAT:	Submit: Weeks 1, 2, 4 and 5. In Weeks 1, 2, 4 and 5. You will answer questions about education research methods and intervention strategies for literacy and numeracy. Your completion of the quiz serves to create further opportunity for you to consolidate your understanding of educational research and your engagement in practice based research.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of educational research methods, theory, and purpose of Action Research and Case Study in Education, as well as other types of education research.	1

All - Assessment Task 2: Action Research Question and Literature Review

GOAL:	The goal of this task is to develop a literacy/numeracy based action research question for a school setting and write a literature review in response to this question.
PRODUCT:	Written Piece
FORMAT:	You are to review literature that addresses an action research question. Teachers often seek out research-based teaching strategies when they have questions about student learning. This is what you are doing in this task. This review is the first part of an action research cycle and will lay a foundation for a future professional conversation with your colleagues and inform your professional development (Task 3).
	Your literature review should have three parts.
	1. You are to generate an action research question that you will use to frame your review and assist your professional learning.
	How can I improve my teaching of [insert literacy or numeracy general capability here] in [insert specialisation or teaching area here] to positively impact student learning?
	E.g. How can I improve my teaching of writing field reports in Year 6 Geography to positively impact student learning?
	E.g. How can I improve my teaching of interpreting statistical information in Year 8 HPE to positively impact student learning?
	E.g. How can I improve my teaching of vocabulary in Prep mathematics to positively impact student learning?
	2. You are to select a range of literature that addresses the research question. Identify the key topics in your research question and review literature on these topics. This will be biggest part of this task. In this process, you will identify teaching and (formative) assessment strategies for your chosen general capability.
	3. Explain how the teaching and (formative) assessment strategies that you have reviewed could be used to differentiate student learning.
	Submit 4 pm Friday Week 5.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrated knowledge of how an action research question can lead to improved teacher practice and positively impact student learning.	① ③
	2	Investigation of literacy or numeracy teaching and assessment strategies in a specialisation or teaching area and how these can be used for differentiation.	③
	3	Use of academic literature.	① ③
	4	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	①

All - Assessment Task 3: Professional Conversation

GOAL:	The goal of this task is to use evidence to demonstrate how you would plan for student learning.
PRODUCT:	Oral
FORMAT:	Submit: Weeks 6 and 7 in tutorials, according to schedule. This task extends the action research cycle you began in Task 2. Using the research question and literature review that you wrote for Task 2, demonstrate to a group of colleagues how you would use the action research cycle to: • collect data to plan a learning sequence on this topic, including assessing students' prior knowledge (show the data collection tools you would use) • create a teaching intervention of approx. 4 lessons (outline the activities you would plan) • identify opportunities for differentiation (explain how and when) • use formative and/or summative assessment and other data to make judgements about student performance and demonstrate the impact of your teaching (show the assessment tools you would use) • describe how you can use this action research process together with the APST to identify your professional learning needs. You will have 5-8 minutes to present your ideas, and 1-2 minutes to receive feedback and answer questions from your peers. Bring artefacts to your professional conversation, but no need to prepare slides.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Ethical use of data to discuss and draw conclusions about student learning.	1
	2	Discussion of teaching strategies used to support the literacy and/or numeracy demands of the learning sequence	3
	3	Appraisal of the impact of your teaching and identification of your professional learning needs.	2
	4	Oral communication skills	4

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Sara Efrat Efron,Ruth Ravid	2019	Action Research in Education, Second Edition	2	Guilford Publications

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

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.

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au