COURSE OUTLINE

EDU421 Using Data for Learning

School: School of Education and Tertiary Access

2026 | Semester 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 using data in schools to improve student outcomes. You will make evidence-based judgements about how inquiry and the use of internal and external student data can build a culture of school and classroom-focussed improvements in teaching practices. You will consider how student outcomes can be communicated and improved by utilising students, parents and community. You will research and reflect on educational reports and standardised test data at the national, state and classroom levels, identify differentiation needs and strategies, work collaboratively in learning communities and explore ethical issues.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online learning materials, readings and activities prior to tutorials.	1.5hrs	Orientation week	8 times
Tutorial/Workshop 1 – A two-hour, face-to-face tutorial on campus. The tutorial builds on the material from Workshop 2, focusing on strategies for teaching, learning and assessment using student data for improving outcomes.	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage with online learning materials, readings and activities prior to tutorials.	1.5hrs	Orientation week	8 times
Tutorial/Workshop 1 – A two-hour, face-to-face tutorial delivered synchronously via Zoom. The tutorial builds on the material from Workshop 2, focusing on strategies for teaching, learning and assessment using student data for improving outcomes.	2hrs	Week 1	7 times

1.3. Course Topics

2. International and natioanl data demands and interpretation in education;
3. Ethical use of data in education;
4. Including stakeholders in education
5. Using data for student and teaching improvement;
6. Using data to make pedagogical decisions;
7. Differentiating for student needs

8. 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.

9. What is the unit value of this course?

12 units

10. 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 Analyse, evaluate and interpret, ethically and with integrity, multiple sources of data, programs and reports at the international, national, state and school levels relating to school improvement.	Knowledgeable Engaged	1, 2.3, 3.1, 3.6, 3.7, 5, 5.1, 5.4, 5.5, 7.2
2 Use evidence to inform and modify learning goals and teaching practices to enhance learning outcomes for students of varying abilities within a class group, including ethical use of ICT for a range of learning needs.	Knowledgeable Engaged	1, 1.5, 2.1, 2.6, 3.1, 3.3
3 Communicate data stories and school improvement goals that promote a culture of improvement in learning communities with colleagues and parents.	Ethical Engaged	3.7, 5.4, 5.5, 7, 7.3, 7.4
4 In an ethical manner, analyse, evaluate and interpret multiple sources of internal and external student assessment data to inform and justify teaching strategies for students' physical, social and intellectual developmental needs.	Knowledgeable Ethical	1.1, 1.3, 1.5, 2.3, 3.1, 3.3, 5, 5.1, 5.4, 5.5, 6.1

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn

CODE	COMPETENCY
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.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
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.
2.6	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.
3.3	Use teaching strategies: Include a range of teaching strategies.
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	PROFESSIONAL PRACTICE: Assess, provide feedback and report on 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.
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
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
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.

11. 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".

11.1. Pre-requisites

Must be enrolled in Program AE304, ED303, ED304, ED315, ED306 or SE303.

11.2. Co-requisites

Not applicable

11.3. Anti-requisites

Not applicable

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

This course relies on the ability to refer to prior knowledge from previous courses; especially those courses in which curriculum information, unit writing and diverse learner needs was taught.

11.5. Microcredential Information

Not applicable

12. How am I going to be assessed?

12.1. Grading Scale

Standard Grading (GRD)

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

12.2. Details of early feedback on progress

Early feedback will be provided through examples and scaffolding of the expectations for task 1 between weeks 1 and 3. The quiz will also be used as feedback for the next assessment.

12.3. 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	15%	30 minutes, closed book, multiple choice	Week 3	Online Test (Quiz)
All	2	Case Study	Individual	35%	1000 words plus references	Week 4	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	50%	1500-2000 words plus graphs, tables and references	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: The Data Quiz

GOAL:	To demonstrate understanding of data and the use of data that informs teaching.
PRODUCT:	Quiz/zes
FORMAT:	Online quiz in tutorials during week 3. The Quiz will come from information from the first 3 weeks of readings, the text, learning materials and tutorials. Closed book format. Content is focussed on: Textbook Chapters Standardised test information Education reports
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Demonstrate knowledge Standardised tests and their purposes. Demonstrate understanding of education reports and their influence on education. Demonstrate understanding of research regarding data and learning. — 1
GENERIC SKILLS:	Problem solving

All - Assessment Task 2: School Data Case Study

GOAL:	The goal of this task is to analyse and interpret school data and educational reports.
PRODUCT:	Case Study
FORMAT:	Using different types of data that impact on education from international, national, state and school sources, you will research and understand recent educational reports and initiatives and their impact on the education system and in a real school setting. In tutorials, you will practise evaluating the available data about a school and relate this to national and international educational reports to develop your understanding of how they intend to improve student outcomes and professional practices. This information will be used to support your decisions and discussion in your Case Study. The textbook will be a valuable resource. The Case Study focuses on school data, demographics, ICSEA scores, and relevant educational reports. You will be required to: • Critically analyse school data • Discuss relevant educational reports in relation to the school data • Discuss the implications for your teaching practice at the school, including considerations for teaching and support with reference to the educational reports studied in this course and research literature • Consider the ethical use of data The education data, reports and initiatives and other resources for this task will be made available on Canvas.
CRITERIA:	

No.		**Learning Outcome assessed**
1	Analyse and interpret school data	1 3
2	Discuss implications of school data for teaching practice	1 2 3
3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	3

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Class Data and Unit Plan Differentiation

GOAL:	The goal of this task is to analyse student data, to modify a curriculum unit to meet the learning needs of students, and justify those changes.
PRODUCT:	Plan
FORMAT:	Using the same school context as Task 2, you will be provided with hypothetical student data for a class that you will be teaching, and a Unit of Work overview for a Key Subject Area. Since Literacy and Numeracy are key areas for student success in schools, it will also be a priority focus for this task. The textbook will be a valuable resource. First, you will be required to: • Use the class data to create graphs and tables to represent student achievement in literacy and numeracy (two sets of graphs and tables required) • Explain the graphs and identify the highest- and lowest-performing groups of students in literacy and numeracy Second, using the Unit Plan, you will: • Propose modifications in literacy- and numeracy-based teaching and learning activities and justify them with research (not curriculum) literature • Consider how you might enhance teaching and learning in order to (a) extend top-performing students, and (b) support the lowest-performing students • Propose a strategy for diagnostic assessment (based on the summative assessment task in the Unit Plan) and discuss its effectiveness and expected outcomes with reference to research • Demonstrate knowledge and understanding about adjusting for a range of learners (low-high) based upon class data with a focus on the literacy and numeracy capabilities • Refer to and discuss relevant and up to date literature to justify modifications and enhancements to learning and teaching required to support student learning (not curriculum documents) • Communicate in a professional manner (correct spelling, punctuation and grammar). In-text referencing and a reference list are required (APA7) • Complete all sections of the unit template as demonstrated in tutorials • Briefly justify feedback to students, communication with parents/carers, and teacher reflection Note: This task builds on information from EDU101, EDU202, EDU308, EDU208, EDU218 (Primary and EC), and EDU419, EDU420, EDU412, EDU410 (Double Degree) plus subject courses where differentiation and learning theories are involved.
CRITERIA:	

No.		Learning Outcome assessed
1	Analyse classroom data to apply effective adjustments/differentiation to teaching activities and assessment that improve student engagement and learning.	2
2	Justify proposed modifications to teaching/activities with research literature	1 4
3	Justify assessment with research literature.	3 4
4	Justify the value of task monitoring, moderation, feedback and reflection on teaching	1 2
5	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	3

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

13. 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.

13.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	National and State policy/reports, national and international sources of school data (OECD, PIRLS, NAPLAN, My School, OneSchool, PISA, PIRLS, TIMSS); Data demands for accountability and performance improvement
Module 2	• The National School Improvement Tool: The focus on data in schools • Creating a culture of collective responsibility • Engaging with colleagues in professional conversations • Analysing data ethically and with integrity at the classroom and year level • Unit modification for meeting the needs of all students. • Modifying literacy and numeracy components • Using data for continuous improvement • Using data to make pedagogical decisions • Differentiated instruction based on data • Assessment to identify learning needs, determine appropriate levels of student support to ensure that learning is personalised for all students • Evidence of implementation • Communicating with parents and carers ethically and with integrity • Positive engagement with, and support for, parents and caregivers • Professional collaboration • Professional sharing – informal and formal, and collegially

14. 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.

14.1. 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
Required	Fisk, Selena	2022	USING AND ANALYSING DATA IN AUSTRALIAN SCHOOLS	2nd	Hawker Brownlow Education
Recommended	Mervyn Hyde,Shelley Dole,Kathleen Tait	2022	Diversity, Inclusion and Engagement	4th	OUP

14.2. Specific requirements

Nil

15. 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.

16. What administrative information is relevant to this course?

16.1. 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.

16.2. 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

16.3. 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.

16.4. 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

16.5. 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.

16.6. 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

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