UniSC

COURSE OUTLINE

EDU718 Teacher as Researcher

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	**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 and using data to inform teaching practices to enhance student learning and support school improvement. You will investigate a range of education research and gain a deep understanding of practice-based research. You will plan and execute a research project, which forms part of the capstone experiences of this program. Using your communication and technical research skills you will interrogate a range of data to design a learning intervention within a specific subject area topic, across a full range of ability levels. Your plan will include the creation assessment tools to measure the impact of your teaching.

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 - lecture videos, websites and activities - accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The tutorial is synchronous and involves on-campus engagement and application of learning materials.	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous learning materials - lecture videos, websites and activities - accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The tutorial is synchronous and involves synchronous engagement and application of learning materials.	2hrs	Week 1	7 times

1.3.   Course Topics

Research methodologies and methods in school settings, including Action Research and Case Study

Engaging with research literature in relation to an action research question

Developing data literacy (e.g., using data and diagnostic assessment tools to ascertain students' current knowledge and learning needs)

Designing assessment tools

Qualitative data collection, analysis, and interpretation

Quantitative data collection, analysis, and interpretation

Developing a research proposal

Identifying research-informed, evidence-based teaching strategies to reduce cognitive overload (e.g., explicit instruction, scaffolding, connecting to prior learning, guided inquiry, problem-solving, strategies to reduce need for intervention)

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

Reflecting on effective teaching strategies and opportunities for ongoing professional learning in relation to APST

Communicating research findings

2.   What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 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, 5.4, 6.1, 6.2, 6.3, 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, 5.1, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.2
3 Evaluate the importance of research into literacy, numeracy, or an approved curriculum focus to improve student outcomes, measure the impact of teaching, and inform the evaluation and improvement of teaching programs.	Knowledgeable Creative and critical thinker Empowered Information literacy	1.1, 1.2, 2.5, 3.6, 5.1, 5.4, 6.1, 6.2, 6.3, 6.4
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 Communicate to education stakeholders about practice-based action research processes designed to measure the impact of teaching on student outcomes in literacy, numeracy, or an approved curriculum focus understanding research proposal and report genres.	Creative and critical thinker Ethical Engaged Communication Information literacy	1.1, 1.2, 2.5, 3.6, 5.1, 5.4, 6.1, 6.2, 6.3, 6.4
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, 6.1, 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.
2.3	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.
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.
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.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

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

Enrolled in Program ED706 or ED707

5.2. Co-requisites

EDU720 or EDN700 or EDU714 or EDU798 or EDU792 or EDU797

5.3. Anti-requisites

Not applicable

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

This course is part of a capstone experience intended to be undertaken in the final trimester of study and concurrently with a PEx course. The learning gained from EDU718 Teacher as Researcher will support preparation for the final PEx, EDU720 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.

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	20%	40 minutes	Refer to Format	Online Test (Quiz)
All	2	Written Piece	Individual	45%	2500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Report	Individual	35%	1000-1500 words	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: 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 and data.	
CRITERIA:	**No.**	**Learning Outcome assessed**
	1 Knowledge of the role, purpose, methods, and theory of practice-based research including Action Research and Case Study in Education as part of the broader educational research theory.	1
GENERIC SKILLS:	Communication, Information literacy	

All - Assessment Task 2: Action Research Proposal

GOAL:	The goal of this task is to design an action research proposal focused on an action research question/s. Contemporary, relevant, high-quality literature will be used to inform the proposal 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 proposal. Methods including data analysis will be clearly outlined.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Design an action research proposal that will: measure the impact of teaching on literacy, numeracy or an approved curriculum focus. Use appropriate assessment tools to collect student data; and use case study methods to develop profiles for two students of interest. The action research proposal should follow an action research cycle and must include: * Research question/s: How can I improve my teaching of [insert literacy or numeracy general capability or approved curriculum focus here] in [insert specialisation or teaching area and year level here] to positively impact student learning? * What is already known: a review of literature that addresses the key topics in your questions, including specific teaching strategies that are supported by research. * What you plan to do: research methodologies, quantitative and/or qualitative data collection and analysis methods, an explanation of your teaching intervention (approx. 4 lessons), and an explanation of how you will evaluate the impact of your intervention. * Assessment tool/s that could be used to assess prior knowledge of literacy or numeracy or approved curriculum focus to inform your planning, and then measure the effectiveness/impact of your teaching. A section about case study design, explaining how data will be used from two students of interest to better understand their learning needs and further evaluate the impact of teaching upon individual learning in relation to the research focus. Due Monday 4 pm in Week 7. Task to be created, developed, and completed in learning analytics platform (Cadmus).

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Applied knowledge of action research and case study methods in the design and creation of an aligned Action Research Proposal.	1 5 6
	2	Effective use of informing literature to justify proposed research, identify evidence-based teaching strategies and differentiated learning opportunities appropriate to the curriculum area and level of schooling.	3
	3	Outline of teaching intervention.	3
	4	Development and justification of appropriate assessment tools to evaluate student progress.	2 4
	5	Outline of strategies to collect, collate, analyse, and interpret data adhering to ethical principles.	2
	6	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Action Research Report

GOAL:	The goal of this task is to report on your action research findings demonstrating understanding of strategies used to evaluate teaching to improve student learning and inform teaching programs.
PRODUCT:	Report
AUTHORSHIP STATEMENT:	
FORMAT:	Submission: Two weeks after the completion of your final PEx. Date to be announced by the Course Coordinator. This report completes the action research cycle as you explain how in practice you collected data, implemented a teaching intervention, evaluated your impact, and reflected upon your practice. Drawing upon your PEx experiences, report on how you used the action research cycle to: • collect data to inform your planning and teaching, • develop a teaching intervention (outline of approx. 4 lessons; do not include lesson plans) • differentiate for student needs, • analyse the data and made judgements about student performance, • use data to evaluate the impact of your teaching • use this data together with the APST to identify your professional learning needs. In your report, highlight the literacy, numeracy, and/or curriculum demands that were embedded in the learning and assessment activities, and how you supported this learning. Use evidence from your PEx to show the impact of your teaching and highlight key moments when learning took place. * Data collected during PEx while in the role of a professional teacher must be used to measure the impact of your teaching upon student learning outcomes. Therefore, data must be non-identifiable, and your discussion must centre around how action research informed your teaching. Task to be created, developed, and completed in learning analytics platform (Cadmus).

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Analysis, presentation and interpretation of student data adhering to ethical principles.	① ⑤
	2	Discussion of teaching strategies used to support the literacy, numeracy, or approved curriculum focus within the learning sequence.	③ ⑤
	3	Appraisal of the impact of your teaching and identification of next-step professional learning to improve personal practice and capacity to engage in a broad range of educational research.	③ ⑥
	4	Written communication skills, including text conventions, grammar and APA conventions.	⑤

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

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Quiz/zes	Quizzes	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			3.6	Practiced, Assessed
			5.1	Practiced, Assessed
			6.2	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			6.4	Practiced, Assessed
	Report	Action Research Report	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			2.3	Practiced, Assessed
			2.5	Practiced
			2.6	Practiced
			3.1	Practiced
			3.2	Practiced, Assessed
			3.6	Practiced, Assessed
			5.1	Practiced, Assessed
			5.4	Practiced, Assessed
			6.1	Practiced, Assessed
			6.2	Practiced
			6.3	Practiced
			6.4	Practiced, Assessed
			7.2	Practiced
	Written Piece	Action Research Proposal	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
			3.2	Practiced, Assessed
			3.6	Practiced, Assessed
			5.1	Practiced, Assessed
			5.4	Practiced, Assessed
			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.

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

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