

EDU718 Teacher as Researcher

School: School of Education and Tertiary Access

2024 | Semester 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.

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 research methodologies and gain a deep understanding of practice based research. You will plan and execute a substantial research-based project, which forms part of the capstone experiences of this program. Using your communication and technical research skills you will interrogate student data to design a learning intervention to improve students' literacy and/or numeracy outcomes within a specific subject area topic, across a full range of ability levels. Your plan will include the creation diagnostic tools to measure impact of 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

- 2. Research methodologies and methods in school settings, including Action Research and Case Study
 - 3. Strategies for assessing literacy and numeracy
 - 4. Developing and writing a research proposal
 - 5. Designing and creating diagnostic tools
 - 6. Critically reflecting on practice
 - 7. Measuring impact of teaching
- Engage in professional learning and link to APST

8. 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.

9. What is the unit value of this course?

12 units

10. 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 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, 5.4, 6.1, 6.2, 6.3, 6.4
2 Report on practice-based action research processes designed to measure the impact of teaching on student outcomes in literacy or numeracy.	Creative and critical thinker Ethical Engaged	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.	Knowledgeable 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 Evaluate 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.	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.

CODE	COMPETENCY
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.

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

Enrolled in Program ED706 or ED707

11.2. Co-requisites

EDU720 or EDN700 or EDU714 or EDU798 or EDU792 or EDU797

11.3. Anti-requisites

Not applicable

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

This course is part of a capstone experience in your final semester of study. You will use knowledge acquired in EDU717 Using Data for Learning, which will ideally be studied prior to or alongside EDU718 Teacher as Researcher, to inform the action research learning undertaken in this course. The learning gained from EDU717 Using Data for Learning and EDU718 Teacher as Researcher will culminate in practice in your final SPE, 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).

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

Task 1 is designed to provide early feedback to students.

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	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		
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 Proposal

GOAL:	The goal of this task is to design a literacy/numeracy based action research proposal for an education setting that measures impact of teaching on a group of students through the use of formative and/or summative assessment tool/s, and uses case study methods to investigate two students of interest.
PRODUCT:	Written Piece
FORMAT:	<p>Design an action research proposal that will: measure the impact of teaching Literacy or Numeracy General Capabilities on student learning in your teaching area; use formative and/or summative assessment tool/s to collect student data; and use case study methods to develop profiles for two students of interest.</p> <p>The action research proposal should follow an action research cycle and must include:</p> <ul style="list-style-type: none"> * Research question/s: 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? * 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 in your teaching area to inform your planning, and then measure the effectiveness/impact of your teaching. <p>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 literacy or numeracy learning.</p> <p>Due Monday 4 pm in Week 7.</p>

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 2 4
	2	Outline of teaching intervention and development of assessment tools. 2 3
	3	Use of academic literature to justify proposed research and the importance of literacy and/or numeracy research. 1 3
	4	Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy. 1

All - Assessment Task 3: Action Research Report

GOAL:	The goal of this task is to report on your action research findings.	
PRODUCT:	Report	
FORMAT:	<p>Submission: Two weeks after the completion of your final PEx. Date to be announced by the Course Coordinator.</p> <p>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.</p> <p>Drawing upon your PEx experiences, report on how you used the action research cycle to:</p> <ul style="list-style-type: none"> • 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. <p>In your report, highlight the literacy and/or numeracy demands that were embedded in the learning and assessment activities, and how you supported this learning.</p> <p>Use evidence from your PEx to show the impact of your teaching and highlight key moments when learning took place.</p> <p>* 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.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Ethical use of data to discuss and draw conclusions about student learning. 1 2
	2	Discussion of teaching strategies used to support the literacy and/or numeracy demands of the learning sequence. 2 3
	3	Appraisal of the impact of your teaching. 3 4
	4	Written communication skills, including text conventions, grammar and APA conventions. 4

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
1	Why Research? What is Action Research? Your research topic – literacy and numeracy General Capabilities
2	Case Study
3	The Literature Review
4	Collecting and analysing test scores, assignment grades and survey results (quantitative data)
5	Collecting and analysing samples of student work, interviewing students, taking observation notes (qualitative data)
6	Review action research cycle and explain Task 3 (the professional conversation)

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

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

14.2. Specific requirements

Current Blue Card for SPE.

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

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. 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) or email studentwellbeing@usc.edu.au.

16.5. 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.

16.6. 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.

16.7. 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.

16.8. 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>

16.9. 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.

16.10. 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

