



Course Outline

Code: EDU415

Title: Teacher as Researcher

School:	Education
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Dr Alison Willis Email: awillis@usc.edu.au Tel: (07) 5456 5530
Course Moderator:	Dr Sharon Louth

Please go to the USC website 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 methods, focusing particularly on Action Research and Case Study. You create a plan to undertake practice-based research, basing your proposals on your interpretation of student achievement data 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 to measure the impact of teaching.

1.2 Course topics

- Research methodologies and methods in Education, including Action Research and Case Study
- Strategies for teaching literacy and numeracy in your specialisation/teaching area
- Developing an action research plan
- Designing and creating data collection and assessment tools
- Reflecting on practice
- Measuring impact of teaching

2. What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th 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?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
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.	Task 1: Education Research Methods Quizzes Task 2: Action Research Question and Literature Review	Knowledgeable. Creative and critical thinkers.
Develop and report on a practice-based action research project designed to measure the impact of teaching on student outcomes in literacy or numeracy.	Task 3: Professional Conversation	Creative and critical thinkers.
Evaluate the importance of research into literacy and numeracy intervention strategies to improve student outcomes and measure the impact of teaching.	Task 2: Action Research Question and Literature Review Task 3: Professional Conversation	Creative and Critical Thinkers. Empowered.
Discuss the importance of engaging in professional learning and improving practice through educational research, participation and collegial sharing in professional learning activities.	Task 1: Education Research Methods Quizzes Task 2: Action Research Question and Literature Review Task 3: Professional Conversation	Engaged.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Enrolled in Program AB101, ED303, ED304, AE304, SE303 or ED315 OR enrolled in Program UU301, UU302 or XU301

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

5.5 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 contribute to your Graduate Teacher Performance Assessment (GTPA).

6. How am I going to be assessed?

6.1 Grading scale

Standard – 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

Task No.	Assessment Tasks	Individual or Group	Weighting	What is the duration / length?	When should I submit?	Where should I submit it?
1	Education Research Methods Quizzes	Individual	20%	20 minutes	Weeks 1, 2, 4 and 5	Blackboard
2	Action Research Question and Literature Review	Individual	45%	1500 words	Monday 5 pm, Week 5	Blackboard (SafeAssign)
3	Professional Conversation	Individual	35%	5-8 minute oral presentation	Weeks 6 and 7 in tutorials, according to schedule.	In tutorials
			100%			

Assessment Task 1: Education Research Methods Quizzes

Goal:	The goal of this task is to develop knowledge of educational research methodologies and methods.
Product:	Education Research Methods Quizzes
Format:	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:	Knowledge of educational research methods, theory, and purpose of Action Research and Case Study in Education, as well as other types of education research.

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 an education setting and conduct a literature review to provide a background to the topics of your question.
Product:	Action Research Question and Literature Review
Format:	This review of literature has three parts. 1. You are to generate an action research question that you will use to frame your literature review and assist your professional learning. <i>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?</i>

	<p><i>E.g. How can I improve my teaching of writing field reports in Year 6 Geography to positively impact student learning?</i></p> <p><i>E.g. How can I improve my teaching of interpreting statistical information in Year 8 HPE to positively impact student learning?</i></p> <p><i>E.g. How can I improve my teaching of vocabulary in Prep mathematics to positively impact student learning?</i></p> <p>2. You are to select a range of literature that addresses the research question. Identify the key topics in your research question and present what literature says about 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.</p> <p>3. Explain how the teaching and (formative) assessment strategies that you have reviewed could be used to differentiate for low, middle and high performing students.</p>
Criteria:	<ol style="list-style-type: none"> 1. Demonstrated knowledge of how an action research question can lead to improved teacher practice and positively impact student learning. 2. Investigation of literacy or numeracy teaching and assessment strategies in a <u>specialisation or teaching area</u> and how these can be used for differentiation. 3. Use of academic literature. 4. Written communication skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.

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:	Professional conversation.
Format:	<p>Within this task you will have two roles.</p> <p>Role One: Your first role is to be a teacher. Using the research question and literature review that you wrote for Task 2, demonstrate to a group of colleagues how you would go about:</p> <ul style="list-style-type: none"> • collecting data to plan a learning sequence on this topic, including assessing students' prior knowledge (show the data collection tools you would use) • creating a learning sequence (outline the activities you would plan) • identifying opportunities for differentiation (explain how and when) • using 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). <p>You will have 4-5 minutes to present your ideas, and 2-3 minutes to receive feedback and answer questions from your peers. Bring artefacts to your professional conversation, but no need to prepare slides.</p> <p>Role Two: Your second role is to be a colleague and ask questions of the other presenters.</p>
Criteria:	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Ethical use of data to discuss and draw conclusions about student learning. 2. Discussion of teaching strategies used to support the literacy and/or numeracy demands of the learning sequence. 3. Appraisal of the impact of your teaching. 4. Oral communication skills.

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

Week # / Module #	What key concepts/ content will I learn?
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)

Please note that the course activities may be subject to variation.

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

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

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Efron, S. & Ravid, R.	2013	<i>Action Research in Education: A Practical Guide</i>	Guilford Publications

8.2 Specific requirements

Current blue card for SPE based research.

9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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

- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Research Methods Quizzes	1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.5. Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 3.6. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
Task 2: Action Research Question and Literature Review	1.1. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.5. Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 3.6. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 5.1. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 6.2. Understand the relevant and appropriate sources of professional learning for teachers. 6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
Task 3: Professional Conversation	1.1. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 2.5. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Assessment Task	Australian Professional Standards for Teachers (Graduate)
	<p>3.6. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>5.1. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.4. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>6.1. Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <p>6.2. Understand the relevant and appropriate sources of professional learning for teachers.</p> <p>6.3. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <p>6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>