



Course Outline

Code: EDU421

Title: Using Data for Learning

School:	Education
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Dr Beverly Dann Email: bdann@usc.edu.au
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

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 to students, parents and the community. You will research and reflect on educational data at the national, state and classroom levels, identify differentiation needs and strategies, work collaboratively in learning communities and explore ethical issues.

1.2 Course topics

- Data demands in education;
- Ethical use of data in education;
- Communicating with parents and carers about learning goals;
- Creating a culture of collective responsibility;
- Collaborating with colleagues to identify learning goals;
- Using data for student and teaching improvement;
- Using data to make pedagogical decisions;
- Reflection as part of the process of continuous improvement.

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 outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Analyse, evaluate and interpret, ethically and with integrity, multiple sources of data at the international, national, state and school levels relating to school improvement.	Task 1: Research Essay Task 3: Exams	Knowledgeable. Engaged.
Use evidence to inform and modify learning goals and teaching practices to enhance learning outcomes for all students within a class group, including ethical use of ICT for a range of learning needs including managing challenging behaviour.	Task 2: Modification and justification of a Unit of Work Task 3: Exams	Knowledgeable. Engaged.
Communicate data stories and school improvement goals that promote a culture of improvement in learning communities with colleagues and parents.	Task 1: Research Essay Task 2: Modification and justification of a Unit of Work	Engaged. Ethical.
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.	Task 2: Modification and justification of a Unit of Work Task 3 Exams	Knowledgeable. Ethical.

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

Students must be enrolled in AE304, SE303, ED315, ED303, ED304, ED306, UU301 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 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.

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

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

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	Research Essay	Individual	30%	1500-1800 words	Monday Week 4 9am	Blackboard (SafeAssign)
2	Exams	Individual	20%	2x30 minutes each	Weeks 3 and 6	Tutorials
3	Modification and justification of a Unit of Work.	Individual	50 %	Unit modification plus justifications	Friday Week 7 4pm	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Research Essay

Goal:	The goal of this task is to identify and evaluate national / international, state and school level assessment data and educational reports from a range of sources and identify the purposes and value of that data.
Product:	Research essay
Format:	<p>You will learn about different types of data that impact education: international data, national data, state data, school data (the big picture level) and educational reports then identify their purposes and evaluate how and where these types of data and reports would be useful. You will also describe the impact of data and a report as it flows to each level (International, National, State and School). You will also discuss who the data is intended for and how you would best communicate the data to these stakeholders.</p> <p>The lectures will contain guest speakers from schools and DET who will share their stories about the types of data and the use of data in their schools. This will be helpful when considering your essay. It will also provide a 'real view' of what EQ expects when you begin teaching.</p> <p>The education data, reports and initiatives and other resources for this task will be made available on BB.</p> <p><i>You will be provided the opportunity to complete the OneSchool modules about data use and storage in QLD state schools and receive a certificate from DET QLD that can be added to your portfolio of evidence against the AITSL standards.</i></p>
Criteria:	<ul style="list-style-type: none"> • Identification and evaluation of educational data in relation to a report • Explanation of the value of data and a report at different levels and its impact for various stakeholders • Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

Assessment Task 2: Exams

Goal:	The goal of this task is to demonstrate understanding of sources of educational data, their purposes and value to the education sector, as well as differentiation, ethical issues, teaching strategies and learning theory that impact on student outcomes positively.
Product:	2 Exams
Format:	<p>There will be two exams.</p> <p>Exam 1 will cover items related to task 1; international, national, state and school related education data, ethical considerations and educational reports found on BB. This will be a formative type of assessment that will help you to see what you do not understand and that may need to be addressed for successful completion of Task 1.</p> <p>Exam 2 will cover items related to task 3; differentiation, forms of assessment, teaching strategies, learning theory and communication with stakeholders. This will be a formative type of assessment that will help you to see what you do not understand and that may need to be addressed for successful completion of Task 3.</p> <p>The exams are closed book and a combination of multiple choice, T/F, fill in the blank and short answer. You will need your laptop or tablet fully charged in tutorial to complete the exam. Additional materials such as scenarios or data may be provided during tutorial that you will refer to in order to complete the exam.</p>
Criteria:	<ul style="list-style-type: none"> • Understand and identify data and key issues • Understand educational reports that impact on education • Identify learning goals and relevant strategies • Understand ethical use of data • Understand ways and reasons to communicate with stakeholders • Understand learning theories

Assessment Task 3: Modification and justification of a Unit of Work

Goal:	The goal of this task is to use student data to modify a curriculum unit to meet the learning needs of students and justify those changes.
Product:	Modification and justification of a Unit of Work
Format:	<p>You will be provided with a Unit of Work overview for a Key Learning Area. You will also be provided with various school-based data about a hypothetical class (including learning goals). You will analyse the data given to you, identify the school and classroom contexts, create tables and graphs to communicate the data and discuss considerations for teaching students based on that data. This may include creating student learning groups. Finally, you will propose modifications based on this data and justify them with research literature. Consider how you might enhance teaching and learning based on this data, including the use of ICT.</p> <p>Since Literacy and Numeracy are priority areas for Queensland schools, it will also be a priority focus for this task. Intentions for communicating feedback to stake holders should also be included.</p> <p>You will be required to:</p> <ul style="list-style-type: none"> • Critically analyse data and the Unit of Work to modify learning and teaching to achieve learning goals that meet the learning needs of students; • Create graphs and tables from the data • Create student learning groups and justify how the groups were made • Refer to relevant and up to date literature to justify modifications and enhancements to learning and teaching required to support student learning (not curriculum documents); • Demonstrate knowledge and understanding about modifying a unit of study for a range of learners based upon class and school data with a focus on the literacy and numeracy capabilities; and • Communicate in a professional manner (correct spelling, punctuation and grammar) • In-text referencing and a reference list are required (APA6) • Complete all sections of the unit template as demonstrated in tutorials. <p><i>Other topics to justify in the unit plan include: monitoring learning and assessment, feedback to students and reflection.</i></p> <p>Tutorials will provide opportunity to learn, practice and understand the 4 criteria (as broken down above).</p> <p>This task is builds on information from EDU101, EDU202, EDU308, and subject courses where differentiation and learning theories are involved.</p>
Criteria:	<ol style="list-style-type: none"> 1. Analyse and interpret school and classroom data 2. Apply effective adjustments and teaching strategies to assist student engagement and learning. 3. Justify proposed modifications to teaching with research literature. 4. Justify assessment (diagnostic, formative, summative) 5. Understand the value of task moderation, feedback and reflection on teaching 6. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.

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?
Module 1	<ul style="list-style-type: none"> • Course overview • Data demands for accountability and performance improvement • Ethical use of statistics in educational contexts • Statistics, the media and education, My School, OneSchool • National & international Data in schools (OECD, PISA) • Development of skills and competencies necessary for analysis of the full range of student data (national, state and school-based) • National Assessment Program Literacy and Numeracy (NAPLAN) for Years 3, 5 and 7 • National Numeracy Review Report (COAG, 2008), -PIRLS, TIMSS, etc • National and state level education reports and policy
Module 2	<p>The National School Improvement Tool: The focus on data in schools</p> <ul style="list-style-type: none"> • 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
Module 3	<ul style="list-style-type: none"> • 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 • Oral skills, and professional conduct

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

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

A laptop or tablet will be useful for tutorials to access information and work collaboratively. It is your responsibility to keep up with weekly course readings and topics. Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site.

8.1 Prescribed text(s)

Author	Year	Title	Publisher
N/A			

8.2 Specific requirements

Nil

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 Essay: What is Educational Data and How is it used	1.2: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 3.6: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.4: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 2: Exams	2.1: Content and teaching strategies of the teaching area 2.5: Literacy and Numeracy strategies 3.6: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 3.7: Describe a broad range of strategies for involving parents/carers in the educative process. 4.5 Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. 5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.4: Demonstrate the capacity to interpret student assessment data to evaluate student

	<p>learning and modify teaching practice.</p> <p>5.5: 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.</p>
<p>Task 3: Modification and justification of a Unit of Work.</p>	<p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>1.5: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>3.3 Include a range of teaching strategies.</p> <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>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>