Course Outline

Code: EDU421
Title: Using Data for Learning

School: Education
Teaching Session: Semester 2
Year: 2020
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 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks 1,2</td>
<td>All assessment tasks are required to be completed for professional accreditation.</td>
</tr>
</tbody>
</table>

1.3 Course topics
Data demands and interpretation 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?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>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.</td>
<td>Task 1: Case Study</td>
<td>Knowledgeable. Engaged.</td>
</tr>
<tr>
<td>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.</td>
<td>Task 2: Plan</td>
<td>Knowledgeable. Engaged.</td>
</tr>
<tr>
<td>Communicate data stories and school improvement goals that promote a culture of improvement in learning communities with colleagues and parents.</td>
<td>Task 1: Case Study Task 2: Plan</td>
<td>Engaged. Ethical.</td>
</tr>
<tr>
<td>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.</td>
<td>Task 2: Plan Task 1: Case Study</td>
<td>Knowledgeable. Ethical.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case Study</td>
<td>Individual</td>
<td>50%</td>
<td>1500 words</td>
<td>Thursday Week 4, 5pm</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2</td>
<td>Plan</td>
<td>Individual</td>
<td>50%</td>
<td>Unit modification plus justifications</td>
<td>Monday Week 8, 9am</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
</tbody>
</table>

**Assessment Task 1: Case Study**

| **Goal:** | The goal of this task is to analyse and interpret school data and classroom data. |
| **Product:** | Case Study |
| **Format:** | You will investigate and learn about different types of data that impact on education from international, national, state and school sources. You will also research and understand recent educational reports and initiatives and their impact on the education system and classroom teaching. You will practice evaluating school data, classroom data and reports in tutorials and lectures. You will develop 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. |

Your Case Study will include school data, demographics, ICSEA scores, etc. You will also be provided with various student data for a hypothetical class (including learning goals). You will be required to:

- Critically analyse school and class data
- Create graphs and tables to represent the class data
- Create student learning groups and justify how the groups were made
- Discuss considerations for teaching
- Consider how to involve a range of stakeholders
- Consider ethical use of data

The education data, reports and initiatives and other resources for this task will be made available on Bb.
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Some lectures will contain guest speakers from schools 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 to expect when you begin teaching.

**Criteria:**
- Analyse and interpret school data
- Analyse and interpret classroom data
- Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions

### Assessment Task 2: Plan

<table>
<thead>
<tr>
<th><strong>Goal:</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong></td>
<td>Plan</td>
</tr>
</tbody>
</table>
| **Format:** | You will be provided with a Unit of Work overview for a Key Subject Area. You will use the school and class data from Task 2 to propose modifications in literacy and numeracy based activities and justify them with research literature. Consider how you might enhance teaching and learning for a range of learners based on this data. Since Literacy and Numeracy are focus areas for student success in schools, it will also be a priority focus for this task.

You will be required to:
- Demonstrate knowledge and understanding about making adjustments for a range of learners (low-high) based upon class and school 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 (APA6)
- Complete all sections of the unit template as demonstrated in tutorials.

*Other topics to justify in the unit plan include: monitoring learning and assessment, moderation, feedback to students 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:**
- Apply effective adjustments/differentiation to teaching activities and assessment that improve student engagement and learning.
- Justify proposed modifications to teaching/activities with research literature.
- Justify assessment with research literature.
- Justify the value of task monitoring, moderation, feedback and reflection on teaching.
- Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.
7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Sunshine Coast</td>
<td>Blended learning lecture materials on Bb and 2 hours x 7 weeks lectures, 2 hours x 7 weeks tutorials to equal 10 weeks</td>
</tr>
<tr>
<td>USC Fraser Coast</td>
<td>Blended learning lecture materials on Bb and 2 hours x 7 weeks recorded lectures, 2 hours x 7 weeks tutorials to equal 10 weeks</td>
</tr>
<tr>
<td>USC Gympie</td>
<td>Blended learning lecture materials on Bb and 2 hours x 7 weeks recorded lectures, 2 hours x 7 weeks tutorials to equal 10 weeks</td>
</tr>
<tr>
<td>USC Caboolture</td>
<td>Blended learning lecture materials on Bb and 2 hours x 7 weeks recorded lectures, 2 hours x 7 weeks tutorials to equal 10 weeks</td>
</tr>
</tbody>
</table>

7.1 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
</table>
| 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                                                                 |
|                   | • Coding data                                                                                             |
|                   | • Graphing data, data tables                                                                              |
|                   | • 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                                             |

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)**

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selena Fisk</td>
<td>2019</td>
<td>Using and Analysing Data in Australian Schools – How, why and what</td>
<td>Hawker Brownlow</td>
</tr>
</tbody>
</table>

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 on 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 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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
10.7 General Enquiries

In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC Moreton Bay – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- USC SouthBank - 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

10.8 School specific information

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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
</table>
| Task 2: Case Study | 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.  
3.7: Describe a broad range of strategies for involving parents/carers in the educative process.  
5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.  
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.  
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 3: Plan | 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.  
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.  
2.1: Content and teaching strategies of the teaching area  
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.  
3.1 Set learning goals that provide achievable challenges for students with varying abilities and characteristics.  
3.3 Include a range of teaching strategies.  
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.  
5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.  
5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.  
5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |