# USC

## Course Outline

# Code: EDU717
# Title: Using Data for Learning

**Faculty:** Science, Health, Education and Engineering
**School:** Education
**Teaching Session:** Semesters 1&2
**Year:** 2019
**Course Coordinator:** Dr Beverly Dann  bdann@usc.edu.au
**Course Moderator:** Dr Carol McCarthy Smith

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 focusses 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 evaluate how student outcomes can be communicated to students, parents and the community.  You will research, synthesise 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.

*Note: This course is aligned to the capstone experience in your final semester of study. You will use knowledge acquired in this course, which will be studied prior to or alongside EDU718 Teacher as Researcher and EDU720 Professional Experience: The Professional Teacher, to inform the action research learning undertaken in EDU718 Teacher as Researcher. The learning gained from this course 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 contribute to your Graduate Teacher Performance Assessment (GTPA).*

### 1.2    Course topics

- Building data literacy to deal with a data drenched society
- Data demands and opportunities in education
- Critical and ethical use of data in education
- Using data to communicate learning outcomes with colleagues, parents and carers
- Using data to make pedagogical decisions
- Using data for student and teaching improvement
- Creating a culture of collective responsibility for school improvement
- Reflection as part of the process of continuous improvement

## 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?

| Specific Learning Outcomes<br>On successful completion of this course you should be able to: | Assessment Tasks<br>You will be assessed on the learning outcome in task/s: | Graduate Qualities or Professional Standards mapping<br>Completing these tasks successfully will contribute to you becoming: |
|---|---|---|
| Research, analyse, evaluate and interpret, ethically and with integrity, multiple sources of data at the international, national, state and school levels relating to school improvement goals. | Task 1: Research essay<br>Task 3: Exams | Knowledgeable.<br>Engaged. |
| Apply specialised knowledge and skills to use evidence to inform and modify learning goals and teaching practices, including ethical use of ICT for a range of learning and behaviour needs. | Task 2: Modification and justification of a Unit of Work.<br>Task 3: Exams | Knowledgeable.<br>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<br>Task 2: Modification and justification of a Unit of Work. | Engaged.<br>Ethical. |
| In an ethical manner, research, 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<br>Task 3: Exams | Knowledgeable.<br>Ethical. |

*Students may attend combined lectures with ED315, ED304, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.*

## 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

This course is only available to students enrolled in ED508 or ED705 or ED706 or ED707

### 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 is aligned to the capstone experience in your final semester of study. You will use knowledge acquired in this course, which will be studied prior to or alongside EDU718 Teacher as Researcher and EDU720 Professional Experience: The Professional Teacher, to inform the action research learning undertaken in EDU718 Teacher as Researcher. The learning gained from this course 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 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

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% | 2200-2500 words | Week 4 Monday 9am | Blackboard (SafeAssign) |
| 2 | Exams | Individual | 20% | 2x30 minutes | Weeks 3 and 6 | Tutorials |
| 3 | Modification and justification of a Unit of Work. | Individual | 50% | Unit modification plus justifications | Week 7 Friday 4pm | Blackboard (SafeAssign) |
| | | | 100% | | | |

**Assessment Task 1: Research essay?**

| Goal: | The goal of this task is to research, identify and critically evaluate the purposes and value of school related data and policy from a range of sources, national, international, state and school, and synthesise these findings to justify accountability agendas. |
|---|---|
| Product: | Research essay? |
| Format: | You will research and identify different types of school data from international, national, state and school sources.  You will also research and identify recent educational policy and their impact on the education system and classroom teaching. You will evaluate these different types of data and policy and describe how they are used ethically to improve student outcomes and professional practices.  You will also describe the impact of this data and educational policy as it flows to each level (International, National, State and School). You will include who the data is intended for and how it should be communicated. You will need to synthesise your research findings to discuss, evaluate and justify accountability agendas in an essay format. Further details will be available in Week 1-3 lectures and tutorials. <br><br> 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 to expect when you begin teaching. <br><br> *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.* |
| Criteria: | 1. Knowledge and understanding of educational data and policy <br> 2. Evaluate and synthesise  the value of data for use at different levels <br> 3. Reflect on the ethical collection and use of data in schools for improvement. <br> 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy. |

**Assessment Task 2: Exams**

| Goal: | The goal of this task is to research and demonstrate understanding of sources of educational data, their purposes and value to the education sector, as well as differentiation, teaching strategies and learning theory that impact on student outcomes positively |
|---|---|
| Product: | 2 Exams |
| Format: | There will be two exams.<br>**Exam 1** will cover items related to task 1; international, national, state and school related education data.  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.<br>**Exam 2** will cover items related to task 3; differentiation, forms of assessment, teaching strategies and learning theory. 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.<br><br>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.. |
| Criteria: | 1.  Analyse and interpret data to identify key issues<br>2.  Identify learning goals and relevant strategies<br>3.  Communication with stakeholders |

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

| Goal: | The goal is for you to apply specialised knowledge and skills related to interpreting data to modify, justify and communicate data stories around a unit of work |
|---|---|
| Product: | Modification and justification of a Unit of Work. |
| Format: | 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.<br>**Since Literacy and Numeracy are priority areas for Queensland schools, it will also be a priority focus for this task**. You will be required to:<br>• Critically analyse data and the Unit of Work to modify learning and teaching to achieve learning goals that meet the learning needs of students;<br>• Create graphs and tables from the data<br>• Create student learning groups and justify how the groups were made<br>• 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);<br>• 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<br>• Communicate in a professional manner (correct spelling, punctuation and grammar)<br>• In-text referencing and a reference list are required (APA6)<br>• Complete all sections of the unit template as demonstrated in tutorials.<br>*Other topics to justify in the unit plan include: monitoring learning and assessment, feedback to students and reflection.* |

| | This task is builds on information from EDU764, EDU765, EDU712 and EDU792, and subject courses where differentiation and learning theories are involved. |
|---|---|
| **Criteria:** | 1. Apply effective adjustments and teaching strategies to assist student engagement and learning.<br>2. Analyse and interpret different kinds of data<br>3. Justify proposed modifications with research literature.<br>4. 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.

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## 7.2    Course content

| Week # /<br>Module # | What key concepts/content will I learn? |
|---|---|
| Module 1 | What is data: National and State policy/reports, national and international sources of school data (OECD, PIRLS, NAPLAN, My School, OneSchool, PISA, PIRLS, TIMSS); QCAA literacy and numeracy Indicators; ACARA data focuses, AITSL standards<br>• Data demands for accountability and performance improvement<br>• Ethical use of statistics in educational contexts |
| Module 2 | The National School Improvement Tool: The focus on data in schools<br>• Creating a culture of collective responsibility<br>• Engaging with colleagues in professional conversations<br>• Analysing data ethically and with integrity at the classroom and year level<br>• Unit modification for meeting the needs of all students.<br>• Modifying literacy and numeracy components<br>• Using data for continuous improvement<br>• Using data to make pedagogical decisions<br>• Differentiated instruction based on data<br>• Assessment to identify learning needs, determine appropriate levels of student support to ensure that learning is personalised for all students<br>Evidence of implementation |
| Module 3 | How do teachers use data on a daily basis to modify pedagogy and drive improvements?<br>• Communicating with parents and carers ethically and with integrity<br>• Positive engagement with, and support for, parents and caregivers<br>• Professional collaborationProfessional sharing – informal and formal, and collegially<br>Oral skills, and professional conduct |

Please note that the course content 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)**

Nil

**8.2       Specific requirements**

Nil

## 9.      Risk management

Health and safety risks for this course 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 Level) |
|---|---|
| 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.<br>3.6: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.<br>3.7: Describe a broad range of strategies for involving parents/carers in the educative process.<br>4.5: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.<br>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.<br>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<br>2.5: Literacy and Numeracy strategies<br>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.<br>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.<br>5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.<br>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. |
| Task 3: Modification and justification of a Unit of Work. | 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.<br>3.6: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.<br>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.<br>5.2: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.<br>5.3: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.<br>5.4: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |

**Overview of the Master of Teaching (Secondary) Program**

**Phase 1 - Orientation to the profession:**

EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses

**Phase 2 - Enhancing professional knowledge and skills:**

EDU712 Diversity and Inclusion
EDU713 Individual Learner Needs
EDU715 Literacy and Numeracy across the Curriculum
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
EDU766 Assessing Learning
EDU714 Professional Experience: Managing Learning Environments
Second two curriculum courses

**Phase 3 - Synthesis of professional knowledge in practice and research:**

EDU717 Using Data for Learning
EDU718 Teacher as Researcher
EDU719 Teacher as Global Practitioner
EDU720 Professional Experience: The Professional Teacher

| Overview of the Master of Teaching (Primary) Program |
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**Orientation to the profession:**
EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession

| **Developing professional knowledge and skills:** | **Developing curriculum and pedagogy knowledge and skills:** |
| --- | --- |
| EDU712 Diversity and Inclusion<br>EDU713 Individual Learner Needs<br>EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning<br>EDU717 Using Data for Learning<br>EDU714 Professional Experience: Managing Learning Environments | EDU777 Teaching Arts in the Primary School<br>EDU778 Teaching History and Geography in the Primary School<br>EDU769 Teaching Science in Primary Schools<br>EDU767 Teaching English: Curriculum and Pedagogy<br>EDU768 Teaching Mathematics in the Early Years<br>EDU774 Teaching Primary School Mathematics<br>EDU776 Teaching Reading and Writing<br>EDU779 Teaching Health and Physical Education in Primary School<br>EDU780 Technologies and ICT: Curriculum and Pedagogy |

**Synthesis of professional knowledge in practice and research:**
EDU718 Teacher as Researcher
EDU720 Professional Experience: The Professional Teacher