

Course Outline

Code: EDU717

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 Carol 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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Tasks 1,2	All assessment tasks are required to be completed for professional accreditation.

1.3 Course topics

- Building data literacy to deal with a data drenched society
- Data demands and opportunities interpretation 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 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:
Research, 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 goals.	Task 1: Case Study	Knowledgeable. Engaged.
Apply specialised knowledge and skills to use evidence to inform and modify learning goals and teaching practices for students of varying abilities within a class group, including ethical use of ICT for a range of learning needs.	Task 2: Plan	Knowledgeable. Engaged.
Communicate data stories and school improvement goals that promote a culture of improvement in learning communities with colleagues and parents.	Task 1: Case Study Task 2: Plan	Engaged. 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: Plan Task 1: Case Study	Knowledgeable. 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 Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Case Study	Individual	50%	1700 words	Thursday Week 4, 5pm	Online Assignment Submission with Plagiarism check
2	Plan	Individual	50%	Unit modifications plus justifications	Monday Week 8, 9am	Online Assignment Submission with Plagiarism check
			100%			

Assessment Task 1: Case Study

Goal:	The goal of this task is to research, analyse and interpret school data and classroom data.
Product:	Case Study
Format:	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>The education data, reports and initiatives and other resources for this task will be made available on Bb.</p>
Criteria:	<ul style="list-style-type: none"> • Analyse and interpret school data • Analyse and interpret classroom data • Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.

Assessment Task 2: Plan

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:	Plan
Format:	<p>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.</p> <p>Since Literacy and Numeracy are focus areas for student success in schools, it will also be a priority focus for this task.</p> <p>You will be required to:</p> <ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • 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, moderation, feedback to students and teacher reflection.</i></p> <p>Note: This task is builds on information from EDU764, EDU765, EDU712 and EDU792, and subject courses where differentiation and learning theories are involved.</p>
Criteria:	<ul style="list-style-type: none"> • 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

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. 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.

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.

Location:	Directed study hours for location:
USC Sunshine Coast	Blended learning lecture materials on Bb and 2 hours x 7 weeks lectures, 2 hours x 7 weeks tutorials to equal 10 weeks

7.1 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	National and State policy/reports, national and international sources of school data (OECD, PIRLS, NAPLAN, My School, OneSchool, PISA, PIRLS, TIMSS); <ul style="list-style-type: none"> • Data demands for accountability and performance improvement

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 • 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 • How do teachers use data on a daily basis to modify pedagogy and drive improvements? • 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
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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)

Author	Year	Title	Publisher
Selena Fisk	2019	Using and Analysing Data in Australian Schools – How, why and what	Hawker Brownlow

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 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 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

10.8 School Specific Information

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

Assessment Task	Australian Professional Standards for Teachers (Graduate Level)
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. 5.5: 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

	<p>and characteristics.</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>

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	
Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession	
Developing professional knowledge and skills: EDU712 Diversity and Inclusion EDU713 Individual Learner Needs EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU717 Using Data for Learning EDU714 Professional Experience: Managing Learning Environments	Developing curriculum and pedagogy knowledge and skills: EDU777 Teaching Arts in the Primary School EDU778 Teaching History and Geography in the Primary School EDU769 Teaching Science in Primary Schools EDU767 Teaching English: Curriculum and Pedagogy EDU768 Teaching Mathematics in the Early Years EDU774 Teaching Primary School Mathematics EDU776 Teaching Reading and Writing EDU779 Teaching Health and Physical Education in Primary School 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	