



EDED20496 *Teacher as Researcher: Using Student Data to Improve Educational Outcomes*

Term 1 - 2021

Profile information current as at 18/08/2022 01:47 am

All details in this unit profile for EDED20496 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit requires you to engage with student data for the purposes of improving student learning and educational outcomes. You will plan and implement a research project, which requires the collection and analysis of data from a 'real world' teaching context during their Internship. A project report will then be presented that documents the collection and analysis of specific data, identifying implications for teaching practice, making recommendations for improved student learning outcomes, and indicating how you would modify learning goals and teaching practices to enhance learning outcomes for students. You will engage with literature associated with the specific teaching and learning issue being investigated. You will also explore ethical considerations when collecting, analysing, evaluating and interpreting student data and investigate issues of working confidentially and professionally within a values-based context.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisite EDFE20037 Professional Praxis 4: Transition to Teaching

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Presentation and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle feedback

Feedback

Assessment marking

Recommendation

Maintain quick turnaround time for task 1 and feedback specificity.

Feedback from Moodle feedback

Feedback

Assessment Task 2

Recommendation

Review clarity of Task 2 description and requirements.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Engage with student data for the purposes of improving student learning and educational outcomes
2. Plan a research proposal that requires the collection of student data
3. Identify and evaluate school level data from a range of sources
4. Collect, analyse, evaluate and interpret student data ethically
5. Identify implications for teaching practice based on student data
6. Make informed recommendations for improved student learning outcomes.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.1 Physical, social and intellectual development and characteristics of students**1.2 Understand how students learn****1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities****3.1 Establish challenging learning goals****3.7 Engage parents/carers in the educative process****4.1 Support student participation****5.2 Provide feedback to students on their learning****5.4 Interpret student data****5.5 Report on student achievement****7.1 Meet professional ethics and responsibilities****7.2 Comply with legislative, administrative and organisational requirements****7.3 Engage with the parents/carers**

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	•	•				
2 - Presentation and Written Assessment - 50%	•		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	○
2 - Communication	○	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○	○
4 - Research	○	○	○	○	○	○
5 - Self-management						
6 - Ethical and Professional Responsibility	○	○	○		○	○
7 - Leadership						
8 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 50%	○	○	○	○		○		
2 - Presentation and Written Assessment - 50%	○	○	○	○		○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Headphones with microphone

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Reyna Zipf Unit Coordinator

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Katrina Higgins Unit Coordinator

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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic one: Teacher as researcher	Readings: <ul style="list-style-type: none">• Agee, J. (2009). Developing qualitative research questions: a reflective process, <i>International Journal of Qualitative Studies in Education</i>, 22(4), 431-447	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic two: Teaching and learning issues: what to research Topic three: Why use data in teaching and learning contexts?	Readings for topic three: <ul style="list-style-type: none">• Jesson, J. & Lacey, F. (2006). How to do (or not to do) a critical literature. <i>Pharmacy Education</i>, 6 (2), 139-148• Whittenmore, R. & Knafl, K. (2005). The integrative review: updated methodology. <i>Journal of Advanced Nursing</i>, 52 (5), 546-553	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Readings for topic four:

- Wahyuni, D. (2012). [The research design maze: understanding paradigms, cases, methods and methodologies](#). *Journal of Applied Management Accounting Research*, 10(1), 69-80.
- Denscombe, M. (2010). Case Study. In M. Denscombe (Ed.), *The good research guide for small-scale social research projects* (4th ed., pp. 52-64). New York: Open University Press.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Yin, R. K. (2006). Case study methods. In J. Green, G. Camilli & P. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 111-122). Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.

Topic four: Researching teaching and learning issues - research methodology overview
Topic five: What is data?

Readings for topic five:

- Chapter 11 by Litchman, M. (2013). Learning about others through observations and other techniques. In *Qualitative Research in Education, a user's guide* (3rd ed.) Thousand Oaks, CA: SAGE Publications.
- Chapter 8 by Cresswell, J. W. (2012). Analysing and interpreting qualitative data. In *Educational Research, planning, conducting and evaluating quantitative and qualitative research* (4th ed.) Pearson Education: Boston.

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic six: Data and ethics - privacy and confidentiality Topic seven: Research proposal		

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic eight: Analytical processes - what do I do with the data?		Written Assessment - Research Proposal Due: Week 5 Monday (5 Apr 2021) 12:00 am AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic nine: Using data - interpretations and making recommendations	Readings: • Blakeley, P. (2013). Developing coherent understanding . In <i>Qualitative Data Analysis - practical strategies</i> . Thousand Oaks, CA: SAGE Publications.	

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Topic ten: Reporting the data - telling others about the research

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Data collection, analysis and interpretation.		

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Data collection, analysis and interpretation.		

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Data collection, analysis and interpretation.		Presentation and Written Assessment - Poster and written summary Due: Week 10 Thursday (20 May 2021) 12:00 am AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - Research Proposal

Assessment Type

Written Assessment

Task Description

Your task is to identify an educational problem/concern/issue and design a research proposal that will enable the problem to be explained and explored through the analysis of student data. The problem chosen must enable you to collect both primary and secondary data. After collecting and analysing the data (Assessment Task 2) you will need to identify implications for teaching practice based on the analysis of the student data and make recommendations for improved student learning outcomes that are explicitly linked to, and based on, your analysis and findings. Therefore you need to select a topic that will allow data analysis to explain future teaching practice.

The following structure will assist in your planning:

- What is the concern/problem/issue you are addressing?
- What type/s of data are required to be collected to allow you to explain and explore the concern/problem/issue?
- What are the most appropriate methods of data collection?
- What permissions do you need to access the data?
- How will the data be analysed and presented in order to address the concern/problem/issue?
- What ethical issues are involved in the evaluation and how will they be addressed?
- Please use the research proposal template for sections to be included in your proposal document.

Word count: 2000 words (maximum).

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct

quotations.

Assessment Due Date

Week 5 Monday (5 Apr 2021) 12:00 am AEST

Return Date to Students

Week 6 Monday (19 Apr 2021)

Once moderation is complete

Weighting

50%

Assessment Criteria

Criteria used for this assignment include:

- Knowledge of topic or problem
- Methodology and theoretical framing
- Use of relevant literature
- Knowledge of ethical approaches with handling data and participant information
- Research design
- Written presentation

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please upload assignments and attachments via the moodle site

Learning Outcomes Assessed

- Engage with student data for the purposes of improving student learning and educational outcomes
- Plan a research proposal that requires the collection of student data

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Presentation and Written Assessment - Poster and written summary

Assessment Type

Presentation and Written Assessment

Task Description

There are three components to this task that enable you to communicate your case study and findings.

Component 1 - is to present your case study as a poster presentation. Within your poster presentation, you are to (at a minimum):

- Design a poster that clearly communicates your research project
- Identify your research context (concern/problem/issue)
- Briefly outline your research design including participants
- Briefly outline the data collection process
- Elaborate on the ethical issues associated with your case study
- Document your findings and interpretation

Component 2 - is to explain your case study using the poster as your visual prompt and record the explanation. The audio explanation should explain the research design, ethical approach and any challenges, findings and resultant interpretations.

Component 3 - Submit a 500 - 600 maximum word summary looking specifically at the implications of your research for your teaching practice and role of teacher as researcher. When discussing the implications for practice identify how you could modify learning and teaching practice to enhance the learning outcomes for your participants. In other words, how does your modification or your practice demonstrate a positive impact on student learning. In the conclusion of your summary outline strategies you could use for reporting the data collection and analysis to participants involved in your

project.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 10 Thursday (20 May 2021) 12:00 am AEST

Return Date to Students

Week 12 Thursday (3 June 2021)

Assignments will be returned after the moderation process is completed

Weighting

50%

Assessment Criteria

Criteria for this assessment includes:

- Knowledge of topic or problem
- Research design
- Ethical approaches used with handling of data and participant information
- Documenting findings and interpretations
- Summary of the research process
- Poster presentation

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Please submit assignment and attachments via the moodle site

Learning Outcomes Assessed

- Engage with student data for the purposes of improving student learning and educational outcomes
- Identify and evaluate school level data from a range of sources
- Collect, analyse, evaluate and interpret student data ethically
- Identify implications for teaching practice based on student data
- Make informed recommendations for improved student learning outcomes.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem