EDST5114

Investigating Issues in Curriculum and Assessment

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

In this course, you will examine how the policies and practices of today connect with historical contexts, traditions, ideologies and beliefs about curriculum and assessment and how future developments are shaped by events and decisions taken in the past. The course covers key issues, policies and events that have shaped reform agendas in the development of curriculum and assessment in New South Wales and Australia on a national level and will consider how these compare to developments internationally. You will be given the opportunity to research, analyse and discuss issues in curriculum and assessment of interest to you.

At the conclusion of this course the student will be able to

1. Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting.
2. Examine key issues and events that have informed curriculum and assessment change in local, national and international contexts
3. Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.

Teaching Strategies

Teaching Strategies: In this course, lecture, seminars, group discussions and student presentations are utliised. Students will be actively engaged as they investigate and discuss current and historical theories, influences and developments in curriculum and assessment.

Rationale: The content of the course provides an overview of curriculum theory and practice. It considers different models of curriculum and general theory of assessment and helps students to understand the historical context and how the policies and practices of today and the future are shaped by events and decisions taken in the past. The teaching approach attempts to actively engage students as they discuss current theory and practice, and learn new information and skills. Students will have the opportunity to investigate a curriculum or assessment issue of their choosing.

Australian Professional Graduate Teaching Standards

Standard	Description
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Reflection paper	40%	1,3	1.2.4,1.5.3,6.2.2,6.3.3	23/03/2018 05:00 PM
Analytical paper and presentation	60%	1,2,3	1.2.4,1.5.3,6.2.2,6.3.3	07/02/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Reflection paper

Start date: Not Applicable

Details: Task 1 - Written reflection on teaching experience in contemporary education contexts. Length: 2000 wordsQualitative and quantitative feedback within 10 days of submission.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Analytical paper and presentation

Start date: Not Applicable

Details: Task 2 - Written analysis and presentation of a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to youLength: 4000 words (written paper)Time: 5 minutes (presentation)Qualitative and quantitative feedback within 10 days of submission.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	**The context of contemporary curriculum & assessment** Neoliberal agendas, ideologies, markets and standards Introduction and identification of discussion of contemporary educational issues, stakeholders
Week 2: 5 March - 11 March	Lecture	**Defining curriculum** Traditional and newer definitions, contestations & debates, what it is, why it matters, who owns it?
Week 3: 12 March - 18 March	Lecture	**Comparative analysis of models of curriculum** Content, product, process approaches & implications for learners, teachers, content and context.
Week 4: 19 March - 25 March	Lecture	**Curriculum reform: State based** Case Study: The shift to standards-based curriculum & assessment in NSW
Week 5: 26 March - 1 April	Lecture	**Centralisation and Curriculum Change: National Curriculum Initiatives** Case Study: Progress and Perspectives on the development of the Australian Curriculum
Break: 2 April - 8 April		No Lecture
Week 6: 9 April - 15 April	Lecture	**Defining Assessment - Theory and Practice**
Week 7: 16 April - 22 April	Lecture	**Comparative analysis of approaches to assessment**
Week 8: 23 April - 29 April	Lecture	**Standardisation of Assessment** Case Study: Changes to Assessment and Reporting in NSW
Week 9: 30 April - 6 May	Lecture	**Forces shaping curriculum and assessment in the current context** Case Study: The Impact of ICT on Curriculum and Assessment
Week 10: 7 May - 13 May	Lecture	**Current curriculum and assessment issues: A global view**
Week 11: 14 May - 20	Assessment	Presentations and guided discussions

May		
Week 12: 21 May - 27 May	Assessment	Presentations and guided discussions

Resources

Prescribed Resources

Please see Moodle

Recommended Resources

Please see Moodle

Course Evaluation and Development

Feedback on this coures in 2017 highlighted the need for greater breadth in the focus of discussion about curriculum and assessment beyind the context of New South Wales. Given this course attracts students from a range of diverse backgrounds and sites of curriculum practice the topics have been reviewed and revised to reflect a variety of state, national and international developments. Similarly, the assessments have been modified to provide opportunities for students to reflect on the context informing contemporray curriculum and assessment practices in the global context of education using particular theoretical articles. This investigation of context then provides a basis on which students can then identify a particular topic to research in the second assignment which relates to their own specialisations and interests.

Image Credit

Synergies in Sound 2016

CRICOS

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