School of Education

EDST5034
Current Issues in Education 2

Term 3 2021

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. **LOCATION**

   Faculty of Arts, Design & Architecture
   School of Education
   EDST5034 Current Issues in Education 2 (6 units of credit)
   Term 3 2021

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Pasi Sahlberg
   Office Location: G48, Morven Brown Building
   Email: pasi.sahlberg@unsw.edu.au
   Availability: Via email

3. **COURSE DETAILS**

Course Name	Current Issues in Education 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5034T3

SUMMARY OF THE COURSE

Education is one of the most discussed and contentious social issues around the world. It divides people across a spectrum of opinions from those favouring a radical reversal of traditional practice to those clamouring for return to educational basics. In many countries, education is at the heart of political debates often according to ideological principles and priorities. The rancorous debate embodies fundamental questions facing society including: What is the purpose of education? How much do teachers influence the quality of education systems? Will technology be the saving grace for the future of education? Do we need tougher accountability in order to improve public school systems? What are the roles of standardized testing, alternative education, private education, and online learning? Should OECD's PISA test stand or should it fall? How about NAPLAN here in Australia? Too often reformers choose a side to debate and preach rather than problem solve. These current issues in education are not easily solved with either-or solutions. Instead, answering these questions require constructive dialogue. Identifying, discussing and troubleshooting these global educational issues are the essence of this course.

To achieve these lofty goals – this course will invite students to a personal and collective journey to the world of current hard questions in education. This course will take an international look at some of the burning questions that are common to education systems around the world. It is a course based on individual reading and writing, small group processing of selected issues, and "crucial conversations"; promoting skills for creating alignment and agreement by fostering open dialogue around essential, emotional, and risky topics in global education dialogues. Our collective aim is to build an enriching learning community that supports authentic conversation and disciplined dialogue on the most difficult questions facing todays' world of education policy. Students will gain access to prominent thought leaders, through reading and video links, and an opportunity to develop their own leadership identity and promote their own perspectives on major educational challenges. Importantly, the course will also facilitate opportunities to learn how to leverage social media and other means of communication for sharing ideas.

In the end, this course is built on an assumption that we need to better understand these complex problems before we are able to find sustainable solutions to local educational challenges here at home. This course provides students with an overview of current international issues in education related to their research interests, examines issues to be considered choosing a research topic, and identifies literature search strategies.

Attendance: 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 offered classes in full both in a face-to-face mode and via online sessions, except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. Please make sure to contact your lecture for these situations.

This course requires that students:

- Attend and participate actively in all class sessions and activities.
- Complete required readings and writings to be properly prepared for each class and to complete all course assignments on time.
- Play an active role with peers during classes and the course.
- Complete the following assignments:
  a. Keep personal journal about the lectures and conversation during the course and compose a personal reflection based on them as Assessment Task 1 (by 12th November).
  b. Write an op-ed about the topic of your research project, linked to one of the current issues in education discussed during this course (about 400 words) as Assessment Task 2 by 19th November.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with theory, research and practice to identify current issues in education. This requires identifying and understanding controversial questions in educational change around the world	1, 2
2	Articulate a research topic in education and provide an argument for why this topic should be investigated. This requires learning to think deeply and critically about current questions and to develop a sense of identity in analysing the evidence, politics, and practical aspects of current issues in international education	1, 2
3	Use a systematic process to locate and evaluate academic and professional literature related to a research topic in education. This requires developing useable knowledge, practical skills and professional habits of mind related to own work, research, and future prospective careers	1

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments	1, 2
2	Inquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences in writing and speaking	1, 2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field, and own research interest and professional growth	1
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course is organised around active communication, collaboration, and deeper thinking on both individual and collective levels. In the context of Covid, and increased online delivery of coursework, the role of self-directed small group work is critically important. In addition to selected individual readings, this course expects students to write short professional texts based on weekly sessions covering some of the key current issues. The teaching approach engages students in active dialogue and discussions, as they discuss current theory and practice, and learn new knowledge and skills. Students are expected to take responsibility for their own learning during this course.

5. TEACHING STRATEGIES

- Reflect the needs of the diverse student population
- Flexible grouping, with individual, paired and small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address varying teaching and learning goals;
- Explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning;
- Structured occasions for reviewing prior knowledge and understandings;
- Practicing new skills and strategies;
- Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- Reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Activity
1	**Opening seminar** on Saturday 18th September provides an introduction to and a framework for studying current issues in (international) education. Read: (1) Sahlberg, P. (2020). Does the pandemic help us make education more equitable? Access: https://link.springer.com/article/10.1007/s10671-020-09284-4 (2) Sahlberg, P. & Cobbold, T. (2021). Leadership for Equity and Adequacy in Education. School Leadership and Management. Access: https://www.tandfonline.com/doi/full/10.1080/13632434.2021.1926963 (3) Mundy, K., Green, A., Lingard, & Verger, A. (2016). Introduction: The Globalization of Education Policy – Key Approaches and Debates. In Mundy, K., Green, A., Lingard, R., and Verger, A. (Eds.) The Handbook of Global Policy and Policymaking in Education. New York: Wiley-Blackwell, pp. 1-20. Access: https://onlinelibrary-wiley-com.wwwproxy1.library.unsw.edu.au/doi/pdf/10.1002/9781118468005.ch0 (4) Sahlberg, P. (2016). Global Educational Reform Movement and its impact on teaching. In Mundy, K., Green, A., Lingard, R., and Verger, A. (Eds.) The Handbook of Global Policy and Policymaking in Education. New York: Wiley-Blackwell, pp. 128-144. Access: https://onlinelibrary-wiley-com.wwwproxy1.library.unsw.edu.au/doi/pdf/10.1002/9781118468005.ch7

2	**Conversation with Andy Hargreaves** Read: Austerity and inequality; or prosperity for all? Educational policy directions beyond the pandemic. Access: https://link.springer.com/article/10.1007/s10671-020-09283-5
3	**No class** since this is your pre-confirmation week Read: Adamson et al. (2016) chapters 4, 6 and 7 Watch: Most Likely to Succeed (2017) https://teddintersmith.com/mltsfilm/ (access will be provided)
4	**Conversation with Pak Tee Ng** Read: Timely change and timeless constants: COVID-19 and educational change in Singapore Access: https://link.springer.com/article/10.1007/s10671-020-09282-6 Watch: COVID-19 and educational change in Singapore. Access: https://www.youtube.com/watch?v=87CSULq7kkU
5	**Conversation with Adrian Piccoli and Angelo Gavrielatos** Read: (1) Structural Failure: Why Australia keeps falling short of our educational goals? Access: https://www.gie.unsw.edu.au/sites/default/files/documents/Structural%20Failure_final.pdf; and (2) Valuing the Teaching Profession. Access: https://static1.squarespace.com/static/5e3758f6cdad377a5754259c/t/60597e729a6b026b0016beef/1616477832453/gallop_inquiry_report_2021.pdf
6	**Conversation with Alma Harris** Read: Harris, A., Jones, M., & Hashim, N. (2021). System leaders and system leadership: exploring the contemporary evidence base. Access: https://www.tandfonline.com/doi/pdf/10.1080/13632434.2021.1889492?needAccess=true
7	**Conversation with Diane Ravitch** Read: Ravitch, D. (2020). Death and Life of the Great American School System: How Testing and Choice Are Undermining Education. Chapter 1,2, 7 and 8. Access: https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=481169 Watch: Diane Ravitch on her own words https://www.youtube.com/watch?v=ZV12NZvleGo
8	**Conversation with Justine Ferrari** Read: TBD Watch: How to write an editorial? https://www.nytimes.com/video/opinion/100000002691088/how-to-write-an-editorial.html Read: How do educators respond to hard questions on educational change? Access: https://pasisahlberg.com/wp-content/uploads/2017/01/HQGEC_Chapter-1.pdf
9	**Closing seminar** on Saturday on 13th November on campus Read: Netolitsky at al. (2018) chapters 1, 3, 14, 15 and 25.

7. RESOURCES

Required Readings

There are three required books that all students should read during this course. All books are available as e-books in the UNSW library.

- Adamson, F., Åstrand, B., & Darling-Hammond, L. (Eds.) (2016). Global Education Reform. How privatization and public investment influence education outcomes. New York, NY: Routledge.
  https://primoa.library.unsw.edu.au/permalink/f/jhud33/UNSW_ALMA51278273200001731

- Netolicky, D., Andrews, J., & Paterson, C. (Eds.). (2018). Flip the System Australia. What matters in education. London: Routledge.
  https://primoa.library.unsw.edu.au/permalink/f/jhud33/UNSW_ALMA51253089800001731

- Sellar, S., Thompson, G., & Rutkowski, D. (2017). The Global Education Race: Taking the Measure of PISA and International Testing. Edmonton, Alberta, Canada: Brush Education Inc.
  https://primoa.library.unsw.edu.au/permalink/f/jhud33/UNSW_ALMA51254535850001731

Recommended Readings

- Abrams, S. (2016). Education and the Commercial Mindset. Cambridge, MA: Harvard University Press.
  https://primoa.library.unsw.edu.au/permalink/f/11jha62/TN_cdi_askewsholts_vlebooks_9780674545809
- Dintersmith, T. (2018). What School Could Be. Princeton: Princeton University Press.
- Fullan, M. (2011). Choosing wrong drivers for whole system reform (Seminar series 204). Melbourne: Centre for Strategic Education. Access: http://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf
- Fullan, M. (2021). The Right Drivers for Whole System Success. (CSE Leading Education Series) Melbourne: Centre for Strategic Education. Access: https://michaelfullan.ca/wp-content/uploads/2021/03/Fullan-CSE-Leading-Education-Series-01-2021R2-compressed.pdf
- Hargreaves, A. & O'Connor, M. (2018). Leading Collaborative Professionalism. (Seminar series 274). Melbourne: Centre for Strategic Education. Access: http://www.andyhargreaves.com/uploads/5/2/9/2/5292616/seminar_series_274-april2018.pdf
- Harris, A. & Jones, M. (2019). System Recall. Leading for equity and excellence in education. Thousand Oaks: Corwin.
- Lingard, B. & Sellar, S. (2016). The Changing Organizational and Global Significance of the OECD's Education Work. In Mundy, K., Green, A., Lingard, R., and Verger, A. (Eds.) The Handbook of Global Policy and Policymaking in Education. New York: Wiley-Blackwell, pp. 357-373. Access: https://onlinelibrary-wiley-com.wwwproxy1.library.unsw.edu.au/doi/pdf/10.1002/9781118468005.ch19
- Lupton, R. & Hayes, D. (2021). Great Mistakes in Education Policy and How to Avoid Them in the Future. Bristol: Bristol University Press.
- OECD (2018). Equity in Education. Breaking down barriers to social mobility. Paris: OECD. Access: https://www.oecd-ilibrary.org/docserver/9789264073234-en.pdf?expires=1624511029&id=id&accname=guest&checksum=4FC3E2D80FE4FC91A2C138FA0D53747C
- OECD (2020). Back to the Future of Education. *Four OECD Scenarios for Schooling*. Paris: OECD. Access: https://www.oecd.org/education/back-to-the-future-s-of-education-178ef527-en.htm.

- Ravitch, D. (2020). Slaying Goliath. The Passionate Resistance to Privatization and the Fight to Save America's Public Schools. New York: Knopf.
- Sahlberg, P. (2016). Global Educational Reform Movement and its impact on teaching. In Mundy, K., Green, A., Lingard, R., and Verger, A. (Eds.) The Handbook of Global Policy and Policymaking in Education. New York: Wiley-Blackwell, pp. 128-144. Access: https://onlinelibrary-wiley-com.wwwproxy1.library.unsw.edu.au/doi/pdf/10.1002/9781118468005.ch7
- Sahlberg, P. (2019). Facts and Myths About Finnish Schools. (Seminar series 290). Melbourne: Centre for Strategic Education. Access: https://pasisahlberg.com/wp-content/uploads/2020/02/CSE_Seminar_Paper_290-Nov2019.pdf
- Zhao, Y. (2018). What Works May Hurt. New York: Teachers College Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcome Assessed	Due Date
Task 1: Reflective personal journal	No more than 2000 words	50%	1-3	1-5	Friday November 12th by 5pm
Task 2: Editorial	Final submission to be approximately 400 words	50%	1-2	1, 3-4, 6	Friday November 19th by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

A**ssessment task 1:** Reflective personal journal based on weekly seminars

Due: Friday November 12th by 5pm

Students are to keep a reflective personal journal of all the seminars and sessions during this course, focusing on their own research topic. Take a critical look at all the weekly conversations and readings during this course. Write a short professional reflection of each session (class) and detail what it means to you personally. Focus on new knowledge and understanding of current issues in education included in the course. Suggest possible questions to be explored further.

Assessment task 2: Editorial (based on Annotated Bibliography)

Due: Friday November 19th by 5pm

Students are to submit a 400-word editorial (op-ed) about a relevant topic, preferably linked to your own research topic. This would follow a more extensive review of literature, notes, and draft editorials. Only the final editorial needs to be submitted. In order to complete this assessment task successfully, you need to read op-eds in quality media. Write the op-ed about the main argument in your own research project that would be good enough to be published in a daily newspaper.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5034 CURRENT ISSUES IN EDUCATION 2

Student Name: Student No.:
Assessment Task 1: **Reflective personal journal**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question • Understanding of the task and its relationship to relevant areas of theory, research and practice • Linking the task to own professional learning					
Depth of analysis and/or critique in response to the task • Ability to identify 'current issues' and their role in international educational debates • Connecting international issues to those prevalent in Australia currently					
Familiarity with and relevance of professional and research literature used to support response • Finding appropriate associations between course and one's own professional growth					
Structure and organisation of response • Clarity and style of writing					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of presenting own ideas and reflect on them • Creativity of overall response					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: **/20**   **(FL   PS   CR   DN   HD)**   **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task 2: **Editorial**

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of the question • Appropriateness of the topic to this course • Appropriateness of the topic to own research project					
Depth of understanding the issue • Style of writing an editorial					
Clarity of argumentation and evidence used to support editorial • Ability to present a clear argument in writing • Clarity of evidence or reasoning provided in writing editorial					
Structure and organisation of the task • Originality of the opening paragraph to attract attention • Length of editorial					
Presentation of editorial according to appropriate academic and linguistic conventions • Readability with logical flow of ideas • Clarity of writing					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**