

EDST1104

Social Perspectives in Education

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dennis Alonzo	d.alonzo@unsw.edu.au	By appointment	G41 Morven Brown	

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

Do schools reduce or reinforce inequalities based on social, cultural, economic, and gender differences? What makes schools effective? Is education a public good or a private commodity? And what is the role of teachers, given that most research shows that schools only play a small role in explaining differences in how children do in school? By the end of this course, you should be able to discuss these four key questions. To do so, the course uses equity and social justice as key themes, and current research in educational sociology as evidence. You should complete the course with a critical understanding of how education, teachers and teaching interact with society.

Course Learning Outcomes

1. Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
2. Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
3. Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
7.2.1	Understand the relevant legislative, administrative, and organizational policies and processes required for teachers	2

according to school stage.

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-13	1, 2
C	Information and Communication Technologies.	4, 6, 12, 14	1, 2
D	Literacy and Numeracy.	1-4	1, 2
E	Students with Special Educational Needs.	1, 8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-5	1, 2

Teaching Strategies

Rationale

This course aims to equip students to think ‘sociologically’ about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be the case in education. The content of this course will involve students engaging with both sociological data and critique to explore why this focus is important.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of intellectual quality, a quality learning environment and significance for student learning (Gore & Bowe, 2015). The unit also emphasises the interpretive, pedagogical, discursive, relational and institutional work of teaching (Comber, 2005), drawing attention to these domains both explicitly through its content, and implicitly through its design and delivery.

Teaching Strategies

Teaching strategies used during the course will include:

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 teaching and learning goals;

explicit teaching including lectures and a range of strategies to foster interest and support learning;

structured occasions for reflection on learning to allow students to reflect critically on issues discussed;

extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate;

online learning from readings and web links on the EDST1104 Moodle website.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Personal history	40%	11/03/2022 05:00 PM	1, 2
2. Research Report	60%	22/04/2022 05:00 PM	1, 2, 3

Assessment 1: Personal history

Due date: 11/03/2022 05:00 PM

Write a reflective statement analysing your personal experiences with secondary school education, considering how you have been positioned within this system and the diverse student populations it enrolls.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Your reflection should be 1500 words in length and address the following points:

- Provide some background about yourself (e.g., your family, where you grew up).
- Identify the school/s you attended and why you attended these school/s.
- Outline the kinds of similarities and differences you observed a) between students at your school/s and b) between your school/s and other schools.
- Explore how well you felt you 'fitted in' to your school/s and why.
- Explore how you think your schooling experiences might have shaped who you understand yourself to be today.
- Explore how you think your schooling experiences might shape the teacher you will become.
- Use the MySchool website (www.myschool.edu.au) to identify the demographics and NAPLAN results of the school/s you attended. How do these statistics match with your personal experiences? Why do you think this might be?

This task requires APA referencing for the MySchool website only.

Assessment 2: Research Report

Due date: 22/04/2022 05:00 PM

Write a research report describing and analysing one secondary school in NSW and how you might approach working there as a teacher.

Additional details

Your report should be 2500 words in length (not including the reference list) and include the following sections:

a) Using the MySchool website (myschool.edu.au), identify and describe one secondary school in NSW that enrolls at least 10% of students from language backgrounds other than English (LBOTE). The school cannot be one you attended yourself (try to choose something that seems quite different). In addition, the school must have ONE of the following characteristics:

- Be located in an inner regional, outer regional, remote or very remote location; OR
- Have an ICSEA below 950 or over 1050; OR
- Have an enrolment of at least 3% of students from Aboriginal or Torres Strait Islander backgrounds; OR
- Be a single-sex school.

b) Use all publicly available sources you can find, including the school website and the school's MySchool page, in order to establish and describe the school context in relation to the identified characteristics (LBOTE enrolment and one other characteristic from the list above).

c) Imagine you are a teacher at this school.

- How does your own personal history compare to this school context, and what might that mean for your work there?
- Describe and justify the approach you would take to your work in this school to be inclusive of students in relation to the characteristics discussed in Part B. Back up your approach with references to the unit readings, relevant policy, and additional academic sources from your own searching.

Across the task as a whole, you must include reference to a minimum of eight academic sources from your own searching of the literature and that do not include the set readings (although these should be used in addition). The eight additional academic sources may include sources from your tutorial's co-produced annotated bibliography.

RUBRIC/FEEDBACK SHEET

EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Personal history

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates understanding of the task through addressing all required components as listed in the task outline • Clarity and accuracy in use of terms and concepts 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Thoughtful reflection on own personal history, including experiences with schools and how these may have shaped current experiences and future work • Considered exploration of schools attended, and similarities/differences between students and schools experienced 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to locate relevant information from the MySchool website • Ability to use relevant information from the MySchool website 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings where appropriate 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure, vocabulary, spelling, punctuation, and grammar • Clarity, appropriateness and effectiveness in persuasive and analytical writing • Clarity, consistency and appropriateness of academic written conventions for APA style • Adheres to word length: within 10% over/under 					
General comments/recommendations for next time:					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

40%

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST1104 SOCIAL PERSPECTIVES IN EDUCATION
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Research Report

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear and accurate identification and description of the school, and the characteristics of the school which will be discussed in the response • Clear understanding of key sociological issues and inequities related to the identified characteristics of the school • Clarity and accuracy in use of terms and concepts 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Clear yet complex knowledge and understanding of how the sociological issues identified may impact students • Thoughtful, careful reflection on own personal history and positioning • Considered exploration of approaches to teaching that are responsive to these sociological dynamics so as to meet the needs of all students 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Ability to locate relevant and recent, high-quality academic sources (peer reviewed journal articles or scholarly books/book chapters) • Ability to utilise course readings and make appropriate reference to policy • Ability to use sources effectively in relation to the requirements of the task 					

Specific Criteria	(-)—————>(+)				
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings where appropriate 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; and grammar • Clarity, appropriateness and effectiveness in terms of analytical and reflective writing • Clarity, consistency and appropriateness of academic written conventions for APA style, including quoting, paraphrasing, citing sources/information, and the reference list • Adheres to word length: within 10% over/under 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

60%

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January		
Week 1: 14 February - 18 February	Lecture	Privilege and Perspective in Education Reading: DiAngelo, R. & Sensoy, Ö. (2014). Leaning in: A student's guide to engaging constructively with social justice content. <i>Radical Pedagogy</i> 11(1), 2-2. Hayes, D. (2018). Young people and school. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 1-20). Oxford University Press.
Week 2: 21 February - 25 February	Lecture	Teachers' Work, and Teaching as Work Reading: Comber, B. (2005). Pedagogy as work: Educating the next generation of literacy teachers. <i>Pedagogies: An International Journal</i> 1(1), 59-67. Mockler, N. & Connell, R. (2018). Teachers. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed.,

		pp. 359-385). Oxford University Press.
Week 3: 28 February - 4 March	Lecture	<p>Racism and Cultural Difference</p> <p>Reading:</p> <p>Foley, D. (2018). In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 187-225). Oxford University Press.</p> <p>Welch, A. (2018). Cultural difference and identity. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 139-186). Oxford University Press.</p>
Week 4: 7 March - 11 March	Lecture	<p>Social Class</p> <p>Reading:</p> <p>Lareau, A. (2011). <i>Unequal childhoods: Class, race and family life</i>. University of California Press. [read chapter 1]</p> <p>Sriprakash, A. & Proctor, H. (2018). Social class and inequality. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 112-138). Oxford University Press.</p>
Week 5: 14 March - 18 March	Lecture	<p>Markets and Choice</p> <p>Reading:</p> <p>Proctor, H. & Sriprakash, A. (2018). School systems and school choice. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 303-330). Oxford University Press.</p> <p>Rowe, E. E. & Lubienski, C. (2017). Shopping for schools or shopping for peers: Public schools and catchment area segregation. <i>Journal of Education Policy</i> 32(3), 340-356.</p>

Week 6: 21 March - 25 March	Homework	Flexibility Week
Week 7: 28 March - 1 April	Lecture	<p>Gender and Sexuality</p> <p>Reading:</p> <p>Gray, E., Harris, A. & Jones, T. (2016). Australian LGBTQ teachers, exclusionary spaces and points of interruption. <i>Sexualities</i> 19(3), 286-303.</p> <p>Low, R. & Burns, K. (2018). Gender. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 226-260). Oxford University Press.</p>
Week 8: 4 April - 8 April	Lecture	<p>Rural and Remote Education</p> <p>Reading:</p> <p>Cuervo, H. (2014). Critical reflections on youth and equality in the rural context. <i>Journal of Youth Studies</i> 17(4), 1-14.</p> <p>Welch, A. (2018). The city and the bush. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 74-111). Oxford University Press.</p>
Week 9: 11 April - 15 April	Lecture	<p>Curriculum</p> <p>Reading:</p> <p>Llopart, M. & Esteban-Guitart, M. (2017). Strategies and resources for contextualising the curriculum based on the funds of knowledge approach: A literature review. <i>Australian Educational Researcher</i> 44(3), 255-274.</p> <p>Mockler, N. (2018). Curriculum. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. <i>Education, change and society</i> (4th Ed., pp. 331-358). Oxford University Press.</p>
Week 10: 18 April - 22 April	Lecture	Education Policy and Globalisation

Reading:

Bagnall, N. (2018). Globalisation. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. *Education, change and society* (4th Ed., pp. 386-404). Oxford University Press.

Welch, A. (2018). Making education policy. In Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. *Education, change and society* (4th Ed., pp. 261-302). Oxford University Press.

Resources

Prescribed Resources

Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. (2018). *Education, change and society* (4th Ed.). Oxford University Press.

Both the print and online version of the set text can be purchased from the UNSW bookshop.

Print: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780190309763&12161065>

Digital:

<https://unswbookshop.vitalsource.com/textbooks?utf8=%E2%9C%93&sort=&term=9780190309763>

See the course's Moodle website for other resources. Additional resources can also be found in the full reference listing at the end of each lecture's PowerPoint.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Synergies in Sound 2016

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