

EDST5114

Curriculum and Assessment

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Karen Maras	k.maras@unsw.edu.au	By appointment. Please email.	Morven Brown G21	

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

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.

Course Learning Outcomes

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.

Australian Professional Standards for Teachers

Standard 3 Plan for and implement effective teaching and learning

Standard 5 Assess, provide feedback and report on student learning

Standard 6 Engage in professional learning

National Priority Area Elaborations

Aboriginal and Torres Strait Islander education

Literacy and Numeracy

Teaching Strategies

Teaching Strategies: In this course, lecture, seminars, group discussions and student presentations are utilised. 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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reflection paper	40%	03/11/2022 05:00 PM	1, 3
2. Analytical paper and presentation	60%	04/04/2022 05:00 PM	1, 2, 3

Assessment 1: Reflection paper

Start date: 07/02/2022 12:00 AM

Submission notes: Turnitin

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

Task 1 - Written reflection on teaching experience in contemporary education contexts.

Length: 2000 words

Qualitative and quantitative feedback within 10 days of submission.

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

Additional details

This task invites you to identify and reflect on the curriculum ideology you most strongly support as an educator, and why.

To complete the task:

Read Chapter 6 'A comparative overview of the curriculum ideologies' in Schiro, M., (2012). *Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.)*, Sage, <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

In this article the author compares four curriculum ideologies that resonate in historical and contemporary educational contexts:

- Scholar academic ideology (Discipline based curriculum)
- Social efficiency ideology (Tylerian approach)
- Learner centered ideology (child-centred, Deweyian)
- Social reconstruction ideology (society oriented, collective good)

Schiro (2012) argues that these different curriculum ideologies shape the role and function of the following factors:

- Educators' professional aims
- Conceptions of knowledge
- Views of learning
- Perspectives on childhood/adolescence/adulthood
- Conceptions of teaching

- Beliefs about curriculum evaluation and student assessment

Write a reflection in which you exemplify the curriculum ideology that best represents your beliefs about the purpose of curriculum. In your response:

- Use the list of factors to structure your description of the ideology you have selected
- Examples drawn from your own curriculum experience (as a teacher and/or a learner) and from other relevant readings should be used to illustrate the role and function of these factors to justify your stance.
- Conclude your account with a brief reflection on the strengths and weaknesses of one or more of the other ideologies you have read about in this article and how they may extend, challenge or contradict your views on what is good curriculum.

Assessment 2: Analytical paper and presentation

Start date: 07/02/2022 12:00 AM

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

Task 2 - Written analysis and presentation of a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you

Length: 4000 words (written paper)

Time: 5 minutes (presentation)

Qualitative and quantitative feedback within 10 days of submission.

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

Additional details

Assessment task 2 is a written analysis and presentation (5 minutes on Moodle) of an investigation into a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you.

This task invites you to identify a significant issue related to curriculum and or assessment and reporting. You need to summarise the issue, including identifying any different perspectives or views related to the issue, who holds these different views and why. Then analyse what the research literature says about the issue and whether there are any lessons to be learned from the history on this issue. Next, discuss the various ways forward to resolve the issue, or what the options are, and which option seems to be the most suitable and why. Conclude by indicating what needs to be done to bring about a smooth resolution of the issue and/or implementation of the preferred option.

To complete the task, this scaffold might be helpful.

Structure	Component	Your explanation
Title	Clear description of your topic and nature of investigation	
Topic – broad focus on an aspect of: Curriculum practice?	Focus of the investigation <ul style="list-style-type: none"> • A change? • A development? 	

<p>Assessment and/or reporting practice?</p> <p>Relationship between both?</p>	<ul style="list-style-type: none"> • Historical perspective? • Comparative analysis of approaches? • An imperative? • A kind of perspective? • Other? 	
<p>Describe the context</p> <p>Sites of curriculum practice this investigation takes into account or occurs within</p>	<p>Site of the investigation:</p> <ul style="list-style-type: none"> • Local, state, national, global, • Australian and/or International • Policy, rules, • Traditions & conventions of practice • Theories of practice • Political imperatives, ideologies • societal assumptions, values • the media • Tensions between 1 or more these? 	
<p>The problem</p> <p>The case....</p> <p>Its significance?</p>	<p>The issue, the problem is....</p> <p>A crisis was/has been identified.</p> <p>This is manifest in tensions between policy & practice, emerging trends in a system, differences in points of view,</p> <p>Rationale for the investigation: Why is this important?</p>	
<p>How I plan to go about investigating this problem</p>	<p>Methods adopted to investigate this issue, approach you will take...</p> <ul style="list-style-type: none"> • Comparative analysis • Historical research • Critique using a particular theoretical perspective • Other? 	
<p>Literature: What we know so far</p>	<p>What has been written about this issue?</p> <p>What do experts/theorists/academics/practitioners say about this topic?</p> <p>Different views held about this issue?</p> <p>Key issues they raise</p> <p>This can be structured in themes depending on types of critique, analysis, research.</p>	
<p>Discussion &</p>	<p>Where to from here?</p>	

conclusions	<p>What is the way forward?</p> <p>Can the matter be resolved? How?</p> <p>Possible options? Best one and why?</p>	
Implications	<p>Significance of your findings for future practice?</p> <p>What educators can learn about the nature of curriculum/assessment & reporting practice as a result of this investigation?</p>	
Conclusion	<p>Summary of what you found...options for further research...</p>	

RUBRIC/FEEDBACK SHEET

EDST5114 CURRICULUM AND ASSESSMENT

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Assessment Task 1: Reflection paper

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clarity of the description of the ideology • Understanding of key terms and concepts 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Relevance and use of examples drawn from your own curriculum experience (as a teacher and/or a learner). • Analysis of the strengths and weaknesses of the ideologies and how they may extend, challenge or contradict views on what is good curriculum. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate use of relevant readings to support/extend your arguments 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation and word length 					
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

EDST5114 CURRICULUM AND ASSESSMENT

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Analytical paper and presentation

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clarity and significance of the issue and its relevance to relevant areas of theory, research and practice 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Effectively summarises the investigation being undertaken • Effectively identifies different points of view concerning the issue • Explains and justifies proposed solutions or options 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Effectively provides a brief overview of relevant research studies and reports and/or public statements and views concerning the issue 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation and word length 					
General comments/recommendations for next time: 					

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	Reading	
Week 1: 14 February - 18 February	Lecture	Introduction. An overview of curriculum theory and practice – Part 1
Week 2: 21 February - 25 February	Lecture	Implications for curriculum & assessment in schools and higher education– Part 1 (including the Australian curriculum, the IB, and in Higher Education)
Week 3: 28 February - 4 March	Lecture	An overview of assessment theory and practice - Part 2
Week 4: 7 March - 11 March	Lecture	Implications for curriculum & assessment in schools and higher education – Part 2 (including changes to assessment and reporting in NSW and Higher Education)
Week 5: 14 March - 18 March	Lecture	Case study 1: Curriculum Change
Week 6: 21 March - 25 March	Lecture	Case study 2: Integrating cross curriculum perspectives in curriculum
Week 7: 28 March - 1 April	Lecture	Case study 3: General capabilities and 21st century oriented curriculum
Week 8: 4 April - 8 April	Presentation	
Week 9: 11 April - 15 April	Presentation	

Week 10: 18 April - 22
April

Presentation

Resources

Recommended Resources

Schiro, M., (2012). *Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.)*, Sage, see <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

Other key readings and resources will be provided on the course's Moodle site.

Course Evaluation and Development

The course has been adjusted to better address the role of curriculum and assessment practice and theory in Higher Education. Great emphasis will be placed on how general theories of curriculum & assessment apply to the HE sector.

Target readings will be identified each week in order that students can better manage their workload.

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>

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