



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5114

Curriculum and Assessment

Term 1, 2020

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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 and Social Sciences
School of Education
EDST 5114 Curriculum and Assessment (6 units of credit)
Term 1 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Chris Davison
Office Location: Morven Brown, G23.
Email: c.davison@unsw.edu.au
Availability: Wednesdays, 12-5.00pm, or via email

3. COURSE DETAILS

Course Name	Curriculum and Assessment
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Wed 17-19.30 (w1-7, 10, Mat 227), see http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF 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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- Catering for a more diverse range of students, including those working in tertiary contexts.

STUDENT LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	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	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, 2
3	Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. 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.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
1 19/2	Introduction. An overview of curriculum theory and practice – Part 1
2 26/2	Implications for curriculum & assessment in schools – Part 1 (including the Australian curriculum and the IB)
3 4/3	An overview of assessment theory and practice- Part 2
4 11/3	Implications for curriculum & assessment in schools– Part 2 (including changes to assessment and reporting in NSW)
5 18/3	Case study 1: tba
6 25/3	Case study 2: tba
7 1/4	Case study 3: tba
8 8/4	Presentations by students (Online class - see Moodle for details)
9 15/4	Presentations by students (Online class - see Moodle for details)
10 22/4	Feedback and plenary

7. RESOURCES

Recommended Reading

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.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Program Outcomes Assessed	Due Date
Task 1 - Written reflection on curriculum in contemporary education contexts.	2000 words	40%	1, 3	1-6	Week 6, Monday 23/3/2020 By 5.00pm
Task 2 - 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	4000 words	60%	1, 2, 3	1-6	Presentations and per responses on Moodle. Week 9. Final paper to be submitted Week 12, Monday 4/5/2020 By 5.00pm

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

Assessment Task 1: -Written reflection on curriculum in contemporary education contexts.

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:

1. 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:

- A. Scholar academic ideology (Discipline based curriculum)
- B. Social efficiency ideology (Tylerian approach)
- C. Learner centered ideology (child-centred, Deweyian)
- D. 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

2. Write a reflection in which you exemplify the curriculum ideology that best represents your beliefs about the purpose of curriculum. In your response:
 - a. Use the list of factors to structure your description of the ideology you have selected
 - b. 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.
 - c. 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 Task 2: 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.

	Component	Your explanation
Title	Clear description of your topic and nature of investigation	
Topic – broad focus on an aspect of: Curriculum practice? Assessment and/or reporting practice? Relationship between both?	Focus of the investigation <ul style="list-style-type: none"> • A change? • A development? • Historical perspective? • Comparative analysis of approaches? • An imperative? • A kind of perspective? • Other? 	
Describe the context Sites of curriculum practice this investigation takes into account or occurs within	Site of the investigation: <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? 	
The problem The case.... Its significance?	The issue, the problem is.... A crisis was/has been identified. This is manifest in tensions between policy & practice, emerging trends in a system, differences in points of view, Rationale for the investigation: Why is this important?	
How I plan to go about investigating this problem	Methods adopted to investigate this issue, approach you will take... <ul style="list-style-type: none"> • Comparative analysis • Historical research • Critique using a particular theoretical perspective • Other? 	

Literature: What we know so far	<p>What has been written about this issue? What do experts/theorists/academics/practitioners say about this topic? Different views held about this issue? Key issues they raise This can be structured in themes depending on types of critique, analysis, research.</p>	
Discussion & conclusions	<p>Where to from here?</p> <p>What is the way forward? Can the matter be resolved? How? 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>	

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 FEEDBACK SHEET
 EDST5114 CURRICULUM AND ASSESSMENT

Student Name:
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clarity of the description of the ideology • Understanding of key terms and concepts 					
Depth of analysis and/or critique in response to the task <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. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate use of relevant readings to support/extend your arguments 					
Structure and organisation of response <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas 					
Presentation uses appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • 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					

Lecturer

Date

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 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5114 CURRICULUM AND ASSESSMENT

Student Name:
Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clarity and significance of the issue and its relevance to relevant areas of theory, research and practice 					
Depth of analysis and/or critique in response to the task <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 					
Familiarity with and relevance of professional and/or research literature used to support response <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 					
Structure and organisation of response <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas 					
Presentation uses appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • 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					

Lecturer

Date

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 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.**