



**UNSW**  
SYDNEY

## School of Education

**EDST5035 Current Issues in Education 2**

**Term 1 2021**

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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, Design & Architecture  
School of Education  
EDST5035 Current Issues in Education 2 (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Richard Niesche  
Office Location: G16, Morven Brown Building  
Email: [r.niesche@unsw.edu.au](mailto:r.niesche@unsw.edu.au)  
Availability: Email for appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Current issues in Education 2
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST5035T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST5035T1</a>

### SUMMARY OF THE COURSE

This course provides you with an understanding of the purpose of the literature review and conducting a quality literature review in education. The course will be conducted seminar style and is designed to help you to analyse, synthesise and evaluate literature to provide a theoretical or conceptual framework for a research project in education.

### AIMS OF THE COURSE

This course provides students with the opportunity to undertake and construct a literature review on a research topic of interest in education. The teaching approach attempts to actively engage students as they discuss current theory and practice and learn new information and skills. Students will be required to take responsibility for their own learning in this course. This course will be largely self-directed learning for the students as they work towards the building of an extensive literature review. This will be undertaken with the guidance of an academic supervisor.

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

- Course readings and content have been updated and elements of the course has been re-designed to be taught online.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with theory, research, and practice to identify current issues in education	1, 2
2	Articulate a research topic in education and provide an argument for why this topic should be investigated	1, 2
3	Use a systematic process to locate and evaluate academic literature related to a research topic in education	1, 2

## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	<b>Advanced disciplinary knowledge and practices</b> Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2
2	<b>Research-based learning</b> 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	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	1, 2
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	<b>International outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	2
6	<b>Ethical and responsible professional practice</b> 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 course is designed to cover a number of education issues related to the Australian education context as well as help prepare students to undertake a literature review in preparation for their EdD thesis. Readings and activities have been designed with this in mind, and specifically to scaffold students to writing their literature review. The final two days of the course are devoted to individual presentations to the group on progress of their literature review task.

## 5. TEACHING STRATEGIES

Teaching strategies for this course include explicit instruction, group work tasks, independent work as well as presentation to the group on the development of a literature review.

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Session 1	What is a literature review?
	What makes a good literature review?
Session 2	Writing the literature review
	Preparing a presentation
Session 3	Oral presentation of research and literature review to peers

## 7. RESOURCES

All resources including readings and links will be provided on Moodle. For further help and information, please see *the UNSW Library website*: <http://www.library.unsw.edu.au>.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
<b>Assessment 1(a)</b> Annotated Bibliography	1000 words	20%	1-3	1-4, 6	Monday 15 <sup>th</sup> March by 5pm
<b>Assessment 1(b)</b> Oral Presentation	15 minutes presentation	20%	1-3	1-4, 6	Saturday 10 <sup>th</sup> April
<b>Assessment 2</b> Literature Review paper	4000 words	60%	1-3	1-6	Monday 3 <sup>rd</sup> May 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**

### **Assessment 1(a) Annotated bibliography**

Due: **Monday 15<sup>th</sup> March 5pm**

Length: 1000 words

Weight: 20%

This task requires you to write an annotated bibliography of 5 key sources.

Note: Please use the APA style for referencing. Links to the guide can be found on Moodle

### **Assessment 1(b): Oral presentation**

Due: **Saturday 10<sup>th</sup> April**

Length: 15 Minutes (plus 5 minutes for questions)

Weight: 20%

This task requires you to prepare and deliver an oral presentation outlining your literature review. In this presentation, you should:

- a) Identify your topic
- b) Highlight key research and findings
- c) Identify gaps in the literature
- d) Conclusions, areas for further research, implications for practice etc.
- e) Summarise any reflections you have of this experience
- f) Prepare either a 1-page handout for your peers and course coordinator OR a set of PowerPoint slides (or another relevant/appropriate program/app).

### **Assessment 2: Literature review paper**

Due: **Monday 3<sup>rd</sup> May by 5pm**

Length: 4000 words

Weight: 60%

This task requires you to complete a literature review paper as per your proposal which was approved by the course coordinator. The final paper should include:

- a) An appropriate title that matches the content of your literature review
- b) Introduction – sets context, background, significance, what will be reviewed and why
- c) Main body – critical discussion of key research and findings. Identifications of gaps in the literature
- d) Conclusions, directions for research, implications for practice, reflections
- e) References – APA style

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5035 CURRENT ISSUES IN EDUCATION 2

Student Name:

Student No.:

Assessment Task 1a: **Annotated bibliography**

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Gives brief overview of text.</li> <li>• Describes purpose and identifies research methods (if applicable)</li> <li>• Describes content of the text.</li> <li>• Strengths and limitations of text identified.</li> <li>• Identifies conclusions made.</li> <li>• Indicates how relevant/useful source is to topic.</li> <li>• Explains how source aids understanding of topic or how it fits with review.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evidence of analyses, synthesis and evaluation of major points of view.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Relevant theories, research, and themes identified and discussed with reference to topic, nature and extent of literature.</li> <li>• Variety of scholarly pieces of writing (peer reviewed journal articles, books)</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate overall structure of response to task.</li> <li>• Clarity and coherence of organisation, including use of section headings to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Appropriate linguistic conventions followed (e.g., person, tense, statements, clarity, consistency and simple language).</li> <li>• Consistency and appropriate APA citation conventions for quoting, paraphrasing and attributing sources of information.</li> <li>• Clarity, consistency and appropriateness of APA referencing format.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

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

**Weighting: 20%**

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  
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Student Name:

Student No.:

Assessment Task 1b: **Oral presentation**

SPECIFIC CRITERIA	Needs improvement	Good	Excellent
<b>A. Clarity of Organisation</b>			
<ul style="list-style-type: none"> <li>• Introduction: Previewed topic and organisation of presentation.</li> <li>• Main point: The main idea was easy to identify.</li> <li>• Grouping of ideas: The presentation was organised into clearly identifiable sections with an explicit organisational pattern (e.g., chronological order).</li> <li>• Conclusion: The conclusion reinforced the main idea of the presentation.</li> </ul>			
<b>B. Delivery</b>			
<ul style="list-style-type: none"> <li>• Eye contact: The presenter maintained eye contact with all listeners.</li> <li>• Volume: The presenter was easy to hear without being too loud.</li> <li>• Pacing: The presenter spoke slowly enough to be followed easily but did not drag.</li> <li>• Flow: The presenter seldom relied on vocal fillers (um, uh, like, you know...etc.)</li> <li>• Overall effectiveness: Delivery enhanced understanding and sustained interest.</li> </ul>			
<b>C. Representation of Self</b>			
<ul style="list-style-type: none"> <li>• Confidence: The presenter displayed little/no reticence to speak.</li> <li>• Originality: The presenter's analysis, synthesis, arguments and word choices were distinct and compelling.</li> <li>• Preparation: The presenter appeared to know the content well and to have practiced delivery, without simply reading his or her notes or the visual aids.</li> </ul>			
<b>D. Connection to Audience</b>			
<ul style="list-style-type: none"> <li>• The presentation was related to interests/experience of listeners.</li> <li>• Word choices were suitable to audience, unfamiliar terms introduced only when necessary and defined if used.</li> <li>• The presentation included evidence and sources that the audience would find credible.</li> <li>• The presenter restated or clarified audience questions and provided concise, relevant, and knowledgeable responses.</li> </ul>			
<b>E. Appropriateness to Occasion</b>			
<ul style="list-style-type: none"> <li>• The content of the presentation fit the available time.</li> </ul>			
<b>GENERAL COMMENT FROM PEERS AND RECOMMENDATIONS FOR NEXT TIME:</b>			

**Lecturer:**

**Date:**

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

**Weighting:        20%**

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UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5035 CURRENT ISSUES IN EDUCATION 2

Student Name:

Student No.:

Assessment Task 2: **Literature review paper**

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Title</b> <ul style="list-style-type: none"> <li>Title is concise and accurately reflects topic, issue or area of concern for review.</li> </ul>			
<b>Introduction</b> <ul style="list-style-type: none"> <li>The topic, issue or area of concern is clearly defined or identified providing an appropriate context for the review and a strong case is made for significance of topic, issue or area of concern.</li> <li>Definitions of key terms, overall trends in what has been published about the topic; or conflicts in terms, theory, methodology, evidence, and conclusions are briefly noted as necessary.</li> <li>The purpose for reviewing the literature, the criteria used in analysing and comparing literature and the organisation of the review is explained and, when necessary, it is stated why certain literature is/not included.</li> </ul>			
<b>Body</b> <ul style="list-style-type: none"> <li>Summary, analysis and synthesis of contributions of significant studies and articles to the body of knowledge under review with reference to the review purpose noted in the introduction.</li> <li>Critique and evaluation of the body of knowledge reviewed, pointing out major methodological flaws, controversies or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.</li> </ul>			
<b>Conclusions</b> <ul style="list-style-type: none"> <li>Conclusions are accurate, linked to and logically flow from the body of the review, implications and limitations are discussed.</li> </ul>			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Evidence of extensive reading of broad range of relevant scholarly based literature which has been related to the purpose of the review.</li> </ul>			
<b>Depth of analysis and critique in response to task</b> <ul style="list-style-type: none"> <li>Evidence of analysis, synthesis and evaluation of topic, issue or area of concern.</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Clarity, logical sequencing and coherence in organisation and structure of review.</li> </ul>			
<b>Appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Appropriate linguistic conventions (e.g., person, tense, statements, clarity etc.).</li> <li>Appropriate APA citation conventions for quoting, paraphrasing, attributing sources of information.</li> <li>Clarity, consistency and appropriateness of APA referencing format.</li> </ul>			
<b>GENERAL COMMENT AND RECOMMENDATIONS FOR NEXT TIME</b>    			

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**