



**UNSW**  
SYDNEY

School of Education

EDST5888 Project

Term 2 2022

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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  
EDST5888 Project (6 units of credit)  
Term 2 2022

## 2. STAFF CONTACT DETAILS

Course Coordinator: Sally Baker  
Office Location: G30, Morven Brown Building  
Email: [sally.baker@unsw.edu.au](mailto:sally.baker@unsw.edu.au)  
Availability: Email to arrange an appointment.

Course resources are available on Moodle. Please post questions about the course in the online course help forum, where the course coordinator (and your peers) will promptly respond.

## 3. COURSE DETAILS

<b>Course Name</b>	Project
<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>	No timetabled face-to-face classes

### SUMMARY OF THE COURSE

In this course, you will have an opportunity to build on or extend interests developed in your specialist area of education by undertaking a self-directed small-scale individual capstone project, advised by a School of Education academic. The project must demonstrate synthesis and application of knowledge and practices/ skills developed in coursework components of your specialisation to address a particular problem or issue in a previous or current work context.

In EDST5888, you will be required to undertake an **inquiry project** in which you apply what you have learnt to your own professional context. There are many ways that you can do this — as action research, as discussion of a theory or concept in your context, as a scoping study or systematic review of the literature, as an autoethnographic reflection on an aspect of your work. You may consider using a short survey, interviews, or analysing policy/ documents to help make sense of course content in context. Please note this is **not** a research project and should not involve extensive new data collection.

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

- We have developed a framework of online support resources; a group-based discussion and advising area; and a course help forum to provide additional support to students as they navigate this independent study project.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate advanced understanding of a topic of interest in education.	1
2	Locate and critically evaluate the full range of references relevant to a topic of interest in education.	1
3	Use appropriate research methodology to obtain and analyse data in an investigation of a topic of interest in education, and report and interpret the significance of the findings in relation to underlying theory and practice.	1

## PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	<p><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 synthesize and apply disciplinary principles and practices to new or complex environments.</p>	1
2	<p><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.</p>	1
3	<p><b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem-solving skills.</p>	1
4	<p><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.</p>	1
5	<p><b>International outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field.</p>	1
6	<p><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.</p>	1

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise, and apply knowledge and skills from earlier stages of their program.

#### 5. TEACHING STRATEGIES AND RATIONALE

EDST5888 is a self-directed course but you will work with an academic advisor to help plan, undertake, and write up your inquiry project. Optional group meetings may be held at the beginning (Week 1) and towards the end of the semester; alternatively, your advisor may engage with you in a one-to-one meeting. These meetings will cover general issues in conducting small-scale projects in your area of specialisation, as well as the preparation required (e.g., clarifying your project proposal from EDST5448 and developing a feasible plan for implementation).

The initial session is designed to stimulate student thinking because there are issues that students will need to address so that a feasible project can be developed. In the follow up meeting individual/group discussions and peer mentorship/support will be utilised to increase the capacity and capability of students for conducting small-scale projects. These activities will occur in a climate that is supportive and inclusive of all learners.

Your advisors have a maximum number of hours that they can work with you so please make sure you are prepared for each meeting and be mindful of maximising your engagements.

You should also seek to engage with other students in the course, particularly those who share the same advisor of you if/ where possible.

#### 6. COURSE CONTENT AND STRUCTURE

This course is an independent project. You will form a group with peers from your specialisation, and work with an advisor to provide some input on your ideas and suggestions for developing your project.

Module	Activity
1	During O-week, complete the orientation activities on Moodle to become familiar with the structure of the course, the nature of the project, and how to work with your advisor. During this process, you will be placed in a group based on your specialisation, where you will discuss the project with your peers and receive feedback from an advisor.
2	Prepare your project proposal (1,000 words), ideally using the feedback given on Assignment 2 to improve the proposal you wrote for EDST5448. Your advisor will review your proposal as Assignment 1 (which does not contribute to your final grade) to ensure it demonstrates a feasible project in scholarly terms (e.g., conceptual approach, methods, enquiry question) and practical terms (e.g., ability to complete the project within the time frame). Your advisor must approve the project proposal before you can proceed. This is due at the end of the second week of term.
3	Complete the proposed project, engaging with your advisor and other students when necessary.
4	Submit the final project report

## 7. RESOURCES

There are no prescribed resources. However, you might look back to previous courses you have completed within your specialisation and select readings and material that inspired you the most.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Project proposal and report	A: Proposal (1000 words) B: Report (6000 words)	100%	1-3	1-6	A: Friday 1 <sup>st</sup> June 2022 by 5pm  B: Friday 5 <sup>th</sup> August 2022 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**

#### **1. Project proposal and report**

##### **A. Proposal**

Length: 1000 words

Formative feedback provided online through course website within 10 days of submission. This is a hurdle requirement. Your project proposal must receive approval by your advisor before you can continue to undertake the project.

##### **B. Report**

Length: 5000–6000 words (but we strongly advise you aim for 6000 words)

Qualitative and quantitative feedback provided online through course website within 10 days of submission.

A report of the project in a form appropriate to the nature of the specialisation. The report should be double-spaced and written in APA7 style. Please note the criteria for the assessment task. Sample reports from a range of specialisations will be provided online on the course's website. The report of the project is usually assessed by the supervising lecturer.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5888 PROJECT

Student Name:

Student No.:

Assessment Task: **Proposal and report**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• clarity and significance of the problem or question and related concepts</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• way(s) approaches adapted to the questions posed, including use of relevant ethical protocols</li> <li>• understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions</li> <li>• credibility and depth of analysis and interpretation</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>• selection and range of key references in the proposed study</li> <li>• use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organization</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting the project</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

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

**Weighting:        100%**

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.**