



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5114
Curriculum and Assessment

Term 1, 2019

Contents

| | |
|---|---|
| 1. LOCATION..... | 2 |
| 2. STAFF CONTACT DETAILS..... | 2 |
| 3. COURSE DETAILS | 2 |
| STUDENT LEARNING OUTCOMES..... | 2 |
| AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS..... | 3 |
| 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH | 3 |
| 5. TEACHING STRATEGIES | 3 |
| 6. COURSE CONTENT AND STRUCTURE..... | 4 |
| 7. RESOURCES | 4 |
| 8. ASSESSMENT | 5 |

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 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Carol Taylor
Email: carol.taylor@unsw.edu.au
Availability: by appointment via email

Other Teaching Staff: Various external lecturers

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 | http://classutil.unsw.edu.au/EDST_T1.html |

SUMMARY OF COURSE

This course will cover the essential theory of curriculum and assessment and will investigate key issues and events that have shaped the development of curriculum and assessment in New South Wales. It will also address key contemporary issues in curriculum and assessment. Students will have the opportunity to investigate, analyse and discuss issues in curriculum and assessment of interest to them.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|---|--|
| 1 | An understanding of the essentials of curriculum and assessment theory and practice; | 1, 2 |
| 2 | An understanding of the integrated nature of curriculum, teaching and assessment; | 1, 2 |
| 3 | An understanding of key issues and events that have shaped curriculum and assessment in NSW; | 1, 2 |
| 4 | An appreciation of the factors related to the development of the National Curriculum and Assessment programs the issues associated with their implementation; | Class discussion exercise (not directly formally assessed) |
| 5 | An understanding of key contemporary issues in curriculum and assessment; | 1, 2 |
| 6 | The ability to investigate and analyse issues in curriculum and assessment and present a well-reasoned and informed position on such issues. | 1, 2 |

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

| Standard | | Assessment/s |
|----------|---|--------------|
| 1 | <p>Advanced disciplinary knowledge and practices 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 |
| 2 | <p>Enquiry-based learning 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, 2 |
| 3 | <p>Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills</p> | 1, 2 |
| 4 | <p>Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</p> | 1, 2 |
| 5 | <p>Global outlook Demonstrate an understanding of international perspectives relevant to the educational field</p> | 1, 2 |
| 6 | <p>Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</p> | 1, 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

It is important that educators understand and appreciate curriculum theory and practice. To do this a study of the different models of curriculum and general theory of assessment is essential. Educators should also 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 course will also consider significant curriculum and assessment reforms of the past and examine why some reforms were successful and why others were not. Students will have the opportunity to investigate in depth 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 | Introduction and identification of discussion of contemporary educational issues |
| 2 | An Overview of Curriculum Theory and Practice – Part 1 |
| 3 | Issues that Shaped Curriculum & Assessment in NSW – Part 1 |
| 4 | An Overview of Assessment Theory and Practice- Part 2 |
| 5 | Issues that Shaped Curriculum & Assessment in NSW – Part 2 |
| 6 | Changes to Assessment and Reporting in NSW Towards the Introduction of the Australian Curriculum |
| 7 | Case Study 1: Progress and Perspectives on the development of the Australian Curriculum |
| 8 | Case Study 2: The Impact of ICT on Curriculum and Assessment Case Study 3: Dealing with multiple changes in Primary (and Secondary) schools |
| 9 | Presentations by students and guided discussions |
| 10 | Presentations by students and guided discussions |

7. RESOURCES

Required Readings

These will be listed on the Course Program Document and available on Moodle

Further Readings

These will be added as the course progresses and will be made available on Moodle

Readings and other resources will be provided on the course's Moodle site.

8. ASSESSMENT

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|--|-------------------|--------|----------------------------|------------------------------|-------------------|
| Select an issue based on lectures 1-3 briefly outline the issue and perspectives on it | !000 -1500 words | 40% | 1, 2, 3, 5, 6 | 1-6 | Wed 6 March, 5pm |
| Paper based on Assessment 1 or new topic. 10-minute presentation. | 3000 – 4000 words | 60% | 1, 2, 3, 5, 6 | 1-6 | Wed 17 April, 5pm |

Assessment details

The two assessment tasks are related.

The tasks require students to:

Task 1

- Identify a significant issue related to curriculum and/or assessment and reporting and summarise the issue.
- Identify any different perspectives or views related to the issue, and indicate who holds these different views and why.

Task 2

- Outline what has been written about the issue. Analyse what the research literature says about the issue. Discuss whether there are any lessons to be learned from history on this issue.
- Weigh up the way forward – is there likely to be a satisfactory resolution of the matter? What is the way forward, or what are the options and which option seems to be the most suitable? What needs to be done to bring about a smooth resolution of the issue and/or implementation of the preferred option?

Task 1 requires students to deliver a short paper 1000 words and a presentation that outlines the issue they have selected and summarises their research and analysis of the issue up to that point in time. Students will provide a brief handout to the other class members (which may be a copy of their presentation). Both the verbal presentation and the printed material will be considered in determining student marks.

Task 2 requires students to submit a paper about the issue that addresses the dot points above. (It is recognised that not all issues will necessarily fit this approach, so some flexibility will be allowed.)

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments 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 their 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/>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
EDST5114 INVESTIGATING ISSUES IN CURRICULUM AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: 1 (Verbal Presentation and Support Material)

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|---|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clearly explaining 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 any different points of view concerning the issue | | | | | |
| 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 (presentation) <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas • Completes the presentation within the allotted time | | | | | |
| 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 INVESTIGATING ISSUES IN CURRICULUM AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: 2 (Paper)

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|---|--|--|--|--|--|
| Explanation of the issue being investigated <ul style="list-style-type: none"> • Clearly explains the issue | | | | | |
| Critical thinking and analysis <ul style="list-style-type: none"> • Sound analysis of the issue • Use of relevant evidence • Well-reasoned arguments • Appropriate references to research and other literature relating to the issue | | | | | |
| Structure and organisation of paper <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas • Paper is within the required word range. | | | | | |
| Academic writing style <ul style="list-style-type: none"> • APA style for citations and references • Clarity and appropriateness of language style | | | | | |
| GENERAL COMMENTS | | | | | |
| | | | | | |

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.**