



UNSW
SYDNEY

School of Education

EDST5457
Literature Review

Term 3 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
EDST5457 Literature Review (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Convenor: Dr Meghan Stacey
Office Location: Morven Brown Building, G18
Email: m.stacey@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

| | |
|----------------------|---|
| Course Name | Literature review |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | Independent research |

SUMMARY OF THE COURSE

This course will provide students with an opportunity to conduct an in-depth review of a topic of interest related to education with guidance from an academic supervisor.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Critically engage in a scholarly inquiry of relevant theory and research literature related to a topic of interest, or issue in education. | 1, 2 |
| 2 | Locate and critically review theory and research in the literature related to a topic of interest, or issue in education. | 1, 2 |
| 3 | Use appropriate structure, organisation and writing style for a literature review on a topic of interest, or issue in education. | 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 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

This course is being offered to provide students with an opportunity to undertake a literature review in a specific area of education of their choice. The course will also enable students to develop a deeper reflective approach to education and give them a foundation in working autonomously with guidance from an academic supervisor.

5. TEACHING STRATEGIES

The course will initially use explicit instruction designed to stimulate student thinking because there are a number of issues that students will need to address so that the review of literature can become practicable and feasible and also, group discussion and activities designed to increase the capacity and capability of students for conducting a literature review.

6. COURSE CONTENT AND STRUCTURE

| Week | Topic |
|------|--|
| | Please contact Dr Stacey before the course starts. Preliminary discussion needs to be undertaken concerning the hurdle requirement. |
| 1 | Independent work/online contact with supervisor or negotiated consultation. The literature review proposal is due Friday 1st October by 5pm |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| | Final Literature Review paper is due Friday 26th November by 5pm |

7. RESOURCES

Please see the course Moodle site for assigned reading material.

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | Due Date |
|---------------------------------|------------|--------------------|------------------------------------|------------------------------------|---|
| Literature Review – Proposal | 1000 words | Hurdle requirement | 1-3 | 1-5 | Friday 1 st October by 5pm |
| Literature Review – Final paper | 5000 words | 100% | 1-3 | 1-5 | Friday 26 th November 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

Part A: Proposal

Length: 1000 words

This part of the task is a *hurdle* requirement. Formative feedback provided online through Moodle on the course website within 10 days of submission.

Task: Your task is to write a 1000-word literature review proposal.

The proposal should include the following:

- a) An appropriate title.
- b) Identification of the topic.
- c) Establish the importance of topic.
- d) Define key terms.
- e) Describe literature search strategies.
- f) Describe extent and nature of the literature.
- g) Overview of structure for the rest of the review.

Length: 1000 words

Date due: Friday 1st October by 5pm

Part B: Literature review

Length: 5000 words

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

Task: Write a literature review on the topic you submitted for Part A (the proposal) and which was approved by the lecturer.

Your review should include:

- a) An appropriate title – matches what your literature review is about.
- b) Introduction – sets context, explains what will be reviewed and why it will be reviewed.
- c) Body – critical discussion of key research and findings and identification of gaps in the literature.
- d) Conclusions, directions for research, implications for practice.
- e) APA style for citation and referencing.

Weight: 100%

Length: 5000 words

Date due: Friday 26th November by 5pm

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET
EDST5457 LITERATURE REVIEW IN EDUCATION

Student Name:

Student No:

Assessment Task: **Literature Review**

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|---|--|--|--|--|--|
| <p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Title is concise and accurately reflects topic, issue, or area of concern for review. The topic, issue or area of concern is clearly defined or identified, providing an appropriate context for the review. General understanding of the form and purpose of a literature review is evident. | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Evidence of extensive reading of broad range of relevant scholarly based literature related to the purpose of the review. Appropriate inclusion and exclusion of particular literatures explained/justified where necessary. | | | | | |
| <p>Depth of analysis and critique in response to task</p> <ul style="list-style-type: none"> A strong case is made for significance of topic, issue, or area of concern. Analysis and synthesis of contributions of significant studies and articles to the body of knowledge under review with reference to the purpose of the review. Critique and evaluation of current "state of the art" for 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. Definitions of key terms and overall trends in what has been published about the topic; conflicts in terms, theory, methodology, evidence, and conclusions are noted as relevant. Implications and limitations of the review findings are discussed. | | | | | |
| <p>Structure and organisation of response</p> <ul style="list-style-type: none"> Clarity, logical sequencing and coherence in organisation and structure of review. The organisation of the topics in the review is explained and signposted. | | | | | |
| <p>Appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Appropriate linguistic conventions (e.g., person, tense, statements, clarity etc.). Appropriate APA citation conventions for quoting, paraphrasing, attributing sources of information. Citations in the text match the reference list. | | | | | |
| GENERAL COMMENT AND RECOMMENDATIONS FOR NEXT TIME | | | | | |
| | | | | | |

Lecturer:

Date:

Recommended Mark/Grade: /20 (FL PS CR DN HD)

Weighting: 100%

*E=Excellent, *G=Good, *NI= Needs Improvement

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.**