

# EDST5457

Literature Review in Education

Summer, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Richard Niesche	<a href="mailto:r.niesche@unsw.edu.au">r.niesche@unsw.edu.au</a>	Please email for an appointment	Morven Brown G16	(02) 9065 1622

### School Contact Information

School of Education  
Arts, Design and Architecture  
Ground Floor, Morven Brown Building (F20)

**T:** +61 (2) 9385 1977

**E:** [education@unsw.edu.au](mailto:education@unsw.edu.au)

**W:** <https://www.arts.unsw.edu.au/education>

## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## **Course Details**

### **Units of Credit 6**

### **Workload**

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### **Summary of the Course**

This course provides you with an opportunity to conduct an in-depth review of the literature on a topic of interest, or issue related to education. It will enable you to develop a deeper reflective approach to education and provide a foundation in working autonomously with guidance from an academic supervisor.

### **Course Learning Outcomes**

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

### **Teaching Strategies**

#### **Rationale:**

This course is being offered to provide students with an opportunity to undertake 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.

#### **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.

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Literature review	100%	Monday 31st January	1, 2, 3

### Assessment 1: Literature review

**Due date:** Monday 31st January

Task 1:

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.

Part B: Literature review

Length: 5000 words

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

#### Additional details

##### Part A: Proposal

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:

1. An appropriate title.
2. Identification of the topic.
3. Establish the importance of topic.
4. Define key terms.
5. Describe literature search strategies.
6. Describe extent and nature of the literature.
7. Overview of structure for the rest of the review.

**Date due:** 5pm Friday 7th January

## **Part B: Literature review**

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:

1. An appropriate title – matches what your literature review is about.
2. Introduction – sets context, explains what will be reviewed and why it will be reviewed.
3. Body – critical discussion of key research and findings and identification of gaps in the literature.
4. Conclusions, directions for research, implications for practice.
5. APA style for citation and referencing.

*Date due:* **5pm Monday 31st January**

# RUBRIC/FEEDBACK SHEET

## EDST5457 LITERATURE REVIEW IN EDUCATION

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: Literature review

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Title is concise and accurately reflects topic, issue or area of concern for review.</li> <li>The topic, issue or area of concern is clearly defined or identified, providing an appropriate context for the review.</li> <li>General understanding of the form and purpose of a literature review is evident.</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Evidence of extensive reading of broad range of relevant scholarly based literature related to the purpose of the review.</li> <li>Appropriate inclusion and exclusion of particular literatures explained/justified where necessary.</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>A strong case is made for significance of topic, issue or area of concern.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• Implications and limitations of the review findings are discussed.</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Clarity, logical sequencing and coherence in organisation and structure of review.</li> <li>• The organisation of the topics in the review is explained and signposted.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <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>• Citations in the text match the reference list.</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**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 contextualise 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.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## **Resources**

### **Prescribed Resources**

Please see the course Moodle site for assigned reading material.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Image Credit

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## CRICOS

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