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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
   EDST 1104 Social Perspectives in Education (6 units of credit)
   Term 1 2021

2. **STAFF CONTACT DETAILS**

Course Coordinator:	Dr Meghan Stacey
Office Location:	Morven Brown G18
Email:	m.stacey@unsw.edu.au
Availability:	Please email to arrange an appointment.

3. **COURSE DETAILS**

Course Name	Social Perspectives in Education
Credit Points	6 units of credit (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#EDST1104T1

   SUMMARY OF COURSE

   Do schools reduce or reinforce inequalities based on social, cultural, economic, and gender differences? What makes schools effective? Is education a public good or a private commodity? And what is the role of teachers, given that most research shows that schools only play a small role in explaining differences in how children do in school? By the end of this course, students should be able to discuss these four key questions. To do so, the course uses equity and social justice as key themes, and current research in educational sociology as evidence. Students should complete the course with a critical understanding of how education, teachers and teaching interact with society.

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

   Enhanced clarity in communication of assessment tasks.
   Revised lecture content for greater conceptual clarity.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
2	Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
3	Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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The approach to teaching and learning is informed by research. This research has demonstrated the importance of intellectual quality, a quality learning environment and significance for student learning (Gore & Bowe, 2015). The unit also emphasises the interpretive, pedagogical, discursive, relational and institutional work of teaching (Comber, 2005), drawing attention to these domains both explicitly through its content, and implicitly through its design and delivery.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:
  small group cooperative learning to understand the importance of teamwork in an educational
  context and to demonstrate the use of group structures as appropriate to address teaching and
  learning goals;
  explicit teaching including lectures and a range of strategies to foster interest and support
  learning;
  structured occasions for ref0 greW*nBT/F1 10.02 Tf1 0 0 1 374.56 483.64 Te/F1 10.[(both ex)5(plicitl)6(y)6(throu

both explicitly through its content, and implici5.16 338.96 ctures ahe0 G[(()4(Gore)4(&)5(Bowe,)3(20)4(15)] TJETQq0.000008871 0 5

Moodle Site

The course will use Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments. You can access Moodle via the TELT Gateway or from your myUNSW account.

Online Resources

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information responsibly. Information on ELISE can be located at:

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program of 2-hour lectures (online) and 1-hour tutorials (face-to-face or online). In addition, learning is supported by an online study component (please see Moodle for details).

Week	Topic	Reading
1	Privilege and Perspective in Education	DiAngelo, R. & Sensoy, Ö. (2014)Ě̌Š^æ̧ặ̧ * Á̧ ḱ̥̌Ě̌Ä č̌ å^}ợ Á̌˘ã̌^Á̧ Á̌^} * æ̧̌ặ̧ * Á constructively with social justice content. *Radical Pedagogy 11*(1), 2-2. Hayes, D. (2018). Young people and school. In Welch, A., Connell, R.,

Assessment Details

Assessment 1: Research task

Prepare an annotated bibliography of relevant, high-quality academic sources.

You are to write annotations of 375 words each (1500 words total, not including reference list entries) based on four academic sources (journal articles or book chapters) of your choice**.** You cannot use any of the set readings, including any of the textbook chapters.

The sources must meet the following requirements:

      recent (published within the past 10 years);

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      focus on an aspect of schooling in Australia, with **at least one** source concerning students

Assessment 2

Name: Student Number:

Assessment Task 1: **Research task**

SPECIFIC CRITERIA	FL	PS	CR	DN	HD

Understanding of the question or issue and the key concepts involved

Demonstrates understanding of the task through the presentation of

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FEEDBACK SHEET
EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

Name: Student Number:
Assessment Task 2: **Research report**

SPECIFIC CRITERIA	FL	PS	CR	DN	HD
Understanding of the question or issue and the key concepts involved Clear and accurate identification and description of the school, and the characteristics of the school which will be discussed in the response Clear understanding of key sociological issues and inequities related to the identified characteristics of the school Clarity and accuracy in use of terms and concepts					
Depth of analysis and/or critique in response to the task Clear yet complex knowledge and understanding of how the sociological issues identified may impact students Thoughtful, careful reflection on own personal history and positioning Considered exploration of approaches to teaching that are responsive to these sociological dynamics so as to meet the needs of all students					
Familiarity with and relevance of professional and/or research literature used to support response Ability to locate relevant and recent, high-quality academic sources (peer reviewed journal articles or scholarly books/book chapters) Ability to utilise course readings and make appropriate reference to policy Ability to use sources effectively in relation to the requirements of the task					

Structure and organisation of response