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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 2032 Critical Issues in Education (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Karen Maras
Office Location: G21, Morven Brown Building
Email: k.maras@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Critical Issues 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#EDST2032T1

SUMMARY OF COURSE

This course critically examines issues and innovations of contemporary relevance in state, national and global curricula. You will learn about the history and significance of curriculum innovations including learning progressions, general capabilities, and the integration of curriculum perspectives across disciplines and how these developments shape the role of the teacher, students and the broader purposes of schooling. Using social, philosophical and ethical frameworks you will evaluate the impact of these developments on education, discipline content, learning and teaching in the 21st century context.

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

This course has been revised to address current issues impacting curriculum design implementation and assessment in the 21st century.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically reflect on the conceptions of, purposes for, and goals of education, and how these relate to the student, the teacher, discipline content and schools	1,2
2	Critically examine contemporary curriculum developments and their impact on learning, curriculum construction, classroom pedagogy and assessment	1,2
3	Acquire and/or improve, through philosophical examination, the use of the critically reflective skills of explanation, evaluation, analysis, and argumentation	1,2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	2
C	Information and Communication Technologies	2
D.	Literacy and Numeracy	2
E	Students with Special Educational Needs	2
F	Teaching Students from Non-English-Speaking Backgrounds	2

6. COURSE CONTENT AND STRUCTURE

7. RESOURCES

Required Reading

Webster, S, & Ryan, A. (2018). *Understanding Curriculum: The Australian Context*. Port Melbourne, Vic: Cambridge University Press. ISBN: 9781108449991

Suggested Reading

Reid, A. & Price, D., (2018). *The Australian Curriculum: promises, problems and possibilities*. Deakin, ACT: Australian Curriculum Studies Association

Other articles, resources, and materials will

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Task 1: Essay	2000 words	40%	1,2,3,4	1.1, 1.2		Friday 12 th March 2021 by 5pm
Task 2: Reflective Portfolio	3200 words	60%	1,2,3,4	1.1, 1.2, 7.1	A,C,D,E,F	Friday 23 rd April 2021 by 5pm

Submission of assessments

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

Assessment 1 Essay

Purpose: To critically reflect on the conceptions of, purposes for, and goals of 21st Century education, and how these relate to the student, the teacher, discipline content and schools.

Task instructions:

1. Choose an example of curriculum in your area of specialisation/method (e.g. Australian Curriculum, NSW Curriculum, or an example from an international context).
2. Using the readings provided in weeks 1-4 of the course and at least two others you will find in peer reviewed journals, produce a formal academic essay, with correct structure (i.e. introduction, body, and conclusion), utilisation of relevant academic and professional resources, correct APA referencing, personal deliberation, argumentation, and presentation.

3. **ESSAY QUESTION:** Critically evaluate the orientation to education represented in this curriculum. In your analysis provide an account of the implications of this orientation to education for the roles and relationships of teacher, student, discipline content and the purposes education in the 21st century context in this example of curriculum.

Assessment 2 Reflective Portfolio

Method:

(a) **Readings:** The first part of this record should be your brief reaction to each of the required **250 words for each of the required readings (2000 words approx.)**.

You are **required** to do each of the set readings scheduled for each week prior to the relevant tutorials, as tutorial discussions are in part based upon your reactions to these readings. **You are strongly encouraged to familiarise yourself with all of the required readings before the relevant face-to-face classes begin**; reading complex academic articles more than once helps you to clarify, understand and evaluate the concepts and issues they raise.

Structure your 250-word written reaction to the readings using these 3 headings o

Main point: What is the main point or argument of this reading?

Support: Identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.

Interesting: You should take note of anything that you find interesting, or confusing, or about which you would like to raise as a question.

Bring these thoughts, questions, etc. to each tutorial, as tutorial discussions will be based upon the epared thoughts. It is also encouraged for you to bring anything of relevance that you see in the media or other outside sources.

TIPS FOR ASSESSMENT PIECES

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2032 CRITICAL ISSUES IN EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Essay**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved: understanding of the task and its relationship to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts.					
Depth of analysis and/or critique in response to the task: depth of understanding of relevant key concepts and principles depth of analysis of areas of educational impact on chosen topic question clarity and depth of argument in relation to chosen topic question demonstration of knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1) demonstration of knowledge and understanding of research into how students learn and the implications for teaching (Grad. Standard 2.1).					
Familiarity with and relevance of professional and/or research literature used to support response: reference specifically made to material, research and ideas presented in class and associated resources range of research and professional literature on education theory to support response.					
Structure and organisation of response: appropriateness of overall structure of response clarity and coherence of organisation, including use of section headings where appropriate.					
Presentation of response according to appropriate academic and linguistic conventions: adheres to word length: within 10% over/under, excluding references list clarity, consistency and appropriateness of APA conventions for quoting, paraphrasing, attributing sources of information, and listing references clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					

