



School of Education

EDST5035 Current Issues in Education 2

Term 1 2021

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STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with theory, research, and practice to identify current issues in education	1, 2
2	Articulate a research topic in education and provide an argument for why this topic should be investigated	1, 2
3	Use a systematic process to locate and evaluate academic literature related to a research topic in education	1, 2

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2
	Research-based learning	
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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	International outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	2
	Ethical and responsible professional practice	
6	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

The course is designed to cover a number of education issues related to the Australian education context as well as help prepare students to undertake a literature review in preparation for their EdD thesis. Readings and activities have been designed with this in mind, and specifically to scaffold students to writing their literature review. The final two days of the course are devoted to individual presentations to the group on progress of their literature review task.

5. TEACHING STRATEGIES

Teaching strategies for this course include explicit instruction, group work tasks, independent work as well as presentation to the group on the development of a literature review.

8.

Assessment Details

Assessment 1(a) Annotated bibliography

Due: **Monday 15th March 5pm**

Length: 1000 words

Weight: 20%

This task requires you to write an annotated bibliography of 5 key sources.

Note: Please use the APA style for referencing. Links to the guide can be found on Moodle

Assessment 1(b): Oral presentation

Due: **Saturday 10th April**

Length: 15 Minutes (plus 5 minutes for questions)

Weight: 20%

This task requires you to prepare and deliver an oral presentation outlining your literature review. In this presentation, you should:

- a) Identify your topic
- b) Highlight key research and findings
- c) Identify gaps in the literature
- d) Conclusions, areas for further research, implications for practice etc.
- e) Summarise any reflections you have of this experience
- f) Prepare either a 1-page handout for your peers and course coordinator OR a set of PowerPoint slides (or another relevant/appropriate program/app).

Assessment 2: Literature r

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Student Name:

Student No.:

Assessment Task 1b: **Oral presentation**

SPECIFIC CRITERIA	Needs improvement	Good	Excellent
A. Clarity of Organisation			
Introduction: Previewed topic and organisation of presentation. Main point: The main idea was easy to identify. Grouping of ideas: The presentation was organised into clearly identifiable sections with an explicit organisational pattern (e.g., chronological order). Conclusion: The conclusion reinforced the main idea of the presentation.			
B. Delivery			

Eye contact: The presenter maintained eye contact with all listeners.
 Volume: The presenter was easy to hear without being too loud.
 Pacing: The presenter spoke slowly enough to be followed easily but did not drag.
 Flow: The presenter seldom relied on vocal fillers (um, uh, like, you
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