



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST1104
Social Perspectives in Education

Term 1, 2019

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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/>

We acknowledge the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 1104 Social Perspectives in Education (6 units of credit)
Trimester 1, Year 1

2. STAFF CONTACT DETAILS

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

Other Teaching Staff: Dr Greg Leaney and Mrs Sara Mashayekh
Email: g.leaney@unsw.edu.au
sara.mashayekh@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#EDST

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 interacts with society.

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

The course has been re-oriented to start with a focus on teacher's work and why there is a need to be culturally responsive, hence the course has been made more practical and relevant to teacher education.

Important Information

Assessment: Students must pass ALL assignments to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on attendance requirements in EDST courses, please refer to the Moodle course of the EDST course(s) that you are enrolled in.

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.

AITSL Professional Graduate Teaching Standards

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 the specific learning needs of students across the full range of abilities.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

National Priority Area Elaborations

Priority area	
A: Aboriginal and Torres Strait Islander Education	1-13 (all inclusive)
C: Information and Communication Technologies	4, 6, 12 & 14
D: Literacy and Numeracy	1, 2, 3 & 4
E: Students with Special Educational Needs	1 & 8
F: Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4 & 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think 'sociologically' about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be the case in education. The content of this course will involve students engaging with both sociological data and critique to explore why this focus is important.

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 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 reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate; and
- online learning from readings and peer interaction on the EDST1104 Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Classes

You are expected to attend the 2-hour lecture and one 1-hour tutorial each week, and to complete the 6-hour online component as outlined below. The lectures, tutorials and online component provide conceptual and theoretical frameworks from which particular topical issues can be understood. The tutorials are designed to supplement independent study.

You should come to each tutorial having:

- read the designated reading;
- made notes on the reading and on any pertinent and/or unclear areas of your understanding of the reading;
- read as much additional material as is reasonably possible; and
- prepared carefully to engage in debate and other learning activities as relevant each week.

After each tutorial you should:

- consolidate and review your notes and additional materials;
- research and read around specific issues and areas of interest;
- consider points raised in discussion and/or feedback you've been given; and
- prepare, plan, research and draft assignments.

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:

<http://subjectguides.library.unsw.edu.au/elise/aboutelise> and an information video can be located at: https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc_3q

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-week program of 2-hour lectures and 1-hour face-to-face tutorials. Each week engages with a different module topic and readings. In addition, learning is supported through a 6-hour online component.

Online Component (6 hours, 600 words)

Students will engage in an online Moodle discussion forum in which they identify and share connections made between unit material and experiences/material encountered beyond the unit. External experiences/material may include, for example: a personal reflection on something that happened to you or that you witnessed, or that you learned or encountered in another unit; a media article or blog post; a podcast episode; a meme, and so on. Students will be required to identify **three** separate connections throughout the unit and write **100 words** explaining each (and, if relevant, providing a link to the article, blog post, podcast, meme etc.) as well as how it connects to the unit and why you think it is interesting/important (3 posts; 300 words total). In addition, students will be required to respond **six** times throughout the term to other students' posts. Responses must be **50 words** in length (six responses; 300 words total). Please note that although responses will not be marked, a serious attempt must be made in order to meet the attendance requirements of the unit.

Module	Topic	Reading
1	Privilege and Perspective: 'Leaning in' to Social Perspectives in Education	DiAngelo & Sensoy (2014) Welch et al. (2018) Ch. 1
2	Teachers' Work, and Teaching as Work: Being (Culturally) Responsive	Comber (2005) Welch et al. (2018) Ch. 12
3	Racism and Cultural Difference: Invasion, Migration and Asylum	Welch et al. (2018) Chs. 6 & 7
4	Social Class: Capitals, Codes and Intersectionality	Welch et al. (2018) Ch. 5 Lareau (2011) Ch. 1
5	Markets and Choice: Segregation and Segmentation in Australian Schooling	Welch et al. (2018) Ch. 10 Rowe & Lubienski (2017)
6	Gender and Sexuality: From Biological Essentialism to Post-Structuralism	Welch et al. (2018) Ch. 8 Gray, Harris & Jones (2016)
7	Growing Up: Constructions and Experiences of Australian Youth	Welch et al. (2018) Chs. 2 & 3
8	Geographies of Schooling: Rural and Remote Education in Australia	Welch et al. (2018) Ch. 4 Cuervo (2014)
9	The Political Construction of Curriculum: Intended, Enacted and Negotiated	Welch et al. (2018) Ch 11 Llopart & Esteban-Guitart (2017)
10	Education Policy and Globalisation: Neoliberalism, Accountability and Competition	Welch et al. (2018), Chs. 9 & 13

ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
<i>Assessment 1:</i> Research task	2000 words	40%	1, 2	1.1, 1.3	A,B,C,D,E,F	March 15, 2019 5pm
<i>Assessment 2:</i> Research report	3000 words	60%	1, 2, 3	1.1, 1.3, 1.4, 1.5, 4.1, 7.2	A,B,C,D,E,F	May 3, 2019 5pm

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.

Assessment 1: Research task (2000 words)

Students will receive written and oral feedback.

Purpose:

- (i) Demonstrating an understanding of the aims and key issues within social perspectives on education;
- (ii) Identifying, summarising and evaluating key information in academic sources in your own words;
- (iii) Developing your ability to read and think critically;
- (iv) Developing your research practice to help you write the research report.

Method:

Annotated bibliography: 500 words for each of the four chosen academic sources. You are to write annotations based on four academic sources (journal articles or book chapters) of your choice, **except that you may not use any of the set readings**, including any of the Welch et al. (2018) chapters.

The sources must meet the following requirements:

- recent (written within the past 10 years);
- from a 'good quality' academic journal/book;
- focus on an aspect of schooling in Australia, with **at least one** source concerning students with linguistic and cultural diversity; and
- adopt a sociological theoretical and/or methodological approach.

For each source produce a summarised response that includes the following:

- Main point: What is the main point or argument of this article?
- Support: Briefly identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.
- Evaluation: Evaluate the main point or argument. Do you agree with the author's position? Why or why not?
- Reflection: Reflect on and outline how the article is relevant to your studies in this course. How might you use it to inform your studies and developing practice? How might it apply to your future practice in the classroom?

Note: Use direct quotations sparingly, if at all, as your examination should overwhelmingly be in your own words. A major focus for this task is the development of your ability to (a) concisely and effectively summarise the key information in an academic source, (b) critically engage/respond to this information, and (c) to communicate/demonstrate your understanding in your own words. It is important therefore, that you do not use excessive or lengthy quotes from the source. Overuse of direct quotes will significantly impact on your overall result.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST1104 Social Perspectives in Education

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 <ul style="list-style-type: none"> • Understanding of the task and demonstrating an ability to concisely summarise theoretical, sociological, political, and/or educational concepts • Clarity and accuracy in use of terms and concepts. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Engagement with and explanation of the sources • Knowledge and understanding of particular aspects of the social development and characteristics of students and how these relate to schooling (cf. Standard 1.1) • Reflection on the relevance and value of the sources in understanding/meeting the needs of socially and culturally diverse students (cf. Standard 1.3) 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Ability to locate relevant and recently published (<10 years old), high quality sources (peer reviewed journal articles or book chapters) • Ability to clearly and persuasively evaluate the sources' evidence and argument 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; and grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/reflective writing • Clarity, consistency and appropriateness of academic written conventions for APA style: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: within 10% over/under. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME <i>Please see detailed comments via Turnitin on the course's Moodle website.</i>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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.**

Assessment 2: Research report (3000 words)

Students will receive written feedback.

Purpose:

- (i) Demonstrating an understanding of the aims and key issues within social perspectives on education;
- (ii) Placing this understanding within the context of a NSW school;
- (iii) Further developing your ability to research, read and think critically;
- (iv) Developing your ability to reflect upon your positioning within formalised systems of schooling.

Method:

- a) 500 words: Identify and describe one secondary school within the NSW education system that enrolls students from language backgrounds other than English (LBOTE). This could be either an Intensive English Centre (IEC) or a mainstream school. In addition, the school should enrol students with at least ONE of the following characteristics:

- students from a rural or remote area; OR
- students from a low socio-economic status (SES) background; OR
- students from Aboriginal or Torres Strait Islander background; OR
- students from a refugee background; OR
- students categorised by the school as having a specific gender (e.g. a boy or girls' school).

Note: Certain schools might cater for multiple options from the above list; if so, you may choose to focus in on only one additional area (although you should recognise the intersectionality in play and explain/justify your choice). Use all publicly available sources you can find in order to establish and describe the school context in relation to the identified areas, including the school website and the school's MySchool page.

- b) 1000 words: Using the literature explored in this unit as well as additional sources from your own searching of the literature, explore the sociological dynamics that may be in play for the population of students enrolled by your identified school.
- c) 1500 words: Imagine you are a teacher at this school.
 - a. Reflect on your own personal history and positioning. How does this compare to the particularities of the school context, and what might this mean/how might it speak to your work there?
 - b. Describe and justify the approach you would take to your work in this school so as to be inclusive of your identified populations. Back up your approach with references to the literature explored in this unit, including relevant policies and policy documents, as well as additional academic sources from your own searching.

Across the task as a whole, you must include reference to a minimum of ten additional academic sources from your own searching of the literature and that do not include the set readings (although these should be used in addition). The ten additional academic sources may include the four sources used for Task 1.

Weight: 60%

UNSW SCHOOL OF EDUCATION
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 <ul style="list-style-type: none"> • Understanding of the task and an ability to identify and summarise theoretical, sociological, political, and/or educational concepts • Identification and description of the school and the students and communities it serves • Understanding of key sociological issues and inequities related to the identified populations • Clarity and accuracy in use of terms and concepts. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Thoughtful, careful reflection on own experiences with schools • Clear yet complex knowledge and understanding of social development and characteristics of students and how these relate to schooling (cf. Standard 1.1) • Considered exploration of approaches to teaching that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and/or socioeconomic backgrounds, including Aboriginal and Torres Strait Islander students (cf. Standards 1.3 & 1.4) • Clear knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of all students so that all students may participate and engage (cf. Standard 1.5 & 4.1) • Clear understanding of relevant legislative, administrative and/or organisational policies and processes required for teachers according to school stage (cf. Standard 7.2). 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Ability to locate relevant and recently published, high-quality academic sources (peer reviewed journal articles or book chapters) • Ability to use sources effectively in relation to the requirements of the task. 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; and grammar • Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/reflective writing • Clarity, consistency and appropriateness of academic written conventions for APA style: quoting; paraphrasing; citing sources/information; and the reference list • Adheres to word length: within 10% over/under. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME <i>Please see detailed comments via Turnitin on the course's Moodle website.</i>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60 %

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.**

7. RESOURCES

Set text:

Welch, A., Connell, R., Mockler, N., Sriprakash, A., Proctor, H., Hayes, D., Foley, D., Vickers, M., Bagnall, N., Burns, K., Low, R. & Groundwater-Smith, S. (2018). *Education, change and society* (4th Ed.). South Melbourne: Oxford University Press.

Both the print and online version of the set text can be purchased from the UNSW bookshop.

Print: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780190309763>

eBook:

<https://unswbookshop.vitalsource.com/textbooks?utf8=%E2%9C%93&sort=&term=9780190309763>

See the course's Moodle website for other suggested resources. Additional resources can also be found in the full reference listing at the end of each lecture's PowerPoint.