



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5114
Curriculum and Assessment

Semester 1, 2017

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	4
7. ASSESSMENT	6
8. RESOURCES	9

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 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 5114 Curriculum and Assessment (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Karen Maras
Office Location: John Goodsell 116
Email: k.maras@unsw.edu.au
Phone: 9385 2542
Availability: Please email to arrange an appointment

Other Teaching Staff: Various external lecturers

3. COURSE DETAILS

Course Name	Curriculum and Assessment	
Credit Points	6 units of credit (6 uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Thursday 17:00-19:00, Morven Brown G4	(w3-7, 8-13)

Summary of Course

This course will cover the essential theory of curriculum and assessment and will investigate key issues and events that have shaped the development of curriculum and assessment in New South Wales. It will also address key contemporary issues in curriculum and assessment. Students will have the opportunity to investigate, analyse and discuss issues in curriculum and assessment of interest to them.

The main ways in which the course has changed since last time as a result of student feedback

- Updated topic specific readings and references have been added to the course

Student Learning Outcomes

Outcome		Assessment/s
1	An understanding of the essentials of curriculum and assessment theory and practice;	1, 2
2	An understanding of the integrated nature of curriculum, teaching and assessment;	1, 2
3	An understanding of key issues and events that have shaped curriculum and assessment in NSW;	1, 2
4	An appreciation of the factors related to the development of the National Curriculum and Assessment programs the issues associated with their implementation;	Class discussion exercise (not directly formally assessed)
5	An understanding of key contemporary issues in curriculum and assessment;	1, 2
6	The ability to investigate and analyse issues in curriculum and assessment and present a well-reasoned and informed position on such issues.	1, 2

Program Learning Outcomes

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

It is important that educators understand and appreciate curriculum theory and practice. To do this a study of the different models of curriculum and general theory of assessment is essential. Educators should also understand the historical context and how the policies and practices of today and the future are shaped by events and decisions taken in the past. The course will also consider significant curriculum and assessment reforms of the past and examine why some reforms were successful and why others were not. Students will have the opportunity to investigate in depth a curriculum or assessment issue of their choosing,

5. TEACHING STRATEGIES

In this course, lecture, seminars, group discussions and student presentations are utilised. Students will be actively engaged as they investigate and discuss current and historical theories, influences and developments in curriculum and assessment.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
1 16/3	Introduction and identification of discussion of contemporary educational issues Curriculum Theory and Practice – Part 1
2 23/3	Curriculum Theory and Practice – Part 2
3 30/3	Assessment Theory and Practice
4 6/4	Issues that Shaped Curriculum & Assessment in NSW – Part 1
5 13/4	Issues that Shaped Curriculum & Assessment in NSW – Part 2
Mid-Semester break – no class	
6 27/4	Case Study: Progress and Perspectives on the development of the Australian Curriculum
7 4/5	Changes to Assessment and Reporting in NSW Towards the Introduction of the Australian Curriculum
8 11/5	Case Study: The Impact of ICT on Curriculum and Assessment
9 18/5	Discussion of papers on key curriculum and assessment issues
10 & 11 SATURDAY 27/5	Presentations by students and guided discussions
12 1/6	Case Study: TBC

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Presentation	10 minutes	40%	1, 2, 3, 5, 6	1-6	Sat 27 May
Paper	3000 – 4000 words	60%	1, 2, 3, 5, 6	1-6	Mon 5 June

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 no longer need to use a cover sheet. 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.

The two assessment tasks are related.

The tasks require students to:

- Identify a significant issue related to curriculum and/or assessment and reporting and summarise the issue.
- Identify any different perspectives or views related to the issue, and indicate who holds these different views and why.
- Outline what has been written about the issue. Analyse what the research literature says about the issue. Discuss whether there are any lessons to be learned from history on this issue.
- Weigh up the way forward – is there likely to be a satisfactory resolution of the matter? What is the way forward, or what are the options and which option seems to be the most suitable? What needs to be done to bring about a smooth resolution of the issue and/or implementation of the preferred option?

Task 1 requires students to deliver a short presentation that outlines the issue they have selected and summarises their research and analysis of the issue up to that point in time. Students will provide a brief handout to the other class members (which may be a copy of their presentation). Both the verbal presentation and the printed material will be considered in determining student marks.

Task 2 requires students to submit a paper about the issue that addresses the dot points above. (It is recognised that not all issues will necessarily fit this approach, so some flexibility will be allowed.)

Assessment criteria – see next section

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
EDST5114 INVESTIGATING ISSUES IN CURRICULUM AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: 1 (Verbal Presentation and Support Material)

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clearly explaining the issue and its relevance to relevant areas of theory, research and practice 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Effectively summarises the investigation being undertaken • Effectively identifies any different points of view concerning the issue 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Effectively provides a brief overview of relevant research studies and reports and/or public statements and views concerning the issue 					
Structure and organisation of response (presentation) <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas • Completes the presentation within the allotted time 					
Presentation uses appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Dr Karen Maras**

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5114 INVESTIGATING ISSUES IN CURRICULUM AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: 2 (Paper)

SPECIFIC CRITERIA	(-) → (+)				
Explanation of the issue being investigated <ul style="list-style-type: none"> • Clearly explaining the issue 					
Critical thinking and analysis <ul style="list-style-type: none"> • Sound analysis of the issue • Use of relevant evidence • Well reasoned arguments • Appropriate references to research and other literature relating to the issue 					
Structure and organisation of paper <ul style="list-style-type: none"> • Logical and coherent structure • Clear presentation of ideas • Paper is within the required word range. 					
An academic writing style <ul style="list-style-type: none"> • APA style for citations and references • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Dr Karen Maras

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.**

Submission of Assessment Tasks

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8. RESOURCES

Required Readings

These will be listed on the Course Program Document and available on Moodle

Further Readings

These will be added as the course progresses and will be made available on Moodle

Readings and other resources will be provided on the course's Moodle site.