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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2032 Critical Thinking and Education (6 units of credit)
Semester Summer, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Greg Leaney
Office Location: John Goodsell 120
Email: g.leaney@unsw.edu.au
Phone: 02 9385 9744
Availability: Tuesday 4-6pm, or by appointment

Other Teaching Staff:
Office Location:
Email:
Phone:
Availability:
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Critical Thinking and Education</th>
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<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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<tr>
<td>Schedule</td>
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<tr>
<td>Lecture</td>
<td>10-12 on Tue, Wed, Thurs &amp; Fri, Biomed ThB Weeks 1-3</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>1hr on Tue, Wed, Thurs &amp; Fri, Webst 250 Weeks 1-3</td>
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Summary of Course
This course critically examines the social, philosophical, epistemological and ethical aspects of a number of important issues in education, such as: determining goals of education; learning as knowledge and understanding; the role of educators in society; and social justice considerations.

Aims of the Course
Through critical reflection and evaluation this course aims to develop your knowledge and understanding of:
- Differing goals and approaches towards education;
- Student characteristics and how students learn;
- Ethical principles and their relevance for education and teaching.

Student Learning Outcomes

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<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>1,2</td>
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<td>2</td>
<td>1,2</td>
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<tr>
<td>3</td>
<td>1,2</td>
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<tr>
<td>4</td>
<td>1,2</td>
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Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1.1</td>
<td>1,2</td>
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<tr>
<td>1.2</td>
<td>1,2</td>
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<tr>
<td>7.1</td>
<td>2</td>
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</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

- Education is a critically reflective enterprise:
The content, conduct, and organisation of education give rise to a number of critically reflective questions, which ask things like:
  - What are the meanings of various claims or arguments made in the field of education?
  - How should schools be structured and how should students be taught?

- As a critically reflective enterprise, questions about education cannot only be answered by gathering empirical information:
  Examining questions about education can, and typically does (and justifiably so), involve gathering empirical information. However, critically reflective questions are not empirical questions: they are normative, evaluative, political, moral and/or philosophical questions.

- Critical thinking includes a range of skills that need to be acquired, and continually practised and improved upon:
  This course will explain and explore what is involved in critically thinking about education, and will require you to utilise critically reflective thinking skills in classroom and assessment activities.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:
  - 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;
  - online learning from readings and web links on the EDST2032 Moodle website.
These activities will occur in a classroom climate that is supportive and inclusive of all learners.
6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Day</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>What is education and schooling?</strong></td>
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<td>Week 1</td>
<td>Introduction &amp; administration</td>
<td>Purposes of education</td>
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<tr>
<td>Week 1</td>
<td>Purposes of education</td>
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<tr>
<td>Week 1</td>
<td>Goals of Australian education</td>
<td>Goals of Australian education</td>
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<tr>
<td>Week 1</td>
<td>Different conceptions of education</td>
<td>What is education for?</td>
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<td>Week 1</td>
<td>The profession of teaching</td>
<td>Professional obligations &amp; rights</td>
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<tr>
<td>Week 2</td>
<td><strong>What can, and should, be taught and learned?</strong></td>
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</tr>
<tr>
<td>Week 2</td>
<td>Conceptions of knowledge</td>
<td>Empiricism, rationalism, social</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>constructivism</td>
</tr>
<tr>
<td>Week 2</td>
<td>Conceptions of meaning</td>
<td>Scepticism, empiricism, constructivism</td>
</tr>
<tr>
<td>Week 2</td>
<td>Meaning &amp; curriculum</td>
<td>Constructivism, constructionism</td>
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<tr>
<td>Week 2</td>
<td>Approaches to learning</td>
<td>Individual &amp; social learning</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>What are schools for politically?</strong></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Ethical theories</td>
<td>Deontology, consequentialism, virtue</td>
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<tr>
<td>Week 3</td>
<td></td>
<td>ethics</td>
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<td>Week 3</td>
<td>Political models of education</td>
<td>Democracy, civics</td>
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<td>Week 3</td>
<td>Multiculturalism</td>
<td>Politics of difference</td>
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<tr>
<td>Week 3</td>
<td>Socially just democratic education</td>
<td>Freedom &amp; fairness</td>
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7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1: Essay</td>
<td>2000 words</td>
<td>40%</td>
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<tr>
<td>2: Journal Notes</td>
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<td>60%</td>
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**Assessment Details**

**Assessment 1 – Essay**

Length: 2,000 words double-spaced  
Due: Thursday 23rd January 2014 at 5:00pm (i.e. Thursday of Week 3)  
Weight: 40%  
Purpose: To examine and evaluate one of the educational debates raised in the course material.  
Method: Choose one of the essay questions from the options below. Produce a formal academic essay, with: correct structure (i.e. introduction, body, and conclusion), utilisation of relevant resources, correct APA referencing, personal deliberation, argumentation, and presentation.

Select one of the following topics and write an essay:

1. Peters (1972) describes a conception of education that values “it because it has now become the royal road to better jobs and to getting on in the world”; that is, education being for vocational and social purposes. He describes an alternative conception of education which aims at producing the “educated person”, which is “someone who is capable of delighting in a variety of pursuits and projects for their own sake and whose pursuit of them and general conduct of his [or her] life are transformed by some degree of all-round understanding and sensitivity” (p.9).

   **Central question:** What should the purpose of education be?

   **Involved steps and questions:** Explain what is involved in each of these conceptions of education. Which view or views do you agree with, and why? Briefly describe what approach to pedagogy and content would be involved in your evaluation of the purpose of education.

2. Neill (1982) states that at Summerhill they “set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, all religious instruction. We have been called brave, but it did not require courage. All it required was what we had – a complete belief in the child as a good, not an evil, being” (p.369).

   Wringe (1988) explains that educators “characteristically oblige children to do things they do not immediately want to do in the belief that restriction placed on their negative freedom now will be more than compensated by their enhanced autonomy or positive freedom later on (White, 1973, p. 22), as a result of the useful things they are about to learn” (p.47).

   **Central question:** Is freedom or compulsion/obligation the best way to educate the young?

   **Involved steps and questions:** Explain the views of freedom and compulsion discussed by these educational theorists. Which view do you agree with, and why? Briefly describe what approach to pedagogy and content would be involved in your evaluation of the best view of education.
(3) Carr (2003) claims “first, that education is – no less than health and justice – an inherently
normative concept; secondly (and consequently), that teaching is – no less than medicine and law –
an essentially moral practice” (p.39).

He further claims that “since many if not most professional issues will be as much moral as technical,
some capacity for authentic and intellectually responsible engagement with controversial questions
about the ultimate contribution of professional practice to human flourishing must surely be a sine qua
non [that is, defining or intrinsic characteristic] of effective professionalism, and the job of the
professional academy cannot therefore be merely that of instruction in second-hand or
uncontroversial techniques” (Carr, 2003, p.41).

**Central questions:** Is teaching a professional enterprise? What does this mean for how teachers are
trained?

**Involved steps and questions:** What defines a profession? Is teaching a profession? Do you agree
that teaching is an inherently moral enterprise? Why or why not? What implications for the training of
teachers would result from your position? What implications for your approach to pedagogy and
content would result from your position?

(4) Musgrave (1993) contends that “[r]ather than trying to defend the reducibility of all knowledge to
propositional knowledge, I think it better to admit that the justified true belief account really applies
only to one kind of knowledge” (p.8).

**Central question:** What, if any, knowledge can be taught by teachers to students?

**Involved steps and questions:** What is the justified true belief account of knowledge? Are there other
kinds of knowledge? Do we really know anything? If we have knowledge, what do we know? If we
have knowledge, how do we know it? Briefly describe what approach to pedagogy and content would
be involved in your evaluation of the question of knowledge.

(5) The 2004 NSW Department of Education and Communities Ministerial Statement *Values in NSW
Public Schools* states has as one of its social outcomes that in “classrooms and school communities
the core values of NSW public schools will contribute to a society that: values all people” (Refshauge,
2004, p.6).

Balint (2010) argues, however, “that using education to encourage the respect and appreciation of
difference is deeply problematic for both adults and children” because “it is a poor servant of those
whose differences it is meant to protect, and crucially that it cannot be justified on the key liberal
premise of protecting the freedom of individuals to live their (non-harming) lives as they see fit”
(p.129).

**Central question:** Should we try to teach values in schools and, if so, how?

**Involved steps and questions:** What is the overall approach to teaching values in NSW public
schools? How can it be justified? How can it be challenged? If you agree with teaching values in
schools briefly describe what approach to pedagogy and content would be involved in your approach
to values education.
Assessment 2 – Journal Notes

Length: 3450 words approx. This is a guiding suggestion – it is not a strict upper word limit (as I do not require nor want you to artificially limit your notes). You might need to rework or ‘clean up’ your daily reactions for the final Journal Notes submission, so that they are sufficiently clear and comprehensive.

Due: Thursday 30th January 2014 at 5:00pm (i.e. Thursday after Week 3)

Weight: 60%

Purpose: To assess your understanding of the entire course’s material, and how that understanding has developed over the course.

Method: Record your thoughts on the course’s readings and class material for each day:

(a) Readings: The first part of this record should be your brief reaction to each of the required readings in the Course Outline: 250 words for each of the 9 required readings (2250 words approx.).
   • 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. You should bring these thoughts, questions, etc. to each tutorial. It is also encouraged for you to bring anything of relevance that you see in the media or other outside sources.

(b) Classes: The second part of this record should be your brief reaction to the lecture and tutorial material and discussions for each day: 100 words for each of the 12 days of class (1200 words approx.). For example, any one or more of the following are acceptable: What did you learn today? What (if anything) did you find interesting, or informative, or clearer, or still puzzling? That is, what is your self-evaluation of your current state of understanding of the course’s material, and the debates and issues that it has raised?

TIPS FOR ASSESSMENT PIECES

The assessments pieces will be assessed on your demonstrated understanding of the material, and on the quality of your argument. Arguments may, and usually are, contestable. However, some arguments are good ones, and others are poor. You should endeavour to make sure that yours are good, and good arguments are clear, coherent and comprehensive.

A good argument (amongst other things) takes account of objections that have been made or might reasonably be made – not just to the conclusion, but also to the premises or the logic. You should look therefore at arguments against the conclusion that you think you should draw, and against your premises and logic. And you should give a careful reply. Ask yourself if your argument is coherent, plausible, and defendable.

Your argument’s premises may include some value premises and some factual ones, or some that are both at once. (There are problems with the distinction that is claimed to exist between facts and values.) If you can defend them against plausible alternative views, so much the better.

Your argument will need to include support from academic references. Although simply relying on piecing together material from outside references will not replace having a good argument, utilising academic references appropriately will strengthen your argument. Any references must be referenced
correctly in APA style, and this includes the relevant page/s number/s of the source material used where appropriate.

For the essay, there is likely to be more than one plausible answer to the educational issue you choose. You should combat the arguments for this/these alternative/s, if it/they clash/es with yours (which often will be the case).

Note: It is quite acceptable in this subject, and usually significantly grammatically easier, to write in the first person (e.g. "I argue that..."); “First I will examine...") in all the assessment tasks.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2032 CRITICAL THINKING AND EDUCATION

Student Name:                Student No.:
Assessment Task: Essay

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
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<th>(+)</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved:</td>
<td></td>
<td></td>
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<tr>
<td>• understanding of the task and its relationship to relevant areas of theory,</td>
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<tr>
<td>research and practice</td>
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<tr>
<td>• clarity and accuracy in use of key terms and concepts.</td>
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<tr>
<td>Depth of analysis and/or critique in response to the task:</td>
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<tr>
<td>• depth of understanding of relevant key concepts and principles</td>
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<tr>
<td>• depth of analysis of areas of educational impact on chosen topic question</td>
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<tr>
<td>• clarity and depth of argument in relation to chosen topic question</td>
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<tr>
<td>• 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).</td>
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<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response:</td>
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<tr>
<td>• reference specifically made to material, research and ideas presented in class and associated resources</td>
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<tr>
<td>• range of research and professional literature on education theory to support response.</td>
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<tr>
<td>Structure and organisation of response:</td>
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<tr>
<td>• appropriateness of overall structure of response</td>
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<tr>
<td>• clarity and coherence of organisation, including use of section headings where appropriate.</td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions:</td>
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<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
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<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</td>
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GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer       Date
Recommended:   /20 (FL PS CR DN HD)  Weighting:   %

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
### EDST2032 CRITICAL THINKING AND EDUCATION

**EDST2032 Critical Thinking and Education, UNSW 2014**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
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<tr>
<td>Assessment Task: Journal Notes</td>
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#### 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 of the issues/concepts raised in the course material | |
| • clarity and depth of argument in relation to the issues/concepts raised in the course material | |
| • evidence of personal responses to the issues/concepts raised in the course material | |
| • 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). | |

| 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: |
| --- | --- | --- |
| • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references | (-) | (+) |
| • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. | |

#### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**Lecturer**       Date

**Recommended: /20** (FL PS CR DN HD)  **Weighting:** %

**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
Students are required to follow their lecturer's instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student's control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings
Week 1

Week 2

Week 3

Further Resources


Other resources materials might be uploaded to the course’s Moodle website if they become relevant to the course content.

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry computer program or software, website, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section of the work of others into a new whole
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism).

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: [https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html](https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html).

In the interests of maintaining high standards in scholarship and research, the University remind students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves
about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

*Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).*

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: [https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html](https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html)

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: It is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

*Policies*
School of Education Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:
• Recognise, motivate and encourage deep learning
• Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Special Consideration
On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

School of Education Grade Descriptors

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<tr>
<th>Grade Descriptor</th>
<th>Description</th>
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<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of</td>
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this literature. The assignment is also very well-organised and very well-written.

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<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structure and meaning is at time unclear.</td>
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**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.
Website: [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

**Equity and Diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.