



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST2070  
Culture, Identity and Education

Semester 1

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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/>

**The School of Education acknowledges the Bidjigal 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 2070: Education, Culture and Identity (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Greg Vass  
Office Location: John Goodsell 110  
Email: [g.vass@unsw.edu.au](mailto:g.vass@unsw.edu.au)  
Phone: I do not check voicemail. Please email.  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Education, Culture and Identity
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Thu 09-11 (w1-4, 5-12, CivEng 101)
Tutorial/s	Fri 9am, 10am (w2-4, 5-13, Col LG01)

### *Summary of Course*

This course critically explores notions of culture and identity and examines related issues in education. Possible topics include a genealogy of culture and identity, performative, intersectional and pluralised configurations of identity, culture and consumption in education, potential tensions between diversity and equality/ equity, multiculturalism and Indigeneity, and the future of culture, identity and education in Australia within the wider context of public pedagogies, cosmopolitanism and globalisation. Links to educational policy and classroom practice will be made throughout the course.

### *Aims of the Course*

The aim of EDST2070 is to provide you with an understanding of the connections between culture, identity and education.

1. To develop critical understanding of key issues, debates and dynamics of individual, group, community, national and global notions of culture and identity, and cosmopolitan relations in Australia and other multicultural societies.
2. To develop an awareness of and response to the impact of culture and identity issues in education, in particular the role of culture, identity, language and discourse in shaping the social and academic lives of students in culturally diverse schools and societies.

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

Based on student feedback, the course has been adjusted in the following ways: the reading list has been revised and reduced; and the sequencing of the Blog task (two) has been altered to space due dates wider apart.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity	1 & 2
2	develop an critical understanding of intersection of issues of culture and identity with education and how particular views of culture and identity differentiate students	1 & 2

3	identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities, including Indigeneity	1 & 2
4	develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalisation and cosmopolitanism	1 & 2

*Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
1.1	Physical, social and intellectual development and characteristics of students	1 & 2
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	1 & 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1 & 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1 & 2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1 & 2

*National priority area elaborations*

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 9 & 11	2
B: Classroom Management	1, 2, 3, 4, 5, 8, 9 & 10	2
C: Information and Communication Technologies	12 & 14	2
D: Literacy and Numeracy	2, 3, & 4	2
E: Students with Special Educational Needs	1 & 4	2
F: Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 9 & 11	2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Understanding theories and practices associated with culture, identity and education requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the reading of research pertaining to, and analysis of, contemporary education processes and practices. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical and empirical knowledge and practical skills, thereby enabling them to critically evaluate published research studies and to undertake basic cultural analyses of education.

## 5. TEACHING STRATEGIES (Modified from CRIM2034)

- Lecture = 2 hours; Tutorial = 1 hour

Lectures begin in Week 1 and run through to Week 12. Tutorials begin in Week 2 and run through to Week 13.

You are expected to attend the lecture and one 1-hour tutorial each week. The lectures and tutorials will provide conceptual and theoretical frameworks from which particular topical issues can be understood. The tutorials are based on the set reading for each week, and are designed to supplement independent study on the course that begins (but should not end) with close engagement with the required weekly readings.

You should come to each tutorial:

- having read all required readings listed for the topic;
- having organised any other materials or preparation work requested of you for that week's seminar;
- having made notes on the reading and on any pertinent and/or unclear areas of your reading;
- having read as much additional material as possible;
- having prepared carefully to engage in debate and other learning activities as relevant each week;
- having checked the Moodle site for updates and links to additional useful information as it arises throughout the course.

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;
- prepare, plan, research and draft assignments.

### Moodle Site

We will be using 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.

### Online Resources

The library runs the ELISE tutorial on-line, which familiarises students with academic writing, research and using information responsibly. It can be located at <http://elise.library.unsw.edu.au/home/welcome.html>. We also recommend that you make use of the ELISE library tutorial on-line, which can be found at <http://elise.library.unsw.edu.au/mod5/library.html>

## 6. COURSE CONTENT AND STRUCTURE

This course is based around reading – this can not be emphasised enough: ***if you do not at the very least do the essential set reading/s for the tutorials, you will find it difficult to contribute to discussions or do well in your assessment.***

\* All readings below available on the course Moodle site or through the library. ***All journal articles are available through the library.***

For **each essential reading** do the following, and bring written answers to class:

1. Is there a ***specific passage/s*** that struck you as interesting, profound, incomprehensible, illuminating?
2. What would you identify as a ***central idea or premise*** of the reading?
3. Is there a particular idea in the reading where you can identify or make ***connections*** with your own thinking about each week's topic?

Week	Lecture and tutorial topics
	<b>Module1: Introduction to concepts</b>
	<b>Introduction to course</b>
1 3 March	<b>Essential pre-reading</b> (for the lecture) - Wadham, B. Pudsey, J. & Boyd, R. (2007). What is culture? In B. Wadham, J. Pudsey & R. Boyd, <i>Culture and education</i> (pp. 1-33). Sydney, NSW: Pearson Education.
2 10 March	<b>TOPIC: Identity, culture and schooling</b> <b>Essential</b> - Lesko, N. (2012). Introduction: Troubling teenagers. In N. Lesko, <i>Act your age: A cultural construction of adolescence (2<sup>nd</sup> Ed., pp. 1-15)</i> . New York, NY: Routledge. <b>Recommended</b> – Côté, J. (2014). Youth social identities: Structurally determined or agentially mediated? In J. Côté, <i>Youth studies: Fundamental issues and debates</i> (pp. 178-193). Hampshire, UK: Palgrave Macmillan.
3 17 March	<b>TOPIC: The politics of identity</b> <b>Essential</b> - Gewirtz, S. & Cribb, A. (2009). Identity. In S. Gewirtz & A. Cribb, <i>Understanding education: A sociological perspective</i> (pp. 133-155). Cambridge, UK: Polity. <b>Essential</b> - White, R. & Wynn, J. (2014). Constructing a public presence. In R. White & J. Wynn, <i>Youth and society (3<sup>rd</sup> Ed; pp. 31-44)</i> . Sth Melb, Vic: Oxford University Press.
4 24 March	<b>TOPIC: The cultural politics of education</b> <b>Essential</b> – Lampert, J., Bruce, B. & Morse, K. (2015). Destabilising privilege: Disrupting deficit thinking in white pre-service teachers on field experience in culturally diverse, high poverty schools. In Ferfoljia, T. et al, <i>Understanding sociological theory for educational practices</i> (pp. 76-92). Port Melb, Vic: Cambridge. <b>Recommended</b> - Apple, M. W. (1996). Education, identity and cheap french fries. In M. Apple, <i>Cultural politics and education</i> (pp. 1-21). New York, NY: Teachers College Press.
31 March	<b>Mid semester break</b>
	<b>Module 2: The possibilities and limits of identity in education</b>
5 7 April	<b>TOPIC: Performative identities in education</b> <b>Essential</b> - Youdell, D. (2010). Recognizing the subjects of education: Engagements with Judith Butler. In M. Apple, S. Ball & L. Gandin (Eds.), <i>The Routledge international handbook of the sociology of education</i> (pp. 132-142). Abingdon, OX: Routledge.
6 14 April	<b>TOPIC: Intersectionality and identity in the classroom</b> <b>Essential</b> – Levine-Rasky, C. (2011). Intersectionality theory applied to Whiteness and middle-classness. <i>Social Identities</i> , 17 (2), 239-253. <b>Recommended</b> - Brah, A. & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. <i>Journal of International Women's Studies</i> , 5 (3), 75-86. Available at: <a href="http://vc.bridgew.edu/jiws/vol5/iss3/8">http://vc.bridgew.edu/jiws/vol5/iss3/8</a>
7	<b>TOPIC: Gender in schooling</b> <b>Essential</b> – Holmes, M. (2013). Gendering. In S. Matthewman, C. W. West-Newman, & B.

21 April	<p>Curtis, <i>Being sociological</i> (2<sup>nd</sup> ed, pp. 121-138). New York, NY: Palgrave Macmillan.</p> <p><u>Recommended</u> – Vaccaro, A., August, G. &amp; Kennedy, M. (2012). LGBT Identity. In A. Vaccaro, G. August &amp; M. Kennedy, <i>Safe spaces: Making schools and communities welcoming to LGBT youth</i> (pp. 25-45). Santa Barbara, CA: Praeger.</p>
8 28 April	<p><b>TOPIC: Race, Whiteness and ‘Others’ in education</b></p> <p><b>Essential</b> – Leonardo, Z. &amp; Grubb, W. (2014). Curriculum and racism. In Z. Leonardo &amp; Grubb, W. <i>Education and racism: A primer on issues and dilemmas</i> (pp. 13-32). New York: Routledge.</p> <p><u>Recommended</u> - Hickling-Hudson, A., &amp; Ahlquist, R. (2003). Whose culture? The colonizing school and the miseducation of Indigenous children: Implications for schooling in Australia. <i>Journal of Postcolonial Education</i>, 2 (2), 15-35.</p>
9 5 May	<p><b>TOPIC: Diversity and critical multicultural education</b></p> <p><b>Essential</b> – May, S. &amp; Sleeter, C. (2010). Critical multiculturalism: Theory and practice. In S. May &amp; Sleeter, C. (Eds.). <i>Critical multiculturalism: Theory and praxis</i> (pp. 1-16).</p> <p><u>Recommended</u> – Watkins, M. &amp; Noble, G. (2013). The ethnicization of educational achievement. In M. Watkins &amp; Noble, G. <i>Disposed to learn: Schooling, ethnicity and the scholarly habitus</i> (pp. 15-33). London, UK: Bloomsbury.</p>
<b>Module 3: Working with identities and cultures in educational futures</b>	
10 12 May	<p><b>TOPIC: Public pedagogy and (re)politicising education</b></p> <p><b>Essential</b> – Sandlin, J. &amp; Milam, J. (2010). Culture jamming as critical public pedagogy. In J. Sandlin, B. Schultz &amp; Burdick, J. (Eds.). <i>Handbook of public pedagogy: Education and learning beyond schooling</i> (pp. 250-261). New York, NY: Routledge.</p>
11 19 May	<p><b>TOPIC: Schools, well-being and working with globalising youth</b></p> <p><b>Essential</b> – Giroux, H. (2012). Youth fighting back in the age of casino capitalism. In H. Giroux. <i>Disposable youth: Racialised memories and the culture of cruelty</i> (pp. 39-48). New York, NY: Routledge.</p>
12 26 May	<p><b>TOPIC: The future of culture and education</b></p> <p><b>Essential</b> – Mills, M. &amp; McGregor, G. (2014). Lessons from the margins. In M. Mills &amp; McGregor, G. <i>Re-engaging young people in education: Learning from alternative schools</i> (pp. 134-143). Abingdon, Oxon: Routledge.</p>
13 2 June	<p><b>TOPIC: Review of course</b></p> <p><b>Tutorial only – no lecture</b></p>

#### Other Recommended Readings

Barker, C. (2012). *Cultural studies: Theory and practice* (4<sup>th</sup> Ed.). London, LDN: Sage.

Carbado, D. & Gulati, M. (2013). The intersectional fifth Black woman. *Du Bois Review*, 10 (2), 527-540.

Croghan, R., Griffin, C., Hunter, J. & Phoenix, A. (2006) Style Failure: Consumption, identity and social exclusion. *Journal of Youth Studies*, 9(4): 463-478.

- Dolby, N. & Rizvi, I. (2008). *Youth moves: Identities and education in global perspectives*. New York, NY: Routledge.
- Dunn, K.M., Kamp, A., Shaw, W.S., Forrest, J. & Paradies, Y. (2010). Indigenous Australians' attitudes towards multiculturalism, cultural diversity, 'race' and racism. *Journal of Australian Indigenous Issues*, 13(4), 19-31.
- Furlong, A. (2013). *Youth studies: An introduction*. New York, NY: Routledge.
- Giroux, H. (2005). *Border crossings: Cultural workers and the politics of education* (2<sup>nd</sup> Ed). New York, NY: Routledge.
- Ho, C. (2011). Respecting the presence of others: School micropublics and everyday multiculturalism. *Journal of Intercultural Studies*, 32(6), 603-619.
- Hodkinson, P. & Wolfgang, D. (Eds.). (2007). *Youth cultures: Scenes, subcultures and tribes*. New York, NY: Routledge.
- Hopkins, P. (2010). *Young people, place and identity*. London: Routledge.
- Jukubowics, A. & Ho, C. (Eds.). (2013). *'For those who've come across the seas...': Australian multicultural theory, policy and practice*. Nth Melbourne, Vic: Australian Scholarly Publishing.
- Kelly, P. (2006). The entrepreneurial self and 'youth at-risk': Exploring the horizons of identity in the twenty-first century. *Journal of Youth Studies*, 9 (1), 17-32.
- Kenway, J. (1998). Consuming children? Public education as a market commodity. In A. Reid (Ed.), *Going public: Education policy and public education*, (pp.47-56). Deakin, ACT: Australian Curriculum Studies Association.
- Kenway, J. & Fahey, J. (2011). Public pedagogies and global emoscapes. *Pedagogies: An International Journal*, 6 (2), 167-179.
- Ladson-Billings, G. & Gillborn, D. (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education*. London: RoutledgeFalmer.
- Lentin, A. & Titley, G. (2011). *The crisis of multiculturalism: Racism in a neoliberal age*. London: Zed Books.
- Leonardo, Z. (2009). (Ed.), *Handbook of Cultural Politics and Education*. Rotterdam: Sense Publishers.
- Martino, W. & Pallotta-Chiarolli, M. (2007). Schooling, normalisation, and gendered bodies: Adolescent boys' and girls' experiences of gender and schooling. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experiences in elementary and secondary school* (pp. 347-374), Dordrecht: Springer.
- McGregor, G. & Mills, M. (2012). Alternative education sites and marginalized young people: 'I wish there were more schools like this one'. *International Journal of Inclusive Education*, 16(8), 843-862.
- Papastergiadis, N. (2012). *Cosmopolitanism and culture*. Cambridge, UK: Polity Press.
- Phillips, J. & Lampert, J. (Eds.). (2012). *Introductory Indigenous studies in Education: Reflection and the importance of knowing* (2<sup>nd</sup> Ed). Frenchs Forest, NSW: Pearson.
- Reid, C. & Sriprakash, A. (2012). The possibility of cosmopolitan learning: Reflecting on future directions for diversity teacher education in Australia. *Asia-Pacific Journal of Teacher Education*, 40(1), 15-29.
- Sadovnik, A. (Ed.) (2011). *Sociology of education: A critical reader* (2<sup>nd</sup> ed). New York: Routledge.
- te Riele, K. (2006). Youth 'at risk': Further marginalizing the marginalized. *Journal of Education Policy*, 21(2): 129-145.



Warren, J. (2003). *Performing purity: Whiteness, pedagogy and the reconstitution of power*. New York, NY: Peter Lang.

Youdell, D. (2009). Performativity: Making the subjects of education. In Z. Leonardo (Ed.), *Handbook of Cultural Politics and Education* (pp.219-236), Rotterdam: Sense Publishers.

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
Assessment 1: Research vignette	2000 words	40%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4		08/04/2016
Assessment 2: Blog	3000 words	60%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4	A, B, D, E, F	06/06/2016 Final copy

### ASSESSMENT 1: Research vignette

**Essay:** 2000 words

For this task, students are expected to undertake 'field' research, and to then use theoretical frameworks encountered in readings, lectures and tutorials to explore and explain the data they observe and record. The purpose of this task is for students to consider problems associated with how people and cultural groups become 'known' and 'knowable' within research and popular discourse. It is anticipated that students will develop a deeper awareness and understanding of the social practices and processes that underpin the public identity work that people engage with, coupled with a more nuanced understanding of the limits and limitations associated with representing others in text when writing.

1. **Locate** a suitable 'context' to observe people engaging in identity work – suitable locations could include a library; museum; bus/train stop; shopping centre; music or sporting event. Visit the 'context', observe and record some notes about the setting itself and the ways that groups of people interact within this setting. Pay close attention to body language, clothes, gestures, and language (if possible) of people there. You will use this information to help establish the scene by **describing** the context of the field experience. **# Please note, the 'context' will be one in which you are an unknown observer, meaning this will not be with friends, family or a group you are connected with.**
2. Based on your observations, choose one event, one practice, one person, or the interactions between a small group, to focus on for this task. Provide a **description** of this observation and then **explain** why you have chosen to focus on this particular aspect of your observations.
3. **Identify** two research articles that have some connection to your description in 2. Only one of these may be from the course reader. **Provide a brief outline** of key ideas/points of interest from each article, then explain how/why they may be helpful for deepening your understanding of what you have observed.
4. Drawing on the ideas/theory explored in the articles, **apply** these insights to deepen your understanding of the encounter you observed. Here, you should make explicit connections between what you have observed, and the ideas offered in the research articles. It is important to use this academic literature in support of your analysis, however you should also be critically engaging with the ideas offered and making decisions about the usefulness/limitations of the literature to help explain what you observed.
5. Briefly **reflect** on your experience of observing, recording and reporting ('writing up') your research vignette. Ask yourself questions such as: Can you really claim to 'know' why a person may have behaved, dressed, or spoken in a particular way? In what ways might public and private identity work

differ and/or overlap? What are the limitations of your research and analysis? Why is constructing a written account of other people and groups problematic?

6. What **conclusions** can you draw about identity, culture and education based on this experience?

### **Guidelines**

- You must refer to **2 readings** (academic sources). Online databases are accessible through the UNSW Library website at <http://www.library.unsw.edu.au/HowDol/databases.html>. The page also links to helpful tips and a guide to using databases as a research resource.
- Please use subheadings
- Essays must be double spaced with 2.5cm margins
- You must use a recognisable referencing system (e.g. APA). Please see the UNSW Learning Centre site for assistance with referencing

### **Marking Criteria (see end of outline)**

#### **ASSESSMENT 3: Culture, identity, and education blog**

(Modified with permission from Dr Alyce McGovern's CRIM2034 course)

**Length:** 6 blog entries (500 words each) = approximately 3000 words total

**Due dates:** (1) 18<sup>th</sup> March; (2) 22<sup>nd</sup> April; (3) 6<sup>th</sup> May; (4) 20<sup>th</sup> May; (5 & 6) 6<sup>th</sup> June.

#### ***Description of task***

This assessment requires you to monitor issues of culture, identity and education in the media and reflect on what you encounter in terms of the readings and materials covered in lectures and tutorials through the use of blogs.

The aim of this assessment task is for you to demonstrate integration between issues/events in the news and the academic literature. Making the effort to post your entries on a regular basis will both document your journey through the subject material and make your time management easier towards the end of the session, when the polished version of the Blog is due. The purpose of the blog is to track your progression through the subject and the study materials that you engage with. It is an exercise in applied critical thought, and is intended to provide sustained practice at approaching material critically. Regardless of career path or aspirations, the ability to quickly extract key points from a document and communicate them will benefit you.

You will be placed in groups for your blog activity, your own contribution to the task is an individual item of assessment - that is, each blog you post must be your own work. The reason you will belong to a group for the blog is to ensure that you engage with other students work. You will also need to keep a copy of you blog postings in a word document for submission at the end of the semester. This will also ensure you have a copy of your work should there be any technical difficulties with the blog page. It is good practice to back up all work that you are submitting for assessment.

#### ***Requirements for Blog Posts***

There are two elements to this assessment. You are required to make six (6) blog posts (600 words each post) across the semester. You may choose the order in which you write the Blogs, however the following six topics/themes must be addressed:

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A: Aboriginal and Torres Strait Islander Education

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B: Classroom Management

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C: Information and Communication Technologies

---

D: Literacy and Numeracy

---

E: Students with Special Educational Needs

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F: Teaching Students from Non-English Speaking Backgrounds

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Please note that these topics/themes are all current education National Priority Elaborations (Australian Institute of Teaching and School Leadership [AITSL]).

Across the semester you should monitor the media (print, television, digital, broadcast, etc) and keep up to date with news, events or broadcasts that are related to the themes of EDST2070.

#### *Structure of blog post*

Each blog posting should be equivalent to approximately 500 words in length. You need to include the following:

- a brief outline of the issue
- an analysis of the issue based on course readings or other academic sources
- evidence of you drawing conclusions and justification in support of your opinion about this issue

You should think of each blog post as a mini academic essay, that combines informed opinion with academic justification.

#### **Marking Criteria (see end of outline).**

#### **Submission of Assessment Tasks**

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. Student 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.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST2070 Culture, Identity and Education

Name:

Student Number:

Assessment task 1: Research vignette

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory and education</li> <li>• Clarity and accuracy in use of key theoretical terms and concepts in relation to 'youth' discourses and identity-work</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of relevant key concepts, social practices and concerns linked with 'youth' and identity-work</li> <li>• Depth of analysis regarding socio-historical concerns linked with 'youth' discourses</li> <li>• Clarity and depth of argument in relation to effects of identity-work on educational engagement</li> <li>• Clarity and depth of explanation regarding the theoretical approach chosen</li> <li>• Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course)</li> <li>• Ability to locate and effectively use suitable literature that in support of the analysis</li> <li>• Ability to synthesise and present research findings that supports your response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)</li> <li>• Clarity and coherence of organisation of ideas within paragraphs and across the response</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>• Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>• Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>• Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>• Correct and thorough referencing according to APA 6<sup>th</sup> edition style guide</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b> Please see detailed comments on Turnitin					

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.**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST2070 Culture, Identity and Education

Name:

Student Number:

Assessment task 2: Blog-posts

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Understanding of the task and its relationship to relevant areas of theory, politics, policy and education</li> <li>Clarity and accuracy in use of key theoretical terms and concepts in relation to culture, identity, politics, policy and schooling practices</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Depth of understanding of relevant key concepts, politics and educational concerns</li> <li>Depth of analysis regarding socio-historical and interconnected basis of educational concerns</li> <li>Clarity and depth of argument in relation to effects of culture, identity, politics and policy on schooling practices</li> <li>Clarity and depth of explanation regarding the theoretical approaches chosen</li> <li>Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>Ability to locate relevant, recently published (&lt;10 yrs old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course)</li> <li>Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e. drawing on contributions from varied cultural/racialised perspectives)</li> <li>Ability to synthesise and present research findings that supports your response</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)</li> <li>Clarity and coherence of organisation of ideas within paragraphs and across the response</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>Adheres to word length: inclusive of reference list; within 10% over/under</li> <li>Correct and thorough referencing according to APA 6<sup>th</sup> edition style guide</li> </ul>					
<p><b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b> Please see detailed comments on Turnitin</p>					

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.**