



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5114
Curriculum and Assessment

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 5114 Curriculum and Assessment (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Professor John Bennett
Office Location: John Goodsell 101
Email: john.bennett@unsw.edu.au
Phone: 9385 1441
Availability: To be arranged

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, Goldstein G05	Weeks 1-9, 12
	Saturday 14 May 9am – 1.30pm, Room 119 John Goodsell, Level 1	

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.

Aims of the Course

This course is designed to enable participants to:

1. Expand their understanding of curriculum and assessment theory and practice;
2. Identify and investigate issues in curriculum and assessment;
3. Further develop their skills in analysing curriculum and assessment issues and formulating and presenting an informed position on those issues

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

The lecturer may consider giving the students one or two short formal exercises to complete to enable me to provide formative feedback on their progress earlier in 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 3 March	Introduction and identification of discussion of contemporary educational issues An Overview of Curriculum Theory and Practice – Part 1
2 10 March	An Overview of Curriculum Theory and Practice – Part 2
3 17 March	An Overview of Assessment Theory and Practice
4 24 March	Issues that Shaped Curriculum & Assessment in NSW – Part 1
25 March – 1 April	Mid-semester break
5 7 April	Issues that Shaped Curriculum & Assessment in NSW – Part 2
6 14 April	Changes to Assessment and Reporting in NSW Towards the Introduction of the Australian Curriculum
7 21 April	Case Study: Progress and Perspectives on the development of the Australian Curriculum
8 28 April	Case Study: The Impact of ICT on Curriculum and Assessment
9 5 May	Discussion of papers on key curriculum and assessment issues
10 and 11 Sat 14 May	Presentations by students and guided discussions
12 19 May	Case Study: Dealing with multiple changes in Primary (and Secondary) schools
26 May - 10 Jun	Study period

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Presentation	10 minutes	40%	1, 2, 3, 5, 6		Sat 14 May 2016 5:00PM
Paper	3000 – 4000 words	60%	1, 2, 3, 5, 6		Mon 13 June 2016 5:00PM

Assessment Details

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.)

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 **John Bennett**

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

John Bennett

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

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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

8. RESOURCES

Required Readings

Further Readings

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