



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5433
Organisation Theory in Education

Semester 2

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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 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 5433 Organisation Theory in Education (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Scott Eacott
Office Location: John Goodsell, 103
Email: s.eacott@unsw.edu.au
Phone: 9385 0704
Availability: email is the best form of communication

3. COURSE DETAILS

| | | |
|----------------------|---|--------------------|
| Course Name | Organisation theory in education | |
| Credit Points | 6 units of credit (uoc) | |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. | |
| Schedule | | |
| Lecture | 6-7 August, 09:00 – 16:00 | John Goodsell LG19 |
| | 17-18 September, 09:00 – 16:00 | John Goodsell LG19 |

Summary of Course

This course will focus on organisation theory for educators. It draws from the full range of literature on organisations, but it focuses that literature on the specific experiences of education.

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

- Re-design of the course content to provide a wider and more balanced approach to understanding education organizations;
- Altering the assignments to reflect the broader approach to organizations; and
- Better integrating the choice of readings with course content and delivery mode.

Aims of the Course

This course will enable students to conceptualise and analyse education organisations through the investigation of organisation theory.

Student Learning Outcomes

| Outcome | Assessment/s |
|--|--------------|
| 1 Investigate the theories about organisations. | 1 |
| 2 Apply organisation theory to issues of leadership practice in education organisations. | 2 |
| 3 Analyse or make sense of education organisations. | 1 |

Program Learning Outcomes

| Standard | | 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 | 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

This course is included to enable students to develop an understanding of organizations that will enhance their practice as leaders of education organizations. It reflects a view that different theories of organizations can assist leaders to design and manage organizations so that they operate efficiently, effectively and responsibly.

5. TEACHING STRATEGIES

The course will use explicit instruction designed to stimulate student thinking because there are a number of theories which must be understood and group discussion, activities and case studies designed to encourage interaction because it is important for students to explore the ideas and decide what they mean for leadership.

6. COURSE CONTENT AND STRUCTURE

This course is built around **two modules**:

What is an organization? This introductory module includes: i) a brief history of organizational theory in education (and beyond); ii) different perspectives on what is an organization; and iii) our experience with organizations and organizing activity.

Applying organizational theory is concerned with how theory shapes our practice. Key content includes: i) defining what we mean by the word 'organization'; ii) the criteria for that version of organization; and iii) leading an educational organization.

7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | Due Date |
|-------------------|-------------|--------|------------------------------------|------------------------------------|---------------------------------------|
| Theoretical paper | 2,000 words | 40% | 1 and 3 | 1,2,3,4,5 | Monday 12 th Sept 17:00 |
| Analytical paper | 3,000 words | 60% | 2 | 1,2,3,4,5 | Monday 10 th Oct 17:00 |

*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.*

Assessment One – What is an organization?

Weight: 40%

Length: 2,000 words

Purpose: To analyse and make sense of education organizations through engagement with theories of organizations.

Drawing upon scholarly literatures and lived experience, in this task you are asked to articulate and defend a position on what makes an organization. This can take any form, but it is expected that you can provide sufficient details of your criteria for 'organization' or 'organizing activity' and that they are well justified.

Assessment Two – Applying organizational theory to leadership practice

Weight: 60%

Length: 3,000 words

Purpose: To explicitly apply organizational theory to issues of leadership practice in education organizations.

In this paper you are asked critically analyse the leadership practice in your current organization. Building from assignment one, it is expected that you can outline what changes you would make, and why, for the purpose of improving performance. Your argument should be grounded in scholarly literatures but explicitly demonstrate how organizational theory plays out in practice.

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|------------------------|---------------------------|---|
| Assessment One | Written | <i>Within three weeks of submission</i> |
| Assessment Two | Written | <i>Within three weeks of submission</i> |

8. RESOURCES

Course resources will be available via Moodle.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5433 ORGANISATION THEORY

Student Name:
 Assessment Task 1 – Theoretical Paper

Student No.:

| SPECIFIC CRITERIA | (-) \longrightarrow (+) | | | | |
|--|---------------------------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved | | | | | |
| Depth of analysis and/or critique in response to the task | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response | | | | | |
| Structure and organisation of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | |
| | | | | | |

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
 EDST5433 ORGANISATION THEORY

Student Name:
 Assessment Task 2 – Applied Paper

Student No.:

| SPECIFIC CRITERIA | (-) \longrightarrow (+) | | | | |
|--|---------------------------|--|--|--|--|
| Understanding of the question or issue and the key concepts involved | | | | | |
| Depth of analysis and/or critique in response to the task | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response | | | | | |
| Structure and organisation of response | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | |
| | | | | | |

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.