



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

Arts & Social  
Sciences

School of Education

**EDST5453:**  
**Culture, Communication and the Curriculum**

**Summer Semester**

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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 5453 Culture, Communication and the Curriculum (6 units of credit)  
Summer Semester, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Phiona Stanley  
Office Location: John Goodsell 109  
Email: [phiona.stanley@unsw.edu.au](mailto:phiona.stanley@unsw.edu.au)  
Phone: 9385 1942  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Culture, Communication and the Curriculum
<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>	18, 19, 21, 22 January 2016 9.30am – 4.30pm Civil Engineering 101

### **Summary of Course**

This course considers the relationship between culture, communication and the curriculum in a range of educational contexts. It focuses on diverse cultural conceptualizations of what constitutes knowledge and how it is communicated through curriculum, as well as notions of effective teaching as underpinned by various individual epistemological beliefs, social attitudes and cultural values. As particular emphasis is placed on curriculum ideology and theory, the course will provide students with analytic tools to develop a framework for understanding a culture of curriculum by undertaking a project in this area. Teaching as a cultural activity, notions of effort versus ability, explicit/implicit instruction, and achievement are also examined in diverse settings.

The main ways in which the course has changed since last time as a result of student feedback are: Some changes to selected readings based on participant feedback (e.g. use of Chang article and dropping of Duranti article that used to be in session 2). More clarity over the key article/s students should read for each session.

### **Aims of the Course**

This course aims to:

- Clarify key concepts including curriculum, epistemology, and culture as these relate to the discipline of Education generally and participants' teaching contexts more specifically
- Develop students' critical reading and synthesis skills in the context of writing a critical analysis of journal articles relevant to curriculum and culture
- Build students' knowledge and awareness of curriculum issues, including different models of curriculum ideology, and relate these to practice
- Build students' knowledge and awareness of cultural difference and cultures of learning and relate these to educational practice
- Develop students' analytical skills and theoretical understandings in the context of applying these to a curriculum analysis project

### **Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved. **In addition, there is a pre-course assessment task and a post-course assessment – see the assessment section for details of these.**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### **Student Learning Outcomes**

Outcome	Assessment/s
1 Understanding of the concept of curriculum	1,2
2 Understanding of the concepts of culture and culture of learning	1,2
3 Understanding of the concept of epistemology	1,2
4 Understanding of how culture, curriculum, and epistemology interrelate	1,2
5 Application of the above understandings to own teaching context	1,2
6 Application of above understandings to critical reading of journal articles	1
7 Application of above understandings to curriculum analysis	2

### **Graduate Attributes**

Standard	Assessment/s
<b>Advanced disciplinary knowledge and practices</b> 1 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
<b>Enquiry-based learning</b> 2 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
<b>Cognitive skills and critical thinking</b> 3 Demonstrate advanced critical thinking and problem solving skills	1,2
<b>Communication, adaptive and interactional skills</b> 4 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
<b>Global outlook</b> 5 Demonstrate an understanding of international perspectives relevant to the educational field	1,2, in-class discussions
<b>Ethics</b> 6 Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2, in-class discussions

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

The relationship between culture, communication and the curriculum is relevant to all educational contexts, as understandings may not be shared across systems or cultures. Conceptualizations of what constitutes knowledge and effective communication/teaching are diverse, and are underpinned by various individual epistemological beliefs, social attitudes and cultural values. Understanding these is important when teaching across cultures and/or when teaching multicultural student cohorts. The development of theoretical understanding and analytical skill is a key MEd programme outcome.

Teaching on the course is driven by a critical engagement with readings and by learner needs and contexts. In-class discussions, centred around key readings drawn from a wide range of educational contexts, allows for theory and analysis to be **applied** to participants' own teaching contexts and professional identities.

#### 5. TEACHING STRATEGIES

Guided reading, small group discussions, whole-group discussions and clarification of key concepts – these support the development of skills and understandings relevant to assignment 1.

Guided reading, small group discussions, whole-group and clarification of key concepts – these support the development and application of skills and understandings to specific examples presented in class and on Moodle. The analysis of curriculum case studies in class supports the development of skills and understandings relevant to assessment 2.

#### 6. COURSE CONTENT AND STRUCTURE

Session Topic	Readings
Day 1: Session 1  <b>Curriculum &amp; curriculum ideologies</b>	<b>Richards, J. C.</b> (2001). Planning goals and learning outcomes in J. C. Richards (2001) <i>Curriculum development in language teaching</i> . Cambridge: CUP (pp.112-144). <b>Ho, J. W.Y.</b> (2002). Curriculum documents as representation of institutional ideology: A comparative study. <i>Language and Education</i> 16(4), 284-302.
Day 1: Session 2  <b>Defining culture</b>	<b>Chang, H.</b> (2008). Culture: A web of self and others. In H. Chang, <i>Autoethnography as Method</i> (pp.15-29). Walnut Creek, CA: Left Coast Press
Day 1: Session 3 <b>Cultural dimensions &amp; cultures of learning</b>	<b>Cortazzi, M. and Jin, L.</b> (1996). Cultures of learning: Language classrooms in China. In H. Coleman (Ed) <i>Society and the language classroom</i> . Cambridge: CUP (pp. 169-206).
Day 2: Session 4 <b>Talking about 'culture': The Self and the Other</b>	<b>Holliday, A.</b> (2010). Cultural descriptions as political cultural acts: An exploration. <i>Language and Intercultural Communication</i> , 10(3), 259-272. <b>Rizvi, F.</b> (2011). Beyond the social imaginary of 'clash of civilizations'? <i>Educational Philosophy and Theory</i> 43(3): 225-235. <b>Ladson-Billings, G. and Donnor, J.</b> (2005). The moral activist role in critical race theory scholarship. In N. K. Denzin and Y. S. Lincoln (Eds). <i>The Sage handbook of qualitative research</i> (third edition) (pp. 279-301).

<p>Day 2: Session 5</p> <p><b>Epistemology and curriculum</b></p>	<p><b>Yang, R.</b> (2011). Chinese ways of thinking in the transformation of China's higher education system. In J. Ryan (Ed). <i>China's higher education reform and internationalisation</i>. London: Routledge (pp. 34-47).</p> <p><b>Canagarajah, A. S.</b> (2010). Internationalizing knowledge construction and dissemination. <i>The Modern Language Journal</i>, 94(4), 661-664.</p>
<p>Day 2: Session 6</p> <p><b>Notions of 'effective teaching'</b></p>	<p><b>Smagorinsky, P.</b> (2009). Is It time to abandon the idea of 'best practices' in the teaching of English? <i>English Journal EJ Extra</i> (98)6, 15-21.</p> <p><b>Cai, J and Wang, T.</b> (2010). Conceptions of effective mathematics teaching within a cultural context: perspectives of teachers from China and the United States. <i>Journal of Mathematics Teacher Education</i> 13: 265–287.</p>
<p>Day 3: Session 7</p> <p><b>Education and socialization</b></p>	<p><b>Burke, R.</b> (2008). Becoming individuals together: Socialization in the Japanese preschool. <i>Sites: A journal of social anthropology and cultural studies</i>, 5(2), 135-160.</p> <p><b>Booher-Jennings, J.</b> (2008). Learning to label: socialisation, gender, and the hidden curriculum of high-stakes testing. <i>British Journal of Sociology of Education</i> 29(2), 149–160.</p> <p><b>Gopaul, B.</b> (2011). Distinction in doctoral education: using Bourdieu's tools to assess the socialization of doctoral students. <i>Equity &amp; Excellence in Education</i>, 44(1), 10-21.</p>
<p>Day 3: Session 8</p> <p><b>Global citizenship?</b></p>	<p><b>Rizvi, F.</b> (2005). <i>International Education and the Production of Cosmopolitan Identities</i>. From: <a href="https://www.ideals.illinois.edu/handle/2142/3516">https://www.ideals.illinois.edu/handle/2142/3516</a>.</p> <p><b>Leask, B.</b> (2001). Bridging the gap: Internationalizing university curricula. <i>Journal of Studies in International Education</i> 5(2), 100-115.</p> <p><b>McCarthy, C., Rezai-Rashti, G. M., and Teasley, C.</b> (2009). Race, diversity, and curriculum in the era of globalization. <i>Curriculum Inquiry</i> 39(1): 75-96.</p>
<p>Day 3: Session 9</p> <p><b>Textbooks and content</b></p>	<p><b>Tipton, F. B.</b> (2005). 'Thumbs-up is a rude gesture in Australia': The presentation of culture in international business textbooks. <i>Critical perspectives on international business</i>. 4(1) 7-24.</p> <p><b>Gray, J.</b> (2012). Neoliberalism, celebrity, and 'aspirational content' in English language teaching textbooks for the global market. In D. Block, J. Gray, and M. Holborrow, (Eds.) (pp.86-113). <i>Neoliberalism and applied linguistics</i>. London: Routledge.</p> <p><b>Gray, J.</b> (2010). The branding of English and the culture of the new capitalism: Representations of the world of work in English language textbooks. <i>Applied Linguistics</i>, 31(5): 714-733.</p>

<p>Day 4: Session 10</p> <p><b>Education and resistance</b></p>	<p><b>Canagarajah, A. S.</b> (1993). American textbooks and Tamil students: Discerning ideological tensions in the ESL classroom. <i>Language, Culture and Curriculum</i> (6)2, 143-156.</p> <p><b>Lai, M. and Lo, L. N. K.</b> (2011). Struggling to balance various stakeholders' perceptions: the work life of ideo-political education teachers in China. <i>Higher Education</i> 62(3), 333-349.</p> <p><b>Asgharzadeh, A.</b> (2008). The Return of the Subaltern: International Education and Politics of Voice. <i>Journal of Studies in International Education</i> 12(4), 334-363.</p> <p><b>Steinberg, S. and Bar-on, D.</b> (2009). The other side of the story: Israeli and Palestinian teachers write a history textbook together. <i>Harvard Educational Review</i> 79(1), 104-112.</p>
<p>Day 4: Session 11</p> <p><b>Gender, sexualities, and 'teachers as text'</b></p>	<p><b>Morgan, B., &amp; Clarke, M.</b> (2011). Identity in second language teaching and learning. In E. Hinkel (Ed.), <i>Handbook of research in second language teaching and learning</i> (Vol. 2) (pp. 817-836). New York: Routledge.</p> <p><b>Curran, G.</b> (2006). Responding to Students' Normative Questions About Gays: Putting Queer Theory Into Practice in an Australian ESL Class. <i>Journal of Language, Identity &amp; Education</i> 5(1), 85-96.</p> <p><b>Allen, L.</b> (2011). 'Undoing' the self: Should heterosexual teachers 'come out' in the university classroom? <i>Pedagogy, Culture &amp; Society</i> (19)1, 79-95.</p> <p><b>Nelson, C. D.</b> (2011). Vanishing acts. In Nunan, D. and Choi, J. (Eds) <i>Language and culture: Reflective narratives and the emergence of identity</i>, pp.170-176.</p>
<p>Day 4: Session 12</p> <p><b>Generation and/as culture</b></p>	<p><b>Black, A.</b> (2010). Gen Y: Who they are and how they learn. <i>Educational Horizons</i>, 8(2), 92-101.</p> <p><b>Okan, Z.</b> (2003), Edutainment: is learning at risk? <i>British Journal of Educational Technology</i>, 34: 255–264.</p>

## 7. RESOURCES

### **Required Readings**

All the course readings, listed session-by-session above, are available on the course Moodle site.

### **Further Readings**

Available from **UNSW Library website:** <http://www.library.unsw.edu.au>, and will depend on the topic/s you select for assignments.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Critical reflections on selected readings	2000 words	40%	See above	See above	Friday 8 <sup>th</sup> Jan, 11.59pm
Critical evaluation of a textbook	4000 words	60%	See above	See above	Monday 1 <sup>st</sup> Feb, 11.59pm

### Assessment Details

#### Assignment 1: Critical reflections on selected readings.

This task requires you to select two related readings from the weekly reading lists. Answer critically the following questions:

1. Briefly summarise and critically analyse the texts, including the writers' arguments. Explain how the two articles are connected and how they differ from each other. (Please note: they can be from the same session or from different sessions, but either way you need to explain how they are connected.)
2. Quote and comment on what you regard as the most important section/quote from each reading and explain why it was significant to you in your teaching context and/or in your professional practice.
3. Conclude with a critical discussion of what the article does *not* tell us, and what else might be added to the discussion.

This assessment task needs to be posted on Moodle by 11.59pm on the due date.

#### Assignment 2: Critical evaluation of a textbook

This task requires you to choose and critically analyse a **textbook or set of teaching materials** (e.g. worksheets) used within a **specific teaching context with which you are familiar**. Although your analysis can be contextualised by the relevant curriculum documents and other associated documents, as necessary, the focus of your analysis should be the **teaching materials** themselves.

First, provide a **brief** description of the teaching materials and the teaching context, including a brief analysis of stakeholders' identities and other relevant factors. Also include, as an appendix, some brief samples of the parts of the teaching materials to which you refer.

**DO NOT INCLUDE ENTIRE CURRICULUM DOCUMENTS OR TEXTBOOKS!**  
**The appendix of original materials referred to should not be more than six pages.**

Then (this is the main part of the assignment) consider the teaching materials in terms of issues raised on this course. For example, you may consider **some of** (not all of!) the following:

- What curriculum ideology/ies are assumed? To what extent do these match stakeholders' understandings of the purpose of education in the context?
- What is implied (or explicitly stated) about culture (or specific culture/s)? To what extent is this the understanding shared by the learners and other stakeholders?
- What epistemology is implicit? Is this also the stakeholders' epistemology?
- How is 'effectiveness' constructed in terms of communication and pedagogy? (You may need to consider a teacher's guide or other supporting document for evidence). How well can this be tailored to different teaching contexts? How well does it match the stakeholders' understandings of effectiveness?



- How does the teaching materials work to socialize learners? How appropriate is this to their needs and interests?
- To what extent do these teaching materials aim to construct global identities? Are international examples used? How well is this done? Does this match learners' needs?
- How appropriate is the content to learners' needs/interests? In what way does the content try to 'construct' their present/future lives? How appropriate is this?
- How are non-national (sub)cultures presented (or elided) in the materials? For example, is there implicit ageism, sexism, heterosexism, and/or racism about minorities? Or are these topics handled well? Analyse this content (or its absence) in terms of the stakeholders in the context.
- To what extent do learners and other stakeholders (teachers, parents...) resist the implied curriculum and/or the teaching materials? If this occurs, analyse why and how.

(Note that this is not an exhaustive list, as what you critique will depend on the materials you are looking at – consider only some of these, as necessary, as well as any other relevant factors!)

This assessment task needs to be posted on Moodle by 11.59pm on the due date.

**Feedback**

Assessment Task	Feedback Mechanism	Feedback Date
1	Written	Within two weeks of submission
2	Written	Within two weeks of submission

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5453 CULTURE, COMMUNICATION AND CURRICULUM

Student Name:

Student No.:

Assessment Task: **Critical reflections on selected readings**

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Summaries of texts; representation of writers' arguments; explanation of connections between texts chosen.					
<b>Depth of analysis and/or critique in response to the task</b> Discussion of texts; critique of texts; critique of what is missing from chosen articles.					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Use of supporting texts to evidence argument; familiarity with arguments relevant to texts chosen.					
<b>Structure and organisation of response</b> Organisation of task at macro level; organisation of writing at meso and micro levels.					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Use of referencing conventions; accuracy and appropriateness of academic English.					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer Dr Phiona Stanley**

**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  
EDST5453 CULTURE, COMMUNICATION AND CURRICULUM

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_  
 Assessment Task: **Critical evaluation of a textbook**

SPECIFIC CRITERIA	(-) ←	→ (+)
<b>Understanding of the question or issue and the key concepts involved</b> Description of the teaching materials and the teaching context, including a brief analysis of stakeholders' identities and other relevant factors; rationale for selection of teaching materials for critical analysis.		
<b>Depth of analysis and/or critique in response to the task</b> Discussion of teaching materials; critique of teaching materials; relation of teaching materials to course content.		
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Use of supporting texts to evidence argument; familiarity with arguments relevant to issues chosen for critique/discussion.		
<b>Structure and organisation of response</b> Organisation of task at macro level; organisation of writing at meso and micro levels.		
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Use of referencing conventions; accuracy and appropriateness of academic English.		
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>		

**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.**