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UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

SAED4406

Philosophical Issues 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/Art & Design
SAED 4406 Philosophical Issues in Education (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Karen Maras
Office Location: John Goodsell 116
Email: k.maras@unsw.edu.au
Phone: 9385 2542
Availability:

3. COURSE DETAILS

Course Name	Philosophical Issues 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 & Tutorial	Friday 09:00 – 12:00 (A&D Seminar Room D205)	Weeks 1-9, 10-12

Summary of Course

This course prepares pre-service teachers for engagement with ethical issues, policies and practice related to the teacher as a professional. In developing teacher professionalism and professional identity students are required to develop an understanding of the role of continued professional learning and its implications for improved student outcomes. The course explores the ethical practices of teachers and its relationship to stakeholders and communities. This involves a critical examination of relevant legislative, administrative and organisational policies and processes required for teachers, including those related to race and ethnicity, gender and sexualities, cyber issues and the ethical use of data.

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

- More art educational examples will be provided and discussed in each section of the course.
- Links to current art educational curriculum developments will also be included.

Aims of the Course

This course aims to:

- Enable pre-service teachers to understand and engage with ethical issues, policies and practices related to the teacher as a professional, and to critically analyse their own approach to professionalism, reason through problematic situations, and engage in ongoing professional learning.

- To develop and document their understanding of the Australian Professional Standards for Teachers (APST), showcasing evidence of emerging professional achievement of graduate teacher standards.

Important Information

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	Critically examine the role of continued professional learning by exploring relevant and appropriate sources of professional development with the intension of supporting teacher learning and improving student outcomes.	1, 2
2	Understand the major themes and issues relating to educational practice as a professional teacher, including codes of ethics and conduct that involve teachers, parents/carers and other stakeholders in the educative process	1, 2, 3
3	Critically examine relevant legislative, administrative and organisational policies and processes that support students' wellbeing and safety in school and/or system, curriculum and legislative requirements.	1, 2, 3
4	Demonstrate an understanding of the role of the National Professional Standards for Teachers by showcasing evidence of emerging practice as well as identifying professional learning needs.	1, 2
5	Engage in the safe, responsible and ethical use of ICT in learning and teaching and as a professional tool.	1, 2 & certificate for cyber safety

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1, 2
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1, 2, 3 & cyber safety certificate
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1, 2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1, 2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1, 2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2, 3
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1, 2, 3
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1, 2, 3
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

An understanding of the professional role and contexts of a teacher is essential for the development of effective and appropriate professional practice. In line with the UNSW *Guidelines on Learning that Inform Teaching* at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current theory and practice and learn new information and skills, which includes achieving these UNSW graduate attributes: the capacity for analytical and critical thinking and for creative problem-solving; the ability to engage in independent and reflective learning; ICT literacy; an appreciation of, and respect for, diversity; an appreciation of, and a responsiveness to, change; a respect for ethical practice and social responsibility; and the skills of effective communication. Course material and assessment is designed to be relevant to students' prior experience, to build upon this following their Professional Experience placements, and to demonstrate their competence in the relevant **AITSL National Professional Standards for Teachers** at the **Graduate Teacher level**.

5. TEACHING STRATEGIES

- Explicit teaching including lectures using a range of teaching strategies to foster interest and support learning.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Extensive opportunities for whole group and small group dialogue, discussion and in person and online, allowing students the opportunity to demonstrate their use of appropriate group structures to address learning and teaching goals and their capacity to communicate and liaise with members of an education community.
- Online learning readings and web links on the course website and associated university and external resources.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture and Tutorial Topics	Relevant Readings
1 25 July	The profession of teaching	Carr (2003), Chapter 3 Churchill, et al (2013), Chapter 1
2 1 Aug	The AITSL standards & teachers' self-evaluation	AITSL: http://www.teacherstandards.aitsl.edu.au/
3 8 Aug	Education & the reflective teacher	MCEETYA (1999; 2008) Gewirtz, et al. (2008), Chapter 1 Moore (2004), Chapters 3-5
4 15 Aug	Ethical theories & reasoning	Strike & Soltis (1992) Martin (2013) Shapira-Lishchinsky (2011)
5 22 Aug	Ethics and agency in professional practice	Cribb (2009) Campbell (2010) Ehrich, et al (2011)
6 29 Aug	Case studies of ethical practice: 1. Race and ethnicity	Nakata (2007)
5 Sept	UNSW A&D NON TEACHING WEEK	
7 12 Sept	3. Cyber issues – Guest Speaker Office of Children's E-safety Commissioner	Kim et al (2013) Office of Children's E-safety Commissioner www.esafety.gov.au
8 19 Sept	2. Gender and sexualities	Arnot & Mac an Ghaill (2006)
26 Sept	UNSW Recess	
9 3 Oct	4. Scholarship & data	Levy (2007)
10 10 Oct	Developing a professional teacher identity	O'Connor & Scanlon (2005) Churchill, et al (2013), Chapters 13 & 14
11 17 Oct	Building your career: From Graduate to Leadership	Churchill, et al (2013), Chapter 15
12 24 Oct (UNSW week 13)	Surviving the first year	Tait (2008)

7. RESOURCES

Required Readings

There will be a full list of references used in each lecture at the end of each PowerPoint. These can be used to find additional resources related to particular topics.

Further Readings

- Annot, M., & Mac an Ghaill, M. (2006). (Re)contextualising gender studies in education: schooling in late modernity. In M. Annot & M. Mac an Ghaill (eds). *The RoutledgeFalmer Reader in Gender and Education*. New York: Routledge. Chapter 1, pp. 1-14.
- Biesta, G. (2008). Values and ideals in teachers' professional judgement. In: Gewirtz, S., Mahony, P. & Hextall, I. (eds.) *Changing Teacher Professionalism: International Trends, Challenges and Ways Forward*. Hoboken: Routledge.
- Boon, H. J. (2011). Raising the Bar: Ethics Education for Quality Teachers. *Australian Journal of Teacher Education*, 36(7), 76-93.
- Campbell, E. (2010). Let right be done: Trying to put ethical standards into practice. *Journal of Education Policy*, 16 (5), 395-411.
- Carr, D. (2003). *Making Sense of Education: An introduction to the philosophy and theory of education and teaching*. New York: RoutledgeFalmer.
- Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A. & Letts, W. (2013). *Teaching: Making a Difference* (2nd ed.). Milton: John Wiley & Sons Australia.
- Clarke, M. (2009). The ethico-politics of teacher identity. *Educational Philosophy & Theory*, 41(2), 185-200
- Crawford, K. & O'Neil, D. (2009). *The social contexts of teaching and learning*. Upper Saddle River: Pearson.
- Cribb, A. (2009). Professional ethics: Whose responsibility? In Gewirtz, Mahony, Hextall & Cribb (Eds.). *Changing Teacher Professionalism: International trends, challenges and ways forward*. London: Routledge, pp. 31-42.
- Ehrich, L. C., Kimber, M., Millwater, J., & Cranston, N. (2011). Ethical dilemmas: A model to understand teacher practice. *Teachers and Teaching: Theory and Practice*, 17(2), 173-185.
- Ewing, R., Lowrie, T., & Higgs, J. (2010). *Teaching & communicating: Rethinking professional experiences*. South Melbourne: Oxford University Press.
- Gewirtz, S., Mahony, P., Hextall, I. & Cribb, A. (eds) (2008). *Changing Teacher Professionalism: International trends, challenges and ways forward*. London: Routledge.
- Grace, D. & Cohen, S. (2001). *Business ethics: Australian problems and cases* (2nd ed.). South Melbourne: Oxford University Press.
- Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2007). *Teaching: Challenges and dilemma* (3rd ed.). South Melbourne: Thomson.
- Gutek, G. (2009). *New perspectives on philosophy and education*. Upper Saddle River: Pearson.
- Hoban, G.F. (2002). *Teacher learning for educational change*. New York: Open University Press.
- Hurst B. & Reding G. (2000). *Professionalism in Teaching*. Upper Saddle River: Pearson.
- Ingvarson, L. and Rowe, K. (2008). Conceptualising and evaluating teacher quality: Substantive and methodological issues. *Australian Journal of Education*, 52(1), 5-35.
- Kim, C., Kim, M. K., Lee, C, Spector, J. M. & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and Teacher Education*, 29, 76-85.
- Levy, D. M. (2007). No Time to Think: Reflections on Information Technology and Contemplative Scholarship. *Ethics & Information Technology*, 9(4), 237-249.
- Loughran, J. J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Abingdon: Routledge.
- Loughran, J. (2010). *What expert teachers do: Enhancing professional knowledge for classroom practice*. Sydney: Allen & Unwin.
- Martin, C. (2013). On the Educational Value of Philosophical Ethics for Teacher Education: The Practice of Ethical Inquiry as Liberal Education. *Curriculum Inquiry*, 43(2), 189-209.
- Ministerial Council on Education, Employment, Training and Youth Affairs (1999). *The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*. Retrieved 9/8/2013 from: http://www.mceecdya.edu.au/mceecdya/adelaide_declaration_1999_text,28298.html.

- Ministerial Council on Education, Employment, Training and Youth Affairs (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Retrieved 9/8/2013 from: http://www.mceecdya.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf.
- Moore, A. (2004). *The Good Teacher: Dominant Discourses in Teaching*. London: Routledge.
- Nakata, M. (2007). The cultural interface. *The Australian Journal of Indigenous Education*, 36, Supplement, 7-14.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- O'Connor, K., and Scanlon, L. (2005). 'What I do is who I am': Knowledge, skills and teachers' professional identities. *Paper presented at the Australian Association for Research in Education*. Retrieved 19/1/2014 from: <http://www.aare.edu.au/data/publications/2005/oco05056.pdf>.
- Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: Ethical dilemmas in teaching practice. *Teaching and Teacher Education*, 27, 648-656.
- Strike, K.A. & Soltis, J.F. (1992). *The Ethics of Teaching*. New York: Teachers College Press. Chapter 1, What This Book Is About, pp. 1-20.
- Tait, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment and Retention. *Teacher Education Quarterly*, Fall 2008, 57-75.

Guides for Portfolio

- Bullock, A. & Hawk, P. (2010). *Developing a teaching portfolio: A guide for pre service and practicing teachers*. Upper Saddle River: Pearson. Chapter 3, Reflection, pp.31-41.
- Campbell, D. (2003). *How to develop a professional portfolio: A manual for teachers*. Upper Saddle River: Pearson. Chapter 1, What you need to know about portfolios, pp.1-8.
- Constantino, P & DeLorenzo, M. (2001). *Developing a professional teaching portfolio: A Guide for Success*. Upper Saddle River: Pearson.
- Hartnell-Young, E. & Morriss, M. (2007). *Digital Portfolios: Powerful tools for promoting professional growth and reflection*. Thousand Oaks: Corwin Press.
- Hay, T & Moss, J. (2005). *Portfolios, performance and authenticity*. Frenchs Forest: Pearson Education Australia.
- Sanjakdar, F. (2009). *Digital portfolios: Reconceptualising inquiry in pre-service teacher education*. Frenchs Forest: Pearson Education Australia.

Resources focussed on particular issues:

Privacy

- Alfino, M. & Mayes, G. (2003). Reconstructing the right to privacy. *Social Theory and Practice*, 29(1), 1-18.
- Bishop, N. (1996). Trust is not enough: Classroom self-disclosure and the loss of private lives. *Journal of Philosophy of Education*, 30(3), 429-439.
- Davis, A. (2001). Do children have privacy rights in the classroom?. *Studies in Philosophy and Education*, 20(3), 245-254.
- Frey, R. (2000). Privacy, control and talk of rights. *Social Philosophy and Policy*, 17(2), 45-67.
- Manning, R. (1997). Liberal and communitarian defenses of workplace privacy. *Journal of Business Ethics*, 16(8), 817-823.
- Tunick, M. (2001). Does privacy undermine community? *Journal of Value Inquiry*, 35(4), 517-534.

Democracy and education

- Connors, L. & Mcmorrow, J. (1990). Governing Australia's schools: Community participation, bureaucracy and devolution". In Chapman, J. & Dunstan, J. (eds), *Democracy and Bureaucracy: Tensions in Public Schooling*. New York: Falmer Press.
- Dewey, J. (2009). *Democracy and education*. Charleston: Feather Tail Press.
- Raywid, M. (1990). Rethinking school governance. In Elmore, R. et al (eds). *Restructuring schools: The next generation of educational reform*. San Francisco: Jossey Bass.
- Schou, L. (2001). Democracy in education. *Studies in Philosophy and Education*, 20(4), 217-234.
- Walker, J. (1990). Democratic and professional authority in education. *Philosophy of Education (Proceedings of the Society)*, 254-264.

Loyalty

- Ewin, R. (1993). Corporate loyalty: its objects and grounds". *Journal of Business Ethics*, 12(5), 387-396.
- McAlexander, J., Kim, S., & Roberts, S. (2003). Loyalty: The influence of satisfaction and brand community integration. *Journal of Marketing Theory Practice*, 11(4), 1-11.
- Mele, D. (2001). Loyalty in business: Subversive doctrine or real need?. *Business Ethics Quarterly*, 11(1), 11-26.
- Nuyen, A. (1999). The value of loyalty. *Philosophical Papers*, 28(1), 25-36.
- Randels, G. Jr. (2001). Loyalty, corporations and community. *Business Ethics Quarterly*, 11(1), 27-39.
- Souryal, S. & McKay, B. (1996). Personal loyalty to superiors in public service. *Criminal Justice Ethics*, 15(2), 44-62.

Employer/employee relations

- Borowski, P. (1998). Manager-employee relationships: Guided by Kant's categorical imperative or by Dilbert's business principle. *Journal of Business Ethics*, 17(15), 1623-1632.
- Eisenberger, R., Jones, J. R., Aselage, J., & Sucharski, I. (2004). Perceived Organizational Support. In Coyle-Shapiro, J. (ed.) *The Employment Relationship*. New York: Oxford University Press.
- Flores, F. & Solomon, R. (1998). Creating trust. *Business Ethics Quarterly*, 8(2), 205-232.
- Robinson, W. (1991). Subordinates and moral dilemmas. *Business and Professional Ethics Journal*, 10(4), 3-21.
- Scott, A. (1995). Value freedom and intellectual autonomy. *History of the Human Sciences*, 8(3), 69-88.

Gender, discrimination, reverse discrimination

- Benatar, D. (2003). The second sexism, a second time (response to critics). *Social Theory and Practice*, 29(2), 177-210.
- Clatterbaugh, K. (2003). Benatar's alleged second sexism (response to article by David Benatar). *Social Theory and Practice*, 29(2), 211-218.
- Digby, T. (2003). Male trouble: are men victims of sexism? (response to article by David Benatar). *Social Theory and Practice*, 29(2), 247-273.
- Groarke, L. (1990). Affirmative action as a form of restitution. *Journal of Business Ethics*, 9(3), 207-213.
- Hettinger, E. (1987). What is wrong with reverse discrimination?. *Business and Professional Ethics Journal*, 6, 39-55.
- Quinn, C., & Tong, R. (2003). The consequences of taking the second sexism seriously" (response to article by David Benatar). *Social Theory and Practice*, 29(2), 233-246.
- Shaw, B. (1989). Sexual discrimination and the equal opportunities commission: Ought schools to eradicate sex stereotyping? *Journal of Philosophy of Education*, 23(2), 295-302.
- Sterba, J. (2003). The wolf again in sheep's clothing (response to article by David Benatar). *Social Theory and Practice*, 29(2), 219-232.
- Stroud, S. (1999). The Aim of Affirmative Action, *Social Theory and Practice*, 25(3), 385-408.

Other specific issues

- Davis, M., (1996). Some paradoxes of whistleblowing. *Business and Professional Ethics Journal*, 15(1), 3-21.
- Dworkin, T., & Baucus, M. (1998). Internal vs. external whistleblowers: A comparison of whistleblowing processes. *Journal of Business Ethics*, 17(12), 1281-1298.
- Forster, K. (1998). Protecting children: Some ethical challenges for schools arising from child protection policies. *Professional Ethics*, 6(3-4), 155-171.
- Grace, D. & Cohen, S. (2001). *Business Ethics: Australian Problems and Cases*. Melbourne: Oxford University Press. Chapter 3, Whistleblowing, pp. 148-161.
- Kupperman, L. (1996). Autonomy and the very limited role of advocacy in the classroom. *The Monist*, 79(4), 488-498.
- Larmer, R. (1992). Whistleblowing and employee loyalty. *Journal of Business Ethics*, 11(2), 125-128.
- Pellegrino, E. et al (eds). (1991) *Ethics, trust and the professions*. Washington: Georgetown University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Personal portfolio of teaching experiences and philosophy	1000 words + evidence	40%	1,2,3,4,5	4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4	Monday 15 th Aug by 5pm
Assessment 2: Feedback on others' portfolios	Minimum of 1 post for each other group member	20%	1,2,3,4,5	4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4	Friday 2 September by 5pm
Assessment 3: Critical reflection on ethical dilemma or issue	2500 words	40%	2,3	7.1, 7.2, 7.3, 7.4	Monday 17 October by 5pm

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.

Assessment 1 – Personal portfolio of teaching experiences and philosophy

Weight: 40%

Length: 1000 words + evidence

Due: Monday 15 August 2016

Purpose: To begin building a professional portfolio and to clarify your approach towards teaching.

In this assessment task you will be asked to create a personal portfolio of your teaching experiences and philosophy. This will include:

- relevant professional and personal information of who you are, your degree and your teaching areas, and your professional interests any achievements;
- reflections on your own experiences in schools, supported by any relevant evidence collected in your teaching experiences (note: you must de-identify any personal information of other people contained within this material);
- a write up of your teaching philosophy, including your views on professional educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders.

Scaffolding for how you can go about writing your teaching philosophy will be given in class.

Make sure you include relevant references (5-6 minimum) to support your ideas.

Assessment 2 – Feedback on other group members’ portfolios

Weight: 20%

Length: Minimum of 1 post for each other group member

Due: Friday 2 September 2016

Purpose: Engage in professional collaboration through giving and receiving feedback.

In this assessment task you will be placed into a discussion group on Moodle. You must post online at least one piece of evaluative feedback for each member of your discussion group, but are encouraged to undertake any relevant ongoing professional discussions.

Assessment 3 – Critical reflection on ethical dilemma or issue

Weight: 40%

Length: 2500 words

Due: Monday 17 October 2016

Purpose: To demonstrate your understanding of ethical principles and policies in dealing with professional issues.

In this assessment task you will be asked to critically reflect on an ethical dilemma or issue based on one of the four case study topics:

- Race & ethnicity
- Gender & sexualities
- Cyber issues
- Scholarship & data

This analytic essay will draw upon a case study from either your own experiences, or a media source (e.g. from a newspaper, film, book, TV show), or presented in class, which highlights one of the above topics. You will be expected to draw upon the theories of ethics and literature on teacher professionalism introduced in the course, and to reflect on your role as an ethical professional. This reflection will utilise any relevant code of conduct, code of ethics, policies, and relationships with parents and other external stakeholders.

Further scaffolding for how you can go about writing your critical reflection will be given in class.

Make sure you include relevant references (5-6 minimum) to support your ideas.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment one	Written	26 August
Assessment two	Written	9 September
Assessment three	Written	28 October

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 SAED4406: PHILOSOPHICAL ISSUES IN EDUCATION

Student Name:
 Assessment Task: 1. Personal portfolio

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved including <u>brief</u> outline of you, your degree and your teaching areas, your professional interests, any achievements and reflections on your own experiences in schools; and reflections on professional standards, educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders					
Depth of analysis and/or critique in response to the task including ability to critically reflect on professional standards, educational practices, ethical practices, moral obligations to students, employers, parents and other stakeholders					
Familiarity with and relevance of professional and/or research literature used to support response including literature on ethics and professional practice					
Structure and organisation of response including use of headings and subheadings, and logical organisation within and between paragraphs (e.g. clear use of topic sentences, concluding sentences, examples etc.)					
Presentation of response according to appropriate academic and linguistic conventions including accurate referencing using APA format; correct and appropriate syntax, grammar, punctuation and spelling					
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.**

