UNSW Course Outline

EDST1104 Social Perspectives in Education - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST1104
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

Do schools reduce or reinforce inequalities based on social, cultural, economic, and gender differences? What makes schools effective? Is education a public good or a private commodity? And what is the role of teachers, given that most research shows that schools only play a small

role in explaining differences in how children do in school? By the end of this course, you should be able to discuss these four key questions. To do so, the course uses equity and social justice as key themes, and current research in educational sociology as evidence. You should complete the course with a critical understanding of how education, teachers and teaching interact with society.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
CLO2 : Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
CLO3 : Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.	• Personal history • Research Report
CLO2 : Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.	• Personal history • Research Report
CLO3 : Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.	• Research Report

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

- This course aims to equip students to think 'sociologically' about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be the case in education. The content of this course will involve students engaging with both sociological data and critique to explore why this focus is important.

- The approach to teaching and learning is informed by research. This research has demonstrated the importance of intellectual quality, a quality learning environment and significance for student learning (Gore & Bowe, 2015). The unit also emphasises the interpretive, pedagogical, discursive, relational and institutional work of teaching (Comber, 2005), drawing attention to these domains both explicitly through its content, and implicitly through its design and delivery.

Teaching Strategies

Teaching strategies used during the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate;
- online learning from readings and web links on the EDST1104 Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
7.2.1	Understand the relevant legislative, administrative, and organizational policies and processes required for teachers according to school stage.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-13	1, 2
C	Information and Communication Technologies.	4, 6, 12, 14	1, 2
D	Literacy and Numeracy.	1-4	1, 2
E	Students with Special Educational Needs.	1, 8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-5	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Personal history Assessment Format: Individual	40%	Due Date: 08/03/2024 05:00 PM
Research Report Assessment Format: Individual	60%	Due Date: 19/04/2024 05:00 PM

Assessment Details
Personal history

<u>Assessment Overview</u>

Write a reflective statement analysing your personal experiences with school education, considering how you have been positioned within this system and the diverse student populations it enrols.

<u>Course Learning Outcomes</u>

- CLO1 : Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
- CLO2 : Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.

<u>Detailed Assessment Description</u>

Your reflection should be 1500 words in length and, with reference to the ideas discussed in the course, address the following points:

- Provide some background about yourself (e.g., your family, where you grew up).
- Identify the school/s you attended and why you attended these school/s.
- Outline the kinds of similarities and differences you observed a) between students at your school/s and b) between your school/s and other schools.
- Explore how well you felt you 'fitted in' to your school/s and why.
- Explore how you think your schooling experiences might have shaped who you understand yourself to be today.
- Using at least two course readings from Weeks 1-2 to support your points, explore how you think your schooling experiences might shape the teacher you will become.
- Use the MySchool website (i.e., www.myschool.edu.au; or other relevant data sources such as the ABS https://www.abs.gov.au/ or OECD https://www.oecd.org/ websites), if you were home-schooled or attended school overseas to identify (to the extent that you can), the demographics and academic results of the school/s you attended. How do these data match with your personal experiences? Why do you think this might be?
- This task requires APA referencing.

Assessment Length

1500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST1104 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Personal History

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstrates understanding of the task through addressing all required components as listed in the task outline • Clarity and accuracy in use of terms and concepts	
Depth of analysis and critique in response to the task • Thoughtful reflection on own personal history, including experiences with schools and how these may have shaped current experiences and future work • Considered exploration of schools attended, and similarities/differences between students and schools experienced	
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate and use relevant information from the MySchool website (or other data source as relevant) • Effectively links response with at least two course readings from Weeks 1-2	
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings where appropriate	
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure, vocabulary, spelling, punctuation, and grammar • Clarity, appropriateness, and effectiveness in persuasive and analytical writing • Clarity, consistency, and appropriateness of academic written conventions for APA style • Adheres to word length: within 10% over/under	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Research Report

Assessment Overview

Write a research report describing and analysing one school in NSW and how you might approach working there as a teacher.

Course Learning Outcomes

- CLO1 : Identify and explain the relationships between family background factors such as SES, race and gender and the educational outcomes of school students.
- CLO2 : Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.
- CLO3 : Examine, discuss and evaluate education policies such as those relating to low-SES, race, and multiculturalism.

Detailed Assessment Description

Your report should be 2500 words in length (not including the reference list) and include the following parts:

Part A. Using the MySchool website (i.e., myschool.edu.au), identify one school in NSW that enrols at least 10% of students from language backgrounds other than English. The school cannot be one you attended yourself (try to choose something that seems quite different). In addition, the school must have at least ONE of the following characteristics (which you will address throughout your response along with the school's enrolment of students from language backgrounds other than English):

- Be located in an inner regional, outer regional, remote or very remote location; OR
- Have an ICSEA below 950 or over 1050; OR
- Have an enrolment of at least 3% of First Nations (Indigenous) students; OR
- Be a single-sex school.

Use all publicly available sources you can find, including the school website and the school's MySchool page, in order to establish and describe the school context in relation to language backgrounds other than English and the second characteristic of the school chosen from the list above.

Part B. Using the literature explored in this unit as well as additional sources from your own searching of the literature, explore how students may experience the school, with a focus on the two characteristics described in Part A.

Part C. Imagine you are a teacher at this school.

- How does your own personal history compare to this school context, and what might that mean for your work there?
- Describe and justify the approach you would take to your work in this school to be inclusive of students in relation to the characteristics discussed in Parts A and B. Back up your approach with references to the unit readings, relevant policy, and additional academic sources from your own searching.

Across the task as a whole, you must include reference to a minimum of six academic sources from your own searching of the literature and that do not include the set readings (although these should be used in addition). The six additional academic sources may include sources from your tutorial's co-produced annotated bibliography.

<u>Assessment Length</u>

2500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST1104 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Research Report

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Clear and accurate identification and description of the school, and the characteristics of the school which will be discussed in the response • Clear understanding of key sociological issues and inequities related to the identified characteristics of the school • Clarity and accuracy in use of terms and concepts	
Depth of analysis and critique in response to the task • Clear yet complex knowledge and understanding of how the sociological issues identified may impact students • Thoughtful, careful reflection on own personal history and positioning • Considered exploration of approaches to teaching that are responsive to these sociological dynamics so as to meet the needs of all students	
Familiarity with and relevance of professional and/or research literature used to support response • Ability to locate relevant and recent, high-quality academic sources (peer reviewed journal articles or scholarly books/book chapters) • Ability to utilise course readings and make appropriate reference to policy • Ability to use sources effectively in relation to the requirements of the task	
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings where appropriate	
Presentation of response according to appropriate academic and linguistic conventions • Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; and grammar • Clarity, appropriateness, and effectiveness in terms of analytical and reflective writing • Clarity, consistency, and appropriateness of academic written conventions for APA style, including quoting, paraphrasing, citing sources/information, and the reference list • Adheres to word length: within 10% over/under	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

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General Assessment Information

To support your completion of the two assessment tasks, this course also includes an online component which is in addition to your attendance at weekly lectures and tutorials.

For the online component you will need to:

- Work in your tutorial group to create an annotated bibliography as an open class resource across the term. These sources may be used in Assessment Task 2.
- In the first tutorial for the course you will be allocated a weekly topic, for which you will need to locate, read and annotate an academic journal article, book or book chapter. Your annotation should be posted in the class blog by the end of the week to which you are assigned. Each student must post one annotation of one academic source. Sources should not be assigned course readings.
- The sources should meet the following requirements:
  - recent (published within the past 10 years);
  - from a 'good quality' academic journal/book;
  - focus on an aspect of schooling in Australia
  - adopt a sociological approach.
- Annotations should be 300 words in length and include: an identification of the main point of the article; the reasons or evidence used by the author/s in support of this main point; and how it relates to the EDST1104 course. Your annotation must also use accurate APA referencing.
- Tutors will check the completion of this task and provide brief feedback as necessary on the appropriateness of students' selections for use in Assessment Task 2.

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	• Please note that the order of topics in the course schedule is subject to change depending on staff availability. Any changes to the course schedule will be communicated to students via Moodle as soon as they are known. • Privilege and Perspective in Education
Week 2 : 19 February - 25 February	Topic	• Teachers' Work, and Teaching as Work
Week 3 : 26 February - 3 March	Topic	• Racism and Cultural Difference
Week 4 : 4 March - 10 March	Topic	• Social Class
Week 5 : 11 March - 17 March	Topic	• Markets and Choice
Week 6 : 18 March - 24 March	Homework	• Flexibility Week
Week 7 : 25 March - 31 March	Topic	• Gender and Sexuality
Week 8 : 1 April - 7 April	Topic	• Rural and Remote Education
Week 9 : 8 April - 14 April	Topic	• Curriculum
Week 10 : 15 April - 21 April	Topic	• Education Policy and Globalisation

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- Welch, A., Mockler, N., Bagnall, N., Burns, K., Cuervo, H., Low, R., Stacey, M., Foley, D.,

Groundwater-Smith, S., Harwood, V., Proctor, H., Rawlings, V., Wilson, B and Wood, J. (2022). *Education, change and society* (5th Ed.). Oxford University Press. Both the print and online version of the set text can be purchased from the UNSW bookshop.

- Print: https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780190334871
- Digital: https://unswbookshop.vitalsource.com/textbooks?sort=&term=9780190334871

- See the course's Moodle website for other resources, including an outline of weekly required reading from the textbook and other sources.
- Additional resources can also be found in the full reference listing at the end of each lecture's PowerPoint.

Course Evaluation and Development

- Feedback on the course will be sought both throughout its duration and at the end via the My Experience survey.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sara Mashayekh				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other

assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated

on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education