UNSW Course Outline

EDST5142 Education in Context - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5142
Year : 2024
Term : Term 3
Teaching Period : T3
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 : Postgraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

The claim that context matters is ubiquitous in education. What that means and how it plays out
in the provision of education across the lifespan and within and beyond traditional education
sites is far less known. This course is designed to deepen your understanding of the intimate

relations between education and context. Whether you work in early childhood, schools, tertiary environments or non-traditional spaces (e.g., health, military, non-for-profit, corporates), understanding contexts is imperative to achieving the best possible outcomes. This requires you to think beyond the boundaries of any individual educational site and consider the interplay of demography, geolocation, socio-economic status, access to services, among others, and the provision of education. To do this, you will systematically engage with large-scale education and social data to bring to life the theoretical and conceptual tools necessary to analyse, evaluate, problematise and reconstruct the provision of education.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Purposefully use education and social data to describe provision of education in a specific context
CLO2 : Analyse and evaluate the provision of education within a pre-defined context
CLO3 : Use principles of provision to resolve violations in the provision of education in specific context

Course Learning Outcomes	Assessment Item
CLO1 : Purposefully use education and social data to describe provision of education in a specific context	• Description of provision
CLO2 : Analyse and evaluate the provision of education within a pre-defined context	• Analysis of provision
CLO3 : Use principles of provision to resolve violations in the provision of education in specific context	• Analysis of provision

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

Rationale

The claim that context matters is ubiquitous in education. What that means and how it plays out in the provision of education across the lifespan (early childhood - schooling - tertiary and beyond) is far less well known. This course enables students to develop an understanding of the intimate relations between context and education provision. It does so through systematic

inquiry using publicly available data on education provision and community profiles.

Teaching strategies

As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be (primarily) facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a rigorous and robust intellectual dialogue and debate.

The formation of the class requires that each person come prepared to take an active role in class discussion. This means not only having read the assigned materials or completed necessary preliminary task, but also being prepared to discuss salient issues, questions, and problems emerging from the readings or data; and to utilize your knowledge and professional experiences to address the focus questions posed by the convenor. Class participation (through online discussion boards and synchronous meetings) also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Description of provision Assessment Format: Individual	40%	Due Date: 08/10/2024 05:00 PM
Analysis of provision Assessment Format: Individual	60%	Due Date: 18/11/2024 05:00 PM

Assessment Details
Description of provision

<u>Assessment Overview</u>

This task requires you to prepare a rich description of your own educational site (or one you know well). This description should provide all the necessary education and social data to craft a detailed profile of your educational site - with particular attention to any variations (or lack thereof) over time.

<u>Course Learning Outcomes</u>

- CLO1 : Purposefully use education and social data to describe provision of education in a specific context

Detailed Assessment Description

See above.

Assessment Length

2,000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5142 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Preparation of a Case Description • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstrates an understanding of the nature and role of a case description	
• Depth of analysis and critique in response to the task • Demonstrates an understanding of leading educational change, and the ability to use this understanding to develop a rich description of an attempt to lead educational change in a particular context • Demonstrates the capacity to recognise and describe the complex and often contested values and practices that can arise in efforts to lead educational change	
• Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates the ability to identify, collect, and synthesise all the data necessary to support the writing of a detailed description and analysis of an attempt to lead educational change in a particular context	
• Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of subheadings where appropriate	
• Presentation of response according to appropriate academic and linguistic conventions • Demonstrates an ability to prepare a case description in accord with appropriate academic and linguistic conventions	
• 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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Analysis of provision

Assessment Overview

This task requires you to analyse and evaluate the provision of education within the immediate context of your site. Using principles of provision and appropriate theoretical and conceptual frameworks discussed in the course, you are to identify any violations of the principles and propose resolutions appropriate to context.

Course Learning Outcomes

- CLO2 : Analyse and evaluate the provision of education within a pre-defined context
- CLO3 : Use principles of provision to resolve violations in the provision of education in specific context

Detailed Assessment Description

See above.

Assessment Length

3,000

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5142 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Preparation of a Case Analysis • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Demonstrates an understanding of the nature and role of case analysis	
• Depth of analysis and critique in response to the task • Demonstrates the ability to think critically and to apply an understanding of leadership and educational change to the analysis and resolution of the issues/ problems associated with the case of leading educational change • Demonstrates the capacity to propose approaches to the leadership of educational change that effectively address the complex and often contested values and dilemmas that can arise when leading educational change	
• Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates the ability to identify relevant scholarly and professional literature that might be used to analyse the effectiveness of an attempt to lead educational change in a particular context	
• Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of subheadings where appropriate	
• Presentation of response according to appropriate academic and linguistic conventions • Demonstrates an ability to prepare a case analysis in accord to appropriate academic and linguistic conventions	
• 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

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 : 9 September - 15 September	Topic	Context matters.
Week 2 : 16 September - 22 September	Topic	Looking at your own context.
Week 3 : 23 September - 29 September	Topic	Introducing social data.
Week 4 : 30 September - 6 October	Topic	Report One - Your site in context.
Week 5 : 7 October - 13 October	Topic	Choice, markets, segregation and stratification.
Week 6 : 14 October - 20 October	Topic	Education data scaled up.
Week 7 : 21 October - 27 October	Topic	Alignment of provision and communities.
Week 8 : 28 October - 3 November	Topic	Special topic (H+T costs).
Week 9 : 4 November - 10 November	Topic	Report scaffolding.
Week 10 : 11 November - 17 November	Topic	The role and effect of context.

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

Moodle

- You should ensure that you are a regular visitor to, and user of, the Moodle site.
- Moodle will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.

On Moodle you can find:

- Information concerning the structure and processes of the course.
- Learning resources for each topic considered in the course and to support the preparation of your assessment tasks.

Prescribed text/s

- There are no prescribed texts for this course.
- A list of readings relevant to the topic/s focused upon in this course is provided on the course's Moodle site.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Scott Eacott		Ground Floor, Morven Brown Building		Please email for 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