



UNSW Course Outline

EDST5114 Curriculum and Assessment - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST5114

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 : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will examine how the policies and practices of today connect with historical contexts, traditions, ideologies and beliefs about curriculum and assessment and how future developments are shaped by events and decisions taken in the past. The course covers key

issues, policies and events that have shaped reform agendas in the development of curriculum and assessment in New South Wales and Australia on a national level and will consider how these compare to developments internationally. You will be given the opportunity to research, analyse and discuss issues in curriculum and assessment of interest to you.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting.
CLO2 : Examine key issues and events that have informed curriculum and assessment change in local, national and international contexts
CLO3 : Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.

Course Learning Outcomes	Assessment Item
CLO1 : Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting.	<ul style="list-style-type: none">• Reflection paper• Analytical paper and presentation
CLO2 : Examine key issues and events that have informed curriculum and assessment change in local, national and international contexts	<ul style="list-style-type: none">• Analytical paper and presentation
CLO3 : Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.	<ul style="list-style-type: none">• Reflection paper• Analytical paper and presentation

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Zoom

Learning and Teaching in this course

Teaching Strategies

In this course, lecture, seminars, group discussions and student presentations are utilised. Students will be actively engaged as they investigate and discuss current and historical theories, influences and developments in curriculum and assessment.

Rationale

The content of the course provides an overview of curriculum theory and practice. It considers different models of curriculum and general theory of assessment and helps students to understand the historical context and how the policies and practices of today and the future are shaped by events and decisions taken in the past. The teaching approach attempts to actively engage students as they discuss current theory and practice, and learn new information and skills. Students will have the opportunity to investigate a curriculum or assessment issue of their choosing.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.4.3	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of, and support from, community representatives.	1, 2
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment, and reporting requirements.	1, 2
2.4.3	Support colleagues with providing opportunities for students to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures, and languages.	1, 2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2
3.6.3	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	1, 2
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	1, 2
5.3.3	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	1, 2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.	1, 2
6.2.3	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers, where applicable.	1, 2
6.3.3	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	1, 2
6.4.3	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection paper	40%	Due Date: 08/03/2024 05:00 PM
Analytical paper and presentation	60%	Due Date: 19/04/2024 05:00 PM

Assessment Details

Reflection paper

Assessment Overview

Task 1 - Written reflection on teaching experience in contemporary education contexts.

Length: 2000 words

Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting.
- CLO3 : Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.

Detailed Assessment Description

This task invites you to identify and reflect on the curriculum ideology you most strongly support as an educator, and why.

To complete the task:

Read Chapter 6 'A comparative overview of the curriculum ideologies' in Schiro, M., (2012).

Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.), Sage, <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

In this article the author compares four curriculum ideologies that resonate in historical and contemporary educational contexts:

- Scholar academic ideology (Discipline based curriculum)
- Social efficiency ideology (Tylerian approach)
- Learner centered ideology (child-centred, Deweyian)

- Social reconstruction ideology (society oriented, collective good)

Schiro (2012) argues that these different curriculum ideologies shape the role and function of the following factors:

- Educators' professional aims
- Conceptions of knowledge
- Views of learning
- Perspectives on childhood/adolescence/adulthood
- Conceptions of teaching
- Beliefs about curriculum evaluation and student assessment

Write a reflection in which you exemplify the curriculum ideology that best represents your beliefs about the purpose of curriculum. In your response:

- Use the list of factors to structure your description of the ideology you have selected
- Examples drawn from your own curriculum experience (as a teacher and/or a learner) and form other relevant readings should be used to illustrate the role and function of these factors to justify your stance.
- Conclude your account with a brief reflection on the strengths and weaknesses of one or more of the other ideologies you have read about in this article and how they may extend, challenge or contradict your views on what is good curriculum.

Assessment Length

2000 words

Submission notes

Turnitin

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5114 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reflection Paper

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">• Clarity of the description of the ideology• Understanding of key terms and concepts	
Depth of analysis and critique in response to the task <ul style="list-style-type: none">• Relevance and use of examples drawn from your own curriculum experience (as a teacher and/or a learner)• Analysis of the strengths and weaknesses of the ideologies and how they may extend, challenge, or contradict views on what is good curriculum	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none">• Appropriate use of relevant readings to support/extend your arguments	
Structure and organisation of response <ul style="list-style-type: none">• Logical and coherent structure• Clear presentation of ideas	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none">• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references• Clarity and consistency in presenting tables and diagrams• Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length	
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.

Analytical paper and presentation

Assessment Overview

Task 2 - Written analysis and presentation of a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you

Length: 4000 words (written paper)

Time: 5 minutes (presentation)

Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting.
- CLO2 : Examine key issues and events that have informed curriculum and assessment change in local, national and international contexts
- CLO3 : Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.

Detailed Assessment Description

Assessment task 2 is a written analysis and presentation (5 minutes on Moodle) of an investigation into a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you.

This task invites you to identify a significant issue related to curriculum and or assessment and reporting. You need to summarise the issue, including identifying any different perspectives or views related to the issue, who holds these different views and why. Then analyse what the research literature says about the issue and whether there are any lessons to be learned from the history on this issue. Next, discuss the various ways forward to resolve the issue, or what the options are, and which option seems to be the most suitable and why. Conclude by indicating what needs to be done to bring about a smooth resolution of the issue and/or implementation of

the preferred option.

To complete the task, see Moodle for a helpful scaffold.

Assessment Length

4000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5114 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Analytical Paper and Presentation

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none">• Clarity and significance of the issue and its relevance to relevant areas of theory, research and practice	
Depth of analysis and critique in response to the task <ul style="list-style-type: none">• Effectively summarises the investigation being undertaken• Effectively identifies different points of view concerning the issue• Explains and justifies proposed solutions or options	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none">• Effectively provides a brief overview of relevant research studies and reports and/or public statements and views concerning the issue	
Structure and organisation of response <ul style="list-style-type: none">• Logical and coherent structure• Clear presentation of ideas	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none">• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references• Clarity and consistency in presenting tables and diagrams• Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length	
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.	

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.

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 \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

Grading Basis

Standard

Requirements to pass course

Students must pass both assessments.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Introduction. An overview of curriculum theory and practice – Part 1
Week 2 : 19 February - 25 February	Lecture	Implications for curriculum and assessment in schools and higher education - Part 1 (including the Australian curriculum, the IB, and in Higher Education)
Week 3 : 26 February - 3 March	Lecture	Implications for curriculum and assessment in schools and higher education - Part 2 (including changes to assessment and reporting in NSW and Higher Education)
Week 4 : 4 March - 10 March	Lecture	An overview of assessment theory and practice
Week 5 : 11 March - 17 March	Lecture	Case study 1: Curriculum Change
Week 6 : 18 March - 24 March	Lecture	Case study 2: Integrating cross curriculum perspectives in curriculum
Week 7 : 25 March - 31 March	Lecture	Case study 3: General capabilities and 21st century oriented curriculum
Week 8 : 1 April - 7 April	Presentation	Presentation
Week 9 : 8 April - 14 April	Presentation	Presentation (continued)
Week 10 : 15 April - 21 April	Presentation	Presentation (continued)

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

Recommended Resources

Other key readings and resources will be provided on the course's Moodle site.

- Schiro, M., (2012). Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.), Sage, see <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

Course Evaluation and Development

- Student feedback helps shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Karen Maras		Ground Floor Morven Brown Building, Room G21		By appointment. Please email.	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 Plagiarism

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>