



UNSW Course Outline

EDST2070 Culture, Identity and Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST2070

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 : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course examines various theorizations of identity and culture, investigating how different conceptualizations of identity and culture constrain and/or enable particular educational responses to a range of sociopolitical and socioeconomic issues, at the societal, institutional,

classroom and individual level.

Course Aims

The aim of EDST2070 is to provide you with an understanding of the connections between culture, identity and education:

- To develop critical understanding of key issues, debates and dynamics of national and community notions of culture and identity, and cosmopolitan relations in Australia and other multicultural societies.
- To develop an awareness of and response to the impact of culture and identity issues in education, in particular the role of culture, identity, language and discourse in shaping the social and academic lives of students in culturally diverse schools and societies.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity
CLO2 : Develop a critical understanding of the intersection of issues of culture and identity with education; and how particular views of culture and identity differentiate students
CLO3 : Identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities
CLO4 : Develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalization and cosmopolitanism

Course Learning Outcomes	Assessment Item
CLO1 : Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity	<ul style="list-style-type: none">• Research vignette• Education commentary/think piece
CLO2 : Develop a critical understanding of the intersection of issues of culture and identity with education; and how particular views of culture and identity differentiate students	<ul style="list-style-type: none">• Research vignette• Education commentary/think piece
CLO3 : Identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities	<ul style="list-style-type: none">• Research vignette• Education commentary/think piece
CLO4 : Develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalization and cosmopolitanism	<ul style="list-style-type: none">• Research vignette• Education commentary/think piece

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Understanding theories and practices associated with culture, identity and education requires strong theoretical knowledge and the capacity to apply this understanding appropriately and effectively in the reading of research pertaining to, and analysis of, contemporary education processes and practices. The teaching, learning, and assessment activities in this course are designed so as to provide affordances for students to develop the requisite theoretical and empirical knowledge and practical skills, thereby enabling them to critically evaluate published research studies and to undertake basic cultural analyses of education.

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
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	1, 2
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1, 2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1, 2
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-7, 9, 11	2
B	Classroom Management.	1-5, 8-10	2
C	Information and Communication Technologies.	12-14	2
D	Literacy and Numeracy.	2-4	2
E	Students with Special Educational Needs.	1, 4	2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-6, 9, 11	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Research vignette Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 11/10/2024 05:00 PM
Education commentary/think piece Assessment Format: Individual Short Extension: Yes (2 days)	60%	Start Date: Not Applicable Due Date: 22/11/2024 05:00 PM

Assessment Details

Research vignette

Assessment Overview

Research vignette - 1500 words

The purpose of this task is for students to consider problems associated with how people and cultural groups become consistently 'known' and 'knowable' within research and popular discourse.

Course Learning Outcomes

- CL01 : Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity
- CL02 : Develop a critical understanding of the intersection of issues of culture and identity with education; and how particular views of culture and identity differentiate students
- CL03 : Identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities
- CL04 : Develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalization and cosmopolitanism

Detailed Assessment Description

For this task, students are expected to undertake 'field' research, and to then use theoretical frameworks encountered in readings, lectures and tutorials to explore and explain the data and behaviour they observe and record. The purpose of this task is for students to consider problems associated with how people and cultural groups become consistently 'known' and 'knowable' within research and popular discourse. It is anticipated that students will develop a deeper awareness and understanding of the social practices and processes that underpin the public identity work that people engage with, coupled with a more nuanced understanding of the limits

and limitations associated with representing others in text when writing, (e.g., how people are in the world). You should also consider the extent to which the factors that you observe can be said to represent the cultural phenomenon you are ascribing to them. Please check Moodle for the Assessment Brief.

Valuable resource: White, R. & Wynn, J. (2014). *Constructing a public presence*. In R. White & J. Wynn, *Youth and society* (3rd Ed; pp. 31-44). Sth Melb, Vic: Oxford University Press.

Assessment Length

1,500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST2070 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Research vignette• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory and education• Clarity and accuracy in use of key theoretical terms and concepts in relation to 'youth' discourses and identity-work	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of relevant key concepts, social practices and concerns linked with 'youth' and identity-work• Depth of analysis regarding socio-historical concerns linked with 'youth' discourses• Clarity and depth of argument in relation to effects of identity-work on educational engagement• Clarity and depth of explanation regarding the theoretical approach chosen• Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course)• Ability to locate and effectively use suitable literature that in support of the analysis• Ability to synthesise and present research findings that supports your response	
<ul style="list-style-type: none">• Structure and organisation of response• Clarity and coherence of organisation of ideas within paragraphs and across the response• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar• Clarity, appropriateness, and effectiveness in terms of persuasive/ analytical/ reflective writing• Clarity, consistency, and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list• Adheres to word length: excluding the reference list; within 10% over/ under• Correct and thorough referencing according to APA 7th edition style guide	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:	<ul style="list-style-type: none">• 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 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](#).

Education commentary/think piece

Assessment Overview

Education commentary/think piece - (totalling 2500 words)

The purpose of the commentary is to track your progression through the subject and the study materials that you engage with. This final assessment task is for you to demonstrate integration

between issues/events in the news and the academic literature.

Course Learning Outcomes

- CL01 : Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity
- CL02 : Develop a critical understanding of the intersection of issues of culture and identity with education; and how particular views of culture and identity differentiate students
- CL03 : Identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities
- CL04 : Develop the critical capacity to evaluate different views of diversity in relation to the future of education and schooling in Australia within the wider context of globalization and cosmopolitanism

Detailed Assessment Description

This assessment requires you to monitor issues of culture, identity and education in the media and reflect on what you encounter in terms of the readings and materials covered in lectures and tutorials. The aim of this assessment task is for you to demonstrate integration between issues/events in the news and the academic literature. Making the effort to write your 'think piece' on a regular basis will both document your journey through the subject material and make your time management easier towards the end of the course. The purpose of the commentary is to track your progression through the subject and the study materials that you engage with. It is an exercise in applied critical thought and is intended to provide sustained practice at approaching material critically. Regardless of career path or aspirations, the ability to quickly extract key points from a document and communicate them will benefit you. Note that this is not a campaign piece or prompting particular action. You could be persuasive, but you are mainly exploring a topic. Please check Moodle for the Assessment Brief.

Assessment Length

2,500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST2070 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Education commentary/think piece• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, politics, policy, and education• Clarity and accuracy in use of key theoretical terms and concepts in relation to culture, identity, politics, policy, and schooling practices	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of relevant key concepts, politics, and educational concerns• Depth of analysis regarding socio-historical and interconnected basis of educational concerns• Clarity and depth of argument in relation to effects of culture, identity, politics and policy on schooling practices• Clarity and depth of explanation regarding the theoretical approaches chosen• Demonstration of synthesising knowledge and understanding to use theoretical concepts in support of the analysis	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Ability to locate relevant, recently published (<10 years old) literature from high-quality, peer reviewed journals or edited books (beyond those used in the course)• Ability to locate and effectively use literature that demonstrates an understanding of the relevance and sensitivity to including different researcher perspectives (i.e., drawing on contributions from varied cultural/ racialised perspectives)• Ability to synthesise and present research findings that supports your response	
<ul style="list-style-type: none">• Structure and organisation of response• A clear and logical structure that includes an introduction, body, and conclusion (as per UNSW essay writing guide)• Clarity and coherence of organisation of ideas within paragraphs and across the response	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar• Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective writing• Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/ information; and the reference list• Adheres to word length: excluding the reference list; within 10% over/ under• Correct and thorough referencing according to APA 7th edition style guide	

• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
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For more information on Generative AI and permitted use please see [here](#).

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 \(unsw.edu.au\)](https://www.unsw.edu.au/sed/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	• Introduction. Identity, culture and schooling.
Week 2 : 16 September - 22 September	Topic	• The cultural politics of education.
Week 3 : 23 September - 29 September	Topic	• Performative identities in education.
Week 4 : 30 September - 6 October	Topic	• Identity in the digital age.
Week 5 : 7 October - 13 October	Topic	• Intersectionality and identity in the classroom. • Public Holiday Monday. • See Moodle for work set for this week.
Week 6 : 14 October - 20 October	Topic	• Flexibility week. • See Moodle for work set for this week.
Week 7 : 21 October - 27 October	Topic	• Gender in schooling.
Week 8 : 28 October - 3 November	Topic	• Race, whiteness and 'others' in education.
Week 9 : 4 November - 10 November	Topic	• Diversity and critical multicultural education.
Week 10 : 11 November - 17 November	Topic	• Public pedagogy and (re)politicising education.

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

See Moodle for essential and recommended readings.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Rose Amazan		Morven Brown Building, Ground Floor		Email to arrange 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 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 \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

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>