



## UNSW Course Outline

# EDST5100 Foundation 2: Fields of Practice in Education - 2024

Published on the 25 Aug 2024

## General Course Information

**Course Code :** EDST5100

**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

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course you are introduced to topics in Education. This course aims to introduce you to the main specialisations of Education and to assist you in better understanding Education. The course has a particular focus on the specialised streams in the Master of Education. You will

develop an understanding in the various specialisations that define Education. These include Curriculum and Assessment, Educations Studies, Education Systems, Gifted Education, TESOL, Special Education and Educational Psychology.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically review theory and research in education to enhance understandings of fields of practice in education
CLO2 : Examine how policies and institutions shape educational practice in local, state, national and global contexts
CLO3 : Evaluate how the role of teachers, students, content and context are understood in different fields of practice in education

Course Learning Outcomes	Assessment Item
CLO1 : Critically review theory and research in education to enhance understandings of fields of practice in education	• Reflection paper
CLO2 : Examine how policies and institutions shape educational practice in local, state, national and global contexts	• Position paper AND poster presentation
CLO3 : Evaluate how the role of teachers, students, content and context are understood in different fields of practice in education	• Reflection paper • Position paper AND poster presentation

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Teaching strategies and rationale

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- 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
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the

diverse members of an education community, and to demonstrate their knowledge and understanding of method content

- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Online learning from readings on the Moodle website
- Online discussions
- Peer teaching in a simulated classroom setting

## Other Professional Outcomes

### AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.3	Expand understanding of how students learn, using research and workplace knowledge.	1
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.	2
3.1.3	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	1, 2
3.4.3	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	2
4.1.3	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	1, 2

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection paper Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 27/09/2024 05:00 PM
Position paper AND poster presentation Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: 15/11/2024 05:00 PM

# Assessment Details

## Reflection paper

### **Assessment Overview**

2000 word essay.

Students will receive qualitative and quantitative feedback within 10 days.

### **Course Learning Outcomes**

- CL01 : Critically review theory and research in education to enhance understandings of fields of practice in education
- CL03 : Evaluate how the role of teachers, students, content and context are understood in different fields of practice in education

### **Detailed Assessment Description**

Reflection Paper (Education in Context).

Investigate education in the Australian context and your own context. In your answer reflect on how the role of teachers, students, content, and context are understood in education. To support your reflection, you will use 3-4 peer reviewed articles from the body of literature on this topic.

### **Assessment Length**

2000 words

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5100 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Reflection Paper</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Clarity and significance of the definition of the topic and key concepts within it</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Effectively summarises the investigation being undertaken</li><li>• Effectively identifies different points of view concerning the topic presented in the peer reviewed articles informing this response</li><li>• Explains and justifies proposed solutions or options based on evidence from peer reviewed journal articles</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Effectively provides a brief overview of 3-4 relevant research articles from peer reviewed journals within the topic area</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Logical and coherent structure</li><li>• Clear presentation of ideas</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information</li><li>• Clarity and consistency in referencing research literature</li><li>• Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 40%</li></ul>
<ul style="list-style-type: none"><li>• 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.</li></ul>	

## 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](#).



## Position paper AND poster presentation

### **Assessment Overview**

3000 word position paper and poster presentation.

Students will receive qualitative and quantitative feedback within 10 days.

### **Course Learning Outcomes**

- CL02 : Examine how policies and institutions shape educational practice in local, state, national and global contexts
- CL03 : Evaluate how the role of teachers, students, content and context are understood in different fields of practice in education

### **Detailed Assessment Description**

Task: Position Paper (3000 words) and Poster (1000 words).

Scenario - You are working in a new university as a researcher in Education. You have been asked by your supervisor to research and develop a poster that explains the importance of an educational specialisation to Education. This work will be part of showcase or expo of big ideas and issues in Education that is designed to attract students to enrol in a new post graduate program focussed on understanding the nature of Education in the contemporary context.

### **Assessment Length**

3000 words paper; 1000 word poster

## Assessment information

<ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST5100 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Position Paper and Poster</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>	
<ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Clarity and significance of the definition of the topic and key concepts within it</li></ul>	
<ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Effectively summarises the investigation being undertaken</li><li>• Effectively identifies different points of view concerning the topic presented in the peer reviewed articles informing this evaluation</li><li>• Explains and justifies trends in the topic area based on evidence from peer reviewed journal articles</li></ul>	
<ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Effectively identifies relevant research articles from peer reviewed journals, professional and policy literature to inform explanations of the topic area</li></ul>	
<ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Logical and coherent structure</li><li>• Clear presentation of ideas</li></ul>	
<ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information</li><li>• Clarity and consistency in referencing research literature</li><li>• Clarity and appropriateness of expressions and statements, sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
<ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>	
<ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>	<ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 60%</li></ul>
<p>• 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.</p>	

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### **Generative AI Permission Level**

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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 \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	• What is Education?
Week 2 : 16 September - 22 September	Lecture	• Education Systems Local State Global/ International
Week 3 : 23 September - 29 September	Lecture	• Curriculum, Assessment, and Policy What is curriculum and assessment? What is the role of curriculum? What is the role of assessment? What is pedagogy
Week 4 : 30 September - 6 October	Lecture	• Educational Psychology • What is the role of the teacher? • What is learning • What is the role of the student?
Week 5 : 7 October - 13 October	Lecture	• Diversity and Inclusion • What is diversity in learning? Special and inclusive education EALD students
Week 6 : 14 October - 20 October	Lecture	• Talent Development in Education Gifted and high potential students
Week 7 : 21 October - 27 October	Lecture	• Educational Leadership
Week 8 : 28 October - 3 November	Lecture	• Language in Education
Week 9 : 4 November - 10 November	Lecture	• Aboriginal Studies
Week 10 : 11 November - 17 November	Lecture	• Plenary

## 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., NESAs), 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

Textbook: Webster, S., & Ryan, A. (2019). *Understanding curriculum: the Australian context* (Second edition). Cambridge University Press.

## Recommended Resources

See Moodle for recommended resources.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jordana Hoenig		Ground Floor, Morven Brown Building		Email to make 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 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](mailto: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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>