





## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5035 Current Issues in Education 2 (6 units of credit)  
Term 2, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Richard Niesche  
Office Location: John Goodsell 104  
Email: [r.niesche@unsw.edu.au](mailto:r.niesche@unsw.edu.au)  
Phone: 9385 1390  
Availability: Email for appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Current issues in Education 2
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>

## SUMMARY OF THE COURSE

This course builds on EDST5034. It provides you with an understanding of the purpose of the literature review and conducting a quality literature review in education. The course will be conducted seminar style and is designed to help you to analyse, synthesise and evaluate literature to provide a theoretical or conceptual framework for a research project in education.

## AIMS OF THE COURSE

This course provides students with the opportunity to undertake and construct a literature review on a research topic of interest in education. The teaching approach attempts to actively engage students as they discuss current theory and practice and learn new information and skills. Students will be required to take responsibility for their own learning in this course. This course will be largely self-directed learning for the students as they work towards the building of an extensive literature review. This will be undertaken with the guidance of an academic supervisor.



## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Day 1 Saturday 15 <sup>th</sup> June	Current Issues in Education in the Australian context 1
	What is a literature review?
	What makes a good literature review?
Day 2 Saturday 29 <sup>th</sup> June	Current issues in the Australian education context 2
	Writing the literature review
	Preparing a presentation
Day 3 & 4 Saturday 20 <sup>th</sup> - 21 <sup>st</sup> July	Oral presentation of research and literature review to peers

## 7. RESOURCES

All resources including readings and links will be provided on Moodle. For further help and information, please see *the UNSW Library website*: <http://www.library.unsw.edu.au>.

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
<b>Assessment 1(a)</b> Annotated Bibliography	1000 words	20%	1, 2, 3	1, 2, 3, 4, 5	Friday 21 June 5pm
<b>Assessment 1(b)</b> Oral Presentation	15 minutes presentation	20%	1, 2, 3	1, 2, 3, 4, 5, 6	Saturday 20- Sunday 21 July
<b>Assessment 2</b> Literature Review paper	4000 words	60%	1, 2, 3	1, 2, 3, 4, 5, 6	Friday 16 August 5pm

### Submission of assessments

## **Assessment Details**

### **Assessment 1(a) Annotated Bibliography**

Due: 5pm Friday 21 June

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Student Name:

Student No.:

**Assessment Task:** 1a Annotated Bibliography

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Gives brief overview of text.</li> <li>• Describes purpose and identifies research methods (if applicable)</li> <li>• Describes content of the text.</li> <li>• Strengths and limitations of text identified.</li> <li>• Identifies conclusions made.</li> <li>• Indicates how relevant/useful source is to topic.</li> <li>• Explains how source aids understanding of topic or how it fits with review.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Evidence of analyses, synthesis and evaluation of major points of view.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Relevant theories, research, and themes identified and discussed with reference to topic, nature and extent of literature.</li> <li>• Variety of scholarly pieces of writing (peer reviewed journal articles, books)</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate overall structure of response to task.</li> <li>• Clarity and coherence of organisation, including use of section headings to enhance readability.</li> </ul>					

**Presentation of response according to appropriate academic and linguistic conventions**

- Appropriate linguistic conventions followed (e.g., person, tense, statements, punctuation)



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**Assessment Task:** 1b Oral Presentation

SPECIFIC CRITERIA	Needs improvement	Good	Excellent
<b>A. Clarity of Organisation</b>			
<ul style="list-style-type: none"> <li>• Introduction: Previewed topic and organisation of presentation.</li> <li>• Main point: The main idea was easy to identify.</li> <li>• Grouping of ideas: The presentation was organised into clearly identifiable sections with an explicit organisational pattern (e.g., chronological order).</li> <li>• Conclusion: The conclusion reinforced the main idea of the presentation.</li> </ul>			
<b>B. Delivery</b>			
<ul style="list-style-type: none"> <li>• Eye contact: The presenter maintained eye contact with all listeners.</li> <li>• Volume: The presenter was easy to hear without being too loud.</li> <li>• Pacing: The presenter spoke slowly enough to be followed easily but did not drag.</li> <li>• Flow: The presenter seldom relied on vocal fillers (um, uh, like, you</li> <li>• Overall effectiveness: Delivery enhanced understanding and sustained interest.</li> </ul>			

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