



School of Education

EDST2070
Culture, Identity and Education

Term 3, 2019

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2070 Culture, Identity and Education (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Rose Amazan
Office Location: Morven Brown, G33
Email: r.amazan@unsw.edu.au
Phone: 9385 0359
Tutor: Dr. Sabrin Farooqui
Availability: Email to arrange appointment

3. COURSE DETAILS

Course Name	EDST2070 Culture, Identity and Education
Credit Points	(6 units of credit)
Workload	

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Develop a critical understanding of key concepts, issues and debates in relation to the notions of culture and identity	1 & 2
2	Develop a critical understanding of intersection of issues of culture and identity with education and how particular views of culture and identity differentiate students	1 & 2
3	identify the role of language and discourse in sustaining and/or challenging particular power relations among cultures and identities, including Indigeneity	1 & 2
4	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 globalisation and cosmopolitanism	1 & 2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1	Physical, social and intellectual development and characteristics of students	1 & 2
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	1 & 2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1 & 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1 & 2
7.4	Understand the role of external professional 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	1-7	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. TEACHING STRATEGIES

Student-centred activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

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6. COURSE CONTENT AND STRUCTURE

Module	Lecture & Tutorial Topic
1	<p style="text-align: center;">Introduction to course</p> <p>Essential pre-reading (for the lecture) - Wadham, B. Pudsey, J. & Boyd, R. (2007). What is culture? In B. Wadham, J. Pudsey & R. Boyd, Culture and education (pp. 1-33). Sydney, NSW: Pearson Education.</p>
2	<p style="text-align: center;">Identity, culture and schooling</p> <p>Essential Reading - Lesko, N. (2012). Introduction: Troubling teenagers. In N. Lesko, Act your age: A cultural construction of adolescence (2nd Ed., pp. 1-15). New York, NY: Routledge.</p> <p><u>Recommended Reading</u> . Côté, J. (2014). Youth social identities: Structurally determined or agentially mediated? In J. Côté, Youth studies: Fundamental issues and debates (pp. 178-193). Hampshire, UK: Palgrave Macmillan.</p>
3	<p style="text-align: center;">The politics of identity</p> <p>Essential Reading - Gewirtz, S. & Cribb, A. (2009). Identity. In S. Gewirtz & A. Cribb, Understanding education: A sociological perspective (pp. 133-155). Cambridge, UK: Polity.</p> <p>Essential Reading - 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</p>
4	<p style="text-align: center;">The cultural politics of education</p> <p>Essential Reading . Lampert, J., Bruce, B. & Morse, K. (2015). Destabilising privilege: Disrupting deficit thinking in white pre-service teachers on field experience in culturally diverse, high poverty schools. In Ferfoljia, T. et al, Understanding sociological theory for educational practices (pp. 76-92). Port Melb, Vic: Cambridge.</p> <p><u>Recommended Reading</u> - Apple, M. W. (1996). Education, identity and cheap french fries. In M. Apple, Cultural politics and education (pp. 1-21). New York, NY: Teachers College Press</p> <p style="text-align: center;">Performative identities in education</p>
5	

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Research Vignette	2000 Word	40%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4		Friday 18 October 2019 By 5.00pm
Blog	6 blog entries (500 words each) = 3000 Words	60%	1, 2, 3, 4	1.1, 2.4, 7.2, 7.3, 7.4	A, B, D, E, F	Friday 22 November 2019 By 5.00pm

Submission of Assessments

assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Research Vignette

When use theoretical frameworks encountered in readings, lectures and tutorials to explore and explain the data they observe and record. The purpose of this task is for students to consider problems associated with 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.

- **Locate** a suitable location to observe people engaging in identity work . suitable locations could include a library; museum; bus/train stop; shopping centre; music or sporting event. Visit the location and

- Drawing on the ideas/theory explored in the lectures, seminars and articles, **apply** these insights to deepen your understanding of the encounter you observed. Here, you should make explicit connections between what you have observed, and the ideas offered in the research articles. It is important to use this academic literature in support of your analysis; however,

Marking Criteria for Essay (see end of outline)

Assessment 2: Education Blog

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 using blogs.

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 post your entries on a regular basis will both document your journey through the subject material and make your time management easier towards the end of the session, when the polished version of the Blog is due. The purpose of the blog 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.

You will be placed in groups for your blog activity, your own contribution to the task is an individual item of assessment - that is, each blog you post must be your own work. The reason you will belong to a group for the blog is to ensure that you engage with other students work. You will also need to keep a copy of your blog postings in a word document for submission at the end of the semester.

Requirements for Blog Posts

There are two elements to this assessment. You are required to make six (6) blog posts (500 words each post) across the term. You may choose the order in which you write the Blogs, however the following six topics/themes must be addressed:

- A: Aboriginal and Torres Strait Islander Education
- B: Classroom Management
- C: Information and Communication Technologies
- D: Literacy and Numeracy
- E: Students with Special Educational Needs
- F: Teaching Students from Non-English-Speaking Backgrounds

Please note that these topics/themes are all current education National Priority Elaborations (Australian Institute of Teaching and School Leadership [AITSL]). You should start monitoring the media (print, television, digital, broadcast, etc) and keep up to date with news, events or broadcasts that are related to the themes of EDST2070.

Structure of blog post

Each blog posting should be equivalent to approximately 500 words in length. You need to include the following:

1. A brief outline of the issue
2. An analysis of the issue based on course readings or other academic sources
3. Evidence of you drawing conclusions and justification in support of your opinion about this issue

You should think of each blog as a mini academic essay, that combines informed opinion with academic justification.

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Student Name:

Student No.:

Assessment Task 1: Research vignette

SPECIFIC CRITERIA	(-)	➤			
	(+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 identity-work 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of relevant key concepts, social practices and concerns • Depth of analysis regarding socio-cultural aspects of identity-work • 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 					

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Student Name:

Student No.:

Assessment Task 2: Blogposts

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 contextualize and/or amend these specific.