



School of Education

EDST5147  
Thesis Writing and Presentation

Term 3, 2019

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**



## STUDENT LEARNING OUTCOMES

Outcomes		Assessment(s)
1	Analyse and compare the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation	1, 2, 3
2	Explain the choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing	1, 2, 3
3	Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts	1, 2, 3

## PROGRAM LEARNING OUTCOMES

Standard		Assessment (s)
1	<b>Advanced disciplinary knowledge and practices</b> Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2	<b>Enquiry-based learning</b> Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2, 3
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem-solving skills	1, 2, 3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	
5	<b>Global outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	
6	<b>Ethics</b> Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

The first half of the course provides an opportunity for postgraduate students to consider the overall structure and purpose of academic writing. It examines the ways in which research theses in Education are structured and the typical structure and organisation of the various components of a research thesis. This said, through an examination of recently submitted UNSW Education theses, the course also looks at the different ways in which writers are choosing to structure and organise their theses and considers the options available to thesis writers. You are encouraged to consider the

We also look at the rhetorical organisation of the various sections – the ways in which writers use language to develop an argument, take a position, and the strategies they deploy to persuade their reader. We discuss examples from completed UNSW theses and consider how the writers have achieved their purpose. You are encouraged to think



## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Assessment task 1	2000 words	35%	1, 2, 3	1,2, 3	Friday 11/10/2019 By 5.00pm
Assessment task 2	2000 words	35%	1, 2, 3	1,2, 3	Friday 25/10/2019 By 5.00pm
Assessment task 3	2000 words	30%	1, 2, 3	1,2, 3	Friday 15/11/2019 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.









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