



School of Education

EDST5888 Project

Term 3 2020

CONTENTS

- 1. **LOCATION**3
- 2. **STAFF CONTACT DETAILS**.....3
- 3. **COURSE DETAILS**.....3
 - STUDENT LEARNING OUTCOMES 4
 - PROGRAM LEARNING OUTCOMES..... 4
- 4.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate advanced understanding of a topic of interest in education	1
2	Locate and critically evaluate the full range of references relevant to a topic of interest in education.	1
3		

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise and apply knowledge and skills from earlier stages of their program.

5. TEACHING STRATEGIES AND RATIONALE

EDST5888 is a self-directed course. Optional group meetings at the beginning (Week 1) and towards the end (Week 10) of the semester may be organised by some supervising lecturers. These meetings will cover general issues in conducting small-scale projects in your area of specialisation, as well as the preparation required (e.g. developing a project proposal and a clear feasible plan for implementation). The initial session is designed to stimulate student thinking because there are a number of issues that students will need to address so that a feasible project can be developed. In the follow up meeting individual/group discussions and peer mentorship/support will be utilised to increase the capacity and capability of students for conducting small-

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5888 PROJECT

Student Name:
Assessment Task: **Project report**

Student No.:

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, research and practice • clarity and significance of the problem or question and related concepts 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • way(s) approaches adapted to the questions posed, including use of relevant ethical protocols • understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions. • credibility and depth of analysis and interpretation 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • selection and range of key references in the area of the proposed study • use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue 					
Structure and organisation or response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the project • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:
Recommended: /20 (FL PS CR DN HD)

Date:
Weighting: 100%

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 criteria. _____