

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5114 Curriculum and Assessment (6 units of credit)
Term 1 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Chris Davison
Office Location: Morven Brown, G23.
Email: c.davison@unsw.edu.au
Availability: Wednesdays, 12-5.00pm, or via email

3. COURSE DETAILS

Course Name	Curriculum and Assessment
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Wed 17-19.30 (w1-7, 10, Mat 227), see http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

In this course, you will examine how the policies and practices of today connect with historical contexts, traditions, ideologies and beliefs about curriculum and assessment and how future developments are shaped by events and decisions taken in the past. The course covers key issues, policies and events that have shaped reform agendas in the development of curriculum and assessment in New South Wales and Australia on a national level and will consider how these compare to developments internationally. You will be given the opportunity to research, analyse and discuss issues in curriculum and assessment of interest to you.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- f* Catering for a more diverse range of students, including those working in tertiary contexts.

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of curriculum theory and practice. It considers different models of curriculum and general theory of assessment and helps students to understand the historical context and how the policies and practices of today and the future are shaped by events and decisions taken in the past. The teaching approach attempts to actively engage students as they discuss current theory and practice and learn new information and skills. Students will have the opportunity to investigate a curriculum or assessment issue of their choosing.

5. TEACHING STRATEGIES

In this course, lecture, seminars, group discussions and student presentations are utilised. Students will be actively engaged as they investigate and discuss current and historical theories, influences and developments in curriculum and assessment.

7. RESOURCES

Recommended Reading

Schiro, M., (2012). *Curriculum Theory: Conflicting Visions and Enduring Concerns (2nd ed.)*, Sage, see <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

Other key readings and resources will be provided on the course's Moodle site.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed
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Assessment Details

Assessment Task 1: -Written reflection on curriculum in contemporary education contexts.

This task invites you to identify and reflect on the curriculum ideology you most strongly support as an educator, and why.

To complete the task:

- 1.

Literature: What we know so far	<p>What has been written about this issue? What do experts/theorists/academics/practitioners say about this topic? Different views held about this issue? Key issues they raise This can be structured in themes depending on types of critique, analysis, research.</p>	
Discussion & conclusions	<p>Where to from here?</p> <p>What is the way forward? Can the matter be resolved? How? Possible options? Best one and why?</p>	
Implications	<p>Significance of your findings for future practice?</p> <p>What educators can learn about the nature of curriculum/assessment & reporting practice as a result of this investigation?</p>	
Conclusion	Summary of what yo	

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5114 CURRICULUM AND ASSESSMENT

Student Name:
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) \longleftarrow \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved Clarity of the description of the ideology Understanding of key terms and concepts					
Depth of analysis and/or critique in response to the task Relevance and use of examples drawn from your own curriculum experience (as a teacher and/or a learner). Analysis of the strengths and weaknesses of the ideologies and how they may extend, challenge or contradict views on what is good curriculum.					

Familiarity with and relevance of professional and/or research literature used to support response

Appropriate use of relevant readings to support/extend your arguments

