

School of Education

EDST5116
Student Engagement

Term 1, 2020

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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.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5116 Student Engagement (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Convenor: Chris Davison
Office Location: Morven Brown, G23
Email: c.davison@unsw.edu.au
Availability: Wednesdays 1-5 pm, Thursdays 1-5 pm, or via email.

Site-based tutor: Zoe Backes
Email: z.backes@unsw.edu.au

3. COURSE DETAILS

Course Name	EDST 5116 Student Engagement
Credit Points	6 units of credit (uoc)
Workload	Involves 120 hours of study including an orientation session and discussions, readings, research, preparation, and the equivalent of 12 days fieldwork, including one on one and small group teaching.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

This course provides you with an opportunity to apply your knowledge of the historical, political and experiences and outcomes to develop, implement and evaluate an appropriate action plan to improve

STUDENT LEARNING OUTCOMES

Outcome		Assessments
1	Demonstrate knowledge of current educational programs and organisations working within school communities in NSW	1
2	Demonstrate the capacity to work effectively with external professionals, -based personnel to enhance student learning opportunities.	1, 2
3	To develop, implement and evaluate appropriate action plans to improve student learning through collaborative practice within a secondary context	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	

6.

7. RESOURCES

- Adsit, T. L. (2011). *Small schools, education, and the importance of community: Pathways to improvement and a sustainable future*. New York, NY: Rowman & Littlefield.
- Beck, C., & Kosnik, C. (2002). Components of a good practicum placement: Student teacher perceptions. *Teacher Education Quarterly*, 29(2), 81–98.
- Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education*, 17, 925–948.
- Bottrell, D., & Goodwin, S. (2011) *Schools, communities and social inclusion*. South Yarra, VIC: Palgrave Macmillan.
- Brennan, M., Groundwater-Smith, S., & McFadden, M. (2001). *Secondary schooling in a changing world*. Marrickville, N.S.W.: Harcourt.
- Cochran-Smith, M., & Lytle, S.L. (1999). Relationships of knowledge and practice: Teachers learning in communities. *Review of Research in Education*, 24, 249–305.
- Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teachers College Press.
- Cullingford, C. (Ed.). (1996). *Parents, education, and the state*. (1996). Brookfield, VT: Ashgate Pub. Co.
- Erlandson, P., & Beach, D. (2008). The ambivalence of reflection—rereading Schön. *Reflective Practice*, 9, 409–421.
- Frederick, R., Cave, A., & Perencevich, K. (2010). Teacher candidates' transformative thinking on issues of social justice. *Teaching and Teacher Education*, 26(2), 315–322.
- Holcomb, E. L. (2007). *Students are stakeholders, too!: Including every voice in authentic high school reform*

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	Due Date
Assessment 1 Report	2000 words	40%	1	1.1, 3.6, 3.7, 5.4, 5.5, 7.4	Monday 16 March

Section 3: a discussion which clearly indicates the implications of your findings for intervening in the learning of such students, including an individualized action plan for the students.

Section 4: a discussion which clearly indicates what happened to student learning as a result of the intervention, including any ways in which the outcomes of the intervention were constrained or inhibited.

Section 5: a conclusion which summarises what you have done and what you discovered as a result of your project.

Section 6: Individual Action Plan (see sample below)

Please note that you are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order using APA style (6th edition), and any interview questions and anonymised **exemplars** of the learners' performance included as appendices

Sample Individual Action Plan

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5116 STUDENT ENGAGEMENT

