



School of Education

EDST5114

Curriculum and Assessment

Term 1 2021

Contents

1. LOCATION.....	
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STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically review theory and research in the academic literature to enhance understanding of the relationships between curriculum, assessment and reporting;	1, 2
2	Examine key issues and events that have informed curriculum and assessment change in local, national and international contexts;	1, 2
3	Evaluate the impact of ideologies, beliefs and traditions on the role of teachers, students, content and context in examples of curriculum and assessment.	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	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
2	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	Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

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.
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7. RESOURCES

Recommended Reading

- x 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 r HDGLQJV DQG UHVRXUFHV ZLOO EH SURYLGHG RQ WKH FRXU

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1 - Written reflection on curriculum in contemporary education contexts.	2000 words	40%	1-3	1-6	Wednesday 3 rd March 2021 by 5pm
Task 2 - Written analysis and presentation (5 minutes on Moodle) of an investigation into a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you	4000 words	60%	1-3	1-6	Presentations due on Moodle Week 8 (7 April 2021) & Week 9 (14 April 2021). Final paper to be submitted on 21 st April 2021 by 5pm

Submission of assessments

6WXGHQWV DUH UHTXLUHG WR IROORZ WKHLU OHFWXUHU¶V LQVWUXF 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 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. Schiro, M., (2012). *Curriculum Theory: Conflicting Visions and Enduring Concerns* (2nd ed.), Sage, <https://us.sagepub.com/en-us/nam/curriculum-theory/book234465>

In this article the author compares four curriculum ideologies that resonate in historical and contemporary educational contexts:

- A. Scholar academic ideology (Discipline based curriculum)
- B. Social efficiency ideology (Tylerian approach)
- C. Learner centered ideology (child-centred, Deweyian)
- D. Social reconstruction ideology (society oriented, collective good)

Schiro (2012) argues that these different curriculum ideologies shape the role and function of the following factors:

- x Conceptions of knowledge
- x Views of learning
- x Perspectives on childhood/adolescence/adulthood
- x Conceptions of teaching
- x Beliefs about curriculum evaluation and student assessment

2. Write a reflection in which you exemplify the curriculum ideology that best represents your beliefs about the purpose of curriculum. In your response:
 - a. Use the list of factors to structure your description of the ideology you have selected
 - b. Examples drawn from your own curriculum experience (as a teacher and/or a learner) and from other relevant readings should be used to illustrate the role and function of these factors to justify your stance.
 - c. Conclude your account with a brief reflection on the strengths and weaknesses of one or more of the other ideologies you have read about in this article and how they may extend, challenge or contradict your views on what is good curriculum.

Assessment Task 2: Written analysis and presentation (5 minutes on Moodle) of an investigation into a significant issue related to curriculum, and/or assessment, and/or reporting that is of interest to you.

This task invites you to identify a significant issue related to curriculum and or assessment and reporting. You need to summarise the issue, including identifying any different perspectives or views related to the issue, who holds these different views and why. Then analyse what the research literature says about the issue and whether there are any lessons to be learned from the history on this issue. Next, discuss the various ways forward to resolve the issue, or what the options are, and which option seems to be the most suitable and why. Conclude by indicating what needs to be done to bring about a smooth resolution of the issue and/or implementation of the preferred option.

To complete the task, this scaffold might be helpful.

	Component	Your explanation
Title	Clear description of your topic and nature of investigation	
<p>Topic ±broad focus on an aspect of:</p> <p>Curriculum practice?</p> <p>Assessment and/or reporting practice?</p> <p>Relationship between both?</p>	<p>Focus of the investigation</p> <ul style="list-style-type: none"> x A change? x A development? x Historical perspective? x Comparative analysis of approaches? x An imperative? x A kind of perspective? x Other? 	

Describe the context

Sites of curriculum practice this investigation takes into account or occurs within

Site of the investigation:

- x Local, state, national, global,

<p>Literature: What we know so far</p>	<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>	
<p>Discussion & conclusions</p>	<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>	
<p>Implications</p>	<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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5114 CURRICULUM AND ASSESSMENT

Student Name:

Student No.:

Assessment Task 1: **Reflection**

SPECIFIC CRITERIA

