School of Education

EDST1104
Social Perspectives in Education

Semester 1, 2018

with both sociological data and critique

Online Resources

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information re

Student Name: Student No.:

Assessment Task: 1. Article Analysis

SPECIFIC CRITERIA	(-)				(+)
Understanding of the question or issue and the key concepts involved					
Understanding of the task and its relationship to relevant areas of theory, research and practice Clarity and accuracy in use of key terms and concepts.					
Depth of analysis and/or critique in response to the task					
Depth of analysis of relevant key concepts and principles Clarity and depth of evaluation of the selected reading Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (Grad. Standard 1.1).					
Familiarity with and relevance of professional and/or research literature used to support response					
Reference specifically made to material, research and ideas presented in the selected reading.					
Structure and organisation of response					
Appropriateness of overall structure of response Clarity and coherence of organisation, including use of section headings where appropriate.					

Presentation of response according to appropriate academic and linguistic conventions

Clarity, consistency and appropriateness of APA conventions for quoting,

Assessment 3 – Research report

Length: 2000 words, 12-pt double-spaced.

Due: 5pm on Tuesday 5ᵗʰ June, 2018.

Weight: 40%

Purpose:
To identify and analyse in some detail an education provider catering to the needs of specific groups of students within the NSW education system. Through analysis of the provider and consideration of the students serviced, you will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student needs.

Method:
Choose students from <u>two</u> specific areas in the options given for the previous research task (Assessment 2). Research and analyse:
-   the characteristics and needs of your chosen students,
-   the nature of the teaching and learning programs required for these students, and
-   the strategies that can be used to build and support the engagement of these students with learning.

Describe how your chosen school within the NSW education system aims to meet the needs of your chosen students, using evidence from professional sources such as school or system (e.g. NSW DEC, CEO) websites, annual reports, media reports, 'My School' website, published testing and assessment results, etc. that are available as open sources. You are NOT to contact the school directly asking for school

Name: Student Number:

Assessment Task: 3. Research report

SPECIFIC CRITERIA	(-) ——————————————— (+)
Understanding of the question or issue and the key concepts involved	

8. RESOURCES

Set text:

Matthews, J. (2013). The educational imagination and the sociology of education in Australia. *The Australian Educational Researcher*, 40, 155-171.

McMaugh, A. (2011). En/countering disablement in school life in Australia: children talk about peer

Hickling-Hudson, A., Matthews, J., & Woods, A. (2004). *Disrupting preconceptions: Postcolonialism and education.* Flaxton, QLD: Post Pressed.

Ladson-Billings, G. & D. Gillborn (Eds.). (2004). *The RoutledgeFalmer reader in multicultural education* (pp. 71-82). London: RoutledgeFalmer.

Leonardo, S. & Grubb, W. N. (2014). *Education and racism: A primer on issues and dilemmas.* New York: Routledge.

Phillips, J. & Lampert, J. (2012). *Introductory Indigenous Studies in Education* (2nd edn). Frenchs Forest, NSW: Pearson Australia.

Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession.* Port Melbourne, VIC: Cambridge University Press.

Sarra. C. (2006). Young and black and deadly: Strategies for improving outcomes for Indigenous students. In M. Keeffe & S. Carrington (Eds.), *Schools and diversity* (pp. 63-79). Frenchs Forest, NSW: Pearson.

Scanlon, L. (2014). *My School: Listening to Parents, Teachers and Students from a Disadvantaged Educational Setting.* London: Routledge.

Smyth, J. (2011). *Critical Pedagogy for Social Justice.* London: A&C Black.

Vinson, T., Rawsthorne, M., Beavis, A. and Ericson, M. (2015). *Dropping off the Edge: Persistent communal disadvantage in Australia.* Richmond: Jesuit Social Services.

Wadham, B., Pudsey, J., Boyd, R. (2007). *Culture and Education.* Frenchs Forest: Pearson Education Australia.