



School of Education

EDST1104  
Social Perspectives in Education

Trimester 1, Year 1

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1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

#### *National Priority Area Elaborations*

Priority area	
A: Aboriginal and Torres Strait Islander Education	1-13 (all inclusive)
C: Information and Communication Technologies	4, 6, 12 & 14
D: Literacy and Numeracy	1, 2, 3 & 4
E: Students with Special Educational Needs	1 & 8
F: Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4 & 5

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This course aims to equip students to think ‘sociologically’ about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be the case in education. The content of this course will involve students engaging with both sociological data and critique to explore why this focus is important.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of intellectual quality, a quality learning environment and significance for student learning (Gore & Bowe, 2015). The unit also emphasises the interpretive, pedagogical, discursive, relational and institutional work of teaching (Comber, 2005), drawing attention these domains both explicitly through its content, and implicitly through its design and delivery.

#### **5. TEACHING STRATEGIES**

Teaching strategies used during the course will include:

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate; and

online learning from readings and peer interaction on the EDST1104 Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

### **Classes**

You are expected to attend the 2-hour lecture and one 1-hour tutorial each week, and to complete the 6-hour online component as outlined below. The lectures, tutorials and online component provide conceptual and theoretical frameworks from which particular topical issues can be understood. The tutorials are designed to supplement independent study.

You should come to each tutorial having:

- read the designated reading;
- made notes on the reading and on any pertinent and/or unclear areas of your understanding of the reading;
- read as much additional material as is reasonably possible; and
- prepared carefully to engage in debate and other learning activities as relevant each week.

After each tutorial you should:

- consolidate and review your notes and additional materials;
- research and read around specific issues and areas of interest;
- consider points raised in discussion and/or feedback you've been given; and
- prepare, plan, research and draft assignments.

### **Moodle Site**

The course will use Moodle to support the learning and teaching activities of this course. It will be used for communication and discussion, as well as the submission of assignments. You can access Moodle via the TELT Gateway or from your myUNSW account.

### **Online Resources**

The UNSW Library runs the ELISE tutorial online, which familiarises students with academic writing, research and using information responsibly. Information on ELISE can be located at:

<http://subjectguides.library.unsw.edu.au/elise/aboutelise> and an information video can be located at: [https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc\\_3q](https://www.youtube.com/watch?v=XNpsdNMZwFk&feature=youtu.be&list=PLvW1evjftfvmc4MO7hQ4MswzueK5Bc_3q)





## **Assessment 1: Research task (2000 words)**

Students will receive written and oral feedback.

### **Purpose:**

- (i) Demonstrating an understanding of the aims and key issues within social perspectives on education;
- (ii) Identifying, summarising and evaluating key information in academic sources in your own words;
- (iii) Developing your ability to read and think critically;
- (iv) Developing your research practice to help you write the research report.

### **Method:**

**Annotated bibliography: 500 words for each of the four chosen academic sources.** You are to write annotations based on four academic sources (journal articles or book chapters) of your choice, **except that you may not use any of the set readings**, including any of the Welch et al. (2018) chapters.

The sources must meet the following requirements:

- recent (written within the past 10 years);
- from a 'good quality' academic journal/book;
- focus on an aspect of schooling in Australia, with **at least one** source concerning students with linguistic and cultural diversity; and
- adopt a sociological theoretical and/or methodological approach.

For each source produce a summarised response that includes the following:

Main point: What is the main point or argument of this article?

Support: Briefly identify and explain the reasons, evidence, or premises that the author gives in support of this main point or argument.

Evaluation: Evaluate the main point or argument. Do you agree with the author's position? Why or why not?

Reflection: Reflect on and outline how the article is relevant to your studies in this course. How



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FEEDBACK SHEET  
EDST1104 Social Perspectives in Education

Name:

Student Number:

Assessment Task 1: Research task

<b>SPECIFIC CRITERIA</b>	<b>FL</b>	<b>PS</b>	<b>CR</b>	<b>DN</b>	<b>HD</b>
<b>Understanding of the question or issue and the key concepts involved</b> Understanding of the task and demonstrating an ability to concisely summarise theoretical, sociological, political, and/or educational concepts Clarity and accuracy in use of terms and concepts.					
<b>Depth of analysis and/or critique in response to the task</b> Engagement with and explanation of the sources Knowledge and understanding of particular aspects of the social development and					



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## 7. RESOURCES

Set text: