

# School of Education

## EDST5034 Current Issues in Education 1 Term 1, 2020

The School of Education acknowledges the Bedegal and Gadigal 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 EDST5034 Ourrent Issues in Education (6 units of credit), Term 1, 2020 Course Lecturer: Pasi Sahlberg Office Location: Morven Brown, room G48 Email: pasi.sahlberg@unsw.edu.au Phone: 0432 307 955 Availability: Contact for appointment

Classes: February 22<sup>nd</sup> and 23<sup>rd</sup>; March 21<sup>st</sup> and 22<sup>nd</sup>, and May 2<sup>nd</sup>

#### 2. COURSE DETAILS

Course Name	Ourrent Issues in Education I
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours of study, including dass contact hours, individual readings, class preparation, writing, communication, teamwork, and assessment
Schedule	https://moodle.telt.unsw.edu.au/course/view.p hp?id=50334#section-8

#### 3. SUMMARY

Education is one of the most discussed and contentious social issues around the world. It divides people across a spectrum of opinions from those favouring a radical reversal of traditional practice to those damouring for return to educational basics. In many countries, education is at the heart of political debates often according to ideological principles and priorities. The rancorous debate embodies fundamental questions facing society including: What is the purpose of education? How much do teachers influence the quality of education systems? Will technology be the saving grace for the future of education? Do we need tougher accountability in order to improve public school systems? What are the roles of standardized testing, alternative education, private education, and

Australia? Too often reformers choose a side to debate and preach rather than problem solve. These current issues in education are not easily solved with either-or solutions. Instead, answering these questions require constructive dialogue. Identifying, discussing and troubleshooting these global educational issues are the essence of this course.

To achieve these lofty goals this course will invite students to a personal and collective journey to the world of current hard questions in education. This first course will take an international look at some of the burning questions that are common to education systems around the world. This course that is based on a cocktail of individual reading and writing, small group processing of selected issues, and rucial conversations promotes skills for creating alignment and agreement by fostering open dialogue around essential, emotional, and risky topics in global education dialogues. Our collective aim is to build an enriching learning community that supports

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Assessment Task 2: Develop an annotated bibliography that includes 10 or more cited relevant sources you have located on your research topic.

This assessment task should not exceed 4,000 words. You can rely on some literature used during this course, but you are also required to find other sources. This task can include reviews or commentary of some of the books you have read during this course.

### 9. COURSE CONTENT AND STRUCTURE (more details in Moodle)

Week	Activity
	Access website resources to help guide your project via Moodle. Make sure you
	have all required books and learning materials ready for the first seminar.
1	First seminar (22 <sup>nd</sup> and 23 <sup>rd</sup> February): This seminar is an orientation to the
	overall programme, introduction to this course and learning about other
	students.
2-4	Independent work/online contact with group members
	Read course literature and explore more relevant literature. Read at least ten
	Op-Eds in various media, choose the current issue related to your research
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