



School of Education

EDST5034
Current Issues in Education 2

Term 3 2021

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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5034 Current Issues in Education 2 (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Pasi Sahlberg
Office Location: G48, Morven Brown Building
Email: pasi.sahlberg@unsw.edu.au
Availability: Via email

3. COURSE DETAILS

Course Name	Current Issues in Education 2
Credit Points	6 units of credit (uoc)
Workload	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The

Conversation with Andy Hargreaves

2

Read: Austerity and inequality; or prosperity for all? Educational policy directions beyond the pandemic. Access: <https://link.springer.com/article/10.1007/s10671-020-09283-5>

No class since this is your pre-confirmation week

3

Read: Adamson et al. (2016) chapters 4, 6 and 7

Watch: Most Likely to Succeed (2017)

7. RESOURCES

Required Readings

There are three required books that all students should read during this course. All books are available as e-books in the UNSW library.

Adamson, F., Åstrand, B., & Darling-Hammond, L. (Eds.) (2016). Global Education Reform. How privatization and public investment influence education outcomes. New York, NY: Routledge.

https://primoa.library.unsw.edu.au/permalink/f/jhud33/UNSW_ALMA51278273200001731

Netolicky, D., Andrews,

Ravitch, D. (2020). *Slaying Goliath. The Passionate Resistance to Privatization and the Fight to Save America's Public Schools*. New York: Knopf.

Sahlberg, P. (2016). Global Educational Reform Movement and its impact on teaching. In Mundy, K., Green, A., Lingard, R., and Verger, A. (Eds.) *The Handbook of Global Policy and Policymaking in Education*. New York: Wiley-Blackwell, pp. 128-144. Access:

<https://onlinelibrary-wiley-com.wwwproxy1.library.unsw.edu.au/doi/pdf/10.1002/9781118468005.ch7>

Sahlberg, P. (2019). *Facts and Myths About Finnish Schools*. (Seminar series 290).

Melbourne: Centre for Strategic Education. Access: https://pasisahlberg.com/wp-content/uploads/2020/02/CSE_Seminar_Paper_290-Nov2019.pdf

Zhao, Y. (2018). *What Works May Hurt*. New York: Teachers College Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcome Assessed	Due Date
Task 1: Reflective personal journal	No more than 2000 words	50%	1-3	1-5	Friday November 12 th by 5pm
Task 2: Editorial	Final submission to be approximately 400 words	50%	1-2	1, 3	

Assessment Details

Assessment task 1: Reflective personal journal based on weekly seminars

Due:

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 FEEDBACK SHEET
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Student Name:

Student No.:

Assessment Task 1: **Reflective personal journal**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question Understanding of the task and its relationship to relevant areas of theory, research and practice Linking the task to own professional learning					
Depth of analysis and/or critique in response to the task Ability to identify 'current issues' and their role in international educational debates Connecting international issues to those prevalent in Australia currently					
Familiarity with and relevance of professional and research literature used to support response Finding appropriate associations between course and one's own professional growth					
Structure and organisation of response Clarity and style of writing					
Presentation of response according to appropriate academic and linguistic conventions Clarity, consistency and appropriateness of presenting own ideas and reflect on them Creativity of overall response					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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Student Name:
 Assessment Task 2: **Editorial**

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question Appropriateness of the topic to this course Appropriateness of the topic to own research project					
Depth of understanding the issue Style of writing an editorial					
Clarity of argumentation and evidence used to support editorial Ability to present a clear argument in writing Clarity of evidence or reasoning provided in writing editorial					
Structure and organisation of the task Originality of the opening paragraph to attract attention Length of editorial					
Presentation of editorial according to appropriate academic and linguistic conventions Readability with logical flow of ideas Clarity of writing					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: