UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5457
Literature Review

Term 3, 2019

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal 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
EDST 5457 Literature Review (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Professor Colin Evers
Office Location:	Rm G11 Morven Brown Building
Email:	cw.evers@unsw.edu.au
Phone:	9385 1359
Availability:	Email for appointment

3. COURSE DETAILS

Course Name	Literature review
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Independent research supervised by Professor
Lecture	Evers

SUMMARY OF THE COURSE

This course will provide students with an opportunity to conduct an in-depth review of a topic of interest related to education with guidance from an academic supervisor.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Students should be able to demonstrate in depth knowledge and understanding of an appropriate education topic or issue by exploring a wide variety of literature relevant to the topic.	1, 2
2	Students should be able to demonstrate a variety of literature search strategies and to critically examine the quality of the literature related to their topic of interest.	1, 2
3	Students should be able to demonstrate their knowledge and understanding of the structure, organisation and writing style appropriate to a literature review and to communicate a synthesis of the relevant research literature.	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 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

This course is being offered to provide students with an opportunity to undertake a literature review in a specific area of education of their choice. The course will also enable students to develop a deeper reflective approach to education and give them a foundation in working autonomously with guidance from an academic supervisor.

5. TEACHING STRATEGIES

The course will initially use explicit instruction designed to stimulate student thinking because there are a number of issues that students will need to address so that the review of literature can become practicable and feasible and also, group discussion and activities designed to increase the capacity and capability of students for conducting a literature review.

6. COURSE CONTENT AND STRUCTURE

Module/Week Beginning	Topic
	Please contact Professor Evers before the course starts. Preliminary discussion needs to be undertaken concerning the hurdle requirement.
1	Independent work/online contact with supervisor or negotiated consultation **A first draft of the literature review Proposal is due on Day, 27 September 2019.**
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3	
4	
5	
6	
7	
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10	
	Final Literature Review paper is due 29 November 2019.

7. RESOURCES

Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic Approaches to a Successful Literature Review*. Sage

Hallinger, P. (2013) A conceptual framework for systematic reviews of research in educational leadership and management, *Journal of Educational Administration*, 51(2), 126-149. This paper contains many references to both reviews if research and also papers on how to conduct reviews.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Literature Review Proposal	1000 words	Hurdle requirement	1,2,3	1,2,3,4,5	First draft due 27 September 2019, 5 pm
Literature Review – Final paper	6000-8000 words	100%	1,2,3	1,2,3,4,5	29 November 2019, 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for 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 1: Proposal

Task: Your task is to write a 1000-word literature review **proposal**:

The proposal should include the following:

a) An appropriate title.
b) Identify topic.
c) Establish importance of topic.
d) Define key terms.
e) Describe literature search strategies.
f) Describe extent and nature of the literature.
g) Overview of structure for the rest of the review.

Length: 1000 words

Date due: **27 September 2019, 5 pm**

Assessment 2: Literature Review

Task: Write a literature review on the topic you submitted for AT1 (proposal) and which was approved by the lecturer. Your review should include:

a) An appropriate title – matches what your literature review is about.

b) Introduction – sets context, explains what will be reviewed and why it will be reviewed.

c) Body –critical discussion of key research and findings and identification of gaps in the literature.

d) Conclusions, directions for research, implications for practice.

e) APA style for citation and referencing.

Weight: 100%

Length: 6-8000 words

Date due: **29 November 2019, 5 pm**

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET
EDST5457 LITERATURE REVIEW IN EDUCATION

Student Name: Student No:

Assessment Task: Literature Review

SPECIFIC CRITERIA	(-) ⟶ (+)				
Title • Title is concise and accurately reflects topic, issue or area of concern for review.					
Introduction • The topic, issue or area of concern is clearly defined or identified providing an appropriate context for the review and a strong case is made for significance of topic, issue or area of concern. • Definitions of key terms, overall trends in what has been published about the topic; or conflicts in terms, theory, methodology, evidence, and conclusions are briefly noted as necessary. • The purpose for reviewing the literature, the criteria used in analysing and comparing literature and the organisation of the review is explained and, when necessary, it is stated why certain literature is/not included.					
Body • Summary, analysis and synthesis of contributions of significant studies and articles to the body of knowledge under review with reference to the review purpose noted in the introduction. • Critique and evaluation of current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws, controversies or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.					
Conclusions • Conclusions are accurate, linked to and logically flow from the body of the review, implications and limitations are discussed.					
Familiarity with and relevance of professional and/or research literature used to support response • Evidence of extensive reading of broad range of relevant scholarly based literature which has been related to the purpose of the review.					
Depth of analysis and critique in response to task • Evidence of analysis, synthesis and evaluation of topic, issue or area of concern.					
Structure and organisation of response • Clarity, logical sequencing and coherence in organisation and structure of review.					
Appropriate academic and linguistic conventions • Appropriate linguistic conventions (e.g., person, tense, statements, clarity etc.). • Appropriate APA citation conventions for quoting, paraphrasing, attributing sources of information. • Citations in the text match the reference list. • Clarity, consistency and appropriateness of APA referencing format.					
GENERAL COMMENT AND RECOMMENDATIONS FOR NEXT TIME					

Recommended Mark/Grade: /100 (FL PS CR DN HD)

Weighting: 100%

*E=Excellent, *G=Good, *NI= Needs Improvement

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.**