UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5888 Project

Term 3 2020

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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 5888 Project (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Paul Evans
Office Location:	Morven Brown Building, G50
Email:	paul.evans@unsw.edu.au
Availability:	Email to arrange an appointment.

Course resources are available on Moodle. Please post questions about the course in the online course help forum, where the course coordinator (and your peers) will promptly respond.

3. COURSE DETAILS

Course Name	Project
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	No timetabled face-to-face classes

SUMMARY OF THE COURSE

In this course, you will have an opportunity to build on or extend interests developed in your specialist area of education by undertaking a self-directed small-scale individual capstone project, supported by a supervising academic, in small groups with other students from the same specialisation. The project must demonstrate synthesis and application of knowledge and skills developed in coursework components of your specialisation to address a particular problem or issue in a previous or current work context.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- We have developed a framework of online support resources; a group-based discussion and advising area; and a course help forum to provide additional support to students as they navigate this independent study project.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate advanced understanding of a topic of interest in education	1
2	Locate and critically evaluate the full range of references relevant to a topic of interest in education.	1
3	Use appropriate research methodology to obtain and analyse data in an investigation of a topic of interest in education, and report and interpret the significance of the findings in relation to underlying theory and practice	1

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s
1	**Advanced disciplinary knowledge and practices** 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	**Research-based learning** 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
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1
5	**International outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1
6	**Ethical and responsible professional practice** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is being offered to provide students with an opportunity to undertake a small-scale capstone project in a specific area of their specialisation in education. The course will also enable students to develop a deeper reflective approach to education and demonstrate the ability to analyse, evaluate, synthesise and apply knowledge and skills from earlier stages of their program.

5. TEACHING STRATEGIES AND RATIONALE

EDST5888 is a self-directed course. Optional group meetings at the beginning (Week 1) and towards the end (Week 10) of the semester may be organised by some supervising lecturers. These meetings will cover general issues in conducting small-scale projects in your area of specialisation, as well as the preparation required (e.g. developing a project proposal and a clear feasible plan for implementation). The initial session is designed to stimulate student thinking because there are a number of issues that students will need to address so that a feasible project can be developed. In the follow up meeting individual/group discussions and peer mentorship/support will be utilised to increase the capacity and capability of students for conducting small-scale projects. These activities will occur in a climate that is supportive and inclusive of all learners

6. COURSE CONTENT AND STRUCTURE

This course is an independent project. You will form a group with peers from your specialisation, and work with a group advisor to provide some input on your ideas and suggestions for developing your project.

Module	Activity
1	During O-week, complete the orientation activities on Moodle to become familiar with the structure of the course, the nature of the project, and how to work with your advisor. During this process, you will be placed in a group based on your specialisation, where you will discuss the project with your peers and receive feedback from an advisor.
2	Prepare your project proposal (1,000 words). The proposal demonstrates the feasibility of your project in scholarly terms (e.g., conceptual approach, methods, enquiry question) and practical terms (e.g., ability to complete the project within the time frame). Your advisor must approve the project proposal before proceeding. This is due within the first few weeks of term.
3	Complete the proposed project
4	Submit the final project report

7. RESOURCES

There are no prescribed resources. However, you might look back to previous courses you have completed within your specialisation and select readings and material that inspired you the most.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Project proposal and report	A: Proposal (1,000 words) B: Report (6,000)	100%	1-3	1-6	A: Monday 28th September by 5pm B: Monday 23rd November by 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

1. Project proposal and report

A. Proposal
Length: 1000 words
Formative feedback provided online through course website within 10 days of submission. This is a hurdle requirement. Your project proposal must receive approval by your advisor before you can continue to undertake the project.

B. Report
Length: 6,000 words
Qualitative and quantitative feedback provided online through course website within 10 days of submission.

A report of the project in a form appropriate to the nature of the specialisation. The report should be double-spaced and written in APA style. Please note the criteria for the assessment task. Sample reports from a range of specialisms will be provided online on the course's website. The report of the project is usually assessed by the supervising lecturer.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5888 PROJECT

Student Name: Student No.:
Assessment Task: **Project report**

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 significance of the problem or question and related concepts					
Depth of analysis and/or critique in response to the task • way(s) approaches adapted to the questions posed, including use of relevant ethical protocols • understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions. • credibility and depth of analysis and interpretation					
Familiarity with and relevance of professional and/or research literature used to support response • selection and range of key references in the area of the proposed study • use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue					
Structure and organisation or response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the project • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: **/20** **(FL PS CR DN HD)** **Weighting:** **100%**

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.**