

Course Outline (Higher Education)

School:	School of Education
Course Title:	PERSPECTIVES ON CURRICULUM AND ASSESSMENT
Course ID:	EDBED4009
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070103

Description of the Course :

This course will examine contemporary issues about curriculum and assessment within a framework of various philosophical, psychological and political perspectives. These perspectives will inform an analysis of how diverse values and purposes have influenced the development of public views and policy within the Australian context.

A range of assessment strategies will be investigated, including informal and formal, diagnostic, formative and summative approaches to assess student learning. This course explores the concept of constructive alignment between assessment and the curriculum, including associated validity and reliability considerations. Students will create and interpret assessment data to inform teaching practice, as well as how to keep and retrieve accurate and reliable records towards providing appropriate constructive feedback to students and reports on student's progress.

Grade Scheme:

Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component:

No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

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Learning Outcomes:

Knowledge:

- K1.** Explain the nature of teaching, learning and curriculum;
- K2.** Investigate the significance of context in the construction of curriculum;
- K3.** Reflect on how to put in place and run assessment and evaluation systems to gauge the effectiveness of curriculum;
- K4.** Explore the uses of formative and summative assessment;
- K5.** Develop knowledge and understanding of how to develop assessment across curriculum domains.
- K6.** Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Skills:

- S1.** Develop critical thinking and understandings of curriculum and assessment ideas, practices, moderation approaches and its application to support consistent and comparable judgments of student learning
- S2.** Consolidate written skills relevant to reflective practitioners in professional and public discourses about curriculum, assessment and reporting matters;
- S3.** Critically evaluate, critique and redesign existing assessment across academic disciplines;
- S4.** Explore and develop ways to write assessment that serves the ends of social justice for all, and particularly for disadvantaged student populations and school communities.

Application of knowledge and skills:

- A1.** Analyse the values and purposes, which inform curriculum and assessment policies;
- A2.** Evaluate curriculum policy and issues using theoretical perspectives;
- A3.** Explore and consolidate understanding the contested nature of curriculum;
- A4.** Assess, plan and implement effective and inclusive learning programs;
- A5.** Design a teaching program that is informed by analysis of a variety of assessment data;
- A6.** Demonstrate an understanding of a range of strategies for reporting to students and parents/carers using continuous feedback and reports and demonstrating understanding of the purpose of keeping reliable and accurate records of students achievements
- A7.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

Course Content:

- A review of existing understandings about the nature of teaching, learning, curriculum and assessment;
- Investigation of various philosophic psychological and sociological perspectives which provide frameworks for curriculum construction and assessment;
- Exploration of the historically, politically and socially situated nature of curriculum, including contemporary curriculum and assessment documents;
- Implications of federal-state relations for curriculum and assessment in government and non-government schools;
- Analysis of ways in which power, diverse values and purposes of various stakeholders enable and constrain the construction of school knowledge;
- Familiarisation with a wide variety of forms of assessment, evaluation and reporting, and their role in

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interpreting and modifying curriculum for student learning and teaching practices;

- Exploration of the ways in which management and organisation of schooling shape curriculum, learning and assessment;
- Familiarisation and analysis of contemporary curriculum issues, such as outcomes, standards, accountability, values, citizenship, inclusiveness, social justice.
- Consider Strategies for improving and evaluating teaching programs
- Develop an understanding of a range of strategies that can be used to evaluate programs that improve student learning, these include of the role of data analysis, understanding the purpose of timely and appropriate student feedback to students about their learning and peer review in the processes of evaluation and planning learning programs

Values:

- V1.** Recognise and respect multiple points of view about matters of curriculum and assessment;
- V2.** Teaching practice should be informed and reflected upon by evidence-based research in teaching and learning to better understand practice, and its impact on students;
- V3.** Pedagogical awareness develops new approaches that involve deep theoretical knowledge and understanding.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PST will gain increased awareness of the need to remain conversant with current debates, issues and policies.	High
Critical, creative and enquiring learners	PST will learn how to critically review public documents literature regarding issue and policy discussions in education.	High
Capable, flexible and work ready	PST will engage with current and controversial issues in education, reflecting on their implications for teaching and schooling.	High
Responsible, ethical and engaged citizens	PST will reflect on the relevance and application of their own teaching priorities and values in terms of the issues discussed.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1,K2,K3,K4 S1,S2,S3,S4,	Regular journal tasks including online activities	Hurdle task	S/U

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1,K2,K3 S1,S2 A1,A2,A3,	Collaborative in-depth analysis and evaluation of a curriculum issue, policy or program, using theoretical concepts from the course. Include in the analysis of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Presentation, written essay and reflection	40-60%
K3,K4,K5,K6 S1,S2,S3,S4 A1,A4,A5,A6	Group Report on moderation procedures to support consistency and individual sequence of tiered tasks with justification of decision making. Students are required to make use of a variety of assessment and evaluation strategies involving analysing student data to develop an informed unit of work.	Portfolio	40-60%
A7	Successful completion of the LANTITE test	Test	S/U

Adopted Reference Style:

APA