School of Education

EDST5116
Student Engagement

Semester 1, 2018

1. **L**

6. COURSE CONTENT AND STRUCTURE

1. Moodle orientation session, followed by online discussions, readings, research, preparation and assessment

   **See Moodle for Readings and Lecture Topics for Week (Online)

   The course is structured to be completed online through Moodle. Learning activities each week will involve viewing videos, lectures, writing, reading, researching, posting and/or responding to discussion forums. All learning activities and resources can be found on Moodle.

Week

	teacher feedback)
Eleven – Twelve 14 & 21 May	Peer-assessment of Assessment 2
Thirteen **31 May 2018**	Please upload assessment task to Moodle. **31 May 2018 Assessment 2 Due**

7. RESOURCES

Adsit, T. L. (2011). *Small schools, education, and the importance of community: Pathways to improvement and a sustainable future*. New York, NY: Rowman & Littlefield.

Beck, C.. & Kosnik, C. (2002). Components of a good practicum placement: Student teacher perceptions. *Teacher Education Quarterly*, *29*(2), 81–98.

Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education*, *17*, 925–948

Bottrell, D., & Goodwin, S. (2011) *Schools, communities and social inclusion.* South Yarra, VIC: Palgrave Macmillan.

Brennan, M., Groundwater-Smith, S., & McFadden, M. (2001). *Secondary schooling in a changing world*. Marrickville, N.S.W.: Harcourt.

Cochran-Smith, M., & Lytle, S.L. (1999). Relationships of knowledge and practice: Teachers learning in communities. *Review of Research in Education, 24*, 249–305

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teachers College Press.

Cullingford, C. (Ed.). (1996). *Parents, education, and the state*. (1996). Brookfield, VT: Ashgate Pub. Co.

Erlandson, P., & Beach, D. (2008). 42 40008871 0 595.32 841.92 reW* nBT/F5 9.96 Tf1 0 0 1 206.10 G401.01/2403

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	Due Date
Assessment 1 Report	2000 words	40%	1	1.1, 3.6, 3.7, 5.4, 5.5, 7.4	9 April 2018 5pm uploaded to Moodle
Assessment 2 Action plan and report on outcomes	3500 words	60%	1, 2, 3	1.1, 3.1 3.2, 3.7, 5.4, 5.5, 7.3, 7.4	31 May 2018 5pm uploaded to Moodle
Moodle Discussions		Hurdle Requirement	1, 2, 3	1.1, 3.7, 5.5, 7.3, 7.4	Ongoing

Students are required to follow their lecturerôs instructions when submitting their work for assessment.

Assessment 2: Action Plan and Outcomes (60% weighting)

This student engagement project involves working with a small group of underachieving students who have been identified as needing more support to achieve their academic potential in order to develop a detailed action plan for intervention to improve learning, based on the course input and consultation with relevant school support personnel and other key stakeholders and a report of the outcomes of the intervention.

The following steps may be useful in guiding your study:

1. With the help of your Course coordinator or tutor, identify a suitable cohort of 3-5 students for your action plan. Make sure both parents and students (as well as the principal) are happy for you to work with them and they understand what you will be doing and why.

2. Find out ab

Section 4: a discussion which clearly indicates what happened to student learning as a result of the intervention, including any ways in which the outcomes of the intervention were constrained or inhibited.

Section 5: a conclusion which summarises what you have done and what you discovered as a result of your project.

Section 6: Individual Action Plan (see sample below)

Please note that you are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order using APA style (6th edition), and any interview questions and anonymised **exemplars** of the learners' performance included as appendices

Sample Individual Action Plan

Student name: **Year level:**	**Main reasons for choosing this student/group of students:**
Review of progress should be based on collection and analysis of data formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s feedback from the student feedback from the parents/carers *All decisions regarding student learning should be based on a range of data sources. Individual Action Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.*	
Learning improvement goals - Priority areas for improvement. Consider: engagement attendance behavior language and literacy academic achievement	**Learning outcomes** List relevant learning outcomes linked to the learning improvement goals. Consider: engagement attendance behavior language and literacy academic achievement
School and classroom strategies revised pedagogy Consider: revised pedagogy classroom learning interventions small group/individual support behaviour expectations	**Parents/carers expectations/support** Identify in partnership: expectations of parentb n-3(n)-3(tb n-3(n) Tf1 0 0

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5116 STUDENT ENGAGEMENT

Student Name: **Student No.:**
Assessment Task 2