Course Outline

Code: EDU784
Title: Assessment Principles and Practice in Steiner Education

School of: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Shelley Davidow
Course Moderator: Associate Professor Deborah Heck

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

1. What is this course about?
1.1 Description
In this course you will compare Steiner assessment, practices and approaches with current global and assessment trends and focus, critically analysing holistic assessment models in relation to mainstream standardised and competitive approaches. You will identify a particular curriculum area, and evaluate authentic assessment practice and its relationship to Steiner curriculum, programme development and improving student learning outcomes.

1.2 Course topics
• Assessment in Steiner education
• Mainstream assessment practices and global trends
• ‘Naturally occurring evidence’ and other holistic assessment approaches
• Developing ‘authentic assessment’

2. What level is this course?
700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?
12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate Steiner philosophy and approaches regarding assessment in relation to global trends and practice.</td>
<td>Task 1a, 1b, 2</td>
<td>Creative and critical thinkers.</td>
</tr>
<tr>
<td>Develop and design innovative approaches to ‘authentic assessment’</td>
<td>Task 1a, 1b, 2</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
<tr>
<td>Demonstrate expert knowledge regarding assessment and human development</td>
<td>Task 1a, 1b, 2</td>
<td>Knowledgeable.</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**

Students must be enrolled in ED510 or ED705

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**

N/A

6. **How am I going to be assessed?**

6.1 **Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 **Details of early feedback on progress**

In week 3 your responses to the critical readings for Task 1 will be peer-reviewed online.
### 6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Assessment in Steiner Education</td>
<td>Individual</td>
<td>20%</td>
<td>700-1000 words or equivalent</td>
<td>Week 4</td>
<td>Blackboard SafeAssign or presentation</td>
</tr>
<tr>
<td>1b</td>
<td>Assessment in Steiner Education</td>
<td>Individual</td>
<td>0%</td>
<td>2500 words or equivalent</td>
<td>[Week 7]</td>
<td>Blackboard SafeAssign</td>
</tr>
<tr>
<td>2</td>
<td>Developing authentic assessment</td>
<td>Individual</td>
<td>40%</td>
<td>2500 words</td>
<td>Week 13</td>
<td>Blackboard SafeAssign</td>
</tr>
</tbody>
</table>

The total volume of assessment including negotiated components will not exceed 7000 words or equivalent.

**Assessment Task 1a: Improving Competency as an Assessor in Steiner Education (20%)**

**Goal:**
The goal of this task is to select and reflect on 2 rubric designs posted on Blackboard and identify which aspects of the design reflect good practice based on course discussions and readings. Your role in this task is to show evidence of your critical understanding of these precepts and to clearly articulate an understanding of good assessment practice in light of Steiner’s pedagogy.

**Product:** Short response written/presented

**Format:** You will engage with colleagues and research literature to evaluate assessment approaches in Steiner Education.

**Criteria:**
- Evidence of method of making judgements
- Critical analysis of rubrics in the context of Steiner’s pedagogy
- Academic literacies: grammar, spelling, punctuation, APA referencing conventions

**Assessment Task 1b: Assessment in Steiner Education (40%)**

**Goal:**
The goal of this task is to develop an in-depth understanding of the principles of assessment in Steiner education. Your role in this task is to show evidence of your critical understanding of these precepts and to clearly articulate an advanced understanding of assessment practice in light of Steiner’s pedagogy.

**Product:** Report

**Format:** You will engage with colleagues and research literature to evaluate assessment approaches in Steiner Education.

**Criteria:**
- Evidence of process
- Critical understanding of national and global trends and approaches in assessment
- Critical analysis of assessment in the context of Steiner’s pedagogy
- Academic literacies: grammar, spelling, punctuation, APA referencing conventions

**Assessment Task 2: Developing Authentic Assessment (40%)**

**Goal:**
Building on the insights of Task 1a and 1b, you will critically reflect on and develop ideas for authentic assessment in Steiner schools.

**Product:** Critical essay

**Format:** This essay will reflect your process of developing/proposing authentic assessment practice in Steiner Education.

**Criteria:**
- Evidence of process
- Development and design of ‘authentic assessment(s)’ in context
- Critical evaluation of Steiner philosophy and assessment
- Academic literacies: grammar, spelling, punctuation, APA referencing conventions
7. **What are the course activities?**

7.1 **Directed study hours**
A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 **Course content**

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment in Steiner schools in a national and global context – a critique of Steiner Education in action and research</td>
</tr>
<tr>
<td>2</td>
<td>Developing authentic assessment practice in Steiner schools– principles, approaches and innovations</td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

8. **What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 **Prescribed text(s)**

Students will be able to access relevant materials via the library print materials and journals via database searches.

8.2 **Specific requirements**

For online elements access to a computer and Internet is required.

9. **Risk management**

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. **What administrative information is relevant to this course?**

10.1 **Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your
assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub. Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries

In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC South Bank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
Course Outline: EDU784 Assessment Principles and Practice in Steiner Education

- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890  
**Email:** studentcentral@usc.edu.au