

RUBRIC/FEEDBACK SHEET

EDST5457 LITERATURE REVIEW IN EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Literature review

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Title is concise and accurately reflects topic, issue or area of concern for review • The topic, issue or area of concern is clearly defined or identified, providing an appropriate context for the review • General understanding of the form and purpose of a literature review is evident 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • A strong case is made for significance of topic, issue or area of concern • Analysis and synthesis of contributions of significant studies and articles to the body of knowledge under review with reference to the purpose of the review • 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 • Definitions of key terms and overall trends in what has been published about the topic; conflicts in terms, theory, methodology, evidence, and conclusions are noted as relevant • Implications and limitations of the review findings are discussed 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Evidence of extensive reading of a broad range of relevant scholarly based literature related to the purpose of the review 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Appropriate inclusion and exclusion of particular literatures explained/justified where necessary 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Clarity, logical sequencing and coherence in organisation and structure of review • The organisation of the topics in the review is explained and signposted 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • 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 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.