



# EDUC264

## Education: The Policy Context

S1 Day 2014

*Education*

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## General Information

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Credit points

3

Prerequisites

EDUC106(P) or (admission to GDipEd or BEd(Prim) or BEd(Sec))

Corequisites

EDUC105(P) or (admission to GDipEd or BEd(Prim) or BEd(Sec))

Co-badged status

Unit description

This unit builds on understandings gained in EDUC106. It provides students with a critical understanding of the importance of education in contemporary society. It examines the policy context of education and the ways in which policy is socially constructed. It analyses the importance of policy in the teaching profession and classroom pedagogy, and in the context of a constantly modernising and globalising society. The impact of the markets on the symbolic economy of educational institutions (prospectuses, web sites, advertising) is also analysed. Also analysed are the everyday cultures of schooling. A particular focus of this analysis is the spatial and temporal practices of schools, as exhibited in their architecture, timetabling, and so on. Finally, the unit examines what education ought to be like according to liberal (Plato), libertarian (A S Neill) and liberatory (Paulo Freire) educational theorists.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Understand the genealogy of modern educational practices
- Appreciate the importance of social justice discourses in education
- Apply critical thinking and research skills in education
- Apply appropriate levels of ITC and writing skills
- Display ability to communicate ideas in oral, screen and written modes
- Work collaboratively, respectfully in teams
- Reflect upon and have the ability to articulate their learning accomplishments

## Assessment Tasks

Name	Weighting	Due
<a href="#">Short essay</a>	10%	19 March
<a href="#">Essay</a>	30%	28 April
<a href="#">Group presentation</a>	30%	Weeks 4-13
<a href="#">Exam</a>	30%	Exam period

### Short essay

Due: **19 March**

Weighting: **10%**

A 500 word essay on the conception of education as low-risk, early assessment task.

1. Locate and read the three articles listed below:

Beckett, K. S. (2013). Paulo Freire and the Concept of Education. *Educational philosophy and Theory*, 45(1), 49-62.

Chatelier, S. (2013). Towards a renewed flourishing of humanistic education? *Discourse: Studies in the Cultural Politics of Education*. doi: <http://dx.doi.org/10.1080/01596306.2013.834635>

Reid, A. (2002). Public education and democracy: a changing relationship in a globalizing world.

*Journal of Education Policy*, 17(5), 571-585.

2. After reading the articles, write a 500-word essay explaining your position on an approach to education discussed in one or more of these articles.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Display ability to communicate ideas in oral, screen and written modes
- Reflect upon and have the ability to articulate their learning accomplishments

## Essay

Due: **28 April**

Weighting: **30%**

A 1500 word essay, written on one of 4 topics, to demonstrate ability to analyse educational ideas and concepts

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Understand the genealogy of modern educational practices
- Apply critical thinking and research skills in education
- Display ability to communicate ideas in oral, screen and written modes
- Reflect upon and have the ability to articulate their learning accomplishments

## Group presentation

Due: **Weeks 4-13**

Weighting: **30%**

Group tutorial presentation with individually written one-page summary.

On successful completion you will be able to:

- Appreciate the importance of social justice discourses in education
- Apply appropriate levels of ITC and writing skills
- Display ability to communicate ideas in oral, screen and written modes
- Work collaboratively, respectfully in teams

## Exam

Due: **Exam period**

Weighting: **30%**

An exam comprising multiple choice questions, short & long answers questions covering the content of the entire unit

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Understand the genealogy of modern educational practices
- Appreciate the importance of social justice discourses in education
- Apply critical thinking and research skills in education
- Display ability to communicate ideas in oral, screen and written modes
- Reflect upon and have the ability to articulate their learning accomplishments

## Delivery and Resources

While there is no required text for the unit, students are expected to find readings on-line and prepare for tutorials by reading some of the suggested papers.

Students are expected to use the iLearn unit website to submit assessments and communicate with staff.

## Unit Schedule

Week	Lecture Topic or Module Theme
1	<b>Introduction</b>
	<b>Module One: EDUCATIONAL PERSPECTIVES &amp; THEORIES</b>
	<b>Education versus schooling: the great divide</b>
2	<b>Perspectives on education: conservative schooling</b>
	<b>Perspectives on education: the libertarian perspective</b>
3	<b>Perspectives on education: the emancipatory perspective</b>
	<b>Perspectives on education: the free radicals</b>
	<b>Module two: POLICY, EQUITY &amp; SOCIAL JUSTICE</b>
4	<b>Policy and education: from the centre to the periphery</b>
	<b>The curriculum: the knowledge most worth having</b>
5	<b>Educational consumerism: public good versus private greed</b>
6	<b>Education and social justice</b>
	Mid-semester break

7-8	[Students on practicum]
	<b>Module three: MICRO-PRACTICES OF SCHOOLING</b>
9	<b>Globalisation &amp; education: the school &amp; the new world order</b>
10	<b>Work and education: human capital theory &amp; the classroom</b>
11	<b>Making room for learning: the architecture of schooling</b>
12	<b>Making time for learning: the chronology of schooling</b>
13	<b>Revision &amp; review</b>

## Learning and Teaching Activities

### Lectures

Two lectures per week

### Tutorials

One tutorial per week

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Understand the genealogy of modern educational practices
- Appreciate the importance of social justice discourses in education
- Apply appropriate levels of ITC and writing skills

- Work collaboratively, respectfully in teams
- Reflect upon and have the ability to articulate their learning accomplishments

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Apply appropriate levels of ITC and writing skills
- Reflect upon and have the ability to articulate their learning accomplishments

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Understand the genealogy of modern educational practices
- Appreciate the importance of social justice discourses in education
- Apply critical thinking and research skills in education
- Reflect upon and have the ability to articulate their learning accomplishments

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:



## Learning outcomes

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
- Reflect upon and have the ability to articulate their learning accomplishments

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Apply critical thinking and research skills in education
- Work collaboratively, respectfully in teams
- Reflect upon and have the ability to articulate their learning accomplishments

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Display ability to communicate ideas in oral, screen and written modes
- Work collaboratively, respectfully in teams

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Apply appropriate levels of ITC and writing skills

- Display ability to communicate ideas in oral, screen and written modes
- Work collaboratively, respectfully in teams

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Appreciate the importance of social justice discourses in education
- Apply critical thinking and research skills in education

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Appreciate the importance of social justice discourses in education
- Apply appropriate levels of ITC and writing skills