



EDCN842

Leadership for Learning

S2 External 2014

Education

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General Information

Unit convenor and teaching staff

Lecturer

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C3B410

Cathy will be on long service leave until October 6 - please contact Manjula or Stephen.

Lecturer

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Unit Convener

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By appointment.

Marker

Andrea McFarlane

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Contact via Via iLearn Dialogue

Not applicable

Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years)

Corequisites

Co-badged status

Unit description

This unit focuses on the nature of leadership and what it means to lead for learning in a variety of educational contexts including early childhood, primary, secondary, adult and higher education. Participants: - explore and critique experience and existing knowledge and understanding of leadership in educational settings; - develop specialised knowledge of the broad theory and research relevant to the study and practice of educational leadership; - build a deeper understanding and appreciation of recent developments in research, theory and practice of leadership for learning through a process of individual and collaborative scholarship and critical reflection; - apply a range of relevant theories and constructs to the analysis of their own and others' experience of leadership and management in an educational setting; and - develop and demonstrate capacity to lead for learning in multifaceted and changing educational organisations.

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:

Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).

Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.

Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.

Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

General Assessment Information

Learning Activities may be undertaken online or at face-to-face on-campus sessions (although some activities have online components even if undertaken at an on-campus session). Students may choose to be assessed on the basis of their online or on-campus participation, and may choose different modes for different learning activities. Regardless of assessment choice, students are encouraged to participate in both modes if they wish and are in a position to do so. More information on participation and selecting assessment modes for learning activities is

provided in the Online Unit.

Each **online** learning activity forum will be "open" for contributions in iLearn for a limited period (see the Unit Schedule section).

The **on-campus** sessions will involve parallel if not identical discussion topics, but are designed to cover the same content as online discussions.

Assignment 1 is submitted online by completing all database fields for the selected video. The database is accessed from the online unit (iLearn). The state of your entry at the due date (end Week 5) will be taken as your submission for this assignment.

Assignment 2 is submitted as weekly entries in a personal online journal, accessed from the online unit (iLearn). The state of your journal at the due date (end Week 10) will be taken as your submission for this assignment. If you have exceeded the word limit by a substantial number of words you will be asked to select journal entries for assessment purposes.

Assignment 3 is submitted electronically via a link in the online unit. The Assignment should be saved in .doc, .docx or .rtf format and must include the assignment declaration. More information is available for enrolled students in the online unit.

Extension requests must be made in writing to the Unit Convenor, who may request documentation to substantiate the circumstances affecting your inability to submit work on time. If you experience substantial disruption to your studies (i.e. requiring alternative assessment or very late submission) you should follow the process outlined in the [Disruption to Studies Policy](#). If you have a disability or experience ongoing circumstances that require reasonable adjustments to be made to any aspect of your participation, please let the Unit Convenor know, and contact the [Campus Health and Well-being Service](#) for advice and assistance.

Assessment Tasks

Name	Weighting	Due
Learning Activities	15%	Ongoing
Assignment 1 (A1)	15%	End of Week 5
Assignment 2 (A2)	30%	End Week 10
Assignment 3 (A3)	40%	End Week 13

Learning Activities

Due: **Ongoing**

Weighting: **15%**

Learning activities are designed to reinforce the core and recommended readings and to encourage deep and critical exploration of the ideas contained within them. It is important that

you read both deeply and widely from a variety of sources and that you also share your ideas and experiences with your fellow students. Both independent preparation and participation in discussions (online and/or face to face) are keys to effective learning in this unit. Students are encouraged to participate both online and at on-campus sessions, if they are able to attend the latter.

On successful completion you will be able to:

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.

Assignment 1 (A1)

Due: **End of Week 5**

Weighting: **15%**

Selection (from a list provided) of a video for use as a stimulus to explore leadership in a relevant educational setting. Post selection and commentary on it in the class database (database fields are given). This will form the basis for Assignment 3 (A3). More information about the specific task is provided in the online unit.

On successful completion you will be able to:

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.

Assignment 2 (A2)

Due: **End Week 10**

Weighting: **30%**

The learning journal involves regular (weekly) individual entries, providing a reflective account or

commentary in response to specific questions and/or set themes. Questions and themes focus variously on knowledge gained, the student's process of learning, core and recommended readings, application of learning to leadership practice and self-evaluation.

On successful completion you will be able to:

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assignment 3 (A3)

Due: **End Week 13**

Weighting: **40%**

The scenario:

You have been asked to provide a session on leadership for staff at your institution's staff development day. The session is to be a workshop on leadership practice, using a short video to stimulate discussion.

Since you want to make staff aware of some leadership theory, but don't have time to give them a lecture on it, you need to provide them with a background paper that contains some theoretical analysis and appraisal of leadership practice, inspired by and extending ideas or themes from the video stimulus.

The task:

Produce a background paper suitable for your workplace colleagues to read in preparation for the development workshop as outlined in the scenario description above. The background paper has three parts:

1. The main body of the paper, providing a critical analysis and appraisal of the the practice of leadership for learning, using the video clip as a stimulus and/or to provide examples, and
2. Summary of key leadership challenges in your workplace and reasons to act on them.

3. A brief list of critical questions that you would use to guide your conduct of the workshop with your colleagues.

On successful completion you will be able to:

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Delivery and Resources

Overview of Unit Delivery

The unit is organised in such a way as to enable you to learn through a combination of independent reading, collaborative learning activities and written assignments. The unit content is organised into three modules (see the Unit Schedule in the next section) covering, respectively, general introduction and readings, theoretical frameworks (historical, contemporary and emergent) and application of theory to practice. The modules encourage you to explore the unit content (based on readings and examples) in depth, to build analytical, critical and strategic thinking capabilities and to apply these both collaboratively and individually in reflecting on leadership practices and challenges in education. Collaborative learning includes participation in discussions, either online or in person at the three on-campus sessions.

All teaching and learning activities are accessed and managed through the online unit, accessed via iLearn at <https://ilearn.mq.edu.au/login/MQ/>.

To complete the Unit requirements satisfactorily you must have regular and reliable access to the internet.

On-Campus Sessions

On-campus sessions will be held on the following dates. All Sessions are in Room E5A180, and run from 9.30am to 4.30pm, with a break for lunch.

Saturday 16 August 9.30am-4.30pm

Saturday 13 September 9.30am-4.30pm

Saturday 1 November 9.30am-4.30pm

Attendance at on-campus sessions is compulsory for internal students and optional (but very welcome) for external students.

Work requirements

The Unit has been designed as a 4 postgraduate credit point unit, requiring the equivalent of 15 weeks of work over one semester (including the mid-semester break). This means you should expect to spend an average of no less than 10 hours per week on your study in order to meet the requirements of the Unit.

Independent study is an important aspect of the unit, as this develops scholarship and depth of understanding. Other learning activities in the unit (discussions and wiki collaboration) are designed to model the collaborative and collegial processes by which many of the objectives of educational leadership are met.

Textbooks and Readings

The required texts are as follows:

Dubrin, A. J., Dalglish, C. & Miller, P. (2006). *Leadership - 2nd Asia-Pacific Edition*. Queensland, Australia: Wiley and Sons.

Duignan, P. (2012). *Educational Leadership - Together creating ethical learning environments. 2nd Edition*. Cambridge, UK : Cambridge University Press.

These texts will be available from the Coop Bookshop on campus (Ph. 02 9850 7618, Email: macq@coop-bookshop.com.au). You can also order online from the Coop Bookshop website. <http://www.coop-bookshop.com.au/bookshop>

Other prescribed and recommended readings will be available electronically in the Library Reserve, accessed via MultiSearch.

Unit Schedule

Overview

This unit focuses on the nature of leadership and what it means to lead for learning in a variety of educational contexts including early childhood, primary, secondary, adult and higher education. We take a collaborative learning approach in order to share, explore, analyse and ultimately integrate concepts of leadership in education. The unit provides an opportunity for students to bring together theoretical approaches to the study of leadership with their diverse experiences of leadership in the educational workplace. Through this, we encourage reflection and discussion on the relationship between theory and practice with a view to building students' leadership capacity and effectiveness.

Aims and objectives

The **overall objective** of the unit, and indeed of the Educational Leadership and Higher Education Programs, is to enhance your capacity for, and practice of, leadership and

management in educational contexts.

As your teachers, **our aim** is for all of us to share our various interests, experience and expertise in the exploration of the many aspects of educational leadership. Through working together, we hope that we can all develop our understanding of this very complex area of study, research and practice, and in so doing, enhance students' capacity for thoughtful, reflective and ethical leadership in their chosen area of education.

Modules

There are three Modules in the unit. These provide opportunities to:

- explore and critique individual and collective experience and understanding of leadership in educational settings;
- trace the development of theory and research relevant to the study and practice of educational leadership, including key theoretical paradigms and leadership research methodologies;
- build a deeper understanding and appreciation of recent developments in research, theory and practice of leadership for learning through a process of individual and collaborative scholarship and critical reflection; and
- apply a range of relevant theories and constructs to the analysis of leadership and management in an educational setting, and through this, develop and demonstrate the capacity to lead for learning in multifaceted and changing educational organisations.

Schedule of Activities and Assignment Tasks

Wk	Beginning	Module	Learning Activity	Assignment
1	4 Aug	1	LA1 (introductions and challenges)	
2	11 Aug	1	LA1 (introductions and challenges cont.) due Wed 13 Aug LA2 (online discussion) opens Mon 11 Aug On-campus Session 1 Sat 16 Aug	
3	18 Aug	1	LA2 continues	
4	25 Aug	1/2	LA2 closes Wed 27 Aug	
5	1 Sept	2		A1 due Sun 7 Sept
6	8 Sept	2	LA3 (feedback on A1) opens Mon 8 Sept On-campus Session 2 Sat 13 Sept	

7	15 Sept	2	LA3 closes Wed 17 Sept LA4 (wiki) opens Mon 15 Sept	
-	22 Sept -5 Oct	Mid-semester break/study period	LA4 continues	
8	6 Oct	2	LA4 continues	
9	13 Oct	2/3	LA4 closes Wed 15 Oct	
10	20 Oct	3	LA5 (online discussion) opens Monday 20 Oct	A2 due Sun 26 Oct
11	27 Oct	3	LA5 continues On-campus Session 3 Sat 1 Nov	
12	3 Nov	3	LA5 closes Sun 9 Nov	
13	10 Nov	3		A3 due Sun 16 Nov

Learning and Teaching Activities

LA1 - Learning Activity 1

Introductions and leadership challenges - getting to know your classmates (not assessed)

LA2 - Learning Activity 2

Online/On-campus discussion: Module 1 content and readings

LA3 - Learning Activity 3

Providing feedback to group members on A1 and A3 planning.

LA4 - Learning Activity 4

Wiki/On-campus exercise - Module 2 content and readings.

LA5 - Learning Activity 5

Online/On-campus discussion - application of theory to practice.

On-Campus Session 1

OCS1 16 August. Includes LA2 discussion.

On-Campus Session 2

OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.

On-Campus Session 3

OCS3 1 November. Includes discussion equivalent to LA5.

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

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

Disruption to Studies Policy 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/

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) 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

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 1 (A1)
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Online/On-campus discussion: Module 1 content and readings
- Providing feedback to group members on A1 and A3 planning.

- OCS1 16 August. Includes LA2 discussion.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).
- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 1 (A1)
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Online/On-campus discussion: Module 1 content and readings
- Providing feedback to group members on A1 and A3 planning.
- Wiki/On-campus exercise - Module 2 content and readings.
- Online/On-campus discussion - application of theory to practice.
- OCS1 16 August. Includes LA2 discussion.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.

- OCS3 1 November. Includes discussion equivalent to LA5.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Providing feedback to group members on A1 and A3 planning.
- Online/On-campus discussion - application of theory to practice.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.
- OCS3 1 November. Includes discussion equivalent to LA5.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and Further Education or Higher Education).

- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 1 (A1)
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Introductions and leadership challenges - getting to know your classmates (not assessed)
- Online/On-campus discussion: Module 1 content and readings
- Providing feedback to group members on A1 and A3 planning.
- Wiki/On-campus exercise - Module 2 content and readings.
- Online/On-campus discussion - application of theory to practice.
- OCS1 16 August. Includes LA2 discussion.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.
- OCS3 1 November. Includes discussion equivalent to LA5.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Knowledge of theory and practice of educational leadership, demonstrated by ability to describe the nature and influence of leadership for learning in the relevant educational context (Early Childhood Education, School Education, Vocational, Technical and

Further Education or Higher Education).

- Insight into leadership and management action systems, demonstrated by ability to describe and critique the relationship between leadership and management in relevant educational settings.
- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Introductions and leadership challenges - getting to know your classmates (not assessed)
- Wiki/On-campus exercise - Module 2 content and readings.
- Online/On-campus discussion - application of theory to practice.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.
- OCS3 1 November. Includes discussion equivalent to LA5.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Ability to analyse and evaluate the impact of a technology-rich, diverse, global learning environment on the practice of leadership for learning in relevant educational settings.
- Demonstrated application of knowledge, creativity and critical reflection to the development of collaborative, evidence-based leadership thinking and practice in relevant educational settings.

Assessment tasks

- Learning Activities
- Assignment 1 (A1)
- Assignment 2 (A2)
- Assignment 3 (A3)

Learning and teaching activities

- Providing feedback to group members on A1 and A3 planning.
- Wiki/On-campus exercise - Module 2 content and readings.
- Online/On-campus discussion - application of theory to practice.
- OCS2 13 September. Includes feedback exercise for LA3; exercise on readings for LA4.
- OCS3 1 November. Includes discussion equivalent to LA5.

Changes from Previous Offering

A number of factors, in addition to our usual ongoing reflection on the unit's content and curriculum, have influenced our decision to make changes to the unit this year. These include:

- feedback from 2013 students
- changing expectations (student, staff and external stakeholders) relating to the use of technology and integration of new media in learning and teaching
- changes to the iLearn "theme" (layout of online unit) and further developments in our use of iLearn teaching tools following trials in 2012 and 2013 units
- the need to spread out the student workload and staff marking load.

This year most changes are around improving clarity of instructions and tasks. There has been little change to assignment tasks and only small changes to learning activities.

Although students found the wiki tool a little challenging to use in 2013, we have decided to retain it because it is our view that many of students have not yet realised its potential to frame the student as a co-creator or co-producer of curriculum artefacts, rather than as a passive consumer of information. We believe that it's important to expose our students to emerging technologies such as wikis, even if they are somewhat flawed. We want to equip our students to evaluate and lead the expansion of technology in teaching with full awareness of the experience of using them in that more active mode.

The substantive changes to the unit are as follows:

- All assessment information has been moved to the top of the online unit (in "Topic 0") and collated as "chapters" in an iLearn "Book Module".
- Some improvements have been made to the scaffolding of the wiki task for one of the online

activities (LA4).

- Learning activities have been slightly rearranged - this doesn't involve additional work but better delineates the discussion of general/cross-sector literature from more sector-specific readings and applications in the final activity. We continue the use of both cross-sector and sector-based groups for collaboration and feedback as appropriate.
- Assignment 2 Journal themes/questions are all provided "up front" instead of week by week, although the weekly themes/questions are also repeated in the Calendar in the online unit. This task has also been extended with an additional two weeks to enable reflection that encompasses a greater portion of the contents
- Reading lists have been updated with several recent publications added.

Changes since First Published

Date	Description
24/07/ 2014	One tiny mistake! - the due date for A1 was wrong in the Unit Schedule - sorry! Sharp-eyed marker picked that one up. Sorry!!!!!!
21/07/ 2014	There are no changes, I just wanted to check whether a resolution to a help ticket had taken effect. It hasn't. C