



EDUC703

Curriculum Studies

S2 External 2014

Education

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General Information

Unit convenor and teaching staff

Norman McCulla

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

The study of curriculum is central to our understanding of educational institutions. It can be focused on the learning of a single student or group of students; on the formal curriculum of a school or other educational workplace; or it can be expansive in its national and international focus. This unit encompasses each of these areas and introduces you to the breadth of curriculum studies. It considers the nature of curriculum, the relationships between curriculum, knowledge and ideology, curriculum planning, curriculum implementation and evaluation, curriculum change and curriculum futures. You are encouraged to apply insights developed from the theory and practice of curriculum studies that we consider to your own school/workplace/organisation and to the analysis of current state, national and international trends in curriculum. We consider current issues being researched or unfolding in the curriculum literature with a view to identifying research trends and possibilities.

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:

1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of

curriculum planning, implementation and evaluation

3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.

4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment Tasks

Name	Weighting	Due
<u>Seminars</u>	30%	Fortnightly
<u>Reflective Journals 1 and 2</u>	30%	Weeks 9 & 15
<u>Major Assessment Task</u>	40%	Wek 13

Seminars

Due: **Fortnightly**

Weighting: **30%**

Seminars and the online discussions within them are part of each module. They provide the key means of learning from each other and of opening up the issues under consideration. They are introduced (but not assessed) in Module 1. There are 7 modules in the unit.

On successful completion you will be able to:

- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.

Reflective Journals 1 and 2

Due: **Weeks 9 & 15**

Weighting: **30%**

Written critical reflection serves as a point of closure for each module by providing an opportunity for you to bring your thoughts together on the issue in a scholarly way and, in so doing, reference the material that has influenced your thinking. Questions are posed on which to frame your response. Two reflective journals are submitted, each of no more than 1500 words.

On successful completion you will be able to:

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Major Assessment Task

Due: **Wek 13**

Weighting: **40%**

The topic for your major assessment task is determined in consultation with the Unit Co-ordinator and within the scope of the unit's learning outcomes. Material is provided within the unit to assist you in doing this. The task is designed to assist you in identifying a suitable focus for a research project or projects in the area encompassed by curriculum studies.

On successful completion you will be able to:

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Delivery and Resources

The unit is available entirely online.

The modules will assume that you have your own copy of the required texts below:

- Brady, L. and Kennedy, K. (2013). *Curriculum Construction*. Frenchs Forest, Sydney. Pearson. (Fifth edition)
- Smith, D. and Lovat, T. (2003). *Curriculum- Action on Reflection*. Tuggerah. Social Science Press. (Fourth Edition)

Books can be ordered from the Co-op Bookshop on campus (+61 2 9850 7618) or via the Bookshop website: <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

The unit centres on 7 Modules:

Module	
<i>Module 1</i> INTRODUCTION	
<i>Module 2</i> THE SOCIAL AND IDEOLOGICAL CONTEXTS OF CURRICULUM	
<i>Module 3</i> CULTURAL DIVERSITY AND CURRICULUM	
<i>Module 4</i> CURRICULUM PLANNING AND DESIGN	
<i>Module 5</i> CURRICULUM ASSESSMENT, EVALUATION AND REVIEW	
<i>Module 6</i> CURRICULUM CHANGE	
<i>Module 7</i> CURRICULUM FUTURES	

Unit Schedule

Week beginning	Wk	Module	On-Campus Session	Seminars and Learning Activities	Assessment Task
4 August	1	1	-	-	-
11 August	2	1	<i>Getting to Know You 14 August 6-7.30pm</i> <i>E6A116</i>	LA1	Attendance at the on-campus orientation session is voluntary unless you are an international student studying at Macquarie when it is compulsory.
18 August	3	2	-	-	-
25 August	4	2	-	LA2	-
1 September	5	3	-	-	-

8 September	6	3	-	LA3	-
15 September	7	4	-	-	Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 19 September.
22 September	8	4	<i>(Mid-semester Break)</i>	LA4	
29 September	9	5	<i>(Mid-semester Break)</i>	-	Critical Reflection Assignment (A) Modules 2-4. Due Monday 6 October
6 October	10	5		LA5	
13 October	11	6	-	-	-
20 October	12	6	-	LA6	-
27 October	13	7	-	-	Major Assessment Task due Sunday 2 November
3 November	14	7	-	LA7	
10 November	15	-	-	7	Critical Reflection Assignment (B) Modules 5-7 Due Friday 14 November

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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment tasks

- Seminars
- Reflective Journals 1 and 2
- Major Assessment Task

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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
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- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment tasks

- Seminars
- Reflective Journals 1 and 2
- Major Assessment Task

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 outcome

- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment task

- Major Assessment Task

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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment tasks

- Seminars
- Reflective Journals 1 and 2
- Major Assessment Task

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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field to the role of the educational leader
- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment task

- Major Assessment Task

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 outcome

- 4. Demonstrate a capacity to identify key themes, trends and/or issues in curriculum research.

Assessment task

- Major Assessment Task

Changes from Previous Offering

The unit is updated each year based on participants' evaluations and contemporary developments in curriculum in Australian and other education jurisdictions.