EDUC702

Sociology and Education

S2 External 2014

Education

Contents

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General Information

Unit convenor and teaching staff
David Saltmarsh
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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit explores the foundations of and recent developments in the sociology of education and examines links to teaching and learning and other relevant workplace learning contexts. The seminars explore topical research findings in several areas including the equality and disadvantage in education, global competition, markets and regulation in education, and education and work. The unit will also explore the research methods: ethnography, discourse and contextual analysis. The learning tasks will develop skills in understanding approaches to research and the way in which research problems are identified, described and investigated in this discipline.

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: Understanding of traditional concerns in the sociology of education

Knowledge: • Understanding of contemporary concerns relating to: o Inequality & disadvantage in education o Markets & regulation in education o Global competition

Knowledge: • Research methods relevant to the sociology of education, particularly: o Ethnography o Narrative inquiry

Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship

Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise

complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice

Skills: Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level

Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences

Skills: Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

Application of knowledge and skills: With creativity and initiative to new situations in professional practice or for further learning

Application of knowledge and skills: With high level personal autonomy and accountability

Application of knowledge and skills: To plan and execute a substantial research-based project or piece of scholarship

Assessment Tasks

Name	Weighting	Due
Critical reviews	20%	Week 4, 31 August 2014
Ed. disadvantage project	40%	Week 8, 12 October 2014
Markets & competition project	40%	Week 13, 14 November 2014

Critical reviews

Due: **Week 4, 31 August 2014**
Weighting: **20%**

Submit two 400-word critical reviews of specified journal articles

On successful completion you will be able to:

- Knowledge: Understanding of traditional concerns in the sociology of education

- Knowledge: • Understanding of contemporary concerns relating to: o Inequality & disadvantage in education o Markets & regulation in education o Global competition

- Knowledge: • Research methods relevant to the sociology of education, particularly: o Ethnography o Narrative inquiry

- Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship

Ed. disadvantage project

Due: **Week 8, 12 October 2014**
Weighting: **40%**

Write an essay of about 1500 words examining the issue of educational disadvantage in Australia

On successful completion you will be able to:

- Knowledge: • Understanding of contemporary concerns relating to: o Inequality & disadvantage in education o Markets & regulation in education o Global competition
- Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship
- Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Skills: Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Skills: Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship
- Application of knowledge and skills: With creativity and initiative to new situations in professional practice or for further learning
- Application of knowledge and skills: With high level personal autonomy and accountability
- Application of knowledge and skills: To plan and execute a substantial research-based project or piece of scholarship

Markets & competition project

Due: **Week 13, 14 November 2014**
Weighting: **40%**

Write an essay of about 1500 words examining the issue of educational markets and competition in Australia

On successful completion you will be able to:

- Knowledge: • Understanding of contemporary concerns relating to: o Inequality & disadvantage in education o Markets & regulation in education o Global competition
- Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship
- Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Skills: Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Skills: Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship
- Application of knowledge and skills: With creativity and initiative to new situations in professional practice or for further learning
- Application of knowledge and skills: With high level personal autonomy and accountability
- Application of knowledge and skills: To plan and execute a substantial research-based project or piece of scholarship

Delivery and Resources

The majority of the communication in the unit will be done online. However, students enrolled as internal will also be able to attend seminars on-campus on Mondays at 4:00pm in W5C213

Unit Schedule

EDCN817 Sociology & education	
Module 1: Approaches to the sociology of education	
4 Aug	1 Historical overview
11 Aug	2 Theoretical perspectives
18 Aug	3 Methods

23 Aug	4 Assumptions & critique
Assessment 1 - 2 critical reviews: due 31 Aug	
Module 2: Educational disadvantage	
1 Sep	5 Educational disadvantage & poverty in Australia
8 Sep	6 Low SES school communities
15 Sep	7 Strategies for reform
22 Sep	**Mid-semester break**
29 Sep	
6 Oct	8 Online media sharing (no seminar – public holiday)
Assessment 2 - Essay - Educational disadvantage: due 12 Oct	
Module 3: Markets & competition in education	
13 Oct	9 NAPLAN & MySchool
20 Oct	10 International competition
27 Oct	11 Online media sharing (no seminar)
3 Nov	12 Markets in education
10 Nov	13 Online media sharing (no seminar)
Assessment 3 - Essay - Markets & competition in education: due 14 Nov	

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: Understanding of traditional concerns in the sociology of education
- Knowledge: • Understanding of contemporary concerns relating to: o Inequality & disadvantage in education o Markets & regulation in education o Global competition
- Knowledge: • Research methods relevant to the sociology of education, particularly: o Ethnography o Narrative inquiry

Assessment tasks

- Critical reviews
- Ed. disadvantage project
- Markets & competition project

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

- Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship
- Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Skills: Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and

    non-specialist audiences

- Application of knowledge and skills: To plan and execute a substantial research-based project or piece of scholarship

Assessment tasks

- Critical reviews
- Ed. disadvantage project
- Markets & competition project

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

- Knowledge: • Research methods relevant to the sociology of education, particularly: o Ethnography o Narrative inquiry
- Skills: Cognitive skills to demonstrate mastery of theoretical knowledge, reflect critically on theory for professional practice or scholarship
- Skills: Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
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- Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
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- Application of knowledge and skills: To plan and execute a substantial research-based project or piece of scholarship

Assessment tasks

- Ed. disadvantage project
- Markets & competition project

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

- Skills: Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Skills: Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences

Assessment tasks

- Ed. disadvantage project
- Markets & competition project

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 outcome

- Application of knowledge and skills: With high level personal autonomy and accountability

Assessment tasks

- Ed. disadvantage project
- Markets & competition project

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

- Skills: Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

- Application of knowledge and skills: With creativity and initiative to new situations in professional practice or for further learning

- Application of knowledge and skills: With high level personal autonomy and accountability

Changes from Previous Offering

This is the first time EDUC702 has been run. Except for the assessment, it is the same as EDCN817, a unit in the Masters program. This offering of EDUC702 is similar to the version of EDCN817 run in 2013.