



# EDUC106

## Education: The Social and Historical Context

S2 Day 2014

*Education*

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## General Information

Unit convenor and teaching staff

Convenor - Senior lecturer

David Saltmarsh

[david.saltmarsh@mq.edu.au](mailto:david.saltmarsh@mq.edu.au)

Contact via 02 9850 8978

C3A928

Senior lecturer

Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit explores the historical and social contexts in which Australian education occurs. The perspectives that inform the unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit begins with an overview of the development of education in Australia by discussing a number of key moments in the history of Australian education. The unit gives emphasis to issues of social justice and social disadvantage and also considers these matters in relation to contemporary issues in education: media, technology and community.

## 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:

Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events

Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources

Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

Be able to effectively communicate ideas, and present them in new and creative ways

Be able to work collaboratively and ethically with others

## General Assessment Information

Assessment tasks in EDUC106 are linked and together develop a set of skills and knowledge. To successfully complete the unit you are required to submit the Review of Academic Literature (RAL), Research essay, present (or submit for externals) the Current Issues Collaboration (CIC) digital artefact and submit the CIC report, and participate in all classes (lectures and tutorials for internal students; OCDs for externals).

## Assessment Tasks

Name	Weighting	Due
<a href="#">Reviewing Academic Literature</a>	10%	Week 5, 1 Sep 2014
<a href="#">Educational disadvantage</a>	40%	Week 8, 7 October 2014
<a href="#">Current Issue collaboration</a>	30%	Weeks 11-13, 3 Nov 2014
<a href="#">Examination</a>	20%	Exam period

### Reviewing Academic Literature

Due: **Week 5, 1 Sep 2014**

Weighting: **10%**

Submit a one-page review (approx. 400 words) of the following article:

Connell, R. W. (2013). Why do market 'reforms' persistently increase inequality? *Discourse: Studies in the Cultural Politics of Education*. 34:2, 279-285

This article is available in the library's electronic journal collection.

On successful completion you will be able to:

- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied
- Be able to effectively communicate ideas, and present them in new and creative ways

### Educational disadvantage

Due: **Week 8, 7 October 2014**

Weighting: **40%**

*Write an essay in which you consider the situation of students disadvantaged by: the low socio-economic status of their family, living a remote or rural location, disability, indigeneity, gender or sexuality, or cultural, ethnic or linguistic background. Comment on how effectively schools, and the education system more generally, prepares these disadvantaged students for employment, further education and training, and life beyond school.*

On successful completion you will be able to:

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events
- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied
- Be able to effectively communicate ideas, and present them in new and creative ways

## Current Issue collaboration

Due: **Weeks 11-13, 3 Nov 2014**

Weighting: **30%**

In a group of three or four students, devise a project and prepare a digital artefact that can be presented to others and discussed in a seminar, and added to the unit website. Students must also submit an individually written, 750-word report.

On successful completion you will be able to:

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events
- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied
- Be able to effectively communicate ideas, and present them in new and creative ways
- Be able to work collaboratively and ethically with others

## Examination

Due: **Exam period**

Weighting: **20%**

Final exam

On successful completion you will be able to:

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events

## Delivery and Resources

- **University regulations require that students attend all lectures and tutorials for which they have nominated.**
- There are two different lectures provided each week
  - Lecture 1 is first given at 12:00 pm Monday in X5BT1 and repeated at 1:00 pm Monday in W5A Price Theatre.
  - Lecture 2 is first given 1:00 pm Wednesday in W5A Price Theatre and repeated at 3:00 pm Wednesday in X5BT1.
- Tutorials are conducted on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays
- Make use of information and computer technology for the production of assignments, research and communication.

Students will be notified of an online evaluation of the unit available 20 Oct – 15 Nov and are encouraged to provide feedback.

### Tutorials

Attendance at tutorials is required because teaching, in the form of explanations, feedback, and discussion will occur during these sessions, and because collaborative activities will also occur

### Technology required

Effective use of information technologies is essential for all students and teachers. To ensure that all EDUC106 students begin to develop or extend these skills students must have regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A210 can be accessed at specified times. Most local libraries are also now linked to the Internet.

## Learning and Teaching Activities

### Overview

This series of presentations, and the accompanying learning/OCD activities, is divided into four modules. The four assessment tasks submissions, including the low risk early assessment task, largely assess material in each of the sections while the exam questions are drawn from all areas of the unit. The first module presents a traditional sociology of education and the familiar

themes of class, race and gender as they relate to education. The second module considers education and governance and presents a more contemporary sociology of education. Here the themes of governance, subjectivity and pre-adulthood are addressed. Both these sections explore the social context of education and issues of social disadvantage in education. The third module deals with cultural context of education and the final module considers philosophy, ethics and law as it relates to education.

## Module 1. A traditional sociology of education

The unit begins with a framing of education that will be familiar to most, and this is a view established by sociologists of education on a foundation of theories and concerns about matters of class, gender and race.

### 1.1 INTRODUCTION: MASS EDUCATION AND THE SENSE OF IT (4 AUG 2014)

This presentation provides an introduction to EDUC106. • Presentations and seminars (tutorials) • Teaching staff • Unit website • What we will do in lectures o Technology to be used • Learning objectives, assessment & standards • Terminology (mass education, public schooling, etc.)

### 1.2 SOCIAL CLASS: THE RISE OF MASS EDUCATION (6 AUG 2014)

• Female Orphan School and Macquarie • Battle with the churches for control of education • Education in 19th century Australia: From social discipline, to citizen right, to arbiter of social privilege

#### 1 Seminar (tutorial) activities

• Discuss approaches to learning to be used the unit • Clarify assessment expectations and arrangements • Understand the unit web site arrangement

#### Essential reading

Tait, G. (2013). Introduction. In Making sense of mass education. Port Melbourne: Cambridge University Press

### 2.1 SOCIAL CLASS: INEQUALITY (11 AUG 2014)

• How is inequality determined? • How does inequality effect education? • Making the Difference

### 2.2 SOCIAL CLASS: EDUCATIONAL DISADVANTAGE (13 AUG 2014)

• Explaining educational disadvantage o Critical theorists o Bourdieu and capital • Review of funding for schooling (Gonski) • Critical pedagogy: Researching disadvantage

#### 2 Seminar (tutorial) activities

• Discuss the myths regarding social class outlined by Tait • Revise locating articles: Connell (2013); Keddie & Williams (2012) • How to review academic literature. You might ask yourself

the following questions: o What is the article about? o What is the author's line of argument? o What evidence or information is used to support these claims? o How is this information analyzed? o Are these findings significant, and if so, why? o Do you find the argument plausible?

- Review the RAL rubric items

## Essential readings

Tait, G. (2013). Social class (Chapter 1). In Making sense of mass education. Port Melbourne: Cambridge University Press  
Connell, R. W. (2013). Why do market 'reforms' persistently increase inequality? Discourse: Studies in the Cultural Politics of Education. 34:2, 279-285

## Essential readings

Tait, G. (2013). Social class (Chapter 1). In Making sense of mass education. Port Melbourne: Cambridge University Press  
Connell, R. W. (2013). Why do market 'reforms' persistently increase inequality? Discourse: Studies in the Cultural Politics of Education. 34:2, 279-285

## Before next tutorial:

- Draft a review of the Connell (2013) article and bring it to next seminar
- Locate and read the Keddie and Williams (2012) article

## 3.1 SOCIAL CLASS: INDIGENOUS LEARNERS (18 AUG 2014)

- Indigenous students: Rural, remote or urban learners?
- Issues faced by indigenous students in school
- Teaching about indigenous students

## 3.2 SOCIAL CLASS: LIVING OUTSIDE THE METRO (20 AUG 2014)

- Issues faced by students in rural areas
- Resource issues in rural areas
- Teaching in rural areas

## 3 Seminar (tutorial) activities

- Discuss draft reviews of Connell (2013)
- Discuss issues of indigenous education raised by Keddie and Williams (2012)
- Discuss current events that link with the social class topic

## Essential reading

Keddie, A. & Williams, N. (2012). Mobilising spaces of agency through genealogies of race and gender: issues of indigeneity, marginality and schooling. Race Ethnicity and Education. 15:3, 291-309

## 4.1 GENDER: SEX AND GENDER (25 AUG 2014)

- Definitions and terminology
- School provision of services
- Overview of developments in policy

## 4.2 GENDER: GENDERED SCHOOLING (27 AUG 2014)

- Case study
- Run like a girl (video link)
- Goldie blox (video link)

## 4.2 GENDER: GENDERED SCHOOLING (27 AUG 2014)

- Case study • Run like a girl (video link) • Goldie blox (video link)

### 4 Seminar (tutorial) activities

- Discuss the myths regarding gender outlined by Tait • Discuss gender issues raised by Keddie and Williams (2012) • Discuss current events that link with the gender topic • Using library databases to find academic literature

### Essential reading

Tait, G. (2013). Gender (Chapter 2). In Making sense of mass education. Port Melbourne: Cambridge University Press

## On-campus day (OCD1) for externals (30 Aug 2014)

The on-campus day workshop will be held in W6B345, but you should also register at the Centre for Open Education (COE). The COE reception desk is located in building X5B and will be open on Saturday from about 8:30 am.

## 5.1 RACE/ETHNICITY: DEMOGRAPHICS OF NSW EDUCATION (1 SEP 2014)

- Cultural concentrations • Critical race theory • Case study

## 5.2 RACE/ETHNICITY: INTERCULTURAL LEARNERS (3 SEP 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 5 Seminar (tutorial) activities

- Discuss the myths regarding race and ethnicity outlined by Tait • Discuss current events that link with the race and ethnicity topic • Developing an argument in an essay

### Essential reading

Tait, G. (2013). Race/ethnicity (Chapter 3). In Making sense of mass education. Port Melbourne: Cambridge University Press

## Module 2. Education and governance: A contemporary sociology

Due to a number of factors, globalization and the emergence of certain technologies to name two, a focus on class, gender and race no longer adequately explains social disadvantage or inequality. Consequently, an alternative way of understanding the context of education is offered.

## 6.1 GOVERNANCE: GOVERNING SUBJECTS (8 SEP 2014)

- The notion of governance • Implications for schooling



## 6.2 GOVERNANCE: SCHOOL RULES (10 SEP 2014)

- Case study

### 6 Seminar (tutorial) activities

- Discuss the myths regarding governance outlined by Tait
- Discuss current events that link with the governance topic
- Critical pedagogy

### Essential reading

Tait, G. (2013). Governance (Chapter 4). In Making sense of mass education. Port Melbourne: Cambridge University Press

## 7.1 SUBJECTIVITY: THE SUBJECTS OF EDUCATION (15 SEP 2014)

- The notion of subjectivity
- Implications for schooling

## 7.2 SUBJECTIVITY: DISABILITY AND INCLUSION (17 SEP 2014)

- Definitions of ability
- School provision of services
- Overview of developments in policy

### 7 Seminar (tutorial) activities

- Discuss the myths regarding subjectivity outlined by Tait
  - Discuss current events that link with the disability topic
  - Project-based learning overview
  - Form presentation groups
  - Decide on communication method between group members
- Note: Groups are encouraged to communicate during the mid-semester break, especially those groups who will not have a seminar during week 8 because of the public holiday on Monday 6 October.

### Essential reading

Tait, G. (2013). Subjectivity (Chapter 5). In Making sense of mass education. Port Melbourne: Cambridge University Press

## MID-SEMESTER BREAK (22 SEP – 3 OCT 2014)

Followed by PUBLIC HOLIDAY (6 OCT 2014)

## 8.1 PRE-ADULTHOOD: VISIONS OF CHILDHOOD (8 OCT 2014)

- Definitions and terminology
- School provision of services
- Overview of developments in policy

### 8 Seminar (tutorial) activities

- Discuss the myths regarding pre-adulthood outlined by Tait
  - In groups:
    - o Decide a presentation topic
    - o Perform a skills audit
- Note: Groups not meeting because of the public holiday (6 Oct) are encouraged to do these activities online

## Essential reading

Tait, G. (2013). Pre-adulthood (Chapter 6). In Making sense of mass education. Port Melbourne: Cambridge University Press

## Module 3. Cultural context of education

Cultural elements play a significant role in people's lives, and consequently in their understanding of the society and communities they inhabit. These cultural elements inevitably influence education.

### 9.1 MEDIA: MEDIA LITERACY (13 OCTOBER 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 9.2 MEDIA: SCHOOL COMMUNITIES (15 OCTOBER 2014)

- Case study: 'Reflections from the riot zone' • Representations of teachers in the media

## 9 Seminar (tutorial) activities

- Discuss the myths regarding the media outlined by Tait • In groups develop presentation

## Essential reading

Tait, G. (2013). The media (Chapter 7). In Making sense of mass education. Port Melbourne: Cambridge University Press

### 10.1 POPULAR CULTURE: MOVIE LESSONS (20 OCT 2014)

- Popular culture and education • Representations of schools in movies • Authenticity and fantasy

### 10.2 POPULAR CULTURE: CULTURE IN THE CLASSROOM (22 OCT 2014)

- Theories of culture • Youth culture

## 10 Seminar (tutorial) activities

- Discuss the myths regarding popular culture outlined by Tait • In groups develop presentation

## Essential reading

Tait, G. (2013). Popular culture (Chapter 8). In Making sense of mass education. Port Melbourne: Cambridge University Press

### 11.1 TECHNOLOGY: SOCIAL MEDIA (27 OCT 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 11.2 TECHNOLOGY: MOBILE LEARNING (29 OCT 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

## 11 Seminar (tutorial) activities

- Discuss the myths regarding technology outlined by Tait • CIC presentations commence

## 11 Seminar (tutorial) activities

- Discuss the myths regarding technology outlined by Tait • CIC presentations commence

## Essential reading

Tait, G. (2013). Technology (Chapter 9). In Making sense of mass education. Port Melbourne: Cambridge University Press

## Module 4. Philosophy, ethics, the law and education

In the final module we reflect on a number of issues about the ways that schooling is organized and how actors work within these arrangements.

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### 12.1 PHILOSOPHY: TEACHERS AND PEDAGOGY (3 NOV 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 12.1 PHILOSOPHY: TEACHERS AND PEDAGOGY (3 NOV 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 12.2 ETHICS AND LAW: TEACHERS AS PROFESSIONALS (5 NOV 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

### 12.2 ETHICS AND LAW: TEACHERS AS PROFESSIONALS (5 NOV 2014)

- Definitions and terminology • School provision of services • Overview of developments in policy

## 12 Seminar (tutorial) activities

- Discuss the myths regarding ethics and law outlined by Tait • CIC presentations continue

## 12 Seminar (tutorial) activities

- Discuss the myths regarding ethics and law outlined by Tait • CIC presentations continue

## Essential reading

Tait, G. (2013). Ethics and law (Chapter 11). In Making sense of mass education. Port

Melbourne: Cambridge University Press

## Essential reading

Tait, G. (2013). Ethics and law (Chapter 11). In Making sense of mass education. Port Melbourne: Cambridge University Press

### 13.1 TRUTH: THE GLOBAL REACH (10 NOV 2014)

• Definitions and terminology • School provision of services • Overview of developments in policy

### 13.1 TRUTH: THE GLOBAL REACH (10 NOV 2014)

• Definitions and terminology • School provision of services • Overview of developments in policy

### 13.2 REFLECTION AND REVIEW (12 NOV 2014)

Finally, to assist with exam preparation, a review of the entire unit.

## 13 Seminar (tutorial) activities

• Discuss the myths regarding truth and post-colonialism outlined by Tait • CIC presentations continue

## 13 Seminar (tutorial) activities

• Discuss the myths regarding truth and post-colonialism outlined by Tait • CIC presentations continue

## 13 Seminar (tutorial) activities

• Discuss the myths regarding truth and post-colonialism outlined by Tait • CIC presentations continue

## Essential reading

Tait, G. (2013). Truth and post-colonialism (Chapter 12). In Making sense of mass education. Port Melbourne: Cambridge University Press

## 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 outcome**

- Be able to work collaboratively and ethically with others

### **Assessment task**

- Current Issue collaboration

## **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 outcome**

- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

### **Assessment task**

- Current Issue collaboration

## **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 outcome**

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events

## Assessment tasks

- Educational disadvantage
- Current Issue collaboration
- Examination

## 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 outcome

- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

## Assessment tasks

- Reviewing Academic Literature
- Educational disadvantage
- Current Issue collaboration

## 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 outcome

- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources

## Assessment tasks

- Educational disadvantage
- Current Issue collaboration

## 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 outcome**

- Be able to effectively communicate ideas, and present them in new and creative ways

### **Assessment task**

- Current Issue collaboration

## **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 outcome**

- Be able to effectively communicate ideas, and present them in new and creative ways

### **Assessment tasks**

- Educational disadvantage
- Current Issue collaboration

## **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 outcome**

- Be able to work collaboratively and ethically with others

### **Assessment task**

- Current Issue collaboration

## **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 outcome**

- Be able to work collaboratively and ethically with others

### **Assessment task**

- Current Issue collaboration

## **Changes from Previous Offering**

The following changes have been made for the 2014 version of this unit: University changes to the timetable mean that lectures will be conducted in different locations, on different days and at different times; a recommended text has been added; the readings set for assessment and tutorial work have been changed. Changes have been made to assessment reflecting the change in approach: the Current Issue Collaboration task has been revised so that group members devise the problem; assessment rubrics have been revised and improved