



EDUC107

Introduction to Educational Studies

S1 External 2015

Dept of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Admission to BEd(Prim) or BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit is specifically designed for graduate students entering teaching. The unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated.

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. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
2. Articulation of an evidence-based argument about what education is and should be
3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
5. Critical engagement with the educational ideas and issues influencing 21st century

teaching

6. Effective written communication and visual presentation skills

General Assessment Information

Submitting Written Assignments

For both internal and external students, Tasks 2 and 3, and the Justification for Task 4 are to be submitted online through Turnitin. **No hard copies need to be submitted.** For each assignment, a link to turnitin will be embedded in iLearn. Assignments are to be submitted by 23:59 on the due dates specified.

Task 1 will be submitted in tutorials in week 3, or at the first on campus day for external students.

Task 4 will be required at the Knowledge Fair in week 13, or through CoE (for posters, in the case of students who cannot make the Knowledge Fair) or to iLearn (digital links) for both internal and external students.

Formatting

Written parts to assignments should be word-processed using 1.5 spacing. Your font should be Times New Roman or Arial, size 12. Please use page numbers, and insert your name and student ID into the page footer. Please do not increase your borders, decrease your font size, or decrease your spacing.

Keeping a backup

Despite the most careful procedures, occasionally assignments are lost. For your own protection, you *must* also keep a digital copy and a hard copy of all assignments. Do not modify or resave your digital copy after submission.

Using Turnitin

Turnitin is used to assist students with appropriate referencing and to ensure adherence to Macquarie University's Academic Honesty policy (see Section 10).

Word count

Reports that exceed the word limit by 10% or more will be penalised. Note that the reference list does not count towards the word limit, but in-text references do.

Referencing

Please use APA referencing style. In text-references are included in your word count, but your reference list is not. Avoid footnotes. Assistance is available via the University Library and by googling 'APA style'. The following website is particularly useful: <http://owl.english.purdue.edu/owl/resource/560/10/>

Late penalties

Assignments *must* be submitted by the due date. If due to illness or other extenuating circumstances your assignment cannot be submitted on time, a special consideration request outlining your case and presenting evidence must be made within 5 days via ask.mq.edu.au (see

Section 13). *In this request, specify the length of extension that you believe you are entitled to.*

Assessment Tasks

| Name | Weighting | Due |
|---|-----------|------------|
| <u>Four pillars task</u> | 10% | 14th March |
| <u>Constructivism essay</u> | 30% | 17th April |
| <u>Article review</u> | 20% | 22nd May |
| <u>Creative response</u> | 40% | 3rd June |

Four pillars task

Due: **14th March**

Weighting: **10%**

The four pillars task is an early formative task, meaning that is low risk and simply designed to provide you some preliminary feedback early in semester. You will prepare a concept map articulating your current understanding of the topic 'education'. Consider the four pillars: The purpose of education (a philosophical consideration), How students learn (a psychological consideration), The educational context (a sociological consideration) and How education has changed over time (a historical consideration).

You will be marked on your ability to communicate and to connect the ideas about Education that you have, and showing evidence of thought and critical reflection. This means considering concepts in education and thinking about the relationships between them – within and between the pillars.

On successful completion you will be able to:

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Constructivism essay

Due: **17th April**

Weighting: **30%**

This task requires you to write an academic essay about the topic 'constructivism'.

Constructivism is a philosophy heavily debated within education, as it has significant implications for both teaching and learning. Your essay should include an introduction and conclusion, and should make reference to other scholarly work (including peer-reviewed journal articles). You will have three topics to choose from.

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- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
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Article review

Due: **22nd May**

Weighting: **20%**

This task requires you to select **one** of the four articles from weeks 9 -11 to critically review (the articles will be available on ilearn). Your critical review of your selected article will involve identifying and evaluating key arguments and theoretical approaches, and critically reflecting on their significance in the current educational environment.

On successful completion you will be able to:

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Creative response

Due: **3rd June**

Weighting: **40%**

Your creative response is oriented around the theme “*21st century teachers should...*” You may choose to complete a podcast, video, webpage, or academic poster (note that this is *not* a typical wall poster!). Internal students must present their response at the Knowledge Fair, Wednesday 1.00-3.00pm Week 13. External students will be given the option to instead post their presentation to the class online, however, are strongly encouraged to attend in person if possible. The Fair encourages discussions about issues currently facing the teaching profession, in a supportive learning community.

On successful completion you will be able to:

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- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
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- 6. Effective written communication and visual presentation skills

Delivery and Resources

Lectures

EDUC107 has a single 2-hour lecture per week, Wednesdays 1.00pm – 3.00pm in E7B T2. Lecture slides will usually be posted on iLearn before each lecture. For students listening at home, lecture recordings will be available on iLearn by the following day.

iLearn Website

The EDUC107 iLearn website can be found at: <http://ilearn.mq.edu.au>. Weekly access to this site is compulsory for all students. Important assessment information will be posted here, as will other notices. You are also encouraged to use the discussion forums to share knowledge and ideas with other students. Use your student username and password to log in, and then choose EDUC107 from your list of units. If EDUC107 does not appear, seek help from OneHelp IT Services: <https://help.mq.edu.au>

Tutorials

Whilst all students must attend EDUC107 tutorials, attendance depends on your enrolment mode. Internal students attend a 1-hour tutorial each week, with tutorials held on Wednesdays. External students instead attend two full-day 'On Campus Days'. Tutorial times and On Campus Day dates are available from <https://timetables.mq.edu.au/2015/>.

Unit Schedule

EDUC107 WEEKLY SCHEDULE

| Week | Topic | Tutorial Preparation* |
|---|--|--|
| 1 Feb 25 | What is Education? | Access iLearn Familiarise yourself with unit content |
| MODULE I: The Student | | |
| 2 Mar 4 | The Student through Time | Read Mayer (2001) |
| 3 Mar 11 | Cognitive Development: Piaget and Vygotsky | Watch short clip on ilearn |
| 4 Mar 18 | Cognitive Development: Intelligence | Read Kornhaber et al. (1990) Read Humphrey et al (2007) |
| 5 Mar 25 | Social and Moral Development | O'Flaherty & Doyle (2014) |
| 6 April 1 | Constructivism | Read Yilmaz (2008) Read Fox (2001) |
| MIDSEMESTER BREAK | | |
| Prac Block weeks 7 & 8 20th April- 30 April | | |
| MODULE II: The Context | | |
| 9 May 6 | A History of Education | Read Connell (2013) |
| 10 May 13 | Who's in? Who's out? Schooling and Social Advantage and Disadvantage | Read Mills (2015) |
| 11 May 20 | The Politics of Education | Read Munns et al. (2008) Read Kenway (2013) |
| MODULE III: The Teacher | | |

| | | | |
|----|--------|----------------------|------|
| 12 | May 27 | Learning Communities | None |
| 13 | June 3 | Knowledge Fair | None |

* External students: although you will not attend weekly tutorials, it is recommended that you nonetheless complete the same tutorial preparation and reading schedule so as to be ready for On Campus Day 1 (tutorials 1-6) and On Campus Day 2 (tutorials 7-12).

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

Creative and Innovative

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

This graduate capability is supported by:

Learning outcomes

- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment tasks

- Four pillars task
- Creative response

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
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Assessment tasks

- Four pillars task
- Constructivism essay
- Article review
- Creative response

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity

Assessment task

- Creative response

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Four pillars task
- Constructivism essay
- Article review
- Creative response

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
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Assessment tasks

- Four pillars task
- Constructivism essay
- Article review
- Creative response

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century

teaching

- 6. Effective written communication and visual presentation skills

Assessment tasks

- Constructivism essay
- Article review
- Creative response

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment tasks

- Four pillars task
- Constructivism essay
- Article review
- Creative response

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Constructivism essay
- Creative response

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

- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity

Assessment tasks

- Constructivism essay
- Article review
- Creative response