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EDUC869

Higher Education Contexts and Futures

S2 Evening 2015

Dept of Education

Contents

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General Information

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Tuesday to Thursday by appointment

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Credit points
4

Prerequisites
Admission to MEd or GradCertHEd or MHEd or PGDipHEd or PGCertHEd

Corequisites

Co-badged status

Unit description
This unit is a study of the ongoing evolution of the higher education sector through an examination of the cultural, political and technological changes that impact how higher education works in Australia and globally. It aims to empower learners to think critically about higher education as a sector, how it is likely to change, and how institutions can remain relevant. The approach to the course is generative with learner contributions forming a significant part of the course content. Learners will develop a critical eye to identify trends and fads in the sector. Topics covered include not only teaching and learning, but also learning design, new/emerging technologies, leadership, governance and support processes.

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. Describe and critique the nature of higher education in the 21st century, including influences on and pressures for change;

2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;

3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;

4. Recognise, describe and explain historical and contextual influences for change (including political, sociocultural and economic factors, global trends, community expectations and government policy) in higher education;

5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

General Assessment Information

Three core criteria will be used to assess student work:

- Knowledge Development: Understanding of key ideas, knowledge components and their interrelationships.

- Application: Ability to apply theoretical ideas and frameworks to educational practice in a critically reflective way.

- Presentation: The extent to which the work has been written and presented in a manner consistent with accepted academic standards.

The following standards apply to all assessment tasks.

High Distinction	• Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
Distinction	• Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Credit	• Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
Pass	• Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail	• Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Detailed criteria for individual assessment tasks can be found in the iLearn unit.

Assessment Tasks

Name	Weighting	Due
Journal article critique (AT1)	15%	(Week 5) Mon 24 Aug
Annotated bibliography (AT2)	25%	(Week 9) Mon 6 Oct
Contemporary challenge (AT3)	40%	(Week 14) Wed 11 Nov
iLearn Learning Activities	20%	Ongoing

Journal article critique (AT1)

Due: **(Week 5) Mon 24 Aug**
Weighting: **15%**

In this task, you will be expected to submit a 1,000 word written assignment, the focus of which is a critique of one of the AT1 papers listed in the Reading List and on iLearn.

It should include:

- Details of the text and author under analysis and a brief introductory summary of the author's main points;
- An analysis of the text with respect to the validity of the author's argument and success in achieving their purpose;
- Your critical response to the text on whether you agree or disagree with the point of view taken, with appropriate scholarly citations to support your views;
- A conclusion that provides an overall evaluation of the text.

For resources on academic writing, including tips for an article critique, see:
http://staff.mq.edu.au/teaching/workshops_programs/postgrad_program/resources/

On successful completion you will be able to:
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- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;

Annotated bibliography (AT2)

Due: **(Week 9) Mon 6 Oct**
Weighting: **25%**

In this task, you will construct an annotated bibliography of at least 10 references to scholarly literature (200-300 words each). The topic is a contemporary challenge in higher education of your choice, such as: the impact of a specific technology in higher education (e.g. MOOCS), the needs of a particular cohort of students (e.g. physiotherapy doctoral students or students with anxiety) , a recent trend in higher education curriculum (e.g. global citizenship as a graduate attribute), a political issue impacting higher education (e.g. national support for learning and teaching initiatives) etc.

Your list of sources should include: at least one book or book chapter; at least two academic journal articles; no more than two websites.

The aim of an annotated bibliography is to build your research capacity in a particular area. It can perform the functions of:

- reviewing the literature of a particular subject;
- evaluating the strengths, weaknesses and usefulness of sources;
- exemplifying the scope of sources available—such as journals, books and websites;
- exploring and organising sources for further research.

Resources to assist you are available on iLearn.

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Contemporary challenge (AT3)

Due: **(Week 14) Wed 11 Nov**
Weighting: **40%**

You are required to submit 2000 words on a higher education contemporary challenge of your choice. This can be the same topic as your annotated bibliography for AT2.

The format of this assignment is flexible, but an approach that includes images, videos and/d or interactive learning activities is encouraged. In Module 5 on the iLearn unit an exemplar on 'Casualisation' is provided. This is a scholarly piece of work and should be appropriately referenced.

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- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;
- 4. Recognise, describe and explain historical and contextual influences for change (including political, sociocultural and economic factors, global trends, community expectations and government policy) in higher education;
- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

iLearn Learning Activities

Due: **Ongoing**
Weighting: **20%**

Your postings to the online discussions and activities should reflect an understanding of your own context and the course material. You should bring in related thoughts and material, readings or questions that occur to you throughout the discussion.

You are required to complete the core readings (including iLearn content) for each module, reflect and share your reflections with learning colleagues through online postings and (for internal students) during the on-campus sessions.

Your postings should advance the group's negotiation of ideas and meanings about the material. Some ways you can further discussions include:

- expressing ideas or observations - where possible support them by more than personal opinion or anecdotal evidence;
- making a connection between the current discussion and previous discussion, personal experience or readings;
- commenting on or expanding another student's statement;
- posting a substantive question aimed at furthering the group's understanding.

Please keep your posts brief! One or two paragraphs (approx 250 words) is sufficient. If citing course readings (not necessary for every post), in text references are sufficient. For additional references (if applicable), please provide a bibliographic reference at the end of your post.

The content of your Learning Activities may contribute to your AT2 and AT3.

A mark for the discussions will be awarded on the basis of your participation in the discussions and the essence of your contributions.In assessing your contributions the following categories will be used:

- Level 1 - Few posts or posts providing a single point of view;
- Level 2 - Regular posts which make reference to other contexts or course material;
- Level 3 - Regular posts which offer a critical reflection on theoretical perspectives and/or practical experiences.

On successful completion you will be able to:
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- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;
- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;
- 4. Recognise, describe and explain historical and contextual influences for change (including political, sociocultural and economic factors, global trends, community expectations and government policy) in higher education;
- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

Delivery and Resources

All teaching and learning activities are accessed and managed through the online unit. To complete the unit requirements satisfactorily you must have regular and reliable access to the internet.

No textbook purchased are required. The reading list consists of journal articles and book chapters that are available from the Library website.

The unit comprises six optional on-campus sessions. The on-campus sessions provide further opportunities to explore and apply the theoretical concepts covered in the Modules through discussions, group activities and presentations.Dates for on-campus sessions are:

Session	Time	Room
Tuesday 28 July	5.00-7.00pm	E6A 116
Tuesday 11 August	5.00-7.00pm	E6A 116

Tuesday 25 August	5.00-7.00pm	E6A 116
Tuesday 8 September	5.00-7.00pm	E6A 116
Tuesday 6 October	5.00-7.00pm	E6A 116
Tuesday 20 October	5.00-7.00pm	C5A407

External students and those unable to attend the face-to-face seminars will be able to access session materials through the online unit. In particular, as an alternative learning activity, you are encouraged to actively participate in The Reading Game.

Unit Schedule

This unit is comprised of five modules of work which are compulsory. Each of the unit modules involves a combination of:

- reading
- collaborative online learning and independent study
- written assessment tasks
- face-to-face on campus sessions and/or additional learning activities

Modules	Purpose
Module 1 - What is the future of higher education?	Provides participants with the opportunity to: • get to know their learning colleagues and develop a functional familiarity with the University's online teaching and learning facility • gaze into your crystal ball or read the tea leaves to speculate on likelihood of various scenarios for the future of higher education
Module 2 - Contemporary Challenge: the Impact of Technology	Provides participants with the opportunity to: • explore the many and varied technologies impacting higher education • define the critical frameworks of behaviorism, constructivism and connectivism • critique scholarly work on technologies in higher education
Module 3 – Context and History	Provides participants with the opportunity to: • take a big picture look at higher education in Australia • focus on a case study of Macquarie University • reflect on the way in which history shapes the future of higher education

Module 4 - Contemporary Challenge: Employability	Provides participants with the opportunity to: • consider the challenge of employability for universities at various levels and from various perspectives • consider the effectiveness of approaches universities are taking to address employability
Module 5 - Choose-Your-Own Contemporary Challenge	Provides participants with the opportunity to: • review an exemplar challenge on casualisation • focus on a particular contemporary challenge in higher education • create a piece of scholarly work

The following calendar sets out the schedule for the unit. Note that the deadlines for assessment tasks are strict, but the learning activity dates are guidelines to help you manage your time.

Week	Week beginning	Module	On-Campus session	Assignment
1	27 Jul	**Mod 1**	Tues 28 July	LA1A
2	3 Aug	**Mod 2**		LA1B
3	10 Aug	**Mod 2**		
4	17 Aug	**Mod 2**		LA2
5	24 Aug	**Mod 3**		*AT1* **Mon 24 Aug**
6	31 Aug	**Mod 3**		
7	7 Sept	**Mod 3**		LA3
Break	14 Sept		Learning and Teaching Week	
Break	21 Sept			
8	28 Sept	**Mod 4**		LA4
9	6 Oct (public holiday)	**Mod 4**		*AT2* **Mon 6 Oct**
10	12 Oct	**Mod 4**		
11	19 Oct	**Mod 5**		LA5
12	26 Oct	**Mod 5**		

13	2 Nov	**Mod 5**		*AT3* **Wed 11 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/

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

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

- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;
- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;

Assessment task

- Contemporary challenge (AT3)

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. Describe and critique the nature of higher education in the 21st century, including influences on and pressures for change;

- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;
- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;
- 4. Recognise, describe and explain historical and contextual influences for change (including political, sociocultural and economic factors, global trends, community expectations and government policy) in higher education;
- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

Assessment tasks

- Journal article critique (AT1)
- Annotated bibliography (AT2)
- Contemporary challenge (AT3)
- iLearn Learning Activities

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. Describe and critique the nature of higher education in the 21st century, including influences on and pressures for change;
- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;
- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;
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- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

Assessment tasks

- Journal article critique (AT1)
- Annotated bibliography (AT2)
- Contemporary challenge (AT3)
- iLearn Learning Activities

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

- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

Assessment tasks

- Annotated bibliography (AT2)
- Contemporary challenge (AT3)

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. Describe and critique the nature of higher education in the 21st century, including influences on and pressures for change;
- 2. Discuss, debate and evaluate significant changes in the HE context, theories, models and research in the higher education sector;
- 4. Recognise, describe and explain historical and contextual influences for change (including political, sociocultural and economic factors, global trends, community expectations and government policy) in higher education;

Assessment tasks

- Journal article critique (AT1)

- Annotated bibliography (AT2)
- Contemporary challenge (AT3)
- iLearn Learning Activities

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

- 3. Critically reflect on your own practice and experience in HE as these relate to your own professional identities;
- 5. Apply new understandings to the development of scholarship, strategies and solutions for innovation and change in higher education.

Assessment task

- iLearn Learning Activities

Changes from Previous Offering

This is a new unit being offered for the first time in Session 2, 2015.