GSE 881

Learner Managed Learning in Environmental Education

S2 External 2015

Dept of Environmental Sciences

Contents

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General Information

Unit convenor and teaching staff
Wendy Goldstein
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Credit points
4

Prerequisites
(Admission to MEnvEd or MEnv and 32cp at 800 level) or (admission to GradDipEnv or GradCertSusDev or GradDipSusDev)

Corequisites

Co-badged status

Unit description
The student will develop a study plan to address an area of environmental or sustainability education where they feel they need to either integrate learning or develop an area of expertise further. The student, in dialogue with the supervisor/convenor, develops indicators for assessment. In this self-directed unit, the student researches, analyses, synthesizes and critically reflects on the topic chosen with the intent of developing professional skills for continuous learning and self reflection. Students present a reflective portfolio of their work demonstrating accomplishment of the task and a professional capacity for reflective practice. Students work in close consultation with the unit convenor.

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:

An ability to plan her own learning by setting reasonable objectives, activities and negotiate a learning agreement

Demonstrates a professional capacity to manage her learning task and to adapt in response to findings.

Articulate and critically reflect on her development in terms of the university Post Graduate Capabilities

Develops skills of critical thinking and critical self-reflection in professional work

Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment

Applies research, analysis and creativity to deliver a coherent result

Assessment Tasks

Name	Weighting	Due
Learning Agreement	20%	17/08/2015
Review of the field of study	30%	28/09/2015
Final Report	50%	9/11 2015

Learning Agreement

Due: **17/08/2015**
Weighting: **20%**

The Learning Agreement includes:

a.   a critical appraisal of the student's educational and other experiences;

b.   Identifies the areas of knowledge, skills and experiences which he or she indicates as strengths/weaknesses and regard as potentially relevant to the development of a programme of study;

c.   identifies personal, academic and vocational intentions.

d.   identifies areas of knowledge, skills and experience required by the end of the programme of study;

e.   formulates plans to acquire the nominated areas of knowledge, skills and experience

f.   proposes the form of assessment for this unit suitable for a Masters degree.

On successful completion you will be able to:

- An ability to plan her own learning by setting reasonable objectives, activities and negotiate a learning agreement

Review of the field of study

Due: **28/09/2015**
Weighting: **30%**

A summary of the field of research chosen for the study is discussed in a tutorial and in presented in written form.

The student may adapt the learning contract and the direction according to findings

On successful completion you will be able to:

- Demonstrates a professional capacity to manage her learning task and to adapt in response to findings.
- Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment
- Applies research, analysis and creativity to deliver a coherent result

Final Report

Due: **9/11 2015**
Weighting: **50%**

Critical reflection and analysis of the topic to total of 6000 max including the literature review which may be revamped from the above.

Reflection on the practice of undertaking the task and the post graduate capabilities developed.

On successful completion you will be able to:

- Demonstrates a professional capacity to manage her learning task and to adapt in response to findings.
- Articulate and critically reflect on her development in terms of the university Post Graduate Capabilities
- Develops skills of critical thinking and critical self-reflection in professional work
- Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment
- Applies research, analysis and creativity to deliver a coherent result

Delivery and Resources

The unit is oriented to developing personal growth of the learner and autonomy. Therefore the unit is based on a learning agreement and the subsequent use of guided reflection throughout the semester by way of a one on one tutorial.

The unit supports students in their development as self-directed learners, capabilities as reflective practitioners; and skills of critical evaluation in their personal and professional development.

 Learner autonomy has traditionally been underpinned by humanist democratic perspectives (Rogers (1978), Maslow (1968), Knowles (1984), Illich (1971)) and oriented to 'empowerment', self realisation and agency.

Since environmental or sustainability education aims to support people's empowerment to be actively engaged in ensuring a quality environment, it is important that the educator experiences

an empowerment process and indeed a transformative learning experience..

This unit has been developed on the principle that each professional needs to continuously learn and to reflect on the efficacy of their work and their role in an organisation.

We hope our Masters graduates become leaders in the field, characterised by being able to learn well from experience in order to set new goals, and strategies. Therefore this unit provides an opportunity to develop skills of being critically reflective, self-directed and proactive. Being reflective demands challenging one's assumptions and engaging in processes of 'double loop' learning (Argyris and Schon, 1974) and in experiential models of learning (Kolb, 1984).

Kemmis' (1985) sees "reflection is action oriented, social and political and results in praxis (informed committed action).

Developing capabilities of reflective practice requires the convenor/ tutor to contribute to practice of these skills and to create a relationship of trust through the tutorial process. These reflective processes provide an opportunity for the environmental educator to focus "attention on the transformative process of learning" that is to become "critical reflective learners able to cope with a rapidly changing world." (Harvey and Knight, 1966:viii)

As environmental educators we are initiating and mentoring social change and putting in place processes whereby communities can continue to learn, reflect and take the initiative. This is fundamental to stimulating innovation to address the uncertainties that prevail (Ranson 1998). Schon (1971) expresses this as a 'learning society' and Dewey (1958) laid the foundations of democracy in education, learning through action and public discourse. Edwards (1998) suggests social learning "*requires social formations, organizations and individuals to change, learn to change and change to learn*.

Evans (1985) claims: *Reflecting on the conditions for...lifelong education has led adult educators to develop a framework for a learning society as a society of learners, using their learning to inform their shaping of the society in which they live and work. It leads to pedagogy which advocates that according the learner the responsibility to participate in shaping the purpose and process of learning is the most effective route to motivation and personal development.*

With thanks to Michael Doyle, Education Development Unit, University of Salford for his "*A reflexive critique of Learner Managed Learning*" which proved useful in delineating the theoretical underpinning of the LML Unit.

Unit Schedule

WEEK	ACTIVITY	MILESTONE
July 27	Tutorial: re shaping the learning contract Reflective practice	
August 17	Learning contract	Learning contract
TBC September	Tutorial (review literature)	

September 28	Literature Review Re align learning contract	Literature review 2,500
October TBC	Tutorial	
November 9	Final report	Final report
November 23	Tutorial and joint assessment	

Learning and Teaching Activities

The Learning Agreement

The learning agreement and criteria for assessment are negotiated

Tutorials

The tutorials, or one-on-one discourses, serve to aid critical self reflection about the process of learning, reading and action

Research

The project may be based purely on literature/ desk top research, analysis, synthesis around questions and gaps in knowledge that the student wishes to pursue. The research may be a component in association with practice.

Practice (optional)

The student may engage in a work practice situation by negotiating with an educational centre or research/ education centre for either a block of work experience, or an extended period over the semester. The student will have to approach the centre, prepare a CV, and outline the purposes of the engagement. If the work practice is to take place at the students place of work, then evidence needs to be provided that the work constitutes a new form of practice.

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

- An ability to plan her own learning by setting reasonable objectives, activities and negotiate a learning agreement
- Demonstrates a professional capacity to manage her learning task and to adapt in response to findings.
- Articulate and critically reflect on her development in terms of the university Post Graduate Capabilities
- Develops skills of critical thinking and critical self-reflection in professional work
- Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment
- Applies research, analysis and creativity to deliver a coherent result

Assessment tasks

- Learning Agreement
- Final Report

Learning and teaching activities

- The learning agreement and criteria for assessment are negotiated
- The project may be based purely on literature/ desk top research, analysis, synthesis around questions and gaps in knowledge that the student wishes to pursue. The research may be a component in association with practice.
- The student may engage in a work practice situation by negotiating with an educational centre or research/ education centre for either a block of work experience, or an extended period over the semester. The student will have to approach the centre, prepare a CV, and outline the purposes of the engagement. If the work practice is to take place at the students place of work, then evidence needs to be provided that the work constitutes a new form of practice.

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

- An ability to plan her own learning by setting reasonable objectives, activities and negotiate a learning agreement
- Develops skills of critical thinking and critical self-reflection in professional work
- Applies research, analysis and creativity to deliver a coherent result

Assessment tasks

- Learning Agreement
- Review of the field of study
- Final Report

Learning and teaching activities

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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

- Develops skills of critical thinking and critical self-reflection in professional work
- Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment
- Applies research, analysis and creativity to deliver a coherent result

Assessment task

- Final Report

Learning and teaching activity

- The tutorials, or one-on-one discourses, serve to aid critical self reflection about the process of learning, reading and action
- The project may be based purely on literature/ desk top research, analysis, synthesis around questions and gaps in knowledge that the student wishes to pursue. The research may be a component in association with practice.
- The student may engage in a work practice situation by negotiating with an educational centre or research/ education centre for either a block of work experience, or an extended period over the semester. The student will have to approach the centre, prepare a CV, and outline the purposes of the engagement. If the work practice is to take place at the students place of work, then evidence needs to be provided that the work constitutes a new form of practice.

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

- Demonstrates a professional capacity to manage her learning task and to adapt in response to findings.
- Develops skills of critical thinking and critical self-reflection in professional work
- Applies research, analysis and creativity to deliver a coherent result

Assessment tasks

- Review of the field of study
- Final Report

Learning and teaching activities

- The learning agreement and criteria for assessment are negotiated
- The project may be based purely on literature/ desk top research, analysis, synthesis around questions and gaps in knowledge that the student wishes to pursue. The research may be a component in association with practice.

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 outcome

- Applies research, analysis and creativity to deliver a coherent result

Assessment task

- Final Report

Learning and teaching activity

- The tutorials, or one-on-one discourses, serve to aid critical self reflection about the process of learning, reading and action

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

- Understand ways in which the community can be effectively engaged so as to contribute to the well-being of people and the environment
- Applies research, analysis and creativity to deliver a coherent result

Assessment task

- Final Report

Learning and teaching activity

- The tutorials, or one-on-one discourses, serve to aid critical self reflection about the process of learning, reading and action
- The student may engage in a work practice situation by negotiating with an educational centre or research/ education centre for either a block of work experience, or an extended period over the semester. The student will have to approach the centre,

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