



# EDCN873

## Reflective Practice in Education

S1 External 2015

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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C3B 408

By appointment

Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or or MEnv or GradCertClinEdSim or MIndigenousEd or PGCertIndigenousEd or MTransInterPed or PGDipTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd

Corequisites

Co-badged status

S1 Day

Unit description

Throughout this unit participants explore the concept and role of critically reflective practice in education. This exploration is applied through an action research project which enables a focus on the investigation of specific issues related to students' educational practice and context. Successful completion of the project will lead to an increased understanding of the educational environment and the role of critically reflective practice in bringing about changes aimed at improving quality: of student learning; of teaching practice and of educational contexts.

## 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:

define the concept of reflective practice

investigate the literature to review diverse models and modes of reflection in order to

identify an approach that provides the best fit with individual practice

analyse how you could use multiple perspectives, or lenses, for reflective practice

engage in critically reflective practice, e.g., through journal writing and group reflection (face to face and/or online) on issues arising from course readings

judge the potential of reflective practice for your own discipline

apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

## General Assessment Information

### Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: <http://www.w.mq.edu.au/policy/index.html>

### University Policy on Grading

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central: <http://www.mq.edu.au/policy/index.html>

### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Grade	Descriptor
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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.
<b>F</b> (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.

NOTE: Except where specified, numerical marks will NOT be awarded for individual assessment tasks. They will only be awarded with your final grade.

### APPEALS AGAINST GRADES

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- a clerical error occurred in the determination of a final grade

- the Unit Guide was not in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide
- the assessor's judgement was not objectively applied.

Further information regarding the relevant policy and procedures can be found on the University's Policy Central website:

<http://www.mq.edu.au/policy/index.html>

## Assessment Tasks

Name	Weighting	Due
<a href="#">Online and Group Discussions</a>	15%	Continuous
<a href="#">AT1 Part A</a>	5%	19th March
<a href="#">AT1 - Part B</a>	20%	30th April
<a href="#">AT2</a>	10%	14th May
<a href="#">AT3</a>	50%	11th June

### Online and Group Discussions

Due: **Continuous**

Weighting: **15%**

This assessment is concerned with Outcomes 3 and 4.

Online discussions are an important aspect of the Learning Activities and Assessment Tasks. Your postings to the online discussions 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 course readings for each module, reflect upon the readings and to then share your reflections on the readings with course colleagues through on-line postings and during the on-campus sessions. These readings and reflections may also contribute to your journal writing.

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

- expressing opinions or observations - where possible support them by more than personal opinion
- making a connection between the current discussion and previous discussion, personal experience or from the readings
- commenting on or asking for clarification of another student's statement
- posting a substantive question aimed at furthering the group's understanding.

Discussions in each Module will be assessed on the basis of:

1. Your participation in the discussion (35%)
2. The essence of your contributions (65%)

On successful completion you will be able to:

- define the concept of reflective practice
- analyse how you could use multiple perspectives, or lenses, for reflective practice
- engage in critically reflective practice, e.g., through journal writing and group reflection (face to face and/or online) on issues arising from course readings
- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

## AT1 Part A

Due: **19th March**

Weighting: **5%**

This writing concentrates attention upon Outcomes 1 and 2.

**approximately 400 words**

Select two of the journal articles you have sourced (to be used for Part B) that are additional to this unit's reading list. Write up an annotated bibliography for each publication. The bibliography should include:

- the full bibliographic citation (APA format),
- a brief summary of content, and
- a short reflective critique.

On successful completion you will be able to:

- define the concept of reflective practice
- investigate the literature to review diverse models and modes of reflection in order to

identify an approach that provides the best fit with individual practice

## AT1 - Part B

Due: **30th April**

Weighting: **20%**

This writing concentrates attention upon Outcomes 2, 3, 5 and 6.

### **maximum 750 words**

After individual and group reflection on the role and diversity of critically reflective practice in higher education you are required to develop a rationale, or argument, for your individual project. As part of your rationale you need to justify

- why you believe your topic/ issue/ project is important and needs to be researched
- the conceptual approach or theory you will use for your project (AT3), and
- the method you will follow.

To develop your rationale you will need to review the literature, supporting your writing with current references, including journal articles from the journal in which you may publish your final writing or which is relevant to your discipline. It is expected that at least 6 articles, that relate to your project, will be consulted.

You will be able to incorporate this project rationale as a foundational component for assessment task 3. Feedback guidelines and standards for AT1 are downloadable from your iLearn unit.

On successful completion you will be able to:

- investigate the literature to review diverse models and modes of reflection in order to identify an approach that provides the best fit with individual practice
- analyse how you could use multiple perspectives, or lenses, for reflective practice
- judge the potential of reflective practice for your own discipline

## AT2

Due: **14th May**

Weighting: **10%**

This activity focuses upon Outcomes 4 and 5.

### **approximately 600 words**

#### *Preparation*

You will maintain a reflective journal in which evidence of your critically reflective practice is documented. Course readings will provide you with possible diary/journal models. Your critical reflection will focus on your own educational environment and student learning, drawing upon course readings and discussions. One of the goals of the project reflective synthesis is to gain

direction (from your engagement with: the literature, your colleagues, your own context and your autobiographic reflections) to identify salient methodologies, issues, and approaches for your individual project (and you write about this for AT1).

### *Submission*

A 2-page scholarly synthesis of the key issues and learnings emerging from all your reflections throughout the semester is to be submitted for assessment. The focus is on key learnings that have influenced the progress and development of your individual project (AT3). Include a brief, but critical, statement outlining your personal feedback on maintaining a reflective journal. You are not limited to text only and can experiment with other modes such as photos, art, poetry, digital storytelling.

Feedback guidelines and standards for AT2 are downloadable from your iLearn unit.

On successful completion you will be able to:

- engage in critically reflective practice, e.g., through journal writing and group reflection (face to face and/or online) on issues arising from course readings
- judge the potential of reflective practice for your own discipline

## **AT3**

Due: **11th June**

Weighting: **50%**

Outcomes 3, 5 and 6 will be addressed by this assignment.

### **Length 3,500 words (or by negotiation)**

Your written assignment will focus on the investigation of reflective practice or a specific issues(s) that impacts upon your own educational practice or context. You will negotiate a project with the unit convenor. Projects need to incorporate reflective practice. It may be an action research project, a curriculum review and development project, the development of a teaching/ curriculum resource suitable for your own learning and teaching and/or curriculum context or new contributions of knowledge to a public wiki. You are also encouraged to write up your project as an article suitable for publication in a refereed journal.

Feedback guidelines and standards for AT3 are downloadable from your iLearn unit.

On successful completion you will be able to:

- define the concept of reflective practice
- analyse how you could use multiple perspectives, or lenses, for reflective practice

- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

## **Delivery and Resources**

### **Technologies used and required**

The iLearn platform is used for this unit. Access to the internet is required to participate in this unit.

### **Lecture and Tutorial times**

The on-campus sessions provide opportunities to explore concepts covered in the Modules through discussions, group activities and presentations. Note that students studying in Australia on international study visas are required to attend all on-campus sessions. For other students, attendance is strongly encouraged but not a course requirement.

All on-campus sessions are held on a Thursday evening, in room E6A 116 from 5.00 - 7.00 pm

5 March

19 March

2 April

30 April

14 May

28 May

### **Teaching and Learning Strategy**

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

- reading;
- collaborative on-line learning and independent study; and
- written assessment tasks, and face-to-face, on campus seminars.

The Unit has been designed as a 4 postgraduate credit point Unit, requiring the equivalent of 13 weeks of work over one semester. Being a four credit-points Unit you should expect to spend a minimum of 12 hours per week to meet the requirements of the Unit.

As postgraduate scholars, you and your colleagues bring to the Unit a vast and diverse range of previous knowledge and experience which becomes a major resource in the development of our individual and collective understanding of the concepts addressed in the Unit.

It is important, therefore, that you confidently:

- share your current knowledge and experience with others in the group
- allow your current thinking to be subject to constructive critical analysis and debate
- contribute to constructive critical discussion and debate of the key concepts and ideas found in the literature and in the taken-for-granted notions held by yourself and others in the group
- use these discussions as a way of further developing your individual and collective understanding of the key concepts and ideas in the Unit.

To reflect the importance of this aspect of your learning, the extent and quality of your involvement in, and contributions to, the Learning Activities associated with each Module will be assessed as part of the overall assessment strategy in this Unit.

## Information about iLearn

The web page for this unit can be found by logging on to iLearn: <http://ilearn.mq.edu.au>

## Changes since the last offering of this unit

This unit guide was last updated in February 2014. In response to feedback and reflection: unit learning outcomes were peer reviewed at the program level, modules and readings were updated, all new assessment and feedback rubrics were developed for the assessment tasks, on-campus sessions maintained and the use of camtasia videos maintained.

## Other material

Core readings are available:

1. online through the Macquarie Library electronic journal access, or
2. online with links given in the Reading List for each Module.

## Unit Schedule

Wk	Week beginning	Module	On campus	Aligned Learning Activities & Assessment Tasks (check due dates separately)
1	23 February	1		<i>Learning Activity 1A (LA1A)</i>
2	2 Mar	1	5 March	<i>Learning Activity 1B (LA1B)</i> (LO 3&4)

3	9 Mar	2		Learning Activity 2A (LA2A) (LO 3&4)
4	16 Mar	2	19 March	Assessment Task 1 (AT1-Part A) (LO 1&2)
5	23 March	3		Census
6	30 March	3	2 April	Learning Activity 3A (LA3A) (LO 3&4)
H	6 Apr	4		
H	13 Apr	4		
7	20 Apr	4		Learning Activity 4A (LA4A) (LO 3&4)
8	27 Apr	5	30 April	Assessment Task 1 (AT1-Part B) (LO 1&2)
9	4 May	5		Learning Activity 5A (LA5A) (LO 3&4)
10	11 May	6	14 May	Assessment Task 2 (AT2) (LO 2)
11	18 May	6		
12	25 May	6	29 May	Learning Activity 6A (LA6A) (LO 3&4)
13	1 June	6		Assessment Task 3 (AT3) (LO 1,2,&5)

## 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/)

## 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](http://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](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

### 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**

- investigate the literature to review diverse models and modes of reflection in order to identify an approach that provides the best fit with individual practice
- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

### **Assessment tasks**

- Online and Group Discussions
- AT1 - Part B
- AT2
- 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**

- define the concept of reflective practice
- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

### **Assessment tasks**

- Online and Group Discussions
- AT1 Part A
- AT1 - Part B
- AT2
- AT3

## **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**

- analyse how you could use multiple perspectives, or lenses, for reflective practice
- engage in critically reflective practice, e.g., through journal writing and group reflection (face to face and/or online) on issues arising from course readings
- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

### **Assessment tasks**

- Online and Group Discussions
- AT1 - Part B
- AT2
- AT3

## **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**

- judge the potential of reflective practice for your own discipline
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

### **Assessment tasks**

- Online and Group Discussions
- AT1 Part A
- AT1 - Part B
- AT2
- 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**

- engage in critically reflective practice, e.g., through journal writing and group reflection (face to face and/or online) on issues arising from course readings
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

## **Assessment tasks**

- Online and Group Discussions
- AT1 Part A
- AT2
- AT3

## **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**

- investigate the literature to review diverse models and modes of reflection in order to identify an approach that provides the best fit with individual practice
- analyse how you could use multiple perspectives, or lenses, for reflective practice
- apply methods of reflective practice to the scholarly research of an issue impacting upon your own education practice or context

## **Assessment tasks**

- Online and Group Discussions
- AT1 - Part B
- AT3

## **Changes from Previous Offering**

*This unit guide was last updated in February 2015. In response to feedback and reflection: unit learning outcomes were peer reviewed at the program level, modules and readings were*

*updated, all new assessment and feedback rubrics were developed for the assessment tasks, on-campus sessions maintained and the use of camtasia videos maintained.*