



# EDUC705

## Educational Institutions as Organisations

S1 Day 2015

*Dept of Education*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Laurie Field <a href="mailto:laurie.field@mq.edu.au">laurie.field@mq.edu.au</a>
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status This Unit is based on EDCN841, but refocused and adapted for MRes students
Unit description This Unit examines organisational theories applied to educational settings, with particular reference to implications for leadership and management and organisational change. In considering these areas, students will review research approaches used to investigate organisational issues and challenges within educational institutions.

## 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:

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
  - critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## General Assessment Information

Each assessment activity--three Reflective Tasks, three Forums and the Case Study--must be completed in order to pass this Unit.

Your level of achievement will be assessed in terms of:

- 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.

## Assessment Tasks

Name	Weighting	Due
<u>Reflective Task 1</u>	15%	Week 5
<u>Forum 1</u>	10%	Week 5
<u>Reflective Task 2</u>	15%	Week 8
<u>Forum 2</u>	10%	Week 8
<u>Reflective Task 3</u>	0%	Week 12
<u>Forum 3</u>	0%	Week 12
<u>Literature Review</u>	50%	Week 13

### Reflective Task 1

Due: **Week 5**

Weighting: **15%**

A Reflective Task relating to structural terms and structuring principles. (N.B. All three RTs have the same weighting = 15% and you will elect to do two of these)

On successful completion you will be able to:

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Forum 1

Due: **Week 5**

Weighting: **10%**

A Forum relating to structure and operating environment. (N.B. All three Forums have the same weighting = 10% and you will elect to do two of these)

On successful completion you will be able to:

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Reflective Task 2

Due: **Week 8**

Weighting: **15%**

A Reflective Task relating to organisational learning rhetoric and reality. (N.B. All three RTs have the same weighting = 15% and you will elect to do two of these)

On successful completion you will be able to:

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Forum 2

Due: **Week 8**

Weighting: **10%**

A Forum relating to teamwork and control. (N.B. All three Forums have the same weighting = 10% and you will elect to do two of these)

On successful completion you will be able to:

- • demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- • critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Reflective Task 3

Due: **Week 12**

Weighting: **0%**

A Reflective Task relating to understanding emotion in organizations. (N.B. All three RTs have the same weighting = 15% and you will elect to do two of these)

On successful completion you will be able to:

- • demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- • critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Forum 3

Due: **Week 12**

Weighting: **0%**

A Forum relating to teamwork and control. (N.B. All three Forums have the same weighting = 10% and you will elect to do two of these)

On successful completion you will be able to:

- • demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- • critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Literature Review

Due: **Week 13**

Weighting: **50%**

Assignment that considers research relating to educational institutions as organisations. In the process, the current status of knowledge is identified, as are gaps or areas of dispute in the literature, and methodology is reviewed.

On successful completion you will be able to:

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## Delivery and Resources

This unit is available via iLearn, and requires internet access. Regardless of whether you are an internal or external student, face to face sessions are also offered and you are encouraged to attend if you live locally. These are scheduled for the following Saturdays: 7 March, 28 March and 16 May, in each case 9.30 to 1.30.

## 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**

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## **Assessment tasks**

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- Literature Review

## **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**

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## **Assessment tasks**

- Reflective Task 1



- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- Literature Review

## 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**

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

### **Assessment tasks**

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- Forum 2
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- Forum 3
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## 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

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Assessment tasks

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- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- Literature Review

## 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

- demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

## Assessment tasks

- Reflective Task 1
- Forum 1

- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- Literature Review

## 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**

- • demonstrate advanced and integrated understanding of the nature of organisations and theories of organisation
- • critical analysis of common perspectives (viz., structural, human, learning, cultural, political, emotional) and associated concepts used to study organisations
- demonstrate a general understanding of the variety of research approaches which may be used to investigate organisational issues and challenges within educational institutions

### **Assessment tasks**

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