EDCN813

Advanced Pedagogy

S2 Evening 2015

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Kerry-Ann O'Sullivan
kerryann.osullivan@mq.edu.au
Contact via kerryann.osullivan@mq.edu.au

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 GradDipIndigenousEd or Master of Children's Literature or GradDipChildLit or MIndigenousEd

Corequisites

Co-badged status

Unit description
Current debates in Australian education and public policy focus on the issues of curriculum and assessment. Central to any discussion is the role of teachers and their pedagogies. Pedagogy is more than classroom teaching. It is the crafting together of teachers' professional knowledge, skills, and abilities, to create effective learning opportunities and outcomes for all students in a range of contexts. This unit explores the ways research informs pedagogical practice and enhances teacher professional development. It investigates the evidence base of effective pedagogy, the contemporary relationship of curriculum, pedagogy and assessment, and the changing nature

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. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;

2. understand and examine critically contemporary thinking about effective pedagogy

and the national and state 'quality teaching agendas';

3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Assessment Tasks

Name	Weighting	Due
Preliminary Task	5%	end Week 2
Task 3	40%	9th November
Task 1	25%	10th September
Task 2	30%	21st October

Preliminary Task

Due: **end Week 2**
Weighting: **5%**

Completion of some preliminary tasks online to commence study.

On successful completion you will be able to:
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Task 3

Due: **9th November**
Weighting: **40%**

Major research and individual investigation

On successful completion you will be able to:
- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';

- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Task 1

Due: **10th September**
Weighting: **25%**

Critical review of a self selected journal article

On successful completion you will be able to:
- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

Task 2

Due: **21st October**
Weighting: **30%**

Online learning blog portfolio

On successful completion you will be able to:
- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Delivery and Resources

This unit is conducted externally; regular participation online is required.

Prescribed weekly readings are available through *e-reserve* in the library. The access is linked through *iLearn.*

Technologies and Resources

This unit has a full WebCT presence through *iLearn.*

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to *iLearn* is compulsory for all students as this is an external unit, fully online. All content, activities and important assessment information is posted here, as are other relevant unit notices and materials, including a reading template and other resources to assist studies. All assignments are submitted online.

Unit Schedule

There are 4 Modules for this unit:

1. *Pedagogy: Learning and exploration*

2. *Research and models of pedagogy*

3. *Curriculum and Assessment: Pedagogy and Policy*

4. *Advancing pedagogy through reflection and application*

Module 1 and introduction Weeks 1-3

Pedagogy: learning and exploration

Module 2 Weeks 4-7

Research and models of pedagogy

Module 3 Weeks 8-11

Curriculum and assessment: pedagogy and policy

Module 4 Weeks 12-13

Advancing pedagogy through reflection and application

Learning and Teaching Activities

Discussion Forums

Students are required to contribute regularly to the discussion forums established on a range of topics and to provide specific pedagogical ideas to the rest of the learning community.

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

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Assessment tasks

- Preliminary Task
- Task 3
- Task 2

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. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and

practices in the field; and

Assessment tasks

- Task 3
- Task 1
- Task 2

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. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Assessment tasks

- Task 3
- Task 1
- Task 2

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

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Assessment tasks

- Task 3
- Task 1

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

- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

Assessment tasks

- Preliminary Task
- Task 3
- Task 1
- Task 2

Changes from Previous Offering

In 2013, EDCN813 was a newly designed fully online/ external offering; fine tuning in 2014 and in 2015, continued refinements include a new reading and some rewording of assessment tasks.