



EDCN812

Curriculum Studies

S2 Online 2015

Dept of Education

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General Information

Unit convenor and teaching staff
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 MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit
Corequisites
Co-badged status
Unit description This unit provides both an introduction to the formal study of curriculum as well as an opportunity to undertake a more in-depth and specialised study of an area of curriculum interest. The nature of curriculum is explored from national and international perspectives. Curriculum design, implementation and change are considered from both theoretical and practical orientations with a focus on contemporary curriculum in the workplace and/or jurisdiction of the participant's choice.

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. Demonstrate an understanding of the strategic importance of the curriculum field
2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
4. Demonstrate a capacity to apply these understandings to a school/workplace/

organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Assessment Tasks

Name	Weighting	Due
<u>Learning Activities 1</u>	15%	25 September
<u>Learning Activities 2</u>	15%	6 November
<u>Critical Reflection Journal 1</u>	15%	25 September
<u>Critical Reflection Journal 2</u>	15%	6 November
<u>Major Assessment Task</u>	40%	25 October

Learning Activities 1

Due: **25 September**

Weighting: **15%**

Three fortnightly seminars and associated learning activities

On successful completion you will be able to:

- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Learning Activities 2

Due: **6 November**

Weighting: **15%**

Three fortnightly seminars and associated learning activities

On successful completion you will be able to:

- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of

curriculum planning, implementation and evaluation

- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Critical Reflection Journal 1

Due: **25 September**

Weighting: **15%**

Three x 500 word critical reflections on key issues identified in learning modules.

On successful completion you will be able to:

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Critical Reflection Journal 2

Due: **6 November**

Weighting: **15%**

Three x 500 word critical reflections on key issues identified in learning modules.

On successful completion you will be able to:

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Major Assessment Task

Due: **25 October**

Weighting: **40%**

Major, inquiry and evidence-based essay

On successful completion you will be able to:

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/ organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Delivery and Resources

The unit is available online to all participants. Further detail is provided in the full Unit Guide available on the homepage of the unit in iLearn. It encompasses the following topics.

Module
<i>Module 1</i> INTRODUCTION
<i>Module 2</i> THE SOCIAL AND IDEOLOGICAL CONTEXTS OF CURRICULUM
<i>Module 3</i> CULTURAL DIVERSITY AND CURRICULUM
<i>Module 4</i> CURRICULUM PLANNING AND DESIGN
<i>Module 5</i> CURRICULUM ASSESSMENT, EVALUATION AND REVIEW
<i>Module 6</i> CURRICULUM CHANGE

Module 7

CURRICULUM FUTURES

Unit Schedule

Week beginning	Wk	Module	On-Campus Session	Learning Activities	Assessment Task
27 July	1	1	<i>Seminar 1 Getting to Know You 30 July 5-7pm</i> <i>E6A116</i>	LA1	Seminar 1: Attendance at this on-campus orientation session is voluntary for external students.
3 August	2	1			
10 August	3	2	<i>Seminar 2</i> <i>13 Aug</i>	LA2	-
17 August	4	2	-		-
24 August	5	3	-	LA3	-
31 August	6	3	-		-
7 September	7	4	<i>Seminar 3</i> <i>10 Sept</i>	LA4	
14 September	8	4	<i>(Mid-semester Break)</i>	-	Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 18 September at the latest.
21 September	9	5	<i>(Mid-semester Break)</i>	-	Critical Reflection Assignment (A) (Modules 2-4). Due Friday 25 September
28 September	10	5		LA5	
5 October	11	6	<i>Seminar 4</i> <i>8 October</i>	-	-
12 October	12	6	-	LA6	-

19 October	13	7	Seminar 5 22 October	-	Major Assessment Task Due Sunday 25 October
26 October	14	7	-	LA7	
2 November	15	-	Seminar 6 5 November	-	Critical Reflection Assignment (B) (Modules 5-7) Due Friday 6 November

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. Demonstrate an understanding of the strategic importance of the curriculum field
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Assessment tasks

- Learning Activities 1
- Learning Activities 2
- Critical Reflection Journal 1
- Critical Reflection Journal 2
- Major Assessment Task

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. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.

Assessment tasks

- Learning Activities 1
- Learning Activities 2
- Critical Reflection Journal 1
- Critical Reflection Journal 2
- Major Assessment Task

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

- 2. Demonstrate an understanding of the breadth of the curriculum field, including i. the nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.

Assessment tasks

- Critical Reflection Journal 1
- Critical Reflection Journal 2
- Major Assessment Task

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

- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/ organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Assessment task

- Major Assessment Task

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. Demonstrate an understanding of the breadth of the curriculum field, including i. the

nature of curriculum ii. the relationships between curriculum, knowledge and ideology iii. the foundational disciplines that underpin curriculum studies, and iv. the dynamics of curriculum planning, implementation and evaluation

- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Assessment tasks

- Learning Activities 1
- Learning Activities 2
- Critical Reflection Journal 1
- Critical Reflection Journal 2
- Major Assessment Task

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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction.
- 4. Demonstrate a capacity to apply these understandings to a school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

Assessment tasks

- Learning Activities 1
- Learning Activities 2
- Critical Reflection Journal 1
- Critical Reflection Journal 2
- Major Assessment Task

Changes from Previous Offering

The unit is updated annually to incorporate learner evaluations and recent developments in the curriculum field.

Changes since First Published

Date	Description
17/07/2015	A duplication in the changes to the unit section was removed.