



# EDUC107

## Introduction to Educational Studies

S1 Day 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Jennifer Barr

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C3A804

Thursday 9.00-11.00

Credit points

3

Prerequisites

Admission to BEd(Prim) or BEd(Sec) and 24cp

Corequisites

Co-badged status

Unit description

This unit is specifically designed for graduate students entering teaching. The unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated.

## 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:

By the end of this unit students will demonstrate specific learning outcomes relevant to future teaching practice. These learning outcomes are: 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline 2. Articulation of an evidence-based argument about what education is and should be 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational

ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Four Pillars Task</u></a>	10%	Int: 14/3. Ext: OCD 1
<a href="#"><u>Constructivism Essay</u></a>	30%	Mon 18 April 2016
<a href="#"><u>Article Review</u></a>	20%	Fri 20 May 2016
<a href="#"><u>Creative Response</u></a>	40%	Mon 6th June 2016

### Four Pillars Task

Due: **Int: 14/3. Ext: OCD 1**

Weighting: **10%**

The four pillars task is an early formative task, meaning that is low risk and simply designed to provide you some preliminary feedback early in semester. You will prepare a concept map articulating your current understanding of the topic 'education'. Consider the four pillars:

- The purpose of education (a philosophical consideration)
- How students learn (a psychological consideration)
- The educational context (a sociological consideration)
- How education has changed over time (a historical consideration)

On successful completion you will be able to:

- By the end of this unit students will demonstrate specific learning outcomes relevant to future teaching practice. These learning outcomes are: 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline 2. Articulation of an evidence-based argument about what education is and should be 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

# Constructivism Essay

Due: **Mon 18 April 2016**

Weighting: **30%**

This task requires you to write an academic essay about the topic 'constructivism'.

Constructivism is a philosophy heavily debated within education, as it has significant implications for both teaching and learning. Your essay should include an introduction and conclusion, and should make reference to other scholarly work (including peer-reviewed journal articles). There are three topics to choose from:

1. Fox (2001) argues that constructivism “is in danger of becoming a general term of approbation with but little content and an incoherent underlying epistemology” (p. 23). Discuss with reference to the underlying epistemology of constructivism. Is this epistemology incoherent? Can constructivism be anything more than “a general term of approbation?” Support your claims with argument.
2. Where behaviorism views knowledge as resulting from a finding process, constructivism views knowledge as the natural consequence of a constructive process. Where behaviorism views learning as an active process of acquiring knowledge, constructivism views learning as an active process of constructing knowledge. Finally, where behaviorism views instruction as the process of providing knowledge, constructivism views instruction as the process of supporting construction of knowledge (Bichelmeyer & Hsu, 1999, p. 4). Discuss the relation between behaviourism and constructivism. Which is the more persuasive position? Support your discussion with argument.
3. According to Von Glasersfeld (1995 p. 1) radical constructivism “is an unconventional approach to the problem of knowledge and knowing.” Why does Von Glaserfeld believe his version of constructivism is so unconventional? Can this radical form of constructivism provide a fruitful model of teaching in your discipline area? Discuss with reference to both the underlying model of knowledge of radical constructivism and the methods of your home discipline?

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what education is and should be 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

## Article Review

Due: **Fri 20 May 2016**

Weighting: **20%**

This task requires you to select **one** of the four articles from weeks 9 -11 to critically review (the articles are available on iLearn):

- Connell, R. (2013). The neoliberal cascade and education: an essay on the market agenda and its consequences. *Critical Studies in Education*, 54, 99-112, DOI: 10.1080/17508487.2013.776990
- Mills, C. (2015). Implications of the My School Website for disadvantaged communities: A Bourdieuan analysis. *Educational Philosophy and Theory: Incorporating ACCESS*, 47, 146-158, DOI: 10.1080/00131857.2013.793927
- Munns, G., Zammit K. & Woodward, H. (2008). Reflections from the riot zone: The Fair Go Project and student engagement in a besieged community. *Journal of Children and Poverty*, 14, 157-171, DOI: 10.1080/10796120802335888
- Kenway, J. (2013) Challenging inequality in Australian schools: Gonski and beyond. *Discourse: Studies in the Cultural Politics of Education*, 34, 286-308, DOI: 10.1080/01596306.2013.770254.

To complete your critical review of your selected article you will identify and evaluate the key arguments and theoretical approaches of the article, and critically reflect on their significance in the current educational environment.

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## Creative Response

Due: **Mon 6th June 2016**

Weighting: **40%**

Your creative response is oriented around the theme “*21<sup>st</sup> century teachers should...*” You may choose to complete a podcast, video, webpage, or academic poster (note that this is *not* a typical wall poster!). Internal students must present their response at the Knowledge Fair, Monday, 10.00am – 12.00. External students will be given the option to instead post their presentation to the class online, however, are strongly encouraged to attend in person if possible. The Fair encourages discussions about issues currently facing the teaching profession, in a supportive learning community. You *may* choose to work in pairs or threes for your response, but must complete your justification individually. You will be marked on both your ability to present your response in an engaging manner and the quality of your justification.

In your response you must make clear to the audience what it is that you are suggesting that 21<sup>st</sup> century teachers should do, and why. Your creative response will be accompanied by a 1,000 word justification citing scholarly research evidence. The justification should:

- Clearly define the topic/area of focus for your creative response using current, relevant research;
- Justify the significance of this topic/area by situating it within the current, broader landscape of education;
- Indicate the actual or potential merits and outcomes of your topic/area of focus.

Extra guidance and assistance will be provided to assist in the production of creative responses.

Note, however, that podcast, video and webpage submissions **must** be contained within 1 file/link and in a readily accessible format (e.g. QuickTime, YouTube, .wmv). It is your responsibility to ensure this.

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## Delivery and Resources

### Lectures

EDUC107 has a single 2-hour lecture per week, Mondays 10.00am – 12.00am in E7B T2. Lecture slides will usually be posted on iLearn before each lecture. For students listening at home, lecture recordings will be available on iLearn by the following day.

### iLearn Website

The EDUC107 iLearn website can be found at: <http://ilearn.mq.edu.au>. Weekly access to this site is compulsory for all students. Important assessment information will be posted here, as will other notices. You are also encouraged to use the discussion forums to share knowledge and ideas with other students. Use your student username and password to log in, and then choose EDUC107 from your list of units. If EDUC107 does not appear, seek help from OneHelp IT Services: <https://help.mq.edu.au>

### Tutorials

Whilst all students must attend EDUC107 tutorials, attendance depends on your enrolment mode. Internal students attend a 1-hour tutorial each week, with tutorials held on Mondays either between 12.00 – 1.00 or 1.00 – 2.00pm. External students instead attend two full-day 'On Campus Days'. Tutorial times and On Campus Day dates are available from <https://timetables.mq.edu.au/2016/>.

Both internal and external tutorials are compulsory and are designed to complement and extend the lecture program. All students are expected to complete the specified tutorial preparation, and to attend every tutorial (internal) / both On Campus Days (external).

## Attendance

The procedures of the University assessment policy state that to be eligible for continuation in a unit students must “attend required classes and submit required assessment tasks.” Activities completed during tutorials / On Campus Days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials (internal students) / On Campus Days (external students) is therefore mandatory. The unit convenor reserves the right to exclude students from the unit for unsatisfactory attendance.

***If you face serious unavoidable disruption (e.g. illness) and cannot attend a class or submit an assignment on time, you must apply for Special Consideration immediately.***

## Unit Schedule

### EDUC107 WEEKLY SCHEDULE

Week	Topic	Tutorial Preparation*
1 Feb 29	What is Education?	Access iLearn Familiarise yourself with unit content
<b>MODULE I: The Student</b>		
2 Mar 7	The Student through Time	Read Mayer (2001)
3 Mar 14	Cognitive Development: Piaget and Vygotsky	Watch short clip on ilearn
4 Mar 21	Cognitive Development: Intelligence	Read Kornhaber et al. (1990) Read Humphrey et al (2007)
5 Mar 28	Social and Moral Development	Read O'Flaherty & Doyle (2014)
6 April 4	Constructivism	Read Yilmaz (2008) Read Fox (2001)
<b>MIDSEMESTER BREAK</b>		
<b>MODULE II: The Context</b>		
7	<i>Prac Block – No Class</i>	No tutorial



8		Prac Block – No Class	No tutorial
9	May 9	A History of Education	Read Connell (2013)
10	May 16	Who's in? Who's out? Schooling and Social Advantage and Disadvantage	Read Mills (2015)
11	May 23	The Politics of Education	Read Munns et al. (2008) Read Kenway (2013)
<b>MODULE III: The Teacher</b>			
12	May 30	Learning Communities	No set reading
13	June 6	Knowledge Fair	No tutorial

\* External students: although you will not attend weekly tutorials, it is recommended that you nonetheless complete the same tutorial preparation and reading schedule so as to be ready for On Campus Day 1 (tutorials 1-6) and On Campus Day 2 (tutorials 7-11).

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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>.

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcome

- By the end of this unit students will demonstrate specific learning outcomes relevant to future teaching practice. These learning outcomes are: 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline 2. Articulation of an evidence-based argument about what education is and should be 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

## Assessment tasks

- Four Pillars Task
- Creative Response

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcome

- By the end of this unit students will demonstrate specific learning outcomes relevant to future teaching practice. These learning outcomes are: 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline 2. Articulation of an evidence-based argument about what education is and should be 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

## Assessment tasks

- Four Pillars Task
- Constructivism Essay
- Article Review
- Creative Response

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcome

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## Assessment task

- Creative Response

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcome

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## Assessment tasks

- Four Pillars Task
- Constructivism Essay
- Article Review
- Creative Response

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcome

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## Assessment tasks

- Four Pillars Task
- Constructivism Essay
- Article Review
- Creative Response

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcome

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## Assessment tasks

- Constructivism Essay
- Creative Response

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

## **Learning outcome**

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## **Assessment tasks**

- Four Pillars Task
- Constructivism Essay
- Article Review
- Creative Response

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

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characteristics that influence learning: developmental, social/emotional, and cognitive 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity 5. Critical engagement with the educational ideas and issues influencing 21st century teaching 6. Effective written communication and visual presentation skills

## Assessment task

- Creative Response

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcome

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## Assessment task

- Creative Response

## Changes from Previous Offering

A minor change has been made to Assessment 4: Creative Response (40%), where the Creative part and written Justification are now 20% each.