EDCN807

Individual Education Project 2

S2 Online 2016

Dept of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
4

Prerequisites
Permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description
This unit allows students to extend the program of study commenced in EDCN806. The unit
will generally be developed as a guided reading unit in which students will work with an
academic supervisor to produce work, or a series of works, relevant to a field of practice. The
unit expands on broader topics covered at undergraduate level by offering students an
opportunity to develop advanced knowledge, critical thinking and research skills.

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:

identify an issue critical to some aspect of educational theory, policy or practice

explore the academic and professional literatures relating the selected issue

organise, analyse and synthesise the available research and scholarship so as to

describe what is known about the issue

develop an evidence based solution for the selected issue

effectively communicate the issue and the proposed solution to the intended audience

Assessment Tasks

Name	Weighting	Due
Learning Contract	100%	11 November

Learning Contract

Due: **11 November**
Weighting: **100%**

Each student, in consultation with their Academic Supervisor and the Course Convener, will devise an individualised program which meets their individual learning objectives as well as satisfying the general learning outcomes of the Unit. This program is described in a Learning Contract (see Appendix 2) which is;

"a document used to assist in the planning of a learning project. It is a written agreement negotiated between a learner and a teacher, lecturer or staff adviser that a particular activity will be undertaken in order to achieve a specific learning goal or goals" (Anderson, Boud and Sampson (1996) ,p2)

Developing a learning contract is an eight step process;

1. Establishing learning needs
2. Refining learning needs into specific learning objectives
3. Identifying useful resources and strategies for learning
4. Determining what is to be produced (ie assessment tasks/due dates)
5. Determining the criteria for assessment
6. Reviewing the learning contract
7. Carrying out the learning contract
8. Self assessment and submission of completed work

It is important to note that the process is an iterative one and it is expected that the initial contract will be reviewed and rewritten over the course of the semester as each student's understanding of their project develops.

Anderson, G., Boud, D., and Sampson, J. (1996) Learning contracts: a practical guide. London. Kogan Page.

On successful completion you will be able to:
- identify an issue critical to some aspect of educational theory, policy or practice
- explore the academic and professional literatures relating the selected issue
- organise, analyse and synthesise the available research and scholarship so as to

describe what is known about the issue

- develop an evidence based solution for the selected issue

- effectively communicate the issue and the proposed solution to the intended audience

Delivery and Resources

As a 4 credit point postgraduate Unit you will need to commit at least 10 hours of work per week over the 15 weeks of the semester in order to meet the Unit requirements. There are no set word limits on any task but notionally you will produce an equivalent of 6000 words over all tasks.

In order to satisfactorily complete this Unit you are required to submit your Learning Contract (0%), and all assessment tasks described therein (100%). All tasks must be submitted by the negotiated due dates unless an extension has been arranged.

Unit Schedule

There are no scheduled classes in this Unit. Each student, in consultation with their Academic Supervisor and the Course Convener, will devise an individualised program which meets their individual learning objectives as well as satisfying the general learning outcomes of the Unit

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

New Assessment Policy in effect from Session 2 2016 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/

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

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://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

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 outcome

- identify an issue critical to some aspect of educational theory, policy or practice

Assessment task

- Learning Contract

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 outcome

- explore the academic and professional literatures relating the selected issue

Assessment task

- Learning Contract

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 outcome

- organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue

Assessment task

- Learning Contract

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 outcome

- develop an evidence based solution for the selected issue

Assessment task

- Learning Contract

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 outcome

- effectively communicate the issue and the proposed solution to the intended audience

Assessment task

- Learning Contract

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 outcome

- identify an issue critical to some aspect of educational theory, policy or practice

Assessment task

- Learning Contract