EDUC106

Education: The Social and Historical Context

S2 Day 2016

Dept of Education

Contents

General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit explores the historical and social contexts in which Australian education occurs. The perspectives that inform the unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit begins with an overview of the development of education in Australia by discussing a number of key moments in the history of Australian education. The unit gives emphasis to issues of social justice and social disadvantage and also considers these matters in relation to contemporary issues in education: media, technology and community.

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:

Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events

Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources

Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

Present ideas in creative ways that assist in developing new understandings and solutions to problems

Be able to effectively communicate ideas

Be able to work collaboratively and ethically with others

Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

General Assessment Information

Assessment tasks in EDUC106 are linked and together develop a set of skills and knowledge. To successfully complete the unit you are required to submit a RAL (Review of Academic Literature), a Research Essay, create and present (or submit for externals) a Digital Media Response (DMR) and submit a Reflective Report, and attempt the exam.

Assessment Tasks

Name	Weighting	Due
Reviewing Academic Literature	10%	Week 5, 29 Aug 2016
Research Essay	40%	30 Sep 2019
Digital Media Response	30%	Week 11, 24 Oct 2016
Examination	20%	Exam period

Reviewing Academic Literature

Due: **Week 5, 29 Aug 2016**
Weighting: **10%**

Submit a 400-word review of the following article:

Thompson, G. (2016) Computer adaptive testing, big data and algorithmic approaches to education, *British Journal of Sociology of Education*, DOI: http://dx.doi.org/10.1080/01425692.2016.1158640

This article is available in the library's electronic journal collection.

On successful completion you will be able to:
- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

Research Essay

Due: **30 Sep 2019**

Weighting: **40%**

Write an essay in which you consider the situation of students disadvantaged by: socioeconomic background, disability, English language proficiency, the particular needs of Indigenous students, school size, or school location. Comment on how effectively schools, and the education system more generally, prepares these disadvantaged students for employment, further education and training, and life beyond school.

On successful completion you will be able to:
- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events
- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied
- Be able to effectively communicate ideas
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Digital Media Response

Due: **Week 11, 24 Oct 2016**
Weighting: **30%**

In a group of three or four students, devise a problem concerning education and either media, popular culture or technology, and create a digital media response to that problem via a movie, a podcast or an animated PowerPoint. The digital media response must be submitted to the unit website. Students must also submit an individually written, 750-word report. Group members must attend the same seminar.

On successful completion you will be able to:
- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied
- Present ideas in creative ways that assist in developing new understandings and solutions to problems
- Be able to effectively communicate ideas

- Be able to work collaboratively and ethically with others
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Examination

Due: **Exam period**
Weighting: **20%**

Final exam

On successful completion you will be able to:

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events

Delivery and Resources

- There are two different lectures provided each week
    ◦ Lecture 1 is first given at 9:00 am Tuesday in the Macquarie Theatre and repeated at 4:00 pm on Tuesday in the Lotus Theatre
    ◦ Lecture 2 is first given 12:00 pm Wednesday in the Mason Theatre and repeated at 12:00 pm Thursday in X5BT1.
- Tutorials are conducted on Tuesdays, Wednesdays, Thursdays and Fridays. Attendance at tutorials is expected because teaching, in the form of explanations, feedback, and discussion will occur during these sessions, and because collaborative activities will also occur.
- Make use of information and computer technology for the production of assignments, research and communication.

Learning and Teaching Activities

Overview

This series of lecture presentations, and the accompanying learning activities, is divided into four modules. The four assessment tasks submissions, including the low risk early assessment task, largely assess material in each of the sections while the exam questions are drawn from all areas of the unit. The first module presents a traditional sociology of education and the familiar themes of class, race and gender as they relate to education. The second module considers education and governance and presents a more contemporary sociology of education. Here the themes of governance, subjectivity and pre-adulthood are addressed. Both these sections explore the social context of education and issues of social disadvantage in education. The third module deals with cultural context of education and the final module considers philosophy, ethics

and law as it relates to education.

Module 1. A traditional sociology of education

The unit begins with a framing of education that will be familiar to most, and this is a view established by sociologists of education on a foundation of theories and concerns about matters of class, gender and race. All weeks of this unit comprise: two lectures, a suggested reading and discussion activities. Tutorials commence in week 1.

1.1 INTRODUCTION: MASS EDUCATION AND THE SENSE OF IT (2 AUG 2016)

This presentation provides an introduction to EDUC106. • EDUC106: where and why it fits • What will be done in EDUC106 o Assessment, learning objectives, capabilities and standards o Teaching staff o Presentations and tutorials o Unit website • Terminology (mass education, public schooling, etc.)

1.2 SOCIAL CLASS: THE RISE OF MASS EDUCATION (3 & 4 AUG 2016)

• Female Orphan School and Macquarie • Battle with the churches for control of education • Education in 19th century Australia: From social discipline, to citizen right, to arbiter of social privilege

1 Tutorial activities

• Discuss approaches to learning to be used the unit • Clarify assessment expectations and arrangements • Understand the unit web site arrangement

Essential reading

Tait, G. (2016). Introduction. In Making sense of mass education. 2nd edn. Port Melbourne: Cambridge University Press

2.1 SOCIAL CLASS: EDUCATIONAL DISADVANTAGE (9 AUG 2016)

• How is inequality determined? • Explaining educational disadvantage • Making the Difference • Review of funding for schooling (Gonski)

2.2 SOCIAL CLASS: LIVING OUTSIDE THE METRO (10 & 11 AUG 2016)

• Issues faced by students in rural areas • Resource issues in rural areas • Teaching in rural areas

2 Tutorial activities

• Discuss the myths regarding social class outlined by Tait • Revise locating articles: Thompson (2016); Somerville and Rennie (2012) • How to review academic literature. You might ask yourself the following questions: o What is the article about? o What is the author's line of

argument? o What evidence or information is used to support these claims? o How is this information analyzed? o Are these findings significant, and if so, why? o Do you find the argument plausible? • Review the RAL rubric items

Essential readings

Tait, G. (2016). Social class (Chapter 1). In Making sense of mass education. 2nd edn. Port Melbourne: Cambridge University Press Thompson, G. (2016) Computer adaptive testing, big data and algorithmic approaches to education, British Journal of Sociology of Education, DOI: http://dx.doi.org/10.1080/01425692.2016.1158640

Before next tutorial:

• Draft a review of the Thompson (2016) article and bring it to next tutorial

3.1 GENDER: SEX AND GENDER (16 AUG 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

3.2 GENDER: GENDERED SCHOOLING (17 & 18 AUG 2016)

• Case study • Run like a girl (video link) • Goldie blox (video link)

3 Tutorial activities

• Discuss draft reviews of Thompson (2016) • Discuss the myths regarding gender outlined by Tait • Discuss current events that link with the gender topic

Essential reading

Tait, G. (2016). Gender (Chapter 2). In Making sense of mass education. 2nd edn. Port Melbourne: Cambridge University Press

On-campus day (OCD1) for externals (Saturday 20 Aug 2016)

The on-campus day workshop will be held in X5B136

4.1 RACE/ETHNICITY: LEARNING FROM COUNTRY (23 AUG 2016)

• Indigenous students: Rural, remote or urban learners? • Issues faced by indigenous students in school • Teaching about indigenous students

4.2 RACE/ETHNICITY: INTERCULTURAL LEARNERS (24 & 25 AUG 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

4 Tutorial activities

• Discuss the myths regarding race and ethnicity outlined by Tait • Discuss current events that link with the race and ethnicity topic • Discuss issues raised by Somerville and Rennie (2012)

Essential reading

* Tait, G. (2016). Race/ethnicity (Chapter 3). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press * Somerville, M. & Rennie, J. (2012). Mobilising community? Place, identity formation and new teachers' learning. Discourse: Studies in the Cultural Politics of Education 33:2, 193-206. DOI: 10.1080/01596306.2012.666075

Module 2. Education and governance: A contemporary sociology

Due to a number of factors, globalization and the emergence of certain technologies to name two, a focus on class, gender and race no longer adequately explains social disadvantage or inequality. Consequently, an alterative way of understanding the context of education is offered.

5.1 Governance: Governing subjects (30 AUG 2016)

• The notion of governance • Implications for schooling

5.2 GOVERNANCE: SCHOOL RULES (31 AUG & 1 SEP 2016)

• Case study

5 Tutorial activities

• Discuss the myths regarding governance outlined by Tait • Discuss current events that link with the governance topic • Developing an argument in an essay

Essential reading

Tait, G. (2016). Governance (Chapter 4). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

6.1 SUBJECTIVITY: THE SUBJECTS OF EDUCATION (6 SEP 2016)

• The notion of subjectivity • Implications for schooling

6.2 SUBJECTIVITY: DISABILITY AND INCLUSION (7 & 8 SEP 2016)

• Definitions of ability • School provision of services • Overview of developments in policy

6 Tutorial activities

• Discuss the myths regarding subjectivity outlined by Tait • Discuss current events that link with the disability topic

Essential reading

Tait, G. (2016). Subjectivity (Chapter 5). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

7.1 BIG DATA AND EDUCATION (13 SEP 2016)

• What is 'Big data'? • NAPLAN • Implications for schooling

7.2 DIGITAL MEDIA RESPONSE TASK (14 & 15 SEP 2016)

• Outline of the DMR task • Project-based learning overview • Examples of responses

7 Tutorial activities

• Discuss the myths regarding 'big data' outlined by Tait • Discuss current events that link with this topic • Form presentation groups o Decide on communication method between group members Note: Groups are encouraged to communicate during the mid-semester break.

Essential reading

Tait, G. (2016). Big Data (Chapter 7). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

MID-SEMESTER BREAK (19 - 30 SEP 2016)

Assessment: Submit essay 30 Sep 2016 ON-CAMPUS DAY FOR EXTERNALS (FRIDAY 30 Sep 2016) location X5B136

Module 3. Cultural context of education

Cultural elements play a significant role in people's lives, and consequently in their understanding of the society and communities they inhabit. These cultural elements inevitably influence education.

8.1 MEDIA: MEDIA LITERACY (4 OCT 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

8.2 Media: School communities (5 & 6 Oct 2016)

• Case study: 'Reflections from the riot zone' • Representations of teachers in the media

8 Tutorial activities

• Discuss the myths regarding the media outlined by Tait • In groups: o Decide a presentation topic o Perform a skills audit

Essential reading

Tait, G. (2016). The media (Chapter 8). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press Munns, G., Zamit, K. and Woodward, H. (2008) Reflections from the riot zone: Thew Fair Go Project and student engagement in a besieged community. Journal of children and poverty, 14:2, 157-171

9.1 POPULAR CULTURE: MOVIE LESSONS (11 OCT 2016)

• Popular culture and education • Representations of schools in movies • Authenticity and fantasy

9.2 POPULAR CULTURE: CULTURE IN THE CLASSROOM (12 & 13 OCT 2016)

• Theories of culture • Youth culture

9 Tutorial activities

• Discuss the myths regarding popular culture outlined by Tait • In groups develop presentation

Essential reading

Tait, G. (2016). Popular culture (Chapter 9). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

10.1 TECHNOLOGY: SOCIAL MEDIA (18 OCT 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

10.2 TECHNOLOGY: MOBILE LEARNING (19 & 20 OCT 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

10 Tutorial activities

• Discuss the myths regarding technology outlined by Tait • ACRR presentations commence

Essential reading

Tait, G. (2016). Technology (Chapter 10). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

Assessment: Submit Digital Media Responses and Reflective Reports

Monday 24 Oct 2016

11.1 PRE-ADULTHOOD: INVENTION OF CHILDHOOD (25 OCT 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

11.2 Pre-adulthood: Youth citizenship (26 & 27 Oct 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

11 Tutorial activities

• DMR presentations commence

Essential reading

Tait, G. (2016). Pre-adulthood (Chapter 6). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press McLeod, J. (2012). Vulnerability and the neo-liberal youth citizen: a view from Australia. Comparative Education, 48:1, 11-26, DOI: 10.1080/03050068.2011.637760

Module 4. Philosophy, ethics, the law and education

In the final module we reflect on a number of issues about the ways that schooling is organized and how actors work within these arrangements.

12.1 PHILOSOPHY: TEACHERS AND PEDAGOGY (1 NOV 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

12.2 ETHICS AND LAW: TEACHERS AS PROFESSIONALS (2 & 3 NOV 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

12 Tutorial activities

• DMR presentations continue

Essential reading

Tait, G. (2016). Ethics and law (Chapter 13). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

13.1 TRUTH: THE GLOBAL REACH (8 NOV 2016)

• Definitions and terminology • School provision of services • Overview of developments in policy

13.2 REFLECTION AND REVIEW (9 & 10 NOV 2016)

Finally, to assist with exam preparation, a review of the entire unit.

13 Tutorial activities

• DMR presentations continue

Essential reading

Tait, G. (2016). Truth and post-colonialism (Chapter 14). In Making sense of mass education. 2nd Edn. Port Melbourne: Cambridge University Press

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/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

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 outcomes

- Present ideas in creative ways that assist in developing new understandings and solutions to problems
- Be able to effectively communicate ideas

Assessment task

- Digital Media 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 outcomes

- Be able to work collaboratively and ethically with others
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Assessment task

- Digital Media 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

- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

Assessment task

- Digital Media 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 outcomes

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Assessment tasks

- Reviewing Academic Literature
- Research Essay
- Digital Media Response
- Examination

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

- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied

Assessment tasks

- Reviewing Academic Literature
- Research Essay
- Digital Media 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

- Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources

Assessment tasks

- Research Essay
- Digital Media 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

- Be able to effectively communicate ideas

Assessment tasks

- Research Essay
- Digital Media 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 outcomes

- Be able to work collaboratively and ethically with others
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Assessment tasks

- Research Essay
- Digital Media 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 outcomes

- Be able to work collaboratively and ethically with others
- Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Assessment tasks

- Research Essay
- Digital Media Response

Changes from Previous Offering

The following changes have been made for the 2016 version of this unit:

- The text and readings set for assessment and tutorial work have been changed
  - The name of the task formerly called Artefact Creation and Reflective Report (ACRR) has been changed to Digital Media Response. The focus of this task has changed
  - Assessment rubrics have been revised and improved

Text and readings

Required text

Tait, G. (2016). *Making Sense of Mass Education*, 2nd edn. Port Melbourne, Vic.: Cambridge University Press

Readings available electronically

The readings mentioned in the unit outline are available electronically from the Macquarie University library collection of electronic journals and can be accessed via the catalogue, journal finder or databases links.