



EDUC363

Education as Social Development

S1 Day 2016

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Anne McMaugh

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Contact via anne.mcmaugh@mq.edu.au

Credit points

3

Prerequisites

(39cp including EDUC262) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit builds on knowledge developed in EDUC262 and explores the relationship between social development and education. There is a particular focus on peer relationships, social competence, and learning outcomes, including the importance of the teacher-student relationship, school engagement, and classroom motivation. This unit equips students with specific strategies for managing bullying and fostering the mental health and well-being of young people in school and classroom contexts. This unit is suitable for both primary and secondary education students with a focus on social development across childhood and adolescence.

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:

Knowledge of social development, as it applies to educational settings.

The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.

The ability to investigate a social development research problem and evaluation of research findings.

Knowledge of teaching and learning strategies for providing a school and classroom

environment that leads to positive social developmental outcomes.

Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment Tasks

Name	Weighting	Due
Check Your Understanding	0%	Week 4
Research report	40%	15th April 5pm
Seminar Discussion and Blog	20%	Day of allocated seminar
Exam	40%	University exam period

Check Your Understanding

Due: **Week 4**

Weighting: **0%**

A voluntary online quiz designed as an early formative assessment and feedback opportunity.

On successful completion you will be able to:

- Knowledge of social development, as it applies to educational settings.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Research report

Due: **15th April 5pm**

Weighting: **40%**

A research report addressing a social developmental issue

On successful completion you will be able to:

- Knowledge of social development, as it applies to educational settings.
- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- The ability to investigate a social development research problem and evaluation of research findings.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Seminar Discussion and Blog

Due: **Day of allocated seminar**

Weighting: **20%**

Leading a seminar discussion and writing a critical reflection blog

Peer assessed 5%

Blog assessed 15%

On successful completion you will be able to:

- Knowledge of social development, as it applies to educational settings.
- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.
- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Exam

Due: **University exam period**

Weighting: **40%**

An examination of unit content

On successful completion you will be able to:

- Knowledge of social development, as it applies to educational settings.
- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Delivery and Resources

Delivery

Weekly lecture is delivered face to face and available as a recording in iLearn

Weekly seminar classes are compulsory for internal students who must attend their registered class.

External students have two compulsory days of on-campus schools.

Please check the University Timetable for all class schedules including On-Campus school dates.

Resources

Required Text: EDUC363 readings are available electronically in the University Library. Search tips are provided on the iLearn site. You will need to download PDF copies of readings to provide regular access for class discussions.

Recommended Text: McGrath, H. & Noble, T. (Eds.) (2006). *Bullying Solutions: Evidence-based approaches to bullying in Australian schools*. Frenchs Forest, NSW: Pearson Education.

This text is a useful resource for teachers and we will use one to two chapters from this text to support tutorial discussions.

Required Technologies: This unit requires students to use several ICT and software skills.

- **Word processing:** You are required to use an appropriate form of software to write up and present your assignments.
- **Spreadsheets:** You may be required to enter research assignment data in a simple spreadsheet in a GoogleDoc or Microsoft EXCEL.
- **Library databases:** You are required to use various research databases (such as ERIC and PSYCHINFO) to locate sources for your assignments.
- **iLearn and web access:** This Unit is supported by iLearn. The site contains compulsory online lectures and online tutorial activities as directed. Your assessment templates, grading rubrics etc are located here.

Changes to Unit from Previous Offerings

This Unit is the second offering of an 11 week curriculum. In comparison to previous offerings new assignments and examination have been prepared. Several new weekly readings have been included.

Unit Schedule

Lectures: 1 lecture per week. Please review timetabled offering in the University Timetable.

Tutorials/Seminars: 2 hour seminar per week, please attend your registered tutorial as timetabled.

On Campus days: There are two on-campus days for external mode students as advertised in

the University Timetable. These days are compulsory.

Learning and Teaching Activities

Lecture

11 lectures

Seminar

11 seminars completed weekly or on campus days with associated online activities as directed

Optional Online Quiz

An optional online quiz to support your learning by providing early formative feedback

Research report

A research investigation of an important social development concern for educators and people working with children.

Seminar discussion and blog

Leading a seminar discussion and writing a blog to reflect critical understanding.

Exam

1 end of semester exam

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

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

- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Assessment task

- Research report

Learning and teaching activity

- 11 seminars completed weekly or on campus days with associated online activities as directed
- Leading a seminar discussion and writing a blog to reflect critical understanding.

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

- Knowledge of social development, as it applies to educational settings.
- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.
- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Research report
- Seminar Discussion and Blog
- Exam

Learning and teaching activities

- 11 seminars completed weekly or on campus days with associated online activities as directed

- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.
- 1 end of semester exam

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

- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment task

- Research report

Learning and teaching activity

- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.

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

- Knowledge of social development, as it applies to educational settings.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Assessment tasks

- Check Your Understanding
- Research report
- Seminar Discussion and Blog
- Exam

Learning and teaching activities

- 11 lectures
- 11 seminars completed weekly or on campus days with associated online activities as directed
- An optional online quiz to support your learning by providing early formative feedback
- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.
- 1 end of semester exam

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 outcomes

- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- The ability to investigate a social development research problem and evaluation of research findings.

Assessment tasks

- Research report
- Seminar Discussion and Blog
- Exam

Learning and teaching activities

- 11 lectures
- 11 seminars completed weekly or on campus days with associated online activities as

directed

- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.
- 1 end of semester exam

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 outcomes

- The ability to discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- The ability to investigate a social development research problem and evaluation of research findings.
- Knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Assessment tasks

- Research report
- Exam

Learning and teaching activities

- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.

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

- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Research report
- Seminar Discussion and Blog
- Exam

Learning and teaching activities

- 11 seminars completed weekly or on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.

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

- The ability to investigate a social development research problem and evaluation of research findings.

Assessment tasks

- Seminar Discussion and Blog
- Exam

Learning and teaching activities

- 11 lectures
- 11 seminars completed weekly or on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.

- Leading a seminar discussion and writing a blog to reflect critical understanding.

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

- Oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment task

- Seminar Discussion and Blog

Learning and teaching activity

- 11 lectures
- 11 seminars completed weekly or on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.
- Leading a seminar discussion and writing a blog to reflect critical understanding.