



# EDCN812

## Curriculum Studies

S2 Evening 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Greg Robertson

[greg.robertson@mq.edu.au](mailto:greg.robertson@mq.edu.au)

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
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 their own 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>Seminars &amp; Learning Activities</u>	30%	Fortnightly
<u>Reflective Journals</u>	30%	2 October; 11 November
<u>Major Assessment Task</u>	40%	23 October

### Seminars & Learning Activities

Due: **Fortnightly**

Weighting: **30%**

Your participation in all seminars, including written learning activities submitted as part of the discussions, and collaboration with other students in the unit.

On successful completion you will be able to:

- 2. Demonstrate an understanding of the breadth of the curriculum field
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

### Reflective Journals

Due: **2 October; 11 November**

Weighting: **30%**

Written critical reflection as a point of closure for each module by providing an opportunity for you to bring your thoughts together on the issue in a scholarly way.

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
- 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 their own school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

## Major Assessment Task

Due: **23 October**

Weighting: **40%**

The major assessment task enables you to investigate an area of personal interest and/or professional need in greater depth than is possible in the one module. Being able to define and articulate an area of curriculum inquiry is an important way of demonstrating how well you have understood the scope and learning outcomes of the unit.

On successful completion you will be able to:

- 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 their own school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

## Delivery and Resources

### Core Texts

- Brady, L. and Kennedy, K. (2013). *Curriculum Construction*. Frenchs Forest, Sydney. Pearson. (Fifth or any later edition)
- Smith, D. and Lovat, T. (2003). *Curriculum- Action on Reflection*. Tuggerah. Social Science Press. (Fourth Edition)

## Unit Schedule

Week beginning	Wk	Module	On-campus Evening Sessions	Learning Activities	Assessment Task
1 August	1	1	<i>Seminar 1 Orientation Getting to Know You 4 August 5-7pm E6A116</i>	LA1	Seminar 1:  Attendance at this on-campus orientation session is recommended but voluntary for External students able to come..
8 August	2	1			
15 August	3	2	<i>Seminar 2 18 Aug</i>	LA2	-
22 August	4	2	-		-

29 August	5	3	Seminar 3 1 Sept	LA3	-
5 September	6	3	-		-
12 September	7	4	Seminar 4 15 Sept	LA4	Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 16 September at the latest
19 September	8	4	(Mid-semester Break)	-	.
26 September	9	5	(Mid-semester Break)	-	Critical Reflection Assignment (A) (Modules 2-4). Due Sunday 2 October
3 October	10	5		LA5	
10 October	11	6	Seminar 5 13 October	-	-
17 October	12	6	-	LA6	Major Assessment Task Due Sunday 23 October
24 October	13	7	Seminar 6 27 October	-	
31 October	14	7	-	LA7	
7 November	15	-	Seminar 7 if required 10 November	-	Critical Reflection Assignment (B) (Modules 5-7) Due Friday 11 November

## Learning and Teaching Activities

### Learning Modules

Full details are provided in the complete Unit Guide available on the unit's iLearn website and in the seven learning Modules that comprise 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](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](http://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](http://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](http://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

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

#### Assessment tasks

- Seminars & Learning Activities
- 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
- 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 their own school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

## **Assessment tasks**

- Seminars & Learning Activities
- Reflective Journals
- 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**

- 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 their own school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

## **Assessment tasks**

- Reflective Journals
- 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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth of the curriculum field

## Assessment tasks

- Reflective Journals
- 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

- 1. Demonstrate an understanding of the strategic importance of the curriculum field
- 2. Demonstrate an understanding of the breadth 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 their own school/workplace/organisation and/or educational jurisdiction, and to the analysis of current state, national and international trends in curriculum.

## Assessment tasks

- Seminars & Learning Activities
- Reflective Journals
- 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

- 2. Demonstrate an understanding of the breadth of the curriculum field
- 3. Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

## **Assessment tasks**

- Seminars & Learning Activities
- Reflective Journals
- Major Assessment Task

## **Changes from Previous Offering**

The unit content has been updated based on recent changes to Australian and international curricula.