EDUC264

Education: The Policy Context

S1 Day 2016

Dept of Education

Contents

General Information

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Credit points
3

Prerequisites
(12cp including EDUC105 or EDUC106) or (admission to BEd(Prim) or BEd(Sec))

Corequisites

Co-badged status

> Unit description
> This unit builds on understandings gained in EDUC106 and provides students with a critical understanding of the importance of education in contemporary society. Initially, the unit considers a range of perspectives in education according to various educational theorists. The unit examines the policy context of education and the ways in which policy is socially constructed, analyses the importance of policy in the teaching profession and classroom pedagogy, and in the context of a constantly modernising and globalising society. The impact of the markets on the symbolic economy of educational institutions (prospectuses, web sites, advertising) is also explored. Also analysed are the everyday cultures of schooling. A particular focus of this analysis is the spatial and temporal practices of schools, as exhibited in their architecture and timetabling.

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:

Understand key ideas and theories underpinning contemporary educational theory and practice

Apply critical thinking and research skills in education

Work collaboratively, respectfully in teams

Display ability to communicate ideas in oral, screen and written modes

Apply appropriate levels of IT skills

Assessment Tasks

Name	Weighting	Due
Short essay	20%	18 March (Week 4)
Group presentation	40%	During weeks 5, 6, 11-15
Exam	40%	Between 14 June - 1 July

Short essay

Due: **18 March (Week 4)**
Weighting: **20%**

This task is designed to draw on your ability to locate scholarly articles using appropriate IT skills (LO5), to allow you to apply critical thinking and research skills (LO2), to demonstrate

understanding of key ideas and theories underpinning contemporary educational theory and practice (LO1), and to communicate these ideas (LO4).

Using three of the six articles listed below, give a synopsis of the author's (or authors') argument or perspective presented in each article, and provide an assessment of the implications of these arguments or perspectives for contemporary education.

Angus, L. (2015) School choice: neoliberal education policy and imagined futures, *British Journal of Sociology of Education*, 36:3, 395-413, DOI: 10.1080/01425692.2013.823835

Boostrom, R. (2016) The peculiar status of Democracy and Education, *Journal of Curriculum Studies*, 48:1, 4-22, DOI: 10.1080/00220272.2014.962100

Kenway, J. & Fahey, J. (2014). Staying ahead of the game: the globalising practices of elite schools. *Globalisation, Societies and Education,* 12:2, 177-195, DOI: 10.1080/14767724.2014.890885

Kurth-Schai, R. (2014) Fidelity in Public Education Policy: Reclaiming the Deweyan Dream, *Educational Studies*, 50:5, 420-446, DOI: 10.1080/00131946.2014.943892

Means, A. (2014) Educational commons and the new radical democratic imaginary, *Critical Studies in Education*, 55:2, 122-137, DOI: 10.1080/17508487.2014.903502

Roche, S. (2015) ''We don't need no education'': The radical implications of lifelong learning, *International Review of Education*, 61:1–6, DOI 10.1007/s11159-015-9494-9

See rubric for further detail of marking criteria.

Rubric item

Describe the argument or perspective on education being considered -20%

Identify the key aspects of the articles used - 20%

Explain the implications for contemporary education - 20%

Consider on the significance of these ideas & concepts - 30%

Demonstrate understanding of academic writing - 10%

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
- Display ability to communicate ideas in oral, screen and written modes
- Apply appropriate levels of IT skills

Group presentation

Due: **During weeks 5, 6, 11-15**
Weighting: **40%**

This task is designed to allow you to demonstrate understand key ideas and theories underpinning contemporary educational theory and practice (LO1), and your ability to apply critical thinking and research skills (LO2). Importantly it also allows your to work collaboratively, and respectfully with others (LO3), to display your ability to communicate ideas in oral, screen and written modes (LO4), and to apply appropriate IT skills (LO5) to a task.

For this task you will be working in groups of three or four. Presentations, for internal students, will commence in Week 5 (the first week of Module Two) and continue through to the end of the semester (Week 13), with one group presenting in each tutorial. External students will form into groups on OCD1 and present on OCD2.

The presentation topics for week 5, educational consumerism, and week 6, education and social justice, have questions to address in the Program of Lectures and Tutorials (above).

The questions to guide presentations for weeks 11 – 15 are included in the relevant sections of OECD (2016), *Trends Shaping Education 2016*. This book has five chapters:

- Globalisation
- The future of the nation-state
- Are cities new countries?
- Family matters
- A brave new world

Each of these chapters is further divided into seven key aspects of the policy issue, and at the end of these sections are three focus questions in a box headed, And education? Groups are expected to nominate a chapter to present on in the tutorial, then select an aspect and address one of the questions.

The purpose of the presentation is to provide a discussion of:

- Background to the issue raised in the question
- Relevant perspectives that can be used to understand the issue
- Approaches and solutions to the issue
- Outcomes, consequences and implications of this issue.

There will be three elements to the assessment. The first is the group's presentation (**10%**), including the use of presentation tools such as PowerPoint slides. The presentation material (eg PPTX slides), including the names of the group members, is to be submitted. Each group should designate one member who will submit the presentation material to the 'workshop' link on the unit website in the relevant week.

The second element is a 1000 word report (**20%**) on the policy issue presented. The reports are to be written and submitted individually by each member of the group.

Thirdly, a further **5%** of the overall mark will be derived from peer-reviews of the presentation. Students are expected to participate in reviewing their peers and will receive **5%** for their efforts.

Groups are encouraged to use other resources such as videos or other media including website material/resources. But the use of such media should not dominate the presentation time. Presentations should run for no more than 20 minutes (including time take to show any videos), followed by approximately 10 minutes for discussion of issues. Marks will be deducted for inappropriate management of time.

Presentation materials (eg slides) are due to be submitted by 5:00pm on day of the presentation, and the individual reports are to be submitted one week later.

See rubric for further detail of marking criteria.

Rubric item

Presentation (10%)

Clarity of the ideas shown in the presentation

Effective use of presentation tools

Understanding of the context of the policy

Cohesion of the presentation

Peer-review of presentation (5%)

Clarity of the ideas shown in the presentation

Effective use of presentation tools

Understanding of the context of the policy

Cohesion of the presentation

Peer-reviews of others (5%)

Report (20%)

Describe the background of the policy issue (20%)

Identify perspectives to understand the issue (40%)

Consider significance of policy issues (30%)

Demonstrate academic writing (10%)

Make up work for students unable to attend or participate in the group presentation (40%)

Students are who are unable to participate in the group presentation (either in tutorial or during the OCD) due to a serious and unavoidable disruption must follow the procedures for Disruption to Studies and submit written work in lieu of their non-participation. These students must write an essay of 2,500 words on the topic of their presentation group, considering the:

- Background to the issue raised in the question
- Relevant perspectives that can be used to understand the issue
- Approaches and solutions to the issue
- Outcomes, consequences and implications of this issue.

The make-up is due one week after the presentation.

On successful completion you will be able to:
- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
- Work collaboratively, respectfully in teams
- Display ability to communicate ideas in oral, screen and written modes

• Apply appropriate levels of IT skills

Exam

Due: **Between 14 June - 1 July**
Weighting: **40%**

The exam is designed to encourage you to review the content of the entire unit and to allow you to demonstrate understand key ideas and theories underpinning contemporary educational theory and practice (LO1), to display your ability to apply critical thinking and research skills (LO2), and to show your ability to communicate ideas written modes (LO4).

A written 2-hour examination (40%) will be held during the University's Examination period. The examination will comprise three sections:

• Section one: Multiple choice questions

• Section two: Short answer questions

• Section three: Short essay questions.

The last lecture will be a revision lecture. Please note that the questions in the examination will potentially draw on all the lecture content and readings.

On successful completion you will be able to:

• Understand key ideas and theories underpinning contemporary educational theory and practice

• Apply critical thinking and research skills in education

• Display ability to communicate ideas in oral, screen and written modes

Delivery and Resources

All reading and reference material required for this unit is available online through the Macquarie University library and there is no required or recommended text for you to purchase. This material is identified in the Program of Lectures and Tutorials, below. The text used in EDUC106, Tait (2013) *Making sense of mass education,* would be a useful additional reference for this unit. It is essential that students acquire a copy of the OECD publication *Trends shaping education, 2016.* This can be accessed via the Macquarie University library, but at the time of writing this could not be located using the Multisearch function.

Students are expected to locate and read the material set for discussion in tutorials.

Week One: Introduction (David Saltmarsh) and **Education versus schooling** (Mitch Parsell)

Reading for discussion in tutorial and consideration for assignment 1.

Angus, L. (2015) School choice: neoliberal education policy and imagined futures, *British Journal of Sociology of Education*, 36:3, 395-413, DOI: 10.1080/01425692.2013.823835

Week Two: Perspectives in education - Conservative schooling and the **Liberal perspective** (Mitch Parsell)

Reading for discussion in tutorial and consideration for assignment 1.

Kenway, J. & Fahey, J. (2014). Staying ahead of the game: the globalising practices of elite schools. *Globalisation, Societies and Education,* 12:2, 177-195, DOI: 10.1080/ 14767724.2014.890885

Additional reading on the Liberal perspective

Darling, J. (1992) A. S. Neill on Democratic Authority: a lesson from Summerhill? *Oxford Review of Education*, 18:1, 45-57, DOI: 10.1080/0305498920180104

Illich, I. (1971) *Deschooling society*, http://learning.media.mit.edu/courses/mas713/readings/DES CHOOLING.pdf

Neill, A. S. (1960) *Summerhill: A radical approach to child rearing*. https://trisquel.info/files/summ erhill-english_1.pdf

http://www.summerhillschool.co.uk

For an Australian analogue of Summerhill, see "The School that John Built" (*Australian Story*, first shown on ABC in 2007).

http://www.abc.net.au/austory/specials/schooljohnbuilt/default.htm

Week Three: **Perspectives in education -** the **Progressive perspective** and the **Radical perspective** (Mitch Parsell)

Readings for discussion in tutorial and consideration for assignment 1.

Boostrom, R. (2016) The peculiar status of Democracy and Education, *Journal of Curriculum Studies*, 48:1, 4-22, DOI: 10.1080/00220272.2014.962100

Kurth-Schai (2014) Fidelity in Public Education Policy: Reclaiming the Deweyan Dream, *Educational Studies*, 50:5, 420-446, DOI: 10.1080/00131946.2014.943892

Suggested reading/viewing

Freire, P. (1974) *Pedagogy of the Oppressed*. Harmondsworth: Penguin

Paulo Freire's last interview (1996)

http://www.youtube.com/watch?v=aFWjnkFypFA

Kincheloe, J. (2005) *Critical pedagogy: a primer*, New York: Peter Lang.

McLaren, P. & Kincheloe, J. L. (Eds) (2007) *Critical pedagogy: where are we now?* New York: Peter Lang.

Readings for discussion in tutorial and consideration for assignment 1.

Means, A. (2014) Educational commons and the new radical democratic imaginary, *Critical Studies in Education*, 55:2, 122-137, DOI: 10.1080/17508487.2014.903502

Roche, S. (2015) ''We don't need no education'': The radical implications of lifelong learning, *International Review of Education*, 61:1–6, DOI 10.1007/s11159-015-9494-9

Suggested reading/viewing/listening

Libertarian educators http://www.libed.org.uk/

John Holt on crises in education (*How children fail*) http://www.youtube.com/watch?v=aQM6rHoP-5Q

Discussion of homeschooling http://www.abc.net.au/radionational/programs/backgroundbriefing/home-schooling/3792578

Week Four: Policy and education (Norman McCulla)

Suggested reading

Blackmore, J. (2010). Policy, practice and purpose in the field of education: a critical review. *Critical Studies in Education,* 51:1, 101-111, DOI: 10.1080/17508480903450257

Lingard, B. (2010): Policy borrowing, policy learning: testing times in Australian schooling, *Critical Studies in Education*, 51:2, 129-147, DOI: 10.1080/17508481003731026

No lecture 25 March due to Good Friday public holiday

Semester 1 census date 26 March (last opportunity to withdraw without academic or financial penalty)

Week Five: The curriculum - the knowledge most worth having and Educational consumerism - Public versus private (Norman McCulla)

Suggested reading for curriculum

Tanner, D. (2013) Race to the top and leave the children behind, *Journal of Curriculum Studies*, 45:1, 4-15, DOI: 10.1080/00220272.2012.754946

Yates, L. (2013) Revisiting curriculum, the numbers game and the inequality problem, *Journal of Curriculum Studies*, 45:1, 39-51, DOI: 10.1080/00220272.2012.754949

Suggested reading for consumerism

Campbell, C., Proctor, H. & Sherrington, G. (2009) *School choice: how parents negotiate the new school market*, St Leonards, NSW: Allen and Unwin.

Gottschall, K., Wardman, N., Edgeworth, K., Hutchesson, R. & Saltmarsh, S. (2010) "Hard lines and soft scenes: constituting masculinities in the prospectuses of all-boys elite private schools", *Australian Journal of Education*, 54:1, 18-30, DOI: 10.1177/000494411005400103

Kenway, J. (2013) Challenging inequality in Australian schools: Gonski and beyond, *Discourse: Studies in the Cultural Politics of Education*, 34:2, 286-308, DOI: 10.1080/01596306.2013.770254

Marginson, S. & James, R. (Eds) (2009) *Education, science and public policy: Ideas for an*

education revolution, Carlton, Vic.: Melbourne University Press.

Week Six: Education and social justice (Norman McCulla)

Suggested reading

Gale, T. & Densmore, K. (2000) "Playing fair: who gets what and why", *Just schooling: Explanations in the cultural politics of teaching*, Buckingham: Open University Press.

Hickling-Hudson, A. (2011) Teaching to disrupt preconceptions: education for social justice in the imperial aftermath, *Compare: A Journal of Comparative and International Education*, 41:4, 453-465, DOI: 10.1080/03057925.2011.581513

Power, S. & Taylor, C (2013) Social justice and education in the public and private spheres, *Oxford Review of Education*, 39:4, 464-479, DOI: 10.1080/03054985.2013.821854

Reid, A. (2002) Public education and democracy: a changing relationship in a globalizing world, *Journal of Education Policy*, 17:5, 571-585, DOI: 10.1080/02680930210158320

Weeks Seven & Eight

Mid-Semester Break (11 — 22 April)

Tuesday 19 April On-campus Day

Weeks Nine & Ten (25 April — 6 May)

No lectures or tutorials, students on School Experience Placements

Week Eleven: Globalisation - People on the move and **Increasing affluence, increasing inequality** (David Saltmarsh)

Required reading

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing.

Suggested reading

Appadurai, A. (2001). Grassroots globalization and the research imagination. *Public culture*, 12:1, 1-19. DOI: 10.1215/08992363-12-1-1

Bagnall, N. (2010) "Globalisation", in Connell, R., Campbell, C., Vickers, M., Welch, A., Foley, D. & Bagnall, N. (Eds) *Education, change and society*, Oxford University Press.

Connell, R. (2007). *Southern theory: The global dynamics of knowledge in social science*. Crows Nest, NSW: Allen & Unwin.

Reid, A. (2002) Public education and democracy: a changing relationship in a globalizing world, Journal of Education Policy, 17:5, 571-585, DOI: 10.1080/02680930210158320

Week Twelve: The future of the nation-state-Women at work and **Entrepreneurship & knowledge societies** (David Saltmarsh)

Required reading

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing.

Suggested readings

Brunila, K. & Ylöstalo, H. (2013): Challenging gender inequalities in education and in working life – a mission possible? *Journal of Education and Work* DOI: 10.1080/13639080.2013.806788

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

Reid, C & Young, H. (2012) The new compulsory schooling age policy in NSW, Australia: ethnicity, ability and gender considerations, *Journal of Education Policy*, 27:6, 795-814, DOI: 10.1080/02680939.2012.664287

Week Thirteen: **Are cities new countries? Urban life** and **Thriving communities, engaged citizens** (David Saltmarsh)

Required reading

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing.

Suggested reading

Ho, C., Vincent, E., & Butler, R. (2015) Everyday and Cosmo-Multiculturalisms: Doing Diversity in Gentrifying School Communities, *Journal of Intercultural Studies*, 36:6, 658-675, DOI: 10.1080/07256868.2015.1095715

Sullivan, K., Perry, L. & McConney, A. (2014) How do school learning environments differ across Australia's rural, regional and metropolitan communities? *Australian Educational Researcher*, 41:521–540, DOI 10.1007/s13384-014-0144-1

Week Fourteen: Family matters - The marriage of the century? and **Balancing the books** (David Saltmarsh)

Required reading

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing.

Suggested reading

Connell, R. (2013) The neoliberal cascade and education: an essay on the market agenda and its consequences, *Critical Studies in Education*, 54:2, 99-112, DOI: 10.1080/17508487.2013.776990

Saltmarsh, S. (2015) Michel de Certeau, everyday life and policy cultures: the case of parent engagement in education policy, *Critical Studies in Education*, 56:1, 38-54, DOI: 10.1080/17508487.2015.961166

te Riele, K. (2012) Challenging the logic behind government policies for school completion, *Journal of Educational Administration and History*, 44:3, 237-252, DOI: 10.1080/00220620.2012.683394

Week Fifteen: A brave new world: Biotechnology and **Revision** (David Saltmarsh)

Required reading

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing.

Suggested reading

Cooper, N., Lockyer, L. & Brown, I. (2013) Developing multiliteracies in a technology-mediated environment, *Educational Media International*, 50:2, 93-107, DOI: 10.1080/09523987.2013.795350

Orlando, J. (2014) Educational technology: a presupposition of equality? *Asia-Pacific Journal of Teacher Education*, 42:4, 347-362, DOI: 10.1080/1359866X.2014.956049

Unit Schedule

Wk	Date	Lecture	Lecture title	Presenter	Assessment & activities
1	1 March	1	Introduction	David Saltmarsh	
			Perspectives in education		
	4 March	2	Education v schooling	Mitch Parsell	
2	8 March	3	Perspectives: Conservative	Mitch Parsell	
	11 March	4	Perspectives: Liberal	Mitch Parsell	
3	15 March	5	Perspectives: Progressive	Mitch Parsell	
	18 March	6	Perspectives: Radical	Mitch Parsell	
			Policy & markets in education		
4	22 March	7	Policy & education	Norman McCulla	**Short essay due 18 March**
	25 March		Public holiday – Good Friday		
	26 March		Semester 1 census date		
5	29 Mar	8	Curriculum: Knowledge worth having	Norman McCulla	Group 1 tutorial presentation
	1 Apr	9	Educational consumerism: Public - private	Norman McCulla	
6	5 Apr	10	Social justice	Norman McCulla	Group 2 tutorial presentation
	8 Apr	11	Social justice	Norman McCulla	
7-8	11-22 Apr		**Mid-semester break**		**Tuesday 19 Apr OCD1 (X5B136)**
9-10	25 Apr-6 May		**Practicum break**		

			Trends shaping education		
11	10 May	12	Globalisation: People on the move	David Saltmarsh	Group 3 tutorial presentation
	13 May	13	Globalisation: Affluence & inequality	David Saltmarsh	
12	17 May	14	Future of the nation-state: Women & work	David Saltmarsh	Group 4 tutorial presentation
	20 May	15	Future of the nation-state: Knowledge soc.	David Saltmarsh	**Saturday 21 May OCD2 (X5B136)**
13	24 May	16	Are cities new countries? Urban life	David Saltmarsh	Group 5 tutorial presentation
	27 May	17	Are cities new countries? Communities	David Saltmarsh	
14	31 May	18	Family matters: Marriage of the century?	David Saltmarsh	Group 6 tutorial presentation
	3 Jun	19	Family matters: Balancing the books	David Saltmarsh	
15	7 Jun	20	A brave new world: Biotechnology	David Saltmarsh	Group 7 tutorial presentation
	10 Jun	21	Revision	David Saltmarsh	

Learning and Teaching Activities

Student workload

This is a single semester (half-year) 3-credit point unit. For a single semester unit students are expected to spend 10 hours each week on work related to the unit over the 15 weeks of the semester. Study includes listening to or attending lectures, reading for and preparing assignments and discussing issues in tutorials or on-line communication. Students are advised to prepare their study timetable accordingly. We recognize that many students work; have domestic responsibilities and other demands on their time. However, for students to gain maximum benefit from the unit adequate preparation needs to be undertaken.

Lectures

Students who are unable to attend lectures are expected to listen to lectures online and view the accompanying visual material (PowerPoint slides, pdfs, etc.) on the Unit website. Every effort will be made to post these resources on the website as close as possible (and in most instances, in advance of) to the lecture. The unit is organised around three modules. A lecture calendar is posted towards the end of this Unit Guide. This information is also available online, on the iLearn unit website.

Tutorials

Attendance at tutorials is a requirement and will be monitored. Non-attendance is grounds for exclusion from the unit. You must attend the tutorial to which you have been allocated and let

your tutor know if you have been unavoidably absent. Tutorials in this unit are designed to provide students with the opportunities for the following: • Student led questions and discussion regarding readings and lectures. • The development of academic skills, including the opportunity to develop skills in critiquing arguments and theories, preparing for examinations and contributing to discussions. They also provide opportunities to acquire a variety of generic competencies, including creative thinking skills, collaboration and communications skills. Tutorials are a particularly important part of the unit. They are a distinctive educational genre; they are not another version of the lecture. As many of you will become teachers, your ability to listen carefully to your colleagues' comments, contribute to collective understandings of issues, and facilitate a non-threatening environment in which learning can occur, is a basic skill required for effective teaching. In light of this, it is clear that participation in tutorials involves much more than attendance or even simply asking or answering occasional questions. • One element of the assessment takes place during a tutorial: this relates to leading the discussion on the readings for a topic and it will be undertaken in groups. This constitutes 40% of the assessment. Groups will be formed at the beginning of the tutorial program and on the first on-campus day for external students. You will be expected to work in groups of threes and fours, and use electronic presentation tools (eg. PowerPoint slides) as an element of the presentation.

Module One: PERSPECTIVES IN EDUCATION

The first module considers the perspectives that underpin much of the current educational policy. It also provides a good foundation for understanding how education has changed over time and why this has happened.

Week One

Lecture 1 (1 March) Introduction Lecturer: David Saltmarsh An overview of the objectives of the unit and how they will be achieved Lecture 2 (4 March) Education versus schooling Lecturer: Mitch Parsell There is much more to education than schools, much more to schooling than teachers and students. There is a need to see education as a broad cultural phenomenon that is central to the operations of a modern society, and which is practised in a range of institutions. Is education, schooling? Tutorials commence in week one This first tutorial will give an opportunity to clarify any issues to do with assessment and to review techniques for locating information using electronic databases. Tutorial presentations will be discussed and be organized in week two.

Week Two

Lecture 3 (8 March) Perspectives in education: Conservative schooling Lecturer: Mitch Parsell As an idea education divides into conservative and radical perspectives. The conservative perspective sees education as a system of social and cultural reproduction, assisting to replicate society as it is not what it might be or ought to be, which radical perspectives tend to emphasise. Lecture 4 (11 March) Perspectives in education: Liberal perspective Lecturer: Mitch Parsell Some educationalists have questioned the very foundations of schooling and argued that its disciplinary features are counterproductive and need transcending. Others have seen freedom as the key to schooling, and have argued that schooling should be non-disciplinary, be as free as possible.

Week Three

Lecture 5 (15 March) Perspectives in education: Progressive perspective Lecturer: Mitch Parsell There is a widespread view derived from Marxist and social reconstructionist views that education should be used to transform rather than conserve society, and that schooling should be part of a programme of social change. Lecture 6 (18 March) Perspectives in education: Radical perspective Lecturer: Mitch Parsell A group of educational theorists, including Paul Goodman, Jules Henry, John Holt, Everett Reimer and Neil Postman (now more famous for his criticisms of the media), became known as radical educators. These scholars wrote in the 1960s and 1970s and saw education as a foundation stone of a free, democratic society.

Module two: POLICY & MARKETS IN EDUCATION

The second module deals more directly with current education policy and the economic contexts that shape policy.

Week Four

Lecture 7 (22 March) Policy and education Lecturer: Norman McCulla It has been said that policy—the instrument government has at its disposal to engineer change—has replaced theory as a catalyst of educational change. However, policy is rarely a cause and effect matter. Many policies are actively resisted by the teaching profession, and often produce unexpected consequences. No lecture 25 March due to Good Friday public holiday Semester 1 census date 26 March (last opportunity to withdraw without academic or financial penalty)

Week Five

Lecture 8 (29 March) The curriculum: the knowledge most worth having Lecturer: Norman McCulla The curriculum is a major issue of contention for all teachers, at all levels of the educational endeavour, particularly the matter of determining the content of what is taught. This is a matter of perennial debate, and reflects issues to do with educational power, as to whose voice counts in the educational decision making process. Recently, conservatives have struck back, and have expressed concern about the school curriculum being the "hostage of political correctness". Lecture 9 (1 April) Educational consumerism: Public versus private Lecturer: Norman McCulla Arguments about educational funding are at the forefront of the policy debates at the moment. Neo-liberal policies have generally favoured the user-pay principle, which is a shift from the post-war settlement that supported government outlay for public education. Yet as Marginson points out, non-government education, particularly in its most exclusive forms, is heavily subsidized by the government. Group 1 tutorial presentations: The 'Gonski review' was a recent attempt to make school funding more equitable. What are the issues that have made finding a satisfactory funding arrangement so difficult?

Week Six

Lectures 10 and 11 (5 and 8 April) Education and social justice Lecturer: Norman McCulla Much contemporary policy in education, as for government activity in general, has been informed by social justice concerns. These concerns have to a large extent centred on making schooling more inclusive, and in improving the provision of schooling to the most disadvantaged members

of society. Group 2 tutorial presentations: How can an exploration of the relationship between education and fairness assist us to consider new ways to conceptualise Australian education? To what extent do teacher preconceptions shape the equitable treatment of students?

Weeks Seven and Eight

Mid-Semester Break (11 — 22 April)

Weeks Nine and Ten

No lectures or tutorials, students on School Experience Placements (25 April — 6 May)

Module Three: TRENDS SHAPING EDUCATION

The third module looks global trends shaping education and contemporary schooling.

Week Eleven

Lecture 12 (10 May) Globalisation: People on the move Lecturer: David Saltmarsh Lecture 13 (13 May) Globalisation: Increasing affluence, increasing inequality Lecturer: David Saltmarsh Globalisation takes many forms; it is not just an economic phenomenon. It has had impact on education in many domains, not the least of which is the policy making domain, where education policy is increasingly framed and articulated by international agencies, e.g. OECD, UNESCO, World Bank, IMF. Group 3 tutorial presentations: Globalisation.

Week Twelve

Lecture 14 (17 May) The future of the nation-state: Women at work Lecturer: David Saltmarsh Lecture 15 (20 May) The future of the nation-state: Entrepreneurship and knowledge societies Lecturer: David Saltmarsh Australia is a highly urbanised country and this brings with it a range of questions regarding citizenship, community, and risk. How do the changing demographics influence education? Influxes of migrants and refugees often raise questions about social cohesion. How are schools affected and what roles do they play in addressing cohesion? Group 4 tutorial presentations: The future of the nation-state.

Week Thirteen

Lecture 16 (24 May) Are cities new countries? Urban life Lecturer: David Saltmarsh Lecture 17 (27 May) Are cities new countries? Thriving communities, engaged citizens Lecturer: David Saltmarsh In modern economies the role of schools in preparing future members of the workforce is often stressed. To what extent should employers determine what schools teach and to what extent should other community members have a say? Group 5 tutorial presentations: Are cities new countries?

Week Fourteen

Lecture 18 (31 May) Family matters: The marriage of the century? Lecturer: David Saltmarsh Lecture 19 (3 June) Family matters: Balancing the books Lecturer: David Saltmarsh One of the most notable changes to take place in society in recent times has been to families. Not only have families become smaller, but parents have been having children later. Parents have also

developed greater aspirations for their children in education. Group 6 tutorial presentations: Family matters.

Week Fifteen

Lecture 20 (7 June) A brave new world: Biotechnology Lecturer: David Saltmarsh The Internet and the world-wide-web have altered almost all aspects of life, and education, significantly in the past 20 years. Group 7 tutorial presentations: A brave new world. Lecture 21 (10 June) Revision Lecture Lecturer: David Saltmarsh Review of the lecture topics and exam preparation

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:

Assessment task

- Group presentation

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

- Display ability to communicate ideas in oral, screen and written modes

Assessment task

- Group presentation

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

- Understand key ideas and theories underpinning contemporary educational theory and practice

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

- Understand key ideas and theories underpinning contemporary educational theory and practice

Assessment tasks

- Short essay
- 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 outcome

- Apply critical thinking and research skills in education

Assessment tasks

- Short essay
- 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

- Apply critical thinking and research skills in education
- Apply appropriate levels of IT skills

Assessment tasks

- Short essay
- Group presentation
- Exam

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 outcomes

- Work collaboratively, respectfully in teams
- Display ability to communicate ideas in oral, screen and written modes

Assessment tasks

- Short essay

- Group presentation
- Exam

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

- Work collaboratively, respectfully in teams

Assessment task

- Group presentation

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

- Work collaboratively, respectfully in teams
- Apply appropriate levels of IT skills

Assessment task

- Group presentation

Changes from Previous Offering

The structure and lecture content of EDUC264 remains largely the same as it was for 2015. For the 2016 iteration the unit, external student responsibilities for not attending on-campus days have been clarified. OECD document *Trends shaping education*, 2016 will underpin the second half of the unit.

To successfully complete the unit

In order to successfully complete this unit you must:

- Attend lectures, tutorials and/or On Campus Days (OCDs)

- Complete and submit a 1000 word essay

- Participate in a group tutorial presentation and submit a 1000 word report

- Complete the final examination

- Achieve a satisfactory overall assessment result in all elements of the unit