



# EDCN817

## Sociology and Education

S1 Online 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

David Saltmarsh

[david.saltmarsh@mq.edu.au](mailto:david.saltmarsh@mq.edu.au)

Contact via Email

C3A928

By appointment

### 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 MChildLit or GradDipChildLit or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd

### Corequisites

### Co-badged status

### Unit description

This advanced theory unit begins with an historical overview of the work of sociologists of education and traces some philosophical and social developments. The theoretical, methodological and analytic approaches are then considered. This forms a basis for examining two contemporary issues in depth: these issues combine educational disadvantage, markets and competition in education, the impact of globalisation on education and schooling, and social change. The examination of these issues will involve analysing relevant scholarly literature, considering theoretical perspectives, investigating methodological and analytic practices, appreciating the views of stakeholders, and analysing policy developments. A wide range of material from a variety of sources (eg, academic journals, government documents, social media) will be drawn on in reporting on these contemporary issues.

## 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:

Understanding of traditional concerns in the sociology of education

Understanding of contemporary concerns relating to: Inequality and disadvantage in education, markets and regulation in education, and global trends shaping education

Understanding of research methods relevant to the sociology of education, particularly:

Ethnography and narrative inquiry

Cognitive skills to demonstrate mastery of theoretical knowledge, to reflect critically on theory for professional practice and/or scholarship

Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice

Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level

Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences

Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

## Assessment Tasks

| Name                               | Weighting | Due              |
|------------------------------------|-----------|------------------|
| <u>Two critical reviews</u>        | 20%       | Week 5, 29 March |
| <u>Educational disadvantage</u>    | 40%       | Week 7, 26 April |
| <u>Markets/trends in education</u> | 40%       | 14 June          |

### Two critical reviews

Due: **Week 5, 29 March**

Weighting: **20%**

Select two scholarly articles from the list provided on the iLearn unit website and write a 500 word critical review on each

On successful completion you will be able to:

- Understanding of research methods relevant to the sociology of education, particularly: Ethnography and narrative inquiry
- Cognitive skills to demonstrate mastery of theoretical knowledge, to reflect critically on theory for professional practice and/or scholarship
- Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

## Educational disadvantage

Due: **Week 7, 26 April**

Weighting: **40%**

Write an essay of about 2000 words examining the issue of educational disadvantage in Australia

On successful completion you will be able to:

- Understanding of traditional concerns in the sociology of education
- Understanding of contemporary concerns relating to: Inequality and disadvantage in education, markets and regulation in education, and global trends shaping education
- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

## Markets/trends in education

Due: **14 June**

Weighting: **40%**

Write an essay of about 2000 words examining the issue of educational markets and competition in education, OR on a global trend shaping education

On successful completion you will be able to:

- Understanding of contemporary concerns relating to: Inequality and disadvantage in education, markets and regulation in education, and global trends shaping education
- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

## Delivery and Resources

Scholarly articles for critical review are identified on the iLearn unit website. These articles are also relevant in preparing the essays on educational disadvantage, and markets and competition in education. For the section on Global trends shaping education an OECD (2016) document, available on-line will be used.

Podcasts will be created each week and will be available by 7:30PM on Tuesday of that week. On the weeks when a seminar is held, the podcast will be a recording of that seminar presentation.

## Unit Schedule

| EDCN817 Sociology & education                             |  |
|---|--|
| <b>Module 1: Approaches to the sociology of education</b> |  |
| 1 Mar   | 1 Introduction & historical overview of the sociology of education |
| 8 Mar   | 2 Theoretical perspectives (seminar)                               |
| 15 Mar  | 3 Research methods & critique                                      |
| <b>Module 2: Educational disadvantage</b>                 |  |
| 22 Mar  | 4 Educational disadvantage & poverty in Australia (seminar)        |
| Assessment 1 - 2 critical reviews: Due 29 March           |  |

|  |                                       |
|--|---------------------------------------|
| 29 Mar   | 5 Low SES school communities          |
| 5 Apr  | 6 Strategies for reform (seminar)     |
| 12 Apr   | <b>Mid-semester break</b>             |
| 19 Apr   |                                       |
| <b>Module 3: Markets &amp; competition in education</b>                |                                       |
| Assessment 2 - Essay - Educational disadvantage: Due 26 April          |                                       |
| 26 Apr   | 7 International competition           |
| 3 May  | 8 NAPLAN & MySchool (seminar)         |
| 10 May   | 9 Markets in education                |
| <b>Module 4: Globalisation</b>   |                                       |
| 17 May   | 10 Trends shaping education (seminar) |
| 24 May   | 11 Trends shaping education           |
| 31 May   | 12 Trends shaping education (seminar) |
| 7 Jun  | 13 Trends shaping education           |
| Assessment 3 - Essay - Markets in education/Global trends: Due 14 June |                                       |

## 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

- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

#### Assessment tasks

- Educational disadvantage
- Markets/trends in education

### 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

- Understanding of traditional concerns in the sociology of education
- Understanding of contemporary concerns relating to: Inequality and disadvantage in education, markets and regulation in education, and global trends shaping education

#### Assessment tasks

- Educational disadvantage
- Markets/trends in education

### 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**

- Cognitive skills to demonstrate mastery of theoretical knowledge, to reflect critically on theory for professional practice and/or scholarship
- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level

### **Assessment tasks**

- Two critical reviews
- Educational disadvantage
- Markets/trends in education

## **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**

- Understanding of research methods relevant to the sociology of education, particularly: Ethnography and narrative inquiry
- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice

### **Assessment tasks**

- Educational disadvantage
- Markets/trends in education

## **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**

- Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

### **Assessment tasks**

- Educational disadvantage
- Markets/trends in education

## **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**

- Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and apply to established theories of different bodies of knowledge or practice
- Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice and scholarship

### **Assessment tasks**

- Educational disadvantage
- Markets/trends in education

## **Changes from Previous Offering**

This version of the unit EDCN817 has the same basic format of the unit offered in 2013 and 2014. The pattern of assessment is the same, but the option of writing an essay on global trends in education has been added. The reading material and options for critical review have been revised.