EDUC702

Sociology and Education

S1 Online 2016

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
David Saltmarsh
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Contact via Email
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By appointment

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit explores the foundations of and recent developments in the sociology of education and examines links to teaching and learning and other relevant workplace learning contexts. The seminars explore topical research findings in several areas including the equality and disadvantage in education, global competition, markets and regulation in education, and education and work. The unit will also explore the research methods: ethnography, discourse and contextual analysis. The learning tasks will develop skills in understanding approaches to research and the way in which research problems are identified, described and investigated in this discipline.

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
Two critical reviews	20%	Week 5, 29 March
Educational disadvantage	40%	Week 7, 26 April
Markets/trends in education	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 400 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 1500 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	
Module 1: Approaches to the sociology of education	
1 Mar	1 Introduction & historical overview of the sociology of education
8 Mar	2 Theoretical perspectives (seminar)
15 Mar	3 Research methods & critique
Module 2: Educational disadvantage	
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	**Mid-semester break**
19 Apr	
Module 3: Markets & competition in education	

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
Module 4: Globalisation	
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

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

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 unit, EDUC702, was created July 2014, and this version of the unit has the same basic format. 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.