EDCN804

Current Topics in Education 1

S1 Online 2016

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
32cp of ECED or EDCN or EDUC units at 800 level or above

Corequisites

Co-badged status

Unit description
In this unit, students produce a substantial piece of research or scholarship relating to an issue in educational theory, policy, or practice, which is of direct relevance to them as professionals in education. Students are encouraged to expand and refine their understanding of one or more issues they have already documented in the portfolio of work they have accumulated throughout their specialist studies in their program.

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. identify problems or issues in particular educational contexts

2. theorise about the factors which give rise to, and maintain, particular educational problems or issues

3. identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts

4. propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context

5. apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context

6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation

7. apply a collaborative approach to designing and implementing educational innovations

8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

Assessment Tasks

Name	Weighting	Due
Task 1: Describing the problem	2%	7 March
Task 2: Thinking about a range	2%	21 March
Task 3: Choosing one solution	2%	11 April
Task 4: Bringing it together	12%	2 May
Task 5: Working collaborativel	2%	23 May
Task 6: The final proposal	80%	6 June

Task 1: Describing the problem

Due: **7 March**
Weighting: **2%**

Drawing upon your knowledge of your educational context

• Describe your educational context and a problem or issue that impacts learning there

Discuss why this problem or issue exists.

On successful completion you will be able to:
• 1. identify problems or issues in particular educational contexts
• 2. theorise about the factors which give rise to, and maintain, particular educational problems or issues

Task 2: Thinking about a range

Due: **21 March**
Weighting: **2%**

Drawing upon the knowledge and skills you have developed in your specialisation

• Identify a range of potential solutions and the criteria with which you could judge their effectiveness

Drawing upon your knowledge of the scientific approach to knowledge building and various educational research methodologies

- Identify and describe a methodology you could use, and the evidence you could collect, to determine whether such solutions are effective

On successful completion you will be able to:

- 3. identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
- 4. propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context

Task 3: Choosing one solution

Due: **11 April**
Weighting: **2%**

Drawing upon tasks 1 and 2, and your knowledge of the theory and practice of educational innovation and change

- Describe how you intend to solve the problem and why this is the most effective. Please consider what you have learned about the theory and practice of educational innovation and change, including the factors which contribute to the successful facilitation of change within educational organisations.

On successful completion you will be able to:

- 5. apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context

Task 4: Bringing it together

Due: **2 May**
Weighting: **12%**

Drawing upon your reflections on tasks 1, 2, and 3, and the advice you received from your peers, prepare a detailed draft project proposal which includes:

- A description of the educational context
- The problem which impacts learning
- The reasons the problem exists
- A range of possible solutions
- A description of, and justification for, the selected solution

- How this solution addresses issues relating to educational innovation and change
- The criteria against which the effectiveness of the solution can be judged
- A methodology, and forms of evidence, that would demonstrate whether the solution has addressed the success criteria

On successful completion you will be able to:
- 6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation

Task 5: Working collaborativel

Due: **23 May**
Weighting: **2%**

Evaluate the contribution of others to your work.

On successful completion you will be able to:
- 7. apply a collaborative approach to designing and implementing educational innovations

Task 6: The final proposal

Due: **6 June**
Weighting: **80%**

After reflecting on the feedback you received on task 5, submit your final project proposal.

On successful completion you will be able to:
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- 4. propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- 5. apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
- 6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- 7. apply a collaborative approach to designing and implementing educational innovations

- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

Delivery and Resources

At Macquarie our Masters programs are designed to help you, as educators, to respond to the challenges of changing educational environments by enabling you to develop, implement and evaluate innovative, evidence-based solutions which address educational problems or issues that arise in your organization [1][*Engaged and Responsible, Active and Ethical citizens*].

In the course of your studies you have developed specialist knowledge and skills in the advanced theory and practices of Learning and Teaching, ICT, or Leadership [*Discipline Specific Knowledge and Skills*], as well as being trained in the overarching theories and practices of innovation and change in educational organisations and of educational research methodologies [*Research and Problem Solving Capability*].

You have also developed your knowledge and skills in three key areas which underlie scholarship in the discipline of education: accessing the most up to date sources of research and scholarship in Education; analysing and synthesising this sometimes highly technical literature [*Critical, Analytical and Integrative Thinking*]; and effectively communicating to both academic and non-academic audiences [*Effective Communication*].

The Australian Quality Framework, a national policy which regulates all post-secondary qualifications, requires that our Masters students, as the culmination of their studies, plan and execute a substantial research based piece of scholarship in which they apply, with "creativity and initiative" and "high level personal autonomy and accountability", the knowledge and skills they have acquired throughout their program.

In this unit you will produce a substantial piece of scholarship relating to a problem or issue in educational theory, policy, or practice, which should be focused on enhancing learning in your organisation. In doing so you will draw upon all of the knowledge and skills you have developed in your studies and you are encouraged to expand and refine your understanding of what you have already documented in the portfolio of work you have accumulated throughout your program [*Capable of Professional and Personal Judgment and Initiative*].

[1] The [words in brackets] represent the various Graduate Capabilities which the University expects students to develop through their studies, and the text is written in such a way as to show how the activities of your program and this unit align with those capabilities. The full description of these Graduate Capabilities can be found at the end of this outline (Appendix 1).

Unit Schedule

Week	Week Begins	Workshops	Assessment task due date
1	29 February	Workshop 1 – 7pm-9pm, Monday 29 February, W6B357/Podcast	

2	7 March	No workshop	
3	14 March	No workshop	Task 1 –Monday 7 March
4	21 March	Workshop 3 – 7pm-9pm, Monday 21 March, W6B357/Podcast	
5	28 March	No workshop	Task 2 – Monday 21 March
6	4 April	No workshop	
7	11 April	Workshop 5 – 7pm-9pm, Monday 11 April, W6B357/Podcast	Task 3 – Monday 11 April
8 *	18 April	No workshop	
9 *	25 April	No workshop	
10	2 May	Workshop 7 – 7pm-9pm, Monday 2 May, W6B357/Podcast	
11	9 May	No workshop	
12	16 May	No workshop	Task 4 –Monday 2 May
13	23 May	Workshop 9 – 7pm-9pm, Monday 23 May, W6B357/Podcast	
14	30 May	No workshop	Task 5 –Monday 23 May

15	6 June	No workshop		Task 6 –Monday 6 June

* Mid-semester Break

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

- 1. identify problems or issues in particular educational contexts
- 2. theorise about the factors which give rise to, and maintain, particular educational problems or issues
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- 4. propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- 5. apply knowledge of research principles and methods to evaluate the effectiveness of

an evidence based solution to an educational problem or issue found in particular educational context

- 6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- 7. apply a collaborative approach to designing and implementing educational innovations
- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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. identify problems or issues in particular educational contexts
- 2. theorise about the factors which give rise to, and maintain, particular educational problems or issues
- 3. identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
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- 6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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

- 1. identify problems or issues in particular educational contexts
- 2. theorise about the factors which give rise to, and maintain, particular educational problems or issues
- 3. identify evidence based solutions to educational problems or issues and evaluate their applicability to particular educational contexts
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- 5. apply knowledge of research principles and methods to evaluate the effectiveness of an evidence based solution to an educational problem or issue found in particular educational context
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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. identify problems or issues in particular educational contexts
- 2. theorise about the factors which give rise to, and maintain, particular educational problems or issues
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- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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 outcome

- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups

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. identify problems or issues in particular educational contexts
- 4. propose, and justify, an evidence based solution to an educational problem or issue found in a particular educational context
- 6. design an evidence based intervention project for a problem or issue in a particular context, including plans for its implementation and evaluation
- 7. apply a collaborative approach to designing and implementing educational innovations
- 8. communicate a project proposal to technical and non-technical, professional and non-professional, audiences and stakeholder groups