



EDUC264

Education: The Policy Context

S1 Day 2017

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes from Previous Offering</u>	15

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Norman McCulla

norman.mcculla@mq.edu.au

Anastasia Zarkos

anastasia.zarkos@mq.edu.au

Credit points

3

Prerequisites

((12cp at 100 level or above) 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 policy and practice (LO1)

Apply critical thinking and research skills in education (LO2)

Work collaboratively, respectfully in teams (LO3)

Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

Apply appropriate levels of IT skills (LO5)

General Assessment Information

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 undertaking the required background readings to discuss issues in tutorials or in on-line communication. Students are advised to prepare their study timetable accordingly. We recognize that many students work and/or have domestic responsibilities and other demands on their time. However, for students to gain maximum benefit from the unit, adequate and consistent preparation needs to be undertaken.

Special Consideration

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. To be eligible for special consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the commencement of the disruption (Disruption to Studies notification). All Disruption to Studies notifications are to be made online via the University's [Ask MQ](https://ask.mq.edu.au) system. The Disruption to Studies policy can be found at: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Assignment Extensions and Late Penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the *Disruption to Studies* policy and are submitted via ask.mq.edu.au. This ensures that consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as “unavoidable disruption” according to the University definition currently available at: http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Perspectives in Education</u>	20%	No	24 March 2017
<u>Education Policy and Trends</u>	40%	No	Week 5 to Week 15
<u>Examination</u>	40%	No	Examination period

Perspectives in Education

Due: **24 March 2017**

Weighting: **20%**

This task invites you to reflect on the content of lectures, readings and tutorial discussions associated with Module 1 of the Unit, *Perspectives in Education*, to address the following question in a 1000 word essay.

What are the characteristics that you believe constitute a "good" primary or secondary school, or a "good" early childhood centre? Justify the views and assertions in your argument by citing readings that have influenced your thinking and/or that are in accord-or perhaps in conflict with your emerging personal philosophy and values about teaching and learning.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Education Policy and Trends

Due: **Week 5 to Week 15**

Weighting: **40%**

This task encourages you to investigate issues that are challenging or problematic in education today within the scope of Module 2 (*Policy and Markets in Education*) and Module 3 (*Trends Shaping Education*) of the Unit. For the task you will be working in groups of three or four to

investigate one of the following issues identified by the Organisation for Economic Co-operation and Development (OECD):

- Educational funding
- Educational equity and social justice
- Globalisation
- The future of the nation-state
- Are cities new countries?
- Family matters
- A brave new world.

There will be four elements to the assessment.

1. The group's presentation (**10%**) which is submitted to the 'workshop' link on the Unit website by 5pm on the day of the presentation.
2. A 1000 word individual report (**20%**) on the policy issue presented. The reports are to be written and submitted individually by each member of the group. The individual report is your personal response to the question that has framed the group presentation. It gives insights into your reflections and what you have learnt. It is not simply a summary of your personal contribution to the presentation. It is submitted no later than one week (7 days) after the presentation.
3. Peer-reviews of your presentation (**5%**). Your classmates are your primary audience. The level of informed discussion your presentation stimulates will be a key indicator of its quality. Their peer evaluations will be collected at the end of the tutorial and considered by your tutor in awarding this mark.
4. Your own reviews of the presentations of classmates (**5%**). You are expected to participate in constructively reviewing your peers drawing on the marking rubric. You will receive up to 5% for the quality of your efforts in this regard across all presentations.

External students will form into groups on On-campus Day 1 and present on On-campus Day 2.

Full details are available on the Unit website.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Examination

Due: **Examination period**

Weighting: **40%**

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

- Section one: Multiple choice questions
- Section two: Short answer questions
- Section three: Short essay questions.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Apply appropriate levels of IT skills (LO5)

Delivery and Resources

Please note that lectures and tutorials commence in Week 1 of the Session.

There is no required or recommended text for you to purchase. All reading and reference material required for this unit is available online through the Macquarie University library and the unit website. This material is identified in the Program of Lectures and Tutorials. The text used in EDUC106, Tait (2016) *Making sense of mass education*, would also be a useful additional reference for this unit.

It is essential however that you acquire a copy of the OECD publication *Trends shaping education, 2016*.

You can access this publication online direct from OECD at <http://www.oecd.org/edu/trends-shaping-education-22187049.htm>

Unit Schedule

Program of Lectures and Tutorials

The content of this unit is divided into three modules. They are:

1.Perspectives in education

2.Policy and markets in education

3.Trends shaping education

Perspectives in education. This module provides a good foundation for understanding how education has changed over time and why this has happened. It considers the perspectives that have come to underpin much of the current educational policy. For those studying to be a

teacher, the module challenges you to reflect on your own schooling, think about your basic beliefs about what teaching is and what teachers do, and to clarify your own values in this regard.

Policy and markets in education deals more directly with current education policy in Australia and internationally, the economic contexts and the global pressures that are shaping policy, and the impact these are having on school communities, teachers and students.

Trends shaping education considers some of the global trends that are also exemplified in local policy issues nationally and/or in NSW that have direct implications for school communities and classroom practice.

Module One: PERSPECTIVES IN EDUCATION

Week One

Lecture 1 (28 February)

An overview of the aims, objectives and learning outcomes of the unit and how we plan to achieve them together.

Lecture 2 (2 March)

Education versus schooling

Tutorials commence in week one

Week Two

Lecture 3 (7 March)

Perspectives in education: Conservative schooling

Lecture 4 (9 March)

Perspectives in education: Liberal perspective

Week Three

Lecture 5 (14 March)

Perspectives in education: Progressive perspective

Lecture 6 (16 March)

Perspectives in education: Radical perspective

Module Two: POLICY & MARKETS IN EDUCATION

Week Four

Lecture 7 (21 March)

Policy and education

Lecture 8 (23 March)

The curriculum: the knowledge most worth having

Semester 1 census date 26 March

(Last opportunity to withdraw without academic or financial penalty)

Week Five

Lecture 9 (28 March)

Educational consumerism: Public versus private

Lecture 10 (30 March)

Education and social justice (1)

Week Six

Lecture 11 (4 April)

Education and social justice (2)

Lecture 12 (6 April)

Social Justice

Trends shaping Education: An introduction to Module 3

Module Three: TRENDS SHAPING EDUCATION

Week Seven

Lecture 13 (11 April)

Global World-

Globalisation and people on the move

Lecture 14 (13 April)

Global World-

Globalisation: Increasing affluence, increasing inequality

Weeks Eight and Nine

Mid-Semester Break (17 — 28 April)

University calendar weeks 16-17

Tuesday 18 April On-campus Day (1) for External students

Week 9- School Experience Placements

Weeks Ten and Eleven

(1 May — 12 May)

University calendar weeks 18-19

No lectures or tutorials. Students on School Experience Placements

Week Twelve

Lecture 15 (16 May)

Living well: The future of the nation-state- Women at work

Lecture 16 (18 May)

Living well: The future of the nation-state- Entrepreneurship & knowledge societies

Saturday, May 20 On-Campus Day (2) for External students

Week Thirteen

Lecture 17 (23 May)

Labour and skills- Are cities new countries? Urban life

Lecture 18 (25 May)

Labour and skills: Are cities new countries? Thriving communities, engaged citizens

Week Fourteen

Lecture 19 (30 May)

Modern Families

Family matters: The marriage of the century?

Lecture 20 (3 June)

Modern Families- Family matters: Balancing the books

Week Fifteen

Lecture 21 (6 June)

Infinite Connections- A brave new world: Biotechnology

Lecture 22 (8 June)

Revision Lecture

Review of the lecture topics and exam preparation.

Learning and Teaching Activities

Lectures

Lectures Tuesday 3:00-4:00pm 14 Sir Christopher Ondaatje Ave (E7B- Mason Theatre)
Thursday 8:00-9:00am 14 Sir Christopher Ondaatje Ave (E7B- Mason Theatre) On-Campus Days (for External students) Tuesday 18th April 29 Wally's Walk (X5B- Room 134) Saturday 20th May 29 Wally's Walk (X5B- Room 251) 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 to (and, in some instances, in advance of) the lecture.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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:

Learning outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

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 outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Apply appropriate levels of IT skills (LO5)

Assessment task

- Education Policy and Trends

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 outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)

Assessment tasks

- Education Policy and Trends
- Examination

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 outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends
- Examination

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 outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

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

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

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

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends
- Examination

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 outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

Assessment task

- Education Policy and Trends

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

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

Assessment task

- Education Policy and Trends

Changes from Previous Offering

The 2017 edition of EDUC 264 builds on the work in previous years of Dr David Saltmarsh as Unit Convenor and student feedback. The focus of the first assessment task has changed from one of critiquing set articles in the literature to a more holistic review and discussion of the literature encompassed by Module 1 of the Unit.