EDUC106

Education: The Social and Historical Context

S2 External 2017

Department of Educational Studies

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Disclaimer

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General Information

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Credit points 3
Prerequisites
Corequisites
Co-badged status
Unit description This unit explores the historical and social contexts in which Australian education occurs. The perspectives that inform the unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit begins with an overview of the development of education in Australia by discussing a number of key moments in the history of Australian education. The unit gives emphasis to issues of social justice and social disadvantage and also considers these matters in relation to contemporary issues in education: media, technology and community.

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:

LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.

LO2: Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.

LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

LO4: Present ideas in creative ways that assist in developing new understandings and

solutions to problems.

LO5: Be able to effectively communicate ideas.

LO6: Be able to work collaboratively and ethically with others.

LO7: Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

General Assessment Information

SUBMISSION REQUIREMENTS

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 line spacing.
- All assessments must be submitted through Turnitin on the unit's iLearn website in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets and reiterating the task are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students should regularly save a copy of all assignments before submission.
- Unless there are exceptional circumstances, or an approved extension (see section below), no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on

the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful, and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- The digital receipt issued by Turnitin may be requested as evidence of your submission of the assignment.

EXTENSION REQUESTS 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 will ensure 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 of same, and currently available at:

https://students.mq.edu.au/study/my-study-program/special-consideration/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 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.

FEEDBACK ON ASSIGNMENTS, REASSESSMENTS AND RE-SUBMISSIONS

Written feedback is given to students via rubrics when assignments are returned through Turnitin. If you wish to have these comments explained please contact the marker in the first instance. Students can seek to have work remarked only if they consider there has been a procedural error: a disagreement with academic judgement is not sufficient grounds for a remark. This is similar to the grounds for appealing a grade.

If you wish to have your work reassessed please advise the Unit Convenors, in writing, outlining your reasons for requesting the reassessment within seven days of the result being released.

The Convenor will then access the version submitted to Turnitin.

Re-submission of assignments is not available. Students are advised to clarify requirements for assignments in tutorials, during on-campus days or with the Unit Convenors.

Assessment Tasks

Name	Weighting	Hurdle	Due
AT(1): Reflective Response	10%	No	20 August, 2017
AT(2): Research Essay	30%	No	24 September, 2017
AT(3): DMR and Report	30%	No	22 October, 2017
AT(4): Exam	30%	No	TBA

AT(1): Reflective Response

Due: **20 August, 2017**
Weighting: **10%**

Overview

Activity: Submit a 350 (+/- 10%) word response via Turnitin

Value: 10 marks

Due date: Sunday, 20 August 2017 (Week 3)

Task: Reflective response to the set question.

Question

Why does Tait (2016) argue that the idea of Australian education being meritocratic is a myth? To what extent is Tait's a valid argument?

In your response, you can refer to Tait (2016), EDUC 106 lectures and ***one other scholarly article*** *to support your ideas.*

The purposes of this task are:

- To provide an early indication of progress in the unit;
- To develop capacity to locate academic articles available electronically;
- To develop skills in reviewing academic literature;
- To develop understanding of disadvantage in education; and
- To accustom you to using Turnitin and rubric, marking criteria and feedback

Rubric assessment items

You will be rated on your ability to:

- **Briefly outline** the issue(s) addressed in the question (5%)
- **Establish** a line of argument (10%)
- **Consider** the significance of the issue(s) raised in the question (30%)
- **Locate** and use appropriately relevant academic literature (15%)
- **Demonstrate** understanding of academic writing conventions (Paragraphing, transition, sentence structure, and spelling) (20%)
- **Apply** correct APA referencing requirements (20%)

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO5: Be able to effectively communicate ideas.
- LO7: Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

AT(2): Research Essay

Due: **24 September, 2017**
Weighting: **30%**

Overview

Activity: Research essay (1,500 words +/- 10%) via Turnitin

Value: 30 marks

Date due: Sunday, 24 September 2017 (during mid-semester break)

Task: Essay – Researching educational disadvantage

*Write an essay in which you consider the situation of students disadvantaged by: socioeconomic background, disability, English language proficiency, the particular needs of Indigenous students, school size, or school location. Select **ONE** disadvantaged group and comment on how effectively schools, and the education system more generally, prepares these disadvantaged students for employment, further education and training, and life beyond school.*

The purposes of the task

This assignment builds on the skills of critically reviewing developed in the previous assessment task and provides you with the opportunity to:

- Demonstrate understanding of social disadvantage in education;
- Demonstrate your ability to structure an essay and develop an argument;
- Evaluate relevant educational issues and concepts;
- Analyse and engage with appropriate academic material; and

- Demonstrate your ability to locate material using databases.

Rubric assessment items

You will be rated on your ability to:

- **Locate** suitable research material – minimum of 5 required (see Notes) (10%)
- **Use** the arguments presented in the academic literature located (20%)
- **Examine** the impacts of schooling on disadvantaged students (30%)
- **Consider** the significance of the arguments presented by the authors of the articles (30%)
- **Demonstrate** understanding of academic writing conventions (10%)
    - Paragraphing, sentence structure, and spelling
    - APA style referencing

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO5: Be able to effectively communicate ideas.
- LO7: Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

AT(3): DMR and Report

Due: **22 October, 2017**
Weighting: **30%**

Overview

Activity: Create and present a digital media response and submit an individual report (400 words +/-10%)

Value: 30 marks

Due date: The digital media response and reports are due Sunday 22 October 2017 (Week 11). Digital media response files are to be uploaded to the unit's iLearn website and reports are to be submitted via Turnitin.

Task

In a group of three or four students, address a question concerning education and either media,

OR popular culture OR technology, and create a digital media response to that driving question via a movie, a podcast or an animated PowerPoint.

Groups can select **ONE** of the 'driving questions' provided below, or devise a suitable 'driving question'. The digital media response must be submitted to the unit website. Students must also submit an individually written, 400-word report. Group members must attend and participate in the presentation of the digital media response. External students will submit a description of the presentation.

*Driving Questions- **select ONE or devise a suitable alternative driving question**.*

- *Media*
    - *How can you assess the benefits of social media for education?*
    - *Can media representations of education be challenged?*
    - *Should students' critical literacy skills be developed to decode news media?*
- *Popular Culture*
    - *What are the benefits OR consequences of using popular culture in the classroom?*
    - *Is there a place for popular culture in the classroom?*
    - *Do teachers need to be up to date with student culture?*
- *Information Communication Technology (ICT)*
    - *Are we adequately preparing ALL of our students to take advantage of what ICT has to offer?*
    - *What are the benefits and costs of students learning through ICT?*
    - *Is ICT the answer to all of our education problems?*

The purposes of this task are:

This assignment builds on the skills of critically reviewing issues developed in the previous assessment tasks and provides you with the opportunity to:

- To demonstrate understanding of a current educational issue(s), relevant to media, popular culture or technology;
- To demonstrate ability to locate and understand suitable academic material; and
- To demonstrate ability to devise and collaboratively solve a problem.

Rubric assessment items

For the group process of preparing and presenting the digital media response you will be rated on your ability to:

- **Devise** a suitable focus for the digital media response (5%)
- **Create** an engaging digital media response (15%)
- **Demonstrate** an understanding of the issue(s) being presented (15%)

- **Arrange** a successful presentation of the digital media response (15%)

For the individually written reflective report you will be rated on your ability to:

- **Briefly** outline the issue(s) addressed in the question (10%)
- **Consider** the significance of the issue(s) presented (30%)
- **Demonstrate** an understanding of academic writing conventions (10%)

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Be able to effectively communicate ideas.
- LO6: Be able to work collaboratively and ethically with others.
- LO7: Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

AT(4): Exam

Due: **TBA**
Weighting: **30%**

Overview

Activity: Formal examination

Value: 30 marks

Due date: During the examination period at a time, date and place to be advised by the University.

The purpose of this task is:

To ensure that students review the contents of entire unit.

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO5: Be able to effectively communicate ideas.

Delivery and Resources

UNIT REQUIREMENTS

Expectations in order to pass the unit

- Students are expected to read weekly readings before completing tasks and attending tutorials.
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials.
- All assessment tasks must be submitted. **In order to receive a passing grade** in this unit, you need to meet the following criteria:
    - Receive an adequate **total mark** for the unit (i.e. your combined marks for all assessment tasks);
    - Have made a serious attempt at passing all pieces of work in order to pass the unit; and
    - In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.

Note: It is not the responsibility of the unit convenor or teaching staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Attendance requirements

All classes for this unit begin in week 1. This includes lectures, and internal tutorials.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or the Australian Children's Education and Care Quality Authority (ACECQA) requirements.

Attendance at all tutorials or on campus days is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. **Any changes to tutorial enrolments must be completed officially through e-student.** Please do not contact the unit convenors requesting a change.

There are two different lectures provided each week that you need to attend or listen -

- Lecture 1 is first given at 12.00 pm am Tuesday in the X5BT1 Theatre and repeated at 3:00 pm on Tuesday in the X5BT1 Theatre.
- Lecture 2 is first given 11.00 am Thursday in the X5BT1 Theatre and repeated at 3.00 pm on Thursday in X5BT1 Theatre.

Tutorials are conducted on Tuesdays, Wednesdays, Thursdays and Fridays and internal students are expected to attend.

On Campus Days for External Students

External students are expected to attend, for the full day, the 2 on-campus sessions:

- **Saturday, 19th August; and**
- **Friday, 29th September.**

Electronic communication

During semester time, communication between staff and students will be through the following ways:

- *Dialogue* function on iLearn
- Other iLearn communication functions, such as Announcements and Forums
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Technology required

Use of information and computer technology for the production of assignments, research and communication is a requirement of this unit.

Effective use of information technologies is essential for all students and teachers. To ensure that all EDUC106 students begin to develop or extend these skills students must have regular access to a computer and the Internet. This unit has an iLearn webpage and uses Turnitin. You will need access to a computer and the internet. There are a number of computers in the Computer Labs (C5C Rooms 211, 213 and 217). Most local libraries are also now linked to the Internet.

Please DO NOT contact the Unit Co-convenors or other teaching staff regarding iLearn technical issues. Please contact Student IT Help Desk (Ph: 9850 4357) or email IT support.

Required Text

Tait, G. (2016). *Making Sense of Mass Education*, 2nd edn. Port Melbourne, Vic.: Cambridge University Press

Readings available electronically

The readings listed in the unit outline and on iLearn are available electronically from the Macquarie University library collection of electronic journals and can be accessed via the catalogue, journal finder or databases links.

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 outcome

- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.

Assessment task

- AT(3): DMR and Report

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

- LO7: Develop an understanding of the ways issues in Australian education impact the teaching profession and others.

Assessment tasks

- AT(1): Reflective Response
- AT(2): Research Essay
- AT(3): DMR and Report

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.

Assessment tasks

- AT(1): Reflective Response
- AT(2): Research Essay
- AT(3): DMR and Report
- AT(4): 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

- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

Assessment tasks

- AT(2): Research Essay
- AT(3): DMR and Report

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 outcome

- LO2: Be able to find relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.

Assessment tasks

- AT(2): Research Essay
- AT(3): DMR and Report

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 outcome

- LO5: Be able to effectively communicate ideas.

Assessment tasks

- AT(1): Reflective Response
- AT(2): Research Essay
- AT(3): DMR and Report
- AT(4): 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

- LO6: Be able to work collaboratively and ethically with others.

Assessment task

- AT(3): DMR and Report

Changes from Previous Offering

Changes from the 2016 version

A number of changes have been made for the 2017 version of this unit. The weighting of assessments was changed to reflect the breath of the topics addressed and effort required, including the following enhancements:

- The task formerly called Academic Critical Review has been replaced with a Reflective Response as an early low risk assessment;
- The individual component of the group task has been increased to constitute 50% of the mark for this assessment;
- The final exam paper of forty multiple choice questions has been replaced with eight short answer questions; and
- Assessment rubrics and marking descriptors have been revised to reflect the new assessment structure.