



EDUC363

Education as Social Development

S1 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Anne McMaugh

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Contact via anne.mcmaugh@mq.edu.au

X5B274

Credit points

3

Prerequisites

((39cp at 100 level or above) including EDUC262) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit builds on knowledge developed in EDUC262 and explores the relationship between social development and education. There is a particular focus on peer relationships, social competence, and learning outcomes, including the importance of the teacher-student relationship, school engagement, and classroom motivation. This unit equips students with specific strategies for managing bullying and fostering the mental health and well-being of young people in school and classroom contexts. This unit is suitable for both primary and secondary education students with a focus on social development across childhood and adolescence.

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:

Apply knowledge of social development, as it applies to educational settings.

Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.

Participate in the investigation of a social development research problem and evaluation of research findings.

Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

General Assessment Information

General Assessment Information

1. Check Your Understanding Quiz. This quiz will be completed in the assigned lecture during Week 4 for internal mode students or at the first on-campus day for external mode students. There is a set time limit for the quiz and you must submit the full quiz paper, question and answer sheets at the end of the time period in order to be eligible for a grade on this task.
2. Research Report. assignments must be submitted on the Assignment Writing Word template provided through the iLearn site. Your assignment must be submitted through Turnitin as a Word document. Any consent forms should be uploaded as a PDF to a separate assignment dropbox.
3. Final examination. Students are responsible for checking their personal exam timetable and attending the exam on the scheduled day, at the specified time and room location.

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 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:

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

Please refer to the Disruption to Studies policy for further details: <http://mq.edu.au/policy/>

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Check Your Understanding</u>	20%	No	Week 4 or on-campus Day 1
<u>Research report</u>	40%	No	7th April 5pm
<u>Exam</u>	40%	No	University exam period

Check Your Understanding

Due: **Week 4 or on-campus Day 1**

Weighting: **20%**

An in-lecture quiz designed as an early formative assessment and feedback opportunity. Internal students will complete this quiz in the second lecture in week 4 and external students will complete this quiz at the first on-campus day.

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.

Research report

Due: **7th April 5pm**

Weighting: **40%**

A research report addressing a social developmental issue

On successful completion you will be able to:

- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Participate in the investigation of a social development research problem and evaluation of research findings.
- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Exam

Due: **University exam period**

Weighting: **40%**

An examination of unit content

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Delivery and Resources

Delivery

Two lectures will be delivered each week in a face to face lecture and available as a recording in iLearn

Weekly one hour tutorial class classes for internal students who must attend their registered class.

External students have two days of on-campus schools.

Please check the University Timetable for all class schedules including On-Campus school dates.

Resources

Required Text: EDUC363 readings are available electronically in the University Library. Search tips are provided on the iLearn site. You will need to download PDF copies of readings to provide regular access for class discussions.

Recommended Text: McGrath, H. & Noble, T. (Eds.) (2006). *Bullying Solutions: Evidence-based approaches to bullying in Australian schools*. Frenchs Forest, NSW: Pearson Education.

This text is a useful resource for teachers and we will use one to two chapters from this text to support tutorial discussions.

Required Technologies: This unit requires students to use several ICT and software skills.

- **Word processing:** You are required to use an appropriate form of software to write up and present your assignments.
- **Spreadsheets:** You may be required to enter research assignment data in a simple spreadsheet in a GoogleDoc or Microsoft EXCEL.
- **Library databases:** You are required to use various research databases (such as ERIC

and PSYCHINFO) to locate sources for your assignments.

- **iLearn and web access:** This Unit is supported by iLearn. The site contains compulsory online lectures and online tutorial activities as directed. Your assessment templates, grading rubrics etc are located here.

Changes to Unit from Previous Offerings

This Unit is offered in a new delivery mode of two lectures per week and a one hour tutorial per week. Due to the changed length of the tutorial time the assessment tasks have been changed and the reading presentation task has been removed from the assessment schedule.

Learning and Teaching Activities

Lectures

22 lectures

Tutorials

11 weekly tutorials or two on campus days with associated online activities as directed

Quiz

A quiz to support your learning by providing early formative feedback

Research report

A research investigation of an important social development concern for educators and people working with children.

Exam

An end of semester exam

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/disr>

[ption_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

- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Learning and teaching activities

- 11 weekly tutorials or two on campus days with associated online activities as directed

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 knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.
- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Learning and teaching activities

- 11 weekly tutorials or two on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.
- An end of semester exam

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 outcome

- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Learning and teaching activities

- A research investigation of an important social development concern for educators and people working with children.

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

- Apply knowledge of social development, as it applies to educational settings.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Assessment tasks

- Check Your Understanding
- Research report
- Exam

Learning and teaching activities

- 22 lectures
- 11 weekly tutorials or two on campus days with associated online activities as directed

- A quiz to support your learning by providing early formative feedback
- A research investigation of an important social development concern for educators and people working with children.
- An end of semester 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 outcomes

- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Participate in the investigation of a social development research problem and evaluation of research findings.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

Assessment tasks

- Research report
- Exam

Learning and teaching activities

- 22 lectures
- 11 weekly tutorials or two on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.
- An end of semester exam

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

- Participate in the investigation of a social development research problem and evaluation of research findings.

Assessment task

- Research report

Learning and teaching activity

- A research investigation of an important social development concern for educators and people working with children.

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

- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Learning and teaching activities

- 11 weekly tutorials or two on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.

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

- Participate in the investigation of a social development research problem and evaluation

of research findings.

Learning and teaching activities

- 22 lectures
- 11 weekly tutorials or two on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.

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 and teaching activities

- 22 lectures
- 11 weekly tutorials or two on campus days with associated online activities as directed
- A research investigation of an important social development concern for educators and people working with children.