



EDUC107

Introduction to Educational Studies

S1 Day 2017

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes from Previous Offering</u>	12

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 Laurie Field laurie.field@mq.edu.au
Credit points 3
Prerequisites Admission to BEd(Prim) or BEd(Sec)
Corequisites
Co-badged status
Unit description This unit is specifically designed for graduate students entering teaching. The unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated.

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. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
2. Articulation of an evidence-based argument about what education is and should be
3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
5. Critical engagement with the educational ideas and issues influencing 21st century teaching
6. Effective written communication and visual presentation skills

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Academic research skills</u>	20%	No	24/03/17
<u>Learning theories Essay</u>	40%	No	17/04/17
<u>Critical review</u>	40%	No	02/06/17

Academic research skills

Due: **24/03/17**

Weighting: **20%**

This task has 2 components:

1.Understanding referencing and citation (10%): Completion of the Academic Integrity Module (Teaching and Learning). The module can be found at http://www.students.mq.edu.au/support/learning_skills/academic_integrity_module_for_students

The module is created by Learning Skills to help you learn about academic integrity and what 'plagiarism' is, along with key strategies to avoid it.

Students are asked to provide a screenshot of the completion page of the module and upload it to turnitin in addition to their two annotations (see Research skills component below)

2.Research skills (10%): Locating through Multisearch or Google Scholar and annotating **two** articles which could be used in your discussion in Task 2: Learning Theories Essay. Enter full reference and annotation for each article. 200 words for each annotation (submit through Turnitin).

On successful completion you will be able to:

- 1. An understanding of the contributions that research and thinking in philosophy,

sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline

- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 6. Effective written communication and visual presentation skills

Learning theories Essay

Due: **17/04/17**

Weighting: **40%**

Learning theories continue to be heavily debated within education, as they have significant implications for both teaching and learning. This task requires you to write an academic essay in response to the question below. Your essay should include an introduction and conclusion, and should make reference to other scholarly work (including peer-reviewed journal articles).

“Learning theories are indispensable for effective and pedagogically meaningful instructional practices. A learning theory provides ‘clarity, direction and focus throughout the instructional design process’... Among many different labels, learning theories can be categorised in three main areas: behaviourism, cognitivism and constructivism” (Yilmaz, 2008, p.161).

Choosing **two** of these learning theories, compare their epistemological approach to learning. Which is the more persuasive position? Support your discussion with argument. (2000 words).

On successful completion you will be able to:

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Critical review

Due: **02/06/17**

Weighting: **40%**

This task requires you to select **one** of the four articles from weeks 9 -11 to critically review (the

articles are available on iLearn):

1. Connell, R. (2013). The neoliberal cascade and education: an essay on the market agenda and its consequences. *Critical Studies in Education*, 54, 99-112, DOI: 10.1080/17508487.2013.776990
2. Mills, C. (2015). Implications of the My School Website for disadvantaged communities: A Bourdieuan analysis. *Educational Philosophy and Theory: Incorporating ACCESS*, 47, 146-158, DOI: 10.1080/00131857.2013.793927
3. Munns, G., Zammit K. & Woodward, H. (2008). Reflections from the riot zone: The Fair Go Project and student engagement in a besieged community. *Journal of Children and Poverty*, 14, 157-171, DOI: 10.1080/10796120802335888
4. Kenway, J. (2013) Challenging inequality in Australian schools: Gonski and beyond. *Discourse: Studies in the Cultural Politics of Education*, 34, 286-308, DOI: 10.1080/01596306.2013.770254.

To complete your critical review of your selected article you will identify and evaluate the key arguments and theoretical approaches of the article, and critically reflect on their significance in the current educational environment.

On successful completion you will be able to:

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Delivery and Resources

Lectures

EDUC107 has a single 2-hour lecture per week, Wednesdays 9.00am – 11.00am in C5A232. Lecture slides will usually be posted on iLearn before each lecture. For students listening at home, lecture recordings will be available on iLearn by the following day.

iLearn Website

The EDUC107 iLearn website can be found at: <http://ilearn.mq.edu.au>. Weekly access to this site is compulsory for all students. Important assessment information will be posted here, as will other notices. You are also encouraged to use the discussion forums to share knowledge and ideas with other students. Use your student username and password to log in, and then choose

EDUC107 from your list of units. If EDUC107 does not appear, seek help from OneHelp IT Services: <https://help.mq.edu.au>

Tutorials

Students are expected to attend EDUC107 lectures and tutorials. Internal students attend a 1-hour tutorial each week, with tutorials held on Wednesdays either between 12.00 – 1.00 or 1.00 – 2.00pm. External students instead attend two full-day 'On Campus Days' (OCD) on Saturday, March 18, 9.30am-3.30pm and on Saturday, May 27, 9.30am-3.30pm. Details of tutorial times and On Campus Day dates are available from <https://timetables.mq.edu.au/2017/>

Weekly Readings

Students are expected to follow the schedule of weekly readings detailed in the unit outline and available through the MQ Library resources

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://stu>

dents.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

- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment task

- Critical review

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment tasks

- Academic research skills
- Learning theories Essay
- Critical review

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

- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 5. Critical engagement with the educational ideas and issues influencing 21st century

teaching

- 6. Effective written communication and visual presentation skills

Assessment task

- Learning theories Essay

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic research skills
- Learning theories Essay
- Critical review

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment tasks

- Academic research skills
- Learning theories Essay
- Critical review

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic research skills
- Learning theories Essay
- Critical review

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Effective written communication and visual presentation skills

Assessment tasks

- Academic research skills
- Learning theories Essay
- Critical review

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

- 2. Articulation of an evidence-based argument about what education is and should be
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment task

- Critical review

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

- 1. An understanding of the contributions that research and thinking in philosophy, sociology, history and psychology can offer education; including an understanding of the distinct structure, focus, and epistemology of each discipline
- 3. The ability to critically reflect upon student characteristics that influence learning: developmental, social/emotional, and cognitive
- 4. The ability to critically reflect upon external and structural factors that influence learning: policy, politics, curriculum, and diversity
- 5. Critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment task

- Critical review

Changes from Previous Offering

Assessment tasks have been revised for 2017. The Task 1 Concept map has been replaced by the Research Skills task, and the Task 4 Creative response has been excluded from assessments.