FOAR300

Participation and Community Engagement in Arts

S1 Day 2017

Arts Faculty level units

Contents

General Information

Unit convenor and teaching staff
Unit convenor
Michaela Baker
michaela.baker@mq.edu.au
Contact via Email
W6A 340
By appointment

Unit adminsitrator
Sian Paine
sian.paine@mq.edu.au
Contact via Email
W6A 135
By appointment

Maria Amigo
maria.amigo@mq.edu.au

Credit points
3

Prerequisites
(39cp at 100 level or above) and permission by special approval

Corequisites

Co-badged status

Unit description
This unit provides an opportunity for students to engage with the community through a variety of activities. Examples include individual and group activities with public-sector agencies, professional bodies, companies, industry partners and not-for-profit organisations. The unit promotes learning through participation with community partners as well as the development of graduate capabilities and professional skills. Students will be encouraged to apply theory from their degree to real-world situations. Student learning will be facilitated through orientation and induction activities, scaffolding for skill and knowledge development and debriefing; supported throughout by rigorous academic assessment. The unit will have particular emphasis on social inclusion and focus on Indigenous issues, cross-cultural development, social justice, poverty reduction, human rights and gender equity. The unit is open for enrolment to students from all disciplines; however enrolment is contingent on an appropriate PACE activity being determined in advance, in consultation with Faculty PACE staff. Due to the nature of this unit it is important to contact the Arts PACE team four weeks prior to the commencement of Session 1 or Session 2. Students wishing to enrol in this unit should lodge an online enquiry via ask.mq.edu.au prior to submission of a waiver application to request further information.

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.

2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.

3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.

4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.

5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

General Assessment Information

Assignments are to be submitted online, via iLearn. If you will be doing your activity in a remote location, or one without reliable Internet access, please discuss this with the convenor so that appropriate arrangements can be made. All students must keep a clean electronic copy of each assignment.

Late penalties

Extensions will be granted only in unforeseen or exceptional circumstances and only by the Unit Convenor. Written evidence of illness or misadventure will normally be the only grounds on which extensions will be given. Extensions are granted prior to the due date therefore, students are advised to alert the Unit Convenor (i.e. in person or by email) as soon as possible if there are circumstances that may prevent them from submitting on time. You must attach a copy of the email approval or medical certificate(s) to the submitted assignment in order to verify approval for extension. Late submissions will not be accepted once marked assignments have been returned.

Assignments submitted after the due date without an extension will be penalised one mark per day late.

Marking criteria and Feedback

An assessment rubric (available under "Assessment" in iLearn) has been designed to help students better understand what sort of content is being sought, and the basis upon which grades will be awarded.

Important note: The grading of assessments involving reflection in FOAR300 is focussed on the process rather than the individual outputs of students. This unit values the individual experiences and skills that you bring to it.

Assessment Tasks

Name	Weighting	Hurdle	Due
Initial reflective task	10%	No	Week 2
Essay	30%	No	Week 9
Poster	25%	No	Week 12
Documenting reflective praxis	35%	No	Week 15

Initial reflective task

Due: **Week 2**
Weighting: **10%**

500 word reflection.

On successful completion you will be able to:

- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Essay

Due: **Week 9**
Weighting: **30%**

Maximum 3000 word essay.

On successful completion you will be able to:

- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Poster

Due: **Week 12**
Weighting: **25%**

Conference poster and presentation.

On successful completion you will be able to:
- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Documenting reflective praxis

Due: **Week 15**
Weighting: **35%**

Final reflective task.

On successful completion you will be able to:
- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a

socially inclusive and sustainable society through FOAR300 as a whole.

Delivery and Resources

FOAR300 makes extensive use of iLearn. Access to the Internet and regular access to the unit's iLearn page is essential. Workshops will be recorded using Echo360, so that external students can download them from iLearn. It is expected that internal students attend all workshops, unless a compelling reason (e.g. illness) prevents them from doing so. If you cannot attend a workshop, please contact the convenor.

Required readings:

Williams, B. (1973). A Critique of Utilitarianism. In J. J. C. Smart & Bernard Williams (eds.) *Utilitarianism For and Against*, Cambridge, Cambridge University Press, pp. 75-150.

O'Neill, O. (2007). Kantian ethics. In R.E. Ashcroft, A. Dawson, H. Draper and J.R. McMillan (eds.) *Principles of Health Care Ethics, Second Edition*, New York: John Wiley & Sons, Ltd, pp. 73-77.

Oakley, J. (2007). Virtue theory. In R.E. Ashcroft, A. Dawson, H. Draper and J.R. McMillan (eds.) *Principles of Health Care Ethics, Second Edition*, New York: John Wiley & Sons, Ltd, pp. 87-91.

NMHRC & AVCC (2007). Preamble. In *National Statement on the Ethical Conduct of Research in Australia*.

Bringle, R. & Hatcher, J. (1999). Reflection in service learning: Making meaning from experience. *Educational Horizons*, Summer 1999, pp. 179-185.

Harvey, M., Walkerden, G., Semple, A-L., Mclachlan, K., Lloyd, K. and Baker, M. (2016). A song and a dance: Being inclusive and creative in practicing and documenting reflection for learning. *Journal of University Teaching and LearningPractice*, 13:2

Dostilio, L., Brackmann, S., Edwards, K., Harrison, B., Kliewer, B. & Clayton, P. (2012). Reciprocity: Saying What We Mean and Meaning What We Say. *Michigan Journal of Community Service Learning*, Fall 2012, pp. 17-32.

Chavez, V., Israel, B., Allen, A.J., De Carlo, M.F., Lichtenstein, R., Schulz, A., Bayer, I.S. & McGranaghan, R. (2004). A Bridge between Communities: Video-Making Using Principles of Community-Based Participatory Research. *Health Promotion Practice*, 5: 4, pp. 395-403.

Williams, B. (2006). *Ethics and the Limits of Philosophy*. London & New York: Routledge. (Chapter 1)

hooks, b (2000). *Feminism is for everybody: Passionate Politics*. Cambridge, MA: South End Press. (Introduction, Chapters 1-4)

Unit Schedule

Week	Workshop Topic/Activity		Mode	Reading

1 (27/2)	Course, assessment and activity overview; Introduction to reflective practice	Classroom	Harvey et al. (2016)	
2 (6/3)	Ethics and ethical practice	Classroom	Williams (1985)	
(13/3)	Reflections on reciprocity	Classroom	Dostilio et al. (2012)	
4 (20/3)	Intersectionality	Classroom	hooks (2000)	
5 (27/3)	Indigenous Australia (*Guest Lecturer: Ms Corrinne Franklin*)	Classroom		
6 (3/4)	Humanities, Arts and Social Sciences and/as Community Engagement; Essay writing	Classroom	Chavez et al. (2004)	
7 (10/4)	Online modules: Ethical Practice, Reflective Practice and Social Inclusion	iLearn		
No classes (14/4/2017-30/4/2017) **Mid-session break** *Activities may run during this time.*				
8 (1/5)				
9 (8/5)				
10 (15/5)	Poster presentation guidelines	Classroom		
11 (22/5)	Career Skills: career planning and key learnings; CVs and cover letters	iLearn		
12 (29/5)	Poster presentations; Debrief	Classroom		
13 (5/6)	Poster presentations; Debrief	Classroom		

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

- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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

- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.

- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Assessment tasks

- Initial reflective task

- Essay

- Poster

- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.

- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

Assessment tasks

- Initial reflective task

- Essay

- Poster

- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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

- 1. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community

engagement.

- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through FOAR300 as a whole.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis

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. Critically reflect on the development of their Graduate Capabilities as well as their overall experience in the unit: Participation and Community Engagement in Arts.
- 2. Apply to their future career paths an understanding of core concepts such as ethics, career skills, and social inclusion/inter-cultural understanding as well as broad themes relevant to Arts such as the role of the humanities, arts and social sciences in community engagement.
- 3. Understand the ways in which they have, through engagement with the community, actively contributed to the wellbeing of people and the planet.
- 4. Recognise how their engagement with the community has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- 5. Apply the knowledge they have acquired in the classroom to real life situations such as those experienced in their activity.
- 6. Have an enhanced sense of ways in which they have more broadly contributed to a

socially inclusive and sustainable society through FOAR300 as a whole.

Assessment tasks

- Initial reflective task
- Essay
- Poster
- Documenting reflective praxis