



EDUC289

Human Society and its Environment

S2 External 2017

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit convenor

Susan Caldis

susan.caldis@mq.edu.au

Contact via Dialogue Tool

X5B 126

By appointment

Carole Wellham

carole.wellham@mq.edu.au

Credit points

3

Prerequisites

((12cp at 100 level or above) including (EDUC105 or EDUC106 or ECH126)) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit is designed to develop students' understanding of the issues central to the Human Society and its Environment curriculum in years K–6, and Geography and History syllabuses in years K–10. It caters for the needs of students requiring a background in this key learning area and incorporates aspects of Australian social, cultural and environmental heritage, civics and citizenship education, and global perspectives.

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:

UO1 develops an appreciation of the complex factors shaping Australian society

UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10

UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society

UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and

UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

General Assessment Information

See the Assessment Policy for further information.

Assessment Tasks

Name	Weighting	Hurdle	Due
HSIE and Australia's Identity	20%	Yes	Wed 13 Sept 2017
HSIE Inquiry	40%	Yes	Wed 15 Nov 2017
Examination	40%	Yes	During examination period

HSIE and Australia's Identity

Due: **Wed 13 Sept 2017**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Through the study of HSIE across Years K - 10, students are encouraged to construct their own understanding about the meaning of 'an Australian identity'. Australian society is comprised of many different communities, and these communities hold their own perspectives about what determines an Australian identity.

1. Outline how the content from a chosen Stage in the K - 10 HSIE learning area can help students develop their understanding about Australia's identity (approximately 150 words);
2. Describe the similarities and/or differences between TWO chosen community perspectives about Australia's identity (approximately 250 words); and
3. Evaluate the claim that the media *effectively* promotes the TWO chosen community perspectives about Australia's identity (approximately 350 words)

On successful completion you will be able to:

- UO1 develops an appreciation of the complex factors shaping Australian society

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- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

HSIE Inquiry

Due: **Wed 15 Nov 2017**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Inquiry based learning is a key teaching methodology in the HSIE learning area. It helps students to understand the interconnections between people and places; it helps bring the past in to the present; it helps make the seemingly irrelevant, relevant.

1. Use the provided inquiry scaffold to outline your investigation for a site (history focused inquiry) or a place (geography focused inquiry). Submit this scaffold to Susan via TurnItIn on or before Wed 18 October 2017 (10%). There is no word count associated with the scaffold.
2. Conduct the inquiry and develop a 1200 word report that communicates nature and location of the chosen site or place, the research purpose and overarching inquiry question, a justification for the chosen research methodologies, and an explanation of the research findings. Subheadings, maps, diagrams, tables and dot points may be included throughout the report in addition to written text. Develop an additional and concluding statement of 500 words about the challenges and opportunities associated with inquiry based learning (30%). Total word count for Part 2 is 1700 words.

On successful completion you will be able to:

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences

related to the study of Australian society

- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Examination

Due: **During examination period**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

There will be THREE questions provided in the examination. Students will be expected to choose and respond to TWO questions in separate writing booklets.

The overarching themes the exam questions could be drawn from include:

1. Australia's engagement with the Asia region
2. Australia's identity and place in the world
3. Australia's Aboriginal and Torres Strait Islander histories and cultures
4. Australia's sustainable future

On successful completion you will be able to:

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
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Delivery and Resources

Course Delivery

This course is delivered externally. It is expected that *each week* students will listen to 2 lectures, complete the required reading(s) and contribute a response to the question(s) posed on the designated discussion forum.

There will also be TWO on-campus days to support student learning. These will be held at Macquarie University on Saturday 9 September 2017, and on Saturday 14 October 2017. The rooming is to be advised. Each on-campus days run between 9am - 3pm.

If you would like to contact the unit convenor, Susan Caldis, please use the Dialogue Tool on iLearn in preference to email.

Resources

The content related to HSIE education is often considered to be dynamic, perspective-laden and contextual, therefore, the need to remain informed through a variety of contemporary media sources is essential. Journal articles and other resources as appropriate will be available each week. There is no recommended set text for EDUC289, however, having access to the new NSW K-10 Geography syllabus and new NSW K-10 History syllabus (available online at no cost) is recommended.

Unit Schedule

Week starting	Lecture content	Other information
14 August	<ol style="list-style-type: none">1. Introduction to HSIE learning area2. A national approach towards curriculum	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
21 August	<ol style="list-style-type: none">1. Greek migrant contribution to Australia's identity (transcript and slides only, no audio)2. Australia's identity via physical landscapes	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
28 August	<ol style="list-style-type: none">1. An Australian identity2. Reviewing Task 1	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
4 September	<ol style="list-style-type: none">1. Aboriginal and Torres Strait Islander histories and cultures (weblink lecture by Bruce Pascoe)2. Aboriginal and Torres Strait Islander histories and cultures (weblink lecture by Jaky Troy)	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p> <p>The first on-campus day is this week (9/09)</p>

11 September	<ol style="list-style-type: none"> 1. Australia's national identity in literature and popular culture 2. Australia's identity and the wartime experience 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p> <p>Task 1 is due this week (13/09)</p>
18 September	<ol style="list-style-type: none"> 1. Australia as an egalitarian society 2. Completing Task 2 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
25 September	mid semester break	mid semester break
2 October	mid semester break	mid semester break
1. October	<ol style="list-style-type: none"> 1. Civics and Citizenship education 2. Governing Australia 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p> <p>The second on-campus day is this week (14/10)</p> <p>Can submit Task 2 scaffold this week</p>
16 October	<ol style="list-style-type: none"> 1. Economic and cultural significance of Sydney 2. Possible predicted and preferred future of Sydney Olympic Park 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p> <p>Task 2 scaffold is due this week (18/10)</p>
23 October	<ol style="list-style-type: none"> 1. Australia's geopolitical context and connections with the Asia region (part 1) 2. Australia's geopolitical context and connections with the Asia region (part 2) 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
1. October	<ol style="list-style-type: none"> 1. Cultural integration connecting and changing Australia's people and places (part 1) 2. Cultural integration connecting and changing Australia's people and places (part 2) 	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p>
6 November	No lectures, required readings or responses on ilearn this week. Please use the time to work on Task 2	A set of recommended readings for Task 2 based on HSIE methodology will be available

13 November	<ol style="list-style-type: none">1. TBC2. TBC	<p>Complete the required reading(s) as indicated on iLearn</p> <p>Complete a response to the posed questions on the discussion forum for this week</p> <p>Task 2 is due this week (18/10)</p>
20 November	<ol style="list-style-type: none">1. TBC2. TBC	

Please see iLearn for further details

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
- UO4 identifies important aspects of government policy and of the Australian political

system and its implications for HSIE education; and

- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment task

- HSIE Inquiry

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
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- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment tasks

- HSIE and Australia's Identity
- HSIE Inquiry
- Examination

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment task

- HSIE Inquiry

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society

- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment tasks

- HSIE and Australia's Identity
- HSIE Inquiry
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
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- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment tasks

- HSIE and Australia's Identity
- HSIE Inquiry
- Examination

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
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- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment task

- HSIE Inquiry

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10

- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
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Assessment tasks

- HSIE and Australia's Identity
- HSIE Inquiry
- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
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- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment task

- HSIE Inquiry

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

- UO1 develops an appreciation of the complex factors shaping Australian society
- UO2 acquires knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and Its Environment learning area across K - 10
- UO3 demonstrates an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society
- UO4 identifies important aspects of government policy and of the Australian political system and its implications for HSIE education; and
- UO5 demonstrates understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict

Assessment task

- HSIE Inquiry

Changes since First Published

Date	Description
07/08/2017	One of the dates for an On-Campus Day was incorrectly identified as Saturday 2 September. This date has been corrected to Saturday 9 September. The date for the second On-Campus day (Saturday 14 October) was correctly identified and remains unchanged.