



# EDUC106

## Education: The Social and Historical Context

S2 Day 2019

*Department of Educational Studies*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	8
<a href="#"><u>Delivery and Resources</u></a>	13
<a href="#"><u>Unit Schedule</u></a>	13
<a href="#"><u>Learning and Teaching Activities</u></a>	14
<a href="#"><u>Policies and Procedures</u></a>	14
<a href="#"><u>Graduate Capabilities</u></a>	15
<a href="#"><u>Changes from Previous Offering</u></a>	21
<a href="#"><u>Changes since First Published</u></a>	22

---

#### **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

Unit Convenor

Dr Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Dr Jennifer Barr

[jennifer.barr@mq.edu.au](mailto:jennifer.barr@mq.edu.au)

Senior Tutor

Ms Anastasia Zarkos

[anastasia.zarkos@mq.edu.au](mailto:anastasia.zarkos@mq.edu.au)

Mr Scott Smith

[scott.smith@mq.edu.au](mailto:scott.smith@mq.edu.au)

Dr Maria Lobytsyna

[maria.lobytsyna@mq.edu.au](mailto:maria.lobytsyna@mq.edu.au)

Neil Harrison

[neil.harrison@mq.edu.au](mailto:neil.harrison@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit explores the broad historical and social contexts and trends in which Australian education now occurs and the issues that arise. The perspectives that inform the unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit begins with an overview of the development of education in Australia. The unit then gives emphasis to issues of equity, social justice and social disadvantage, and considers these matters in relation to specific examples of contemporary policy issues in Australian education.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

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

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

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

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

LO5: Communicate ideas effectively.

LO6: Work collaboratively and ethically with others.

LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## General Assessment Information

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are **NOT** required.

### **Draft Submissions & Turnitin Originality Reports**

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

- Generally, one Originality Report is generated every 24 hours up to the due date.

**Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

**Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the

moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

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

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide a **detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

\*\*\*\*\*

### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

**Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

**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](https://ask.mq.edu.au).

**Department Procedures**

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

**Attendance for undergraduate units**

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

**Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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

**Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- Other iLearn communication functions

External Students

1. The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please note that attendance is required on campus on Saturday 17 August and Friday 27 September. Full details are on the unit website.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>AT 1 Research Essay</u></a>	30%	No	22/9/2019
<a href="#"><u>AT2 DMR and Paper</u></a>	35%	No	27/10/19
<a href="#"><u>AT 3 ASSET (Survey)</u></a>	5%	No	01/11/19
<a href="#"><u>AT4 Examination</u></a>	25%	No	Examination Weeks
<a href="#"><u>AT5 Engagement</u></a>	5%	No	Weeks 1- 15

### AT 1 Research Essay

Due: **22/9/2019**

Weighting: **30%**

Australia in relation to international league tables on school performance, it is observed, has many excellent, high-performing students but also “a long tail” of under achievement among some groups. Choose one group that is particularly disadvantaged and, from the databases:

- outline some of the evidence that confirms this is so
- critically reflect on the way the disadvantage impacts on educational access, and



- identify and discuss some of the key measures that have been put in place to help overcome the disadvantage

On successful completion you will be able to:

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

## AT2 DMR and Paper

Due: **27/10/19**

Weighting: **35%**

Group presentation of a Digital Media Response (DMR) by way of an an animated PowerPoint, a movie, podcast, or the like (15%):

In a group of three or four students, prepare the presentation as a stimulus for discussing how contemporary education and/or teaching and learning are being represented within, and influenced by, either the news media, OR popular culture, OR mobile technology.

Reflective Report (20%): For the purposes of this assessment task a report is an individually written piece of 750 words. The report should include an introduction and conclusion and use references to support your discussion. What are some of the key issues that you identified in your analysis of education in this aspect of contemporary Australian culture?

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and

solutions to problems.

- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## AT 3 ASSET (Survey)

Due: **01/11/19**

Weighting: **5%**

Assessment: ASSET Survey

Due: Varies

Weighting: 5%

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add [noreply@mq.edu.au](mailto:noreply@mq.edu.au) and [trigger@gemailserv.com](mailto:trigger@gemailserv.com) to your email white list. If you have not received the email, please check your spam folder.

**NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.**

Participation marks will be uploaded **AFTER** the final date for completion for each part of the

survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of “1” and noncompletion by a mark of “0”. If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a “HD” and noncompletion by a “F”.

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at [des\\_research@mq.edu.au](mailto:des_research@mq.edu.au). When making enquiries please ensure that the following information is included in your email:

NAME (exactly as it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_4PDJMSYUSgAQPR3](https://mqedu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3)

Part 2: 15 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_0qrBNaduYCKwkF7](https://mqedu.qualtrics.com/jfe/form/SV_0qrBNaduYCKwkF7)

Part 3: 1 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_8kqlbF9R4hToOEZ](https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ)

Part 4: 15 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_0GkMDq7oNUkutA9](https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9)

Part 5: 1 November

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_5tkfSGAHpxsklnv](https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv)

On successful completion you will be able to:

- LO5: Communicate ideas effectively.

## AT4 Examination

Due: **Examination Weeks**

Weighting: **25%**

A 1.5 hour multiple choice examination that assesses your breadth of understanding across all core aspects of the unit.

On successful completion you will be able to:

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

## AT5 Engagement

Due: **Weeks 1- 15**

Weighting: **5%**

This assessment task acknowledges active participation and engagement in the unit.

On successful completion you will be able to:

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

impact the teaching profession, students and others.

## Delivery and Resources

Internal students are expected to attend 2 lectures per week and 1 tutorial per week. Lectures are also live streamed and recorded. Students are expected to read weekly readings that are prescribed for that week before attending tutorials and completing assessment tasks.

External students are required to attend 2 full day on-campus sessions on Saturday, 17<sup>th</sup> August; and Friday, 27<sup>th</sup> September as well as listening to all lectures online and doing the required weekly readings.

### Required text

Gobby, B. and Walker, R. (2017) *Powers of Curriculum: Sociological Perspectives on Education*. South Melbourne, Oxford....

This text is available in print and electronic versions. It can be ordered through the Macquarie University Co-operative Bookshop. It is also available in the Macquarie University Library.

Other required readings are available electronically via the unit website.

The Macquarie University library collection of electronic journals and books can be accessed via the catalogue, journal finder or databases links. These are essential for the completion of written assessment tasks.

## Unit Schedule

The unit is an exploration of the historical and social contexts of Australian education from a sociological perspective. It is divided into 4 modules:

### Module 1. A learner-focused sociology of education

The unit begins with a framing of education, familiar to many, as a view established by sociologists of education on a foundation of theories and concerns about matters of class, gender and race.

### Module 2. Governing Education

Due to a number of factors, globalization and the emergence of certain technologies to name two, a focus on class, gender and race no longer adequately explains social disadvantage or inequality. Consequently, an alternative way of understanding the context of education is offered. Foremost among these is the way education is governed in contemporary global societies.

### Module 3. Education and Contemporary Culture

Cultural elements play a significant role in people's lives, and consequently in their understanding of the society and communities they inhabit. These cultural elements inevitably influence education. We consider the impact on education and teaching and learning of the news media, popular culture, and mobile technologies.

## Module 4. Philosophy, ethics, the law and education

In the final module we identify and reflect on a number of areas that define the role of teachers and the work of schools and early childhood centres,

# Learning and Teaching Activities

## Group Work

The unit provides opportunities to work cohesively in a group in investigating how education, and teaching and learning, are being portrayed in aspects of contemporary culture.

## Essay Writing

The unit introduces participants to the nature of academic writing and provides opportunities to demonstrate some understanding of this in two written assessment tasks.

## Examination

A multiple choice examination provides an opportunity for participants to review key points that emerged throughout the unit.

# Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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**

- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.

### **Assessment task**

- AT2 DMR and Paper

## **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**

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

### **Assessment tasks**

- AT 1 Research Essay
- AT 3 ASSET (Survey)
- AT4 Examination
- AT5 Engagement



## 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

- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO6: Work collaboratively and ethically with others.

### Assessment tasks

- AT 1 Research Essay
- AT2 DMR and Paper
- AT4 Examination
- AT5 Engagement

## 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

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

- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## **Assessment tasks**

- AT 1 Research Essay
- AT2 DMR and Paper
- AT4 Examination
- AT5 Engagement

## **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**

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

## **Assessment tasks**

- AT 1 Research Essay
- AT2 DMR and Paper
- AT4 Examination
- AT5 Engagement

## 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

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

### Assessment tasks

- AT 1 Research Essay
- AT2 DMR and Paper

## 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

- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## **Assessment tasks**

- AT 1 Research Essay
- AT2 DMR and Paper
- AT 3 ASSET (Survey)
- AT5 Engagement

## **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**

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## **Assessment tasks**

- AT 1 Research Essay
- AT2 DMR and Paper
- AT4 Examination

- AT5 Engagement

## 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

- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

### Assessment tasks

- AT 1 Research Essay
- AT2 DMR and Paper
- AT4 Examination
- AT5 Engagement

## Changes from Previous Offering

Some changes have been made for the 2019 version of this unit. The weighting of assessments has been changed to reflect the breath of the topics addressed and effort required, including the following enhancements:

- Students who have not completed the Academic Integrity Module are required to do so at the commencement of the unit. Details are provided in the unit.
- The weighting of the research essay (AT1) has been reduced from 50% to 30% of the overall mark for the unit.
- The individual component of the group task (AT2) now constitutes 20% of the overall mark for the unit.
- The final exam has been re-introduced and weighted as 25% of the overall mark for the unit.
- A low-risk but required university survey has been maintained as AT3 (5%)
- Assessment rubrics and marking descriptors have been updated to reflect the new

assessment structure.

## Changes since First Published

Date	Description
25/07/2019	Assessment task 3 has been classified as a non-hurdle task.
18/07/2019	Due dates for two assessment tasks have been updated.