EDUC107

Introduction to Educational Studies

S1 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Convener
Wayne Leahy
wayne.leahy@mq.edu.au
Contact via Email
355 29 WW
By appointment

Tutor On Campus days
Karen Kelly
karen.kelly@mq.edu.au
Contact via Email

Credit points
3

Prerequisites
Admission to BEd(Prim) or BEd(Sec)

Corequisites

Co-badged status

Unit description
This unit is specifically designed for graduate students entering teaching. The unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline

2. Articulate an evidence-based argument about what education is and should be

3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning

4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning

5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

6. Demonstrate effective written communication and visual presentation skills

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 or .pdf 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.
- https://students.mq.edu.au/study/my-study-program/special-consideration

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 <u>all</u> 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
HD (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.
D (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.

Cr (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.
P (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
F (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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Academic Research Skills	20%	No	25/03/19
Learning Theories Essay	40%	No	17/04/19
Critical Review	40%	No	04/06/19

Academic Research Skills

Due: **25/03/19**
Weighting: **20%**

This task has 2 parts:

Part 1. In this task you will be assessed on your ability of understanding academic integrity and plagiarism: Complete the Academic Integrity Module (Teaching and Learning)

Part 2.   In this task you will be assessed on your ability of understanding research skills: Locate and annotate two articles relating to Task 2, the Learning Theories Essay

See iLEARN site for more details of above.

On successful completion you will be able to:
- 6. Demonstrate effective written communication and visual presentation skills

Learning Theories Essay

Due: **17/04/19**
Weighting: **40%**

In this task you will be assessed on your ability to write an academic essay responding to one of the topics provided, all of which relate to 'constructivism', a philosophy that has significant implications for both teaching and learning. See iLEARN site for details.

On successful completion you will be able to:
- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- 2. Articulate an evidence-based argument about what education is and should be
- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Critical Review

Due: **04/06/19**
Weighting: **40%**

In this task you will be assessed on your ability to write a critical review, identifying and evaluating the key arguments and theoretical approaches and critically reflecting on their significance in the current educational environment. Select an article from a list provided on the iLEARN site.

On successful completion you will be able to:
- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure,

focus, and epistemology of each discipline

- 2. Articulate an evidence-based argument about what education is and should be
- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Delivery and Resources

Each week, EDUC107 has a 2-hour pre-recorded lecture, with lecture slides and recordings available via iLearn.

External students are required to attend two on-campus days Sat 16/3 and Sat 25/5. For details, see https://timetables.mq.edu.au/2019/

Unit Schedule

Lecture 1

Introduction to EDUC 107. What is Education? (Dr Jenny Barr) Access iLearn Familiarise yourself with unit content

Central to the unit EDUC107 is the question 'what is education?' In answering this question, we draw on four pillars of educational thought: psychology, philosophy, history, and education. Together these disciplines allow us to answer questions about who the student is, the purpose and goals of education, the promotion of a good society and 21st century citizenship, the influence of the external context, and implications for the teacher.

MODULE I: The Student

Lecture 2

The Student through Time (Dr Penny van Bergen) Read Mayer (2001)

Psychology, the study of human behaviour, allows us to understand who our students are and how they develop. Throughout its short 130-year history, multiple schools of thought have risen to prominence: each with a different philosophical focus. We take a step back in time and consider concepts of the child and of learning from the points of view of three key paradigms: Behaviourism, Humanism, and Cognitivism.

Lecture 3

Cognitive Development: Piaget and Vygotsky (Dr Penny van Bergen) Watch short clip on iLearn

We investigate the contributions of two famous psychologists: Piaget and Vygotsky. Piaget proposed a stage-based model of cognitive development in which children acquire an increasingly sophisticated conceptual understanding through exploration of the environment.

Critically, he proposed that children are not 'mini-adults': rather than knowing less than adults, children instead think and reason differently. Whilst Piaget's focus was on the individual, Vygotsky was instead interested in the way in which cognitive development occurs within the social and cultural context, with teachers and others scaffolding the learning of the learner. We examine the pros and cons of each theory and assess their importance within education today.

Lecture 4

Cognitive Development: Intelligence (Dr Penny van Bergen) Read Humphrey et al (2007) Read Rickert et al (2014)

The study of intelligence has a long and chequered history within educational psychology. Initially used by eugenicists to justify arguments of racial differences, intelligence testing has also long been used to determine educational proficiency and potential. We examine competing definitions of intelligence and their implications for education.

Lecture 5

Social and Moral Development (Dr Penny van Bergen) Read O'Flaherty & Doyle (2014)

We examine theories of students' social and moral development. Social development has been shown to predict students' future success, and is a very important topic for teachers who today face the rise of social networking (Facebook, webchat, sms) as well as the more 'traditional' problems of bullying and peer relationships.

Lecture 6

Constructivism (Dr Mitch Parsell) Read Yilmaz (2008) Read Fox (2001)

Constructivism is a theory of learning or epistemology which sees learning as an active, constructive process whereby the learner constructs knowledge and meaning from their experiences and through social interactions. We explore the different approaches within constructivist theory and the implications of constructivist approaches for teaching and learning.

Lecture 7

A History of Education (Dr Mitch Parsell)   Read excerpt from Barcan (1980) A History of Australian Education

We are going back to the future to learn about some foundational concepts in education, where they came from and why they arose, and how they have influenced teacher education over time. You will be introduced to the ideas of the "hidden curriculum", socialisation, meritocracy, social mobility and competition – just to mention a few – and will learn how these phenomena play into what schools teach and what our children learn. We will draw on some of the giants in the field to place "education" in a historical context in order to better understand why schools and teaching and learning look like they do today.

MODULE II: The Context

Lecture 8

Who's in? Who's out? Schooling and Social Advantage and Disadvantage (Dr Jenny Barr) Read Marks (2016)

We examine the role schooling plays in reproducing social advantage and disadvantage. We look at the impact that neo-liberal market reforms, particularly increased choice and competition, have on deepening inequities linked to identity categories including social class, race and gender. In light of the National Goals in Education (Melbourne Declaration, 2008) particular focus is given to low SES, NESB and indigenous communities. Finally, we explore approaches to schooling that work to challenge exclusionary processes experienced by marginalised students and their families.

Lecture 9 The Politics of Education (Dr Jenny Barr) Read Connell (2013) Read Mills & Gale (2002)

We take a look at education in the present, from an international perspective, by tracing in more detail the globalisation of "neo-liberal" policy experiments first trialled in the United States and United Kingdom. Recent developments in Australia (e.g., NAPLAN, the National Curriculum, My School, and A-E reporting), and their effects for children, teachers and schools will be discussed. Questions include: What is stigmatising about league tables and whom does this most affect? What is wrong with "teaching to the test" and why might this occur? Why would poor results cause problems for schools?

MODULE III: The Teacher

Lecture 10

Learning Communities (Dr Mitch Parsell) No set reading

We examine the importance of learning communities to education and teaching. We begin by unpacking the notion of a learning community and examining the social dimension of learning. We then look briefly at two specific forms of learning communities: communities of practice and communities of enquiry. Finally we examine how communities can be harnessed in the classroom to support student learning.

Learning and Teaching Activities

Academic research skills Tasks 1, 2 and 3

See Assessment Tasks previously

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). 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). 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).

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

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

Activities completed 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 on campus days is expected and the roll will be taken.

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

on campus days

- Students are expected to listen to weekly lectures before completing tasks and on campus days

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
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on Sat 16/3 and Sat 25/5 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 see attendance requirements in this unit guide.
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.

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

If you are a Global MBA student contact 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/.

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

- 5. Demonstrate critical engagement with the educational ideas and issues influencing

  21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Assessment task

- Critical Review

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing

environments.

This graduate capability is supported by:

Learning outcomes

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- 2. Articulate an evidence-based argument about what education is and should be
- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Assessment task

- Learning Theories Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge,

scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- 2. Articulate an evidence-based argument about what education is and should be
- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- 2. Articulate an evidence-based argument about what education is and should be
- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive

student characteristics that influence learning

- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning

- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

- 6. Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills

- Learning Theories Essay

- Critical Review

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline

- 2. Articulate an evidence-based argument about what education is and should be

- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning

- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning

- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic Research Skills

- Learning Theories Essay

- Critical Review

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- 2. Articulate an evidence-based argument about what education is and should be
- 3. Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- 4. Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- 5. Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- 6. Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcome

- 2. Articulate an evidence-based argument about what education is and should be

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 outcome

- 1. Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline

Changes since First Published

Date	Description
20/02/2019	Minor changes to learning Outcome links to Graduate Capabilities and Assessment Tasks