



EDUC399

Professional Capability: Policy, Theory, Pedagogy

S2 Day 2019

Department of Educational Studies

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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

Convenor, Tutor

Jennifer Barr

jennifer.barr@mq.edu.au

Tutor

Susan Taylor

susan.taylor@mq.edu.au

Contact via email

Credit points

3

Prerequisites

Corequisites

6cp in EDUC units at 300 level

Co-badged status

Unit description

This capstone unit provides a synthesis of students' theoretical and professional understandings within the contemporary educational context. It draws together various studies from within the discipline of Education and integrates psychological, philosophical, historical and sociological viewpoints. It is framed around an exploration of people and their communities, contemporary perspectives and policies, and professional contexts and change.

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. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
2. Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field (tasks 1, 2, 3)

3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
4. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
5. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

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.

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
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
<u>Research essay</u>	30%	No	12/09/19
<u>Workshop Presentations</u>	30%	No	21/10/19
<u>Creative and critical response</u>	40%	No	11/11/19

Research essay

Due: **12/09/19**

Weighting: **30%**

Part 1 (1,000 words)

“Teachers’ professional identities are dynamically shaped by personal, professional and broader societal contexts and are central to teachers’ beliefs, values and practices”.

Discuss this statement with reference to at least 5 academic, scholarly references.

Part 2

Reflection (500 words)

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 4. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 5. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Workshop Presentations

Due: **21/10/19**

Weighting: **30%**

In pairs, you will be providing an 8-10 minute engaging workshop presentation based on a critical identification of the key discourse/ideology/idea about education within a current media text.

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field (tasks 1, 2, 3)
- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Creative and critical response

Due: **11/11/19**

Weighting: **40%**

Focus: Drawing together your study of Education and communicating your educational vision

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
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- 4. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 5. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Delivery and Resources

Structure

The unit is offered internally and externally. Internal students receive a 1-hour live lecture (weeks 3-7) and one workshop per week of one and a half hours (1.5 hours) and the on campus sessions cover the tutorial material. Students are expected to attend all tutorials or on campus sessions as they are workshop-based. Students are strongly encouraged to attend all lectures. Lectures are digitally recorded and are available on the unit webpage but will only be posted after the lecture. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>.

On Campus Days

There are two on-campus sessions for external students. You are expected to attend both sessions and rolls will be taken. The on-campus sessions are held on Saturday 31st August and 26th October. Please do not enrol in the external mode if you cannot attend these days.

Required and recommended texts

The unit consists of weekly readings. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*. Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Access and technical assistance

*Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do **NOT** contact the Unit Convenor regarding iLearn technical help.*

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to iLearn.

Unit Schedule

There are 3 Modules for this unit:

1. People and Communities
2. Contemporary Perspectives and Policies
3. Professional Contexts and Change

Weeks 1 to 5:

MODULE 1: PEOPLE AND COMMUNITIES

Lectures and workshops: Monday 12 August to Monday 9 September

At the heart of the discipline of Education is a study of people and of the ways in which they develop, learn, think, communicate, relate and organise themselves.

Our theoretical understanding about human development, the construction of knowledge, the shaping of learning communities, and the influence of various contextual factors upon these has emerged over time. The strands of educational thought: philosophy, psychology, history and sociology, provide a range of insights into the complex nature of people, their purposes, and their

Week and date	Lecture focus	Prescribed readings and preparation
Weeks 1 and 2: In school professional experience NO classes		
Week 3 Monday 12 August	Introduction <i>What is Education?</i> Dr Jenny Barr	Workshops start today and are linked closely to the focus of the weekly Lectures and Readings. Please check unit outline carefully. Prepare for the following week. You must bring your readings – as prescribed for each week – to your workshop.
Week 4 Monday 19 August	<i>An exploration of personal and professional knowledge and identity constructions</i> Dr Jenny Barr	Pillen, M.T., Den Brock, P.J. & Beijaard, D. (2013). Profiles and change in beginning teachers' professional identity tensions. <i>Teaching and Teacher Education</i> , 34, pp. 86-97.
Week 5 Monday 26 August	<i>An exploration of language, Discourse and education.</i> Dr Jenny Barr	Saltmarsh, D. (2011). Movie Lessons: Cultural Politics and the invisible practices of schooling. <i>Review of Education, Pedagogy and Cultural studies</i> , 33:2, pp. 108-131
	On campus day 1: Saturday 31st August	<u>(X5B) WW29 138 and 143</u>

<p>Week 6 Monday 2nd September</p>	<p><i>Entering a profession as educator</i></p> <p>Dr Jenny Barr</p>	<p>Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. <i>Critical Studies in Education</i>, 50, 3: 213–229.</p>
<p>Week 7 Monday 9th September</p>	<p><i>Contemporary issues in Education: The home-school nexus</i></p> <p>Susan Taylor</p> <p>(FINAL LECTURE)</p>	<p>Barr, J., De Souza, M., Harrison, B., Van Vliet, H. & Saltmarsh, S. (2012) Parenting the 'Millennium Child': choice, responsibility and playing it safe in uncertain times, <i>Global Studies of Childhood</i>, 2, 4, 302- 318.</p>

Mid semester Break /one week of Professional Experience (EDTE404)

Monday 16th September - resume Monday 30th September

Assessment:

Research essay: due Thursday 12th September

ONLINE

Submission through Turnitin by 11.55pm.

Weeks 8 and 9:

MODULE 2: CONTEMPORARY PERSPECTIVES AND POLICIES

Workshops: Weeks 8 and 9 Monday 30th September and Monday 7th October

Shifting perspectives at both local and international levels influence educational policies and practices. Governments and other stakeholders create priorities that are reflected in decision-making, funding, curriculum, and community expectations.

Week and date	Workshop focus	Prescribed readings and preparation
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<p>Week 8 Monday 30th September</p>	<p><i>A focus on the Australian landscape: testing times</i></p>	<p>In tutorial: report your choice of article for Task 2 (please bring a copy of the article to the workshop)</p> <p>Reading:</p> <p>Lingard, B. & McGregor, G. (2014) Two contrasting Australian Curriculum responses to globalisation: what students should learn or become, <i>The Curriculum Journal</i>, 25:1, 90-110</p>
<p>Week 9 Monday 7th October Public holiday – no tutorial</p>	<p><i>A focus on the international environment: politics, globalisation and education.</i></p> <p>Students to prepare debates for week 10</p>	<p>Reading:</p> <p>Savage, G.C. & O'Connor, K. (2015). National agendas in global times: curriculum reforms in Australia and the USA since the 1980s. <i>Journal of Education Policy</i>, 30, 5, 609-630.</p>

Weeks 10 to 13:

MODULE 3: PROFESSIONAL CONTEXTS AND CHANGE

Tutorials: Weeks 10 to 13 inclusive Monday 14th October to Monday 4th November (incl)

The contexts in which Education occurs are ever changing and an educator must be receptive and adaptive to the nature of the contemporary world. The expanded ways in which we learn, communicate, work and live in a digital age require ongoing personal and professional exploration and evaluation.

<p>Week and date</p>	<p>Workshop Focus</p>	<p>Prescribed Readings and preparation</p>
<p>Week 10 Monday 14th October</p>	<p><i>The nature of work and change: new professional, social and cultural practices.</i></p>	<p>Reading: Seddon, T. (2015), Re-making education in the contexts of uncertainty: governing, learning and contextual understandings. <i>Australian Educational Researcher</i>, 42, 527-548.</p>
<p>Week 11 Monday 21st October</p>	<p><i>The nature of innovation and learning: creativity and future research inquiry</i></p>	<p>Task 2: Presentations (in workshop)</p>

Week and date	Workshop Focus	Prescribed Readings and preparation
<p>Saturday 26th October: On-campus day 2 (includes Assessment task 2)</p> <p><u>(X5B) WW29 138 and 143</u></p>		
<p>Week 12</p> <p>Monday 28th October</p>	<p><i>An education revolution? From history to now.</i></p>	<p>Thomson, P., Lingard, B., & Wrigley, T. (2012). Ideas for changing educational systems, educational policy and schools. <i>Critical Studies in Education</i>, 53, 1, 1-7.</p>
<p>Week 13</p> <p>Monday 4th November</p>	<p><i>Transition to the future: Professional capability</i></p>	<p>Revision of the key concepts and an evaluation of your learning; plans for the future.</p>
<p>Assessment 3:</p> <p>Critical and Creative task: due Monday 11th November</p> <p>Submission through iLearn by 11.55pm</p>		

Schedule for external students: 31st August and 26th October

The on-campus sessions on 31st August and 26th October are essential to student engagement and learning, and attendance on both 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 the Unit Guide.

EDUC399: ON-CAMPUS SCHEDULE

Saturday 31st August: (X5B) WW29 138 and 143

9.30 – 10.00	Introduction: What is Education?
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9.30– 11.00	Workshop/seminars: Interpersonal skills (Film) Exploring Professional Identity
11.00 – 11.30	<i>Morning tea</i>
11.30 – 1.00	Workshop/seminars: <i>Critical Literacy Practices</i> Preparation for Task 2 Presentations next OCD
1.00 – 1.45	<i>Lunch</i>
1.45 – 3.30	Workshop/ seminars: Family-school relationships (film and workshop)

Saturday 26th October: (X5B) WW29 138 and 143

9.30 – 10.00	[Time allowed for pairs to discuss Presentation task]
10.00 – 11.30	Workshop/seminars: The nature of work and change: Interviews (Film)
11.30 – 12.00	<i>Morning tea</i>
12.00 – 1.30	Workshop/seminars: Presentations (Assessment Task 2)
1.30 – 2.00	<i>Lunch</i>
2.00 – 3.30	Workshop/ seminars: Preparing for the Profession Discussion: What makes a great speech? Reflection on learning.

Learning and Teaching Activities

Information about the ilearn site

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist

your studies. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly readings

A series of weekly readings are required for participation in weekly workshops and on-campus days. The readings are listed on iLearn.

Lectures

Weekly lectures in weeks 3-7 are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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

Attendance for undergraduate units

All Internal tutorials begin in Week 3 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
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on (insert dates) 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. Reflect critically on their learning achievements and apply these to their educational

vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)

- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Assessment tasks

- Research essay
- Workshop Presentations
- Creative and critical response

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. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 4. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 5. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Assessment tasks

- Research essay
- Workshop Presentations
- Creative and critical response

Learning and teaching activities

- This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.
- A series of weekly readings are required for participation in weekly workshops and on-campus days. The readings are listed on ilearn.
- Weekly lectures in weeks 3-7 are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 5. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 6. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

Assessment tasks

- Research essay
- Workshop Presentations
- Creative and critical response

Learning and teaching activities

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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.

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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.

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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.

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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.

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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.

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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.

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