



# EDCN812

## Curriculum Studies

S1 Online 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

Dr Norman McCulla

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

Contact via 9850 8650

29 Wally's Walk Room 272

By appointment

Credit points

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Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed or or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description

This unit provides both an introduction to the formal study of curriculum as well as an opportunity to undertake a more in-depth and specialised study of an area of curriculum interest. The nature of curriculum is explored from national and international perspectives. Curriculum design, implementation and change are considered from both theoretical and practical perspectives with a focus on contemporary curriculum in the workplace and/or jurisdiction of the participant's choice.

## 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:

Demonstrate an understanding of the strategic importance of the curriculum field

Demonstrate an understanding of the breadth of the curriculum field

Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## **General Assessment Information**

All written assessment tasks are submitted returned electronically. They are returned as soon as possible after submission and prior to the next assessment task.

Feedback is provided on the text itself, a summary comment, and an indication of the grade obtained against the assessment rubric and criteria.

### **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.

## 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](http://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Seminars</u>	30%	No	Weekly
<u>Reflective Journals</u>	30%	No	28 April; 7 June
<u>Major Assessment Task</u>	40%	No	19 May

### Seminars

Due: **Weekly**

Weighting: **30%**

Seminars and the online learning activities and discussions within them are part of each module. They provide the key means of learning from each other and of opening up the issues under consideration. They are introduced (but not assessed) in Module 1.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

### Reflective Journals

Due: **28 April; 7 June**

Weighting: **30%**

Reflective Journals are exercises designed to encourage a personalised, deeper, and summative critical reflection grounded in the literature in response to a question set in each of the online discussions in Modules 3-7.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

### Major Assessment Task

Due: **19 May**

Weighting: **40%**

The focus of your major assessment task is determined through individual consultation with the

Unit Convenor and within the scope of the unit's learning outcomes. The assessment task enables you to investigate an area of personal interest and/or professional need in greater depth than is possible in the one module. Being able to define and articulate an area of curriculum inquiry is an important way of demonstrating how well you have understood the scope and learning outcomes of *Curriculum Studies*. Further details are provided in the unit.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Delivery and Resources

The modules will assume that you have your own copy of the required texts below as valuable additions to your professional library:

- Brady, L. and Kennedy, K. (2019). *Curriculum Construction*. Frenchs Forest, Sydney. Pearson. (Sixth edition)
- Webster, S. and Ryan, A. (2019). *Understanding Curriculum*. Port Melbourne, Cambridge University Press. (Second edition)

Books can be ordered via the Co-op Bookshop on campus or via the Bookshop website: <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

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.

## Unit Schedule

Week beginning	Wk	Module	On-campus Evening Sessions	Seminars and Learning Activities	Assessment Task

25 February	1	1	<i>Seminar 1 OrientationGetting to Know You 28 Feb 5-7pm  Room 210, 4 Western Road</i>	<b>Seminar 1</b>	Seminar 1:  <i>Attendance at Seminar 1- the on-campus orientation session is recommended but voluntary for Online students able to come.</i>
4 March	2	1			
11 March	3	2	<i>Seminar 2  14 March</i>	<b>Seminar 2</b>	-
18 March	4	2	-		Module 2 learning activity response due by 25 March
25 March	5	3	<i>Seminar 3  28 March</i>	<b>Seminar 3</b>	-
1 April	6	3	-		-
8 April	7	4	<i>Seminar 4  11 April</i>	<b>Seminar 4</b>	
15 April	8	4	<i>(Mid-semester Break)</i>	-	.
22 April	9	5	<i>(Mid-semester Break)</i>	-	<b>Reflective Journal Assignment (A) (Modules 3-4). Due Sunday 28 April</b>
29 April	10	5		<b>Seminar 5</b>	<i>Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 6 May at the latest</i>
6 May	11	5	<i>Seminar 5  9 May</i>	-	-
13 May	12	6		<b>Seminar 6</b>	<b>Major Assessment Task  Due  Sunday 19 May</b>
20 May	13	6	<i>Seminar 6  23 May</i>	-	
27 May	14	7	-	<b>Seminar 7</b>	



3 June	15	7	Seminar 7 (if required) 6 June	-	Reflective Journal Assignment (B) (Modules 5-7) Due Friday 7 June
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## 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](https://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://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Assessment tasks

- Reflective Journals
- Major Assessment Task

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

## Assessment tasks

- Seminars
- Reflective Journals

- Major Assessment Task

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

### Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

## Changes from Previous Offering

EDCN 812 is updated annually in response to student feedback and recent developments in the literature and in the field.

This edition incorporates a new core text to the one used in previous editions of the unit.