



# EDST100

## Exploring Australian Education: Social and Historical Contexts

S2 External 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Anastasia Zarkos

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

Tutor

Scott Smith

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

Tutor

Sara Tomkins

[sara.tomkins@mq.edu.au](mailto:sara.tomkins@mq.edu.au)

Neil Harrison

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

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

As a foundational unit, this unit invites students to explore the practice of education in Australia today through the lens of what and how children and young people are learning and experiencing in contemporary early childhood, primary and secondary school settings. Concepts and perspectives drawn from sociology and history, and also from philosophy, cultural studies, politics and economics, will support your reflections on your own schooling, your direct observations on contemporary practices in education, and in discerning the implications they hold for your future development as a teacher. The concept of “the curriculum” and its many dimensions are explored as an important unifying theme throughout the unit as we investigate how teachers and school leaders seek to be responsive to students, colleagues, parents and communities in the context of the society schools serve. A wide range of contemporary issues are considered relating to families, gender, equity, indigeneity, media, technology and community. Key moments in the history of Australian education are also identified.

## 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:

Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.

Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.

Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.

Work collaboratively and ethically with others.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Engagement: Lead &amp; Follow</a>	30%	No	07/09/2019
<a href="#">Essay: The Making of 'YOU'</a>	40%	No	23/09/2019
<a href="#">Exam: Traditional Truths</a>	30%	No	Exam week

### Engagement: Lead & Follow

Due: **07/09/2019**

Weighting: **30%**

There are two components (1a and 1b) in the first assessment task designed to both encourage and assess the quality of student engagement: tutorial (on campus day) leadership (15%/ 15 marks) and participation in tutorial (on campus day) discussions (15%/ 15 marks). Both components are assessed by the tutor in class (on campus day) time utilising a purpose-designed rubric.

1a) Students, in groups of no more than three, will plan and facilitate an interactive class discussion to address one or more of the key questions posed in modules 2 to 9 and the relevant lectures.

1b) An individual grade will also be awarded for contributions to face-to-face discussions that demonstrate an engagement with key issues raised and readings.

On successful completion you will be able to:

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.

- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## Essay: The Making of 'YOU'

Due: **23/09/2019**

Weighting: **40%**

Students analyse their own schooling experience (or one advertised by a generic school website) from a sociological perspective, including school motto, rules, rewards and punishments, uniforms, subject choices, values or lessons etc. They consider the types of students and ways of being that were encouraged and discouraged and the effects this may have on different types of students' inclusion and engagement. Students analyse how their social and development characteristics impacted and were impacted by school teaching and learning approaches. They use readings from the first five modules to reflect on the strategies' effectiveness (1500 words).

On successful completion you will be able to:

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.

## Exam: Traditional Truths

Due: **Exam week**

Weighting: **30%**

Other EDST100 assignment types have followed liberal, critical and post-modern patterns of assessment. To ensure all sociologies of education (including all views of knowledge) and all assessment types are represented (including conservative types privileged in much Australian schooling and casting knowledge as containing 'facts' and 'truths'), we include this exam. It will consist of multiple choice questions on basic 'facts' and 'truths' of EDST100 content.

On successful completion you will be able to:

- Develop insights into the ways in which contemporary educational practice has been

shaped, and continues to be shaped, by socio-cultural and historical factors.

- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.

## **Delivery and Resources**

### **Unit Text and Readings**

#### **Compulsory Text:**

- Tait, G. (2019). *Making Sense of Education. 3rd Edition* New York: Cambridge University Press.

#### **Recommended additional text:**

- Jones, T. (2013). *Understanding Education Policy: The 'Four Education Orientations' Framework*. Dordrecht: Springer.

#### **Module Readings provided on the Unit Website.**

### **Expectations for undergraduate external mode units**

- Students are expected to read nominated module readings before completing assessment tasks and attending tutorials (on campus days)
- Students are expected to listen to prerecorded lectures before completing tasks and attending tutorials (on campus days)

### **Attendance for undergraduate external mode units**

1. On-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit.
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. Listen to the pre-recorded lectures and access resources provided such as assessment scaffolds, FAQ and recommended additional readings.

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 such as Announcements, Forum, etc

## **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://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

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

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.

- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## **Assessment tasks**

- Engagement: Lead & Follow
- Essay: The Making of 'YOU'
- Exam: Traditional Truths

## **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**

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## **Assessment tasks**

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## **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**

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.

## **Assessment tasks**

- Engagement: Lead & Follow
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- Exam: Traditional Truths

## **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**

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.

## **Assessment tasks**

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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.

This graduate capability is supported by:

## **Learning outcomes**

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## **Assessment tasks**

- Engagement: Lead & Follow
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- Exam: Traditional Truths

## **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**

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## Assessment tasks

- Engagement: Lead & Follow
- Essay: The Making of 'YOU'
- Exam: Traditional Truths

## 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

- Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.
- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in Australian educational practice.
- Work collaboratively and ethically with others.

## Assessment tasks

- Engagement: Lead & Follow
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- Exam: Traditional Truths

## 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

- Apply initial academic research skills through searching relevant databases and other non-academic sources to read for purpose and investigate contemporary issues in

Australian educational practice.

## **Assessment tasks**

- Engagement: Lead & Follow
- Essay: The Making of 'YOU'
- Exam: Traditional Truths