



EDUC3630

Education as Social Development

Session 1, Infrequent attendance, North Ryde 2020

Macquarie School of Education

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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

Convener

Anne McMaugh

anne.mcmaugh@mq.edu.au

Contact via Dialogue Tool in iLearn

29WW Room 274

Mondays at 3pm in Semester time.

Credit points

10

Prerequisites

130cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit builds on knowledge of educational psychology and child development and explores the relationship between social development and education. There is a particular focus on peer relationships, social competence, and learning outcomes, including the importance of the teacher-student relationship, school engagement, and classroom motivation. This unit equips students with specific strategies for managing bullying and fostering the mental health and well-being of young people in school and classroom contexts. This unit is suitable for both primary and secondary education students with a focus on social development across childhood and adolescence.

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:

ULO1: Apply knowledge of social development, as it applies to educational settings.

ULO2: Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.

ULO3: Participate in the investigation of a social development research problem and

evaluation of research findings.

ULO4: Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

ULO5: Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

General Assessment Information

Please note that a generic criteria for all assessment tasks requires students to make a **genuine attempt to complete all assessment tasks**. Where this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

Task 1: Check Your Understanding

Due: **Week 4 during the 1st weekly lecture or on-campus Day 1** Weighting: **20%**

A quiz designed as a formative assessment and feedback opportunity. Internal students will complete this quiz in the first lecture in Week 4 and external students will complete this quiz at the first on-campus day.

The format of the quiz is multiple-choice questions. The quiz is 20 minutes. To cater for individual learning needs we generously allow for extra time to complete the quiz *within* the remaining time of the lecture hour if this extra time is required for any student. All students must submit the full quiz paper, question and answer sheets at the end of the time period in order to be eligible for a grade on this task.

In this task you will be assessed on your ability to...

- Demonstrate depth and breadth of knowledge of key concepts and principles addressed in the unit including lecture content from Weeks 1-3 **and** reading content from Weeks 1-4.

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.

Task 2: Research report

Due: **17th April by 11:59pm** Weighting: **40%**

In this task you will complete a research project and write a report on a social development topic (2000 words). The full assignment description and assessment rubric will be supplied in iLearn.

In this task you will be assessed on a rubric against the following criteria reflecting your ability to...

Introduction

- Introduce the report with a clear statement of the research topic under investigation.
- Write a literature review with an appropriate and relevant selection of a minimum of five (5) peer-reviewed, primary sources (e.g. peer-reviewed journal articles with reporting of original research findings)
- Review and synthesise these primary sources of research literature to provide a clear argument for the research project and support the research questions.
- Provide a brief and accurate statement of the research questions as supplied in the full assignment description and taught in tutorials.

Method

- Provide brief participant details, detailed description of the measures or methods used (e.g. interview, survey etc), and clear explanation of the procedure we used for collecting the data, as required for each assignment topic.
- Demonstrate research integrity and ethical conduct of research in a clear explanation of ethical conditions and integrity in reporting.

Results

- Clearly identify and describe all major findings, organised in a way that reflects the link between research questions and key findings.
- Use appropriate presentation of all major findings e.g. clear presentation of findings by use of data or quotes or use of tables or figures (as appropriate for the type of information).

Discussion

- Include a brief summary of the research findings in relation to each research question.
- Demonstrate an understanding of the findings throughout the Discussion.

- Make links between these study findings and other relevant published research findings as cited in the Introduction.
- Draw clear and logical implications for social development of the learner and in relation to professional practice.

Referencing and Academic Honesty

- Supply an appropriate and accurate reference list e.g. peer-reviewed primary research sources such as research findings published in journal articles and research published in books or book chapters; use correct APA-referencing style (Version 7 is now available); demonstrate academic integrity in citing of all sources.

Quality of written report

- Use the prescribed report writing template supplied in iLearn to present the report
- Demonstrate appropriate understanding and application of report writing conventions e.g. use of prescribed headings; the citation of sources; referencing procedures.
- Use clear and concise expression of ideas
- Use correct spelling, grammar and syntax

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Participate in the investigation of a social development research problem and evaluation of research findings.
- Apply oral and written communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Task 3: Exam

Due: **University exam period** Weighting: **40%**

The examination will occur during the formal examination period set by the University. The University policy does not permit early examinations for individuals or groups of students. Students are responsible for checking their personal exam timetable and attending the exam on the scheduled day, at the specified time and room location.

The format and structure of the exam include written responses to short and long answer questions. Questions will address conceptual understanding and practical application of unit content. All unit content is examinable. You should prepare for the exam by creating effective

notes, summaries and reflective thoughts on the subject matter throughout the semester.

In this task you will be assessed on your ability to:

- Demonstrate depth and breadth of knowledge of key concepts and principles addressed in the unit.
- Integrate concepts and principles from relevant content across the unit.
- Show evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Synthesize relevant content to address practical problems.
- Demonstrate the quality of critical analysis
- Apply conceptual understanding to novel examples.

On successful completion you will be able to:

- Apply knowledge of social development, as it applies to educational settings.
- Discuss and evaluate key issues, relevant approaches and policies for social development in educational contexts.
- Apply knowledge of teaching and learning strategies for providing a school and classroom environment that leads to positive social developmental outcomes.

General 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.

Turnitin Originality Reports & Draft Submissions

- 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 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 and 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

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. 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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

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](#).

Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

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.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

This unit is delivered in **two 1 hour lectures** each week and a **1 hour tutorial** each week. **There are two on campus days.** See your unit timetable for dates and room locations. Check location again the day before attending as late changes can occur.

There are 10 weeks of teaching.

Your **iLearn** site will deliver content and materials relevant to your learning. ECH360 contains lecture recordings.

The **library** will contain the readings or other materials required to support your learning in this unit.

Attendance Requirements

Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. 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>

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

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

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Please view your full schedule of lectures, tutorials and readings in the iLearn site. Please view the 2020 Class Timetable to work out your Lecture and Tutorial room locations

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.*)

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/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-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

All Internal tutorials begin in Week 1 of Session. Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. 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
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

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 [Note: Please do not email staff from any email account other than your uni email account.]

- 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.
1. 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.
1. 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.

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.

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

Changes from Previous Offering

This unit updates content and may change several readings each year. The assessment tasks change in topic and focus each year.

Changes since First Published

Date	Description
05/02/2020	Policies and procedures updated