EDST8130

Advanced Pedagogy

Session 2, Fully online/virtual 2020

Macquarie School of Education

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Dr Kerry-Ann O'Sullivan
kerryann.osullivan@mq.edu.au
29WW356

Credit points
10

Prerequisites
Admission to MEd or GradCertEdS or MEdLead or MHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or MTeach(Sec) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description
Current debates in Australian education and public policy focus on the issues of curriculum and assessment. Central to any discussion is the role of teachers and their pedagogies. Pedagogy is more than classroom teaching. It is the crafting together of teachers' professional knowledge, skills, and abilities, to create effective learning opportunities and outcomes for all students in a range of contexts. This unit explores the ways research informs pedagogical practice and enhances teacher professional learning. It investigates the evidence base of effective pedagogy, the contemporary relationship of curriculum, pedagogy and assessment, and the changing nature of teaching and learning. It is advisable to have teaching experience for this unit.

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: understand and reflect critically on the key conceptual frames used in relation toissues of pedagogy and effective learning and teaching;

ULO2: understand and examine critically contemporary thinking about effective pedagogyand the national and state 'quality teaching agendas';

ULO3: discuss and evaluate in an informed, critical manner the central issues in debatesabout pedagogy and curriculum and assessment and their application to educationalcontexts through drawing upon their knowledge of current research, policies, andpractices in the field

ULO4: analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

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 Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your

judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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-effect-from-session-2-2016

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Preliminary Task: Introduction	5%	No	Friday 7th August
Critical review of a journal article	25%	No	Monday 21 September
Learning portfolio and forum participation	30%	No	Monday 26th October
Independent review of literature research	40%	No	Monday 9th November

Preliminary Task: Introduction

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 5 hours
Due: **Friday 7th August**
Weighting: **5%**

You complete some online introductory tasks which include setting up your online profile, briefly introducing yourself on the Forum; contributing one example of an effective pedagogical strategy to the Forum, and complete your reading template for the readings in Module 1; 5% if completed (Pass /Fail)

On successful completion you will be able to:

- analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Critical review of a journal article

Assessment Type [1]: Report
Indicative Time on Task [2]: 25 hours
Due: **Monday 21 September**
Weighting: **25%**

Select a journal article that addresses some aspect of pedagogical studies of your particular interest and write a critical review. Structured guidelines provided: 800 words.

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Learning portfolio and forum participation

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 30 hours
Due: **Monday 26th October**
Weighting: **30%**

This assessment requires you to maintain an individual Learning blog where you present the assigned activities you have completed during the various Modules and drawing upon at least 2 contributions to the Forums for each Module. There are 4 specific tasks identified clearly in the iLearn unit (Learning Portfolio task) and should be completed on a regular basis, a total of approx. 1,000 words.

On successful completion you will be able to:

- understand and reflect critically on the key conceptual frames used in relation toissues of pedagogy and effective learning and teaching;
- understand and examine critically contemporary thinking about effective pedagogyand the national and state 'quality teaching agendas';
- discuss and evaluate in an informed, critical manner the central issues in debatesabout pedagogy and curriculum and assessment and their application to educationalcontexts through drawing upon their knowledge of current research, policies, andpractices in the

field

- analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

Independent review of literature research

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 40 hours
Due: **Monday 9th November**
Weighting: **40%**

Identify a particular pedagogical challenge/ issue/ contention/ problem. You will choose an area/ aspect of pedagogy that reflects your current professional practice or area of pedagogical interest. This needs to investigate something of significance where you can explore the implications of the research review in a critical way. Conduct a detailed critical review of the literature in your chosen area of pedagogical practice. Guidelines provided. 1,750 words.

On successful completion you will be able to:

- understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field
- analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

The readings for each of the 4 Modules will be available through the Library, published in

LEGANTO.

Full details of all required readings will be available on iLearn.

Information about the unit iLearn site

This unit is taught fully online and 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 essential and the Unit is organised into a Modular framework with weekly sections.

Various activities and materials for discussion and critical reflection are included and all work is conducted through the iLearn site. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

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 i*Learn* 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 4 Modules for this unit:

1. *Pedagogy: Learning and exploration*
2. *Research and models of pedagogy*
3. *Curriculum and Assessment: Pedagogy and Policy*

4. *Advancing pedagogy through reflection and application*

Module 1 and introduction Weeks 1-3

Pedagogy: learning and exploration

In Module One we will explore definitions of pedagogy and the changes in pedagogical thinking over time, consider the relationships between and the developments in learning and teaching, think about images of the profession, and establish our own views.

Module 2 Weeks 4-7

Research and models of pedagogy

In Module Two we will investigate research into practice and examine a range of pedagogical models and designs for learning as we consider ways of establishing teacher quality with effective student learning.

Module 3 Weeks 8-11

Curriculum and assessment: pedagogy and policy

In Module Three we will examine the changing policy contexts for our pedagogy, explore increasing standardisation in curriculum and assessment and teacher accreditation requirements, and consider what may constitute the educational needs of the future.

Module 4 Weeks 12-13

Advancing pedagogy through reflection and application

In Module Four we will reflect on our views of pedagogy, identify some applications for advancing our pedagogical thinking, review new opportunities for professional development and research while critically considering emerging educational challenges.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy

- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

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.]
- Other iLearn communication functions

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.