



FOAR7010

Research Theme 5: Evolution of Education

Session 1, Fully online/virtual 2021

Arts Faculty level units

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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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Subject Convenor

Sandie Wong

sandie.wong@mq.edu.au

Contact via i-Learn

Room 234, 29 Wally's Walk

Fridays 3 - 5pm

Credit points

10

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

Evolution of Education explores the historical, philosophical, sociological and pedagogical context of contemporary educational settings, from birth through to adult education. In particular, this unit examines the different ways that contemporary educational settings, from early childhood to adult education, are evolving as a result of the challenges of our increasingly interconnected, globalised, rapidly changing and complex world. The unit also seeks to identify how educational settings can better meet the needs of 21st Century learners, and support citizens become flexible, creative thinkers, problem solvers and communicators. The subject will be of interest to students from a range of disciplines across the humanities and social sciences.

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: Explain the historical, philosophical, sociological and pedagogical context of contemporary provision of education from birth to adult education.

ULO2: Identify and critically reflect on how contemporary provision of education at all

levels can meet the needs of 21st century learners and society

ULO3: Investigate and present a topic related to the historical or contemporary provision of education from their chosen discipline area (e.g. history, philosophy, sociology, pedagogy, etc).

ULO4: Formulate, research and write a research essay related to historical or contemporary provision of education from their chosen discipline area.

General Assessment Information

There are three (3) assessment tasks in this subject. 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 is 45.

The assessment tasks for this Unit enable students to explore a topic related to the provision of education (either historical or contemporary and at any level), from their own discipline area / research interest.

The tasks are intended to build on one another, and scaffold students, towards the development of a well-informed, essay investigating their chosen topic.

Students will be required to deliver their presentation (assessment 2) virtually during Week 3 Seminar.

Further information about the assessment tasks will be provided in Week 1 seminar.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Essay Plan	10%	No	08/03/2021
Presentation / participation	30%	No	12/03/21
Research Essay	60%	No	31/05/2021

Research Essay Plan

Assessment Type ¹: Plan

Indicative Time on Task ²: 10 hours

Due: **08/03/2021**

Weighting: **10%**

Students are required to develop a plan for their essay. They will identify their own topic based on their area of interest, formulate an essay question, provide a rationale for their chosen topic, and indicate how they propose to investigate their topic.

On successful completion you will be able to:

- Explain the historical, philosophical, sociological and pedagogical context of contemporary provision of education from birth to adult education.
- Identify and critically reflect on how contemporary provision of education at all levels can meet the needs of 21st century learners and society
- Investigate and present a topic related to the historical or contemporary provision of education from their chosen discipline area (e.g. history, philosophy, sociology, pedagogy, etc).
- Formulate, research and write a research essay related to historical or contemporary provision of education from their chosen discipline area.

Presentation / participation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 30 hours

Due: **12/03/21**

Weighting: **30%**

Students are required to: (i) present their research plan for their essay, and (ii) provide collegial feedback on their peers' presentations.

On successful completion you will be able to:

- Explain the historical, philosophical, sociological and pedagogical context of contemporary provision of education from birth to adult education.
- Identify and critically reflect on how contemporary provision of education at all levels can meet the needs of 21st century learners and society
- Investigate and present a topic related to the historical or contemporary provision of education from their chosen discipline area (e.g. history, philosophy, sociology, pedagogy, etc).
- Formulate, research and write a research essay related to historical or contemporary provision of education from their chosen discipline area.

Research Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 65 hours

Due: **31/05/2021**

Weighting: **60%**

Students will write an essay related to the philosophical, sociological or pedagogical context of historical or contemporary provision of education. Based on their exploration of the topic, students will be required to reflect on how educational settings can better meet the needs of 21st Century learners, and support citizens become flexible, creative thinkers, problem solvers and communicators.

On successful completion you will be able to:

- Explain the historical, philosophical, sociological and pedagogical context of contemporary provision of education from birth to adult education.
- Identify and critically reflect on how contemporary provision of education at all levels can meet the needs of 21st century learners and society
- Investigate and present a topic related to the historical or contemporary provision of education from their chosen discipline area (e.g. history, philosophy, sociology, pedagogy, etc).
- Formulate, research and write a research essay related to historical or contemporary provision of education from their chosen discipline area.

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 Texts

There are no required texts for this Unit.

Delivery

Learning content for this Unit will be delivered in weekly, three hour seminars, by a range of academics who are experts in their field. The format of these seminars will vary.

The seminars are intended to promote engagement in scholarly debate and critique about the provision of education (either historical or contemporary) from a range of disciplinary

perspectives.

Students are required to participate virtually in these seminars via Zoom. Links will be provided in I-Learn.

Students are expected to actively participate in seminars as well as engage in significant self-guided investigation on a topic of their choosing related to the provision of education from birth to adulthood.

Access to iLearn and ICT skills

This unit has a full web presence through iLearn. The iLearn page will provide students with additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

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

- Students will need regular access to a computer and skills in word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assessments
- Internet access: The iLearn site contains materials for this unit; it is also required for the online Turnitin submission of Assessment Tasks 1 & 3.
- 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 students are encouraged to use electronic links and suggested references. Please check the iLearn unit regularly.
- 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.

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 students.

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.

Unit Schedule

Weekly Seminar Schedule (further details about required readings will be available on I-Learn)

Week / date	Topic & Short description
Week 1: 26 February	Introduction to the subject & the concept of 21 st century learning
Week 2: 5 March	Exploring the contemporary educational landscape in Australia
Week 3: 12 March	Presentation & discussion of essay plans
Week 4: 19 March	Evolution of learning and behavioural psychology
Week 5: 26 March	Evolution of Indigenous perspectives in education settings: 'The wonders of Indigenous thinking in education'
Week 6: April 2 (Good Friday – content will be provided on i-Learn)	Evolution of the early childhood & primary education sector (this
Week 7: 23 April	Evolution of secondary education sector: A panel discussion
Week 8: 30 April	Evolution of higher Education
Week 9: 7 May	Promoting educational change – leadership/management
Week 10: 14 May	Voice, ethics and agency in educational research
Week 11: 21 st May	Education futures
Week 12: 28 th May	Wrap-up and support with essay (due 31 May)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about

throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

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.