EDST1000

Exploring Australian Education: Social and Historical Contexts

Session 2, Special circumstances 2021

Macquarie School of Education

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff

Convenor
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Credit points
10

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:

ULO1: Develop insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.

ULO2: Describe the structures and concepts that underpin contemporary policy and practice in Australian educational institutions.

ULO3: 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.

ULO4: Work collaboratively and ethically with others.

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 submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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
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.*

Withdrawing from this 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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Engagement: Lead & Follow	30%	No	1a presentation by: 08/10/21, 1b participation by: 29/10/21
The Making of 'YOU'	40%	No	10/09/21
Exam: Traditional Truths	30%	No	TBA Exam Week

Engagement: Lead & Follow

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 20 hours
Due: **1a presentation by: 08/10/21, 1b participation by: 29/10/21**
Weighting: **30%**

There are two components (1a and 1b) in the first assessment task designed to both encourage and assess the quality of ongoing student engagement: tutorial leadership (15%/ 15 marks) and ongoing participation in tutorial discussions (15%/ 15 marks). Both components are assessed by the tutor in either face-to-face class time utilising a purpose-designed rubric with scope for student peer assessment providing further input.

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 for the week's module and elaborated on in the previous week's lectures.

1b) An individual grade will also be awarded for contributions to face-to-face or online tutorial group discussions throughout the semester that demonstrate an ongoing 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.

The Making of 'YOU'

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **10/09/21**
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

Assessment Type [1]: Examination
Indicative Time on Task [2]: 20 hours
Due: **TBA Exam Week**
Weighting: **30%**

Other EDST1000 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 include for example multiple choice questions on basic 'facts' and 'truths' of EDST1000 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.

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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

Compulsory Text: • Tait, G. (2019). Making Sense of Education. New York: Cambridge University Press.

Recommended additional text: • Jones, T. (2020). A Student-centred Sociology of Australian Education: Voices of Experience. Cham: Springer.

Module readings and discussion stimuli provided on iLearn.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Please check the iLearn unit regularly.

Lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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**.

The unit will be run via online contact only. This will include online-only: lectures, tutorial times, discussion-board posts and assessments. Prospective students should note Two Zoom sessions are currently forecast - Zoom Day 1: Saturday 14/8 (end of Week 3); and Zoom Day 2: Saturday 28/8 (end of Week 5). However final details will be confirmed via the iLearn site during the unit's delivery.

Unit Schedule

This information will be available on the iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

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]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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

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

External Students

1. The on-campus/Zoom sessions (to be conducted via Zoom only due to COVID-19 restrictions) on 14/8 and 28/8 (to be confirmed via iLearn) 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.
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. Keep up to date with listening to the lectures on a weekly basis.

5Rs Framework

In this unit, you will learn using the 5Rs framework in the following important ways:

- Resilient - EDST1000 links students to information about how their pedagogical approaches can impact the wellbeing and resilience of their future students.
- Reflexive - EDST1000 has a formative quiz in which students reflect on their beliefs about education, and later an essay in which they expand upon how these were constructed via schooling experiences. Lecture/ tutorial Q&A encourage reflection on a regular basis.
- Responsive - EDST1000 requires student engagement in weekly activities in their tutorial engagement assessment (1b). Pro-active participation and responsiveness to the weekly stimuli is required and marked.
- Research-engaged - EDST1000 engages students with sociology of education research in the lectures through discussion of statistics and visual data for example, and through their reporting on research findings in Tasks 1 (tutorial leadership & participation), 2 (essay) and 3 (exam).