



# EDUC1060

## Education: The Social and Historical Context

Session 2, Special circumstances 2021

*Macquarie School of Education*

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#### **Disclaimer**

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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

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit explores the broad historical and social contexts and trends in which Australian education now occurs and the issues that arise. The perspectives that inform the unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit begins with an overview of the development of education in Australia. The unit then gives emphasis to issues of equity, social justice and social disadvantage, and considers these matters in relation to specific examples of contemporary policy issues in Australian education.

## 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 an understanding of the key historical and social issues in Australian

education, and identify links to contemporary situations and events.

**ULO2:** Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.

**ULO3:** Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

**ULO4:** Present ideas in creative ways that assist in developing new understandings and solutions to problems.

**ULO5:** Communicate ideas effectively.

**ULO6:** Work collaboratively and ethically with others.

**ULO7:** Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and 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.

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.

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; and 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](https://ask.mq.edu.au).

### **Assessment Tasks**

Please see the iLearn site for details

### **Required and recommended texts**

There are no required texts.

Recommended:

Biesta, G.J.J. (2013). Receiving the gift of teaching: From 'learning from' to 'being taught by'. *Studies in Philosophy and Education*, 32(5), 449–461.

Biesta, G.J.J. (2016a). *The beautiful risk of education*. Abingdon: Routledge. **Especially Chapter 7**

Biesta, G. J.J. (2019). Should Teaching be Re(dis)covered? Introduction to a Symposium, *Studies in Philosophy and Education*. <https://doi.org/10.1007/s11217-019-09667-y>

Green, B. (2018). *Engaging curriculum: Bridging the curriculum theory and English education divide*. New York: Routledge. **Begin with Chapter 1**

Guyula, Y. (2010). The story comes along, and the children are taught. *Learning Communities*, 2, 18–22.

Harrison, N. (2020). Learning in the presence of others: Using the body as a resource for teaching, *Educational Philosophy and Theory*, DOI: <https://www.tandfonline.com/eprint/43DZZN NFQXSBGWMX2MDH/full?target=10.1080/00131857.2020.1835645>

### 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. 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 external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly. Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool. 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](http://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. Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

### Structure

The unit comprises 2 On-campus days

## Assessment Tasks

| Name  | Weighting | Hurdle | Due                 |
|---|-----------|--------|---------------------|
| <a href="#">Exploring the place of empathy in our society</a> | 50%       | No     | 10 September        |
| <a href="#">Research Essay</a>                                | 45%       | No     | 5 November          |
| <a href="#">ASSET Survey</a>                                  | 5%        | No     | Friday 10 September |

### Exploring the place of empathy in our society

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **10 September**

Weighting: **50%**

Use several different disciplinary frames to evaluate the place of empathy in our society and in education. Draw on research literature from disciplines such as psychology, philosophy and sociology to develop your argument..Your exploration must present different points of view, but avoid a simple for and against argument.

On successful completion you will be able to:

- Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- Work collaboratively and ethically with others.
- Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

## Research Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **5 November**

Weighting: **45%**

Students will examine the proposition that education is an impossible project. They will analyse recent theories of representation in education, including Bill Green, Gert Biesta and Judith Butler.

On successful completion you will be able to:

- Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- Communicate ideas effectively.

## ASSET Survey

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **Friday 10 September**

Weighting: **5%**



Students will complete the Annual Student Survey of Education for Teaching (ASSET) which forms part of the assessment for this unit. The survey is in 5 parts and completion of each part will be awarded a mark of 1%.

On successful completion you will be able to:

- Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

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<sup>1</sup> 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.

<sup>2</sup> 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

The on-campus sessions for this year are on:

Day 1: Saturday 28/8/21

Day 2: Saturday 9/10/21

## Unit Schedule

see the iLearn site for details

## 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](http://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 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](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.

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Unit information based on version 2021.01R of the [Handbook](#)