EDST1010

Learning and Development: An Introduction for Educators

Session 2, Special circumstances 2021

Macquarie School of Education

Contents

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 Rauno Parrila rauno.parrila@mq.edu.au
Credit points 10
Prerequisites
Corequisites
Co-badged status
Unit description This is the foundation level unit in learning and development for all students in early childhood, primary, and secondary teaching programs. There are three areas of focus. First, the unit introduces learning, development, and systems theories to describe the cognitive, socio-emotional and physical growth of infants, children and adolescents. Second, the unit introduces techniques for identifying and critically analysing learning and development myths and contestable concepts in educational and developmental discourse. Third, the unit focuses on developing research skills. Students will develop an understanding of the theoretical concepts and research approaches used in learning and development research and will use these to describe developing learners and the contexts they interact with.

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 initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait Islander epistemologies.

ULO2: Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.

ULO3: Apply the understanding of different theoretical frameworks of learning and

development to describe the functioning of infants, children, and adolescents in different social environments.

ULO4: Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

ULO5: Develop a preliminary understanding of the research approaches used in learning and development.

ULO6: Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

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 <u>NOT</u> 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

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. 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.*

<u>Withdrawing from this unit</u>

If you are considering withdrawing from this unit, please seek academic advice via https://ask.m q.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.

<u>Results</u>

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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Survey participation and reflective response	5%	No	Week 1 and 2
Critical evaluation of learning	15%	No	22.08.2021
Portfolio of learning products	40%	No	variable
Final take home exam	40%	No	12.11.2021
Primary school visit and observation	0%	Yes	Week 3, 5 or 7
High school visit and observation	0%	Yes	Week 3, 5 or 7
Early Childhood Care Centre visit and observation	0%	Yes	Week 3, 5 or 7

Survey participation and reflective response

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **Week 1 and 2**
Weighting: **5%**

Participate in five anonymous surveys examining features of the learner and approaches to learning (i.e. the "Annual Survey"). This task has an alternative low-risk literature reflection task attached for students who opt out of survey participation. [LO5]

On successful completion you will be able to:
- Develop a preliminary understanding of the research approaches used in learning and development.

Critical evaluation of learning

Assessment Type [1]: Essay
Indicative Time on Task [2]: 10 hours
Due: **22.08.2021**
Weighting: **15%**

Consider what you have learned and know so far about learning and develop your personal theory of learning. Your theory should address at least some (but not all) of the following questions: What is learning (definition)? What changes when we learn? Is there a good metaphor for learning as you understand it? What causes individual differences in learning? How are learning difficulties explained? How may a person's linguistic and cultural background influence learning? How can physical environment influence learning? Format: audio/video presentation (10 minutes) or a paper (max 1000 words).

On successful completion you will be able to:
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait Islander epistemologies.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.

Portfolio of learning products

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 20 hours
Due: **variable**
Weighting: **40%**

Students will complete four small assessment tasks with the following foci: 1. Definitions of learning and development in different theories; 2. How the theories explain the learning of Indigenous students in different contexts; 3. How can we study learning and development; and 4. How to systematically observe learning in different educational settings. The first three components have multiple response formats (individual exam, individual or small group presentation, individual or small group written submission). The last component requires an individual written submission.

On successful completion you will be able to:
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait Islander epistemologies.

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop a preliminary understanding of the research approaches used in learning and development.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Final take home exam

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **12.11.2021**
Weighting: **40%**

Assessment of: (i) students' knowledge and application of learning and development concepts, and (ii) students' ability to critically analyse information the physical, social, and intellectual development of the learner. Students will rewrite their Assignment 2 personal learning theory to include information learned during the term. Vignettes depicting features of learning, development, and environment, including those experienced by Aboriginal and Torres Strait Islander students, will be be handed to students and need to be incorporated into examples. Format: audio/video presentation (15 minutes) or a paper (max 1500 words).

On successful completion you will be able to:
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait Islander epistemologies.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.

Primary school visit and observation

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 3 hours
Due: **Week 3, 5 or 7**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will complete a supervised visit to a primary school and complete an observation task specific to learning of primary school children.

On successful completion you will be able to:

• Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.

• Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

High school visit and observation

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 3 hours
Due: **Week 3, 5 or 7**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will complete a supervised visit to a high school and complete an observation task specific to learning of adolescents.

On successful completion you will be able to:

• Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.

• Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Early Childhood Care Centre visit and observation

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 3 hours
Due: **Week 3, 5 or 7**
Weighting: **0%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will complete a supervised visit to an Early Childhood Care Centre and complete an observation task specific to learning of infant and toddlers.

On successful completion you will be able to:
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

[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

1. **General Expectations**
   - The unit is built to require on average 10-15 hours of work per week. The workload is not always equal (for example, Week 6 covers more material than most) so you need to pace yourself – if you are having an easy week, take a look if you can start with the next weeks learning activities.
   - Learning activities for Weeks 2, 4, and 6 are open after Week 1. You can complete them all as fast as you can, or you can complete them one week at a time as the term progresses. I expect you to work out what the best pace is for you, but I highly recommend that you complete Weeks 2 and 4 on time and start Week 6 early.
   - As this is a university unit, many of the questions and assignments don't have clear right or wrong answers. Instead, some responses show better understanding of, engagement with, and application of the material covered than other responses. Don't compete with others, but challenge yourself to do better in each assignment and grow as a professional teacher.

- ◦ If you struggle with some aspects of this unit, email me, or come and talk to me. We have access to many support services and accommodations to help you succeed. For example, the Learning Skills unit has agreed to provide personal academic writing support to 50 students in this unit. If you get negative feedback on your writing on Assignment 2, contact me to arrange a meeting with them – or contact them directly via https://students.mq.edu.au/support/study/skills

2. **Question and Answer sessions on Mondays 9-11am.**
    - ◦ Most weeks start with a Q&A session on Monday morning (9-11 on Zoom)
    - ◦ The link for each of these sessions will be posted in iLearn, and the recrdings will be available via iLearn as well (and not via ECHO360).
    - ◦ The exceptions are Weeks 3 (Aug 9), 5 (Aug 23), and 7 (Sep 6) when you are completing your online practicum tasks, and Week 9 (Oct 4) that is Labor Day and there are no Q&A session or tutorials that week. You do, however, have online activities to complete during Week 9 so it is not a week off.
    - ◦ During the first Q&A session (July 26) I will explain how EDST1010 works and what is expected of you, plus answer all the questions you may already have.
    - ◦ All Q&A sessions are recorded and available in iLearn the next day.
    - ◦ If you can't attend the Q&A session but have questions, email your questions to me (rauno.parrila@mq.edu.au) by 5pm on the previous Sunday and I will read the question (but not who send it) and provide the answer on Monday

3. **All lectures are online.**
    - ◦ Your learning is organised into online activities in iLearn, and those online activities include all the lectures. All EDST1010 lectures are delivered via iLearn as short (10-30 minutes) videos. You will find them in iLearn under each week, together with the slides and a transcript of what is said in each video. Note that most weeks involve multiple videos plus sometimes also additional activities, such as readings.
    - ◦ Please note that your lectures are not in ECHO360.

4. **Quizzes.**
    - ◦ Most online activities are followed by a short quiz (typically 5 to 10 multiple-choice questions).
    - ◦ You need to pass each of these quizzes to move on to the next activity (this is called mastery learning). The mark to pass, however, is set low at 50% (or slightly above when there are uneven number of questions) and if you do not pass, it is a strong indication that you haven't learned the content of that activity.

- Marks from Weeks 1, 2, 4 and 6 quizzes can also be used as Part 2 of your Assignment 3 and if you decide to do so, they will make up 10% of your final mark. These are marks from your first attempt at each quiz, not the final ones if you need to repeat the quiz. Check the description of Part 2 of Assignment 3.

5. **Tutorials.**

   - All tutorials are on Mondays – the only exception to this are tutorials for external students (see below).

   - Most tutorials are offered face-to-face as that is the preferred option in Education. There are four tutorials that are offered online. You should choose an online option only if it is impossible for you attend tutorials regularly on campus. If the COVID restrictions at some point prevent face-to-face tutorials, then all tutorials will move online.

   - Tutorials are critical for your learning. We will take attendance and expect that students attend tutorials.

   - Tutorials include instructions for the site visits and how to complete the observation forms during those visits.

   - Tutorials also include group work on Parts 1 and 3 of Assignment 3. Infrequent tutorial attendance (less than 80%) excludes the option of you completing Assignment 3 tasks in a group.

6. **Scenario-based Learning and Observation.**

   - On normal year, all students would complete three site visits during Weeks 3 (Aug 9), 5 (Aug 23), and 7 (Sep 6). Due to the University's covid-policy on visits, these visits are replaced by online activities in 2021.

   - During Weeks 3, 5, and 7 you need to complete both scenario-based learning tasks and an observation task.

   - Please note that these tasks are hurdle tasks for this unit – in other words, if they are not completed, you will not pass the unit. They are marked only as pass/fail.

   - You need to complete both tasks during the week. The due dates for the scenario-based learning tasks are due by Friday night and observation forms by Sunday night in Weeks 3, 5, and 7. According to the current assessment policy, failure to submit the task within a week of the due date results in failure to complete the unit. If you are unable to complete the hurdle tasks on time, you need to apply and receive an extension via **ask.mq.**

   - Scenario-based learning tasks are completed all online, there is nothing to submit, and the observation forms are submitted to Turnitin submission boxes

available of the Assessment section in iLearn – when you open it, scroll down and you will see a heading "Observation tasks for weeks 3, 5 and 7".

- There are no other activities for EDST1010 during those weeks so they are good for working on your assignments.
- External students complete these tasks similar to everyone else. We have reduced your on-campus days to reflect the change.

7. **Assignments.**

- You have four assignments in this unit, and Assignment 3 is further broken down to four smaller parts. It is highly recommended that you use the checklist at the end of this document to stay on top of your assignments as you have a lot to keep track of (but still much less than you will have as a teacher, I am afraid).
- Your first assignment is to complete the five ASSET surveys. Each of these gives you 1 point towards your mark; every year we have students who needed those five points to pass but forgot to complete the surveys. The information we collect on these surveys helps us to improve your program and to understand better how the student population we serve is changing. If you are interested in the specifics, ask me a question in one of the Q&As. You can fill out all the surveys during the first two weeks of the unit to get them out of the way.
- Assignments 2, 3, and 4 are explained in detail in the Assessment section in iLearn. It is critical that you read all the information and examine the rubrics before you complete the assignments. Please also note that all of the assignments are "take home" assignments that you submit via Turnitin.

Important: As of this year, we are required to deduct 10% of your assignment mark for every day your submission is late unless you have applied for and received an extension via ask.mq. If your assignment is late more than seven days, it receives an automatic zero.

1. **External students**

- If you are enrolled as an external student (infrequent offerings), please note that you will have to attend the on-campus days to complete your tutorials.
- Other than that, EDST1010 is easy to complete online but you may want to opt for completing all parts of Assignment 3 alone to maintain maximum flexibility and control of your schedule.You will however, have a chance to work in groups during the on-campus days if that is your preference.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il

earn.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**.

Unit Schedule

Week	Dates	Tasks	Due	Done
1	26.7.-1.8.	Q&A; Tute 1; Week 1 activities and quizzes; ASSET surveys; Read Assignment 2 information	Quizzes	
			ASSET surveys	
2	2.8.-8.8.	Q&A; Tute 2; Week 2 activities and quizzes; Finish ASSET surveys; Start working on Assignment 2	Quizzes	
			ASSET surveys	
3	9.8.-15.8.	Scenario-based Learning task 1; Observation form 1; Work on Assignment 2	Scenario-based Learning task 1 Complete by 13.8. at 23:59	
			Observation form 1, submit by 15.8. at 23:59	
4	16.8.-22.8.	Q&A; Tute 3; Week 4 activities and quizzes	Quizzes	
			Assignment 2 due on 22.8. at 23:59	
5	23.8.-29.8.	Scenario-based Learning task 2; Observation form 2; Read Assignment 3 information	Scenario-based Learning task 2 Complete by 27.8. at 23:59	
			Observation form 2, submit by 29.8. at 23:59	

6	30.8.-5.9.	Q&A; Tute 4; Week 6 activities and quizzes; Finish Assignment 3 Part 1	Quizzes	
			Assignment 3 Part 1 due on 5.9. at 23:59	
7	6.9.-12.9.	Scenario-based Learning task 3; Observation form 3; Work on Assignment 3 Part 2	Scenario-based Learning task 3 Complete by 10.9. at 23:59	
			Observation form 3, submit by 12.9. at23:59.	
Mid-session recess (2 weeks)				
8	27.9.- 3.10.	Q&A; Tute 5; Week 8 activities and quizzes; Finish Assignment 3 Part 2	Quizzes	
			Assignment 3 Part 2 due on 3.10. at 23:59	
9	4.10.-10.10.	No tutes or Q&A; Week 9 activities and quizzes; work on Assignment 3 Part 3	Quizzes	
10	11.10.-17.10.	Q&A; Tute 6; Week 10 activities and quizzes; Finish Assignment 3 part 3	Quizzes	
			Assignment 3, Part 3 due 17.10 at 23:59.	
11	18.10.-24.10.	Q&A; Tute 7; Week 11 activities and quizzes; Complete Assignment 3 part 4	Quizzes	
			Assignment 3, Part 4 due 24.10 at 23:59.	
12	25.10.-31.10.	Q&A; Tute 8; Week 12 activities and quizzes	Quizzes	
13	1.11.-7.11.	Q&A; Tute 9; Review activities		
14	8.11.-12.11.	Assignment 4	Assignment 4 due on 12.11 at 23:59	

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 are offered on Mondays and begin in Week 1 of Session 2.

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 complete all weekly activities, including the quizzes, and attend tutorials.
- Week 3, 5, and 7 include visits to schools and early childcare centers. These visits and the reflection tasks are hurdle tasks - you cannot complete this unit without attending the visits and submitting your observation forms.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communica

- Official *MQ Student Email* Address

- Announcement on iLearn
- Other iLearn communication functions

External Students

1. The on-

   campus session on 9th, 10th and 11th of September are essential to student engagement and learni

   will complete three school visit and reflections that are hurdle tasks for this unit. Failure to attend or t

   have an approved Special Consideration results in a Fail grade for the unit.

2. Prior to the on-

   campus sessions, you should have completed all the learning activities up to that date.

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

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughou
your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching
career sustainable and fulfilling.

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

- Resilience. Teaching is a busy profession and you will need to learn to manage multiple competing d

  the knowledge, skills and attitudes needed for successfully managing a busy schedule and collabora

  unit. In developing resilience during this process, be mindful of others'

  and your stress and upcoming challenges,

  and connect with and provide support to your peers.

- Reflexive. In this unit, you will learn and reflect on your own learning, the learning of

  others, and the diverse context of learning. This reflection becomes reflexive when you

  turn it into action. For example, this can involve

  changing how you study yourself or how you collaborate with others.

- Responsive. In this unit, you will begin your journey to understanding diverse learners and how to res

  their learning needs. At the end of this journey, we expect that you can positively engage with all stud

  class, no matter how different they are from what you are accustomed to. We also expect that you lea

  collaborate with your peers in a respectful, collegial and strengths based manner; in other words, as

  expected to respond as a teacher.

- Ready to learn. This unit is all about learning. We expect that you develop effective learning strategie

  serve you well in your lifelong learning journey. While your program will teach you the basic knowledg

to teach, your learning as a teacher is never finished. Develop the skills to find information independe

- Research engaged. Teachers are required to use evidence-
  based practices. In this unit, you will learn about evidence-
  based practices, but also about how to locate and understand new evidence. Your best chance of
  keeping abreast with evidence is to learn to locate and understand the new evidence yourself.