



FOAR7010

Research Theme 5: Evolution of Education

Session 1, Online-scheduled-weekday 2024

Arts Faculty level units

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	14

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Sandie Wong

sandie.wong@mq.edu.au

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.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit your 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 the correct file has been uploaded, that their submission has been successful, and that it has been submitted by the due date

and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- **Late Assessment Submission Penalty:** Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- 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.

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 the following generic grade descriptors of the 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.

Withdrawing from 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
Research Essay Plan	10%	No	23.59hrs 08/03/2024
Presentation / participation	30%	No	Week 5
Research Essay	60%	No	23.59hrs 02/06/2024

Research Essay Plan

Assessment Type ¹: Plan

Indicative Time on Task ²: 10 hours

Due: **23.59hrs 08/03/2024**

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: **Week 5**

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: **23.59hrs 02/06/2024**

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 weekly schedule will be available on i-Learn.

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 in these seminars either in person or via Zoom. Links for Zoom will be provided in i-Learn.

Students are expected to actively participate in seminars, read the weekly materials in advance, 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. 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. 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

Week / date	Topic & Short description	Delivered by	Required / recommended reading
-------------	---------------------------	--------------	--------------------------------

<p>Week 1: 19 February</p>	<p>Introduction to the subject & the concept of 21st century learning.</p> <p><i>In this seminar we will cover the purpose and requirements of the subject. You will be introduced to the concept of 21st Century learning.</i></p>	<p>Sandie Wong</p>	<p>http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf</p> <p>Chalkiadaki, A. (2018). A systematic literature review of 21st century skills and competencies in primary education. <i>International Journal of Instruction</i>, 11 (3), 1 – 16.</p> <p>Kereluik, K., Mishra, P., Fahnoe, C., & Terry, L. (2013) What knowledge is of most worth, <i>Journal of Digital Learning in Teacher Education</i>, 29 (4), 127-140, DOI: 10.1080/21532974.2013.10784716</p> <p>González-Pérez, L. I., Ramírez-Montoya, M-S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. <i>Sustainability</i>, 14, 1493. https://doi.org/10.3390/su14031493</p> <p>Mishra, P., & Mehta, R. (2017) What we educators get wrong about 21st-century learning: Results of a survey, <i>Journal of Digital Learning in Teacher Education</i>, 33 (1), 6-19, DOI: 10.1080/21532974.2016.1242392</p> <p>Robinson, K. Changing Education Paradigms. Animation. https://www.youtube.com/watch?v=ATCgh-OjSuw&ab_channel=EscolaAlfa</p> <p>Self-directed literature review on topic of choice</p>
<p>Week 2: 26 February</p>	<p>Exploring the contemporary educational landscape in Australia.</p> <p><i>In this seminar we will explore the complexity of Australia’s contemporary educational landscape.</i></p> <p><i>You will have an opportunity to develop your ideas and plan your research essay (Assessment 1).</i></p>	<p>Sandie Wong</p>	<p>https://www.dfes.gov.au/sites/default/files/australian-education-system-practitioner.pdf</p> <p>Self-directed literature review on topic of choice</p> <p>How to write an essay question: http://edshare.soton.ac.uk/4062/1/posing_the_question.pdf</p>
<p>Week 3: 4 March</p>	<p>Evolution of the early childhood & primary education sector: <i>In this seminar we look at the emergence of EC and primary education at the turn of the 20th century and several critical periods in the development of EC education in Australia.</i></p> <p><i>(Assessment 1 due 8th March).</i></p>	<p>Sandie Wong</p>	<p>Gupta, A. (2017). How neoliberal globalization is shaping early childhood education policies in India, China, Singapore, Sri Lanka and the Maldives. <i>Policy Futures in Education</i>, 16(1) 11–28. https://journals.sagepub.com/doi/pdf/10.1177/1478210317715796</p> <p>Lundkvist, M., Nyby, J., Autto, J., & Nygård, M. (2017) From universalism to selectivity? The background, discourses and ideas of recent early childhood education and care reforms in Finland, <i>Early Child Development and Care</i>, 187(10), 1543-1556. DOI: 10.1080/03004430.2017.1295041</p> <p>Wong, S., & Press, F. (2016). The development of early childhood education and care in Australia. In J. Ailwood, W. Boyd, & M. Theobald (Eds.), <i>Understanding early childhood education and care in Australia</i> (pp.13-33). Allen & Unwin: Crows Nest, NSW.</p> <p>Self-directed literature review on topic of choice</p>

<p>Week 4: 11 March</p>	<p>Evolution of learning and behavioural psychology: 'Psychological perspectives on learning'.</p> <p><i>In this seminar we consider the evolution of notions of learning from psychological perspectives. We describe interpretations of learning in the early 1900s, the behaviorist era in the mid 1900s, and the cognitive revolution in the 1960s. In light of these historical perspectives, we conclude by discussing modern perspectives on learning: adopting cognitivist and neuropsychological perspectives to consider the integration of knowledge, emotion, and motivation.</i></p>	<p>Sandie Wong</p>	<p>Mayer, R.E. (2001). What is good enough educational psychology? The case of cognition and instruction. <i>Educational Psychologist</i>, 36(2), 83 - 88.</p> <p>Illeris, K. (2018). An overview of the history of learning theory. <i>European Journal of Education</i>, (53), 86–101</p>
<p>Week 5: 18 March</p>	<p>Presentation & discussion of essay plans.</p> <p><i>In this session, students will present their plans for their research essay, receive feedback and provide collegial support for their peers to facilitate the success of their investigation leading to the submission of their essay (Assessment 2 – due in class)</i></p>	<p>Sandie Wong</p>	<p>Self-directed literature review on topic of choice</p>
<p>Week 6: 27 March</p>	<p>Evolution of Indigenous perspectives in education settings: 'The wonders of Indigenous thinking in education'</p>	<p>TBA</p>	<p>Guyula, Y. & Greatorex, J. (2010). The story comes along, and the children are taught. <i>Learning Communities</i>, 2: 18-22.</p> <p>Harrison, N & Sellwood, J (2016). <i>Learning and Teaching in Aboriginal and Torres Strait Islander education</i>. Melbourne, Oxford. Chapter 2</p> <p>Harrison, N., Stanton, S., Manning, R. & Penetito, W. (2020). Teaching in the name of justice: empathy and vulnerability as a basis for understanding difficult histories, <i>Pedagogy, Culture & Society</i>, available from: https://www.tandfonline.com/eprint/WPB5URH7HD7CMWMZHDZJ/full?target=10.1080/14681366.2020.1845786</p> <p>McKnight, A. (2016). Preservice teachers' learning with Yuin Country: becoming respectful teachers in Aboriginal education. <i>Asia-Pacific Journal of Teacher Education</i>, 44(2): 110-124</p>

<p>Week 7: 1 April</p>	<p>Evolution of secondary education sector: Learning and teaching in secondary schools: A panel discussion including:</p> <ul style="list-style-type: none"> • Dr Janet Dutton: Equity in secondary schools • Dr Sue Ollerhead: Teaching students from diverse language backgrounds in secondary schools • A/Prof Michael Cavanagh & Dr Hye-Eun Chu: Secondary students' performance and attitudes in STEM • Dr Kim Wilson: 21st Century skills for secondary students 	<p>Michael Cavanagh, Hye Eun Chu, Janet Dutton, Sue Ollerhead & Kim Wilson</p>	<p>TBA</p>
<p>Week 8: 8 April</p>	<p>Evolution of higher Education</p> <p>This seminar invites participants to think critically about the Australian higher education sector and its global context. We take a quick tour of the history of higher education in order to analyse the political, social, technological and pedagogical changes of recent years. Then we look to the future: what challenges are higher education institutions grappling with, how is the sector responding and what might the future hold?</p>	<p>Agnes Bosanquet</p>	<p>Students are read at least one of the following five readings (their choice) and come to seminars prepared to discuss it:</p> <p>Simon Marginson (2020) The relentless price of high individualism in the pandemic, Higher Education Research & Development, 39:7, 1392-1395, DOI: 10.1080/07294360.2020.1822297</p> <p>Zaine Akuhata-Huntington (Ngāti Tūwharetoa, Tūhoe, Ngāi Te Rangi, Ngāti Kahungunu ki Te Wairoa), Shannon Foster (D'harawal Saltwater Knowledge Keeper), Ashlea Gillon (Ngāti Awa), Mamaeroa Merito (Ngāti Pikiao, Ngāti Whakaeu, Ngāti Awa), Lisa Oliver (Gomeri Nation), Nohorua Parata (Ngāti Toa Rangatira, Ngāti Ruanui, Ngāti Kahungunu, Rongowhakaata), Yvonne Ualesi (Mulivai Safata, Pu'apu'a, Savalalo Samoa, Fakaofu Tokelau, Ovalau Fiji) & Sereana Naepi (Natasiri)(2020) COVID-19 and Indigenous resilience, Higher Education Research & Development, 39:7, 1377-1383, DOI: 10.1080/07294360.2020.1823327</p> <p>Motunrola Bolumole (2020) Student life in the age of COVID-19, Higher Education Research & Development, 39:7, 1357-1361, DOI: 10.1080/07294360.2020.1825345</p> <p>Jill Blackmore (2020) The carelessness of entrepreneurial universities in a world risk society: a feminist reflection on the impact of Covid-19 in Australia, Higher Education Research & Development, 39:7, 1332-1336, DOI: 10.1080/07294360.2020.1825348</p> <p>Alfred Mupenzi, William Mude & Sally Baker(2020)Reflections on COVID-19 and impacts on equitable participation: the case of culturally and linguistically diverse migrant and/or refugee (CALDM/R) students in Australian higher education, Higher Education Research & Development, 39:7, 1337-1341, DOI: 10.1080/07294360.2020.1824991</p>

Recess			
<p>Week 9: 29 April</p>	<p>Promoting educational change – leadership/management: Educational change, 21C learning, quality pedagogies and all that: The role of educational leadership</p> <p>This seminar briefly looks at key drivers of educational change in the 2020s and then examines the general leadership qualities and best practices that foster successful change. The session concludes with an exploration of the roles of senior and middle leaders in a distributed leadership frame.</p>	<p>John De Nobile</p>	<p>Gumus, S., Bellibas, M.S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. <i>Educational Management Administration & Leadership</i>, 46(1) 25–48. DOI: 10.1177/1741143216659296 (attached)</p> <p>Marks, W. & McCulla, N. (2016). Australia: Halfway to anywhere. In D. Fink (Ed) Trust and Verify: The Real Keys to School Improvement. London: UCL IOE Press.</p> <p>Sahlberg (2020). Are Australian students receiving the school education they deserve? ABCNews. Mon 9 Mar 2020 https://www.abc.net.au/news/2020-03-09/education-policy-learning-problem-australia-schooling-funding/12034350 (attached)</p>
<p>Week 10: 6 May</p>	<p>Voice, ethics and agency in educational research for the 21st Century. In this seminar we take a brief look at the purpose and types of educational research. And consider ethical implications for educational researchers. We consider educational research questions for 21st Century Learning. <i>Students will have opportunity to receive support on their essays</i></p>	<p>Sandie Wong</p>	<p><u>Lopez-Alvarado</u>, J. (2017). Educational research: Educational purposes, the nature of knowledge and ethical issues. <i>International Journal of Research and Education</i>, 2398-3760</p> <p>Slavin, R. (1999). Educational research in the 21st century: Lessons from the 20th. <i>Issues In Education</i>, 5 (2), 261-266</p> <p>Dowling, P., & Whiteman, N. (2020). Authority and ethics: A case for estrangement in educational research and research education. <i>British Educational Research Journal</i>, 46, (4), 770–785.</p> <p>Five big challenges of education: https://www.acer.org/au/discover/article/the-big-five-challenges-in-education-six-years-on-a-special-webinar-series</p>
<p>Week 11: 13 May</p>	<p>Education futures: Education, Technology and Research.</p> <p><i>The use of technology has radically transformed the way we can educate, but the quality and impact of technology-enhanced learning depends on so much more than to tools we use. This presentation examines the key trends, concepts and theories relating to educational technology, and the implications for the future research we conduct.</i></p>	<p>Matt Bower</p>	<p>Bower, M. (2019). Technology-mediated learning theory. <i>British Journal of Educational Technology</i>, 50(3), 1035-1048.</p> <p>Bower, M. (2017). Chapter 12: Technology-enhanced learning - Conclusions and future directions. In M. Bower (Auth.), <i>Design of technology-enhanced learning - Integrating research and practice</i> (pp. 405-428). Bingley. https://doi.org/10.1108/978-1-78714-182-720171014</p> <p>Lai, J. W., & Bower, M. (2019). How is the use of technology in education evaluated? A systematic review. <i>Computers & Education</i>, 133, 27-42. https://doi.org/10.1016/j.compedu.2019.01.010</p>
<p>Week 12:</p>	<p>Wrap-up and support with essay.</p> <p><i>In this session we will reflect back on the subject and what was learnt. Students will have opportunity to receive support on their essays (Assessment 3: due 2nd June)</i></p>	<p>Sandie Wong</p>	

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Unit information based on version 2024.01 of the [Handbook](#)