



# EDUC1070

## Introduction to Educational Studies

Session 1, In person-scheduled-weekday, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Anne McMaugh

[anne.mcmaugh@mq.edu.au](mailto:anne.mcmaugh@mq.edu.au)

Contact via the Dialogue communication tool in iLearn

Consultation hours: Monday 12-1pm by Zoom

Unit Convenor

Signe Duff

[signe.duff@mq.edu.au](mailto:signe.duff@mq.edu.au)

Contact via the Dialogue communication tool in iLearn

Contact for consultation hours

Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated. The focus of the unit is on providing students with insights into the most creative and innovative aspects of education. Students should be prepared to learn outside their 'comfort zone'.

## 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:** Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline.

**ULO2:** Articulate an evidence-based argument about what education is and should be.

**ULO3:** Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning.

**ULO4:** Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning.

**ULO5:** Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching.

**ULO6:** Demonstrate effective written communication and visual presentation skills.

## General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## A Note on AI Use in this Unit

AI cannot be used for quizzes. While AI can be useful to conduct searches for information, your assignments cannot report content generated by a third party or AI sources. Please note that information or references generated by a third party or AI (e.g. multisearch, Google Scholar, Chat GPT, etc.) needs to be checked for accuracy and reliability. AI and third party information generators are notorious for providing wrong, false, and incomplete information.

## Units with Quiz Assessments

**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.

## 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. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
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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 your course progression.

## 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 <https://ask.mq.edu.au>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Learning &amp; Engagement Quizzes (approx. 500 words)</a>	20%	No	23:55 02/04/2024; 23:55 02/06/2024
<a href="#">Weekly tutorial presentation (10-12 minutes)</a>	30%	No	Ongoing - See your tutor for your due date
<a href="#">Viva voce: concepts of education</a>	50%	No	23:55 24/05/2024

### Learning & Engagement Quizzes (approx. 500 words)

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 26 hours

Due: **23:55 02/04/2024; 23:55 02/06/2024**

Weighting: **20%**

Students will complete assessments of their learning and engagement with the unit content.

On successful completion you will be able to:

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline.
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning.
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning.

### Weekly tutorial presentation (10-12 minutes)

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

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Ongoing - See your tutor for your due date**

Weighting: **30%**

Individual students will lead a tutorial in one week of the unit with each student creating a 10-minute oral and visual PowerPoint presentation on an allocated weekly topic. Students will deliver this presentation in the week allocated by their tutor in their enrolled weekly tutorial

group\*.

\*Note: All students must be enrolled and registered in a weekly tutorial group and will deliver the presentation in their officially enrolled tutorial group.

On successful completion you will be able to:

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline.
- Articulate an evidence-based argument about what education is and should be.
- Demonstrate effective written communication and visual presentation skills.

## Viva voce: concepts of education

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23:55 24/05/2024**

Weighting: **50%**

An oral (viva voce) presentation based on the written and visual content of the poster that has been designed to support the delivery of the oral presentation (10 minutes) (approx. 1000 words)

On successful completion you will be able to:

- Articulate an evidence-based argument about what education is and should be.
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning.
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching.
- Demonstrate effective written communication and visual presentation skills.

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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

### Required Reading

The following book is a REQUIRED reading in this unit:

**Welch, A., Mockler, N., Bagnall, N., Burns, K., Cuervo, H., Low, R., Stacey, M., Foley, D., Groundwater-Smith, S., Harwood, V., Proctor, H., Rawlings, V., Wilson, B. & Wood, J. (2022). *Education, change and society* (5th ed.). Oxford University Press.**

A required reading means you must acquire a copy of this reading for use during this unit of study. Please note that various formats of the book are available to purchase including e-book and monthly hire e-book, which may be more affordable. A copy of the e-book is available in the library but this does not allow for extensive copying or downloading. You may consider purchasing second-hand texts but **please note we are using the 2022 edition of the book in this unit.**

The unit also has other required readings which are listed in iLearn and will be available in the Leganto tool or easily accessible Online.

### 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 students are especially 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 iLearn. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the weekly tabs.

### 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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: [help.mq.edu.au](https://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk



## Structure

The unit structure can be found in the University timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#). This structure includes ONE (1) recorded online lecture that you must listen to and ONE (1) weekly tutorial that you are expected to attend. There are two modes of tutorial attendance and you should select either the face-to-face classroom mode or the online mode, depending on your unique learning needs. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings and will complete activities and collaborate with peers in small groups. Students are expected to base their arguments/discussions on evidence from the published research and other relevant material we supply in the unit. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

**Tutorial classes start in Week 1. Please ensure you attend the Week 1 tutorial to be allocated your Weekly Presentation Assessment task including the topic and week this will be due for delivery in your tutorial.**

## Unit Schedule

This is available in the iLearn site.

## 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](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)

## 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/](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

Attendance at your registered tutorial is expected. All tutorials start in Week 1.

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) 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 is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

**Students are required to attend the tutorial in which they are registered.** Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

## 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

## Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## Changes from Previous Offering

Each offering, lectures may be updated, readings may be updated and changed, assessment tasks and quiz or test questions are updated and changed.

## The 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout 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:** This unit requires students to familiarise themselves with the 5R's and the concept of resilience and students will interact with these concepts; assessment and feedback is a formative process that requires the competencies of self-regulation, self-efficacy and support seeking, which are critical components of our capacity to be resilient.

**Reflexive:** This unit teaches key concepts of education in a reflexive stance that requires students to interact with and engage with their own beliefs and understandings of these concepts.

**Responsive:** Activities and tasks require students to practise the application of concepts to teaching and learning activities and demonstrate practical and reflexive engagement with concepts.

**Ready to learn:** This unit is supported and scaffolded with a structured iLearn site however students must demonstrate readiness to learn by scheduling their own listening time for online lectures/podcasts, completion of weekly readings and activities, and preparedness for tutorials and assessment tasks. Assessment tasks support readiness skills by promoting revision of weekly learning materials and readiness to engage in research to support evidence-based

practice.

**Research-Engaged:** Unit readings and assessments tasks draw on published and/or peer-reviewed research and students are offered a choice of assessment topics with which to demonstrate research engagement.

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Unit information based on version 2024.02 of the [Handbook](#)