# EDUC106

**Education: The Social and Historical Context**

D2 2012

*Education*

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## Disclaimer

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
The ideas that inform this unit are predominantly sociological and historical, but the disciplines of cultural studies, philosophy, politics and economics also have a strong influence. The unit presents a socio-cultural history of Australian education. This unit is one of two foundation units offered by the Department of Education. It is designed to complement EDUC105 Education: The Psychological Context, the other foundation unit, but has a different approach to the study of education and draws on different theoretical disciplines.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Apply critical review skills
2. Analyze academic & media material
3. Evaluate contemporary issues in education
4. Understand key historical & social issues in Australian education
5. Work collaboratively
6. Demonstrate effective use of ICT skills
7. Effectively communicate ideas
8. Apply research skills
9. Anticipate how research findings could benefit others
10. Present ideas in new and creative ways

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Task 1</td>
<td>6%</td>
<td>20 Aug 2012</td>
</tr>
<tr>
<td>Task 2</td>
<td>14%</td>
<td>3 Sep 2012</td>
</tr>
<tr>
<td>Task 3</td>
<td>30%</td>
<td>8 Oct 2012</td>
</tr>
<tr>
<td>Task 4</td>
<td>30%</td>
<td>30 Oct - 9 Nov 2012</td>
</tr>
<tr>
<td>Task 5</td>
<td>20%</td>
<td>Exam period</td>
</tr>
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Task 1
Due: 20 Aug 2012
Weighting: 6%

Submit a one-page review of the following article:


This Assessment Task relates to the following Learning Outcomes:

- Apply critical review skills
- Work collaboratively
- Effectively communicate ideas

Task 2
Due: 3 Sep 2012
Weighting: 14%

Submit two, one-page reviews of the following chapters:


This Assessment Task relates to the following Learning Outcomes:

- Apply critical review skills
- Understand key historical & social issues in Australian education
- Demonstrate effective use of ICT skills
- Effectively communicate ideas

**Task 3**

**Due:** 8 Oct 2012  
**Weighting:** 30%

Write an essay in which you consider the situation of disadvantaged students in one of the following groups and critique the role of schooling in preparing them for their futures.

- Low socio-economic status
- Gender/sexuality
- Non-English Speaking Background (NESB)
- Rurality
- Disability
- Aboriginality

This Assessment Task relates to the following Learning Outcomes:

- Apply critical review skills
- Analyze academic & media material
- Understand key historical & social issues in Australian education
- Demonstrate effective use of ICT skills
- Effectively communicate ideas
- Apply research skills
- Anticipate how research findings could benefit others

**Task 4**

**Due:** 30 Oct - 9 Nov 2012  
**Weighting:** 30%

In a group of three or four students prepare a digital artefact that can be presented in a learning session and added to the unit website. Students must also submit an individually written, 750 word report. The group members must attend the same learning session. The artefact should address one of the issues below:

- How can you assess the benefits of social media for education?  
- What are the consequences of globalization for education in NSW?  
- Can media representations of education be challenged?
• How does a low SES ‘school community’ operate?

This Assessment Task relates to the following Learning Outcomes:
• Analyze academic & media material
• Evaluate contemporary issues in education
• Understand key historical & social issues in Australian education
• Work collaboratively
• Effectively communicate ideas
• Apply research skills
• Anticipate how research findings could benefit others
• Present ideas in new and creative ways

Task 5
Due: Exam period
Weighting: 20%

Multiple choice examination drawn from the contents of the entire unit

This Assessment Task relates to the following Learning Outcomes:
• Understand key historical & social issues in Australian education

Delivery and Resources

UNIT REQUIREMENTS?
Assessment tasks in EDUC106 are linked and together develop a set of skills and knowledge. To successfully complete the unit you are required to submit the Critical reviews, Research essay and a co-authored Current issues essay assessments, and participate in all classes (lectures and tutorials for internal students; on-campus days for externals)

• University regulations require that students attend all classes: two lectures and one tutorial. Tutorials are conducted Mondays, Tuesdays & Fridays
• External students attend 2 on-campus sessions: Sat. 18 August & Sat. 13 October
• Make use of information and computer technology for the
production of assignments, research and communication.

TECHNOLOGY REQUIRED?

Effective use of information technologies is essential for all students and teachers. To ensure that all EDUC106 students begin to develop or extend these skills students must have regular access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A210 can be accessed at specified times. Most local libraries are also now linked to the Internet.

REQUIRED TEXT?

*Cultural Perspectives in Education* (2006) Frenchs Forest: Pearson Education Australia This text has been compiled specifically for this unit and readings to address the weekly topics will be drawn from it.

READINGS AVAILABLE ELECTRONICALLY?

Some readings suggested for the unit are available electronically from the Macquarie library’s collection of electronic journals and can be accessed via the catalogue, journal finder or databases links. Two book chapters (Connell, Johnston, & White; Higonnet), not from the text, have been placed in e-reserve.

CHANGES FROM THE 2011 VERSION

The following changes have been made for the 2012 version of this unit:

- Takes a new approach to facilitating learning & presenting learning activities
- The format of presentation sessions (lectures) and content has been revised
- Changes to the timetable means the unit presentation sessions will be conducted in different locations, on different days and at different times
• Tutorials are now called facilitating learning sessions
• Significant changes have been made to assessment reflecting the change in approach:
  • The first and second assessment tasks have been created from the critical review task to better scaffold learning
  • The third assessment task is a revised version of the research essay
  • The fourth assessment task replaces the co-authored essay
  • An examination has been added as a fifth assessment task
  • Two additional presentation sessions have been added
• Assessment rubrics have been revised and improved

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy    http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

SUBMISSION REQUIREMENTS

All assignments must:

• Be word processed or typed, minimum 1.5-line spacing and 12-point font.

• Have all pages numbered and your name included on each page in the footer

• Be submitted by 10:00 am on the specified day

• Be submitted through Turnitin

EXTENSION REQUESTS & EXAMINATION CONDITIONS

It is expected that students will develop and exercise good time
management. Extensions will only be granted to students in emergency situations or for unavoidable occurrences. Assignments submitted after the due date, which have not had an extension granted, might lose half (0.5) a mark for every working day the assignment is late.

Feedback on assignments, Reassessment & Resubmission

Written feedback is given to students via rubrics when assignments are returned. If you wish to have these comments explained please contact the marker in the first instance. Students can seek to have work reassessed only if they consider there has been a procedural error: a disagreement with academic judgement is not sufficient grounds for a remark. **If you wish to have your work reassessed please provide the Unit Convener with an unchanged, unmarked copy and a written request for reassessment outlining your reasons for requesting the reassessment.**

Resubmission of assignments is not available. Students are advised to clarify requirements for assignments in tutorials, during on-campus days or with the unit convener.

**ACADEMIC HONESTY?**

The University is keen to produce graduates who are ethically and socially aware. [http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm](http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm)

Plagiarism is one aspect of academic honesty and involves using the work of another person and presenting it as your own or allowing another person to use work that is not their own. If you take and use the work of another person without clearly stating your source, you appear to be presenting that material as your own work – this is plagiarism. This is a serious violation of good practice and will be penalized. The University provides information on what plagiarism is and how it can be avoided at [http://www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/).
SPECIAL CONSIDERATION?

The University’s special consideration policy can be found at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary
solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Understand key historical & social issues in Australian education
- Demonstrate effective use of ICT skills

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Apply critical review skills
- Analyze academic & media material
- Evaluate contemporary issues in education

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcome**

- Apply research skills

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcome**

- Present ideas in new and creative ways
Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcome**

- Effectively communicate ideas

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Work collaboratively
- Anticipate how research findings could benefit others