



EDCN873

Critical Reflective Practice in Education

S1 External 2013

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Marina Harvey

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Contact via marina.harvey@mq.edu.au

Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpedEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years) or MIndigenousEd or PGCertIndigenousEd or MTransInterPed or PGDipTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

Throughout this unit participants explore the concept and role of critically reflective practice in education. This exploration is applied through an action research project which enables a focus on the investigation of specific issues related to students' educational practice and context. Successful completion of the project will lead to an increased understanding of the educational environment and the role of critically reflective practice in bringing about changes aimed at improving quality: of student learning; of teaching practice and of educational contexts.

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:

- investigated critical reflection as a framework for educational practice;
- explored the diversity of reflective practice, including types of reflection, contexts of reflection, reflective tools and activities and methodologies of reflective research such as

action research and storytelling;
engaged in critically reflective practice, e.g., through journal writing
contributed to group reflection (face to face and/or online) on issues arising from course readings
applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

Assessment Tasks

| Name | Weighting | Due |
|---------------------------------------|-----------|---------------------------|
| <u>Continuous learning activities</u> | 15% | at the end of each module |
| <u>Assessment Task 1 (AT1A)</u> | 5% | 28th March, 2013 |
| <u>Assessment Task 1 (AT1B)</u> | 20% | 2nd May, 2013 |
| <u>Assessment 2 (AT2)</u> | 10% | 23rd May, 2013 |
| <u>Assessment Task 3 (AT3)</u> | 50% | 13th June, 2013 |

Continuous learning activities

Due: **at the end of each module**

Weighting: **15%**

You are required to complete the course readings for each module, reflect upon the readings and to then share your reflections on the readings with course colleagues through on-line postings and during the on-campus sessions. These readings and reflections may also contribute to your journal writing.

On successful completion you will be able to:

- engaged in critically reflective practice, e.g., through journal writing
- contributed to group reflection (face to face and/or online) on issues arising from course readings

Assessment Task 1 (AT1A)

Due: **28th March, 2013**

Weighting: **5%**

400 word annotated Bibliography based on 2 journal articles

On successful completion you will be able to:

- investigated critical reflection as a framework for educational practice;

- explored the diversity of reflective practice, including types of reflection, contexts of reflection, reflective tools and activities and methodologies of reflective research such as action research and storytelling;

Assessment Task 1 (AT1B)

Due: **2nd May, 2013**

Weighting: **20%**

As part of your rationale you need to justify

- why you believe your topic/ issue/ project is important and needs to be researched
- the conceptual approach or theory you will use for your project (AT3), and
- the methodology you will follow.

On successful completion you will be able to:

- investigated critical reflection as a framework for educational practice;
- explored the diversity of reflective practice, including types of reflection, contexts of reflection, reflective tools and activities and methodologies of reflective research such as action research and storytelling;
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

Assessment 2 (AT2)

Due: **23rd May, 2013**

Weighting: **10%**

synthesis of the key issues and learnings emerging from all reflections (in relation to AT3)

On successful completion you will be able to:

- engaged in critically reflective practice, e.g., through journal writing

Assessment Task 3 (AT3)

Due: **13th June, 2013**

Weighting: **50%**

Your written assignment will focus on the investigation of a specific issues(s) that impacts upon your own educational practice or context. You will negotiate a project with the unit convenor, which incorporates reflective practice. It may be an action research project, a curriculum review and development project, the development of a teaching/curriculum resource suitable for your own learning and teaching and/or curriculum context or new contributions of knowledge to a public wiki. You are also encouraged to write up your project as an article suitable for publication in a refereed journal.

On successful completion you will be able to:

- investigated critical reflection as a framework for educational practice;
- explored the diversity of reflective practice, including types of reflection, contexts of reflection, reflective tools and activities and methodologies of reflective research such as action research and storytelling;
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

Delivery and Resources

This unit is delivered through the university's online iLearn platform.

In addition, the on-campus sessions provide opportunities to explore concepts covered in the Modules through discussions, group activities and presentations. Note that students studying in Australia on international study visas are required to attend all on-campus sessions. For other students, attendance is strongly encouraged but not a course requirement.

This unit is comprised of six modules of work which are compulsory. Each of the unit modules involves a combination of:

- reading;
- collaborative on-line learning and independent study; and
- written assessment tasks, and face-to-face, on campus seminars.

The Unit has been designed as a 4 postgraduate credit point Unit, requiring the equivalent of 13 weeks of work over one semester. Being a four credit-points Unit you should expect to spend a minimum of 12 hours per week to meet the requirements of the Unit.

Core readings are available:

1. online with links given in the Reading List for each Module, or
2. online through the Macquarie Library electronic journal access.

Recommended Text:

Kandlbinder, P. & Peseta, T. (Eds) (2011). *Higher education research & development anthology*. Milperra: Higher Education Research and Development Society of Australasia Inc.

Available at a cost of \$40 through http://www.herdsa.org.au/?page_id=35

Chapter 1. Reflective Practice

Unit Schedule

| Wk | Week beginning | Module | On campus | Learning Activities & Assessment Tasks |
|----|----------------|--------|-----------|---|
| 1 | 25 Feb | 1 | | <i>Learning Activity 1A (LA1A)</i> |
| 2 | 4 Mar | 1 | 7 March | <i>Learning Activity 1B (LA1B)(LO 3&4)</i> |
| 3 | 11 Mar | 2 | | Learning Activity 2A (LA2A))(LO 3&4) |
| 4 | 18 Mar | 2 | 21 March | |
| 5 | 25 March | 3 | | Assessment Task 1 (AT1-Part A))(LO 1&2) |
| 6 | 1 Apr | 3 | 4 April | Learning Activity 3A (LA3A))(LO 3&4) |
| 7 | 8 Apr | 4 | | Learning Activity 4A (LA4A))(LO 3&4) |
| H | 15 Apr | 4 | | |
| H | 22 Apr | 4 | | |
| 8 | 29 April | 5 | 2 May | Assessment Task 1 (AT1-Part B))(LO 1&2) |
| 9 | 6 May | 5 | | Learning Activity 5A (LA5A))(LO 3&4) |
| 10 | 13 May | 6 | 16 May | Learning Activity 6A (LA6A))(LO 3&4) |
| 11 | 20 May | 6 | | Assessment Task 2 (AT2))(LO 2) |
| 12 | 27 May | 6 | 30 May | |
| 13 | 3 June | 6 | | Assessment Task 3 (AT3))(LO 1,2,&5) |

Learning and Teaching Activities

LA1A

Online: First discussion posting: an introduction, current conceptualisations of reflective practice and a response.

LA1B

Online: 150 word commentary synthesising the class' conceptualisation of reflective practice.

LA2A

Online: 300 words on scaffolding learning and teaching of reflection

LA3A

Online: Choice of reflection mode and model

LA4A

Online: Judgement of effectiveness of reflective practice for learning

LA5A

Online: role of reflective practice in two disciplines

LA6A

Online: Project progress report

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

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/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.

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.students.mq.edu.au/support/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 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

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

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- investigated critical reflection as a framework for educational practice;
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- engaged in critically reflective practice, e.g., through journal writing
- contributed to group reflection (face to face and/or online) on issues arising from course readings

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- explored the diversity of reflective practice, including types of reflection, contexts of reflection, reflective tools and activities and methodologies of reflective research such as action research and storytelling;
- contributed to group reflection (face to face and/or online) on issues arising from course readings
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- contributed to group reflection (face to face and/or online) on issues arising from course readings
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- investigated critical reflection as a framework for educational practice;
- explored the diversity of reflective practice, including types of reflection, contexts of

reflection, reflective tools and activities and methodologies of reflective research such as action research and storytelling;

- contributed to group reflection (face to face and/or online) on issues arising from course readings
- applied their new understanding and practice of critically reflexive practice to the investigation of an issue impacting upon their own education practice or context.