EDUC264
Education: The Policy Context
S1 Day 2016
Dept of Education

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>8</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>12</td>
</tr>
<tr>
<td>Learning and Teaching Activities</td>
<td>13</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>17</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>19</td>
</tr>
<tr>
<td>Changes from Previous Offering</td>
<td>22</td>
</tr>
<tr>
<td>To successfully complete the unit</td>
<td>22</td>
</tr>
</tbody>
</table>

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# General Information

## Unit convenor and teaching staff

**Convenor**
David Saltmarsh  
david.saltmarsh@mq.edu.au  
Contact via email  
C3A928  
by appointment

**Lecturer & tutor**
Norman McCulla  
norman.mcculla@mq.edu.au

**Lecturer**
Mitch Parsell  
mitch.parsell@mq.edu.au

**Tutor**
Sandy Rawling  
sandy.rawling@mq.edu.au

**Tutor**
Michelle Walker

**Tutor**
Scott Smith  
scott.smith3@mq.edu.au

## Credit points

- 3

## Prerequisites

- (12cp including EDUC105 or EDUC106) or (admission to BEd(Prim) or BEd(Sec))

## Corequisites

## Co-badged status
Unit description
This unit builds on understandings gained in EDUC106 and provides students with a critical understanding of the importance of education in contemporary society. Initially, the unit considers a range of perspectives in education according to various educational theorists. The unit examines the policy context of education and the ways in which policy is socially constructed, analyses the importance of policy in the teaching profession and classroom pedagogy, and in the context of a constantly modernising and globalising society. The impact of the markets on the symbolic economy of educational institutions (prospectuses, web sites, advertising) is also explored. Also analysed are the everyday cultures of schooling. A particular focus of this analysis is the spatial and temporal practices of schools, as exhibited in their architecture and timetabling.

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. Understand key ideas and theories underpinning contemporary educational theory and practice
2. Apply critical thinking and research skills in education
3. Work collaboratively, respectfully in teams
4. Display ability to communicate ideas in oral, screen and written modes
5. Apply appropriate levels of IT skills

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essay</td>
<td>20%</td>
<td>18 March (Week 4)</td>
</tr>
<tr>
<td>Group presentation</td>
<td>40%</td>
<td>During weeks 5, 6, 11-15</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
<td>Between 14 June - 1 July</td>
</tr>
</tbody>
</table>

Short essay
Due: **18 March (Week 4)**
Weighting: **20%**

This task is designed to draw on your ability to locate scholarly articles using appropriate IT skills (LO5), to allow you to apply critical thinking and research skills (LO2), to demonstrate understanding of key ideas and theories underpinning contemporary educational theory and practice (LO1), and to communicate these ideas (LO4).
Using three of the six articles listed below, give a synopsis of the author’s (or authors’) argument or perspective presented in each article, and provide an assessment of the implications of these arguments or perspectives for contemporary education.


See rubric for further detail of marking criteria.

<table>
<thead>
<tr>
<th>Rubric item</th>
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<tbody>
<tr>
<td>Describe the argument or perspective on education being considered -20%</td>
<td></td>
</tr>
<tr>
<td>Identify the key aspects of the articles used - 20%</td>
<td></td>
</tr>
<tr>
<td>Explain the implications for contemporary education - 20%</td>
<td></td>
</tr>
<tr>
<td>Consider on the significance of these ideas &amp; concepts - 30%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of academic writing - 10%</td>
<td></td>
</tr>
</tbody>
</table>

This Assessment Task relates to the following Learning Outcomes:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
- Display ability to communicate ideas in oral, screen and written modes
- Apply appropriate levels of IT skills

**Group presentation**

Due: During weeks 5, 6, 11-15
Weighting: **40%**

This task is designed to allow you to demonstrate understand key ideas and theories underpinning contemporary educational theory and practice (LO1), and your ability to apply critical thinking and research skills (LO2). Importantly it also allows your to work collaboratively, and respectfully with others (LO3), to display your ability to communicate ideas in oral, screen and written modes (LO4), and to apply appropriate IT skills (LO5) to a task.

For this task you will be working in groups of three or four. Presentations, for internal students, will commence in Week 5 (the first week of Module Two) and continue through to the end of the semester (Week 13), with one group presenting in each tutorial. External students will form into groups on OCD1 and present on OCD2.

The presentation topics for week 5, educational consumerism, and week 6, education and social justice, have questions to address in the Program of Lectures and Tutorials (above).

The questions to guide presentations for weeks 11 – 15 are included in the relevant sections of OECD (2016), *Trends Shaping Education 2016*. This book has five chapters:

- Globalisation
- The future of the nation-state
- Are cities new countries?
- Family matters
- A brave new world

Each of these chapters is further divided into seven key aspects of the policy issue, and at the end of these sections are three focus questions in a box headed, And education? Groups are expected to nominate a chapter to present on in the tutorial, then select an aspect and address one of the questions.

The purpose of the presentation is to provide a discussion of:

- Background to the issue raised in the question
- Relevant perspectives that can be used to understand the issue
- Approaches and solutions to the issue
- Outcomes, consequences and implications of this issue.

There will be three elements to the assessment. The first is the group’s presentation (10%), including the use of presentation tools such as PowerPoint slides. The presentation material (eg PPTX slides), including the names of the group members, is to be submitted. Each group should designate one member who will submit the presentation material to the 'workshop' link on the unit website in the relevant week.

The second element is a 1000 word report (20%) on the policy issue presented. The reports are to be written and submitted individually by each member of the group.

Thirdly, a further 5% of the overall mark will be derived from peer-reviews of the presentation. Students are expected to participate in reviewing their peers and will receive 5% for their efforts.
Groups are encouraged to use other resources such as videos or other media including website material/resources. But the use of such media should not dominate the presentation time. Presentations should run for no more than 20 minutes (including time take to show any videos), followed by approximately 10 minutes for discussion of issues. Marks will be deducted for inappropriate management of time.

Presentation materials (eg slides) are due to be submitted by 5:00pm on day of the presentation, and the individual reports are to be submitted one week later.

See rubric for further detail of marking criteria.

<table>
<thead>
<tr>
<th>Rubric item</th>
<th>Presentations (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity</strong> of the ideas shown</td>
<td>Effective use of presentation tools</td>
</tr>
<tr>
<td></td>
<td>Understanding of the context of the policy</td>
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<tr>
<td></td>
<td>Cohesion of the presentation</td>
</tr>
<tr>
<td><strong>Peer-review of presentation</strong></td>
<td>(5%)</td>
</tr>
<tr>
<td>Clarity of the ideas shown in</td>
<td>Effective use of presentation tools</td>
</tr>
<tr>
<td>the presentation</td>
<td>Understanding of the context of the policy</td>
</tr>
<tr>
<td></td>
<td>Cohesion of the presentation</td>
</tr>
<tr>
<td><strong>Peer-reviews of others</strong></td>
<td>(5%)</td>
</tr>
<tr>
<td><strong>Report</strong> (20%)</td>
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<tr>
<td>Describe the background of the</td>
<td></td>
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<td>policy issue (20%)</td>
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<td>Identify perspectives to</td>
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<td>understand the issue (40%)</td>
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<tr>
<td>Consider significance of policy</td>
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<td>issues (30%)</td>
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<tr>
<td>Demonstrate academic writing</td>
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<tr>
<td>(10%)</td>
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</table>

Make up work for students unable to attend or participate in the group presentation (40%)
Students are who are unable to participate in the group presentation (either in tutorial or during the OCD) due to a serious and unavoidable disruption must follow the procedures for Disruption to Studies and submit written work in lieu of their non-participation. These students must write an essay of 2,500 words on the topic of their presentation group, considering the:

- Background to the issue raised in the question
- Relevant perspectives that can be used to understand the issue
- Approaches and solutions to the issue
- Outcomes, consequences and implications of this issue.

The make-up is due one week after the presentation.

This Assessment Task relates to the following Learning Outcomes:
- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
- Work collaboratively, respectfully in teams
- Display ability to communicate ideas in oral, screen and written modes
- Apply appropriate levels of IT skills

Exam

Due: **Between 14 June - 1 July**

Weighting: **40%**

The exam is designed to encourage you to review the content of the entire unit and to allow you to demonstrate understand key ideas and theories underpinning contemporary educational theory and practice (LO1), to display your ability to apply critical thinking and research skills (LO2), and to show your ability to communicate ideas written modes (LO4).

A written 2-hour examination (40%) will be held during the University’s Examination period. The examination will comprise three sections:

- Section one: Multiple choice questions
- Section two: Short answer questions
- Section three: Short essay questions.

The last lecture will be a revision lecture. Please note that the questions in the examination will potentially draw on all the lecture content and readings.

This Assessment Task relates to the following Learning Outcomes:

- Understand key ideas and theories underpinning contemporary educational theory and practice
- Apply critical thinking and research skills in education
• Display ability to communicate ideas in oral, screen and written modes

**Delivery and Resources**

All reading and reference material required for this unit is available online through the Macquarie University library and there is no required or recommended text for you to purchase. This material is identified in the Program of Lectures and Tutorials, below. The text used in EDUC106, Tait (2013) *Making sense of mass education*, would be a useful additional reference for this unit. It is essential that students acquire a copy of the OECD publication *Trends shaping education, 2016*. This can be accessed via the Macquarie University library, but at the time of writing this could not be located using the Multisearch function.

Students are expected to locate and read the material set for discussion in tutorials.

**Week One:** *Introduction* (David Saltmarsh) and *Education versus schooling* (Mitch Parsell)

**Reading for discussion in tutorial and consideration for assignment 1.**


**Week Two:** *Perspectives in education - Conservative schooling* and the *Liberal perspective* (Mitch Parsell)

**Reading for discussion in tutorial and consideration for assignment 1.**


**Additional reading on the Liberal perspective**


[http://www.summerhillschool.co.uk](http://www.summerhillschool.co.uk)

For an Australian analogue of Summerhill, see “The School that John Built” (*Australian Story*, first shown on ABC in 2007).

[http://www.abc.net.au/austory/specials/schooljohnbuilt/default.htm](http://www.abc.net.au/austory/specials/schooljohnbuilt/default.htm)

**Week Three:** *Perspectives in education - the Progressive perspective* and the *Radical perspective* (Mitch Parsell)

**Readings for discussion in tutorial and consideration for assignment 1.**


**Suggested reading/viewing**


Paulo Freire’s last interview (1996)

[http://www.youtube.com/watch?v=aFWjnkJypFA](http://www.youtube.com/watch?v=aFWjnkJypFA)


**Readings for discussion in tutorial and consideration for assignment 1.**


**Suggested reading/viewing/listening**


John Holt on crises in education (*How children fail*) [http://www.youtube.com/watch?v=aQM6rHo](http://www.youtube.com/watch?v=aQM6rHo)


**Week Four: Policy and education** (Norman McCulla)

**Suggested reading**


**No lecture 25 March due to Good Friday public holiday**

**Semester 1 census date 26 March (last opportunity to withdraw without academic or financial penalty)**

**Week Five: The curriculum - the knowledge most worth having and Educational consumerism - Public versus private** (Norman McCulla)

**Suggested reading for curriculum**


**Suggested reading for consumerism**


**Week Six: Education and social justice** (Norman McCulla)

**Suggested reading**


**Weeks Seven & Eight**

*Mid-Semester Break (11 — 22 April)*

*Tuesday 19 April On-campus Day*

**Weeks Nine & Ten (25 April — 6 May)**

No lectures or tutorials, students on School Experience Placements

**Week Eleven: Globalisation - People on the move and Increasing affluence, increasing inequality** (David Saltmarsh)

**Required reading**

Suggested reading


Week Twelve: The future of the nation-state-Women at work and Entrepreneurship & knowledge societies (David Saltmarsh)

Required reading


Suggested readings


Week Thirteen: Are cities new countries? Urban life and Thriving communities, engaged citizens (David Saltmarsh)

Required reading


Suggested reading


Week Fourteen: Family matters - The marriage of the century? and Balancing the books (David Saltmarsh)

Required reading
**Suggested reading**


**Week Fifteen: A brave new world: Biotechnology and Revision** (David Saltmarsh)

**Required reading**


**Suggested reading**


### Unit Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture</th>
<th>Lecture title</th>
<th>Presenter</th>
<th>Assessment &amp; activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>1</td>
<td>Introduction</td>
<td>David Saltmarsh</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8 March</td>
<td>3</td>
<td>Perspectives: Conservative</td>
<td>Mitch Parsell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15 March</td>
<td>5</td>
<td>Perspectives: Progressive</td>
<td>Mitch Parsell</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4 March</td>
<td>2</td>
<td>Education v schooling</td>
<td>Mitch Parsell</td>
<td></td>
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<tr>
<td>3</td>
<td>11 March</td>
<td>4</td>
<td>Perspectives: Liberal</td>
<td>Mitch Parsell</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18 March</td>
<td>6</td>
<td>Perspectives: Radical</td>
<td>Mitch Parsell</td>
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*Policy & markets in education*
# Unit guide EDUC264 Education: The Policy Context

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Facilitator</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>22 March</td>
<td>Policy &amp; education</td>
<td>Norman McCulla</td>
<td>Short essay due 18 March</td>
</tr>
<tr>
<td></td>
<td>25 March</td>
<td>Public holiday – Good Friday</td>
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<td></td>
<td>26 March</td>
<td>Semester 1 census date</td>
<td></td>
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<tr>
<td>5</td>
<td>29 Mar</td>
<td>Curriculum: Knowledge worth having</td>
<td>Norman McCulla</td>
<td>Group 1 tutorial presentation</td>
</tr>
<tr>
<td></td>
<td>1 Apr</td>
<td>Educational consumerism: Public - private</td>
<td>Norman McCulla</td>
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<tr>
<td>6</td>
<td>5 Apr</td>
<td>Social justice</td>
<td>Norman McCulla</td>
<td>Group 2 tutorial presentation</td>
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<tr>
<td></td>
<td>8 Apr</td>
<td>Social justice</td>
<td>Norman McCulla</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>11-22 Apr</td>
<td>Mid-semester break</td>
<td></td>
<td>Tuesday 19 Apr OCD1 (X5B136)</td>
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<tr>
<td>9-10</td>
<td>25 Apr-6 May</td>
<td>Practicum break</td>
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<td></td>
<td>Trends shaping education</td>
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<tr>
<td>11</td>
<td>10 May</td>
<td>Globalisation: People on the move</td>
<td>David Saltmarsh</td>
<td>Group 3 tutorial presentation</td>
</tr>
<tr>
<td></td>
<td>13 May</td>
<td>Globalisation: Affluence &amp; inequality</td>
<td>David Saltmarsh</td>
<td></td>
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<tr>
<td>12</td>
<td>17 May</td>
<td>Future of the nation-state: Women &amp; work</td>
<td>David Saltmarsh</td>
<td>Group 4 tutorial presentation</td>
</tr>
<tr>
<td></td>
<td>20 May</td>
<td>Future of the nation-state: Knowledge soc.</td>
<td>David Saltmarsh</td>
<td>Saturday 21 May OCD2 (X5B136)</td>
</tr>
<tr>
<td>13</td>
<td>24 May</td>
<td>Are cities new countries? Urban life</td>
<td>David Saltmarsh</td>
<td>Group 5 tutorial presentation</td>
</tr>
<tr>
<td></td>
<td>27 May</td>
<td>Are cities new countries? Communities</td>
<td>David Saltmarsh</td>
<td></td>
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<tr>
<td>14</td>
<td>31 May</td>
<td>Family matters: Marriage of the century?</td>
<td>David Saltmarsh</td>
<td>Group 6 tutorial presentation</td>
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<tr>
<td></td>
<td>3 Jun</td>
<td>Family matters: Balancing the books</td>
<td>David Saltmarsh</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>7 Jun</td>
<td>A brave new world: Biotechnology</td>
<td>David Saltmarsh</td>
<td>Group 7 tutorial presentation</td>
</tr>
<tr>
<td></td>
<td>10 Jun</td>
<td>Revision</td>
<td>David Saltmarsh</td>
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## Learning and Teaching Activities

### Student workload

This is a single semester (half-year) 3-credit point unit. For a single semester unit students are expected to spend 10 hours each week on work related to the unit over the 15 weeks of the
semester. Study includes listening to or attending lectures, reading for and preparing assignments and discussing issues in tutorials or on-line communication. Students are advised to prepare their study timetable accordingly. We recognize that many students work; have domestic responsibilities and other demands on their time. However, for students to gain maximum benefit from the unit adequate preparation needs to be undertaken.

Lectures

Students who are unable to attend lectures are expected to listen to lectures online and view the accompanying visual material (PowerPoint slides, pdfs, etc.) on the Unit website. Every effort will be made to post these resources on the website as close as possible (and in most instances, in advance of) to the lecture. The unit is organised around three modules. A lecture calendar is posted towards the end of this Unit Guide. This information is also available online, on the iLearn unit website.

Tutorials

Attendance at tutorials is a requirement and will be monitored. Non-attendance is grounds for exclusion from the unit. You must attend the tutorial to which you have been allocated and let your tutor know if you have been unavoidably absent. Tutorials in this unit are designed to provide students with the opportunities for the following: • Student led questions and discussion regarding readings and lectures. • The development of academic skills, including the opportunity to develop skills in critiquing arguments and theories, preparing for examinations and contributing to discussions. They also provide opportunities to acquire a variety of generic competencies, including creative thinking skills, collaboration and communications skills. Tutorials are a particularly important part of the unit. They are a distinctive educational genre; they are not another version of the lecture. As many of you will become teachers, your ability to listen carefully to your colleagues’ comments, contribute to collective understandings of issues, and facilitate a non-threatening environment in which learning can occur, is a basic skill required for effective teaching. In light of this, it is clear that participation in tutorials involves much more than attendance or even simply asking or answering occasional questions. • One element of the assessment takes place during a tutorial: this relates to leading the discussion on the readings for a topic and it will be undertaken in groups. This constitutes 40% of the assessment. Groups will be formed at the beginning of the tutorial program and on the first on-campus day for external students. You will be expected to work in groups of threes and fours, and use electronic presentation tools (eg. PowerPoint slides) as an element of the presentation.

Module One: PERSPECTIVES IN EDUCATION

The first module considers the perspectives that underpin much of the current educational policy. It also provides a good foundation for understanding how education has changed over time and why this has happened.

Week One

Lecture 1 (1 March) Introduction Lecturer: David Saltmarsh An overview of the objectives of the unit and how they will be achieved Lecture 2 (4 March) Education versus schooling Lecturer: Mitch Parsell There is much more to education than schools, much more to schooling than
teachers and students. There is a need to see education as a broad cultural phenomenon that is central to the operations of a modern society, and which is practised in a range of institutions. Is education, schooling? Tutorials commence in week one. This first tutorial will give an opportunity to clarify any issues to do with assessment and to review techniques for locating information using electronic databases. Tutorial presentations will be discussed and be organized in week two.

Week Two
Lecture 3 (8 March) Perspectives in education: Conservative schooling Lecturer: Mitch Parsell
As an idea education divides into conservative and radical perspectives. The conservative perspective sees education as a system of social and cultural reproduction, assisting to replicate society as it is not what it might be or ought to be, which radical perspectives tend to emphasise.
Lecture 4 (11 March) Perspectives in education: Liberal perspective Lecturer: Mitch Parsell
Some educationalists have questioned the very foundations of schooling and argued that its disciplinary features are counterproductive and need transcending. Others have seen freedom as the key to schooling, and have argued that schooling should be non-disciplinary, be as free as possible.

Week Three
Lecture 5 (15 March) Perspectives in education: Progressive perspective Lecturer: Mitch Parsell
There is a widespread view derived from Marxist and social reconstructionist views that education should be used to transform rather than conserve society, and that schooling should be part of a programme of social change.
Lecture 6 (18 March) Perspectives in education: Radical perspective Lecturer: Mitch Parsell
A group of educational theorists, including Paul Goodman, Jules Henry, John Holt, Everett Reimer and Neil Postman (now more famous for his criticisms of the media), became known as radical educators. These scholars wrote in the 1960s and 1970s and saw education as a foundation stone of a free, democratic society.

Module two: POLICY & MARKETS IN EDUCATION
The second module deals more directly with current education policy and the economic contexts that shape policy.

Week Four
Lecture 7 (22 March) Policy and education Lecturer: Norman McCulla
It has been said that policy—the instrument government has at its disposal to engineer change—has replaced theory as a catalyst of educational change. However, policy is rarely a cause and effect matter. Many policies are actively resisted by the teaching profession, and often produce unexpected consequences.

No lecture 25 March due to Good Friday public holiday Semester 1 census date 26 March (last opportunity to withdraw without academic or financial penalty)

Week Five
Lecture 8 (29 March) The curriculum: the knowledge most worth having Lecturer: Norman McCulla
The curriculum is a major issue of contention for all teachers, at all levels of the educational endeavour, particularly the matter of determining the content of what is taught.
is a matter of perennial debate, and reflects issues to do with educational power, as to whose voice counts in the educational decision making process. Recently, conservatives have struck back, and have expressed concern about the school curriculum being the “hostage of political correctness”. Lecture 9 (1 April) Educational consumerism: Public versus private Lecturer: Norman McCulla Arguments about educational funding are at the forefront of the policy debates at the moment. Neo-liberal policies have generally favoured the user-pay principle, which is a shift from the post-war settlement that supported government outlay for public education. Yet as Marginson points out, non-government education, particularly in its most exclusive forms, is heavily subsidized by the government. Group 1 tutorial presentations: The ‘Gonski review’ was a recent attempt to make school funding more equitable. What are the issues that have made finding a satisfactory funding arrangement so difficult?

Week Six
Lectures 10 and 11 (5 and 8 April) Education and social justice Lecturer: Norman McCulla Much contemporary policy in education, as for government activity in general, has been informed by social justice concerns. These concerns have to a large extent centred on making schooling more inclusive, and in improving the provision of schooling to the most disadvantaged members of society. Group 2 tutorial presentations: How can an exploration of the relationship between education and fairness assist us to consider new ways to conceptualise Australian education? To what extent do teacher preconceptions shape the equitable treatment of students?

Weeks Seven and Eight
Mid-Semester Break (11 — 22 April)

Weeks Nine and Ten
No lectures or tutorials, students on School Experience Placements (25 April — 6 May)

Module Three: TRENDS SHAPING EDUCATION
The third module looks global trends shaping education and contemporary schooling.

Week Eleven
Lecture 12 (10 May) Globalisation: People on the move Lecturer: David Saltmarsh Lecture 13 (13 May) Globalisation: Increasing affluence, increasing inequality Lecturer: David Saltmarsh Globalisation takes many forms; it is not just an economic phenomenon. It has had impact on education in many domains, not the least of which is the policy making domain, where education policy is increasingly framed and articulated by international agencies, e.g. OECD, UNESCO, World Bank, IMF. Group 3 tutorial presentations: Globalisation.

Week Twelve
Lecture 14 (17 May) The future of the nation-state: Women at work Lecturer: David Saltmarsh Lecture 15 (20 May) The future of the nation-state: Entrepreneurship and knowledge societies Lecturer: David Saltmarsh Australia is a highly urbanised country and this brings with it a range of questions regarding citizenship, community, and risk. How do the changing demographics
influence education? Influxes of migrants and refugees often raise questions about social cohesion. How are schools affected and what roles do they play in addressing cohesion? Group 4 tutorial presentations: The future of the nation-state.

**Week Thirteen**

Lecture 16 (24 May) Are cities new countries? Urban life Lecturer: David Saltmarsh

Lecture 17 (27 May) Are cities new countries? Thriving communities, engaged citizens Lecturer: David Saltmarsh

In modern economies the role of schools in preparing future members of the workforce is often stressed. To what extent should employers determine what schools teach and to what extent should other community members have a say? Group 5 tutorial presentations: Are cities new countries?

**Week Fourteen**

Lecture 18 (31 May) Family matters: The marriage of the century? Lecturer: David Saltmarsh

Lecture 19 (3 June) Family matters: Balancing the books Lecturer: David Saltmarsh

One of the most notable changes to take place in society in recent times has been to families. Not only have families become smaller, but parents have been having children later. Parents have also developed greater aspirations for their children in education. Group 6 tutorial presentations: Family matters.

**Week Fifteen**

Lecture 20 (7 June) A brave new world: Biotechnology Lecturer: David Saltmarsh

The Internet and the world-wide-web have altered almost all aspects of life, and education, significantly in the past 20 years. Group 7 tutorial presentations: A brave new world. Lecture 21 (10 June) Revision Lecture Lecturer: David Saltmarsh

Review of the lecture topics and exam preparation

**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:

- **Disruption to Studies Policy** [http://www.mq.edu.au/policy/docs/disruption_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) **The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Unit guide** EDUC264 Education: The Policy Context
Consideration Policy.

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

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**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.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.

**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.
Graduate Capabilities

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 outcomes

• Apply critical thinking and research skills in education
• Apply appropriate levels of IT skills

Assessment tasks

• Short essay
• Group presentation
• Exam

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 outcomes

• Work collaboratively, respectfully in teams
• Display ability to communicate ideas in oral, screen and written modes

Assessment tasks

• Short essay
• Group presentation
• Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships
with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcome**

- Understand key ideas and theories underpinning contemporary educational theory and practice

**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 outcome**

- Understand key ideas and theories underpinning contemporary educational theory and practice

**Assessment tasks**

- Short essay
- Exam

**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 outcome**

- Apply critical thinking and research skills in education

**Assessment tasks**

- Short essay
- Exam
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:

**Assessment task**
- Group presentation

Engaged and Ethical Local and Global citizens
As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcome**
- Work collaboratively, respectfully in teams

**Assessment task**
- Group presentation

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, respectfully in teams
- Apply appropriate levels of IT skills

**Assessment task**
- Group presentation

Capable of Professional and Personal Judgement and Initiative
We want our graduates to have emotional intelligence and sound interpersonal skills and to
demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcome**

- Display ability to communicate ideas in oral, screen and written modes

**Assessment task**

- Group presentation

**Changes from Previous Offering**

The structure and lecture content of EDUC264 remains largely the same as it was for 2015. For the 2016 iteration the unit, external student responsibilities for not attending on-campus days have been clarified. OECD document *Trends shaping education, 2016* will underpin the second half of the unit.

**To successfully complete the unit**

In order to successfully complete this unit you must:

- Attend lectures, tutorials and/or On Campus Days (OCDs)
- Complete and submit a 1000 word essay
- Participate in a group tutorial presentation and submit a 1000 word report
- Complete the final examination
- Achieve a satisfactory overall assessment result in all elements of the unit