



# EDCN813

## Advanced Pedagogy

S2 Online 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHed or PGDipHEd or PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description

Current debates in Australian education and public policy focus on the issues of curriculum and assessment. Central to any discussion is the role of teachers and their pedagogies. Pedagogy is more than classroom teaching. It is the crafting together of teachers' professional knowledge, skills, and abilities, to create effective learning opportunities and outcomes for all students in a range of contexts. This unit explores the ways research informs pedagogical practice and enhances teacher professional learning. It investigates the evidence base of effective pedagogy, the contemporary relationship of curriculum, pedagogy and assessment, and the changing nature of teaching and learning. It is advisable to have teaching experience for this unit.

## 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:

1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## General Assessment Information

Each assessment task targets and is clearly aligned with the unit's learning outcomes and the demonstration of graduate capabilities while requiring a synthesis of both scholarship and personal critical reflection. The use of the skills of communication and creative, critical thinking and the application of knowledge are embedded in these tasks.

All assessment tasks are submitted online and Tasks 1 and 3 must be submitted through TURNITIN.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Preliminary Task</u>	5%	No	end Week 2
<u>Task 3</u>	40%	No	12th November
<u>Task 1</u>	25%	No	17th September
<u>Task 2</u>	30%	No	22nd October

### Preliminary Task

Due: **end Week 2**

Weighting: **5%**

Completion of some preliminary tasks online to commence study.

On successful completion you will be able to:

- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## Task 3

Due: **12th November**

Weighting: **40%**

Major research and individual investigation of a selected pedagogical issue / problem.

On successful completion you will be able to:

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## Task 1

Due: **17th September**

Weighting: **25%**

Critical review of a self selected journal article

On successful completion you will be able to:

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

## Task 2

Due: **22nd October**

Weighting: **30%**

Online learning blog portfolio - 4 entries and forum participation

On successful completion you will be able to:

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## Delivery and Resources

This unit is conducted externally; regular participation online is required.

**Prescribed weekly readings** are available through MultiSearch in the library. The access is linked through *iLearn*.

### *Technologies and Resources*

This unit has a full WebCT 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 as this is an external unit, fully online. All content, activities and important assessment information is posted here, as are other relevant unit notices and materials, including a reading template and other resources to assist studies. All assignments are submitted online.

Students are required to contribute regularly to the online Forums.

## Unit Schedule

There are 4 Modules for this unit:

1. *Pedagogy: Learning and exploration*
2. *Research and models of pedagogy*
3. *Curriculum and Assessment: Pedagogy and Policy*
4. *Advancing pedagogy through reflection and application*

### **Module 1 and introduction Weeks 1-3**

#### **Pedagogy: learning and exploration**

### **Module 2 Weeks 4-7**

#### **Research and models of pedagogy**

### **Module 3 Weeks 8-11**

#### **Curriculum and assessment: pedagogy and policy**

### **Module 4 Weeks 12-13**

#### **Advancing pedagogy through reflection and application**

## Learning and Teaching Activities

### Discussion Forums

Students are required to contribute regularly to the discussion forums established on a range of topics and to provide specific pedagogical ideas to the rest of the learning community.

### Weekly activities

This unit is taught in external mode and a student's independent study, critical reading, professional engagement, and active online participation are important components. Students are required to participate in various independent / small group activities, whole class discussion forums, to read the weekly material in advance, and to complete brief online tasks including maintaining an independent learning portfolio. Research is central to this unit's study.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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/>

## 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 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

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## 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

### 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

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;



- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## **Assessment tasks**

- Preliminary Task
- Task 3
- Task 2

## **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**

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

## **Assessment tasks**

- Task 3
- Task 1
- Task 2

## **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**

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and
- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## **Assessment tasks**

- Task 3
- Task 1
- Task 2

## **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**

- 1. understand and reflect critically on the key conceptual frames used in relation to issues of pedagogy and effective learning and teaching;
- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

- 4. analyse, evaluate and develop their own pedagogical practices in relation to enhancing the learning outcomes for all students

## **Assessment tasks**

- Task 3
- Task 1

## **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**

- 2. understand and examine critically contemporary thinking about effective pedagogy and the national and state 'quality teaching agendas';
- 3. discuss and evaluate in an informed, critical manner the central issues in debates about pedagogy and curriculum and assessment and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field; and

## **Assessment tasks**

- Preliminary Task
- Task 3
- Task 1
- Task 2

## **Changes from Previous Offering**

In 2013, EDCN813 was newly designed for a fully online/ external offering; in 2015 refinements were made to include new readings and some rewording of assessment task requirements. For 2018, new readings have been included and some refinement of the assessment requirements also made.