



# EDUC264

## Education: The Policy Context

S1 External 2018

*Department of Educational Studies*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	6
<a href="#"><u>Learning and Teaching Activities</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Graduate Capabilities</u></a>	9
<a href="#"><u>Changes from Previous Offering</u></a>	13
<a href="#"><u>About this Unit</u></a>	13
<a href="#"><u>Changes since First Published</u></a>	13

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Contact via By email in the first instance

Room 272- X5B 29 Wally's Walk

Credit points

3

Prerequisites

((12cp at 100 level or above) 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://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)

Apply critical thinking and research skills in education (LO2)

Work collaboratively, respectfully in teams (LO3)

Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

Apply appropriate levels of IT skills (LO5)

## General Assessment Information

Work required in the first two assessment tasks is submitted via the Unit website on iLearn and Turnitin.

University procedures with regard to extensions and late submissions are available in the full Unit Outline for EDUC264 on the Unit website.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Perspectives in Education</u></a>	20%	No	23 March 2018
<a href="#"><u>Education Policy and Trends</u></a>	40%	No	Week 5 to Week 15
<a href="#"><u>Examination</u></a>	40%	No	Examination period

### Perspectives in Education

Due: **23 March 2018**

Weighting: **20%**

This task invites you to reflect on the content of lectures, readings and tutorial discussions in Module 1 of the Unit, *Perspectives in Education*, associated with various philosophical orientations to the work of schools and teachers, with a view to responding to a specified question in a 1000 word essay.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

## Education Policy and Trends

Due: **Week 5 to Week 15**

Weighting: **40%**

This task invites you to investigate an emerging policy trend that is challenging or problematic in education today and within the scope of Module 2 (*Policy and Markets in Education*) and Module 3 (*Trends Shaping Education*) of the Unit. For the task you will be working in groups of three or four to investigate one of the following issues identified by the Organisation for Economic Co-operation and Development (OECD) with a view to stimulating and informing tutorial group discussion:

- Curriculum
- Educational consumerism
- Educational equity and social justice
- Globalisation
- The future of the nation state
- Are cities new countries?
- Family matters
- A brave new world.

There will be four elements to the assessment.

1. The group's presentation (**10%**) which is submitted to the 'workshop' link on the Unit website by 5pm on the day of the presentation.
2. A 1000 word individual report (**20%**) on the policy issue presented. The reports are to be written and submitted individually by each member of the group. The individual report is your personal response to the question that has framed the group presentation. It gives insights into your reflections and what you have learnt. It is not simply a summary of your personal contribution to the presentation. It is submitted no later than one week (7 days) after the presentation.
3. Peer-reviews of your presentation (**5%**). Your classmates are your primary audience. The level of informed discussion your presentation stimulates will be a key indicator of its quality. Their peer evaluations will be collected at the end of the tutorial and considered by your tutor in awarding this mark.
4. Your own reviews of the presentations of classmates (**5%**). You are expected to participate in constructively reviewing your peers drawing on the marking rubric. You will receive up to 5% for the quality of your efforts in this regard across all presentations.

**External students** will form into groups on On-campus Day 1 and present on On-campus Day 2.

Full details are available on the Unit website.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

## Examination

Due: **Examination period**

Weighting: **40%**

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

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

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Apply appropriate levels of IT skills (LO5)

## Delivery and Resources

There is no required or recommended text for you to purchase.

All reading and reference material required for this unit is available online through the Macquarie University Library and the unit website. The text used in EDUC106, Tait (2016) *Making sense of mass education*, would also be a useful additional reference for this unit.

**It is essential however that you acquire a copy of the OECD publication *Trends shaping education, 2016*.**

You can view this publication online direct from OECD at <http://www.oecd.org/edu/trends-shaping-education-22187049.htm>

You can also access it via the Macquarie University Library.

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

## Unit Schedule

Wk	Uni week	Date	Lecture	Lecture title	Assessment & activities
1	9	28 Feb	1	Introduction	
				<b>Perspectives in education</b>	
		2 March	2	Education v schooling	
2	10	7 Mar	3	Perspectives: Conservative	
		9 Mar	4	Perspectives: Liberal	
3	11	14 Mar	5	Perspectives: Progressive	
		16 Mar	6	Perspectives: Radical	
				<b>Policy &amp; markets in education</b>	
4	12	21 Mar	7	Policy & Education	
		23 Mar	8	Curriculum	<b>Assessment Task 1 due 23 March</b>
5	13	28 Mar	9	Curriculum	No Tutorials Week 5
		30 Mar (Easter)		No Friday Lecture	No Tutorials Week 5
6	14	4 Apr	10	Consumerism	Group 1 tutorial presentation (Curriculum)
		6 Apr	11	Consumerism	
7	15	11 Apr	12	Social justice	
		13 Apr	13	Social justice/Trends Shaping Education	Group 2 tutorial presentation (Consumerism)
8	16	(16 Apr)		<b>Mid-semester break</b>	<b>External Group- Tuesday 17 April 9am - 5pm- 29 Wally's Walk, Room 039.</b>
9	17	(23 Apr)		<b>Mid-semester break</b>	

				Trends shaping education	
10	18	2 May	14	Globalisation	Group 3 tutorial presentation (Social justice)
		4 May	15	Globalisation	
11	19	9 May	16	The Future of the Nation State	Group 4 tutorial presentation (Globalisation)
		11 May	17	The Future of the Nation State	
12	20	16 May	18	Are Cities New Countries?	Group 5 tutorial presentation (Future of the nation state)
		18 May	19	Are Cities New Countries?	<b>External Group- Saturday 19 May 9am-5pm- 29 Wally's Walk, Room 134</b>
13	21	23 May	20	Family Matters	Group 6 tutorial presentation (Are Cities New Countries?)
		25 May	21	Family Matters	
14	22	30 May	22	A Brave New World	Group 7 tutorial presentation (Family Matters)
		1 June	23	A Brave New World	
15	23	6 June	24	Revision	Revision
		8 June		No lecture	
	24	12 June			Examination Period Starts
	25	29 June			Examination Period Ends

## Learning and Teaching Activities

### Lectures

Wednesday 11-12 23 Wally's Walk (Theatre 1) Livestreamed. Friday, 11-12 14 Sir Christopher Ondaatje Ave (Theatre 3) Livestreamed. 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 to (and, in some instances, in advance of) the lecture.

### On-Campus Days (for External students)

Tuesday 17th April 9am-5pm 29 Wally's Walk (Room 039). Saturday 19th May 9am-5pm 29

Wally's Walk (Room 134).

## 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](https://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](https://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

### 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 outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

### Assessment tasks

- Perspectives in Education
- Education Policy and Trends

### 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 outcomes**

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Apply appropriate levels of IT skills (LO5)

### **Assessment task**

- Education Policy and Trends

## **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 outcomes**

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)

### **Assessment tasks**

- Education Policy and Trends
- Examination

## **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 ideas and theories underpinning contemporary educational policy and

practice (LO1)

- Apply critical thinking and research skills in education (LO2)

## Assessment tasks

- Perspectives in Education
- Education Policy and Trends
- Examination

## 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

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

## Assessment tasks

- Perspectives in Education
- Education Policy and Trends

## 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

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

## **Assessment tasks**

- Perspectives in Education
- Education Policy and Trends

## **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**

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

## **Assessment tasks**

- Perspectives in Education
- Education Policy and Trends
- Examination

## **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 outcomes**

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

## Assessment task

- Education Policy and Trends

## 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

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

## Assessment task

- Education Policy and Trends

## Changes from Previous Offering

The 2018 edition of EDUC 264 further builds on the work in previous years of Dr David Saltmarsh as Unit Convenor, and on student feedback. The focus of the first assessment task has changed but remains centred on the literature encompassed by Module 1 of the Unit.

## About this Unit

Education policy and policy debate surround us daily. Education today is always in the news media and discussed on social media. Policy debate continually shapes our views on what it is to teach and to learn, and to be a student or teacher, or a parent or caregiver, in today's schools and early childhood centres. This unit is designed to provide you, as a student of Education, with an understanding of the place of education policy in contemporary society and, in particular, the ways in which policy is constructed and enacted.

## Changes since First Published

Date	Description
23/ 02/ 2018	The due date for the first assessment task has been adjusted.

Date	Description
12/ 02/ 2018	The guide for External students previously published has now been linked to the guide for Day students. Some lecture titles have been updated.

---