EDUC106

Education: The Social and Historical Context

S2 External 2018

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Jennifer Barr
jennifer.barr@mq.edu.au

Norman McCulla
norman.mcculla@mq.edu.au

Senior Tutor
Anastasia Zarkos
anastasia.zarkos@mq.edu.au

Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit explores the historical and social contexts in which Australian education occurs. The
perspectives that inform the unit are predominantly sociological and historical, but the
disciplines of cultural studies, philosophy, politics and economics also have a strong influence.
The unit begins with an overview of the development of education in Australia by discussing a
number of key moments in the history of Australian education. The unit gives emphasis to
issues of social justice and social disadvantage and also considers these matters in relation to
contemporary issues in education: media, technology and community.

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:

> LO1: Develop an understanding of the key historical and social issues in Australian
> education, and identify links to contemporary situations and events.
> LO2: Locate relevant information about social and historical events in education from a
> range of sources including the library, newspapers and electronic sources.

LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.

LO5: Communicate ideas effectively.

LO6: Work collaboratively and ethically with others.

LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment Tasks

Name	Weighting	Hurdle	Due
Academic Integrity Module	0%	No	17/8/2018
Major research essay	50%	No	23/9/2018
Digital Media Response	45%	No	21/10/2018
ASSET evaluation	5%	No	1/11/2018

Academic Integrity Module

Due: **17/8/2018**
Weighting: **0%**

Completion of the module designed to increase knowledge and awareness regarding referencing and academic integrity

On successful completion you will be able to:

- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.

Major research essay

Due: **23/9/2018**
Weighting: **50%**

*Select **ONE** of the factors of disadvantage and discuss critically the way it impacts on educational access, experience and outcomes in Australia, using research evidence to support your discussion. Critically evaluate key measures that have been put in place to mitigate this disadvantage.*

On successful completion you will be able to:

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO5: Communicate ideas effectively.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Digital Media Response

Due: **21/10/2018**
Weighting: **45%**

Group presentation of DMR: (20%): In a group of three or four students, address a question concerning education and either media, OR popular culture OR technology, and create a digital media response to that driving question via a movie, a podcast or an animated PowerPoint.

Reflective report (25%): For the purposes of this assessment task a report is an individually written piece of 750 words. The report should include an introduction and conclusion and use references to support your discussion.

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- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

ASSET evaluation

Due: **1/11/2018**
Weighting: **5%**

The Student Survey of Education for Teaching (ASSET) is designed to provide the Department of Educational Studies with a detailed understanding of our students and their experiences including their beliefs and attitudes towards education, and how prepared they feel to work as teachers. The survey is in 5 parts with 1 mark awarded for each part. There are progressive due dates and the final part is due on 1st November 2018.

On successful completion you will be able to:

- LO5: Communicate ideas effectively.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Delivery and Resources

Internal students are expected to attend 2 lectures per week (recorded) and 1 tutorial per week. Students are expected to read weekly readings and attend weekly lectures before completing tasks and attending tutorials.

External students are required to attend 2 full day on-campus sessions on Saturday, 18th August; and Friday, 28th September as well as listening to the lectures and doing the required weekly readings.

Required text

Tait, G. (2016). *Making Sense of Mass Education*, 2nd edn. Port Melbourne, Vic.: Cambridge University Press. This text is available through the Macquarie University Co-operative Bookshop. The required readings are available electronically

The readings listed in the unit outline and on iLearn are available electronically from the Macquarie University library collection of electronic journals and can be accessed via the catalogue, journal finder or databases links.

Unit Schedule

The unit is divided into 4 modules:

Module 1. A traditional sociology of education

The unit begins with a framing of education that will be familiar to most, and this is a view established by sociologists of education on a foundation of theories and concerns about matters of class, gender and race.

Module 2. Education and governance: A contemporary sociology

Due to a number of factors, globalization and the emergence of certain technologies to name two, a focus on class, gender and race no longer adequately explains social disadvantage or inequality. Consequently, an alternative way of understanding the context of education is offered.

Module 3. Cultural context of education

Cultural elements play a significant role in people's lives, and consequently in their

understanding of the society and communities they inhabit. These cultural elements inevitably influence education.

Module 4. Philosophy, ethics, the law and education

In the final module we reflect on a number of issues about the ways that schooling is organized and how actors work within these arrangements.

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). 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). 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).

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) 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

IT Help

For help with University computer systems and technology, visit 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:

Assessment task

- Digital Media Response

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment tasks

- Major research essay
- Digital Media Response
- ASSET evaluation

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

- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment tasks

- Major research essay
- Digital Media Response

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment tasks

- Academic Integrity Module
- Major research essay
- Digital Media Response

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a

range of sources including the library, newspapers and electronic sources.

- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment tasks

- Academic Integrity Module
- Major research essay
- Digital Media Response

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO2: Locate relevant information about social and historical events in education from a range of sources including the library, newspapers and electronic sources.
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Assessment tasks

- Academic Integrity Module

- Major research essay
- Digital Media Response

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

- LO4: Present ideas in creative ways that assist in developing new understandings and solutions to problems.
- LO5: Communicate ideas effectively.
- LO6: Work collaboratively and ethically with others.

Assessment tasks

- Major research essay
- Digital Media Response
- ASSET evaluation

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Assessment tasks

- Academic Integrity Module

- Major research essay
- Digital Media Response

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

- LO1: Develop an understanding of the key historical and social issues in Australian education, and identify links to contemporary situations and events.
- LO3: Develop skills in the analysis and critical review of academic and media material, and anticipate how this understanding could be applied.
- LO6: Work collaboratively and ethically with others.
- LO7: Demonstrate an understanding of the ways in which issues in Australian education impact the teaching profession, students and others.

Changes from Previous Offering

A number of changes have been made for the 2018 version of this unit. The weighting of assessments has been changed to reflect the breath of the topics addressed and effort required, including the following enhancements:

- The first assessment task formerly called a Reflective Response as an early low risk assessment has been replaced with a task on academic integrity.
- The individual component of the group task has been increased to constitute 25% of the overall mark for the unit.
- The final exam has been withdrawn.
- A low-risk Survey has been added as the final assessment task
- Assessment rubrics and marking descriptors have been revised to reflect the new assessment structure