



EDUC107

Introduction to Educational Studies

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Admission to BEd(Prim) or BEd(Sec)

Corequisites

Co-badged status

Unit description

This unit is specifically designed for graduate students entering teaching. The unit introduces a range of key educational theories with the aim of enabling students to later engage in evidence-based classroom practice. Psychological, historical, philosophical and sociological perspectives are integrated.

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:

Describe the contributions that research and thinking in philosophy, sociology, history

and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline

Articulate an evidence-based argument about what education is and should be

Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning

Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning

Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Demonstrate effective written communication and visual presentation skills

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|----------|
| <u>Academic Research Skills</u> | 20% | No | 23/03/17 |
| <u>Learning Theories Essay</u> | 40% | No | 16/04/17 |
| <u>Critical Review</u> | 40% | No | 03/06/17 |

Academic Research Skills

Due: **23/03/17**

Weighting: **20%**

This task has 2 parts:

Part 1. Understanding academic integrity and plagiarism: Complete the Academic Integrity Module (Teaching and Learning)

Part 2. Research skills: Locate and annotate two articles relating to Task 2, the Learning Theories Essay

On successful completion you will be able to:

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Demonstrate effective written communication and visual presentation skills

Learning Theories Essay

Due: **16/04/17**

Weighting: **40%**

Write an academic essay responding to one of the topics provided, all of which relate to 'constructivism', a philosophy that has significant implications for both teaching and learning.

On successful completion you will be able to:

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
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- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
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- Demonstrate effective written communication and visual presentation skills

Critical Review

Due: **03/06/17**

Weighting: **40%**

Select an article from a list provided, and write a critical review, identifying and evaluating the key arguments and theoretical approaches and critically reflecting on their significance in the current educational environment.

On successful completion you will be able to:

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
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Delivery and Resources

Each week, EDUC107 has a 2-hour lecture, with lecture slides and recordings available via iLearn. Internal students are also expected to attend a 1-hour weekly tutorial; external students are required to attend two on-campus days. For details, see <https://timetables.mq.edu.au/2018/>

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://stu>

dents.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:

Learning outcomes

- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- Demonstrate effective written communication and visual presentation skills

Assessment task

- Critical Review

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

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

- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st

century teaching

- Demonstrate effective written communication and visual presentation skills

Assessment task

- Learning Theories Essay

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
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- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching
- Demonstrate effective written communication and visual presentation skills

Assessment tasks

- Academic Research Skills
- Learning Theories Essay
- Critical Review

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

- Articulate an evidence-based argument about what education is and should be
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment task

- Critical Review

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

- Describe the contributions that research and thinking in philosophy, sociology, history and psychology can offer education and, in the process, outline the distinct structure, focus, and epistemology of each discipline
- Provide a coherent critical account of developmental, social/emotional, and cognitive student characteristics that influence learning
- Provide a coherent critical account of the external and structural factors (policy, politics, curriculum, and diversity) that influence learning
- Demonstrate critical engagement with the educational ideas and issues influencing 21st century teaching

Assessment task

- Critical Review

Changes from Previous Offering

Assessment tasks have been revised for 2017. The Task 1 Concept map has been replaced by the Research Skills task, and the Task 4 Creative response has been excluded from assessments.