



# EDCN851

## Innovation and Change in Educational Organisations

S2 Online 2018

*Department of Educational Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

---

#### **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  
Senior Lecturer, Dept of Educational Studies  
Laurie Field  
[laurie.field@mq.edu.au](mailto:laurie.field@mq.edu.au)  
Contact via iLearn Dialogue or, if unavailable, email  
X5B Room 279  
By arrangement

Credit points  
4

Prerequisites  
32cp at 800 level or above in (ECED or EDCN or SPED units) or admission to MSocEntre

Corequisites

Co-badged status

Unit description  
Students in this unit develop a sound understanding of the theory and practice of educational innovation and change, including the factors which contribute to the successful facilitation of change within educational organisations. The unit provides participants with the opportunity to critically reflect upon change leadership and change processes within their own institution or sector, drawing on a range of perspectives.

## 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 the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## General Assessment Information

Achievement will be assessed in terms of:

- Knowledge Development: Understanding of key ideas, knowledge components and their interrelationships.
- Application: Ability to apply theoretical ideas and frameworks to educational practice in a critically reflective way.
- Presentation: The extent to which the work has been written and presented in a manner consistent with accepted academic standards.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Forum 1</u></a>	10%	No	Week 5
<a href="#"><u>Reflective Task 1 or 3</u></a>	15%	No	Week 5 or 12
<a href="#"><u>Forum 2</u></a>	10%	No	Week 8
<a href="#"><u>Reflective Task 2</u></a>	15%	No	Week 8
<a href="#"><u>Forum 3</u></a>	10%	No	Week 12
<a href="#"><u>Change Case Study</u></a>	40%	No	Week 13

### Forum 1

Due: **Week 5**

Weighting: **10%**

A Forum relating to inspiration and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- plan and contribute to improved outcomes for educational organisations

### Reflective Task 1 or 3

Due: **Week 5 or 12**

Weighting: **15%**

RT1 relates to technical-rational thinking and change; RT3 relates to leading, managing and/or facilitating educational innovation and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- plan and contribute to improved outcomes for educational organisations

## Forum 2

Due: **Week 8**

Weighting: **10%**

A Forum relating to resistance to change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Reflective Task 2

Due: **Week 8**

Weighting: **15%**

RT2 relates to human aspects of educational change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Forum 3

Due: **Week 12**

Weighting: **10%**

A Forum relating to leading, managing and/or facilitating educational innovation and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Change Case Study

Due: **Week 13**

Weighting: **40%**

A Case Study applying Unit concepts and readings to educational innovation and change.

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Delivery and Resources

This unit is offered via iLearn and requires internet access. Three face to face sessions are also offered and you are encouraged to attend if you live locally, regardless of whether you are an internal or external student. These are scheduled for the following Sundays (9.30 to 1.30): 12 Aug, 2 Sept, 14 Oct.

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://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/](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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

#### **Assessment tasks**

- Forum 1
- Reflective Task 1 or 3
- Forum 2
- Reflective Task 2
- Forum 3
- Change Case Study

### **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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change

- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## **Assessment tasks**

- Forum 1
- Reflective Task 1 or 3
- Forum 2
- Reflective Task 2
- Forum 3
- Change Case Study

## **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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## **Assessment tasks**

- Forum 1
- Reflective Task 1 or 3
- Forum 2
- Reflective Task 2
- Forum 3
- Change Case Study

## **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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

### **Assessment tasks**

- Forum 1
- Reflective Task 1 or 3
- Forum 2
- Reflective Task 2
- Forum 3
- Change Case Study

## **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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

### **Assessment tasks**

- Forum 1
- Reflective Task 1 or 3
- Forum 2

- Reflective Task 2
- Forum 3
- Change Case Study

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

### Assessment tasks

- Forum 1
- Reflective Task 1 or 3
- Forum 2
- Reflective Task 2
- Forum 3
- Change Case Study