



EDCN806

Individual Education Project

S3 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>	5
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9

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

Unit Convenor

Shirley Wyver

shirley.wyver@mq.edu.au

Contact via shirley.wyver@mq.edu.au

29 Wally's Walk – 232 (X5B232)

By arrangement

Credit points

4

Prerequisites

Permission by special approval

Corequisites

Co-badged status

Unit description

This unit offers a flexible program of postgraduate study for education students. The unit will generally be developed as a guided reading unit in which students will work with an academic supervisor to produce a number of assessable tasks relevant to a field of practice. The unit expands on broader topics covered at undergraduate level by offering students an opportunity to develop advanced knowledge, critical thinking and research skills.

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:

identify an issue critical to some aspect of educational theory, policy or practice

explore the academic and professional literatures relating the selected issue

organise, analyse and synthesise the available research and scholarship so as to

describe what is known about the issue

develop an evidence based solution for the selected issue

effectively communicate the issue and the proposed solution to the intended audience

General Assessment Information

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Word Limits

There are no set word limits on any task, and a variety of media and formats are allowed, but notionally students will produce a body of work that is equivalent of 6000 words over all unique tasks.

Task Submission

All tasks must be submitted through the relevant Turnitin link on the unit's ilearn site by the negotiated due dates unless an extension has been arranged with the unit convenor. Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date. Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.

Assessment Criteria

All work will be assessed against the assessment criteria listed in the approved learning contract using standards aligned with the University's grade descriptors (see Assessment Policy).

Grading and Moderation

Grades awarded for unique assessable tasks will be moderated by the supervisor and the unit convenor in a manner consistent with the University's Assessment Policy.

Return of Grades

Grades for each task will be released approximately two weeks after the submission date, with detailed feedback emailed to you at your @students.mq.edu.au email address. An ilearn announcement will be made when your grades and feedback are available.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Extensions and Late Penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Special Considerations

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://students.mq.edu.au/study/my-study-program/special-consideration>

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Contract	100%	No	10 December

Learning Contract

Due: **10 December**

Weighting: **100%**

Each student, in consultation with their academic supervisor and the unit convener, will devise an individualised program of study which meets their individual learning objectives as well as

satisfying the learning outcomes of the unit. This program is described in a learning contract which is;

“a document used to assist in the planning of a learning project. It is a written agreement negotiated between a learner and a teacher, lecturer or staff adviser that a particular activity will be undertaken in order to achieve a specific learning goal or goals” (Anderson, Boud and Sampson (1996) ,p2)

Developing a learning contract is an eight step process;

1. Establishing learning needs
2. Refining learning needs into specific learning objectives
3. Identifying useful resources and strategies for learning
4. Determining what is to be produced (ie assessment tasks/due dates)
5. Determining the criteria for assessment
6. Reviewing the learning contract
7. Carrying out the learning contract
8. Self assessment and submission of completed work

The learning contract pro forma must be used, and it can be found on the unit's ilearn site.

It is important to note that the process is an iterative one and it is understood that the initial learning contract may be reviewed and rewritten over the course of the semester as the student's understanding of their project develops.

The student will not be permitted to commence work for the unit until the unit convenor warrants that the tasks outlined in their learning contract meets, and when revised continues to meet, the requirements of the University's Assessment Policy.

There is an expectation that milestone tasks, which may represent unique assessment items, will be submitted at regular intervals throughout the session for detailed formative assessment. The learning contract will contain submission dates for all tasks, and **all tasks must be submitted by 18 January.**

Anderson, G., Boud, D., and Sampson, J. (1996) Learning contracts: a practical guide. London. Kogan Page.

On successful completion you will be able to:

- identify an issue critical to some aspect of educational theory, policy or practice
- explore the academic and professional literatures relating the selected issue
- organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue
- develop an evidence based solution for the selected issue
- effectively communicate the issue and the proposed solution to the intended audience

Delivery and Resources

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Attendance

There are no scheduled classes for the unit, and students are not required to participate in activities other than those specified in their approved learning contract.

Unit expectations

Students are expected to maintain regular contact with their supervisor and to follow the formative feedback they provide.

In order to satisfactorily complete this unit students are required to submit a learning contract (0%) and all approved assessment tasks described therein (100%) by the negotiated due dates.

Textbook

There is no prescribed textbook for the unit.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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 enquiry service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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.

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](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://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) 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

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 outcome

- identify an issue critical to some aspect of educational theory, policy or practice

Assessment task

- Learning Contract

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 outcome

- explore the academic and professional literatures relating the selected issue

Assessment task

- Learning Contract

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 outcome

- organise, analyse and synthesise the available research and scholarship so as to describe what is known about the issue

Assessment task

- Learning Contract

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 outcome

- develop an evidence based solution for the selected issue

Assessment task

- Learning Contract

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 outcome

- effectively communicate the issue and the proposed solution to the intended audience

Assessment task

- Learning Contract

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 outcome

- identify an issue critical to some aspect of educational theory, policy or practice

Assessment task

- Learning Contract