



EDCN812

Curriculum Studies

S1 Online 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Convenor

Dr Norman McCulla

norman.mcculla@mq.edu.au

Contact via 9850 8650

29 Wally's Walk Room 272

By appointment

Credit points

4

Prerequisites

Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHed or PGDipHEd or PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description

This unit provides both an introduction to the formal study of curriculum as well as an opportunity to undertake a more in-depth and specialised study of an area of curriculum interest. The nature of curriculum is explored from national and international perspectives. Curriculum design, implementation and change are considered from both theoretical and practical perspectives with a focus on contemporary curriculum in the workplace and/or jurisdiction of the participant's choice.

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:

Demonstrate an understanding of the strategic importance of the curriculum field

Demonstrate an understanding of the breadth of the curriculum field

Demonstrate an understanding of curriculum priorities, change processes and preferred

curriculum futures in an educational jurisdiction

Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Seminars</u>	30%	No	Weekly
<u>Reflective Journals</u>	30%	No	29 April; 8 June
<u>Major Assessment Task</u>	40%	No	20 May

Seminars

Due: **Weekly**

Weighting: **30%**

Seminars and the online learning activities and discussions within them are part of each module. They provide the key means of learning from each other and of opening up the issues under consideration. They are introduced (but not assessed) in Module 1.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

Reflective Journals

Due: **29 April; 8 June**

Weighting: **30%**

Reflective Journals are exercises designed to encourage a personalised, deeper, and summative critical reflection grounded in the literature in response to a question set in each of the online discussions in Modules 3-7.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

Major Assessment Task

Due: **20 May**

Weighting: **40%**

The focus of your major assessment task is determined through individual consultation with the Unit Convenor and within the scope of the unit's learning outcomes. The assessment task enables you to investigate an area of personal interest and/or professional need in greater depth than is possible in the one module. Being able to define and articulate an area of curriculum inquiry is an important way of demonstrating how well you have understood the scope and learning outcomes of *Curriculum Studies*. Further details are provided in the unit.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Delivery and Resources

The modules will assume that you have your own copy of the required texts below as valuable additions to your professional library:

- Brady, L. and Kennedy, K. (2013). *Curriculum Construction*. Frenchs Forest, Sydney. Pearson. (Fifth or any later edition)
- Smith, D. and Lovat, T. (2003). *Curriculum- Action on Reflection*. Tuggerah. Social Science Press. (Fourth Edition)

Books can be ordered via the Co-op Bookshop on campus or via the Bookshop website: <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

Unit Schedule

Week beginning	Wk	Module	On-campus Evening Sessions	Seminars and Learning Activities	Assessment Task
26 February	1	1	<p><i>Seminar 1 Orientation Getting to Know You 1 March 5-7pm</i></p> <p><i>Room 209, 17 Wally's Walk</i></p>	Seminar 1	<p>Seminar 1:</p> <p><i>Attendance at Seminar 1- the on-campus orientation session is recommended but voluntary for Online students able to come.</i></p>

5 March	2	1			
12 March	3	2	Seminar 2 15 March	Seminar 2	-
19 March	4	2	-		Module 2 learning activity response due by 26 March
26 March	5	3	Seminar 3 29 March	Seminar 3	-
2 April	6	3	-		-
9 April	7	4	Seminar 4 12 April	Seminar 4	
16 April	8	4	(Mid-semester Break)	-	.
23 April	9	5	(Mid-semester Break)	-	Reflective Journal Assignment (A) (Modules 3-4). Due Sunday 29 April
30 April	10	5		Seminar 5	<i>Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 6 May at the latest</i>
7 May	11	5	Seminar 5 10 May	-	-
14 May	12	6	-	Seminar 6	Major Assessment Task Due Sunday 20 May
21 May	13	6	Seminar 6 24 May	-	
28 May	14	7	-	Seminar 7	
4 June	15	7	Seminar 7 (if required) 7 June	-	Reflective Journal Assignment (B) (Modules 5-7) Due Friday 8 June

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://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 outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

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

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to apply these understandings to your own school/workplace/organisation and/or educational jurisdiction,

Assessment tasks

- Seminars
- Reflective Journals
- Major Assessment Task

Changes from Previous Offering

EDCN 812 is updated annually in response to student feedback and recent developments in the literature and in the field.