



# SPED102

## Why People Believe Weird Things: Making Rational Decisions in an Irrational World

S2 Day 2018

*Department of Educational Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

Dr Greg Robertson

Contact via the "Ask the unit convenor a question" tool in iLearn.

X5B117

Face to face meetings are by appointment only. Please make an appointment through iLearn.

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an introduction to why people make irrational decisions and how an understanding of the scientific process can assist making rational decisions in everyday life. The unit will include examination of flaws in human perception and cognitive biases, characteristics of pseudoscience as well as features and limitations of scientific approaches. Principles discussed in the unit will be illustrated with practical examples including paranormal claims, questionable educational interventions and dubious health claims. You will be equipped with tools to evaluate evidence, strengthen your reasoning and improve your decision making in both academic study as well as everyday life.

## 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:

Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.

Students will identify typical indicators of pseudo-science in evaluating evidence and claims.

Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## General Assessment Information

### University policy on grading

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central: <http://www.mq.edu.au/policy/index.html>

### 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.

### 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: <http://www.mq.edu.au/policy/docs/grading/policy.html>

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

Grade	Descriptor
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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

<b>F</b> (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.
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## Appeals against grades

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide

Further information regarding the relevant policy and procedures can be found on the University's Policy Central website:

<http://www.mq.edu.au/policy/index.html>

## Academic Integrity

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic integrity.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and

- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Integrity Policy can be found on the Policy Central website: <http://www.mq.edu.au/policy/index.html>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Topic Quizzes</a>	25%	No	Weeks nominated in schedule
<a href="#">Assignment</a>	35%	No	Sunday 9 September @ 11:59pm
<a href="#">Final Examination</a>	40%	No	Examination period

### Topic Quizzes

Due: **Weeks nominated in schedule**

Weighting: **25%**

A total of 9 Online Topic Quizzes, each of 5 minutes duration, will be conducted in iLearn. They will typically consist of 5 multiple choice questions and a random open-ended question asking you to justify or explain one of your answer choices. These quizzes will assess key knowledge and understanding of required readings for the relevant weekly tutorial as well as key concepts from the preceding topic. For example, the quiz conducted in the second week of the semester will cover the reading for Topic 2 and the content of Topic 1. **Please note that the required readings for the first quiz include the Unit Guide. Dates for quizzes and required readings are available in the Unit Schedule section of this guide.**

Topic Quizzes will be conducted online and **the 5 minute completion time will start as soon as you commence the quiz**. Students cannot stop and restart a quiz once commenced. Each student may attempt the quiz only once. All quizzes will open at 9am on the Monday of each week and close at midnight on Sunday each week. Please read the instructions in the Unit Guide carefully. You can only open and start the quiz once. You cannot save answers and return later. You must complete the quiz in one sitting.

The best 7 scores in these quizzes will count toward the final mark for this component of the assessment. Students may elect not to complete all of the Topic Quizzes but will be disadvantaged if they complete less than 7. **The facility to disregard quiz scores is designed to allow for missed quizzes due to events such as illness, religious or public holidays, PACE unit requirement, cancelled classes and other disruptions.**

**There will be no provision for repeats of the Topic Quizzes under any circumstances as only 7 quizzes need to be completed.** In cases where acceptable unavoidable disruption to study is **documented** for **more than 2** missed quizzes, students may submit a request for special consideration via:

<https://www.ask.mq.edu.au>

If you have documented unavoidable disruption to studies affecting **more than two quizzes** your overall result will be calculated by scaling your average score for the remaining quizzes.

The Online Topic Quizzes must be completed individually and collaboration with peers or collusion is not permitted. Any collaboration or other misconduct may be referred to the University for disciplinary action in accordance with the Academic Honesty Policy (see Policies and Procedures in this Guide).

### **Feedback and Confidentiality**

The results of Topic Quizzes for students will be posted on the unit web site as soon as possible following the closing time of the quiz.

Answers to Topic Quizzes will be provided by the tutor in the week following the relevant quiz. These quiz items and answers are confidential. This means you may not record, copy, photograph, write down or by any means transmit any quiz questions or answers at any point in the completion of this assessment task including during the online test and during feedback sessions in tutorials.

### **Performance Descriptors**

The following performance descriptors will be used in the assignment of grades for the quizzes based on your 7 best results.

High Distinction: There is demonstration of complete understanding of key concepts covered in the unit and knowledge of key content considered in the readings.

Distinction: There is demonstration of near complete understanding of key principles covered in the unit and knowledge of key content considered in the reading. Only a limited number of errors would be evident.

Credit: There is evidence of extensive understanding of key principles covered in the unit and knowledge of key content considered in the readings. Only a limited number of errors would be evident.

Pass: There is demonstration of understanding of a majority of key principles covered in the unit and knowledge of a majority of key content considered in the readings.

Fail: There is demonstration of understanding of a minority of key principles covered in the unit and/or knowledge of a minority of key content considered in the readings.

### **Quiz Grading**

Raw scores for the best 7 quizzes completed will be totalled and moderated scores and corresponding grades will be allocated as indicated in the following table. For example, a raw score on your best 7 results of 29/35 will receive a moderated score of 65 and the corresponding grade of Credit.

**Raw Score / 35**

**Moderated Score**

**Grade**

35

100

**HD**

34

84

**D**

33

80

**D**

32

75

**D**

31

71

**CR**

30

68

**CR**

29

65

**CR**

28

63

**P**

27

62

**P**

26

61

**P**

25

60

**P**

24

58

**P**

23

57

**P**

22

56

**P**

21

55

**P**

20

54

**P**

19

52

**P**

18

51

**P**

17

50

**P**

16

47

**F**

15

44



**F**

14

41

**F**

13

38

**F**

12

35

**F**

11

32

**F**

10

29

**F**

9

26

**F**

8

24

**F**

7

21

**F**

6

18

**F**

5

15

**F**

4

12

**F**

3

9

**F**

2

6

**F**

1

3

**F**

0

0

**F**

On successful completion you will be able to:

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## Assignment

Due: **Sunday 9 September @ 11:59pm**

Weighting: **35%**

Details of the assignment and the Assignment Template on which the assignment **MUST** be submitted are provided in the Assessment section of the ilearn site.

The assignment will consist of two parts. The first part will involve a conceptual question related to content considered in the first four weeks of the unit. In the second part you will be required to

apply concepts covered in the unit to analyse a provided scenario and/or webpages, including analysis of possible red flags/signs of pseudoscience and/or features of a scientific approach.

### **What is the format of the assignment?**

The assignment must be completed using the Assignment Template provided on the iLearn site. You must complete the assignment in the provided template and you must complete all of the required details, including word counts where requested. You need to cite sources used in your paper and provide a reference list for any references cited. You must use strict APA publication style for both citations and the reference list. A link to a style guide will be provided in the Assessment section of the web site.

### **What is the Word Limit?**

Each question of the assignment has a word limit and the total maximum words for the assignment is 1,200. This includes in-text citations but excludes your reference list. The word limit for each section will be indicated. Markers will not read beyond the stated limit.

### **Do I have to Complete the Assignment on the Provided Template?**

There will be a 5% penalty where the template is not used or not fully completed, including word counts.

### **How Do I Submit My Assignment?**

A Turnitin assignment link will be provided in the Assessment section of the iLearn site. All assignments must be submitted via this link where they will be subject to a plagiarism check.

### **Can I get an extension? Can I Submit a Late Assignment?**

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 consideration policy and are submitted via 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, and currently available at:

<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.

### **When is the Deadline?**

The deadline is 11:59 pm on the due date. Note that this means you must submit **BEFORE** 11:59 pm. Note that it takes time to upload your assignment to Turnitin. This is normally quite quick but will depend on the speed of your internet connection at the time. The submission time is the time that assignment is recorded as received by Turnitin as we can not verify the time you started uploading. You need to allow time for the upload. **Do not leave submission of your assignment to the last hours (or minutes).**

### **What if My Assignment is Only 11 Seconds Late?**

Late is late. Any submission after the deadline will be considered late. **Do not leave submission of your assignment to the last hours (or minutes).**

### **What if My Hard Disk Crashed, My Pet Hippopotamus Ate My Computer, etc?**

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure your work is adequately backed up. Make sure your work is regularly backed up and **don't leave your submission to the last minute**. Most importantly, always keep your hippopotamus and computer in separate rooms.

### **What if I Accidentally Submit a Blank Assignment, the Wrong Document, etc?**

We can only mark what you submit. **Make sure you re-download your assignment from the location that it was submitted and verify the correct document has been submitted.**

No consideration will be offered if you submit the incorrect document. You may submit your assignment as many times as you wish before the due date and only the last submitted version will be marked.

### **How do I Know My Assignment Submission was Successful?**

You are responsible for checking that Turnitin has received and processed your assignment. Always keep a copy of your assignment.

### **How will I get feedback on my assignment?**

Your marked assessment task, along with feedback information, will be returned via Turnitin in iLearn. Feedback will consist of comments on your assignment, your performance level on the marking rubric for each criterion, and your grade for the task as a whole.

### **Can I Resubmit an Assignment?**

No. Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other components. Resubmission of assessments is not permitted.

### **Can I ask for a review of the grade of my assignment?**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. 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 your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

### **Where is the Marking Rubric?**

A copy of the marking rubric will be provided in the Assessment section of the iLearn site.

On successful completion you will be able to:

- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## **Final Examination**

Due: **Examination period**

Weighting: **40%**

A two-hour examination will be held during the university examination period. It will be comprised typically of questions that require short answers. For the final examination all lecture, tutorial material and readings are examinable.

Examination papers from previous years are available on e-reserve, and sample questions will be discussed in the final tutorial.

**Please note that exams are scheduled Monday to Saturday.** University rules specify that students must ensure that they are available for the full duration of the final examination period.

### **Performance Descriptors (Rubric)**

The following performance descriptors will be used in evaluating examinations.

High Distinction: Responses demonstrate a *complete* understanding of all key principles, witnessed by descriptions, justifications, analysis and effective integration of relevant information. There is no evidence of consequential gaps in knowledge and/or understanding of concepts and no consequential misconceptions.

Distinction: Responses demonstrate an *extensive* understanding of all key principles, witnessed by descriptions, justifications, analysis and effective integration of relevant information. There is

no evidence of consequential gaps in knowledge and/or understanding of concepts although very minor misconceptions may be evident.

Credit: Responses demonstrate a *strong* understanding of the vast majority of key principles, witnessed by descriptions, justifications, analysis and effective integration of relevant information. Consequential gaps in knowledge and/or understanding are limited to a small minority of concepts.

Pass: Responses demonstrate a *sound* understanding of the majority of key principles, witnessed by descriptions, justifications, analysis and effective integration of relevant information. Consequential gaps in knowledge and/or understanding are only evident in a minority of concepts.

Fail: Responses demonstrate a *limited* understanding of the majority of key principles, witnessed by descriptions, justifications, analysis and effective integration of relevant information. Consequential gaps in knowledge and/or understanding are evident for a majority of concepts.

On successful completion you will be able to:

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## Delivery and Resources

### Delivery

This unit is offered in weekly classes in on campus mode only. There is no external mode of study.

**Lectures:** Lectures present content essential to the unit and provide the basis for subsequent tutorial activities. The lecture should be viewed before your tutorial. There are no face to face lectures. Lecture content will be delivered via video Echo360 recordings. A link to each Echo360 recording will be provided in the iLearn site.

**Tutorials:** Tutorials provide the opportunity to explore issues in depth through discussion and activities. Tutorials will start punctually. Quiz feedback, changes and important administrative issues are usually dealt with early in the tutorial. This information will not be repeated for students who arrive late. It is the individual student's responsibility to obtain any information that was missed due to lateness or absence.

### Resources

There is **no textbook** for this unit.

**Readings:** Weekly readings are designed to prepare students for the tutorials as well as broaden their understanding of topics. Readings should be completed prior to the tutorials for each topic. Readings may be downloaded directly from the unit's iLearn site.

**Assessment materials:** Assessment activities within the unit enable students to demonstrate their engagement with and mastery of unit content. All assessment resources including the Assignment Topic and Rubric are found in the Assessment Materials section of the iLearn site.

**iLearn Site:** The iLearn site is used for delivery of resource materials, learning support and for assessment tasks. Required study materials are available on the iLearn site or links from this site. You should check the iLearn site regularly. The iLearn site for the unit may be accessed at: <https://ilearn.mq.edu.au/> , and further information about using iLearn is available at [http://www.mq.edu.au/iLearn/student\\_info/](http://www.mq.edu.au/iLearn/student_info/)

## Unit Schedule

Wk	Week Start	Lecture	Tutorial	Topic Quiz	Reading
1	30 July	Introduction	What Do You Believe?	No	1. Hoggart, S., & Hutchinson, M. (1995). <i>Bizarre beliefs</i> . Cohen Books: London, UK. Chapter 1, Introduction., pp. 9 – 17.  2. SPED102 Unit Guide
2	6 August	Cognitive Biases 1	The Fallacy of Personal Validation	Yes	French, C. C., & Wilson, K. (2007). Cognitive factors underlying paranormal beliefs and experiences. In S. Della Sala (ed.). <i>Tall tales about the mind and brain: Separating fact from fiction</i> . Oxford University Press: Oxford. pp. 3-22.
3	13 August	Cognitive Biases 2	Thanks for the Memories!	Yes	Loftus, E. F. (2005). Planting misinformation in the human mind: A 30-year investigation of the malleability of memory. <i>Learning and Memory</i> , 12, 361-366.
4	20 August	Science vs Pseudoscience	Astrology – Science or Pseudoscience?	Yes	Hines, T. (2003). <i>Pseudoscience and the paranormal</i> . Prometheus Books: Amherst, NY. The nature of pseudoscience, Chapter 1, pp.13-41.
5	27 August	Pathological Science	Lets Make an Ology!	Yes	Huizenga, J. R. (1993). <i>Cold fusion : The scientific fiasco of the century</i> . Oxford University Press: Oxford. Chapter 12, Pathological science, pp. 201 – 214.
6	3 September	Research methods – Good vs Bad Science	Research Methods	Yes	Jackson, S. L. (2006) <i>Research methods and statistics</i> . Thomson Wadsworth. Chapter 1, pp. 11-25.
7	10 September	Use and Misuse of Statistics	Preparation of Bad Science Proposals	Yes	Goldacre, B. (2008). <i>Bad science</i> . McClelland & Stewart: London. Chapter 14, Bad stats, pp. 256-277.
8	1 October	No Lecture	No Tutorial	No	No reading

9	8 October	Education Related Pseudoscience	Presentation of Bad Science Proposals	Yes	Carter, M. & Wheldall, K. (2008). Why can't a teacher be more like a scientist? Science, pseudoscience and the art of teaching. <i>Australasian Journal of Special Education</i> , 32, 5-21.
10	15 October	Health Related Pseudoscience	Alternative Medicines	Yes	Hall, H. (2013). Down the garden path: Faulty thinking and self-delusion. <i>Skeptical Inquirer</i> , 37 (4), 32-35.
11	22 October	Paranormal – The Truth is Out There	Psychics Exposed – Cold Reading Workshop	Yes	1. Hyman, R. (2003). How not to test mediums: critiquing the Afterlife Experiments, <i>Skeptical Inquirer</i> , 27 (1), 20-30.  2. Nickell, J. (2001) John Edward: Hustling the bereaved: <i>Skeptical Inquirer</i> , 25(6), 19-23.
12	29 October	Putting it all together – the take home message	Revision	No	No reading. Personal study time.
13	5 November	No Lecture	No Tutorial	No	No reading. Personal study time.

## 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](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/offices\\_and\\_units/information\\_technology/help/](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 outcome**

- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

### **Assessment tasks**

- Topic Quizzes
- Assignment
- Final Examination

## **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**

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

### **Assessment tasks**

- Topic Quizzes
- Assignment
- Final Examination

## **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 outcome

- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## Assessment tasks

- Topic Quizzes
- Assignment
- Final Examination

## 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

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

## Assessment tasks

- Topic Quizzes
- Assignment
- Final Examination

## 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

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

## Assessment tasks

- Topic Quizzes
- Assignment
- Final Examination

## 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

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

## Assessment tasks

- Topic Quizzes
- Assignment
- Final Examination

## 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**

- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.

### **Assessment tasks**

- Topic Quizzes
- Assignment
- Final Examination

## **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**

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

### **Assessment tasks**

- Topic Quizzes
- Assignment

- Final Examination

## 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

- Students will describe and critically evaluate the basic features and limitations of a scientific approach to evaluating evidence and claims.
- Students will identify typical indicators of pseudo-science in evaluating evidence and claims.
- Students will critically evaluate at a basic level a range of claims and evidence from a range of academic and non-academic sources.
- Students will explain common factors that contribute to errors in human judgement when evaluating claims.

### Assessment tasks

- Topic Quizzes
- Assignment
- Final Examination