



The University of Southern Queensland

## Course specification

### Description: Education Issues and Images

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRI	2151	35381	2, 2004	ONC	1.00	WIBAY

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	070103

### STAFFING

Examiner: Tony Rossi

Moderator: John McMaster

### RATIONALE

Most members of contemporary Australian society have many years experience observing teaching, teachers and schools. This experience is derived from both time in schools as students and from continual exposure to representations of these in all forms of popular culture: film, television, music, the mass media and the like. Many of the images and ideas of education carried by members of the community are highly contestable, frequently based on misconception and stereotype but infrequently scrutinised. Beginning teachers also carry such implicit theories about and expectations of education with them into their initial preparation programs, and these ideas need to be opened to critical analysis in order to admit a broader range of professional and personal possibilities to be considered.

### SYNOPSIS

Students in this course will examine dominant views of components of the education process - teachers, teaching, schools and students - in order to determine how well these views and representations stand up to critical scrutiny. The power of 'public pedagogies' will be explored and the influence of forms of popular culture in hegemonising ideas and discourses about education will be examined. Selected contemporary issues related to education will be used as vehicles for this process of inquiry, examples of which include teacher competence; discipline in schools; vocationalism; and corporate sponsorship of education. Intending students should be aware that they require regular access to electronic resources including email and the Internet.

### OBJECTIVES

On completion of this course students will be able to:

1. articulate views about the role of popular cultural discourses in constructing images of the teacher in the public imagination
2. identify normalising tendencies in the ways in which various public and professional issues related to teaching and education are represented
3. analyse dominant images of teachers, teaching and schools carried by various forms of popular culture
4. demonstrate an understanding of the pedagogical possibilities of popular culture, particularly with regard to critical multi-literacies
5. demonstrate effective use of ICT in their academic work environment.

## TOPICS

Description	Weighting (%)
1. Popular culture and public pedagogies	15.00
2. Popular cultural representations of current issues in education	45.00
3. Reproductive and resistance images of the teacher	20.00
4. Popular culture in the classroom	20.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

PRI2151 Education: Issues and Images study package.

## REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Daspit, T & Weaver, JA (eds) 1999, *Popular culture and critical pedagogy: reading, constructing, connecting*, Garland, New York.

Giroux, H 1997, *Education and cultural studies: towards a performative practice*, Routledge, New York.

Mitchell, C & Reid-Walsh, J 2002, *Researching children's popular culture: the cultural spaces of childhood*, Routledge, London.

Weber, S 1995, *That's funny, you don't look like a teacher!: interrogating images and identity in popular culture*, Falmer Press, London/Washington.

## STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	40.00
Lectures	12.00
Private Study	89.00
Tutorial	24.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	40.00	40.00	20 Jul 2004 (see note 1)
ASSIGNMENT 2	60.00	60.00	20 Jul 2004 (see note 2)

### NOTES:

1. Assignment 1 is due in week 6. The Examiner will advise the specific due dates for all assessment items.
2. Assignment 2 is due in week 14.

## IMPORTANT ASSESSMENT INFORMATION

### 1 Attendance requirements:

It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

### 2 Requirements for students to complete each assessment item satisfactorily:

To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

### 3 Penalties for late submission of required work:

If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.

### 4 Requirements for student to be awarded a passing grade in the course:

To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for each item.

### 5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

### 6 Examination information:

There is no examination in this course.

- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the Examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 The Examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the Examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.

- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 All assessment items must be submitted and passed.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

### **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the Examiner.
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