The University of Southern Queensland

# Course specification

This version produced 20 Dec 2007.
The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

**Description: Society and Education**

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---|---|---|---|---|---|---|
| FET | 2400 | 63031 | 1, 2007 | EXT | 1.00 | Toowoomba |

**Academic group:** FOEDU
**Academic org:** FOE003
**Student contribution band:** National Priority Teaching
**ASCED code:** 070303

## STAFFING

Examiner: Mark Dawson
Moderator: Catherine Arden

## OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

## RATIONALE

Professionals involved in post compulsory contexts are subject to the effects of significant, dynamic, and continual reform. One of the impacts of this reform agenda is an increased need for the construction, implementation and management of learner-centred and client-centred approaches. This impact is compounded through the diverse range of individuals and communities who undertake post compulsory studies. Increasingly these professionals find themselves accountable to the social parameters and aspirations of the local and global community. In such milieu, the performance, interactions and relationships of education and training professionals need to be in concert with contemporary community values. Such values include equity and access, inclusivity, and cultural sensitivity. This course aims at building the capacity of post compulsory educators in responding to these contemporary and emerging demands.

## SYNOPSIS

This course emerges from a platform of enquiry into productive and sustainable teaching and learning practices in relation to contemporary post-compulsory education and training contexts. Through this platform of exploration, it requires participants to inspect and review their teaching and learning context in relation to current legislation and principles of fairness and equity. The course will introduce and explore notions of culture, ethnicity, difference, disabilities and tolerance. The notion of multiculturalism/pluralism will be explored further, particularly in terms of implications for educational planning and delivery. Practical approaches to responding to 'difference' in the learning environment will be explored. This course aims at building the capacity of post

compulsory educators in establishing connections between social and educational theory and policy to the end of expressing acceptable and sound practice within their educational and community roles.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. articulate and critique personal positioning or assumptions concerning the effects of a changing society upon educational practices (Case Study)
2. demonstrate awareness of the changing role of education, its teachers/trainers and the context in which they may work (Case Study)
3. relate education and training practices and principles to fairness and equity (Comparative Study)
4. demonstrate an understanding of teaching and learning strategies that embrace 'difference' (Design Learning Event)
5. critically discuss the rationale for and implementation of inclusive education and training (Comparative Study)
6. demonstrate the application of strategies and technologies in facilitating inclusive learning environments (Design Learning Event)
7. demonstrate knowledge, understanding and application of correct communication skills including literacy, presentation and accurate referencing protocols. (Case Study, Comparative Study, Design Learning Event)

## TOPICS

| | Description | Weighting (%) |
|---|---|---|
| 1. | Community and social issues within the learning context | 20.00 |
| 2. | Exploration of legislative policy and professional contexts | 15.00 |
| 3. | Exploring diversity | 30.00 |
| 4. | Identifying individual learning support needs | 15.00 |
| 5. | Teaching and learning strategies that capitalise on diversity and embrace difference | 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).

There are no set texts required to be purchased for this course.

## 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.

Any recommended reference materials are referred to in the introductory book.

## STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY | HOURS |
|---|---|
| Assessment | 40.00 |
| Directed Study | 125.00 |

## ASSESSMENT DETAILS

| Description | Marks out of | Wtg(%) | Due date |
|---|---|---|---|
| CASE STUDY-1500 WORDS | 35.00 | 35.00 | 06 Apr 2007 |
| COMPARATIVE STUDY-2000 WORDS | 40.00 | 40.00 | 27 Apr 2007 |
| DESIGN LEARN EVENT-1000 WORDS | 25.00 | 25.00 | 25 May 2007 |

## IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
3. Penalties for late submission of required work:
   In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.
5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the aggregate of the weighted 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:

As there are no examinations in this course, there will be no Deferred or Supplementary examinations.

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 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances. In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.

4 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.

5 In the event that a due date for an assignment falls on a local public holiday in their area, 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.

6 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.

7 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).

8 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.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 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.
3 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

---