



The University of Southern Queensland

Course specification

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: History of Educational Ideas

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	1122	74444	1, 2008	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Lesley McAuley-Jones
Moderator: Jon Austin

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

It is essential that students have the ability to analyse the assumptions and practices of contemporary Australian education to ascertain "why" and "how" these may have arisen. An introduction to the different practices, ideas and theories throughout history, especially those concerning the nature of childhood, the nature of the particular society and the child's place in that society, will provide a much broader perspective on the role of the educative process. This will contribute to other studies in education and develop an understanding of the development of important educational ideas for non-education students.

SYNOPSIS

Students will be given the opportunity to study (a) various ideas, theories and practices concerning children, their place in society and their education; (b) how prevailing attitudes in a particular society have influenced why and how various educational systems and theories developed, and how changes in educational practices have taken place. Further, by examining various ideas developed throughout history by selected educational theorists, students will be able to identify theories underpinning many of the assumptions made about contemporary practices.

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. become aware of differing assumptions about the nature of childhood, the child's place in society, and the role of education, from both a historical and contemporary perspective (Assignment and Examination)
2. relate these differing assumptions to various theories on education during selected periods of history (Assignment and Examination)
3. identify the relationship between various theories of education and the type of society in which they operate, from both a historical and contemporary perspective (Assignment)
4. compare and contrast various educational theorists and theories, both historical and contemporary (Examination)
5. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing. (Assignment and Examination)

TOPICS

Description	Weighting (%)
1. Overview and preview:	5.00
1.1. differing historical perspectives on the nature of childhood, the child's place in particular societies, and the subsequent role of education	
2. Ancient Greece: The foundations of western education:	15.00
2.1. Athens and Sparta in 5th century BC; Plato's vision for an "ideal polis"	
3. Planned "man":	10.00
3.1. B. F. Skinner's "Utopia"	
4. Other theorists:	15.00
4.1. Dewey; Friere; Illich; Giroux	
5. A mediaeval miscellany:	15.00
5.1. the church; the seven liberal arts; scholasticism and the rise of the universities	
6. Romanticism and the re-discovery of childhood:	15.00
6.1. Rousseau and the "romantic" view of childhood; AS Neill	
7. The early childhood theorists	10.00
8. The development of education in Australia:	10.00
8.1. influences on colonial educational practices; the origins of state education	
9. Overview and review	5.00

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).

Guttek, GL 2005, *Historical and Philosophical Foundations of Education: a biographical introduction*, 4th edn, Pearson, New Jersey.

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.

Further references which may be of use are contained in course materials.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	98.00
Examinations	2.00
Private Study	65.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT	100.00	50.00	12 May 2008
2 HOUR EXAMINATION	100.00	50.00	END S1 (see note 1)

NOTES

1. Students will be advised of the examination date for this course when the official semester timetable has been finalised.

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 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 of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
 - 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must 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 weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of 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 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.
- 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 course 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.
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