



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: Ideas of Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FOE	1002	79080	2, 2008	ONC	1.00	Springfield

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070300

STAFFING

Examiner: Marian Lewis
Moderator: Lesley McAuley-Jones

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

"Education" is an expansive term and signifies a process as long as human histories and as wide as human experiences. There are diverse ideas about education based on theorists' views of the world, ethical or belief systems, traditions and philosophies. To develop a broad sense of the diversity of meanings, it is necessary to identify, analyse the underpinning ideas for their assumptions about the nature of knowledge, the person, and the functions and purposes of education (including political and economic ends) in both contemporary and historical contexts that transcend time and cultural traditions. This will also support reflection upon individual meanings of education based on an analysis of emerging personal philosophies and developing ideas of education and professional ethics.

SYNOPSIS

By examining a number of significant historical and contemporary ideas of education and the underpinning assumptions and philosophies of significant theorists, it will be possible to identify how diverse meanings of the term "education" occur and re-occur. Examination of emerging personal philosophies and ideas of education will also demonstrate how the meaning of "education" can reflect individual perspectives. This awareness of the multiplicity of contexts and meanings will aid the development of personal philosophies of education and professional conduct.

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. identify selected ideas of education, in both historical and contemporary contexts that have contributed to selected meanings of education (All assessment items)
2. identify theorists associated with these ideas and associated meanings (All assessment items)
3. analyse major underpinning ideas to identify assumptions contained in various ethical and belief systems, philosophies, traditions and views (Report)
4. recognise that similar ideas transcend both time and cultural boundaries (Report)
5. compare various influential ideas and assumptions to see how they influence meanings (All assessment items)
6. describe and explain the diverse manifestations of the term "education" that have emerged in contemporary society (Report)
7. reflect upon emerging personal ideas of education and how these relate to the individual's meaning of 'education' and professional conduct (Report)
8. demonstrate effective use of ICT in their academic work environment (Report)
9. Demonstrate competence in written language and scholarly writing including correct spelling, grammar and bibliographic referencing.

TOPICS

Description	Weighting (%)
1. Multiple ideas and meaning of the term "education"	10.00
2. Education for social control and conditioning	10.00
3. Education for maintaining the status quo	10.00
4. Education for reforming, re-structuring and re-ordering	10.00
5. Education for empowerment, liberation and subversion	10.00
6. Education for creativity and freedom of development of the individual	10.00
7. Education as a personal, reflective, ethical and professional endeavour	10.00
8. "Edu-tainment" and social manipulation through public pedagogies	10.00
9. Education for vocational/economic pursuits	10.00
10. Beginnings of education in the "knowledge society" that Australia has become	10.00

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).

FOE1002 introductory booklet.

Guttek, GL 2005, *Historical and philosophical foundations of education: biographical introduction*, 4th edn, Pearson/Merrill/Prentice Hall, Upper Saddle River, NJ.

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.

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>

Bowen, J & Hobson, PR 1987, *Theories of education: studies of significant innovation in western educational thought*, Wiley, Brisbane.

Brameld, T 2000, *Education as power*, Caddo Gap PRes, San Francisco, CA.

Dobinson, CH 1969, *Jean-Jacques Rousseau: his thought and its relevance today*, Methuen, London.

Hart, H 1973, *Summerhill: for and against*, Angus & Robertson, Sydney.

Holthouse, H 1975, *Looking back: the first 150 years of Queensland schools*, Department of Education, Brisbane.

McLaren, P & Leonard, P 1993, *Paulo Freire: a critical encounter*, Routledge, London.

Spodek, B & Saracho, O 1999, *Issues in early childhood curriculum*, Educators International Press, New York.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	24.00
Lectures	24.00
Private Study	105.00
Tutorials	12.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CMA TEST	10.00	10.00	01 Sep 2008 (see note 1)
REPORT	40.00	40.00	29 Sep 2008
EXAMINATION - PART A	30.00	30.00	END S2 (see note 2)
EXAMINATION CMA - PART B	20.00	20.00	END S2

NOTES

1. Students will be advised of the arrangements of the CMA Test (due week 7) at the beginning of the course.
2. Students will be advised of the examination dates for this course when the official examination timetable for semester 2 2008 has been finalised.

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