



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: Perspectives in Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDC	1300	96296	3, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070100

STAFFING

Examiner: Sarah Davey Chesters
Moderator: Marian Lewis

RATIONALE

Contemporary educators need to have a sound understanding of the theories and philosophies of education so that they can look critically at the ideas of education and the ethical implications of theories that inform current practice. This course responds to that need. Students should be given a grounding in the philosophy of education but should also be encouraged to look critically at the ideas of education and the ethical implications of the theories that inform current practice in order to contribute to their development as professional educators. In order to think critically and creatively about education in various contexts, students should have insights into current issues and how these influence the modern educator. Students should think about the implications of their own ideas on the direction of education in the future and start a lifelong process of considered reflection on issues related to the role of education and educators in contemporary society.

SYNOPSIS

This course will stimulate inquiry into foundational ideas of education. Students will be exposed to significant historical and philosophical perspectives from significant theorists and will analyse how these theories connect to the broad range of contemporary education settings and practices. This course will also address current global, socio-cultural, economic, technological and political factors that may influence the contemporary educator. This course will equip students to think critically, creatively and reflectively about key ideas of education and will engage students in inquiry into the ethical implications of these influences. **NOTE:** Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

On completion of this course students will be able to:

1. apply the intellectual tools to analyse, reflect and think critically and creatively about theories of education and the contemporary influences that inform education. (Personal Philosophy of Education and Collaborative Inquiry Log)
2. demonstrate an understanding of various theoretical perspectives and how these compare, relate and are reflected in current contemporary educational contexts in terms of teaching and learning. (Personal Philosophy of Education)
3. discuss the ethical implications of education theory and its relation to practice. (Personal Philosophy of Education)
4. develop ethical responses to educational issues through inquiry. (Collaborative Inquiry Log)
5. discuss the application of educational theories, ideas and influences in various education sectors (i.e. Early Childhood, Middle Years) (Personal Philosophy of Education)
6. apply theoretical and practical understandings in the early stages of the construction of a personal philosophy of education and of their role as future educators. (Personal Philosophy of Education)
7. demonstrate skills of academic literacy and information literacy. (Personal Philosophy of Education and Collaborative Inquiry Log)
8. develop ability to inquire collaboratively (Personal Philosophy of Education)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Personal Philosophy of Education and Collaborative Inquiry Log)

TOPICS

	Description	Weighting (%)
1.	Analysis of education concepts (i.e. educator, student, child, childhood, learner and life-long-learner).	20.00
2.	Theoretical perspectives including historically significant theories of education; alternative perspectives including Western, Eastern and Indigenous thought	20.00
3.	Inquiring into the ethical considerations of the various perspectives that shape the contemporary education context.	20.00
4.	Contemporary influences on education such as socio-cultural, global, economic, political and technological contexts that have implications for curriculum and pedagogy.	10.00
5.	Challenges of the 21st century on future educators both locally and globally (i.e., becoming a knowledge society)	10.00
6.	Purposes of education in a democratic society and implications for the role of educators.	10.00
7.	Academic literacy skills including critical and creative thinking, information literacy skills and communication.	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).

EDC1300 Custom Book

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>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
PERSONAL PHILOSOPHY OF EDUCAT	55.00	55.00	15 Jan 2010	1, 2, 3, 5, 6, 9	U1, U3, U4, U7	1, 1, 1, 1
COLLABORATIVE INQUIRY LOG	45.00	45.00	29 Jan 2010	4, 7, 8, 9	U2, U5, U6	1, 1, 1

GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Introductory (Level 1)
Problem Solving (Skill U2)	Introductory (Level 1)
Academic & Professional Literacy (Skill U3)	Introductory (Level 1)
Written & Oral Communication (Skill U4)	Introductory (Level 1)
Interpersonal Skills (Skill U5)	Introductory (Level 1)
Teamwork (Skill U6)	Introductory (Level 1)
Cultural Literacy (Skill U7)	Introductory (Level 1)

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities 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.
EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 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 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>

ASSESSMENT NOTES

- 1 APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
-