The University of Southern Queensland

Course Specification

Description: Contemporary Issues in Education

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<td>14903</td>
<td>2, 2002</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Carmel Desmarchelier
Moderator: Dorothy Andrews

RATIONALE
With the only certain thing in education being change, a unit that addresses contemporary theory is crucial. For professionals in diverse education fields, it is vital that changes in education beyond their field of expertise are fully understood. One of the complexities in this is that change is brought about by a number of factors. Among change agents are political intervention and global political shifts, economic policy and economic hegemony, technological advances, and new ways of thinking about educational practice. Rapid changes in the very social structures that were once taken for granted create the necessity for communities to be able to exist within the context of change. An understanding of such change will allow teachers, educators or trainers, whatever their role, to assess the impact of contemporary issues on their day to day professional lives and how they might accommodate such thinking in effective and strategic ways.

SYNOPSIS
This course offers a range of topics that are clustered in ways that allow the candidate to select the best choice of modules to suit their professional needs. It is envisaged that candidates will select a cluster of modules that will broaden their understanding of contemporary issues as they effect personal and contextualised professional life in education in its broadest sense. Hence, candidates should select the modules that do not replicate their specialist studies. The modules include a range of topical educational issues and the current theory which underpins them.
OBJECTIVES
On successful completion of this course students will be able to:

- Understand how current educational theory is shaped by contemporary social change.
- Recognise how roles and responsibilities in educational and training environments are affected by contemporary educational theory in a range of areas.
- Make consideration of contemporary theory in a personal professional context.
- Understand how change at the macro level affects day to day educational practice.
- Develop a deeper understanding of the inter-relatedness between theory and practice so that a personal praxis can be developed.

TOPICS

Description Weighting (%)

1. Change in Education: A brief background to the social, cultural and political shifts in education. (This is a core module and must be undertaken by all candidates.). Then choose three from:

100.00

1.1. Constructivist epistemology and its interpretation into pedagogy in the mathematics classroom

1.2. Social justice and education

1.3. Race, racism and white identity in education

1.4. Vocational education in schools

1.5. Politics, the state and education

TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
There is no textbook for this unit. The Study Guide material will be supported by a Book of Readings, listed useful URLs, recommended readings and recommended documents of importance (eg ABS documents, Government papers etc).
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.

Within the module material, each writer will have indicated other useful references. These will include URLs, journal articles, book chapters, Government reports and so on. These are not compulsory reading but on occasions may assist the student in developing a further understanding about a particular issue.

STUDENT WORKLOAD REQUIREMENTS

<table>
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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Others</td>
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ASSESSMENT DETAILS

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<th>Marks Out of</th>
<th>Wtg(%)</th>
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<td>ASSIGNMENT 3</td>
<td>45.00</td>
<td>45.00</td>
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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

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

3. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.

4. Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

5. All assessment items must be submitted.

6. If assignments are submitted after the due date without an approved extension of time, a penalty of 5% of the mark awarded by the examiner for the assessment item will apply for each day late.

7. A discussion list service will be set up for this course and details can be found in the study book. Those with Internet access are encouraged to participate in the group.