Description: Educational Foundations 2: Thinking About Educ'n

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
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<th>Term</th>
<th>Mode</th>
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<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Lesley McAuley-Jones
Moderator: Jon Austin

RATIONALE
It is essential that students involved in studies in Education gain an understanding of how a number of current educational practices have been influenced by various philosophies and theories on the nature and function of education. Therefore, students should be exposed to both historical and contemporary views that will provide a basis from which to reflect upon a number of assumptions underpinning established practices. Further, it is anticipated that his course will act as a catalyst for students to begin to develop their own personal philosophies of education and to understand the nature of ethical practices in a variety of educational contexts.

SYNOPSIS
By examining a number of significant philosophies and theories of education, students will be given the opportunity to identify and evaluate assumptions underpinning various educational perspectives, and to examine the nature of associated ethical practices. This will benefit students in beginning to develop their own personal philosophies. This course will be an adjunct to Education Foundations 3 in which the various social, political and economic factors that influence education will be analysed.

OBJECTIVES
On successful completion of this course students will be able to:

- Identify selected dominant and influential educational perspectives and philosophies.
- Identify and relate relevant theorists associated with various perspectives and philosophies.
- Compare and contrast various influential perspectives and philosophies for their views on the nature and function of education.
• Identify a number of assumptions underlying current educational practices.
• Reflect upon which perspectives and philosophies appear to have had an impact on shaping current educational practices and assumptions.
• Begin to develop personal theories of education.
• Reflect upon the nature of ethical practices in the provision of education and teaching.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Why Study Foundations of Education Today? Various ideas and philosophies on education and ethics</td>
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<td>2. From Plato to Skinner: Education as a means to order society</td>
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<td>3. The Development of Schools in Australia: Education as a means of reform</td>
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<td>4. Further Education and Training: Mass vocational education</td>
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<td>5. The Romantics: Rousseau and Neill: The free child</td>
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<tr>
<td>6. From Froebel to Reggio: The early childhood movement</td>
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<td>7. &quot;Othering Education&quot;: &quot;New&quot; stories about difference</td>
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<td>8. Where To From Here: Developing personal philosophies of education</td>
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<tr>
<td>9. Ethics and Education: Why a code of ethics</td>
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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.


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.


### STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Examinations</td>
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<td>Lectures</td>
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<td>Private Study</td>
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### ASSESSMENT DETAILS

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<tr>
<th>Description</th>
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<td>2 HOUR EXAMINATION</td>
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<td></td>
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**NOTES:**

. Students will be advised by course examiner of assessment due date.
. Students will be advised of the examination date for this course when the official examination timetable for Semester 2 2003 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 for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a
   penalty of 20% of the total marks available for the assignment will apply for each
   week late.

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 available weighted marks for the summative assessment items.

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 (or grades) 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 next examination period.

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/SECARIAT/calendar/Part5/ or in the printed version of the
   current USQ Handbook.

ASSESSMENT NOTES

1 Students must retain a copy of each item submitted for assessment. This must be
   produced within 24 hours if required by the Examiner.

2 The examiner may grant an extension of the due date of an assignment in
   extenuating circumstances.

3 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).

4 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.

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

6 All assessment items must be attempted/submitted with a pass overall gained.

7 Pre-service Education students are strongly encouraged to undertake the Written Assignment in conjunction with their unsupervised Professional Context Experience.

8 Successful completion of any professional experience is not a criterion for obtaining a passing grade in this course and other students will be able to complete all necessary assignment tasks.