Description: Development and Learning in Cultural Contexts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>3132</td>
<td>24879</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: John McMaster
Moderator: Patrick O'Brien

RATIONALE
Professionals who work with children and adolescents must be highly competent in understanding processes of human development and learning as well as in recognising developmental changes. Such knowledge provides a base for the professional to respond to and provide optimum conditions for assisting development and learning. Developmental studies should reflect the existence of many cultures and societies living together on this continent. All teachers need to have an understanding and appreciation of the diversity of cultures within Australia and how they interact. A study of Australian Indigenous cultures and societies, because of their uniqueness and complexity, provides an avenue for the development and consolidation of an understanding and appreciation of all peoples, their cultures and societies. In contemporary Australia, it is important that educators develop a clear understanding of the nature of Australian society and its associated institutions, economic, strategic, political and demographic. The nature of Australian society and culture will be strongly influenced by the educational settings of today. A better understanding of who, what and where we are, can only provide the opportunity to develop valuable insights and thereby contribute to a more just and equitable society.

SYNOPSIS
This course is a study of human growth, development and learning in social and cultural contexts. There will be a strong emphasis on the physical, cognitive, social-emotional development and learning of children and adolescents. Students will have the opportunity to develop an understanding of themselves, in the context of contemporary Australia. They will be introduced to the influences around which identities are moulded, how these change and how they manifest in the Australian context. The course seeks to confront the stereotypes that have been constructed around Australia's indigenous populations, and to reconstruct
those images on a basis of knowledge and understanding of, and empathy towards, those people who are the original inhabitants of this country.

**OBJECTIVES**

On completion of this course students will be able to:

- Demonstrate knowledge of the major theories of development.
- Demonstrate knowledge of learning theory and how learning affects development.
- Demonstrate knowledge and understanding of aspects of Aboriginal and Torres Strait Islander identity, culture and society within a contemporary culture.
- Show a respect for and understanding of Aboriginal and Torres Strait Islander people's lifestyles and attitudes.
- Show awareness and appreciation of the sociocultural, political and economic position of Aboriginal and Torres Strait Islander people in contemporary society.
- Articulate and justify a personal view of what constitutes 'australianity'.
- Engage in articulate and informed discussions of the nature and dimensions of identity.
- Identify those historic, economic, political, technological and cultural factors which have helped to shape contemporary Australia.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Major Theories of Development</td>
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<td>2. Societies, Cultures and Identities</td>
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<tr>
<td>3. The Australian Identity - Rights and Responsibilities</td>
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<tr>
<td>4. The Australian Aboriginal Way - Protocols, Rights and Place in Contemporary Australia</td>
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<tr>
<td>5. The Torres Strait Islander Way - Protocols, Rights and Place in Contemporary Australia</td>
<td>10.00</td>
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<tr>
<td>6. Axes of Identity</td>
<td>5.00</td>
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<tr>
<td>7. Diversity, Difference and Culture</td>
<td>5.00</td>
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<tr>
<td>8. Tolerance, Belonging and Identity Formation in Contemporary Australia</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.

(Hervey Bay Queensland 6-11 December 1992)


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>25</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>PROJECT, INCLUDING JOURNAL</td>
<td>50.00</td>
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<td>ASSIGNMENT</td>
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<td>50.00</td>
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**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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   Students should negotiate extension to due dates of assessments with the Course Examiner.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those 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:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in 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/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 five days if required by the Examiner.

2 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.

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

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

OTHER REQUIREMENTS

1 Students will require access to e-mail and internet access to USQConnect for this course.