Description: Contemporary Issues in Education

<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>
</tr>
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<tr>
<td>EDU</td>
<td>8151</td>
<td>24904</td>
<td>2, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBA</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Leo Crameri
Moderator: Dorothy Andrews

RATIONALE
Contemporary issues in education have historical sources, but they are affected by current social, economic, political and global factors. Australia is a pluralist society that is located in the Pacific Rim, as a first world country (the North) with links to the commonwealth. Australia has also been part of major social changes in recent times - globalism, technological innovations and mass communication are only some of the factors that impact on society. Education is influenced by these contemporary issues and teachers have become agents of social change. There are multiple envisaged futures and educators are encouraged to assess the impact of multiple contemporary issues on their specialist work. Thus students can 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 modules that will broaden their understanding of contemporary issues as they effect personal and 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. Students are encouraged to include current socio-political issues in their studies, as such events occur.

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.
• Evaluate contemporary theory in a personal professional context.
• Understand how change at the macrological 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>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).</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Then choose two from: (45% each)</td>
<td>90.00</td>
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<tr>
<td>2.1. Constructivist epistemology and its interpretation into pedagogy in the mathematics classroom</td>
<td></td>
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<tr>
<td>2.2. Social justice and education</td>
<td></td>
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<td>2.3. Race, racism and white identity in education</td>
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<td>2.4. Vocational education in schools</td>
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<td>2.5. Politics, the state and education</td>
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</table>

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 course. 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 their understanding of the issues.

**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>30</td>
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<tr>
<td>Directed Study</td>
<td>50</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
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<tr>
<td>Private Study</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<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>ASSIGNMENT 1</td>
<td>10.00</td>
<td>10.00</td>
<td>Y</td>
<td>15 Aug 2003</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>45.00</td>
<td>45.00</td>
<td>Y</td>
<td>29 Sep 2003</td>
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<tr>
<td>ASSIGNMENT 3</td>
<td>45.00</td>
<td>45.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
</tr>
</tbody>
</table>

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks gained by the student for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

5. Method used to combine assessment results to attain final grade:
   (a) 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 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 five days if required by the Examiner.

3 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.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 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.

7 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.

8 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).

9 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.

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

11 All assessment items must be attempted/submitted with a pass overall gained.
OTHER REQUIREMENTS

1. 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.