Description: Critical Pedagogy

<table>
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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 079999

STAFFING
Examiner: Jon Austin
Moderator: John McMaster

RATIONALE
Teaching in the post-modern era must confront and address issues of difference, diversity and disadvantage. The term critical pedagogy has come to be something of an umbrella caption for a range of educational practices that have as their basic purpose the social betterment of members of currently marginalised, disadvantaged, oppressed and exploited groups in society. Critical pedagogy is a pedagogy based on a merging of critique and possibility. Included amongst the narrower or more specialised pedagogies huddling under this umbrella are emancipatory pedagogy, democratic pedagogy, anti-racist pedagogy, border pedagogy, radical pedagogy, feminist pedagogy, transformative pedagogy and situated pedagogy. In most of these cases, the qualifying adjective provides some hint of the specific target of the pedagogical practices attaching to or summoned up by the particular fissure of injustice to be addressed. Educators need to understand the basic tenets of various critical pedagogies and the implications for professional renewal and the re-formulation of teaching practice resident within these.

SYNOPSIS
This course will require students to investigate the underlying philosophical and other theoretical strands that are braided together to form an approach to teaching that has been termed `critical pedagogy'. The contributions of seminal theorists and schools of thought (social reconstructionism, critical theory and the Frankfurt School, post-colonial theory, whiteness studies and identity politics in particular) will be presented in order to excavate the aims, intentions and dilemmas of a critical approach to pedagogy. More specific niches within critical pedagogy - for example, multicultural education and anti-sexist teaching - as well as the relationship between curriculum and pedagogy will be covered. The work of late-20th Century writers such as Paulo Freire, Peter McLaren and Henry Giroux will be
specifically dissected and the implications for a reconstructed notion of teaching developed. A number of powerful dilemmas confronting the critical pedagogue will also be raised and suggestions for their resolution from practical work in the area will be considered.

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

1. have a deeper understanding of the political nature of the educative project
2. have an understanding of the philosophical underpinnings and historical development of critical pedagogy
3. have a critical appreciation of the ideas of a number of key theorists in the area
4. have developed an awareness of some possibilities for the achievement of social justice ends through the professional activities of educators
5. have considered some of the difficulties resident within a practice of critical pedagogy.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>5.00 The ends of education: maintenance or transformation</td>
<td>5.00</td>
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<tr>
<td>10.00 The philosophical underpinnings of critical pedagogy</td>
<td>10.00</td>
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<tr>
<td>15.00 The development of socially-critical education</td>
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<td>40.00 Major strands of critical pedagogy</td>
<td>40.00</td>
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<tr>
<td>30.00 The practice of critical pedagogy</td>
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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).


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:**

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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Others</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
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<tr>
<td>ESSAY 1</td>
<td>40.00</td>
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<tr>
<td>ESSAY 2</td>
<td>60.00</td>
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**NOTES:**
1. The Examiner will advise the due dates for all assessment items.

**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 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 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 each item.

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 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/corporateservices/calendar/part5.htm or in 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 twenty-four (24) hours of receipt of request being made by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The Examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 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.
6 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).

7 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.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. 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.

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

10 All assessment items must be submitted and passed.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

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

2 Students are to use a recognised referencing system a specified by the Examiner.