Description: Ideas of 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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<tbody>
<tr>
<td>FOE</td>
<td>1002</td>
<td>66870</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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</table>

Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070300

STAFFING
Moderator: Jon Austin

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

RATIONALE
"Education" is an expansive term and signifies a process as long as human histories and as wide as human experiences. There are diverse ideas about education based on theorists' views of the world, ethical or belief systems, traditions and philosophies. To develop a broad sense of the diversity of meanings, it is necessary to identify, analyse the underpinning ideas for their assumptions about the nature of knowledge, the person, and the functions and purposes of education (including political and economic ends) in both contemporary and historical contexts that transcend time and cultural traditions. This will also support reflection upon individual meanings of education based on an analysis of emerging personal philosophies and developing ideas of education.

SYNOPSIS
By examining a number of significant contemporary and historical ideas of education and the underpinning assumptions and philosophies of significant theorists, it will be possible to identify how diverse meanings of the term "education" occur and re-occur. Examination of emerging personal philosophies and ideas of education will also demonstrate how the meaning of "education" can reflect individual perspectives. This awareness of the multiplicity of contexts and meanings will aid the development of personal philosophies of education. Intending students should be aware that they will require access to electronic resources including email and the Internet.
OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify selected ideas of education, in both historical and contemporary contexts that have contributed to selected meanings of education (All assessment items)
2. identify theorists associated with these ideas and associated meanings (All assessment items)
3. analyse major underpinning ideas to identify assumptions contained in various ethical and belief systems, philosophies, traditions and views (Report)
4. recognise that similar ideas transcend both time and cultural boundaries (Report)
5. compare various influential ideas and assumptions to see how they influence meanings (All assessment items)
6. describe and explain the diverse manifestations of the term "education" that have emerged in contemporary society (Report)
7. reflect upon emerging personal ideas of education and how these relate to the individual's meaning of 'education' (Report)
8. demonstrate effective use of ICT in their academic work environment (Report)
9. demonstrate accuracy in grammar, spelling, sentence construction, referencing, use of sources and presentation of assessment items (Report).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Multiple ideas and meaning of the term &quot;education&quot;</td>
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<tr>
<td>2. Education for social control and conditioning</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Education for maintaining the status quo</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Education for reforming, re-structuring and re-ordering</td>
<td>10.00</td>
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<tr>
<td>5. Education for empowerment, liberation and subversion</td>
<td>10.00</td>
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<tr>
<td>6. Education for creativity and freedom of development of the individual</td>
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<tr>
<td>7. Education as a personal, reflective and ethical endeavour</td>
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<tr>
<td>8. &quot;Edu-tainment&quot; and social manipulation through public pedagogies</td>
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<tr>
<td>9. Education for vocational/economic pursuits</td>
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<tr>
<td>10. Beginnings of education in the &quot;knowledge society&quot; that Australia has become</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).

FOE1002 introductory booklet.


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.

Bowen, J & Hobson, PR 1987, Theories of education: studies of significant innovation in western educational thought, Wiley, Brisbane.

Brameld, T 2000, Education as power, Caddo Gap Press, San Fransisco, CA.


Holthouse, H 1975, Looking back: the first 150 years of Queensland schools, Department of Education, Brisbane.


STUDENT WORKLOAD REQUIREMENTS

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

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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<tbody>
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<td>CMA TEST</td>
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<td>10.00</td>
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</tr>
<tr>
<td></td>
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<td>REPORT</td>
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<td>END S2</td>
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<td></td>
<td></td>
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NOTES
1. Students will be advised of the arrangements of the CMA Test (due week 7) at the beginning of the course.
2. Students will be advised of the examination date for this course when the official examination timetable for semester 2 2007 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.

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. No assignments will be accepted once assignments have been marked and handed back.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

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:
   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 examination period at the end of the semester of the next offering of 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. In accordance with the University's assignment extension policy (Regulation 5.6.1), 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. 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.
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. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
9. 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 course examiner.
3. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL

CRICOS: QLD 00244B | NSW 02225M
EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.