1013 CTL and 1012EPS
Introduction to Education

Semester 1, 2005

<table>
<thead>
<tr>
<th>Academic Organisation:</th>
<th>Griffith University</th>
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</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Education</td>
</tr>
<tr>
<td>Credit point value:</td>
<td>10 cp</td>
</tr>
<tr>
<td>Student Contribution Band (HECS/Cluster Band):</td>
<td>Band 1</td>
</tr>
<tr>
<td>Course level:</td>
<td>Undergraduate and certificate</td>
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<tr>
<td>Campus/Location/Instruction Mode:</td>
<td>Logan, Mt Gravatt and Gold Coast/On Campus/In Person</td>
</tr>
<tr>
<td>Convenor/s:</td>
<td>Mr Mark Freakley (Logan, Mt Gravatt)</td>
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<tr>
<td></td>
<td>Dr Stephen Thorpe (Gold Coast)</td>
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<tr>
<td>Enrolment Restrictions:</td>
<td>Logan offerings: Restrictions. Students must be enrolled in 1060 BEd primary or 9268 Certificate of Education Studies</td>
</tr>
<tr>
<td></td>
<td>Mt Gravatt offerings: Restrictions. Students must be enrolled in one of the following programs – 1050 BEd Primary, 1052 BEd Special Ed, or 9267 Certificate of Education Studies</td>
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<td>Gold Coast offerings: Student must be enrolled in one of the following programs: 1049 BEd Primary, 1070 BA Psychology/BEd Primary, 1062 BSc/BEd Secondary, 9058 Cert Education Studies, 1173 B Exercise Science / BEd</td>
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</tbody>
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This document was last updated: February 2005

BRIEF COURSE DESCRIPTION

This course aims to stimulate students’ thinking about the key educational questions of why, what and how we educate. These issues are examined in terms of the history and currency of ideas about, and practices of, education and the politics of the contexts in which these operate.
SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Study in this course is designed to enable students to develop defensible answers to the questions:

- To what extent has schooling changed over time and what changes are emerging?
- Whom do we educate?
- What do we teach and why?
- What is effective learning?
- What is good teaching?

Studying these questions introduces you to some of the foundations of the applied discipline of education. As one of the first courses in the degree, it is intended to place the professional activity of teaching under scrutiny in both historical and contemporary contexts. We do this by examining selected themes in the history of education as these apply in the Australian context in order to challenge preconceived notions of schooling; some fundamental educational questions about learning and teaching; and the professional and institutional contexts into which you will enter as a qualified teacher. The subject matter provides you with a framework on which to build an understanding of education as a profession during your undergraduate years. Learning experiences provide opportunities for you to reconsider what it is to learn and teach and to understand how research informs practice.

Introduction to Education is designed to assist you in the process of developing the generic skills by which the Griffith Graduate is recognised. In the first part of the course the focus is on the skills of "self-management", "adaptability and learning skills" and "written communication". In addition, you will continue developing your "written communication" skills and develop "information skills" (introduced during a session in BEd Common Time and followed up on the course website). In the second part of the course, the focus will be on "interpersonal skills", "teamwork" and "oral communication" developed during the interactive workshops.

LEARNING OUTCOMES

This course is intended to assist you to become more critically aware of the ideas and practices implicated in school education. In meeting the requirements of this course, you will have the opportunity to reflect upon and critically analyse your own ideas about schooling. This will help you to prepare for your professional life by deepening your understanding of the social and cultural aspects of the situations you will meet. You will also be encouraged to enhance your oral and written communication, teamwork and self-management skills, as well as develop your competence in finding, evaluating and using relevant information.

It is expected that by the completion of this course, you will be able to:

1. identify some of the distinctive features of the transition of education from a 'natural' condition of day-to-day living to a complex of institutionalised and politicised social practices;
2. identify and explore the tension between conflicting ideas about the purposes of education, the content of curricula; approaches to teaching and the nature of learning, and the realities of historical and contemporary schooling practices;
3. critically reflect on your own ideas in relation to these issues and how you might best practice as a professional teacher in the future;
4. demonstrate competency in finding and using information, adapting and learning in response to new information, and exercising teamwork and self-management skills; and
5. demonstrate competency in oral and written communication.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

Content
The course content is organised around five foundation questions. Developing an understanding of possible answers to these questions is fundamental to working in the teaching profession. The five questions are:

Foundation Question 1: To what extent has schooling changed over time and what changes are emerging?

In studying this question, you will come to understand that although many aspects of school education have changed over the past few hundred years, schooling possesses some very enduring features. You will learn that schooling is a form of education that has developed in concert with the growth of industrialised society. Because nowadays people work in many different occupations, it is thought that work skills are unable to be transmitted from parents to their children in the way that this was done in pre-industrial societies. According to this view schools serve to socialise and enculturate the young into practices associated with industrialised societies.

We first introduce you to some of the distinctive features of the transition of education from a ‘natural’ condition of day-to-day living to a complex of institutionalised and politicised social practices. We then examine the regulation of school setting, school time, and the content of schoolwork. The character of these three features of schooling serves to emphasise the institutionalised nature of this form of education. Last, we explore the tension between ideals about the purpose of education and the historical realities of schooling.

Foundation Question 2: Whom do we educate?

The purpose of this question is to consider who participates in school and post-school opportunities and who benefits from the education system in Australia. In doing so we will expose you to research and scholarly writing which illustrates some of the socially embedded forces that appear to predispose school systems and teachers to place their energies into pupils who appear most likely to succeed. Implications about the effects of these phenomena and alternative ways of working will be discussed.

Foundation Question 3: What do we teach and why?

Schools are expected to take on responsibilities once accepted in families. They are expected to maintain awareness of aspects of the past, teach what is relevant for the present and what seems to be required for the future. This means that there always is disagreement about what subject matter should be dropped, added and retained through the years of schooling, with important consequences for teachers who can teach only so much within the constraints of time and expertise. We examine concepts of curriculum, curriculum change, and the notion of the syllabus that staff in schools use to direct their teaching; the differences between the intended syllabus and the things that students inadvertently learn as we teach; and more recent Australian and Queensland examples of the purposes of education. The emphasis here is on why the purposes of education change, how these are shaped as public ‘debates’, and some implications for parents, teachers and schools.

Foundation Question 4: What is effective learning?

Learning is one of those things, like walking and talking, that we take for granted until we are asked to say what it is and how to make it possible. Some of our learning occurs during everyday experience, and seems to be effortless in comparison with the formal learning that occurs in school and university. In this part of the course we look at different theories about learning.

Foundation Question 5: What is good teaching?

Perhaps because teaching is complex and involves many competing requirements, there are differing views about what good teaching comprises. In this introduction we will ask you to locate your personal theory of teaching amongst those that have been described in published research, and to consider how personal theories of teaching influence the teaching process and what is learnt and assessed.
Organisation and Teaching Strategies

This is a 10 credit point course. You are therefore expected to commit an average of ten hours per week to its study. The focus of teaching is a one hour-long lecture, and a two-hour tutorial session each week. Other essential activities will include independent and group inquiry, individual and small-group consultations, wide reading and research, and preparation of assessment items.

Success in learning at university depends on your being able to take the initiative and make your own learning happen. Nevertheless, we recognize that there is much to understand, and it is our job to point the way and assist you, particularly in the early stages. So, there is quite a deal of structure in the first half of this course, but this gives way to more independent and group-based learning as the semester unfolds.

For the first nine weeks, the tutorial will involve a discussion of questions and issues raised (or to be raised) in that week's lecture, based on the required reading that you must already have completed prior to the tutorial. The second part of the course, from week 10 on, is student-driven. You will participate in student-led interactive workshops, one of which you will lead with a couple of your peers. These workshops will focus on ways in which the issues considered during the first part of the semester might impact on your future professional work. You are expected to prepare for every interactive workshop, not just the one you are presenting.

Attendance at tutorial sessions is essential in order to access the core learning within the course. You come to tutorials not as a passive learner absorbing information provided to you, but as an active participant. You are expected to complete the required reading for each week before your tutorial, so that you will have something relevant to say. These sessions are designed to elaborate upon, consolidate and extend understanding through a collaborative learning experience. At a minimum, you should speak up at least once every week.

This course is web-supplemented. It has a website which includes an electronic noticeboard for announcements, a forum for students to conduct an optional, course-related discussion, and the location for obtaining weekly lecture notes following each lecture. You should consult the website at least weekly, as it contains the most up-to-date announcements.
CONTENT SUMMARY

The semester weekly schedule of lecture and tutorial topics can be found on the learning@gu site for this course.

ASSESSMENT

There are three separate assessment items in this course as specified below. In exceptional circumstances you may request that an alternative assessment task be substituted for any one of these items. If permission is granted then the alternative task will be decided by the convenor in negotiation with you.

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Total Marks</th>
<th>Relevant Learning Outcomes</th>
<th>Due Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short Essay</td>
<td>1200 words</td>
<td>30%</td>
<td>100</td>
<td>1,2,3,4,5</td>
<td>To be advised</td>
</tr>
<tr>
<td>2</td>
<td>Interactive workshops: Who are we as teachers and learners?</td>
<td>25 mins.</td>
<td>30%</td>
<td>100</td>
<td>1,2,3,4,5</td>
<td>To be advised</td>
</tr>
<tr>
<td>3</td>
<td>Examination</td>
<td>2 hours</td>
<td>40%</td>
<td>100</td>
<td>1,2,3,4,5</td>
<td>End of semester exam period</td>
</tr>
</tbody>
</table>

Please note: Students are required to complete all assessment items to qualify for a passing grade.

Assessment Details
These details will be made available on the course website by the commencement of semester.

Expectations for written communication in all items
Because teachers regularly communicate with parents and other members of the community they must have high standards of oral and written communication. Thus, it is expected that your work will be logically and carefully expressed, and be correct in grammar, spelling, punctuation, sentence structure, and in usage of words and phrases. A component of the final mark for each item will reflect these formal properties of written communication.

Return of Assessment Items
These details will be made available on the course website by the commencement of semester.

GRADUATE SKILLS
The Griffith Graduate Statement lists the graduate skills that students should develop during their degree programs at Griffith University.

Graduate Skills

<table>
<thead>
<tr>
<th>Graduate Skills</th>
<th>Taught</th>
<th>Practised</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication (written, oral and interpersonal)</td>
<td></td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Information literacy</td>
<td>☒</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td>☒</td>
<td>☒</td>
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<tr>
<td>Critical evaluation</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
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<tr>
<td>Work autonomously / in teams</td>
<td></td>
<td>☒</td>
<td>☒</td>
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<tr>
<td>Creativity and innovation</td>
<td></td>
<td>☒</td>
<td>☒</td>
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<tr>
<td>Ethical behaviour in social / professional / work environments</td>
<td></td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Responsible, effective citizenship</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
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TEACHING TEAM

Course Convenor

Logan and Mt Gravatt Campus

<table>
<thead>
<tr>
<th>Convenor Details</th>
<th>Campus Convenor</th>
<th>Email</th>
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<tbody>
<tr>
<td></td>
<td>Mark Freakley</td>
<td><a href="mailto:m.freakley@griffith.edu.au">m.freakley@griffith.edu.au</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>M09_2.109 (Mt Gravatt Campus)</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>3875 5670</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>3875 5695</td>
<td></td>
</tr>
<tr>
<td>Consultation times</td>
<td>This information can be found on the learning@gu site for this course under the teaching team section.</td>
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Gold Coast

<table>
<thead>
<tr>
<th>Convenor Details</th>
<th>Campus Convenor</th>
<th>Email</th>
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<tbody>
<tr>
<td></td>
<td>Dr. Stephen Thorpe</td>
<td><a href="mailto:s.thorpe@griffith.edu.au">s.thorpe@griffith.edu.au</a></td>
</tr>
<tr>
<td>Office Location</td>
<td>G06 3.77</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>5552 8144</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>5552 8599</td>
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<tr>
<td>Consultation times</td>
<td>This information can be found on the Learning@Griffith site for this course under the teaching team section.</td>
<td></td>
</tr>
</tbody>
</table>

Additional teaching team members
This information can be found on the Learning@Griffith site for this course under the teaching team section.

**COURSE COMMUNICATIONS**

You should consult the course website at least weekly for notices addressed to everyone enrolled in the course. In addition, some tutors might post notices for their individual classes in the communication section of the website. Please note that members of the teaching team are not always available on campus for face-to-face consultations. Email is therefore by far the best means of communication. The first point of contact regarding matters of teaching, learning or assessment should be your assigned tutor. If the matter cannot be resolved or clarified then you should contact the course convenor.

Since teaching team members are not available each day of the week, please allow one or two days for email response. Up-to-date details of email addresses, room numbers and availability can be found on the course website under the Teaching Team heading.
This information can be found on the Learning@Griffith site for this course under the Resources section.
Assignment Submissions and Returns

All assignments should be submitted as directed on the course website. You should keep a copy of all material handed in for marking. Information about how to collect uncollected assessment items will be posted on the Learning@Griffith site in week 13. Examination results will be placed on the course website at least 3 weeks following the exam date.

Penalties for late submission

Assessment items submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item for each day or part day that the item is late. Please note that on weekends or public holidays if an electronic copy of the assignment is submitted by email, followed by presentation of a hard copy on the next working day, the penalty will be calculated from the date of the email posting. Assessment items submitted more than five days after the due date are awarded zero marks.

Extensions, Special Consideration, and Deferred Examination

You are required to submit assessment items by the due date as advised in the Course Outline. Assessment items submitted after the due date will be subject to a penalty unless an extension of time for submitting the item is approved by the relevant tutor. Requests for an extension must be in writing. Tutors will only consider an extension where the request is supported by a medical certificate, or a supporting note from a counsellor. Misadventure related to vehicle breakdowns, alarm clock or computer malfunctions will not be considered in determining whether penalties for late submission should be waived. The request for an extension should be lodged by the due date for the assessment item or as soon as practicable thereafter. A copy of the extension request should be attached to the assessment item when it is submitted.

Where you consider that your assessed performance in this course has been affected by illness or other special circumstances you may consider applying for Special Consideration and/or a Deferred Examination. Application forms and information on these provisions and their conditions may be obtained from Student Administration and/or the University website. Applications must be submitted to the course convenor and must satisfy the specified conditions for each (see each form for details).

Feedback and the Allocation of Marks and Grades

All assessment will be judged according to the set criteria for that assessment item as published on the Learning@Griffith site under the Assessment section. Feedback comments and a mark or standard will be given for each assessment item. At the end of semester, the Course Convenor is responsible for recommending a grade to the School Assessment Panel. Please note that all marks for individual items of assessment are provisional, and may be adjusted in the process of grading, until course grades have been determined by the University Assessment Board. Final grades cannot be provided to you until this process is completed. However, reference to the University Standards should give you a guide to the correlation of criteria and standards used in this course with the university grade system.

STATEMENT OF UNIVERSITY EXIT STANDARDS FOR PERFORMANCE

Students' results are recorded using the following grades.

- **High Distinction** Complete and comprehensive understanding of the course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

- **Distinction** Very high level of understanding of course content; development of relevant skills to a very high level; demonstration of a very high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.
• **Credit** High level of understanding of course content; development of relevant skills to a high level; demonstration of high level of interpretative and analytical ability; and achievement of all major objectives of the course; some minor objectives of the course not fully achieved.

• **Pass** Adequate understanding of most of the basic course content; development of relevant skills to a satisfactory level; adequate interpretative and analytical ability; and achievement of all major objectives of the course; some minor objectives not achieved.

• **Fail** Inadequate understanding of the basic course content; failure to develop relevant skills; insufficient evidence of interpretative and analytical ability; and failure to achieve some or all major and minor objectives of the course.

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**Resolution of Student Concerns in Relation to this Course**

In the event that you may have some concern regarding some aspect of the teaching, assessment or conduct of a course, it is the Faculty's preference to have such concerns resolved by consensus close to the point at which the concern is perceived to originate. You are advised that if you have any concerns of this nature, you should make contact initially with the tutor or lecturer concerned, and seek to resolve the matter through amicable discussion. If the matter is not resolved to your satisfaction by that process, you may refer it to the relevant Course Convenor or, thereafter, to the Program Co-ordinator. If resolution is not achieved at that level, there is scope within the Faculty structures to refer the matter, if circumstances warrant it, to the relevant Head of School.
ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct, for which the University may penalise a student. Specifically it is academic misconduct for a student to:

- present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work;
- include in the student's individual work material that is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work;
- assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work;
- cheat; (Cheating is dishonest conduct in assessment);
- plagiarise (Plagiarism is knowingly presenting the work or property of another person as if it were one's own.)

Visit the University's Policy on Academic Misconduct for further details.

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University’s Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

- Student Charter
- Student Administration Policy
- Assessment Policy
- Academic Calendar
- Academic Standing, Progression and Exclusion Policy
- Policy on Student Grievances and Appeals
- Examinations Timetabling Policy and Procedures
- Guideline on Student E-Mail

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

- Learning Centres - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse
- Learning@Griffith - there is a dedicated website for this course via the Learning@Griffith student portal.
- Student Services facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.
- Learning Services within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.