

EDUC4806: Civics and Citizenship Education

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course is intended to enable students to develop and extend understandings of the links between education and citizenship. During the course students investigate the contrasting notions of citizenship operating through curriculum materials. Particular attention will be given to values of education and/or conceptions of active citizenship and how these can be implemented in primary schools.

Requisites Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Contact Hours

Field Study *
Face to Face Off Campus
24 hour(s) per Term Full Term

Lecture
Face to Face On Campus
12 hour(s) per Term Full Term

Lectures may include weekly or intensive face-to-face seminar, or online discussion, or other individual or group activity while on field study excursions, as determined by the course coordinator.

* This contact type has a compulsory requirement.

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Ms Yvonne Fletcher yvonne.fletcher@newcastle.edu.au Consultation: Please email or contact via Canvas for an appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	This course will address: <ul style="list-style-type: none">• Field trip to visit various institutions and personnel of value for an advanced understanding of civic life in Australia.• Research and discussion focusing on issues in citizenship education (including, but not limited to, issues such as social justice, Human Rights education, global education, values education, and/or peace education).• Critical review of current citizenship programs and approaches.• Classroom application of citizenship education.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Demonstrate knowledge of the key principles and practices associated with Australian civic knowledge;2. Articulate the different conceptions of civics and citizenship education as manifested in terms like civics, citizenship education, active citizenship, global citizenship and to consider the practical application of these various conceptions;3. Locate, critique and review values and/or citizenship educational resources and programs;4. Articulate how to differentiate the curriculum to cater for varying levels of civics and active citizenship expertise in primary school.
Course Materials	Other Resources: <ul style="list-style-type: none">- Further resources will be provided on Canvas site.- Kahne, J., Hodgins, E. & Eidman-Aadahl, E. (2016). Redesigning Civic Education for the Digital Age: Participatory Politics and the Pursuit of Democratic Engagement, <i>Theory & Research in Social Education</i>, 44:1, 1-35, DOI: 10.1080/00933104.2015.1132646.- Reynolds, R. (2018). Teaching humanities and social sciences in the primary school (4th Ed.). South Melbourne: Oxford University Press. Chapter Five- Reynolds, R. Macqueen, S. & Ferguson-Patrick, K. (2019). Active citizenship in a global world: opportunities in the Australian Curriculum. Online first <i>Curriculum Perspectives</i> available at: https://rdcu.be/bQZ3V.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

Field Study visits are a compulsory attendance requirement in this course. Students must attend all programmed events in situ.

Course Assessment Requirements

Completion of all assessment tasks is a requirement of this course.

SCHEDULE

Week	Date	Topic	Field Trip	Assessment Due
1	26 Feb	Introduction to EDUC4806: Civics and Citizenship Education (CCE)	28/02 The Canberra Cultural Sites Virtual field study (to be completed in own time)	
2	04 Mar	CCE in HASS from K-6	06/03 Public History A/Prof. Heather Sharp Zoom	
3	11 Mar	Local history and community	13/03 Find Them, Remember Them: Creating Citizen Historians John Gillam On Campus	Quiz One due by 15 th March
4	18 Mar	Community and Heritage	20/03 GlamX Lab and Hunter Living Histories Dr Ann Harding On Campus	
5	25 Mar	Active Citizenship	27/03 Shortland Wetland Visit Off Campus	
6	1 Apr Easter Monday	Active Citizenship Lecture will be pre-recorded.	03/04 Thornton Public School Off Campus	Quiz Two due by 5 th April
7	8 Apr	Global Citizenship & Sustainability	10/04 Group Presentation On Campus	Assignment A Due 12 th April
Mid Term Break				
Mid Term Break				
8	29 Apr	Law & Governance	01/05 Maitland Gaol Off Campus	
9	6 May	Education for Democracy	08/05 Museum of Australian Democracy Zoom meeting	Quiz Three due by 10 th May
10	13 May	Structure of Government	15/05 Parliamentary Education Office Zoom meeting	
11	20 May	Intercultural Capability	22/05 Refugee Student Programs DET Zoom	
12	27 May	Course Conclusion	29/05 Assessment Drop By Session On Campus	Quiz Four due by 31 st May
13	3 Jun			Assignment Part B Due 7 th June 11.59pm
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	A1 - Civics & Citizenship Presentation	Wednesday 10 th April 2024. In person during field trip time. Supplementary notes and presentation by 11.59 12 th April 2024.	Group	40%	3, 4
2	Mini Essays	Part A: Fridays 11.59pm of weeks 3, 6, 9 & 12 Part B: Friday 7 nd June 2024 at 11.59pm	Individual	60%	1, 2

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - A1 - Civics & Citizenship Presentation

Assessment Type	Presentation
Purpose	Objectives 3 & 4
Description	Group presentation on the relationship between approaches to Civics and Citizenship Education (CCE) and the institutions explored in the course. Students are to choose one aspect of CCE evident in the Australian Curriculum (Government and democracy; Laws and Citizens; and Citizenship, diversity and identity), consider the resources that you have been offered from the virtual field studies including people resources, ideas, and possible excursion sites and explain how they may fit (or not fit) with this conception of Civics and Citizenship Education. All group members must contribute to the presentation, and this must be evident in all criteria. To be presented in an engaging and professional manner to your peers/colleagues. Detailed requirements will be provided via our course Canvas site.
Weighting	40%
Length	Equivalent to 1600 words
Due Date	Wednesday 10 th April 2024 between 2.00 - 4.00pm.
Submission Method	Supplementary notes and presentation slides etc to be submitted by Friday 12 th April by 11.59 pm via Canvas. Each presentation must have equal individual component as well as be indicative of a whole group approach to planning.
Assessment Criteria	To achieve a pass mark for this assignment, students will: <ol style="list-style-type: none"> 1. Have a clear and supported (referenced) view of the three aspects of CCE and ability to choose one to focus on 2. Indicate how at least 3 field studies you have undertaken have addressed (or not addressed) this theme of CCE 3. Comment on resources available from the field study and how they could be used in CCE in a designated context 4. Indicate how some of the field sites could be enhanced in order to add to the CCE experience 5. Professional and engaging presentation style
Return Method	Online
Feedback Provided	Online - . A marking rubric will be attached to the Canvas site and this will be forwarded to students.

Assessment 2 - Mini Essays

Assessment Type	Written Assignment
Description	Two Written Assignments (Part A and Part B) on conceptions of participatory democracy.

Part A: Quizzes - Throughout the course students will complete four (4) quizzes to demonstrate their understanding of Australian civic knowledge and key principles of civics and citizenship education as demonstrated through this course (Weighting: Each quiz worth 5% - 20% in total)

Part B: Reflective extended responses – Students are to write two (2) reflective extended responses of 800 words each (1600 words total) that respond to or reflect on: required readings, guest speakers, field trips (physical or virtual), and classroom discussions. Each extended response must address a different topic relevant to the course (weighting: 40%) Detailed requirements and relevant topics will be provided via the course Canvas site

Weighting

Length

Due Date

Submission Method

Assessment Criteria

Return Method

Feedback Provided

60%
Equivalent to 2400 words
Friday 7th June 2024 at 11.59pm
Online
Via Canvas

Online

Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC4806 Assessment Criteria Assignment 1 2024

	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 2-0	Mark /5
Criteria 1: Have a clear and supported (referenced) view of the three aspects of CCE and ability to choose one to focus on	A sophisticated and cohesive view of one aspect of CCE with extensive reputable and critical references.	A clear and cohesive view of one aspect of CCE with reputable references	A moderately clear and cohesive view of one aspect of CCE with references.	A view is formulated of one aspect of CCE with some references	A poorly formulated view on CCE with few to no reputable references	
	High Distinction 18-20	Distinction 15-17	Credit 12-14	Pass 10-11.5	Fail 0-9	Mark /20
Criteria 2: Indicate how at least 3 field studies you have undertaken have addressed (or not addressed) this theme of CCE	<p>Clear and succinct explanation of the key aspects of your chosen CCE theme as well as description of resources available at field sites.</p> <p>Sophisticated explanation of why these resources are valuable/not valuable when addressing this theme.</p>	<p>Clear explanation of the key aspects of your chosen CCE theme as well as description of resources available at field sites.</p> <p>Very effective explanation of why these resources are valuable/not valuable when addressing this theme.</p>	<p>Explanation of the key aspects of your chosen CCE theme as well as description of resources available at field sites.</p> <p>Effective explanation of why these resources are valuable/not valuable when addressing this theme.</p>	<p>Explanation of the key aspects of your chosen CCE theme as well as description of resources available at field sites.</p> <p>Attempted explanation of why these resources are valuable/not valuable when addressing this theme.</p>	<p>Inaccurate or missing explanation of chosen CCE theme and/or description of resources available at field sites.</p> <p>Explanation of value of resources missing/incomplete</p>	
	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 2-0	Mark /5
Criteria 3: Comment on resources available from the field study and how they could be used in CCE in a designated context.	Clearly and carefully linked resources and their use made available to this conception.	Clearly linked resources and their use made available to this conception.	Linked resources and their use made available to this conception.	Some resources linked to this conception of CCE.	Some resources listed with vague relevance	

	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 2-0	Mark /5
Criteria 4: Indicate how some of the field sites could be enhanced in order to add to the CCE experience	Some innovative, useful, and well thought through suggestions for improvement of the sites to address CCE.	Some useful and well thought through suggestions for improvement of the sites to address CCE.	Some good ideas for improvement of sites as CCE sites.	Some ideas presented for improvement of sites as CCE sites.	No useful contributions to improvements.	
	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 2-0	Mark /5
Criteria 5: Professional and engaging presentation style Use of APA7 References	Presentation covers all 4 key points of content; is engaging; professional in delivery. Even group participation in both compilation and delivery. APA7 referencing is correct or only minor issues evident.		Presentation covers all 4 key points of content; Varying quality in presentation of all areas of quality criteria. Participation in both compilation and delivery. Applied APA7 referencing conventions adequately with some minor areas to improve.		Presentation does not address all quality criteria. Has not applied APA7 or poor application of referencing conventions	
						Total /40

EDUC4806 Assessment Criteria: Assignment 2B 2024

RESPONSE 1	High Distinction 13-15	Distinction 11-12.5	Credit 9.5-10.5	Pass 7.5-9	Fail 0-7	Mark /15
<p>Reflective response</p> <p>Support from course content and academic research</p>	<p>Reflection demonstrates deep understanding of chosen topic and critical reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes excellent use of course materials and reading, and relevant academic research.</p>	<p>Reflection demonstrates good understanding of chosen topic and critical reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes good use of course materials and readings, and relevant academic research.</p>	<p>Reflection demonstrates understanding of chosen topic and reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes some use of course materials and readings, and/or relevant academic research.</p>	<p>Reflection demonstrates some understanding of chosen topic and reflection on field study experience in relation to the ideas concerned with that topic.</p> <p>Makes minimal use of course materials and readings, and/or relevant academic research.</p>	<p>Reflection demonstrates limited understanding of chosen topic and/or reflection on field study experience, or focusses on unrelated ideas or concepts.</p> <p>Use of course materials and/or academic research not evident OR, incomplete submission</p>	
	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 0-2	Mark /5
<p>Academic literacies: Written in well informed academic English (grammar, punctuation, paragraphs, spelling)</p> <p>Referencing in APA 7 style. Correct reference both in-text and Reference list.</p>	<p>Grammar, spelling and punctuation is of a high standard.</p> <p>Quoting and paraphrasing completed to a sophisticated level.</p> <p>APA7 referencing is correct.</p>	<p>Grammar, spelling and punctuation is of a high standard, any errors do not detract from meaning.</p> <p>Quoting and paraphrasing completed correctly.</p> <p>Minor issues with APA 7 referencing is evident</p>	<p>Some consistent errors in grammar, spelling and punctuation, but meaning is still evident</p> <p>Use of quoting is appropriate.</p> <p>Applied APA7 referencing conventions adequately with some minor areas to improve</p>	<p>Frequent errors with grammar, spelling and punctuation occur, that detract from its meaning.</p> <p>Relied heavily on quotes instead of paraphrasing.</p> <p>Poor application of APA7 referencing conventions</p>	<p>Very frequent errors with grammar, spelling and punctuation.</p> <p>Relied heavily on quotes.</p> <p>Has not applied APA7 referencing conventions OR - Incomplete submission</p>	
						Total /20

EDUC4806 Assessment Criteria: Assignment 2b 2024

RESPONSE 2	High Distinction 13-15	Distinction 11-12.5	Credit 9.5-10.5	Pass 7.5-9	Fail 0-7	Mark /15
<p>Reflective response</p> <p>Support from course content and academic research</p>	<p>Reflection demonstrates deep understanding of chosen topic and critical reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes excellent use of course materials and reading, and relevant academic research.</p>	<p>Reflection demonstrates good understanding of chosen topic and critical reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes good use of course materials and readings, and relevant academic research.</p>	<p>Reflection demonstrates understanding of chosen topic and reflection on field study experience in relation to the key ideas concerned with that topic.</p> <p>Makes some use of course materials and readings, and/or relevant academic research.</p>	<p>Reflection demonstrates some understanding of chosen topic and reflection on field study experience in relation to the ideas concerned with that topic.</p> <p>Makes minimal use of course materials and readings, and/or relevant academic research.</p>	<p>Reflection demonstrates limited understanding of chosen topic and/or reflection on field study experience, or focusses on unrelated ideas or concepts.</p> <p>Use of course materials and/or academic research not evident OR, incomplete submission</p>	
	High Distinction 5	Distinction 4	Credit 3.5	Pass 2.5-3	Fail 0-2	Mark /5
<p>Academic literacies: Written in well informed academic English (grammar, punctuation, paragraphs, spelling)</p> <p>Referencing in APA 7 style. Correct reference both in-text and Reference list.</p>	<p>Grammar, spelling and punctuation is of a high standard.</p> <p>Quoting and paraphrasing completed to a sophisticated level.</p> <p>APA7 referencing is correct.</p>	<p>Grammar, spelling and punctuation is of a high standard, any errors do not detract from meaning.</p> <p>Quoting and paraphrasing completed correctly.</p> <p>Minor issues with APA 7 referencing is evident</p>	<p>Some consistent errors in grammar, spelling and punctuation, but meaning is still evident</p> <p>Use of quoting is appropriate.</p> <p>Applied APA7 referencing conventions adequately with some minor areas to improve</p>	<p>Frequent errors with grammar, spelling and punctuation occur, that detract from its meaning.</p> <p>Relied heavily on quotes instead of paraphrasing.</p> <p>Poor application of APA7 referencing conventions</p>	<p>Very frequent errors with grammar, spelling and punctuation.</p> <p>Relied heavily on quotes.</p> <p>Has not applied APA7 referencing conventions OR - Incomplete submission</p>	
						Total /20