

## EPEDUC 101: Foundations in Education: Theories and Theoretical Perspectives

Online

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The Pathways and Academic Learning Support Centre recognises and respects the unique history and culture of Aboriginal and Torres Strait Islander peoples and their unbroken relationship with the lands and the waters of Australia over millennia. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education. The Centre is committed to providing a culturally safe and inclusive environment for all.*

## OVERVIEW

**Course Description** EPEDUC101 provides enabling students with foundational knowledge, skills and insights relating to the academic study of education, teachers, and teaching. The course includes an exploration of philosophical, historical, psychological, and sociological influences in education.

EPEDUC101 and EPEDUC201 are complementary courses and students can choose to study one or both courses in their program.

**Academic Progress Requirements** Nil

**Requisites** If you have successfully completed EPEDUC301 you cannot enrol in this course.

**Contact Hours**  
**Self-Directed Learning**  
Self-Directed  
2 hour(s) per week(s) for 12 week(s) starting Week 1  
Self-Directed learning is equivalent to face-to-face contact hours. It involves engagement with course materials that are delivered at a time that suits you via short videos, course notes, podcasts, readings and other activities.

**Tutorial**  
Online  
1 hour(s) per week(s) for 12 week(s) starting Week 1

**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

<b>Course Coordinator</b>	<b>Dr Sharon Cooper</b> <a href="mailto:Sharon.Cooper@newcastle.edu.au">Sharon.Cooper@newcastle.edu.au</a> Consultation: Please email to schedule an appointment.		
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.		
<b>School Office</b>	<table><tr><td><b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a></td><td><b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a></td></tr></table>	<b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>	<b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>
<b>Callaghan</b> Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>	<b>Ourimbah</b> HO 168, Humanities Building Ph: 02 4348 4076 <a href="mailto:enabling@newcastle.edu.au">enabling@newcastle.edu.au</a>		

# SYLLABUS

<b>Course Content</b>	While embedding the development of essential academic literacies, the course covers three interrelated topics in education: understanding learning, understanding teaching, and understanding schooling. Woven throughout these topics are various philosophies of education. Understanding learning: students are introduced to the important work of past scholars, and to the fields of educational psychology and philosophy. Through this, deep learning and critical thinking are explored conceptually and developed practically. Understanding teaching: students examine the role of the teacher in Australian society, are introduced to key concepts related to pedagogy, curriculum and assessment, and learn about the development of teachers as professionals. Understanding schooling: students explore the historical foundations of Australia's school system, critically examine current issues in Australian schooling and learn more about issues of diversity and equity through an introduction to the sociology of education.
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Employ a range of academic reading, writing and oral skills and attitudes, including reflective, analytical and critical thinking, at a level suitable for successful university study at the undergraduate level.</li><li>2. Reflect knowledgeably and critically on their own and others' educational experiences using insight gained during the course.</li><li>3. Define key introductory concepts in the fields of educational sociology, philosophy and psychology and explain the contribution of seminal thinkers to the study of education.</li><li>4. Define basic features of pedagogy, curriculum and assessment.</li><li>5. Recount key points in the historical development of schooling and education policy in Australia including Indigenous knowledges.</li></ol>
<b>Course Materials</b>	All course materials will be provided on the course Canvas site. Students are not required to purchase a textbook.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to 101 Concept mapping and flowcharting ideas		
2	4 Mar	Early philosophers and education	Socrates, Plato and Aristotle	Quiz 1 (10%)
3	11 Mar	Teacher-centred philosophies of education	Essentialism and Perennialism	
4	18 Mar	Student-centred philosophies of education	Dewey, Montessori, Bruner and Vygotsky	
5	25 Mar	Teaching and learning	Deep and surface learning	Written Assignment (Essay plan) (20%)
6	1 Apr	Contemporary theorists and researchers in education Part 1	Bourdieu (cultural capital) and Bernstein (language codes)	
7	8 Apr	History of schooling in Australia Aboriginal and Torres Strait Islander learning and teaching	Australian schooling history with emphasis on First Nations peoples, gender, and class Changes in teaching and learning	Quiz 2 (10%)
<b>Recess</b>				
<b>Recess</b>				
8	29 Apr	Contemporary theorists and researchers in education Part 2	Mezirow (transformative learning) and Lave (situated learning)	
9	6 May	Introduction to curriculum	Syllabus v. enacted curriculum Explicit, implicit, hidden, null and extra-curriculum Authentic curriculum	Essay (20%)
10	13 May	Introduction to assessment	Formative, summative, diagnostic Traditional v. progressive	
11	20 May	Introduction to pedagogy	Impacts on pedagogy NSW Quality Teaching model (introduction)	
12	27 May	Teaching with technology and emerging issues in education	Generative AI and other technologies	Quiz 3 (10%)
13	3 Jun	No classes		Presentation (30%)
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online quizzes	Sunday 10 <sup>th</sup> March 11:59pm Sunday 14 <sup>th</sup> April 11:59pm Sunday 2 <sup>nd</sup> June 11:59pm	Individual	30%	3, 4, 5
2	Written Assignment	Thursday 28 <sup>th</sup> March 11:59pm	Individual	20%	1, 2
3	Essay	Sunday 12 <sup>th</sup> May 11:59pm	Individual	20%	1, 3
4	Presentation	Sunday 9 <sup>th</sup> June 11:59pm	Group	30%	1, 2, 4, 5

## 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 5% 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 - Online quizzes

<b>Assessment Type</b>	Quiz
<b>Purpose</b>	To assess knowledge, understanding, and application of key concepts.
<b>Description</b>	This assessment is a set of three (3) online quizzes each worth 10% of the final grade.
<b>Weighting</b>	30%
<b>Due Date</b>	Sunday 10 <sup>th</sup> March 11:59pm Sunday 14 <sup>th</sup> April 11:59pm Sunday 2 <sup>nd</sup> June 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Correct answers
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas upon completion of each quiz.

## Assessment 2 - Written Assignment

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	To develop thinking and organisational skills related to key concepts; a scaffolded task to support the essay.
<b>Description</b>	Develop a detailed essay plan for the essay (see Assessment 3).
<b>Weighting</b>	20%
<b>Length</b>	350 words
<b>Due Date</b>	Thursday 28 <sup>th</sup> March 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas.

## Assessment 3 - Essay

<b>Assessment Type</b>	Essay
<b>Purpose</b>	To assess knowledge, understanding, and application of key concepts.
<b>Description</b>	This assessment is an essay about major contributions of one (1) seminal thinker to education, as introduced in the course.
<b>Weighting</b>	20%
<b>Length</b>	750 words
<b>Due Date</b>	Sunday 12 <sup>th</sup> May 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas.

## Assessment 4 - Presentation

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	To assess critical thinking skills related to whole course content and develop ICT skills.
<b>Description</b>	This is an audio-visual presentation.
<b>Weighting</b>	30%
<b>Length</b>	4 minutes, 1000 word equivalent
<b>Due Date</b>	Sunday 9 <sup>th</sup> June 11:59pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Rubric provided in Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided in Canvas.

# 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.

## Communication Methods

**Email** is the principal form of communication at the university and within this course. Always use your student email (NUmail), rather than a private email address, and check this regularly. As Course Coordinator I will try to respond to your email within three (3) working days. I will not normally respond to emails over the weekends. Please be courteous in your email communication and in the online space.

**Canvas** is used to distribute course material, announcements and other information. It is also used for online quizzes and to allow students to track their individual progressive assessment results throughout the semester via Grades.

**Discussions forums** in Canvas can be used to ask questions about minor issues. Students are strongly encouraged to use these to communicate with each other, discuss issues relating to the course, and solve minor problems.

## Attendance and Engagement

In addition to face-to-face hours in class, out-of-class study and related work will require an additional commitment of up to 10 hours per week of reading, preparation, and study time over the semester. Students are required to spend on average 120-140 hours of effort (contact and non-contact hours including assessment) per semester per 10 unit course.

To maximise your learning opportunities, you should read all relevant material prior to attending class.

It is strongly recommended that you attend your classes every week. Our data shows that you will get better results if you attend class with your peers. If you do have to miss a class, you should catch up on any missed work by accessing lecture recordings if you are enrolled face-to-face. While online tutorials are recorded, on-campus tutorials are not, so you should view other resources available on your Canvas site and contact your course coordinator if you would like advice on how to best catch up on any material that was missed. **If you are unable to attend classes regularly you should reach out to your course coordinator as soon as possible to discuss ways that you can continue to engage with the learning material.**

A plan of regular revision throughout the semester is also strongly recommended to help you manage your time, consolidate information and retain that knowledge for the duration of the

---

course and beyond.

Assessment items have been designed to reinforce and revise the course material, and ensure you are up to date with course content. You are required to submit all assessable items by the due dates unless prior arrangements have been made.

**Additional Contact Details**

If you have any questions about your course, please speak with your course coordinator, lecturer or tutor first. For general enquiries, please contact the Pathways and Academic Learning Support Centre Office or your Student Liaison Officer. Contact details for both the office and Student Liaison Officers can be found [here](#).

Yapug students can also contact your Indigenous Enabling Learning Advisor [Hannah Pipe](#) or your Program Convenor [Dan Collins](#).

**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 Adverse Circumstances must be lodged via the online Adverse Circumstances system for all individual assessment items worth 30% or greater **by 11:00pm on the day the assessment is due**. For assessment items less than 30%, you will need to contact your Course Coordinator by 11:00pm on the due date of the assessment item.

Before applying you must refer to the [Adverse Circumstances Affecting Assessment Items Procedure](#) and the [Adverse Circumstances Affecting Assessment Items Policy](#).

Please note that students must submit their adverse circumstances application via the online Adverse Circumstances system by 11:00pm on the due date of the assessment item, even if you are using a [Reasonable Adjustment Plan \(RAP\)](#) as your supporting documentation.

**Written Assessment Word Limits**

If this course includes written assessments, the word limit listed will include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. You will not receive a penalty for exceeding the word limit (there is a tolerance of up to 10%), but any work after the maximum word limit may not be included within the allocation of marks.

**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. Please refer to the [Student Academic Integrity Policy](#).

**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](#).

**Workplace Health and Safety Requirements**

There are no specific WH&S requirements for this course.

**Software**

Free Microsoft Office software is available to enrolled students [here](#) and includes 5 TB of free cloud storage with OneDrive.

**Timetable**

Your timetable for this course is available via the myUni Student Portal and can also be found [here](#).

**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.

**Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

---

*This course outline was approved by the Director, PALS. No alteration of this course outline is permitted without Director 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.*

© 2024 The University of Newcastle, Australia