



EDCU12041 Sustainability through Active Citizenship

Term 1 - 2017

Profile information current as at 17/05/2024 01:15 pm

All details in this unit profile for EDCU12041 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Sustainability through Active Citizenship focuses on strategies and processes that educators can use to achieve the stated goal of the Melbourne Declaration of supporting young Australians to develop as active, informed citizens. Students explore issues related to Citizenship Education within the context of multicultural society and the lived experience of Aboriginal and Torres Strait Islander people and identify pedagogical practices for modelling democratic process in classroom settings. They develop understanding of sustainability as an issue involving values education and apply democratic and participatory processes to enact a group decision-making and planning task related to action for sustainable futures. Individually, students reflect on the relevance of the strategies and processes for use in primary school classrooms in terms of their potential for educating learners to achieve the goal of active, informed citizenship and to value participation in communities and groups for creating sustainable futures.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 50%

2. **Group Work**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students and tutors

Feedback

The course content and assessment was practical and engaging.

Recommendation

Maintain the nature of content and assessment.

Action

The nature of the unit content and assessment was maintained, except for appropriate updates to align with the new edition of the text and the latest version of the Australian Curriculum.

Feedback from Students

Feedback

The assessment pieces were explicitly explained and supported learning in the subject.

Recommendation

Ensure that the level of scaffolding of assessment intent and requirements is maintained.

Action

Scaffolding for the assessment, particularly the large group task, was maintained at the same level as the previous year.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critique approaches to Citizenship Education to evaluate the use of inclusive strategies and the perspectives and experience of Aboriginal and Torres Strait Islander people and cultural and social minority groups.
2. Recommend teaching strategies that develop positive dispositions towards active citizenship and participatory democratic process for primary school-aged learners.
3. Justify the use of strategies for establishing respectful learning environments in which individual and group differences are valued.
4. Assess and critically reflect on learning processes to explain how they promote engagement and participation, improve student learning and develop positive values towards creating sustainable futures.
5. Select and use resources that support higher order thinking and facilitate effective group participation, planning and decision-making processes.

Successful completion of the unit Sustainability through Active Citizenship provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.4 and 4.1. Assessment tasks for this unit may be included in a portfolio and used to demonstrate progress towards meeting the standards at Graduate career stage with evidence specifically related to effective teaching for active and informed citizenship and values education. Unit assessment also provides evidence of competence in meeting the ICT elaborations of these standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical Assessment - 50%	•	•	•		
2 - Group Work - 50%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving		•	•		•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work				•	•
6 - Information Technology Competence	•	•			
7 - Cross Cultural Competence	•	•	•	•	
8 - Ethical practice	•			•	
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 50%	•	•	•	•		•	•	•		
2 - Group Work - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

EDCU12041

Prescribed

Teaching Humanities and Social Sciences: History, Geography, Economics & Citizenship in the Australian Curriculum

Sixth Edition (2017)

Authors: Rob Gilbert & Brian Hoepper (Editors)

Cengage Learning Australia

South Melbourne, Victoria, Australia

ISBN: 9780170369350

Binding: Paperback

Additional Textbook Information

e-book available

Same text will be used in Term Two for EDCU12042 History Curriculum and Pedagogy

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Audacity or other MP3

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Karena Menzie-Ballantyne Unit Coordinator

k.menzie-ballantyne@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Active and informed citizenship	Gilbert & Hoepper, Chapter 14	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Civics and Citizenship Education - the 'informed' component	Gilbert & Hoepper, Chapter 14	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Experiences of citizenship of Aboriginal and Torres Strait Islander peoples and other cultural minorities	Gilbert & Hoepper, Chapter 16	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Effective pedagogy in citizenship education	Gilbert & Hoepper, Chapters 3 & 6	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Educating for Global Citizenship	Gilbert & Hoepper, Chapters 2 & 19	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week - no tutorials		Podcast Due: Vacation Week Monday (10 Apr 2017) 11:45 pm AEST

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Democratic process and the skills of consensus	Set readings	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Defining Sustainability	Gilbert & Hoepper, Chapter 18	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Education for Sustainable Development	Gilbert & Hoepper, Chapter 18	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Engaging with community to balance wants and needs	Gilbert & Hoepper, Chapter 13	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
The role of values in Education for Sustainable Development	Gilbert & Hoepper, Chapter 6	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Effective pedagogy in Education for Sustainable Development	Gilbert & Hoepper, Chapters 15 & 18	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Course review		

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Sustainability Action Plan Due: Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Podcast

Assessment Type

Practical Assessment

Task Description

For this assessment, you will need to create a podcast of no longer than 10 minutes using Audacity (or another MP3 tool). Instructions on how to download Audacity and use this free online program will be on the Course Moodle site. A national radio station runs a regular session called 'Education Views Today'. They have asked you to record a response to the question: **What is the best way to teach civics and citizenship in primary schools in an effort to achieve the Melbourne Declaration's goal that all Australian students should be active and informed citizens?**

Your response should present a persuasive and concise argument, based on research, evaluating past and present approaches to pedagogy, classroom practice and/or whole of school initiatives.

Your response should also demonstrate your understanding of the experiences of citizenship for Aboriginal and Torres Strait Islander peoples and how concepts of citizenship and approaches to civics and citizenship education could marginalise cultural minorities.

In addition to the podcast, you will need to upload an annotated bibliography of the reference material used to inform your presentation. Examples of annotated bibliographies will be provided on the Course Moodle site.

Assessment Due Date

Vacation Week Monday (10 Apr 2017) 11:45 pm AEST

Return Date to Students

Feedback on this assessment will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

Critical analysis of past and present approaches to teaching civics and citizenship

Demonstrated understanding of how concepts of citizenship and/or citizenship education can marginalise cultural minorities

Demonstrated understanding of the experiences of participatory citizenship for Aboriginal and Torres Strait Islander peoples

Selection and use of relevant literature

Effective use of oral techniques and persuasive arguments

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critique approaches to Citizenship Education to evaluate the use of inclusive strategies and the perspectives and experience of Aboriginal and Torres Strait Islander people and cultural and social minority groups.
- Recommend teaching strategies that develop positive dispositions towards active citizenship and participatory democratic process for primary school-aged learners.
- Justify the use of strategies for establishing respectful learning environments in which individual and group differences are valued.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Sustainability Action Plan

Assessment Type

Group Work

Task Description

In groups of approximately 8 - 10, you will use democratic process to develop a sustainability action plan that could be enacted in a regional community, a school or other specific locality. Your group must document rules and procedures for managing conflict, reaching consensus and making decisions that show consideration of the perspectives of all members and make provision for their active involvement in the planning process. In addition, each group must document the processes and literature used to develop their plan.

Each group member will be asked to complete a short peer assessment (approximately 50 words per person) assessing each other group member in terms of their participation and demonstration of active citizenship.

Each group member will also write a reflection (no more than 1000 words) identifying how the processes used in this assessment might be effective in developing active citizenship and positive attitudes to sustainability in primary classrooms.

Each group member will therefore submit:

- a full list of group members including names and student numbers
- a copy of their group's rules and procedures
- a copy of their group's sustainability action plan (including documented evidence of the research and processes used to develop it)
- peer assessments of each of the other group members
- a reflection on how processes used in this assessment might be effective in primary classrooms to develop active citizenship and positive attitudes towards sustainability

Although this is a group assessment, individual grades will be awarded.

Assessment Due Date

Review/Exam Week Monday (5 June 2017) 11:45 pm AEST

Feedback on this final assessment response will be provided following moderation and prior to the date of Certification of Grades for the term.

Return Date to Students

Feedback on this final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the term

Weighting

50%

Assessment Criteria

Understanding of procedures for achieving group consensus and democratic process

Understanding of sustainability as a balance between competing stakeholder viewpoints

Understanding of the social, economic and environmental pillars of sustainability

Ability to assess the participation and active citizenship of other group members

Ability to apply learning experiences to the pedagogy of civics and citizenship education

Ability to apply learning experiences to the pedagogy of education for sustainable development

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Assess and critically reflect on learning processes to explain how they promote engagement and participation, improve student learning and develop positive values towards creating sustainable futures.
- Select and use resources that support higher order thinking and facilitate effective group participation, planning and decision-making processes.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem