EDED20510 *STEM and Community Engagement*
Term 2 - 2018

Profile information current as at 19/05/2024 06:23 pm

All details in this unit profile for EDED20510 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
Internationally, government policy supports STEM education and validates the importance of community engagement ensuring that the whole community understands the importance of STEM education. Leaders have a critical role in leading productive and reciprocal learning relationships with families and the broader community. Such relationships contribute to building and sustaining the social capital of the community, supporting the learning and wellbeing of children and promoting understandings of STEM education. In this unit, you will apply leadership practices as you lead a community venture/project that advocates for STEM education in a local community. You will develop your skills of negotiation, planning, organising and evaluating a community engaged venture.

Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
 The co-requisite is EDED20497 Leadership in the Educational Context
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 2 - 2018

- Distance

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 Postgraduate 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. **Written Assessment**
Weighting: 40%
2. **Workplace Project**
Weighting: 60%

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.

Unit Learning Outcomes

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

1. Design and lead professional learning communities that focus on supporting the learning and wellbeing of children and effective community engagement
2. Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented
3. Analyse issues that are relevant when leading collaboration with members of the local community
4. Design and carry out a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
5. Evaluate the community engagement venture drawing on data generated.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	●	●			
2 - Workplace Project - 60%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management				○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership	○	○	○	○	○
8 - 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
1 - Written Assessment - 40%	○	○	○	○		○	○	
2 - Workplace Project - 60%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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

Linda Pfeiffer Unit Coordinator
l.pfeiffer@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional learning communities.	Details of weekly readings and activities can be found on Moodle.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
International education standards.	Details of weekly readings and activities can be found on Moodle.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the educational community.	Details of weekly readings and activities can be found on Moodle.	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership in community engagement.	Details of weekly readings and activities can be found on Moodle.	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Venture design for engagement.	Details of weekly readings and activities can be found on Moodle.	**Venture Development** Due: Week 5 Wednesday (8 Aug 2018) 11:45 pm AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Strategic management.	Details of weekly readings and activities can be found on Moodle.	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teamwork and conflict resolution.	Details of weekly readings and activities can be found on Moodle.	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teacher as researcher.	Details of weekly readings and activities can be found on Moodle.	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ethical leadership and integrity.	Details of weekly readings and activities can be found on Moodle.	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Analysis of current STEM projects.	Details of weekly readings and activities can be found on Moodle.	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
STEAM and other variations.	Details of weekly readings and activities can be found on Moodle.	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidation.	Details of weekly readings and activities can be found on Moodle.	**Venture Evaluation** Due: Week 12 Wednesday (3 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Venture Development

Assessment Type
Written Assessment

Task Description
You are required to collaborate with local community members to develop a 'venture/project' to advocate for STEM education within your local context.
The task is to be presented in two parts.
Part A – Articulate your early ideas about the venture. This might take the form of mind maps, images, graphics, photographic records of conversations with potential collaborators for example. This will include possible goals of the venture and potential collaborators. Plans of your early thoughts need to show clear evidence that your goals aligned with the National Innovation and Science Agenda (NISA) or similar for students from another country. (500 words maximum).

Part B - Detail your venture – 2000 words maximum. This part of the assessment will explain your venture in more detail. It will include a detailed description of the local context (region, education setting, town and community, or OECD data) and the legal and ethical issues with which you need to engage. You need to explain how and why the idea was generated, and what collaborations or consultations were required to ensure the voice of the children, families, staff and community are represented. Describe your role in building the community connections.

While this is a written assessment task, your work can be supported and enhanced by diagrams, graphs, graphics and illustrations.

Assessment Due Date
Week 5 Wednesday (8 Aug 2018) 11:45 pm AEST

Return Date to Students

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

Weighting
40%

Assessment Criteria
Knowledge and understanding of the role of professional learning communities to support STEM education in a local context.
Identification and explanation of the goals and potential collaborators for the chosen venture/project.
Detailed description of the local context including legal and ethical issues relevant to the chosen venture/project.
Cohesive writing consistent with academic conventions and extensive use of relevant and credible sources.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Design and lead professional learning communities that focus on supporting the learning and wellbeing of children and effective community engagement
- Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

2 Venture Evaluation

Assessment Type
Workplace Project

Task Description
This task requires you to implement the venture described in task one and evaluate its success. This task requires application of leadership and management knowledge, setting goals and priorities, skills and dispositions and application of professional ethics and responsibilities in a real-life context. This is a written task 3,000 words and will include:
· Aims of the venture and the principles that will inform how the venture will unfold.
· Methodology – what data is going to be collected in order to establish whether the objectives and outcomes have been achieved?
· Data collection / results – actual data collected (surveys, interviews, questionnaires, observation notes, feedback).
· Data analysis – what did you find out? What does this mean? Was it a successful venture? What were the issues or problems that arose?
· Conclusion – Did the venture achieve the intended aims / goals? How could you implement the venture again in the future with improvements? Is there scope for further research?

Assessment Due Date
Week 12 Wednesday (3 Oct 2018) 11:45 pm AEST

Return Date to Students

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

Weighting
60%

Assessment Criteria
Knowledge and understanding of leadership and management applied to a real-life context.
Analyse and articulate issues that are relevant to leading collaboration in the local context.
Detailed description of the venture/project design including appropriate methodology and data collection/results.
Evaluation of the community engagement venture/project drawing on the data gathered.
Cohesive writing consistent with academic conventions and extensive use of relevant and credible sources.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Design and lead professional learning communities that focus on supporting the learning and wellbeing of children and effective community engagement
- Identify and investigate the goals of community groups/agencies and the context within which the venture will be implemented
- Analyse issues that are relevant when leading collaboration with members of the local community
- Design and carry out a community engagement venture/project with evidence of engaging with legal and ethical issues relevant to the planned venture/project
- Evaluate the community engagement venture drawing on data generated.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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