

How many credits is this course worth? 4

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Today's Date: 01/12/2015

Instructor(s): Allison Spenader

Course Title: The Education of Australia

Is this a NEW course? Yes

Semester and year this course will first be offered: Spring 2016

every term False

annually (Fall) False

annually (Spring) False

alternate years (fill in terms below) False

if offered in alternate years - terms to be offered:

Will reassignment of current faculty cover this course? yes

Cost and brief description of needed additions to library/media resources: none

Cost and brief description of needed additional computer software and/or hardware: none

Cost and brief description of needed additional equipment and/or instrumentation: I would like to purchase IDIs for my students. These will cost \$11 each.

Unusual classroom or space needs for this course, if any: none

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List all other Common Curriculum designations applied for and received:

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List all other Common Curriculum designations applied for but not yet received: IC

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Are there any prerequisites for this course? No

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If YES, please list all prerequisites:

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a. What prior knowledge and skills will students be asked to apply? This prior work typically comes from academic work done in another course. In some cases the prior knowledge is a shared prerequisite course.

Several prior knowledge sets will be used to inform the experiential learning component in this course. First, this course will include a variety of pre-departure readings and assignments to familiarize students with the notions of cultural norms, values, attitudes, practices and products. We will also read several articles and watch documentaries covering the topics of purposes of education, international comparisons on tests, historical foundations of Australian education, Aboriginal boarding schools and Australia's "Lost Generations", as well as on initiatives to improve U.S. education to prepare our citizenry for participation in a global society. Further readings while in Australia will further familiarize students with the national curriculum of Australia, the school choice movement, and school types. Memoirs will also provide students with personal accounts of individuals in different kinds of schools. Another knowledge set that we will draw upon is the students' own experiences with education at the K-12 and at the collegiate level. I will ask students to reflect on their own educational experiences as a reflection of cultural values.

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b. Where/how will the experiential learning take place?

The experiential learning project in Australia will be a volunteering or internship experience working in field related to education, or with young people who are currently attending an educational institution, preferably a school. To help students understand how their existing knowledge can be applied in this new domain, we will engage in numerous class discussion and complete journal entries exploring questions such as;

- Compare the curriculum your high school used to the curriculum you've seen in Australian secondary schools- what similarities and differences do you notice? What do you think accounts for those differences? What forces are at play?
- Consider your college experience- what is the purpose of college for you, and how does that compare with the purpose of higher education among your Aussie peers? How do you know this? What diversity of ideas have you encountered?
- What reactions do Aussies have to their schooling as a way to prepare them for participation in a global society? Do you feel that the Australian school system is living up to its promise? In what ways? What areas for improvement do you see? What challenges are schools facing?
- How do the pupils you've talked/worked with think about and talk about the role of education in their lives? What shapes those reflections?

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c. How does the experiential learning encourage students to exercise initiative, responsibility, and judgment so that they actively shape the learning for themselves?

Students will be completing a 20 hour service learning project working with young people in the community, preferably in a school. Students may be volunteering in classrooms, working with extracurricular programs in or outside of schools. These may include ecology programs, theater programs, library programs, or youth sports, for example. While working in these contexts, students will be getting to know young people and the adults who work with them. They will be both observing, as well as taking time to connect one-on-one with individuals to learn more about their stories related to schooling. As a class, students will take initiative by co-creating a list of questions that they could ask young people they are working with to more deeply understand individual experiences with schooling. Students will be gathering stories from the young people they work with so that they can create Schooling Case Studies, which they will present in class (see rubric). Students will also need to do individual research in order to successfully complete the Opposing Viewpoints paper (8-10 pages).

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d. What assignment(s) will you use to judge the degree to which students are able to integrate and apply the old knowledge in a new setting? What key questions will you be asking students to know whether they have met the learning goals? What format will you use for assessment (ex. Short essay, long essay, test, presentation)?

In order to demonstrate how the service learning activities have deepened their previous understanding of cultural practices and systems (specifically educational systems), they will complete an individual presentation of Schooling Case Studies, as well as a written assignment in which they compare and contrast two opposing viewpoints on Australian schooling and education. They may choose to look at two political speeches, or find two opinion pieces in newspapers. They might interview two individuals with divergent viewpoints on educations. The viewpoints might differ in terms of beliefs about the role of schooling, benefits and drawbacks of boarding schools, whether enough is being done to provide educational opportunities to Aboriginals, or the value of state vs. private education. The viewpoints could differ about whether or not new immigrants are being appropriately served by schooling, or whether more extracurricular activities would benefit schooling. Students might look at schooling in terms of social class, geographical advantage and disadvantage, or debates around school funding or the national curriculum. This paper will not only present the viewpoints of the two individuals, but will also trace the cultural perspectives and assumptions that inform those two viewpoints. The paper will conclude with the students' own thoughts on the debate, bringing in specific examples from their own prior experiences with education, encounters with their Australian peers, and their experiences in Australian schools and with Australian young people.

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a. The Course Description calls for "a structured, formally evaluated written reflection on the connection between that practice and their prior learning." What assignment will students complete to meet this goal? How will you evaluate it?

The Opposing Viewpoints essay will be used to evaluate whether students have met the learning goal. The paper will conclude with the students' own thoughts on the debate, bringing in specific examples from their own prior experiences with education, encounters with Aussies and their experiences in Australian schools and with Australian young people.

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