### Unit Outline

**Worldview Foundations in Education**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>ED650</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td>$1,875</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Location(s):</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Study Hours:** | Seminar, 3 hours per week (total = 36 hours)  
Private study, 10 hours per week (total = 120 hours) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

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Introduction
The purpose of this unit is to equip you to critically engage with a range of worldview assumptions that form the foundations of educational philosophy and praxis. The unit will then guide you towards best practice models based on both a critical examination and thoughtful classroom practice with regard to biblically aligned assumptions.

Educational practice emerges from philosophical foundations and the framework of pretheoretical assumptions embedded in what has become known as an individual’s worldview (Weitanschauung). These worldview assumptions filter and shape thinking and practice and as such play a very significant role in educational processes. While the formation and reformation of these assumptions takes place in all schooling situations, this course is designed to help teachers to think deeply and intentionally about the processes involved as they endeavour to teach within a biblical understanding of education.

Within a Christian schooling context, the seeking of biblically aligned worldview constructs is of particular importance. Much of the education for many teachers will have been through secular institutions and they may not be aware that they hold a particular world-picture (Weltbild) and hence a particular worldview. The course is designed to assist you to be self-critical so you may be able to see some of the assumptions you hold and to critique them against the biblical metanarrative.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).

A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
Worldview Foundations in Education Unit Learning Outcomes (ULOs)

Upon completion of this unit, students will be able to:

1. Articulate clearly an understanding of the various definitions given to the concept of worldview, the origin of worldview assumptions, and the extent of their influence in the life of individuals and of a community or culture.
2. Identify worldview assumptions commonly encountered within an Australian cultural context.
3. Identify implied worldview beliefs that may be found within education systems and educational materials and be able to constructively critique them.
4. Evaluate the assumptions underlying their classroom practice and critique these with regard to biblically aligned norms.
5. Develop a framework for the ongoing improvement of classroom practice through reflection and analysis of philosophical underpinnings of practice.

Graduate Attributes (GAs)

Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs do not necessarily follow in a direct line from Unit Learning Outcomes (ULOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
**COLLEGE VISION STATEMENT**
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**COLLEGE GRADUATE ATTRIBUTES**
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### ... love truth...

1. **Lovers of truth who:**
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### ... seek wisdom...

2. **Seekers of wisdom who:**
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### ... embrace innovation...

3. **Innovative thinkers who:**
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### ... and become instruments of peace in the world.

4. **Effective communicators who:**
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

### 5. Independent learners who:

   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

### 6. Servant leaders who:

   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

**SAMPLE M. Ed. PROGRAM**

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldview Foundations in Education (3cp)</td>
<td>Servant Leadership in Education (3cp)</td>
<td>Assessment and Evaluation: Refining Understandings and Practices (3cp)</td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
<td>-</td>
<td>Leading Change (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</td>
<td>Action Research Project (continued in Trimester 3)</td>
<td>Action Research Project (6cp)</td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements.

Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

Canvas
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Aberdeen Street campus if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.
Location
The unit will be taught at one of the following locations:
- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text

Recommended Reading


Extended Reading


**College Library Resources**

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
Cunningham Library

Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, course delivery (including andragogical methodologies).

Public Libraries

You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources

Access to free full-text journals can also be found through the following sites, among many others:

- VODEplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals

Community Memberships

Community memberships are available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.
Community memberships are available as follows:

- Edith Cowan University $88 ($22 with concession)  
- Murdoch University ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)  
- UWA $99 ($50 with concession) http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.

Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen Street campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay (minimum 1000 words)</td>
<td>20%</td>
<td>Week 5</td>
<td>1, 2, 3</td>
<td>1, 4</td>
</tr>
<tr>
<td>2. Report and essay (2500 words)</td>
<td>40%</td>
<td>Week 8</td>
<td>1, 2, 3</td>
<td>2, 5</td>
</tr>
<tr>
<td>3. Summary and presentation (2500 words)</td>
<td>40%</td>
<td>Week 12</td>
<td>4, 5</td>
<td>3, 4</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes. You must submit all assessments to satisfy the course requirements.

1. Essay: Defining worldviews
   Format: Essay
   Length: 1000 words
   Weighting: 20%
Part 1. With reference to appropriate literature, particularly to the textbook and course content, briefly describe the origin and definitions given to the terms world-picture (Weltbild) and worldview (Weltanschauung). (500 words)

Part 2. In much of the literature concerning Christian or biblical worldviews, reference is made to worldview questions. Choose a set of questions that you believe to be appropriate within an education setting, justify your choice, and show how the questions relate to the definitions of worldview that you have included in the first part. (500 words)

ULOs 1, 2, 3

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<table>
<thead>
<tr>
<th>Category/ Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly articulated definitions and evidence of an understanding of the terms.</td>
<td>Limited or no evidence of ability to articulate the definitions or demonstrate an understanding of the terms.</td>
<td>Demonstrates clear articulation and pronounced understanding, characterised by accurate description.</td>
<td>Demonstrates clear articulation and pronounced understanding including accurate description and analysis.</td>
<td>Demonstrates pronounced understanding, reasoned judgment and analysis of the definitions and terms presented in the literature.</td>
<td>Demonstrates superior understanding, reasoned judgment, and complex analysis of the definitions and terms presented in the literature.</td>
</tr>
<tr>
<td>Demonstrated ability to research and identify pertinent worldview constructs that relate to a biblical understanding of the world</td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a wide range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
</tbody>
</table>
2. **Report and essay: Critical evaluation of educational practice**

**Format:** Report and essay  
**Length:** 2500 words  
**Weighting:** 40%

**Part 1: Media Analysis**
Choose two television commercials and undertake a detailed analysis of them with regard to the worldview assumptions underlying them. Critique them from the point of view of a biblical understanding of human beings and society and include reference to the worldview questions identified in Assignment 1 as well as to the grand narrative of Scripture. (1000 words)

**Part 2: Document Analysis**
Choose either a classroom or a school document (for example a curriculum document, a textbook, a curriculum resource, or a school policy document). Undertake a constructive critical analysis of the document with regard to worldview assumptions. With reference to the literature, justify your critique and where appropriate reconstruct the document, or sections of it, based on a reasoned argument, so that it aligns more closely with biblical thinking. (1500 words)

**ULO**s 1, 2, 3

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
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<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly articulated definitions and evidence of an understanding of the terms</td>
<td>No or limited articulation and/or evidence of understanding.</td>
<td>Clear articulation and understanding demonstrated supported by the literature characterised by accurate description.</td>
<td>Clear articulation and pronounced understanding demonstrated strongly supported by the literature with evidence of analysis.</td>
<td>Clear articulation and pronounced understanding demonstrated with evidence of analysis and reasoned judgment strongly supported by a wide range of literature.</td>
<td>Clear articulation and pronounced understanding demonstrated, with evidence of complex analysis and reasoned judgment strongly supported by an extensive range of literature.</td>
</tr>
<tr>
<td>Demonstrated ability to critique two commercials and analyse underlying world-picture and worldview assumptions</td>
<td>Limited or no evidence of critique or analysis.</td>
<td>Demonstrates ability to critique and analyse with reference to a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to critique and analyse with reference to a wide range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique with reference to a wide range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique with reference to an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Demonstrated ability to critique an educational document with regard to worldview assumptions</td>
<td>Limited or no evidence of ability to engage with or analyse scholarly viewpoints.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse a wide range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a wide range of scholarly viewpoints such that independent scholarly judgements begin to emerge.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Composition</td>
<td>Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Consistently uses correct spelling, grammatical and referencing.</td>
<td>Work is free of errors (spelling, grammatical and referencing).</td>
</tr>
</tbody>
</table>
3. Reflective practice: Application of a biblical perspective in an educational context

For this assignment you need to make an audio visual recording of your work as an educator (if you are unable to make the recording yourself you may ask a colleague to make it). The recording should be approximately half an hour and may be a lesson or lessons in a classroom or, for school leaders, may involve a staff meeting or other time spent interacting with staff and students. While your analysis may not involve the entire half hour, that much material should provide an adequate source with which to work. (If this is not possible in your particular situation you should consult your supervisor regarding an alternative activity.)

- View the recording of your work, making notes regarding the worldview assumptions you can identify. These will include those you identify in your own speech and actions as well as in the speech and actions of others.
- Carefully examine the lifeworld context of the classroom or meeting room and in your summary comment on the worldview formation that may afford.
- With reference to the literature, construct a detailed analysis of the assumptions identified and their possible sources.
- Develop a framework for improving your own practice with regard to biblical worldview formation.
- Based on the earlier coursework and on your own reflection on practice, construct a presentation (e.g., PowerPoint) that may be useful in training of others (e.g., in a staff meeting) in the idea of a biblical perspective on worldviews in educational practice.

*ULOs 4, 5*

### Essay Rubric

<table>
<thead>
<tr>
<th>Category/ Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of the worldview formation identified</td>
<td>Limited or no evidence of ability demonstrated.</td>
<td>Demonstrates ability characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis.</td>
<td>Demonstrates pronounced understanding, reasoned judgment and analysis.</td>
<td>Demonstrates superior understanding, reasoned judgment, and complex analysis.</td>
</tr>
<tr>
<td>Demonstration of the ability to identify worldview assumptions and their possible sources</td>
<td>Limited or no evidence of ability demonstrated.</td>
<td>Demonstrates ability supported with evidence from the literature characterised by accurate description.</td>
<td>Demonstrates pronounced understanding and analysis strongly supported with evidence from the literature.</td>
<td>Demonstrates pronounced understanding, analysis and reasoned judgment strongly supported with evidence from a wide range of literature.</td>
<td>Demonstrates superior understanding, complex analysis and reasoned judgment extensively supported with evidence from the literature.</td>
</tr>
<tr>
<td>Development of a framework for improving own practice with regard to biblical worldview formation</td>
<td>No or limited framework developed.</td>
<td>Sound framework developed.</td>
<td>Extensive framework developed.</td>
<td>Extensive framework developed, evidence of independent scholarly judgements begin to emerge.</td>
<td>Superior framework developed with evidence of genuinely independent scholarly judgements.</td>
</tr>
<tr>
<td>Development of a presentation for training others in the idea of a biblical perspective on worldviews in educational practice</td>
<td>No or limited presentation developed.</td>
<td>Sound presentation developed with reference to own reflections and supported with evidence from the literature.</td>
<td>Extensive presentation developed with reference to own reflections and strongly supported by a wide range of literature, evidence of independent</td>
<td>Extensive presentation developed with reference to own reflections strongly supported by an extensive range of literature with evidence of genuinely independent scholarly judgements.</td>
<td>Superior presentation developed with reference to own reflections strongly supported by an extensive range of literature with evidence of genuinely independent scholarly judgements.</td>
</tr>
</tbody>
</table>
scholarly judgements begin to emerge.

| Composition | Many errors evidenced (spelling, grammatical, referencing). | Some errors evidenced (spelling, grammatical, referencing). | Few errors evidenced (spelling, grammatical, referencing). | Consistently uses correct spelling, grammatical and referencing. | Work is free of errors (spelling, grammatical and referencing). |
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used in accordance with APA levels of headings.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. An APA guide has been uploaded to Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor no later than one week before the due date and provide documentation from a medical practitioner or the student counsellor as to why you cannot adhere to the stated due date. Your instructor may then approve a new due date.
- Any assignment submitted after the due date without the instructor's permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- All assignments must be submitted to assignments@sheridancollege.com.au.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation

- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure your marks are equivalent to students being assessed at other higher education institutions.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | Part 1 (a) What are worldview assumptions?  
- What are worldview assumptions?  
- How do our assumptions differ from our beliefs?  
- How are our assumptions formed?  
- How do assumptions relate to values and desires?  
- Worldviews as influencers in the classroom | Text: Chapters 1-2  
| 2    | Part 1 (b) What are worldview assumptions?  
- How are our assumptions formed?  
- How do assumptions relate to values and desires?  
- Worldviews as influencers in the classroom | Readings: Beech (2015); Godden (2010) |  |
| 3    | Part 1 (c) What are worldview assumptions? Living with worldviews  
- Worldviews as influencers in the classroom | Reading: Edlin (2008) |  |
| 4    | Part 2 (a) Faulty metanarratives: Are all worldviews created equal?  
- Worldview assumption comparisons and evaluations | Text: Chapter 3 |  |
|      | **In-Trimester Study Week** |  |  |
| 5    | Part 2 (b) Faulty metanarratives: Worldviews and culture  
- The cultural history of Western worldview assumptions  
- Worldview analysis based on biblical perspectives | Text: Chapters 5-6  
Reading: Schultz & Swezey (2013) | Essay |
| 6    | Part 3 (a) Evaluating presuppositions  
- The impact of the prevailing Western worldview assumptions | Text: Chapter 7  
Reading: Goudzwaard, Vander Vennen & Van Heemst (2007) |  |
| 7    | Part 3 (b) Evaluating presuppositions  
- Evaluating presuppositions and the problem of shared meaning | Text: Chapters 8-9  
Reading: Wolters (2009) |  |
| 8    | Part 4 (a) Metanarratives of biblical proportions  
- Biblical foundations for worldview assumptions as they apply in education | Text: Chapter 4  
| 9    | Part 4 (b) Metanarratives of biblical proportions  
- Worldview assumptions and the curriculum  
- Worldview assumptions and pedagogy | Readings: Esqueda (2014); Thompson (2014) |  |
| 10   | Part 5 (a) Worldviews in education: In the classroom  
- Authentic classroom practice  
- All education is related to changing world picture or worldview assumptions  
- Teaching for change | Readings: Goheen (2004); Fennema (2014a); Fennema (2014b) |  |
| 11   | Part 5 (b) Worldviews in education: Knowing and doing  
- From true knowledge to understanding to applied wisdom and finally to action | Readings: Smith & Smith (2011); Schultz & Swezey (2013) |  |
| 12 | **Part 5 (c) Worldviews in education: transforming worldviews**  
- The application of worldview assumption perspectives to outcome-based education  
- Structuring the classroom, curriculum and pedagogy for effective teaching based on an understanding of the power of assumptions | Reading: Thompson (2012) |  

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| 13 | While there is no examination for this unit the presentations will be scheduled during this week. | Summary and Presentation |