Unit Outline
EDUC6006 Educational Innovation and Change
Semester 2, 2016

Unit study package code: EDUC6006
Mode of study: Internal
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Professor
Name: Rob Cavanagh
Phone: 08 9266 2162
Email: R.Cavanagh@exchange.curtin.edu.au
Location: Building: 501 - Room: Level 4
Consultation times: By email appointment

Teaching Staff:

Administrative contact:
Name: Bentley Generic Enquiries
Phone: 08 9266 2158
Email: HUM-EDSup@curtin.edu.au
Location: Building: 501 - Room: Level 3

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Introduction
Understanding innovation and change has resulted from almost five decades of research into business, public sector and educational organizations. Whilst change has been recognized as a feature of societies and organizations, identifying the factors leading to change is often difficult and complex. The stimulus for a particular change or the pressure for change in general can come from a multitude of sources for many reasons. Implementing change is a complex and demanding process that requires resources, planning and leadership. What is certain about change is that it is evidenced by differences over time in the conditions in which we work and live.

The unit aims to examine theories of innovation and change and also the implementation of educational innovations. Students will apply this knowledge in an evaluation of an educational innovation.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss the results of research on change and innovation</td>
<td>![Checkmark] ![Checkmark]</td>
</tr>
<tr>
<td>2 Explain how conditions within schools and organisations can support or impede innovation implementation</td>
<td>![Checkmark] ![Checkmark]</td>
</tr>
<tr>
<td>3 Explain the complexities of innovation implementation</td>
<td>![Checkmark] ![Checkmark]</td>
</tr>
<tr>
<td>4 Explain the practical considerations in successful innovation implementation</td>
<td>![Checkmark] ![Checkmark]</td>
</tr>
<tr>
<td>5 Evaluate a major educational innovation</td>
<td>![Checkmark] ![Checkmark]</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities
There will be a number of focused seminars / workshops intended to foster discussion of the key issues and topics associated with educational innovation and change. Powerpoint presentations together with readings and additional material are available on Blackboard organized around themes and topics.

Learning Resources
Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.

- You do not have to purchase the following textbooks but you may like to refer to them. Fullan, M. (2007). The New Meaning of Educational Change. (Ed 4th) Routledge

Other resources


Web-Based Resources: The majority of the following journals are available in full text through the Curtin University Library Scholarly Electronic Databases. Students are encouraged to peruse the latest editions of these journals.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>40 percent</td>
<td>Week: Teaching week 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Day: Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>September 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Time: 23:59</td>
</tr>
<tr>
<td>2</td>
<td>Essay</td>
<td>60 percent</td>
<td>Week: Study week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Day: Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>November 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Time: 23:59</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Particular models of innovation and change suggest particular strategies to be engaged when managing adoption, implementation and continuance. In what ways (compare and contrast) do these assumptions and particular strategies differ under the fidelity v adaptation perspectives of change?
   Maximum 2,500 words

2. Evaluate an educational reform initiative (innovation) in an area of professional interest. What were the forces or reasons for the innovation? Describe the key characteristics of the innovation. Based on change theory, analyse and describe barriers to change; facilitators (Leaders) and the dynamics of the change strategies employed. To what extent was there evidence of adaptation or re-invention and re-culturing to ensure continuance of the change?
   Maximum 3,000 words

Pass requirements

Students must pass all assessments

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm
Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

Recent changes to this unit include:

Assignments modified

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.
### Program Calendar

#### Program Calendar – Semester 2 2016 EDUC6006 Ed Innovat’n & Change

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Teaching Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Assess due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1 August</td>
<td>Introduction to change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rob in China</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>8 August</td>
<td>Innovation</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>15 August</td>
<td>Models and strategies of change</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>22 August</td>
<td>Factors affecting change</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>29 August</td>
<td>Tuition Free Week</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>5.</td>
<td>5 September</td>
<td>Barriers to change</td>
<td>Assign 1 due Fri 10/9</td>
</tr>
<tr>
<td>7.</td>
<td>6.</td>
<td>12 September</td>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>7.</td>
<td>19 September</td>
<td>Holistic views of change</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>26 September</td>
<td>Tuition Free Week</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>8.</td>
<td>3 October</td>
<td>The players</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>9.</td>
<td>10 October</td>
<td>Managing change</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>10.</td>
<td>17 October</td>
<td>Leading changing culture</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>11.</td>
<td>24 October</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>12.</td>
<td>31 October</td>
<td>Evaluating an innovation</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>7 November</td>
<td>Study Week</td>
<td>Assign 2 due Mon 7/11</td>
</tr>
</tbody>
</table>