



THE UNIVERSITY OF
MELBOURNE

COURSE NOTES

SUBJECT GUIDE

© 2015 School of Melbourne Custom Programs, UoM Commercial Ltd

The information in this guide was true and correct at the time of printing. The University reserves the right to make changes as appropriate.

Table of Contents

Contents

SUBJECT INTRODUCTION	3
SUBJECT NAME AND CODE	4
CREDIT POINTS.....	4
SUBJECT DESCRIPTION	4
SUBJECT OBJECTIVES	4
GENERIC SKILLS	4
KEY INFORMATION.....	5
SUBJECT COORDINATOR.....	5
WELCOME.....	5
SUBJECT PROGRAM	6
ASSESSMENT	8
ASSESSMENT OVERVIEW	8
ASSIGNMENT SUBMISSION	9
ASSIGNMENT PLAGIARISM POLICY	10
EXTENSIONS.....	11
SPECIAL CONSIDERATION	11
FINAL RESULTS	12
GRADING STRUCTURE.....	12
READING LIST.....	13
REQUIRED TEXT.....	13
RECOMMENDED TEXTS	13
RECOMMENDED ARTICLES.....	13
STUDENT ADMINISTRATION	14
UNIVERSITY OF MELBOURNE POLICIES AND PROCEDURES	14
CENSUS DATES	14
WITHDRAWAL (INCLUDING LEAVE OF ABSENCE).....	14
STUDENT CARDS.....	15
LIBRARY INFORMATION.....	15
Discovery	15
Library Account.....	15
LEARNING MANAGEMENT SYSTEM - LMS	16
UNIVERSITY RESOURCES.....	16
Academic Skills Unit.....	16
University of Melbourne Graduate Student Association Inc.	16
KEY CONTACTS.....	17

Subject Introduction

Subject Name and Code

EDUC90806 Introduction to Positive Education

Credit Points

12.5 points

Subject Description

This subject introduces the science of positive psychology and positive education. Students will learn about different theories of wellbeing and flourishing, examine core constructs relevant to education, and explore positive interventions that can be used in classroom and schools to build wellbeing and resilience. The subject particularly focuses on scientifically-sound processes and techniques, with an eye toward helping students to become critical consumers of the literature. Interactive sessions and assignments will help students engage with and begin to apply positive education in their context.

Subject Objectives

On completion of this subject, students should be able to:

- Understand defining features of wellbeing and flourishing, within the context of education;
- Apply contemporary scientific evidence, theories, and interventions from positive education to their educational settings;
- Be critical consumers of wellbeing and happiness studies and claims;
- Be inspired that positive change within education is possible.

Generic Skills

Graduates will develop the following generic skills:

- Problem solving skills, including engaging with, researching, and identifying strategies to solve unfamiliar problems and bring about positive change;
- The ability to construct and express logical arguments;
- Critically investigate, modify, and adapt new ideas and approaches;
- Plan effective work schedules and meet deadlines;
- Verbal and written communication skills;
- Use of evidence and data to support action.

Key Information

Subject: EDUC90806 Introduction to Positive Education

Venue: Frank Tate Room, Melbourne Graduate School of Education, 100 Leicester St, Level 9, Carlton

Teaching Intensive Dates: Friday, 20 February, Saturday, 21 February, and Friday, 27 March 2015

Assignment 1 due: Sunday, 8 March 2015

Assignment 2 due: Sunday, 12 April 2015

Subject Coordinator

Name: Dr Peggy Kern

Email: Peggy.Kern@unimelb.edu.au

Phone: 03 8344 3402



Dr Peggy Kern is a senior lecturer at the University of Melbourne's Centre for Positive Psychology within the Melbourne Graduate School of Education. She received her doctorate in psychology in June 2010 from the University of California, Riverside, USA, with additional postdoctoral training at the University of Pennsylvania under Dr Martin Seligman. Her research examines the question of who flourishes in life (physically, mentally, and socially), why, and what enhances or hinders healthy life trajectories. Her studies include well-being measurement; big data approaches to psychological study; and long data approaches for testing sophisticated theories of psychosocial processes underlying health and wellbeing over time.

Welcome

Welcome to the Professional Certificate in Positive Education! Over the next five months, I hope that you will find this program intellectually stimulating, practically applicable, and valuable for your personal and professional life.

In this first subject, Introduction to Positive Education, you will learn about the latest science and practices in positive psychology, and how it applies specifically to positive education. You will hear from professionals in the field, who are actively and successfully applying positive education in their education settings. You will have the opportunity to share your own experiences and insights, in line with the importance of promoting peer to peer learning. We will focus on science, parsing out what is real, what is pseudoscience, and how to tell the difference. Positive education is a young field, with much to learn and discover – and you are an important part of that process!

I am looking forward to sharing this learning experience with such an esteemed group of professionals. As the course coordinator, I will do my very best to make this a highly rewarding learning experience for you.

Subject Program

Class times: 9am-4pm

Venue: Frank Tate Room, Melbourne Graduate School of Education, 100 Leicester St, Level 9, Carlton

Session	Topics	Presenter
<u>Day 1: Friday, 20 February 2015</u>		
8:30am – 9:00am	<i>Registration</i>	
9:00am – 9:30am	Welcome and overview	Dr Peggy Kern
9:30am – 10:45am	Positive psychology and education: What and why?	Dr Peggy Kern
<i>10:45am – 11:00am</i>	<i>Morning Break</i>	
11:00am – 12:30pm	Understanding wellbeing and flourishing	Dr Peggy Kern
<i>12:30pm – 1:15pm</i>	<i>Lunch</i>	
1:15pm – 3:45pm	Positive psychology concepts: Character strengths, grit, mindsets, hope, resilience	Dr Peggy Kern
3:45pm – 4:00pm	Day wrap up	Dr Peggy Kern
<u>Day 2: Saturday, 21 February 2015</u>		
9:00am – 10:45am	Positive psychology concepts: Character strengths, grit, mindsets, hope, resilience	Dr Peggy Kern
<i>10:45am – 11:00am</i>	<i>Morning Break</i>	
11:00am – 12:45pm	Developing a vision for flourishing schools: Engaging students, parents and staff	Geelong Grammar School
<i>12:45pm – 1:30pm</i>	<i>Lunch</i>	
1:30pm – 3:30pm	Frameworks for positive education	Dr Peggy Kern
3:30pm – 4:00pm	Resources, course expectations, wrap up	Dr Peggy Kern
<i>Assignment 1 due 8 March 2015</i>		

Session	Topics	Presenter
<u>Day 3: Friday, 27 March 2015</u>		
9:00am – 10:45am	Positive Interventions	Dr Peggy Kern
<i>10:45am – 11:00am</i>	<i>Morning Break</i>	
11:00am – 12:30pm	Positive Interventions	Dr Peggy Kern
<i>12:30pm – 1:15pm</i>	<i>Lunch</i>	
1:15pm – 3:30pm	Application of positive interventions	Panel of experts: <ul style="list-style-type: none"> • Tom Brunzell • Saraid Doherty • Scott Watson
3:30pm – 4:00pm	Wrap up	Dr Peggy Kern
<i>Assignment 2 due 12 April, 2015</i>		

Assessment

Assessment Overview

Assessment Task	Length	Due Date	%
Introducing others to positive education <i>15 minute presentation and report</i>	Equivalent to 2000 words	Due 8 March	40
Personal action plan <i>Written report</i>	3000 words	Due 12 April	60

Assignment Details

Introducing Positive Education (presentation and report)

Equivalent to 2,000 words, due 8 March, worth 40%

Develop a plan for introducing or further developing positive education within your education/ work setting. Create a brief PowerPoint presentation that defines positive education, provides your current context, provides a rationale for introducing/ further developing positive education within this setting, and outlines a plan. Present this to a few colleagues for feedback. Submit your PowerPoint slides. In the note sections, indicate what you say to your colleagues. On the final slide, summarize the feedback you received, and describe how you will integrate this feedback into your future plans.

Personal Action Plan (written report)

3000 words, due 12 April, worth 60%

In what ways can you *personally* start to implement positive psychology within your education/ work setting? Develop a plan that describes your context, the goals of your plan, a description of the activities you will do, and empirical support for your planned components. Include some consideration of the expected outcomes, how you will evaluate success, and how you will address potential barriers and challenges.

Specific formatting guidelines for each assignments will be provided in class. Please follow all directions.

Assignment Submission

Assignments are to be submitted online via LMS (<http://lms.unimelb.edu.au/>), using the Turnitin system, by the end of the day (11:59 pm, AET) on the date specified.

Turnitin is online web-based text-matching software that works by comparing electronically submitted papers to billions of pages of content located on the Internet and proprietary databases as well as the work of other students whose papers have also been submitted into the system. This software is currently used by many universities in Australia and internationally. The University of Melbourne has been using this software since July 2004 and it is providing a valuable addition to existing methods for supporting the University's policy on academic honesty.

When student papers are submitted into Turnitin, sections of the papers that match other sources are highlighted and identified. The student paper with the highlighted matched text forms an Originality Report and is made available to the lecturer concerned.

Turnitin cannot make a judgement regarding whether plagiarism has occurred. It is the responsibility of the lecturer in charge of a subject to determine the quality of the Originality Report and to assess whether parts identified by Turnitin as non-original may be reasonably considered as plagiarism.

For more information visit <https://academichonesty.unimelb.edu.au/turnitin/>

Assignment Plagiarism Policy

In accordance with the University of Melbourne's copyright and plagiarism policies, all students are required to certify they adhere to these policies:

"Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.

Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please see the University's policy on Academic Honesty and Plagiarism: <https://academichonesty.unimelb.edu.au>

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in University policy. Proven involvement in plagiarism or collusion may be recorded on my academic file in accordance with Statute 13.1.18."

If you do not agree to the outlined terms and conditions, please contact your Program Coordinator to discuss the matter further.

To acknowledge that your work complies with these policies, you will be required to complete a student declaration on LMS before you proceed with uploading your assignment:

STUDENT DECLARATION

Please tick to indicate that you understand the following statements:

I declare that:

- This assignment is my own original work, except where I have appropriately cited the original source (Appropriate citation of original work will vary from discipline to discipline).
- This assignment has not previously been submitted for assessment in this or any other subject.

For the purposes of assessment, I give the assessor of this assignment the permission to:

- Reproduce this assignment and provide a copy to another member of staff; and
- Take steps to authenticate the assignment, including communicating a copy of this assignment to a checking service (which may retain a copy of the assignment on its database for future plagiarism checking).

When you click on the **Upload an Assignment** icon in LMS it will take you to the Student Declaration page before proceeding to the upload your assignment page.

Extensions

It is recognised that students face particular problems with their studies and can easily get behind with their work. Sometimes this may happen because of circumstances which are largely beyond your control: materials may be delayed in the post, a bereavement in the family, extensive illness, interstate transfer of workplace, etc.

If such circumstances occur to you, you must apply in writing to the Program Coordinator **at least 24 hours prior** to the assignment due date. Where appropriate, suitable documentation should be included with your application. An assignment extension will usually not be granted on the basis that students are busy at work.

Late submissions without an approved extension will receive a penalty of 5% off per day after the due date.

If you are granted an extension, the subject coordinator will determine its length after considering all relevant circumstances. Please note that the maximum length of extension is two weeks. If you are seeking an extension of more than two (2) weeks you will need to apply for Special Consideration.

Special Consideration

Sometimes events outside your control may affect your capacity to perform to the best of your ability in your assessment or even, on some occasions, to attend an examination. Under these circumstances you may apply for what is called “special consideration.”

Special consideration is available if:

- a) the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause or
- b) the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment or
- c) the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

Applications should be made no later than three (3) days after the date for submission of the final component of assessment in the subject. You will need to demonstrate your circumstances, normally by providing a report from a health care or appropriate professional who is able to comment on the circumstances leading to the disadvantage, or with other supporting documentation.

If you are granted a special consideration, you can expect one or more of the following outcomes:

- a) an extension (more than two weeks) to your assignment.
- b) a deferred or alternative assessment or exam.
- c) a late withdrawal of the subject without academic and/or financial penalty.

To apply for special consideration, you must complete the application via the online student portal at <https://my.unimelb.edu.au/> and return the Health Care or Appropriate Professional (HCAP) form, or a Statutory Declaration form to Student Services (refer to Key Contacts).

Final Results

The final result of each subject will be made available through the Student Portal on the University of Melbourne website. You will be advised through your University of Melbourne email address once results are available.

Go to <https://my.unimelb.edu.au/> and use your University of Melbourne password and username to log in. Once logged in, click on **Student Admin**, and then follow the links to your results.

Grading Structure

The grading structure used by the University of Melbourne for postgraduate courses is as follows:

Grade	Description	Mark
H1	First Class Honours	80-100
H2A	Second Class Honours Division A	75-79
H2B	Second Class Honours Division B	70-74
H3	Third Class Honours	65-69
P	Pass	50-64
N	Fail	0-49
NH	Not Completed/Fail	
WD	Withdrawn	
CNT	Continuing	
CMP	Completed	
FL	Fail	
NA	Not assessed	
GNS	Grade Not submitted	
WXT	Withheld - Extension	
S	Awarded a special or supplementary examination	
WAF	Withheld - Assessment to be finalised	
MIS	Missing result	
***	Inapplicable or unavailable	

Reading List

Required Text

- Boniwell, I. (2012). *Positive psychology in a nutshell* (3rd ed.). London: Open University Press
 - Available from the University Co-Op, <http://www.coop.com.au/bookshop/action/DataSubjSelect>

Recommended Texts

- Bott, D., McCormick, A., & Shaw, J. (2011). *Teach positive: Applying the science of positive psychology to the classroom*. Melbourne, Australia: Contemporary Brilliance Publications.
 - This is available directly from the publisher via the following link. Simply hit the “buy now” button and pay with PayPal. <http://www.teachpositive.com/the-book/>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understand of happiness and well-being*. Australia: William Heinemann.
 - Available from the University Co-Op, <http://www.coop.com.au/bookshop/action/DataSubjSelect>

Recommended Articles

Articles are available on the LMS (<http://lms.unimelb.edu.au/>) under “Readings & Resources”

- Green, S. Oades, L.G. & Robinson, P.L. (2011) Positive education: Creating flourishing students, staff and schools. *InPsych, April*. Retrieved from www.psychology.org.au/publications/inpsych/2011/april/green
- Kristjansson, K. (2012). Positive psychology and positive education: Old wine in new bottles? *Educational Psychologist, 47*(2), 86-105.
- Norrish, J. M., Williams, P., O’Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing, 3*, 147-161.
- Seligman, M., Ernst, R. Gillham, K. Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*(3), 293-311.
- Terjesen, M. D., Jacopsky, M., Froh, J. & DiGiuseppe, R. (2004) Integrating positive psychology into schools: Implications for practice. *Psychology in the Schools, 41*, 163-172.
- Waters, L., (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist, 28*, 75-90.

Student Administration

University of Melbourne Policies and Procedures

It is important that you are aware of some key university's policies and procedures relevant to your study here at the University of Melbourne. Below are the links to the current key policies and procedures of the university which related to you.

- Student rights and responsibilities - <https://policy.unimelb.edu.au/MPF1058>
- Assessment Policy, including the Marking Criteria, Forms of Assessment, Late Submission of Work, Assignment Submission, Extension of time to complete assignments, Release of final results, Special provisions and Appeals - <https://policy.unimelb.edu.au/MPF1199>
- Extensions - <https://policy.unimelb.edu.au/MPF1029>
- Special Consideration - <http://policy.unimelb.edu.au/MPF1030>
- Leave of Absence - <https://policy.unimelb.edu.au/MPF1045>
- Grading Scheme - <https://policy.unimelb.edu.au/MPF1052>
- Academic Honesty and Plagiarism - <http://academichonesty.unimelb.edu.au/>

Census Dates

The census date for EDUC90806 Introduction to Positive Education is **Friday, 6 March 2015**.

Refer to the **Withdrawal (including Leave of Absence)** section for important details regarding the census date.

Withdrawal (including Leave of Absence)

You may apply to Withdraw or take a Leave of Absence at any time; however you should be aware that you **will be liable for tuition fees** if you withdraw after the Census Date. Each subject has its own census date (this is the last day to withdraw or take leave of absence without a failed grade and financial penalty). After the census date, there is a short period of time which you can still withdraw without a failed grade. Please contact your Program Coordinator if you are unsure about these dates and wish to withdraw from a subject.

A Leave of Absence (LOA) is a period of time you are allowed to take off from study or when one subject is not taken in a given semester. During a period of LOA you are not a student of the University and will not have access to libraries and other University facilities.

A LOA may be granted in the event of health, financial and personal difficulties and faculties may grant up to 12 months of leave.

Leave is granted on the condition that you inform your faculty of your intention to resume your course a month before your return. Failure to do so may result in your enrolment being cancelled.

Withdrawal and/or Leave of Absence Forms are found at:

www.commercial.unimelb.edu.au/studentservices.

Or you can complete this process via the online student portal at:

<https://my.unimelb.edu.au/>

Student Cards

Students of the School of Melbourne Custom Programs (MCP) are eligible to receive a University of Melbourne student card. Student Cards are only issued once the enrolment process is fully finished (i.e. online enrolment is completed and all appropriate documentation is received).

For students studying online, off-shore or interstate, please ask the Student Services Team for a Student Card Application Form.

Library Information

The University of Melbourne holds one of the most significant academic library and archive collections in the southern hemisphere. It is one of the largest collections, providing three million volumes of paper and University Archives with collections of international significance on many areas and extensive online databases.

You are entitled to gain access to information resources through a variety of University of Melbourne libraries. For more information on the University of Melbourne libraries, locations and opening hours, visit: www.lib.unimelb.edu.au/collections/opentime.html

Discovery

A number of on-line databases, journals and articles are available to students through Discovery, the University's search interface. For further information about this search tool, please visit www.library.unimelb.edu.au/discovery

Library Account

The **easiest way** to access the library, view a summary of your library loans and fines, use saved preferred searches, look at your borrowing history and to access Discovery and the various databases, log in to the student portal: <https://my.unimelb.edu.au/>.

Learning Management System - LMS

Once a student has been enrolled they will be issued with a user name and password to access the student online learning environment, known as LMS. The website is <http://lms.unimelb.edu.au/>.

Each student is to familiarise themselves with the system. LMS is the main point of communication between the lecturer(s) and the students enrolled. In addition, students will be able to view information regarding the course (i.e. reading material, course guides, announcements etc.), post questions, and upload their assignments.

Once logged in, please ensure that the email in your profile in LMS is the one that you access most frequently so that you are receiving notifications whenever announcements, notices, discussions or materials are available on LMS.

Note: Assignments uploaded to LMS are strictly confidential and private. Other users do not have the ability to view this information without the expressed permission of the author and the Melbourne Graduate School of Education.

University Resources

Academic Skills Unit

The Academic Skills Unit offers advice and instruction on academic and language skills. They cover a broad range of academic skills, including researching and writing, exam preparation, oral presentations and more.

For further information, please visit their website <http://services.unimelb.edu.au/academicskills/> or visit them on campus at 723 Swanston Street, Carlton.

University of Melbourne Graduate Student Association Inc.

The University of Melbourne Graduate Student Association (GSA) is a student representative body for postgraduate students at the University. GSA has over 13,000 members including all Graduate Certificate students. GSA speaks up within the University and the wider community to help postgraduate education research and website.

For further information or advice, please visit their website <http://www.gsa.unimelb.edu.au/>.

Key Contacts

Program Coordinator

School of Melbourne Custom Programs

University of Melbourne

Name: Danielle Boardman

Email: pos-ed@commercial.unimelb.edu.au

Phone: (03) 9810 3237

Subject Coordinator:

Melbourne Graduate School of Education

University of Melbourne

Name: Dr Peggy Kern

Email: Peggy.Kern@unimelb.edu.au

Phone: (03) 8344 3402

Student Services

School of Melbourne Custom Programs

University of Melbourne

Email: postgrad@commercial.unimelb.edu.au

Phone: (03) 9810 3245