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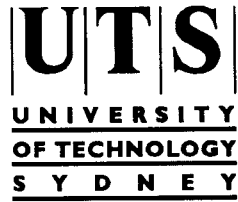
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**UTS**  
UNIVERSITY  
OF TECHNOLOGY  
SYDNEY

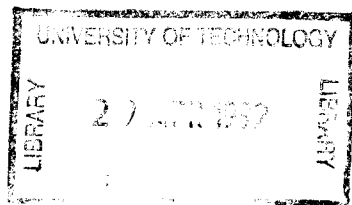


**FACULTY OF EDUCATION**

**HANDBOOK ◆ 1992**



**FACULTY OF  
EDUCATION**



**HANDBOOK  
1992**



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## UNIVERSITY OF TECHNOLOGY, SYDNEY

UTS has nine Faculties and each one has a separate Handbook which provides a detailed introduction to the Faculty's undergraduate courses.

Each Faculty also has a separate Postgraduate Studies Guide.

Reading these publications will show you how all courses at UTS aim to equip graduates for their professional career. Most courses can be undertaken with part-time attendance. Some are also offered with full-time and sandwich attendance. You do not have to be employed at the time you enrol in a sandwich pattern. And you can usually transfer from one attendance pattern to another at the end of a stage, provided the Head of School approves and there is space available in the class.

UTS does not offer external or correspondence courses.

### Further information

The UTS Information Service is open all year in the Tower building at 15 - 73 Broadway (near Central Railway). If you can't visit them, write to PO Box 123 Broadway, 2007, Australia or telephone (02) 330 1990.

The Enquiries Desk in the main foyer at Kuring-gai Campus, Eton Road, Lindfield is open Mondays - Thursdays 9.00am - 9.00pm and Fridays 9.00am - 5.00pm all year. Postal address is PO Box 222, Lindfield 2070.

Representatives of UTS attend Careers Days held in the Sydney region through the year.

The University Open Days are your chance to visit the campus and discuss your career plans and course preferences with members of the academic staff.

The School of Teacher Education Open Day will be held at Kuring-gai Campus on Saturday, 5 September 1992, from 2p.m. to 5p.m. Staff and students will be available to answer your questions.

### Applications for admission

If you want to be admitted or readmitted to a UTS undergraduate course, apply to the Universities Admissions Centre by 30 September.

(There are some courses for which you can apply direct to UTS - the deadlines for these are advertised separately).

If you want to enrol in a Doctoral programme or a Masters by Thesis, UTS will generally accept your application at any time.

For a Master of Arts, Master of Education or other higher degree by Coursework, you should lodge your application with the University by 31 October.

## UNIVERSITY E.E.O. POLICY

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of race, sex, marital status, physical disability or homosexuality.

### MISSION

The mission of the University of Technology, Sydney is to provide higher education for professional practice which anticipates and responds to community needs and the effects of social and technological change. The University offers access to its human, physical and technological resources for the advancement of society. It is committed to freedom of enquiry and the pursuit of excellence in teaching, scholarship and research, and to interaction with the practising professions.

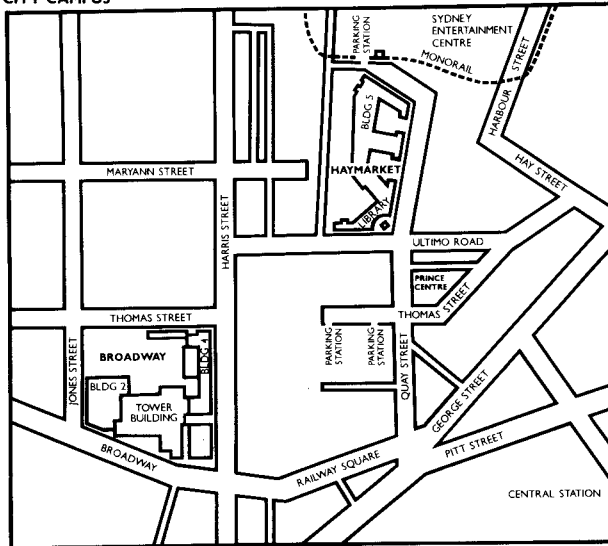
The University seeks to accomplish its mission in the following ways:

- by teaching an appropriate range of undergraduate, postgraduate and other educational programmes in a variety of attendance patterns for students wishing to enter the workforce at a professional level, those already employed at that level and those in employment who wish to attain that level.
- by ensuring that its courses are designed to enable graduates to carry out full professional practice in their chosen field. The courses aim to develop students' ability to learn, to solve problems, to adapt to change, and to communicate. Students should gain a broad understanding of social as well as technological issues, and acquire a greater perception of the nature and needs of modern society and of their responsibility to play a leading part in shaping it.
- by recognising that it has been established to serve the community as a major resource in vocational higher education. It therefore makes its technological expertise and facilities available to industry, commerce, government, and professional and community organisations. The means by which this is achieved include co-operative education, continuing education, pure and applied research and development, consulting, technology transfer and management, and contribution to national and regional policy development in education and technology.
- by promoting effective teaching and scholarship, professional activity and research by members of the University community to ensure the maintenance of high educational standards and their recognition at national and international levels.
- by continuing to develop and promote policies that ensure equality of opportunity in all its aspects.
- by seeking effective support for its educational activities.
- by conducting regular consultative reviews of its mission and objectives.



## FACULTY LOCATION MAPS

CITY CAMPUS



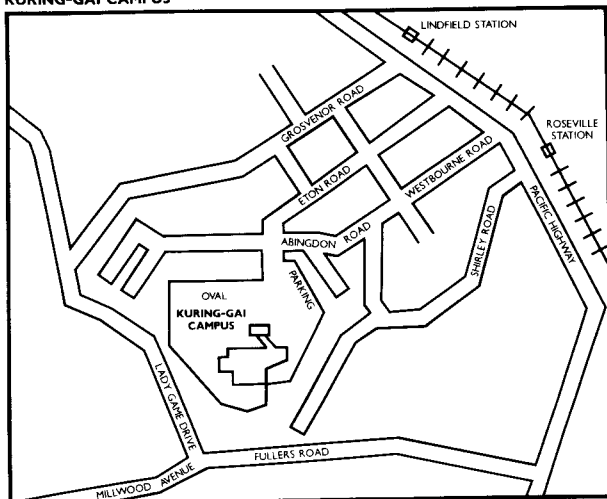
### Faculty of Education

Faculty Office:  
Ground Floor, D-Block,  
Haymarket, City Campus

Postal Address:  
PO Box 123  
Broadway NSW 2007

School of Adult Vocational Education  
School of Adult and Language Education  
Third Floor, D-Block,  
Haymarket, City Campus  
Telephone: (02) 330 3800 (AVE)  
(02) 330 3900 (ALE)

KURING-GAI CAMPUS



### School of Teacher Education

Kuring-gai Campus  
PO Box 222  
Eton Road, Lindfield NSW 2070  
General Enquiries: (02) 413 8200

## STUDENT SERVICES

Student Services staff are employed by the University to cater for your health, counselling and welfare needs. Staff also assist in the development of study skills and provision for students with disabilities.

### WELFARE

Welfare Officers offer assistance with your personal financial security. Central to their work is administration of the Student Loan Fund, and advising on Austudy claims and appeals.

### HEALTH

The Health Service has two locations: Level 3A of the Broadway Tower on City campus and Level 5 of Kuring-gai campus. The practice offers a free service with an emphasis on Health Education and Promotion.

### COUNSELLING

Counsellors are available on all campuses at least one day per week. They are experienced in dealing with personal difficulties and can advise on administrative matters in relation to the University, such as appeals against exclusion. If you suffer from exam nerves or loss of concentration, you're welcome to see one of the counsellors for assistance. They can also help you to clarify personal and career goals.

### STUDY SKILLS

The Study Skills Counsellor, John Piechocki, helps students to understand how best they can learn. Advice is given on time management, writing assignments and how to read and comprehend more in less time. You don't need to have problems to see John - Study Skills counselling is about improving your performance.

### ASSISTANCE FOR STUDENTS WITH DISABILITIES

The Special Needs Co-ordinator works with academic, administrative and Student Services staff to ensure appropriate support is available for students with disabilities. Students who have disabilities or chronic illness are encouraged to contact Marie Flood at Level 3A of City campus, Broadway. Telephone (02) 330 1177 or TTY (02) 330 1164 or Fax: (02) 330 1172

## WHERE & WHEN TO FIND STUDENT SERVICES

### Kuring-gai

Level 5

Monday to Friday 9-5

### Broadway

Level 3A, Broadway Tower

Monday to Thursday 9-6

Friday 9-5

### Haymarket

Room D105

Monday to Thursday 9-5

### Balmain

Student Centre, White Bay

Tuesday & Wednesday 9-5

### Gore Hill

Clinical Studies Building, Level 1

Tuesday to Thursday 9-5

**STAFF**

*Professor of Adult Education and Dean, Faculty of Education*

R J McDonald, BSc PhD (ANU)

*Faculty Administrator*

S Gulbis, BA (Syd), DipEd (Syd Teach Coll)

*Executive Officer*

M West, BA (NE)

*Secretary to the Dean*

R van Damme

*Secretary, Faculty Office*

L Bantermalis

*Finance Officer*

G Pasas, AIMM ATMA

*Accounts Assistant*

P M K Yip, DipTeach (HK), AssocDipBus, ANIA

*Faculty Assistant*

Vacant

*Faculty Services Officer*

P Weinrauch

**Training and Development Services**

*Executive Director*

R J McDonald, BSc PhD (ANU)

*Director*

G H Bennett, BCom (NSW), MEd (Nott)

*Office Manager*

C McGregor

*Administrative Assistant/Projects*

S Pawluk

*Administrative Assistants/Workshops*

Vacant

T Player

*Word Processing Machine Operator/Clerk*

L Bendall

**Educational Resources Centre**

*Manager, Technical Services and Head of Centre*

R Dickinson, BA (Macq)

*Clerical Assistant*

A Kearney

**Computer Studies Unit**

*Technical Officer*

A Lancuba, BAppSc

**Learning Resources Unit**

*Technical Officer*

P Kandlbinder, BEEd (SCAE)

*Computer Network Manager*

J Sawers, BA (SCA)

**Aboriginal Unit**

*Administrative Assistant*

W Sebbens

**School of Adult Vocational Education**

*Associate Professor and Head of School*

M Kaye, BA MEd DipEd (Syd), MA PhD (Macq), MAPsS MACE

*Associate Professors*

P J Hager, BSc, BA, PhD (Syd), DipEd (Tech) (Syd Teach Coll)

A J Watson, MA (Syd)

*Principal Lecturers*

G J Peak, BA (Syd), MEd MA PhD (Harv), MAPsS MBPsS MAPsA

*Senior Lecturers*

J C Bright, BA (Syd), MPhil (Lond), DipEd (NE), MACE

V B Levy, BA (Col), MA (Penn), PhD (Claremont)

R T Pithers, MA PhD (Syd), DipEd (Syd Teach Coll), MAPsS

G G Saville, BSc (NSW), MS EdS MS (Wis), PhD (Mich State), ASTC (STC)

G R Scott, BA (Syd), MEd EdD (Tor), DipEd (Syd)

R C Sims, BA MEd (Macq), DipEd (STC), MACS

*Lecturers*

J A Athanasou, BA (NSW), LittB (NE), MA (Syd), PhD (NE), DipEd (Armidale CAE), MAPsS

C C Chappell, BSc (Brist), MEd (NSW), GradCertSE (Lond)

I R Cornford, BA PhD (Syd), DipEd (Syd Teach Coll)

E L Dawes, BA (NSW), PhD (Macq), MAPsS

J D Dryden, BA (Syd), DipEd (SCAE)

R H Dunstan, BA MEd (Syd)

R B Gowing, BA (NE), MEd (Syd), DipTeach (Syd Teach Coll)

B Green, MSc (Oregon State), DipPE (Syd Teach Coll)

T W Hay, MA (Syd)

M K Jackson, BSc (Sociology) (Lond), MEd DipEd (Syd)

N D Lee, BSc MEd, DipEd (Syd)  
 D H McDowell, BA (Econ) (Manc), MEd, MA (NSW)  
 R L McEwin, BVSc (Qld), DipEd (SCAE), MRCVS  
 Z McLure, BVSc (Syd), MScSoc (NSW), DipEd (SCAE), MRCVS  
 B Mountain, BEd (SCAE), MEd (Syd), DipTeach (Syd Teach Coll)  
 P R Oswald, BA (Macq), MEd (Syd)  
 J Roc, BSc (Rangoon) MEd, MA, DipEd (Syd), MACE  
 PM Russell, BA (NE), DipTeach (Tech) (Syd Teach Coll)  
 S D Saunders, MA (NSW), PhD (Syd), GradDipAdultEd (SCAE)  
 K L Skelsey, BA MEd (Syd), ASTC (STC), FIIA MAS MASHA  
 L Spindler, BA MA (Ed) (Macq), ALSA  
 P R Walters, BA (Syd), DipEd (Syd Teach Coll), GradDipEdStuds (SCAE)  
 P M Whalan, MA (Syd) MLitt (NE)

*Graduate Officer*

M M Manicom, BA DipEd (Cork)

*Graduate Assistant*

C Bradshaw, BBus

*Secretary to the Head of School*

N Lau

*Secretary, School Office*

D McCrory

**School of Adult and Language Education**

*Professor of Adult Education and Head of School*

D J Boud, BSc PhD (Surrey), CPhys, FSRHE FRSA MInstP

*Associate Professors*

R K J Morris, BA MLitt (NE), MEd (Syd), PhD (Minn), GradDipAdultEd (SCAE)  
 M C Tennant, BA DipEd (Syd), PhD (Macq), MAPsS

*Senior Lecturers*

M J Bāynham, MA (Camb), PhD (R' dg), RSA Cert TEFL, RSA Cert Lit  
 H G Foley, BA MEd, PhD (Syd), DipEd (Eaf)  
 A P Gonczy, MA MEd (Syd)  
 S M Knights, BA (York), MSc (Edin), GradDipEmpRels  
 J A McIntyre, BEd, MA (Syd)  
 M S Newman, BA (Syd)  
 H A Schaafsma, BEd, BA (Qld), MEd, PhD (Syd)  
 D Slade, BA (Adel), MA (Lond), DipEd (Murray Park CAE)  
 R A Wickert, BSc (Aston), GradDipAdultEd (SCAE), GradCertFE (Lond)

*Lecturers*

G Anderson, BA (NSW), MEd DipEd (Syd)  
 R Cohen, BA (Macq), MEd (NSW), DipEd (SCAE)  
 K E Cruickshank, BA DipEd (Syd), GradDipTESOL (SCAE)  
 L D Field, BSc (Syd), MEd, DipContEd (NE)  
 R Forman, BA (Exe), MA (Syd), DipEd (SCAE)  
 P Jackson, AssocDipSoc Welfare (W Syd)  
 H Joyce, BA (Macq), DipTEFL (Syd)  
 S Kelly, Dip Teach GradDipReadingEd (Adel), GradDipTESOL (SCAE)  
 S M King, BA DipEd (NSW), GradDipTESOL (SCAE)  
 E E Leigh, BA DipEd (Syd), MEd (NSW), DipEd (Hawkesbury Ag Coll), MAITD, MIPMA  
 C Painter, BA (Sus), MA (Syd)  
 J H Sampson, BA (ANU), DipContEd (NE)  
 H Scheeres, MA (Syd), DipEd (Syd Teach Coll), GradDipTESOL (SCAE)  
 N Solomon, MA (Syd), DipEd (Syd Teach Coll)  
 B M Sheppard, BA (NSW), BSc (Surrey), GradDipEmpRels  
 B Watts, BA (W Syd)  
 R K Young, BSc (Technology) MScSoc (NSW), MEd (Syd), ASTC (STC)

*Research Fellow*

R Flowers, BA (Lond), MA (Freiburg)

*Graduate Officer*

C Kirk

*Graduate Assistant*

N. Buck

*Secretary to the Head of School*

M Jouliau

*Secretary, School Office*

A McMahan

**School of Teacher Education**

*Professor of Teacher Education and Head of School*

C E Deer, BA MTCP DipEd (Syd), PhD (Macq), FACE

*Associate Professors*

*Associate Professor in Education*

L I Brady, MA MEd (Syd), PhD (Macq), FTCL FACE

*Associate Professor in Science and Technology Education*

M M Cosgrove, BSc (Cant), MSc DipEdAdmin (Well), DPhil (Waik), DipTeach (Christchurch Teach Coll), FNZIC, CChem, MRSC

*Associate Professor in Teacher Development*  
S Groundwater-Smith, MA PhD (Syd)

*Senior Lecturers*

K W Amos, BA MLitt PhD (NE) Teach Cert  
(Balmain Teach Coll)  
G J Barnsley, BSc PhD DipEd (NSW), MLitt (NE),  
MACE  
L A Cree, BSc (NSW), MSc (Macq)  
K M Forster, BA DipEd (Melb), BEd PhD (Monash),  
MEd (Harv), MACE  
G W Foley BA MEd (NSW), MA (Macq), DipEd  
(N'cle NSW), MACE  
S E Gerozisis, MA (Syd), AMuA (NSWSCM),  
Teach Cert (Syd Teach Coll)  
M B Higgins, MA (Syd), MACE  
M Hourihan, BA DipEd (Syd), MLitt (NE)  
L Ljungdahl, BA (NSW), MA (Concordia), MLS  
(McG), MA (Syd), DipEd (Syd Teach Coll), DipLib  
(Lond), TEFL (RSA Lond), GradDipEdStuds  
(W'gong)  
P March, BA MLitt (NE), MA (Syd), LTCL FESB,  
FRSA, MACE  
J McFarlane, BA (NE), MEd (Syd), MACE  
R I Munro, BA (NE), MA (Macq), MACE  
D G Taylor, MMusEd (W Aust), AMuA DipMusEd  
(NSWSCM), LTCL (CMT) (Trin Coll Lond), Teach  
Cert (Syd Teach Coll)

*Lecturers*

J R Atherton, BA DipEd (NSW)  
A Berglund, BA (Syd), LTCL MACE  
R M Brill, BEd GradDipEdStuds (Kuring-gai CAE),  
MEd (Syd), DipSpecEd (Alexander Mackie CAE),  
Teach Cert (Armidale Teach Coll)  
A A Foster, BA MEd (Syd), MA (Macq), ASTC  
(STC), FIIA  
J Fry, MSc(Melb), BAppSc (PIT) PhD (Georgia),  
GradDipMD (Melb CAE), DipPE (STC)  
R K Gillies, BScDipEd (Syd), GradDipEdStuds  
(Kuring-gai CAE)  
M J Goninan, BA MEd (NSW)  
L J Gordon, BEd (Alexander Mackie CAE), DipArtEd  
(ESTC)  
J M Griffin, BA DipEd (Macq), DipSpecEd (Mitchell  
CAE)  
J C Jardine, BA (Syd), MA (SpecEd), PhD (Macq),  
DipEd (NE)  
J R Keith, BSc MPH DipEd (Syd), MAppSc (NSW)  
J S Lloyd, BMusEd  
S Schuck, BA (Witw), BA (SA), TTHD (JCE),  
GradDipEdComputer Stud (CSU)  
A K Scully, BEd (CCA), MEd (Syd), DipTeach  
(Kuring-gai CAE)  
G Segal, MSc (NSW), Teach Cert (William Balmain  
Teach Coll)  
H Sharp, BSc (Macq), Teach Cert (Goulburn Teach  
Coll)

K Toohey, MA (Calif), PhD (Penn State), DipPE (Syd  
Teach Coll)  
P Weingott, BA (Flin), DipEd (Syd Teach Coll),  
DipActing (NIDA)

*Administrative Officer*

A B Symons, BSc (Macq)

*Secretary to the Head of School*

P Gartung

*Senior Technical Officer*

A Atkin, AssocDipEnv Control (Mitchell CAE),  
Biotech Cert

*Practical Experience Co-ordinator*

L Ward

*PE Attendant*

W Cook

*Laboratory Attendant*

S. Avery



## **CENTRES**

- Centre for Reading Education (cenforead)
- Centre for Research in Teacher Education
- Centre for Workplace Communication and Culture
- Community and Consultancy Group
- Language and Literacy Centre
- Training and Development Services

The following centres will operate from 1992 subject to the approval of the Vice-Chancellor:

- Centre for Computer Based Training
- Research Centre in Vocational Learning
- Centre for Research and Education in the Arts (CREA)

## FACULTY OF EDUCATION COURSES AVAILABLE IN 1992

COURSE	AWARD	ABBREVIATION
<i>Doctoral Degree by Thesis</i>	Doctor of Philosophy	PhD
<i>Masters Degree by Thesis</i> Education	Master of Education	MEd
<i>Masters Degree by Coursework</i> Adult Education	Master of Education in Adult Education	MEd
Arts (TESOL)	Master of Arts in Teaching English to Speakers of Other Languages	MA
Arts (Children's Literature and Literacy)	Master of Arts in Children's Literature and Literacy	MA (Children's Literature and Literacy)
*Education	Master of Education	MEd
<i>Graduate Diploma Courses</i>		
Adult Education		
Basic Education	Graduate Diploma in Adult Education	Grad Dip Adult Ed
Community Education	Graduate Diploma in Adult Education	Grad Dip Adult Ed
Training	Graduate Diploma in Adult Education	Grad Dip Adult Ed
TESOL	Graduate Diploma in Adult Education	Grad Dip Adult Ed
Education		
Mathematics	Graduate Diploma in Education	Dip Ed
Physical Education	Graduate Diploma in Education	Dip Ed
Science	Graduate Diploma in Education	Dip Ed
Technical	Graduate Diploma in Education	Dip Ed
Language Teaching	Graduate Diploma in Education	Dip Ed
Children's Literature and Literacy	Graduate Diploma in Children's Literature and Literacy	Grad Dip (Children's Literature and Literacy)
Educational Studies		
Primary Music	Graduate Diploma in Educational Studies	Grad Dip Ed Studs
Special Education	Graduate Diploma in Educational Studies in Special Education	Grad Dip Ed Studs
Computer Education	Graduate Diploma in Educational Studies	Grad Dip Ed Studs
Computer Based Learning	Graduate Diploma in Computer Based Learning	Grad Dip CBL
Teaching English to Speakers of Other Languages	Graduate Diploma in TESOL	Grad Dip TESOL
<i>Graduate Certificates</i>		
Teaching English to Speakers of Other Languages	Graduate Certificate in TESOL	Grad Cert. TESOL
Higher Education (Teaching and Learning)	Graduate Certificate in Higher Education (Teaching and Learning)	Grad Cert H Ed
<i>Undergraduate Degree Courses</i>		
Adult Education		
#Community Education	Bachelor of Education in Adult Education	BEd
#Human Resource Development	Bachelor of Education in Adult Education	BEd
Education		
Physical Education	Bachelor of Education	BEd**
Primary (Phase III)	Bachelor of Education	BEd
Primary	Bachelor of Education	BEd
Primary	Bachelor of Teaching	BTeach
Special Education (Phase III)	Bachelor of Education	BEd
Teacher Librarianship	Bachelor of Education	BEd
Technical Education	Bachelor of Education	BEd

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**Undergraduate Diploma Courses**

Education	Technical Teaching	Diploma of Teaching	Dip Teach
Adult Education	Aboriginal Education	Associate Diploma in Adult Education	Assoc Dip Adult Ed
	Community Education	Associate Diploma in Adult Education	Assoc Dip Adult Ed
	Training	Associate Diploma in Adult Education	Assoc Dip Adult Ed

\* for Primary and Secondary teachers.

\*\* the completion of the Bachelor of Education (Physical Education) Conversion Course permits entry to the fourth year of this course.

# denotes majors

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## FACULTY OF EDUCATION

The Faculty of Education comprises three Schools located on two campuses of the University.

The School of Adult Vocational Education and the School of Adult and Language Education at the Haymarket Campus provide opportunities for professional development for adult educators in NSW. These Schools train TAFE teachers, community adult educators, commercial, industrial and government trainers, Aboriginal adult educators, and educators in the fields of TESOL and Adult Basic Education.

The School of Teacher Education is located at the Kuring-gai Campus and provides pre-service courses for beginning teachers and post-graduate programmes for experienced teachers.

In addition, the Faculty provides a range of short programmes and consultancy services to the public and private sectors through Training and Development Services.

Six higher degrees are offered in the Faculty of Education—

- Doctor of Philosophy
- Master of Education (by Thesis)
- Master of Education in Adult Education (by Coursework)
- Master of Education (by Coursework) (for primary and secondary teachers)
- Master of Arts in TESOL (by Coursework)
- Master of Arts in Children's Literature and Literacy (by Coursework)

Please refer to the entry under the School of Adult and Language Education for further details of the Master of Arts in TESOL.

All other award courses are described in each School entry.

The Graduate Certificate in Higher Education (Teaching and Learning) is offered by the Centre for Learning and Teaching via the Faculty of Education.

## GRADUATE CERTIFICATE IN HIGHER EDUCATION (TEACHING AND LEARNING)

**Offered by the Centre for Learning and Teaching via the Faculty of Education**

**Course Co-ordinator: Dr. Ruth Neumann**

### Course Aims and Structure

This course aims to provide university teachers with the necessary knowledge, skills and attitudes to develop their own teaching and assessment approaches so that they may teach effectively in a variety of contexts and with a variety of students, to monitor student learning, to assess their own teaching and to develop skills and attitudes of self-directed continuing teaching development. The course also aims to enhance participants' understanding of higher education and the academic profession.

It is a one year part-time course involving the equivalent of 8 weeks full-time study spread over two semesters.

The course is composed of three compulsory subjects:

- University Teaching and Learning
- The Academic Profession
- Student Learning and Evaluation

### University Teaching and Learning

This subject will enable participants to develop their professional expertise by enhancing their confidence and skills in fostering educational change and their knowledge of the principles of university teaching: teaching methods, student characteristics, student

learning, student learning activities, principles of assessment and evaluation of teaching. Participants will have the opportunity to become familiar with a variety of innovations in university education. They will be required to select an aspect of their own teaching on which to base a development project.

### **The Academic Profession**

This subject is intended for practising academics and is designed to provide an insight into their profession and foster an appreciation of the broader context within which university learning and teaching occurs. Thus, it aims to develop an awareness of the development of the academic profession, both historically and with specific reference to Australia. The subject also aims to familiarise participants with the concept of academic culture and enable them to explore major issues, such as the relationship between teaching and research or the influence of government policy on the participants' discipline.

### **Student Learning and Evaluation**

This subject will encourage participants to reflect upon all aspects of their teaching from the perspective of research in student learning by introducing a range of monitoring techniques and processes and methods of curriculum development. Participants will be able to use the information resulting from reflections on their teaching to modify, where appropriate, aspects of their teaching and courses.

### **Assessment**

Participants are assessed in a variety of ways which match the objectives of the subjects. These include self assessment, peer review and written assignments.

### **Attendance Pattern**

Part-time. Within a part-time pattern no regular attendance pattern is envisaged. Attendance will depend on needs and the teaching timetables of the participants, but a 2 hour meeting will be held about once every two weeks on average for each subject, with a day long session to be held before the start of semester for two of the three subjects.

### **Admission requirements**

During the two semesters over which the course is run, applicants must be in full-time or fractional academic employment in an Higher Education institution. For UTS staff the course will be free (through a subsidy from the University). All other enrollees are expected to be full fee-paying.

## **MASTER OF EDUCATION IN ADULT EDUCATION (BY COURSEWORK)**

**Course Co-ordinator:** Griff Foley

This two year part-time course of study, introduced in 1991, is designed for those involved in an adult educational setting and with a desire to enhance their post-graduate qualifications. It is anticipated that applicants will possess a first degree.

### **Course Aims**

The general aims of the Master of Education in Adult Education are for the participant to:

- develop further competence in understanding and managing adult communication and learning;
- define and further develop competent adult teaching techniques;
- acquire new and more advanced skills in designing, implementing, and evaluating educational programmes for adults;
- upgrade the ability to organise, manage, promote and provide advice in the delivery of adult education;
- expand the personal capacity to be self-directed in learning;
- evaluate the personal capacity to be self-directed in learning;
- develop understanding of the social, political and economic context of adult education;
- formulate a personal stance on the nature and purposes of adult education.

### **Course Structure**

A total of 8 subjects comprising 32 credit point must be completed for the award. A choice of subjects is available from four groups together with an option to undertake an Independent Study Project. Each student in consultation with a member of academic staff, will negotiate a coherent course of study related to her/his individual learning needs. The groups are as follows:

#### **(i) Integrative Subjects**

- T3332 Theory & Practice in Adult Education
- T3333 Adult Learning & Programme Development
- T3334 Adult Education in its Social Context
- T3335 Australian Adult Education: Influences & Tendencies
- T3336 Contemporary Issues in Adult Education

*Note: All students must complete or demonstrate previously acquired competence in three of these Integrated Subjects.*

Students with no previous formal study in adult education will be required to complete Theory and Practice in Adult Education and Adult Learning and Programme Development.

**(ii) Adult Education Management Concentration**

T3337	Managing the Programme Change Process in Post-Secondary Education: Research & Strategy.
T3339	Skill Formation, Technological Change and Adult Education
T3340	Higher Level Competencies in Adult Education
T3341	Policy Analysis in Adult Education
T3342	Ethics and Leadership in Adult Education Administration
T3343	Adult Communication Management 1
T3344	Adult Communication Management 2
T3345	Continuing Professional Education for Adult Educators
T3346	Computer Based Adult Education and Training
T3347	Issues in Computer Based Adult Education and Training

**(iii) Adult Education Research & Evaluation Concentration**

T3348	Issues for Adult Education Researchers*
T3349	Research Methodologies for Adult Educators
T3350	Issues in Adult Education Evaluation
T3351	Adult Education Evaluation : Plans & Procedures

\* (Students electing to undertake a research study as an Independent Study Project will be required to complete both research subjects.)

**(iv) Community Adult Education Concentration**

T3352	Adult Education and Social Movements
T3353	The Enrichment Tradition in Adult Education
T3354	Freire's Influence in Adult Education
T3355	Organisation Theory and Community-based Adult Education

*Note: Availability of concentrations will depend on resources and student numbers. In addition, concentrations are non-compulsory and it is anticipated that many students will choose a range of subjects from more than one area of concentration.*

**(v) Independent Study Project**

The independent study projects:

- will allow students to design their own learning experiences in negotiation with a member of academic staff
- will take a variety of forms, eg. a reading course, a field-based study, an action research project
- must relate to an aspect of adult education not dealt with in other subjects in the course
- will be the equivalent of one or two subjects.

An example of a possible part-time course of study might be as follows

Year 1	Credit points
T3332 Theory and Practice in Adult Education	4
T3333 Adult Learning and Programme Development	4
T3336 Contemporary Issues in Adult Education	4
T3341 Policy Analysis in Adult Education	4
Year 2	
T3348 Issues for Adult Education Researchers	4
T3349 Research Methodologies for Adult Educators	4
T3357 Independent Study Project 2	8

**Attendance Pattern**

The course will involve attendance on one or two evenings each week throughout the academic year.

**Assessment**

Assessment in all subjects within the course will be criteria referenced. To ensure that the course makes demands on students appropriate to study at the Masters level, the assessment load in each subject will be 7000 words or the equivalent in other forms of work.

**MASTER OF EDUCATION (BY THESIS)**

This course is for students who wish to undertake a major research project in the field of adult education.

Prior to admission candidates will be required to submit a 2/3 page outline of their area of research interest (normally following consultation with the Head of School and/or a potential supervisor). This may occur before a formal application is lodged but in any case should be attached to the application. There are no course work requirements, however coursework may be prescribed for some students as a condition of their candidature.

**Eligibility for Admission (under University rule 3.4.2)**

To qualify for admission to a Masters Degree programme applicants shall:

- (i) possess a Bachelors degree of the University of Technology, Sydney, or
  - (ii) possess an equivalent qualification, or
  - (iii) submit such other evidence of general and professional qualifications as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies,
- b. and shall satisfy such additional requirements for admission to a particular programme, if any, as may be prescribed by the Academic Board.

## MASTER OF EDUCATION (BY COURSEWORK)

**Course Director:** Laurie Brady

The Master of Education by coursework aims to provide on-going professional development for people engaged in teaching or related professions. It provides studies incorporating breadth and depth: breadth by enabling elective choice from a wide range of disciplinary areas; and depth by requiring understandings and skills of analysis beyond the undergraduate level.

Students may complete this course in one of three patterns:

- 8 coursework subjects, or
- 6 coursework subjects and a minor independent study, or
- 4 coursework subjects and a major independent study.

All subjects are elective, though a research methods subject is compulsory for students attempting an independent study.

Applicants are required to have:

- a first degree or equivalent with a major in education, or
- a first degree without an education major, but a recognised professional qualification, or
- a first degree without an education major, but professional experience equivalent to a recognised professional qualification.

## MASTER OF ARTS IN CHILDREN'S LITERATURE AND LITERACY (BY COURSEWORK)

**Course Director:** Margery Hourihan

Students who have completed the Graduate Diploma in Children's Literature and Literacy may continue to the MA as follows:

Unit Name	Class Contact Hours
<i>Semester V</i>	
E3749      Advanced Seminar on Children's Literature or Literacy	2
<i>Semester VI</i>	
E3829      Major Study	
or	
<i>Semester V and VI</i>	
Research Project	

## DOCTOR OF PHILOSOPHY (PHD)

This course is for students who wish to prepare a doctoral thesis in the field of adult and primary and secondary education.

Prior to admission candidates will be required to submit a 2/3 page outline of their area of research interest (normally following consultation with the Head of School and/or a potential supervisor). This may occur before a formal application is lodged but in any case should be attached to the application. There are no course work requirements, however coursework may be prescribed for some as a condition of their candidature.

### Eligibility for Admission (under University rule 3.5.3)

1. To qualify for admission to a Doctoral Degree programme applicants shall:
  - (a) hold from this University a Bachelors Degree with First or Second Class Honours, Division 1 or a Masters Degree; or
  - (b) hold from this University or another tertiary educational institution a Bachelors Degree with Second Class Honours for which there is no division of Second Class Honours, and the Academic Board is satisfied that the standard attained by the candidate is equivalent to that which is required at this University for Second Class Honours, Division 1 or equivalent; or
  - (c) hold from another tertiary educational institution a Bachelors Degree with First Class Honours or Second Class Honours Division 1 or a Masters Degree approved by the Academic Board as a sufficient qualification for admission as a candidate; or
  - (d) be a graduate of this University or another tertiary educational institution and have after at least one years study in this University as a Masters or Masters Qualifying student reached a standard equivalent to that of a Bachelors Degree with Honours; or
  - (e) be a graduate of at least two years standing of this University or another tertiary educational institution whose research publications and written reports on work carried out by the applicant satisfy the Academic Board that he/she has the ability and experience to pursue his/her proposed course of study; or
  - (f) transfers from a Masters degree
2. (a) Applicants will be required to provide satisfactory evidence of their ability to undertake advanced research appropriate to their doctoral programme.
  - (b) Where such evidence is not available the candidate will be required to undertake a prescribed course in research methodology appropriate to the relevant discipline.



**SCHOOL  
OF  
ADULT  
VOCATIONAL  
EDUCATION**



## SCHOOL OF ADULT VOCATIONAL EDUCATION

In the School of Adult Vocational Education courses are provided for the initial professional preparation and the continuing educational development of TAFE and other teachers who work in related educational situations.

At the undergraduate level, the School offers the **Diploma of Teaching (Technical)**, an equivalent three-year full-time course that has been developed to meet the initial teacher education needs of non-graduate teachers in vocational and further education institutions. For those applicants who have completed part of the Diploma of Teaching (Technical) programme at Sydney Teachers College, Sydney CAE or Newcastle CAE prior to 1984, it is possible to be given advanced standing into this course. Full details are given in this handbook under the heading **Diploma of Teaching (Technical) by Advanced Standing**.<sup>\*</sup> Leading on from this, the School provides an opportunity for graduates of the Diploma of Teaching (Technical) to advance their studies to degree level by undertaking the **Bachelor of Education (Technical)** course which involves a further two years part-time study. For those applicants who have already qualified for an appropriate degree at a university or college of advanced education, the School offers a **Graduate Diploma in Education (Technical)**, an in-service, one year full-time equivalent course developed to meet the initial teacher education needs of graduate teachers in vocational and further education institutions.

For all three courses of study it is anticipated that candidates will be engaged as full-time or part-time teachers in TAFE or other vocational institutions and that they will have acquired formal vocational qualifications and substantial industrial experience prior to their entry to the programmes.

In addition to these initial teacher preparation courses, a **Graduate Diploma in Computer Based Learning** course is available to teachers, adult educators and trainers, and aims to provide them with skills, knowledge and attitudes necessary to teach effectively with computers.

Subject duration in the undergraduate and postgraduate courses offered by the School is expressed in credit points. For the purpose of comparison with other University courses, one credit point is normally equivalent to one semester hour.

### Postgraduate Degrees By Research/Thesis

The School offers a Master of Education in Adult Education by Coursework, a Master of Education by Thesis and a Doctor of Philosophy. Please refer to the introduction for details of these courses.

<sup>\*</sup> Please note, this course is being offered for the last time in 1992.

## DIPLOMA OF TEACHING (TECHNICAL)

**Course Director:** Valerie Levy

The Diploma of Teaching (Technical) is an equivalent three-year full-time initial teacher education programme developed to meet the needs of the non-graduate teachers in vocational and further education institutions. Students undertake two-years of full-time study whilst currently employed in an appropriate teaching environment. It is anticipated that all applicants will have acquired formal vocational qualifications and substantial industrial experience prior to entry to the course.

For applicants seeking advanced standing into this course, please refer to the next section. Diploma of Teaching (Technical) by Advanced Standing.

### Course Aims

- To develop the planning, teaching and evaluation skills required in vocational and further education.
- To establish the basis for the professional education of teachers with particular reference to major aspects of educational practice in vocational and further education.
- To establish the foundations of the disciplines underlying the practice of teaching in the vocational and further education field and operating at the interface between TAFE, industry and society.
- To broaden the general education of teachers so that professional and foundation studies can be pursued in the context of the wider society.
- To strengthen the foundations of the special subject disciplines on which their teaching is based.
- To establish the knowledge, skill and attitudinal foundations for continuing professional and personal development in a teaching career in vocational or further education.
- To establish standards of professional conduct and ethics appropriate to teachers in vocational and further education, and to encourage a commitment to implementing policies on affirmative action.

### Course Structure

The course is offered over two years and requires the study of 14 subjects in order to achieve a total of 96 credit points.

Subjects are offered in four specific strands – Teaching Studies, TAFE Studies, Specialist Studies and Vocational Standing.

#### Year 1

Teaching Studies	Credit Points
T0177 Theory & Practice of Teaching 1	14
T0178 Educational Psychology 1	6
T0179 Educational Media	6
T0180 Communication & Study Skills	6

## TAFE Studies

In the first year TAFE Studies is provided by the Staff Development Division of TAFE in the form of orientation to TAFE in New South Wales. As such it forms no part of the on-campus academic programme nor of the credit point structure.

### Specialist Studies

T0182 Curriculum Studies 6

### Vocational Teaching

T0310 Vocational Teaching 1 10

### Year 2

### Teaching Studies

T2200 Theory & Practice of Teaching 2 6

T2201 Educational Psychology 2 4

T0187 Computers in Teaching 4

T2202 Curriculum Development in TAFE 6

### TAFE Studies

T2100 Education, Industry and Society 12

### Specialist Studies

xxxxx Two Specialist Studies Electives 6

### Vocational Teaching

T0311 Vocational Teaching 2 10

All applicants will be required to provide evidence of concurrent involvement in relevant instructional/teaching roles through which the practice teaching requirements of the course can be met. In the case of part-time teachers, this involvement must be of a minimum of 4 hours per week during the duration of the course.

In addition all applicants will:

1. have qualified for the Higher School Certificate or its equivalent, or have been judged by an appropriate selection committee to possess those personal characteristics regarded as necessary for employment as full-time or part-time vocational teachers; and
2. have relevant vocational qualifications at the trade level and five years commercial and industrial experience. Applicants with less than five years industrial/commercial experience will be considered on an individual basis.

### Attendance Pattern

Given the different groupings of students undertaking this course, several attendance patterns may apply.

For TAFE teachers from the metropolitan area, attendance in the first year of study is – Semester 1, three days per week, Semester 2, one day per week. In the second year of study, attendance is for two days per week over the whole year.

All classes are held at the Faculty of Education City (Haymarket) Campus.

TAFE Teachers from the country regions have slightly different attendance pattern. In the first year of study, as with the metropolitan group, attendance is required at the Faculty for 3 days per week. Semester 2 is

undertaken by attendance at the Faculty for two five day blocks, plus one day per week of directed study at a College in the teacher's region. In the second year attendance at the Faculty for the equivalent of six five day blocks (spread over the two semesters), plus two days per week of directed study at a College in the teacher's region is required.

## DIPLOMA OF TEACHING (TECHNICAL) Residential

An equivalent three-year full-time initial education programme developed to meet the needs of non-graduate instructors or trainers in the Australian Armed Forces. Students undertake two years full-time study whilst concurrently employed in an appropriate teaching environment. It is anticipated that all applicants will have acquired formal vocational qualifications and substantial industrial experience prior to their entry to the course.

**Course Director:** Peter Russell

### Course Aims

- To develop the planning, teaching and evaluation skills required in vocational and further education.
- To establish the basis for the professional education of teachers with particular reference to major aspects of educational practice in vocational and further education.
- To establish the foundations of the disciplines underlying the practice of teaching in the vocational and further education field in military, TAFE, and industrial context.
- To broaden the general education of teachers so that professional and foundation studies can be pursued in the context of the wider society.
- To strengthen the foundations of the special subject disciplines on which their teaching is based.
- To establish the knowledge, skill and attitudinal foundations for continuing professional and personal development in the teaching career in vocational or further education.
- To establish standards of professional conduct and ethics appropriate to teachers in vocational and further education, and to encourage a commitment to implementing policies on affirmative action.

### Course Structure

The course is offered over two years and requires a the study of 14 subjects in order to achieve a total of 96 credit points.

Subjects are offered in four specific strands – Teaching Studies, TAFE Studies, Specialist Studies and Vocational Standing.

### Year 1

Teaching Studies	Credit Points
T0177 Theory & Practice of Teaching 1	14
T0178 Educational Psychology 1	6
T0179 Educational Media	6
T0180 Communication & Study Skills	6

**Specialist Studies**

T0196 Curriculum Studies	6
T0187 Computers in Teaching	4

**Vocational Teaching**

T0310 Vocational Teaching 1 Year 2	10
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**Teaching Studies**

T2200 Theory & Practice of Teaching 2	6
T2201 Educational Psychology 2	4
T2202 Curriculum Development in TAFE	6

**TAFE Studies**

T2100 Education, Industry and Society	12
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**Specialist Studies**

xxxxx Two Specialist Studies Electives	6
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**Vocational Teaching**

T0311 Vocational Teaching 2	10
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**Eligibility**

The Diploma of Teaching (Technical) Residential is available to all serving and ex service personnel who are currently engaged in teaching or training related activity, and who have completed a military instructional techniques course.

All applicants will be required to provide evidence of concurrent involvement in relevant instructional/teaching roles through which the practice teaching requirements of the course can be met. A minimum of 300 hours per year is required, but may be included examining, programming and one to one instructional activities. In cases where formal classroom instruction is less than 100 hours per year, a training diary must be kept to substantiate other functions.

In additions, all applicants will:

1. have qualified for the Higher School Certificate or its equivalent, or have been judged by an appropriate selection committee to possess those personal characteristics regarded as necessary for employment as full-time or part-time vocational teachers; and
2. have relevant qualifications at the trade level and five years commercial and industrial experience. Applicants with less than five years industrial/commercial experience will be considered on an individual basis.

**Attendance Pattern**

Attendance is by 6, 5 day residential schools at the University's Yarrowood Conference Centre near Richmond each year. Due to reduced face to face lecture component of residential study, full attendance at these schools is essential. Candidates are encouraged to "live in" if possible as evenings are used for informal tutorials and study groups with assistance form lecturing staff.

**Fees**

The course attracts compulsory University Union and Students' Association fees, the Higher Education Contribution Scheme (HECS), and centre use, meals and accommodation fees at Yarrowood. Residential fees in 1992 will be approximately \$150 per week.

In the past it has been the case that service personnel have been able to claim a proportion of HECS and compulsory Yarrowood fees under DFEAS. Applicants should investigate the provisions with the help of their local education officers. Some students have succeeded in obtaining civil schooling support for the course.

**DIPLOMA OF TEACHING (TECHNICAL) BY ADVANCED STANDING**

**Course Director:** Geoff Saville

To enable former students of the Sydney Teachers College, Sydney CAE or Newcastle CAE who have part completed studies in teaching programmes that were on offer at the time, to graduate with a Diploma of Teaching (Technical), a provision has been made for these individuals to make application for advanced standing into the current Diploma of Teaching (Technical) Course. (For administrative purposes only, this course of study is called the Diploma of Teaching (Technical) by Advanced Standing).

The Advanced Standing strand of the Diploma of Teaching (Technical) is offered in two variants, namely the 18 credit point and 9 credit point variants. The particular variant to which applicants will be admitted is determined by the following categories:

The **eighteen credit point** variant is for applicants:

- (i) who began teacher training prior to 1976, who have not completed the Diploma of Teaching (Conversion), but have completed six or more of the Technical Studies units or,
- (ii) who began teacher training prior to 1976, who have completed the Diploma of Teaching (Conversion), but have completed less than six Technical Studies units or,
- (iii) who began teacher training between 1976 and 1984, but who have completed less than six Technical Studies units.

The **nine credit point** variant is for applicants:

- (i) who began teacher training before 1976, and have completed the Diploma of Teaching (Conversion), as well as six or more of the Technical Studies units or,
- (ii) who began teacher training between 1976 and 1984, and have completed six or more Technical Studies units.

**Please note: 1992 will be the last year that the Diploma of Teaching (Technical) by Advanced Standing will be offered.**

## Course Structure

### 18 credit point variant

	<b>Credit Points</b>
T2200 Theory and Practice of Teaching 2	6
T2117 TAFE Studies (Advanced Standing)	6
T2106 Language and Literacy in TAFE Teaching I	3
T2017 Language and Literacy in TAFE Teaching 2	3

### 9 credit point variant

T5227 Theory and Practice of Teaching 2	6
T2106 Language and Literacy in TAFE Teaching 1	3

### Attendance Pattern

The Advanced Standing strand of the Diploma of Teaching (Technical) has been offered by both residential sessions and by weekly attendance at the Faculty. However, the attendance pattern for particular intakes depends on application numbers, and whether both modes of attendance can be accommodated. (Residentials require attendance both in Sydney and country centres such as Bathurst).

The eighteen credit point variant requires attendance of 6 hours per day x 20 weeks (or its equivalent) spread over a academic year. This converts to 6 hours per day for five four-day residential sessions. The nine credit point variant requires attendance of 6 hours per day x 10 weeks (or its equivalent) spread over one semester. This converts to 6 hours per day for one four-day and two three-day residential sessions.

## BACHELOR OF EDUCATION (TECHNICAL)

**Course Director:** Geoff Saville

The Bachelor of Education (Technical) is a two year part-time course available to teachers in TAFE, the defence forces and other vocational teachers working in similar settings.

A feature of this course is the Research Project undertaken in the second year of study in which students are encouraged to relate this project to the research and development priorities of their organisation, or pursue a project of personal and professional interest. It also provides a foundation for admission to the Master of Education (by Thesis).

### Course Aims

To examine issues in:

- adult teaching and learning
- implementation and evaluation of vocational education curricular
- effectiveness of computer applications
- individual and group behaviour patterns in educational organisations
- educational change
- the diffusion of innovations

- the needs of communities and and problems in planning local provision of resources.

To understand:

- the roles of national and international educational agencies and to compare different systems of vocational education
- the relationships between technology and technological change, work organisations, industrial relations and work satisfaction.

To develop:

- research skills necessary to define problems in education.

### Course Structure

The course is offered over two years and requires the study of 6 subjects (3 in each year) in order to achieve the total of 48 credit points. All subjects in this course have a value of 8 credit points.

### Compulsory core subjects are:

T0209 Educational Research 1

T0210 Educational Research 2

The remaining subjects are grouped under three headings:

### Advanced Teaching Studies

T0200 Teaching and learning in Vocational and Adult Education

T0201 Curriculum and Evaluation

T0202 Issues in Computer Innovations

### Advanced TAFE Studies

T5224 Policy Analysis in Vocational Education

T0206 TAFE College and the Community

T0207 Comparative Vocational Education

T0208 Contemporary Technology and Society

T0231 History of Technical and Vocational Education in NSW

### Administration Studies

T0203 Organisational Behaviour

T0204 Human Resource Development

T0205 Managing Change in Vocational and Adult Education

Students are expected to specialise in at least one of these subjects areas by undertaking two subjects from a particular grouping. The remaining two subjects can be taken from any of the three areas.

An example of a possible course of study might be as follows:

	<b>Credit Points</b>
<b>Year 1</b>	
T0209 Educational Research 1	8
T0201 Curriculum and Evaluation	8
T0202 Issues in Computer Innovation	8
<b>Year 2</b>	
T0210 Educational Research 2	8
T0207 Comparative Vocational Education	8
T0203 Organisational Behaviour	8

### Eligibility

In order to be admitted to this course, applicants must have successfully completed the Diploma of Teaching (Technical) or its equivalent, and normally have at least two years of successful teaching experience in either the TAFE system or an equivalent situation.

### Attendance Pattern

**Metropolitan:** one day per week for both Year 1 and Year 2 of the course, with classes held at the Faculty of Education located in the City Campus at Haymarket (refer to map).

**Residential:** usually six four-day residential schools for both Year 1 and Year 2 of the course, which are normally held from Thursday to Sunday and spread throughout the year from February to October.

Residentials are held in both Sydney and other country centres such as Bathurst. Final details about residentials will be available before the start of the academic year.

## GRADUATE DIPLOMA IN EDUCATION (TECHNICAL)

**Course Director:** Paul Hager

The Graduate Diploma in Education (Technical) is an in-service, one year full-time course developed to meet initial teacher education needs of graduate teachers in vocational and further education institutions. It is anticipated that candidates will be employed as full-time or part-time teachers in TAFE or other vocational institutions and that they will have gained formal vocational qualifications and substantial commercial or industrial experience prior to entry to the course.

### Course Aims

- to design, deliver and evaluate teaching/learning experiences that are meaningful to their studies within the particular contexts in which they are teaching;
- to understand and adapt to important educational, social, economic, political and management change which may occur in the TAFE context;
- to update and extend their understanding of various concepts and processes in the curriculum and to apply appropriate principles and procedures of teaching to the particular requirements of that curriculum and the teaching situation;
- to communicate effectively in different settings and to be aware of the principles of multiculturalism, participation and equity in all teaching situations;
- to broaden and deepen their professional and general education not only in a vocational setting but also with reference to the wider spectrum of society;
- to establish a basis for their own professional development with particular reference to major aspects of educational practice and research in vocational and further education.

### Course Structure

The course is offered over one year and requires the study of 8 subjects plus the completion of a journal in order to achieve the total of 48 credit points. The current study plan is as follows:

Semester 1	Credit Points
T4000 Theory and Practice of Teaching	10
T4100 Educational Media	2
T4101 Communication Skills	2
T4204 Curriculum Studies	2
T4203 Vocational Teaching	4
T4201 TAFE Studies	5
T4205 Beginning Teacher's Journal	3
Semester 2	
T4001 Theory and Practice of Teaching 2	4
T4204 Curriculum Studies	2
T4203 Vocational Teaching	4
T4201 TAFE Studies	5
T4205 Beginning Teacher's Journal	3
xxxxxx Elective	2
Electives:	
T4104 Individualising Instruction	2
T4106 Computer Applications in TAFE	2
T4111 Comparative and International Vocational Education	2
T4112 Work and People	2
T4113 Australian Society: Contemporary Social Issues and TAFE	2
T4118 Advanced Audio Visual Techniques	2
T4119 Science, Technology and Society	2
T4120 Introduction to Teaching English to Speakers of Other Languages	2
T4121 Marketing Adult and Vocational Educational Programmes	2

### Eligibility

An applicant for admission to the Graduate Diploma in Education (Technical) shall have qualified for either an appropriate degree at a university or college of advanced education or an appropriate diploma (equivalent to UG2 award) at an approved tertiary institution, and be concurrently engaged in teaching in the TAFE system or an equivalent situation.

Applicants with qualifications and experience other than those described above may be considered for special admission.

### Attendance

Students attend classes at the Faculty of Education located at the University's City Campus at Haymarket as follows:

Semester 1 – three and a half days per week

Semester 2 – two days per week

## GRADUATE DIPLOMA IN COMPUTER BASED LEARNING

The School has developed a new Graduate Diploma course for introduction in 1992. Potential applicants are invited to contact Rod Sims (330 3863) for details.

Applicants are especially encouraged from practitioners working in the field of Computer Based Training.

### Course Description

The course is designed specifically to provide skills and credentials for trainers and educators working with educational technology. The course will explore the principles and foundations of computer based learning, providing the skills necessary to analyse, design, develop, implement and evaluate courseware applications using advanced development tools and incorporating the latest interactive learning techniques. Students will integrate the theoretical aspects of interactive learning and instructional design to enable them to apply computer based learning to organisational training and instructional needs.

**Course Co-ordinator:** Rod Sims

### Course Aims

The Graduate Diploma in Computer Based Learning has, as its primary focus, the development of the professional skills of educators and trainers to design, develop and implement computer based instructional systems and policy strategies, consistent with the needs of the major employers and education authorities. The course is available to teachers, trainers, human resource developers and adult educators who wish to acquire knowledge and skills in the use of computer based training techniques in their work.

The aim of the course is to focus on both professional skills (competence) and critical understanding in the field of computer based learning.

In the context of computer based learning, the revised course is designed to provide trainers and educators with a critical understanding of:

- the principles and practice of interactive learning
- the implications of technology for instructional systems
- the implications of technology for policy formation and strategy
- the process of instructional systems development
- the skills required for the design and development of instructional systems
- the process of managing the development of instructional systems
- advances in strategies for software application training and education
- available strategies for computer based learning application.

In the context of computer based learning, the revised course is designed to promote the competence trainers and educators in:

- designing and developing instructional software
- applying principles of interactive learning and instructional design to instructional software development
- using technology in the management of education and training
- developing technology-based curricula and instructional systems
- selecting and implementing appropriate computer based learning delivery systems
- applying appropriate instructional strategies to defined learning and/or training needs
- preparing and presenting effective software application education and training.

### Course Structure

Candidates are required to study 12 subjects in order to achieve a total of 48 credit points, and students will normally take three subjects per semester.

Year 1	Autumn Semester	Credit Points
T6701	Foundations of Interactive Learning 1	4
T6702	Principles of Instructional Design	4
T6703	Courseware Design and Development 1	4

Year 1	Spring Semester	Credit Points
T6704	Foundations of Interactive Learning 2	4
T6705	Managing the Development of Computer Based Learning	4
T6706	Courseware Design and Development 2	4

Year 2	Autumn Semester	Credit Points
T6707	Principles of Computer Education	4
T6708	Computer Managed Learning	4
T6709	Interactive Multimedia	4

Year 2	Spring Semester	Credit Points
T6710	Independent Project	4
T6711	Communication Technology and Distance Learning	4
T6712	Advanced Course Engineering	4

### Eligibility

An applicant for admission to the course must have completed an approved 3 or 4 year undergraduate programme and have at least one year of professional experience in the education or training sectors.

Applicants with qualifications and experience other than those described above may be considered for special admission.

### Attendance

Attendance is required over two years of part-time study. Two attendance patterns are available:

- Day – One day per week
- Block– Combined open learning and three weekend sessions per semester

### Fees

The course does attract compulsory University, Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS).

## SUBJECT SYNOPSES

### **T0177 THEORY AND PRACTICE OF TEACHING 1**

#### **Fourteen credit points**

*Corequisite: T0311 Vocational Teaching 1*

This subject is designed to develop the student's knowledge and understanding of, and competence in, the basic skills of teaching required for effective teaching in vocational and further education.

Students will learn basic principles of teaching and selected techniques such as how to write precise lesson objectives; develop lesson plans for oral instruction and practical lessons; introduce, summarise and close a lesson; teach concepts, principles and factual information.

### **T0178 EDUCATIONAL PSYCHOLOGY 1**

#### **Six credit points**

This subject is designed to provide an understanding of psychological principles which influence the learning process of adolescent and adult learners in TAFE.

Students will learn about the nature of learning, the learning of verbal information, motivating and managing learners, the learning of psychomotor skills, problem solving and discovery learning, retention and transfer of learning.

### **T0179 EDUCATIONAL MEDIA**

#### **Six credit points**

This subject is designed to increase the efficiency of the teaching and learning process by ensuring that teachers feel competent to use the range of media, both hardware and software, available in contemporary educational institutions.

### **T0180 COMMUNICATION AND STUDY SKILLS**

#### **Six credit points**

This subject is designed to develop the communication skills, the interpersonal skills and the study skills necessary for effective teaching and learning.

In Semester 1, the basic communication module will focus on those communication skills essential to new teachers: oral and written presentation of material; the study skills necessary for teaching and learning; and an introduction to essential interpersonal skills. In Semester 2, students will be able to choose from a variety of elective modules.

### **T0182/T0196 CURRICULUM STUDIES**

#### **Six credit points**

This subject is designed to refresh and extend the new teacher's understanding of the various concepts and processes in the curriculum to be taught and at the same time assist in the application of the general principles and procedures of teaching, taught in Theory and Practice of Teaching 1, to the particular requirements of that curriculum and the teaching situation.

### **T0187 COMPUTERS IN TEACHING**

#### **Four credit points**

This subject is designed to develop in students basic knowledge and skills in the uses of computers to teachers and in teaching. Students will learn about computer hardware and software and selected applications of the computer used as a tool, tutor and tutee.

### **T0200 TEACHING AND LEARNING IN VOCATIONAL AND ADULT EDUCATION**

#### **Eight credit points**

This subject is designed to examine a range of issues in teaching and learning in vocational and adult education from philosophical, psychological and sociological perspectives.

### **T0201 CURRICULUM AND EVALUATION**

#### **Eight credit points**

This subject is designed to enable participants to understand and contribute to the development, adoption, implementation and evaluation of vocational education curricula.

### **T0202 ISSUES IN COMPUTER INNOVATIONS**

#### **Eight credit points**

This subject is designed to introduce students to innovations in the use of computers, to the ways in which computers are used in vocational and adult education to the current problems associated with their use, and to a range of responses to these problems.

### **T0203 ORGANISATIONAL BEHAVIOUR**

#### **Eight credit points**

This subject is designed to develop within students insights concerning the individual and the group and their interaction with organisational structures and functions; and an understanding of the application of these insights to current relevant educational administration problems.

**T0204 HUMAN RESOURCE DEVELOPMENT****Eight credit points**

This subject is designed to provide a framework for the analysis of present and future approaches to human resource development and management. This framework will draw from the disciplines of economics, sociology and psychology, and will focus on human relations and industrial relations.

**T0205 MANAGING CHANGE IN VOCATIONAL AND ADULT EDUCATION****Eight credit points**

This subject is designed to develop an understanding of the process of educational change in vocational and adult education. In doing this, it aims to develop those skills of reflective management necessary to support the innovation process.

**T0206 TAFE COLLEGE AND THE COMMUNITY****Eight credit points**

This subject is designed to develop within students an understanding of the concept of community and the role of the TAFE college in meeting the educational needs of local communities, and to give them the skills to engage in basic needs assessment.

**T0207 COMPARATIVE VOCATIONAL EDUCATION****Eight credit points**

This subject is designed to introduce students to comparative educational studies and to develop in students an understanding of the roles of national and international educational agencies in vocational education, and of the issues relevant to the comparison of different systems of vocational education.

**T0208 CONTEMPORARY TECHNOLOGY AND SOCIETY****Eight credit points**

This subject is designed to investigate the relationships between technology and technological change, organisation of work, industrial relations and skill formation in the operation of an enterprise, and to consider their impact on productivity, quality and work satisfaction of an organisation.

**T0209 EDUCATIONAL RESEARCH 1****Eight credit points**

This subject is designed to provide the main research skills necessary to define and investigate problems in education, and to report on the findings, conclusions and implications of the investigation.

**T0210 EDUCATIONAL RESEARCH 2****Eight credit points**

*Prerequisite: T0209 Educational Research 1*

This subject is designed to provide students with the opportunity to undertake a research project and to report on its findings, conclusions and implications.

**T0231 HISTORY OF TECHNICAL & FURTHER EDUCATION IN NSW****Eight credit points**

This subject is designed to introduce students to the nature of historical study by means of exploring the origins and historical development of the current system of TAFE.

**T0310 VOCATIONAL TEACHING 1****Ten credit points**

*Corequisite: T0177 Theory and Practice of Teaching 1*

This subject is designed to enable students to apply and practise those principles of teaching and learning taught in the other strands of the programme in Year 1. Principally, it provides opportunities for students to practice and develop those basic competencies and teaching strategies taught in Theory and Practice of Teaching 1 and Curriculum Studies.

There is no formal content as each programme is college based and depends on school and college requirements. Objectives are achieved through learning experiences and directed activities which flow from those educational, administrative and communicative occupational functions which are expected of teachers working in actual college settings.

**T0311 VOCATIONAL TEACHING 2****Ten credit points**

*Prerequisite: T0310 Vocational Teaching 1*

The aim of this subject is to provide additional opportunities for students to practise and further develop those competencies initiated in Vocational Teaching 1 and, at the same time, apply the new concepts and techniques taught in the second year of the Course to the practice of teaching in a vocational setting. Principally the unit is designed to provide opportunities for teachers to practise and apply those teaching techniques, procedures and strategies taught in Theory and Practice of Teaching 2 and the Specialist Studies Courses.

There is no formal content, as each student's programme is college based and depends on school and college requirements. Objectives are achieved through learning experiences and directed activities which are college based and include all of those already listed for Vocational Teaching 1. It is anticipated though that teachers in their second year of vocational teaching will



be called on to contribute more to the broader educational processes which are on-going in most college and vocational settings.

### **T1134 COMPUTERS AND TEACHING 1**

#### **Four credit points**

*Prerequisite: T1137 Computers and the Teaching/Learning Process*

This subject is designed to provide students with a broad view of how computers can be used across curriculum, and to develop their understanding of how computers can be applied in their own teaching or training areas.

### **T1135 INFORMATION TECHNOLOGY AND SOCIETY**

#### **Four credit points**

This subject is designed to provide students with an understanding of the impact of information technology on society.

### **T1136 INFORMATION PROCESSING 1**

#### **Four credit points**

This subject introduces the student to hardware and software, operating systems, and word processing.

### **T1137 COMPUTERS AND TEACHING 2**

#### **Four credit points**

This subject is designed to provide students with opportunity to examine a number of teaching/learning principles and their implications for Computer Based Education and Training.

### **T1139 INFORMATION PROCESSING 2**

#### **Four credit points**

*Prerequisite: T1136 Word Processing*

This subject is designed to introduce students to spreadsheets and databases and their educational and training applications.

### **T1142 INFORMATION PROCESSING 3**

#### **Four credit points**

This subject is designed to introduce students to the function and operation of the principal hardware components of a microcomputer and common peripherals, and the different protocols used in interfacing peripherals to a computer. Students will also learn simple fault finding and maintenance.

### **T1145 COMPUTERS IN EDUCATIONAL ADMINISTRATION**

#### **Four credit points**

This elective subject explores the use of computers in educational administration.

### **T1146 EXPERT SYSTEMS AND EDUCATION**

#### **Four credit points**

This elective subject is designed to develop students an understanding of expert systems and their implications for education and training.

### **T1147 INDEPENDENT STUDY**

#### **Four credit points**

This subject is designed to allow a student to demonstrate his/her ability to articulate the theory and practice of education and training with that of computers by undertaking an approved and supervised project in an area of Computer Based Education of particular interest to the student.

### **T1148 INFORMATION TECHNOLOGY AND DISTANCE EDUCATION**

#### **Four credit points**

This elective subject examines the implications information technology for distance education.

### **T1151 PROGRAMMING APPLICATIONS IN BASIC**

#### **Four credit points**

This elective subject introduces students to programming in BASIC and its applications in the educational context.

### **T1152 TEACHING CURRICULUM COURSES IN COMPUTING**

#### **Four credit points**

*Prerequisite: All subjects in Year 1, Year 2 Semester 1*

*T1155 Programming and Problem Solving*

*Corequisite: T1157 Programming Techniques*

This elective is designed to assist students preparing to teach secondary school courses in Computer Awareness and junior and senior level Computing Studies. It considers each course in detail and focuses on the methodology of teaching computing courses in school.

### **T1155 PROGRAMMING AND PROBLEM SOLVING**

#### **Four credit points**

This subject is designed to introduce the student to the fundamentals of the principles of programming in the educational context. Students will design, write and test simple structured computer programmes.

### **T1157 PROGRAMMING TECHNIQUES**

#### **Four credit points**

*Prerequisite: T1155 Programming and Problem Solving*

This elective subject is designed to extend the principles of computer programming. Contents includes searching and sorting, lists and arrays, records and fields, sequential and random access files.

**T1158 COMPUTER MANAGED LEARNING****Four credit points**

This subject is designed to introduce students to Computer Managed Learning and its applications to teaching and training.

**T1159 DESIGNING INSTRUCTIONAL PACKAGES****Four credit points**

This subject introduces the students to the process of designing instructional software.

**T2100 EDUCATION, INDUSTRY AND SOCIETY****Twelve credit points**

This subject is designed to provide an understanding of the broad social, economic, political, technological and workplace developments and trends in Australia that have an impact on TAFE as an educative agent and, at the same time, develop an appreciation of the special programmes and initiatives mounted by TAFE in response to those developments and trends. These will be seen as crucial to TAFE continuing to fulfil role as a major educative agent.

**T2102 TEACHING MATHEMATICS IN TAFE 1****Three credit points**

This subject is designed to provide knowledge and understanding of certain specialised concepts and processes in mathematics which occur in many teaching disciplines and to assist new teachers to prepare and present lessons which involve these concepts and processes.

**T2103 TEACHING MATHEMATICS IN TAFE 2****Three credit points**

*Prerequisite: T2102 Teaching Mathematics in TAFE 1 or equivalent*

This subject is designed to provide a broadening and extension of students' understanding of mathematical concepts and processes and further consideration of the ways mathematics should be taught.

**T2104 TEACHING APPLIED SCIENCE IN TAFE 1****Three credit points**

This subject is intended to provide a further study of applied science in the area of materials technology, acquainting students with the structure, properties, synthesis and applications of a wide variety of engineering and structural materials.

**T2105 TEACHING APPLIED SCIENCE IN TAFE 2: MATERIALS TECHNOLOGY****Three credit points**

This subject is intended to provide a further study of applied science in the area of materials technology, acquainting students with the structure, properties, synthesis and applications of a wide variety of engineering and structural materials.

**T2106 LANGUAGE AND LITERACY IN TAFE TEACHING 1****Three credit points**

This subject is designed to provide insights into language across the curriculum building on students' basic communication skills.

**T2107 LANGUAGE AND LITERACY IN TAFE TEACHING 2****Three credit points**

*Prerequisite: T2106 Language and Literacy in TAFE Teaching 1 or equivalent*

This subject is designed to ensure maximum opportunities for language learning in classes established primarily for specific curriculum areas such as trade courses.

**T2108 DESIGN IN TAFE TEACHING 1****Three credit points**

The aim of this subject is to develop students' creative problem-solving abilities and aesthetic sensitivities. It is oriented towards involvement in practical work so as to enable each student to experience the design process.

**T2109 DESIGN IN TAFE TEACHING 2****Three credit points**

*Prerequisite: T2108 Design in TAFE Teaching 1 or equivalent*

This subject is designed to provide students with practice of problem solving in design and to develop aesthetic sensitivities so that they are able to plan, execute and evaluate projects in specific curriculum areas where creative and/or constructional processes with materials are taught.

**T2110 TEACHING APPLIED SCIENCE IN TAFE 2: CHEMICAL AND FOOD TECHNOLOGIES****Three credit points**

This subject is designed to provide a further study of applied science phenomena in the areas of chemical and food technology, acquainting students with the basic principles underlying these areas so that they may apply them to their own particular teaching disciplines.

## **T2117 TAFE STUDIES (ADVANCED STANDING)**

### **Six credit points**

This subject is designed to provide an understanding of the broad social, economic, political, technological and workplace developments and trends in Australia that have an impact on TAFE as an educative agent and, at the same time, develop an appreciation of the special programmes and initiatives mounted by TAFE in response to those developments and trends. These will be seen as crucial to TAFE continuing to fulfil its role as a major educative agent.

## **T2200 /T5227 THEORY AND PRACTICE OF TEACHING 2**

### **Six credit points**

The aim of this subject is to have students develop competence in the selection and implementation of certain alternative strategies of teaching and in the design and implementation of competency-based individualised learning programmes – to achieve the objectives associated with the new client groups in TAFE and with the education of students with special/exceptional needs.

Course content is divided into three components: 1. Models of Teaching and Alternative Teaching Strategies; 2. Competency Based Education and Self Paced Learning; 3. Serving students with Special/Exceptional Needs.

## **T2201 EDUCATIONAL PSYCHOLOGY 2**

### **Four credit points**

This subject is designed to provide an understanding of the learner in TAFE through an examination of psychological principles related to the characteristics of adolescent and adult learners, the needs of disadvantaged learners, the influence of groups upon the learner and individual differences among learners.

Course content is organised into six modules. The modules are: Individual Differences and Learning; Adolescent Learners in TAFE; Adult Learners in TAFE; Learners with Special/Exceptional Needs; Learning in Groups. Module 1 is a core module while the balance of the course is selected from modules 2 to 5 according to the needs and preferences of each class group.

## **T2202 CURRICULUM DEVELOPMENT IN TAFE**

### **Six credit points**

This subject is designed to develop competence of students in major aspects of educational practice in TAFE: curriculum design, development and organisa-

tion and the preparation and use of appropriate assessment programmes and techniques.

The course is organised into two parts. Part A concerns curriculum and curriculum development. Part B deals with the measurement of the achievement of curriculum objectives.

## **T4000 THEORY AND PRACTICE OF TEACHING 1**

### **Ten credit points**

The subject is designed to provide the basic skills, knowledge and attitudes that are essential for effective classroom teaching and learning in TAFE colleges. Students will examine sociological, philosophical and psychological principles underlying the process of teaching and learning with reference to specific practical skills of teaching experience for adult learners.

## **T4001 THEORY AND PRACTICE OF TEACHING 2**

### **Four credit points**

The subject is designed to enable participants to understand the rationale, development, implementation and evaluation of curricula drawn from vocational education. Further, the course unit is designed to enable students to apply the concepts and precepts underpinning educational testing and curriculum evaluation to their immediate teaching situation and to the business of curriculum design and evaluation.

## **T4100 EDUCATIONAL MEDIA**

### **Ten credit points**

The subject is designed to develop each teacher's understanding of the role of media in assisting the process of teaching in TAFE classrooms; and the necessary knowledge, skills and attitudes that will lead to effective selection, production and use of various media in teaching and learning in TAFE, i.e. overhead projection, slide and film projector and video recording.

## **T4101 COMMUNICATIONS SKILLS**

### **Two credit points**

The subject is designed to complement Theory and Practice of Teaching I Course by enabling all students to demonstrate and improve the communication skills essential to effective teaching regardless of subject speciality.

Students learn the basic processes of human communication, how to communicate effectively in the classroom, and to analyse and evaluate communicative material.

**T4104 INDIVIDUALISING INSTRUCTION****Two credit points**

The subject is designed to develop skills in designing and using materials and procedures to individualise the student's classroom practices. Through the use of a contract system and a negotiated course unit structure students will experience some aspects of individualisation whilst they explore this process and the problems associated with it in their own teaching context.

**T4106 COMPUTER APPLICATIONS IN TAFE****Two credit points**

The subject is designed to enable students to distinguish between various applications of the computer in TAFE. Students will gain a feel for these applications, through guest speakers, lectures, demonstrations and computer laboratory sessions and will learn to use applications packages (word processors, file management systems, spreadsheets, graphics programmes) and authoring software.

**T4111 COMPARATIVE AND INTERNATIONAL VOCATIONAL EDUCATION****Two credit points**

The subject is designed to give students an understanding of comparative methodologies, and an understanding of the issue relevant to the comparison of different systems of vocational education. As well, students should develop an understanding of the role of international and national agencies in vocational education in developed and developing countries.

**T4112 WORK AND PEOPLE****Two credit points**

The subject is designed to examine the attempts of the disciplines of economics, sociology and psychology, to explain the nature and role of people at work, and the effects of work on people.

**T4113 AUSTRALIAN SOCIETY: CONTEMPORARY SOCIAL ISSUES AND TAFE****Two credit points**

The subject is designed to develop critical awareness of contemporary Australian society with the purpose of enhancing understanding of the social and political context of TAFE.

Students will identify, research, and critically analyse contemporary social issues and trends which are relevant to understanding the diverse needs of TAFE students in a rapidly changing society.

**T4118 ADVANCED AUDIO VISUAL TECHNIQUES****Two credit points**

This subject is designed to increase participants understanding of the equipment, processes and techniques of magnetic recordings, both audio and video.

**T4119 SCIENCE, TECHNOLOGY AND SOCIETY****Two credit points**

The subject is designed to give students a basic understanding of the nature and role of science and technology in contemporary society, and a critical and constructive appreciation of their changing impact on their own disciplines and on TAFE more generally.

**T4120 INTRODUCTION TO TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES****Two credit points**

The subject is designed to introduce teachers to the field of ESOL and to help them to become more effective teachers of non-English speaking background students by becoming aware of the principles and issues underlying second language teaching and learning.

**T4121 MARKETING ADULT AND VOCATIONAL EDUCATIONAL PROGRAMMES****Two credit points**

The subject is designed to developed competencies in marketing, designing and conducting adult and vocational educational programmes. It is concerned with selecting appropriate methods for the presentation and evaluation of educational programmes. Emphasis will also be placed on understanding the legal implications of marketing educational programmes.

**T4201 TAFE STUDIES****Ten credit points**

The subject is designed to prepare TAFE teachers to cope with the demands of teaching in a period of rapid change by extending their understanding of key educational, social, economic and political issues currently altering both TAFE and the role of the TAFE teacher.

**T4203 VOCATIONAL TEACHING****Eight credit points**

The subject is designed to have teachers apply those principles and procedures taught in the various segments of the programme to the practice of teaching in a vocational setting.

Given that the Graduate Diploma in Education (Technical) is offered by the in-service mode, students are

practising teachers with full responsibilities for classes within colleges or training institutions. They may be full-time or part-time teachers in TAFE or other areas of vocational and further education, but they must be engaged in concurrent teaching practice to gain admission to the programme.

#### **T4204 CURRICULUM STUDIES**

##### **Four credit points**

The subject is designed to assist the new teacher in the interpretation of and methods of teaching and assessing specific theoretical concepts and their practical application within their own teaching discipline as indicated in the institution's various curricula or syllabi. As well, understanding the basic organisation, requirements and procedures of the school/division or institution will be stressed, together with the development of an awareness of the special programmes and services in TAFE relevant to the new teacher's school and syllabus.

#### **T4205 BEGINNING TEACHERS' JOURNAL**

##### **Six credit points**

Each student will complete a weekly journal entry as a means of synthesizing the various sessions of the programme. The journal is also designed to enable students to relate their professional-academic studies to the context of practical teaching experience at TAFE colleges.

#### **T5224 POLICY ANALYSIS IN VOCATIONAL EDUCATION**

##### **Eight credit points**

This course aims to increase participants' ability to analyse policy changes in vocational education by having students deepen their understanding of policy process and develop frameworks for the critical analysis of underlying assumptions, and carry out case studies of the implementation of selected policies.

#### **T5330 CONCEPTS OF COMMUNITY**

##### **Three credit points**

The subject will focus participants on what the meaning of 'community' contributes to a rationale for their professional practice as adult educators working at the local level. It will acquaint them with the richly confused heritage of meanings embodied in the term 'community'. A range of theories will be canvassed, with general reference to related sociological traditions and particularly in terms of the contrast between consensus and utopian models of community on the one hand, and conflict models on the other. The importance of progressive and alternative educational movements in the communitarian tradition is studied. This leads to examination of a range of case studies of adult education as community development, in search of a workable rationale for what is now termed 'community adult education'.

#### **T5331 ADULT EDUCATION AND SOCIAL ACTION**

##### **Three credit points**

This will encourage participants to explore the role of adult education in both the nineteenth and twentieth centuries in periods of social reform and political change, and to analyse the adult educational component in contemporary movements such as the women's movement, the environmental movement, the Aboriginal people's struggle, and other movements concerned with combating poverty and repression. Examples will be drawn from the non-English speaking as well as the English speaking traditions of adult education. Writers and practitioners will be discussed such as F.D. Maurice and the Christian Socialists, Tawney, Mansbridge, Freire, Lovett, Jackson, Thompson, Gelpi and Horton.

#### **T6104 THESIS (EDUCATION - P/T)**

##### **Six credit points**

The thesis is a substantial piece of work which satisfies the requirement for the award.

#### **T6701 FOUNDATIONS OF INTERACTIVE LEARNING I**

##### **Four credit points**

This subject is designed to begin to develop in the student an understanding of the role and contribution of psychological research on human cognitive processes to interactive computer based learning design.

#### **T6702 PRINCIPLES OF INSTRUCTIONAL DESIGN**

##### **Four credit points**

This subject is designed to focus on the theories and approaches to instructional design, which form the foundation for the development of instructional software.

#### **T6703 COURSEWARE DESIGN AND DEVELOPMENT I**

##### **Four credit points**

This subject is designed to focus on the practical elements of the content presented in the supporting semester units.

#### **T6704 FOUNDATIONS OF INTERACTIVE LEARNING 2**

##### **Four credit points**

This subject is designed to supplement the factors of interactive learning covered in Foundations of Interactive Learning 1 by considering the options available to the designer in presenting courseware.

**T6705 MANAGING THE DEVELOPMENTS  
OF COMPUTER BASED LEARNING**

**Four credit points**

This subject is designed to focus on both the practical and cognitive elements of project management in the context of courseware development.

**T6706 COURSEWARE DESIGN AND  
DEVELOPMENT 2**

**Four credit points**

This subject is designed to extend on the content presented in Courseware Design and Development 1.

**T6707 PRINCIPLES OF COMPUTER  
EDUCATION**

**Four credit points**

This subject is designed to give an overview of the use of computer technology in educational administration, focusing on the features, benefits and application of computer managed learning systems.

**T6708 COMPUTER MANAGED LEARNING**

**Four credit points**

This subject is designed to introduce students to the effective use of computer technology in educational administration, focusing on the features, benefits and application of computer managed learning systems.

**T6709 INTERACTIVE MULTIMEDIA**

**Four credit points**

This subject is designed to introduce students to the notion of multimedia, the array of technologies involved in such application, and the range and use of such media in education and training.

**T6710 INDEPENDENT PROJECT**

**Four credit points**

This subject is designed to allow students to demonstrate their ability to articulate the theory and practice of education with that of computers by undertaking a lecturer approved and supervised project in an area of computer based training of particular interest to the student.

**T6711 COMMUNICATION TECHNOLOGY  
AND DISTANCE LEARNING**

**Four credit points**

This subject is designed to examine the implications of information technology for distance education, and the use of computer networks, bulletin boards, and on-line data bases for education and training.

**T6712 ADVANCED COURSEWARE  
ENGINEERING**

**Four credit points**

This subject is designed to provide students with the ability to use advanced features of authoring tools to develop complex instructional interactions. Students will also be introduced to the essential components of Intelligent Tutoring Systems.

## SCHOOL OF ADULT VOCATIONAL EDUCATION CALENDAR 1992

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27	4 11 18 25 1	8 15 22 29	6 13 20 27	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
		1 2 3 4 5 6		7 8 9 10 11 12			1 2 3 4	5 6 7	8 9 10 11 12		
Dip. T Blocks		1						5			
BEd/DipT(as) Blocks		1						5			
Tri-S Blocks		1									

BEd metropolitan will follow the teaching week pattern listed above

### 1992 UTS ACADEMIC YEAR PATTERNS

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27	4 11 18 25 1	8 15 22 29	6 13 20 27	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28

GDip CBL will follow the official UTS teaching calendar as above

**KEY:**

UTS Tchg Wks		Exam Wks		Orientation Wks		NSW School Holidays (Wks beginning) :	GDES Blocks	
VC Wk (nonTeach)		Dir. Study Programme		TAFE Vacations		21/12 - 20/1; 13/4 - 20/4; 6/7 - 13/7; 28/9 - 5/10.	GDipCBL Blocks	
		Independent Study						

**SCHOOL  
OF  
ADULT AND  
LANGUAGE  
EDUCATION**



## SCHOOL OF ADULT AND LANGUAGE EDUCATION

The School of Adult and Language Education provides courses of professional development for practitioners who are responsible for the education and training of those who work in industrial, commercial, public sector, welfare, school and community settings.

The School offers a full range of courses leading to awards at the Associate Diploma, Bachelor, Graduate Diploma and Master level across its three core areas of operation.

- Aboriginal and Community Education
- Language and Literacy
- Training and Human Resource Development

The School believes that the development of the professional educator has two fundamental and interrelated components. The first is to promote the development of those competencies essential for the design, implementation and evaluation of effective and worthwhile learning activities appropriate to particular settings. The second is to encourage the development of an appreciation of the broader philosophical, political, social and economic issues which shape the content of the practitioner's work.

By offering a comprehensive perspective on the nature and process of the practitioner's work, the School's courses not only meet immediate practical needs, they provide a firm basis for continuing professional growth.

### Postgraduate Degrees By Research/Thesis

The School offers a Master of Arts in TESOL, a Master of Education in Adult Education by Coursework, a Master of Education by Thesis and a Doctor of Philosophy. Please refer to the introduction for details of these courses.

## ASSOCIATE DIPLOMA IN ADULT EDUCATION (ABORIGINAL EDUCATION)

Course Co-ordinator: Norma Ingram

### Participants

The Associate Diploma in Adult Education (Aboriginal Education) is a two year course for Aboriginal people who are working with adults in communities or who want to know more about teaching, administering and developing educational programs in Aboriginal Studies.

Applicants should have a Higher School Certificate (or equivalent qualifications) and show evidence of work experience in a field appropriate to employment as an adult educator in Aboriginal communities or be able to obtain work experience in Aboriginal community education during their study in the course.

Applicants with qualifications and experience other than those described above may be considered for special admission.

### Course Aims

The Associate Diploma is designed to help Aboriginal community workers become more effective adult educators. Aboriginal adult education happens in many different settings: in the community; in community organisations and government agencies which service the Aboriginal community and in TAFE adult courses. Aboriginal adult educators are also often involved in education of non-Aboriginal people about Aboriginal issues. The range of skills needed by Aboriginal adult educators are many and varied. Each student has their own goals and their own learning needs, so we encourage students to develop their own learning program within the overall framework of the course. To help them do so, each student has a Student Advisor to help develop their program, and an at home Tutor to help them with their work week by week. The subject areas and skills covered in the course include:

- Aboriginal history and culture in NSW and other states
- Australian history, politics and economy and its effects on Aboriginal people and communities
- community development skills for Aboriginal communities
- teaching adults in the classroom, the community and the work place
- planning teaching programs and getting funds and resources
- skill in reading, writing, listening and speaking needed by Aboriginal students, community workers and adult educators.

### Course Structure

The course is offered over four semesters and requires the study of four subjects, plus a Field Experience subject each semester, in order to achieve a total of 96 credit points.

Year 1		Credit Points
<b>Autumn Semester</b>		
T5203	Adult Teaching and Learning 1	5
T5204	Program Development 1	5
T5205	Communication 1	5
T5206	Aboriginal Studies 1	5
T5207	Community Field Work 1	4
<b>Spring Semester</b>		
T5208	Adult Teaching and Learning 2	5
T5209	Program Development 2	5
T5210	Communication 2	5
T5211	Aboriginal Studies 2	5
T5212	Community Field Work 2	4
Year 2		
<b>Autumn Semester</b>		
T5213	Adult Teaching and Learning 3	5
T5214	Program Development 3	5
T5215	Aboriginal Community Studies 1	5
T5216	Aboriginals and Contemporary Australia 1	5
T5217	Community Field Work 3	4

**Spring Semester**

T5218	Adult Teaching and Learning 4	5
T5219	Program Development 4	5
T5220	Aboriginal Community Studies 2	5
T5221	Aboriginals and Contemporary Australia 2	5
T5222	Community Field Work 4	4

**Assessment**

There are no examinations. Assessment is related to attendance, participation in all components of the course and completion of written and other work as contracted with a student adviser.

Assessment is either pass or fail.

**Attendance**

Attendance is by Block Release with classes being held at the Faculty's City campus. (Accommodation is arranged for country students attending the Block Release.)

Block Releases are of 5 days duration, and are held 5 times each year. Attendance of at least 80% of sessions in each block release is required to pass the course.

## **ASSOCIATE DIPLOMA IN ADULT EDUCATION (COMMUNITY EDUCATION)**

**Course Co-ordinator:** Sue Knights

**Participants**

The Associate Diploma in Adult Education (Community) is a two year full-time course for organisers and teachers in community based adult education centres, and for people working in community centres, welfare or voluntary agencies who feel that their work would benefit from an understanding of adult teaching and learning.

Applicants should have a Higher School Certificate (or equivalent qualifications) and show evidence of successful work experience in a field appropriate to employment as an adult educator. They must also have access to work experience through which concurrent fieldwork experience requirements can be met.

Applicants who have qualifications and experience other than those described above may be considered for special admission.

**Course Aims**

The course aims to contribute to the career development of people in the field of informal adult education by developing appropriate teaching, communication and program management skills. It offers learning based on identified adult educator competencies, individually negotiated learning contracts, job related learning activities, interaction with a wide range of adult educators working in community settings and the possibility of advanced standing in the Bachelor of Education (Adult Education).

**Course Structure**

The course is offered over four semesters and requires the study of four subjects each semester in order to achieve a total of 96 credit points.

**Year 1****Autumn Semester**

T5187	Adult Teaching and Learning	6
T5188	Communications and Interpersonal Skills 1	6
T5189	Study Group 1	2
T5190	Supervised Field Experience 1	10

**Spring Semester**

T5191	Program Development	6
T5192	Communications and Interpersonal Skills 2	6
T5193	Study Group 2	2
T5194	Supervised Field Experience 2	10

**Year 2****Autumn Semester**

T5195	Psychology and Adult Education	6
T5196	Practitioner Skills 1	6
T5197	Study Group 3	2
T5198	Supervised Field Experience 3	10

**Year 2****Spring Semester**

T5199	The Reflective Practitioner	6
T5200	Practitioner Skills 2	6
T5201	Study Group 4	2
T5202	Supervised Field Experience 4	10

**Assessment**

A range of learning experiences is provided including lectures, small group work, keeping a learning portfolio, teaching practice and individual advising. Assessment is related to the completion of satisfactory learning contracts and teaching performance. There are no examinations. Assessment is either pass or fail.

**Attendance**

This is a full-time course but part of the requirement is met through students' concurrent work in the field. The course requires 4 semesters of study during which students attend lectures at the Faculty on Monday afternoon from 12 - 6pm. In addition to this students are required to attend five one day workshops, usually held on Saturdays, and meet regularly with their adviser.

## ASSOCIATE DIPLOMA IN ADULT EDUCATION (TRAINING)

Course Co-ordinator: Elizabeth Leigh

### Participants

These will come from a wide variety of backgrounds and have differing levels of experience in the training field. The common factor for the participants is that this will generally be their first formal tertiary level course in training. Participants will include: training officers, instructors, supervisors, training consultants, course designers, human resource developers and staff development officers. The mixture of skills and backgrounds of the participants gives the course much of its direction with the pooling of information and experience being a feature playing a prominent part.

Applicants should have a Higher School Certificate or equivalent and show evidence of successful work experience in a field related to training. They should also be currently in a job which allows the field experience requirement of the course to be met.

Applicants whose qualifications and experience differ from those described above may be considered for special admission.

### Course Aims

The course is designed to cater for those individuals who engage in training as part or the whole of their job, who do not have formal tertiary qualifications. The course will enable such people to gain instructional and communication skills relevant to training. It further seeks to allow participants to develop skills in the design and use of training resources as well as acquiring skills in the administration of training programs.

### Course Structure

The course is offered over two years and requires the study of 4 subjects in each semester in order to achieve the total of 96 credit points.

The course seeks to provide the participants with a wide variety of learning experiences. Some of these include: lectures, seminars, workshops, groups discussions, guest speakers, role plays/simulations, learning contracts, computer assisted instruction, case studies, workplace visits and learning games.

All participants are assigned an adviser at the start of the course. The adviser acts as a mentor for the duration of the course and conducts workplace visits as well as providing guidance and advice for the student on all aspects of the course and training in general. The adviser is one of the unique features of the course and the adviser trainee relationship is central to the successful completion of the course.

Year 1		Credit Points
<b>Semester 1</b>		
T5171	Training Theory and Practice	8
T5172	Communication in Training	8
T5173	Study Group 1	2
T5174	Training Practice 1	6
<b>Semester 2</b>		
T5175	Instructional Design	8
T5176	Adult Learning	8
T5177	Study Group 2	2
T5178	Training Practice 2	6
<b>Year 2</b>		
<b>Semester 1</b>		
T5179	Organisational Behaviour	8
T5180	Program Development and Evaluation	8
T5181	Research and Development Project 1	2
T5182	Training Practice 3	6
<b>Semester 2</b>		
T5183	Managing Training	8
T5184	Computers and Training	8
T5185	Research and Development Project 2	2
T5186	Training Practice 4	6

### Attendance

This is a full-time course but part of the requirement is met through students' concurrent work in the field.

Four semesters of study are made up of:

- attendance at lectures and seminars for six hours per week during each academic year.
- seven one day workshops spread over the two academic years.
- individual consultations with a staff adviser
- supervised field experience.

### Assessment

Much of the assessment and part of the learning is done in the form of learning contracts. A contract is negotiated between the learner and their lecturer or adviser. The idea behind learning contracts is to make the course relevant to the participant and related to their particular training needs. Each subject requires the completion of one or two learning contracts and the adviser requires one or two contracts per semester. Assessment is either pass or fail.

## **BACHELOR OF EDUCATION (MAJORING IN HUMAN RESOURCE DEVELOPMENT OR COMMUNITY ADULT EDUCATION)**

**Course Co-ordinator:** Mark Tennant

### **Participants**

The course aims to provide opportunities for students to specialise in either human resource development or community education. These major areas of study are broadened by a sequence of core subjects and a number of electives. Electives may be taken from across the University and it may be possible to form a sub-major from a given pattern of electives. A feature of the course is the variety of teaching and learning methods employed.

### **Course Aims**

To promote in adult educators and human resource developers the development of competence in:

- a) adult teaching technique;
- b) the design and evaluation of learning activities;
- c) instructional design;
- d) the management and administration of an adult education service or training activity;
- e) self-directed learning.

To provide adult educators with a critical understanding of:

- a) research findings and theoretical concepts in adult teaching and learning;
- b) the social, political and economic aspects of adult education;
- c) the growth and development of adult education;
- d) the nature and purpose of adult education;
- e) the significance and importance of community and workplace education and training.

To provide for adult educators a coherent major sequence of study based upon the context in which they practice.

### **Course Structure**

The course is made up of six part-time years (Stages 1-6). In some circumstances students may increase their credit-point load and complete in less than six years. In addition, some students will be given advanced standing or exemptions for previously completed studies thus enabling them to complete in less than six years.

There are four components in the course:

#### **1. Lectures**

These are designed to provide students with formal input into:

- a sequence of subjects in either human resource development or community educations;

- a sequence of subjects concerned with the theoretical foundations of adult education;
- a number of subjects which are elected from across the University.

#### **2. Skills Workshops**

These provide an opportunity for students to develop, practise and refine their technical skills. They complement and extend the material being presented in the lectures. They also allow scope for small group collaborative work.

#### **3. Individualised Projects**

These provide scope for students to develop learning contracts tailored to their own interests and needs. This is done through small group work and in consultation with an advisor.

#### **4. Practicum**

This refers to the students' workplace, where arrangements are made to supervise, monitor and evaluate workplace skills.

### **Human Resource Development Major**

<b>Stage 1</b>		<b>Credit Points</b>
T5124	Individualised Projects 1	6
T5125	Practicum 1	3
T5292	Training Methods 1	3
T5293	Communications for HRD 1	3
T5307	Adult Learning and Education 1	3
T5308	Adult Learning and Education 2	3
T5317	Skills Workshop 1	3
<b>Stage 2</b>		
T5131	Individualised Projects 2	6
T5132	Practicum 2	3
T5294	Training Course Design 1	3
T5295	Workplace Relations	3
T5309	Computing for Adult Educators, or	
T5310	Introduction to Computer Based	
	Education and Training	3
T5311	Group Dynamics	3
T5318	Skills Workshop 2	3
<b>Stage 3</b>		
T5126	Lifespan Developmental	
	Psychology	3
T5138	Individualised Projects 3	6
T5139	Practicum 3	3
T5296	Training Methods 2	3
T5297	Training Course Design 2	3
T5312	Understanding and Evaluating	
	Research	3
T5319	Skills Workshop 3	3
<b>Stage 4</b>		
T5145	Individualised Projects 4	6
T5146	Practicum 4	3
T5298	Training Methods 3	3
T5299	Training Course Design 3	3
T5313	20th Century Educational Thought	3
T5314	Language and Literacy	3
T5320	Skills Workshop 4	3

**Stage 5**

xxxxx	2 electives from a Concentration	6
xxxxx	2 general electives	6
T5321	Skills Workshop 5	3
T5323	Individualised Projects 5	6
T5325	Practicum 5	3

**Stage 6**

xxxxx	2 electives from a Concentration	6
xxxxx	2 general electives	6
T5322	Skills Workshop 6	3
T5324	Individualised Projects 6	6
T5326	Practicum 6	3

**Elective Concentrations****1. Developing the Training Function**

T5305	Innovation and Change in Adult Education	3
T5327	Helping Skills for Trainers	3
T5328	Communications for HRD 2	3
T5329	Managing HRD	3

**2. Community Education and Society**

Select four of the following:		
T5134	Current Issues in Adult Education	3
T5142	International Adult Education	3
T5315	Aboriginal Education	3
T5330	Concepts of Community	3
T5331	Adult Education and Social Action	3

**3. Management**

The following three subjects:		
	Australian Business Environment	3
	Organisational Behaviour	3
	Organisation Design and Change	3
plus one of:		
	Organisational Diagnosis and Evaluation	3
	Operations Management	3
	Business and Government	3
	Entrepreneurship and Innovation	3
	International Management	3
	Business Management	3
	Business Policy	3

**4. Applied Psychology:**

Select four of the following:		
	Behavioural Science Research Methods	3
	Cognitive Processes	3
	Industrial Psychology	3
	Personality and Development	3
	Psychology of Communication	3
	Applied Psychology Project	3
	Lifespan Developmental Psychology	3

**5. HRD and HRM Strategy**

	Advances in Industrial Relations	3
	Strategic Human Resource Management	3
	Employee Relations Skills	3
	Managing Human Resource	3

Development 3

Electives offered within the course:

T5129	Australia in the 20th Century	3
T5143	Australia and the World	3
T5315	Aboriginal Education	3
T5316	Continuing Professional Education	3

Other approved electives from across the University may be taken.

**Community Education Major****Stage 1** **Credit Points**

T5124	Individualised Projects 1	6
T5125	Practicum 1	3
T5300	Theory and Practice of Teaching Adults	3
T5301	Communication and Interpersonal Skills	3
T5307	Adult Learning and Education 1	3
T5308	Adult Learning and Education 2	3
T5317	Skills Workshop 1	3

**Stage 2**

T5131	Individualised Projects 2	6
T5132	Practicum 2	3
T5302	Program Development in Community Settings	3
T5303	Managing Community Adult Education 1	3
T5309	Computing for Adult Educators, or	
T5310	Introduction to Computer Based Education and Training	3
T5311	Group Dynamics	3
T5318	Skills Workshop 2	3

**Stage 3**

T5120	Adult Education in Australia	3
T5126	Lifespan Developmental Psychology	3
T5138	Individualised Projects 3	6
T5139	Practicum 3	3
T5304	Designs for Learning	3
T5312	Understanding and Evaluating Research	3
T5319	Skills Workshop 3	3

**Stage 4**

T5145	Individualised Projects 4	6
T5305	Innovation and Change in Adult Education	3
T5306	Managing Community Adult Education 2	3
T5313	20th Century Educational Thought	3
T5314	Language and Literacy	3
T5320	Skills Workshop 4	3
T5146	Practicum 4	3

**Stage 5**

xxxxx	2 electives from a Concentration	6
xxxxx	2 general electives	6
T5321	Skills Workshop 5	3
T5323	Individualised Projects 5	6
T5325	Practicum 5	3

**Stage 6**

xxxxx	2 electives from a Concentration	6
xxxxx	2 general electives	6
T5322	Skills Workshop 6	3
T5324	Individualised Projects 6	6
T5326	Practicum 6	3

**Elective Concentrations***1. Developing the Training Function*

T5305	Innovation and Change in Adult Education	3
T5327	Helping Skills for Trainers	3
T5328	Communications for HRD 2	3
T5329	Managing HRD	3

*2. Community Education and Society*

Select four of the following:

T5134	Current Issues in Adult Education	3
T5142	International Adult Education	3
T5315	Aboriginal Education	3
T5330	Concepts of Community	3
T5331	Adult Education and Social Action	3

*3. Management*

The following three subjects:

	Australian Business Environment	3
	Organisational Behaviour	3
	Organisation Design and Change	3

*plus one of:*

	Organisational Diagnosis and Evaluation	3
	Operations Management	3
	Business and Government	3
	Entrepreneurship and Innovation	3
	International Management	3
	Business Management	3
	Business Policy	3

*4. Applied Psychology:*

Select four of the following:

	Behavioural Science Research Methods	3
	Cognitive Processes	3
	Industrial Psychology	3
	Personality and Development	3
	Psychology of Communication	3
	Applied Psychology Project	3
	Lifespan Developmental Psychology	3

*5. HRD and HRM Strategy*

	Advances in Industrial Relations	3
	Strategic Human Resource Management	3
	Employee Relations Skills	3
	Managing Human Resource Development	3

Electives offered within the course:

T5129	Australia in the 20th Century	3
T5143	Australia and the World	3
T5315	Aboriginal Education	3
T5316	Continuing Professional Education	3

Other approved electives from across the University may be taken.

**Assessment**

There are no formal examinations. Assessment is either pass or fail.

**Admission****Normal Entrance**

Applicants will be considered for admission on the basis of one of the following categories:

1. Completion of the NSW Higher School Certificate.
2. Completion of an approved certificate or diploma course of the NSW Department of Technical and Further Education.
3. Possession of an equivalent qualification.
4. Adult entrance.
5. Accumulated matriculation.

**Advanced Standing**

1. Applicants who hold an Associate Diploma in Adult Education or an equivalent educational qualification will be eligible for admission with one year's advanced standing.
2. Applicants who have satisfactorily completed relevant subjects at certificate, diploma or degree level will be considered for appropriate exemptions.

**Pre-entry occupational requirements**

Applicants will need to provide evidence that they have access to relevant work experience through which the field-based requirements of the course can be met.

**Attendance**

1. Lectures - two subjects each week, normally of two hours duration.
2. Skills Workshops - two week-ends each year.
3. Individualised Projects - consultation with an advisor on appointment, small group work as required.
4. Practicum - work place visits on appointment.

**GRADUATE DIPLOMA IN ADULT EDUCATION (TRAINING)**

**Course Co-ordinator:** Hank Schaafsma

**Participants**

This course is for people who already have a degree, a three year diploma or equivalent, and who are working as adult educators in a field related to training or human resource development.

**Course Aims**

The course is designed to help you become a more informed and effective trainer and adult educator. By the end of the course you should have an understanding of major theorists in the fields of adult teaching and learning and apply these to the design, implementation and evaluation of your programs. Experiences within the course will enable participants to critically examine

their own programs and practices and place these in the context of organisational societal changes that underpin the foundations of adult education. Also, by the end of the course, you will have had the opportunity to contribute to the professional development of other people through the acquisition of a specialist competency in one of the following: action research skills, consultancy skills, human resource development skills or computer based training skills.

### Course Structure

Offered over two years on a part-time basis, the course consists of: tutorials, seminars, workshops, learning contracts, participating in a practicum program and keeping a learning journal. Compulsory attendance requirements for the course cover seminars, tutorials and workshops. Some of the course is prescribed but the majority is learner-directed. This means that there are opportunities throughout the course for you to pool information and ideas with the other participants, and to tailor the study you do directly to your own professional and personal requirements. To do this effectively you will also share in the responsibility for evaluating the course and the learning that takes place in it.

Year 1		Credit Points
<b>Autumn Semester</b>		
T0123	Adult Teaching and Learning	6
T5147	Skills Workshop 1	2
T5148	Tutorial 1	2
T5149	Practicum 1, or	
T5245	Learning Journal 1	2
<b>Spring Semester</b>		
T0122	Program Development	6
T5151	Skills Workshop 2	2
T5152	Tutorial 2	2
T5153	Practicum 2, or	
T5246	Learning Journal 2	2
<b>Year 2</b>		
<b>Autumn Semester</b>		
T0153	Foundations of Adult Education	6
T5358	Skills Workshop 3	2
T5359	Tutorial 3	2
T5364	Practicum 3, or	
T5365	Learning Journal 3	2
<b>Spring Semester</b>		
T5247	Action Research in the Workplace	6
T5361	Skills Workshop 4	2
T5362	Tutorial 4	2
T5366	Practicum 4, or	
T5367	Learning Journal 4	2

### Attendance

Seminars are held on a weekday evening and are usually conducted as lecture-discussions from 5.00 - 7.00 pm. Tutorials are held on the same weekday evening as the seminars (7.30 - 9.00 pm). Participants meet in groups of about eight and each group has a tutor. The tutor acts as a co-ordinator and a resource,

and the group is encouraged to negotiate a program that will meet its members' specific needs. Tutorials can be used as forums, study support groups, professional and peer support groups, as contexts in which to trial and practice teaching and learning techniques, for study visits, and as planning groups. Tutorials are usually 90 minutes. In addition to seminars and tutorials, there are four workshops held per year. These are normally held on a Saturday and each is designed and conducted by a tutorial group in consultation with the full group.

### Assessment

#### Learning Contracts

Individual course work is done in the form of learning contracts. Contracts are negotiated by each participant with their tutor. The idea is to get away from the set assignment and to make the course work you do directly relevant to your own interests and professional work. Each participant is expected to complete one major or two minor learning contracts each semester.

#### Learning Journal or Practicum

In order to link theory and practice this course incorporates a 'Practicum' which is largely controlled by a field-based supervisor who works with the participant on site. The Practicum provides participants with regular opportunities for obtaining feedback on their training programs.

Each participant who cannot immediately enlist the services of a 'co-operating trainer', has the option of keeping a learning journal during one year of the course. This Journal provides opportunities for recording and reflecting on field work, training practices and significant learning that are worth recording.

There are no examinations. Assessment is related to attendance (minimum 80%), participation in all components of the course and the completion of learning contract work and the learning journal. The criteria upon which your learning contracts are judged are set by your tutor in consultation with you. You are required to complete four major learning contracts and eight minor learning contracts in the course of the two years. Assessment is either pass or fail.

#### Note on Practicum

Participants need to be involved in some form of adult education/training in order to meet the requirements of the 'Practicum'. It is suggested that you negotiate to co-opt a co-operating trainer in your work-place as soon as practicable to meet this course requirement.

## GRADUATE DIPLOMA IN ADULT EDUCATION (BASIC EDUCATION)

**Course Co-ordinator:** Sheilagh Kelly and Rosie Wickert

### Participants

The Graduate Diploma in Adult Education (Basic Education) is a 2 year part-time training course for people working or wishing to work in adult basic education. This course is for people who: i) have a degree, diploma or equivalent ii) are able to get work experience in Adult Basic Education concurrently with formal studies. Students in this course may work in tertiary organisations such as colleges in Technical and Further Education (TAFE), evening colleges, community, private and government institutions which offer opportunities for adults to learn and to build on basic literacy or numeracy skills. Practical experience is an essential requirement of the course. Because this is a specialist area of work where previous experience may count for more than qualifications, there is provision for special entry for applicants who do not possess the formal entry requirements.

### Course Aims

The course is designed to help you:

- to acquire a sound understanding of the teaching of literacy and numeracy to adults;
- to develop competent adult teaching techniques;
- to acquire skills in designing/implementing and evaluating a variety of learning activities;
- to acquire an understanding of the principles and practices of counselling and consultancy;
- to be able to organise, manage and provide advice in the delivery of adult basic education;
- to critically evaluate research findings and theoretical concepts in adult teaching and learning as they relate to adult basic education;
- to identify and evaluate the social, political and economic contexts of adult education;
- to gain a broad understanding of the development of adult education in Australia and overseas;
- to develop the capacity to be self-directed in learning.

### Course Structure

The course consists of 5 subjects taught over 2 years of part time study. A total of 48 credit points must be achieved to qualify for the award. In the first year 24 credit points are required across the 4 subjects. This includes: a minimum of 4 credit points in each of the subjects Teaching and Learning in Adult Literacy and Teaching and Learning in Adult Numeracy, 2 credit points in Teaching Practice and 8 credit points in Program Development, Implementation and Evaluation in Adult Basic Education. In the second year 12 credit points are required in each subject.

### Year 1

- T0192 Teaching and Learning in Adult Literacy  
 T0194 Teaching and Learning in Adult Numeracy  
 T0118 Program Development, Implementation and Evaluation in Adult Basic Education  
 T5289 Teaching Practice

### Year 2

- T0119 Communication, Administration and Consultancy in Adult Basic Education  
 T0120 Foundations of Adult Education

There are six sorts of learning experiences in the course:

#### 1. Lecture/Seminars

These are held during the day on Thursdays during the first year and Fridays during the second or in appropriate blocks on the country course. Semester one concentrates on the areas of Teaching and Learning in Adult Literacy and Adult Numeracy. Semester two concentrates on Program Planning, Implementation and Evaluation in Adult Basic Education. Semester three on Foundations of Adult Education and Semester four on Communications, Consultancy and Administration.

#### 2. Tutorials

These are held throughout the course and are a vital mechanism for integrating theory and practice. You will be expected to attend and contribute. For country students tutorials are incorporated in the lecture/seminar sessions.

#### 3. Workshops

Three weekend workshops are held over the two years of the course; two in the first year and one in the second. These workshops are largely designed and implemented by the students on the course and provide important opportunities to explore areas of interest to you that are not covered in the lectures/seminars.

#### 4. Learning Contracts

Your assignment work in this course will be designed to meet your own professional needs. You negotiate your own assignments (contracts) with a staff adviser.

You and your adviser write each assignment up in the form of a learning contract. Over the two years you will need to complete a number of contracts covering the five competency areas in order to satisfy the requirements of the course.

#### 5. Practicum

During Year 1, you will take part in some form of supervised field work with one or more experienced ABE practitioners.

#### 6. Electives

During the course 5 weeks of tutorial time will be set aside for Electives on some aspects of literacy/numeracy teaching. Possible choices include; Literacy for non English speaking



background students, Computer Use in ABE, Literacy/Numeracy in the Trades, Maths Anxiety - ABE students.

In addition, students will be observed while teaching.

### Assessment

There are no examinations. Assessment is related to attendance, teaching practice, participation in all components of the course and completion of learning contracts. Credit points are gained through learning contracts. A total of 24 points is required each year. You are to complete contracts across the 5 main areas of study but not necessarily to an equal extent. There is much flexibility to allow you to concentrate on areas that most closely meet your needs. Assessment is either pass or fail.

### Attendance

Students attend one day a week in the first year of the course - Thursdays 9.30am- 3.30pm and a half a day a week in the second year - Fridays 9.30am - 1.00pm. A block release pattern is available for country students.

## GRADUATE DIPLOMA IN ADULT EDUCATION (TESOL)

**Course Co-ordinator:** Susan King

### Participants

This course is an initial teacher training qualification for people with degrees or diplomas who wish to gain a recognised initial qualification in teaching English as another language to adult learners, with particular emphasis on adult migrants in AMES and TAFE settings.

### Eligibility

This course is for people who have a degree or diploma but who are not yet trained teachers. If quotas operate, preference will be given to people already working with adult migrants particularly in the field related to TESOL.

### Course Aims

- To develop an understanding of the context and theory of adult education in relation to TESOL.
- To develop practical teaching skills for the adult TESOL classroom and flexibility in adapting these to a variety of contexts.
- To develop competence in the design, implementation and evaluation of TESOL programs and resources.
- To foster learner autonomy.
- To develop critical self evaluation of teaching practice.

### Course Structure

The course is taught over two years of part-time study with a total of 48 credit points to be achieved for the award.

Year 1		Credit Points
<b>Autumn Semester</b>		
T5248	Adult TESOL 1	4
T5249	Developing Communicative Competence 1	4
T5250	Practicum 1	4
<b>Spring Semester</b>		
T5251	Adult TESOL 2	4
T5252	Developing Communicative Competence 2	4
T5253	Practicum 2	4
<b>Year 2</b>		
<b>Autumn Semester</b>		
T5254	Foundations of Adult Education	4
T5256	Practicum 3	4
T5257	Issues in Language Planning	4
<b>Spring Semester</b>		
T5255	Evaluation and Assessment	4
T5258	TESOL Program Design	4
T5259	Practicum 4	4

### Attendance

Participants meet on one evening per week and at four Saturday workshops. There is a Teaching Practicum of 30 hours per semester, usually spread over a 4-6 week block.

### Assessment

Students are assessed in the following ways:

- A series of written negotiated contracts within subject areas;
- Practicum journal/feedback from Practicum supervisor;
- Group presentation of a one day workshop;
- Attendance and active participation in seminars, tutorials and workshops.

Assessment is either pass or fail.

## GRADUATE DIPLOMA IN EDUCATION (LANGUAGE TEACHING)

**Course Co-ordinator:** Susan King

### Participants

This course is an initial teacher training qualification for native or near native speakers of Japanese who want to teach Japanese in secondary schools in Australia. It is being offered on a full fee paying basis.

### Eligibility

The course is for native or near native speakers of Japanese who have an undergraduate degree.

## Course Aims

- to develop the level of English language competency needed to interact in a variety of roles and contexts within the Australian education system.
- to become familiar with the nature of Australian culture in general, and the culture of the Australian education system in particular.
- to develop a theoretical understanding of current language teaching issues.
- to understand current Japanese syllabuses and be able to interpret and implement them effectively at different levels.
- to develop sound teaching practice in program design, lesson planning and delivery, and materials development.

## Course Structure

The course will be offered in six five-week modules spread over one year (two semesters) of full-time study. Each module will consist of 75 contact hours (the equivalent of 5 semester hours). In addition, there will be regular School Attachments involving a total of 15 days in Modules 1-4 and a five-week Practicum in Module 5. Each module attracts 8 credit points.

Module		Credit Points
Module 1	T5265 Foundations of Language Teaching 1	5
	T5266 Advanced English for Classroom Purposes 1	3
Module 2	T5267 Theory and Practice of Language Teaching 1	5
	T5268 Advanced English for Classroom Purposes 2	3
Module 3	T5269 Theory and Practice of Language Teaching 2	5
	T5270 Advanced English for Classroom Purposes 3	3
Module 4	T5271 Theory and Practice of Language Teaching 3	5
	T5272 Advanced English for Classroom Purposes 4	3
Module 5	T5273 Practicum	8
Module 6	T5274 Theory and Practice of Language Teaching 4	5
	T5288 Foundations of Language Teaching 2	3

## Attendance

Participants meet for 15 hours per week for lectures, up to 5 hours per week for Special English and study skills, and 5 hours per week for School Attachment. There is a 5 week Practicum block where students attend a designated school full-time.

## Assessment

Students are assessed in the following ways:

- Learning journals
- Preparation of language teaching materials
- Written Practicum supervision
- Weekly tasks
- Short reports/essays

Assessment is either pass or fail.

## GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### Participants

This course is for trained teachers with experience in TESOL who wish to gain a basic postgraduate specialist qualification in teaching English as a second language. In order to receive the award, the student must successfully complete two semesters of part-time study. The program of study represents the first year of the Graduate Diploma in TESOL.

### Eligibility

This course is designed for people who:

- have 3 or 4 years teaching training
- have a minimum of one year's relevant teaching experience
- have concurrent teaching experience with a relevant class.

### Course Aims

The course aims to provide participants with opportunities to:

- begin to acquire a framework of linguistic theory which supports current approaches to teaching English as a second or other language;
- foster successful learning strategies and implement successful teaching techniques for oracy and literacy development in English;
- work in supporting and co-ordinating roles with their colleagues in designing, monitoring and evaluating programs.

### Course Structure

Students must earn 24 credit points for the award.

Autumn Semester	Credit Points
T5154 Foundations of TESOL 1	5
T5368 Theory and Practice of TESOL 1	5
Spring Semester	
T5156 Foundations of TESOL 2	5
T5359 Theory and Practice of TESOL 2	5
T5372 Teaching Practice 1	4

### Attendance

Attendance is for a minimum of four hours per week plus four-five Saturdays in the year.

### Assessment

Assessment is either pass or fail.

## GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ADVANCED STANDING OPTION)

In special circumstances, this one-semester version of the Graduate Certificate in TESOL may be offered to teachers who have completed a substantial in-service course with the Adult Migrant English Service, TAFE, the Department of School Education or the Catholic Education Office. Aims, attendance pattern, assessment and fees are as for the Graduate Certificate in TESOL.

### Course Structure

Autumn or Spring Semester	Credit Points
T5225 Foundations of TESOL	6
T5226 Theory and Practice of TESOL	6

## GRADUATE DIPLOMA IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

### Participants

This course is for trained teachers with experience in TESOL who wish to gain a comprehensive postgraduate specialist qualification in teaching English as a second language. In order to receive the award, the student must successfully complete four semesters of part-time study. The Graduate Diploma in TESOL represents the first two years of the MA (TESOL).

### Eligibility

This course is designed for people who:

- i) have 3 or 4 years teaching training
- ii) have a minimum of one year's relevant teaching experience
- iii) have concurrent teaching experience with a relevant class.

### Course Aims

The course aims to provide participants with opportunities to:

- acquire a framework of linguistic theory which supports current approaches to teaching English as a second or other language;
- foster successful learning strategies and implement successful teaching techniques and assessment procedures for oracy and literacy development in English;
- work in supporting and co-ordinating roles with their colleagues in designing, monitoring and evaluating programs;
- pursue an area of specialisation related to the needs of students whose first language is other than English.

### Course Structure

A student must earn 48 credit points for the award.

#### Year 1 Credit Points

##### Autumn Semester

T5154	Foundations of TESOL 1	5
T5368	Theory and Practice of TESOL 1	5

##### Spring Semester

T5156	Foundations of TESOL 2	5
T5369	Theory and Practice of TESOL 2	5
T5372	Teaching Practice 1	4

##### Year 2

##### Autumn Semester

T5159	Foundations of TESOL 3	5
T5370	Theory and Practice of TESOL 3	5

##### Spring Semester

T5161	Foundations of TESOL 4	5
T5371	Theory and Practice of TESOL 4	5
T5373	Teaching Practice 2	4

### Attendance

Attendance is for a minimum of four hours per week plus four - five Saturdays in the year.

### Assessment

Assessment is either pass or fail.

## MASTER OF ARTS (TESOL)

### Participants

This course is for trained, experienced teachers who wish to gain a higher degree focusing on second language learning and teaching in classroom, workplace and community settings. It builds on the coursework of the existing Graduate Diploma in TESOL or equivalent. The course is 3 years part-time in duration. The first 2 years constitute the Graduate Diploma in TESOL. In special circumstances it would be possible to complete the course in 1.5 years full-time.

### Course Aims

The course has two main aims:

1. to provide opportunities for graduates of the Graduate Diploma in TESOL or equivalent to continue their studies, focusing on issues relevant to second language learning and teaching in classroom, workplace and community contexts;
2. to serve the needs of the profession for leaders whose studies are directly focused on issues relevant to learning and teaching in these contexts.

### Course Structure

A student must earn 72 credit points for the award.

#### Year 1 Credit Points

T5154/T5156	Foundations of TESOL 1 and 2	10
T5368/T5369	Theory and Practice of TESOL 1 and 2	10
T5372	Teaching Practice 1	4

**Year 2**

T5159/T5161	Foundations of TESOL 3 and 4	10
T5370/T5371	Theory and Practice of TESOL 3 and 4	10
T5373	Teaching Practice 2	4

**Year 3**

T5276	Policy and Planning Issues in TESOL	2
T5277	Discourse Analysis	6
T5335	Research Project	16

**Attendance**

In Year 1 and 2 attendance is for four hours per week and four Saturday workshops. In Semester 1 of Year 3 attendance is required for four hours one evening per week with an additional optional tutorial on another evening. In Semester 2 times are to be negotiated.

**Eligibility**

Educational qualifications required for admission are a three year degree plus a Graduate Diploma in Education or equivalent or a three-year Diploma in Teaching. Candidates who have completed the Graduate Diploma in TESOL or equivalent may be granted up to two year's advanced standing; candidates who have completed the Graduate Certificate in TESOL or equivalent may be granted up to one year's advanced standing. Where quota restrictions operate, an additional criterion will be applied: strength of contribution to the TESOL field. Candidates will be requested to offer supporting evidence in writing at the time of application. Special Admission Applicants who have made very significant contributions to the TESOL field and who can demonstrate the knowledge assumed of graduates of the Graduate Diploma in TESOL or equivalent will be given the opportunity to present a case in writing and at interview for advanced standing of up to 50% towards the 3 year MA (TESOL). Knowledge of general educational theory and practice is assumed of candidates who enter the 3 year MA (TESOL) course. The following specialist knowledge is assumed of candidates who wish to enter the third year only:

- knowledge of sociolinguistics and of trends and issues in second language development;
- knowledge of trends and issues in TESOL curriculum development;
- knowledge of the social contexts of TESOL;
- knowledge of language to analyse language.

This knowledge is assumed of applicants who hold the Graduate Diploma in TESOL from this institution. It would need to be demonstrated by applicants who hold other Graduate Diplomas in related areas.

**Pre-entry occupational requirements**

For Year 3 of the MA (TESOL):  
a minimum of three years' relevant teaching experience.

**SUBJECT SYNOPSES****T0122 PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION**

Six credit points

This subject develops students' competence in the planning, implementation, administration and evaluation of educational programs for adults.

**T0123 ADULT TEACHING AND LEARNING**

Six credit points

This subject develops students' competence as facilitators of adult learning.

**T0153 FOUNDATIONS OF ADULT EDUCATION**

Six credit points

This subject develops students' understanding of the social context of adult education.

**T0118 PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION IN ADULT BASIC EDUCATION**

Study within this competency area focuses on the theory and practice of the development, implementation and evaluation of programs in adult basic education. A particular focus is on the ability to design programs for individual adult students learning with a small group situation. Attention is given as well to the variety of contexts (educational organisations, homes, community centres, prisons, sheltered workshops, etc.) in which adult literacy and adult basic mathematics programs are offered and the ways in which such contexts effect program design. Attention is also given to the ways in which the program development process is responsive to the culture and society within which the program is offered.

**T0119 COMMUNICATIONS, ADMINISTRATION AND CONSULTANCY IN ADULT BASIC EDUCATION**

Participants in this competency area are helped to develop both spoken and written communication skills necessary to effectively teach, counsel, consult and administer in adult basic education. While the emphasis is on skills development, communications theory is also examined where appropriate. Participants are also provided with an understanding of organisational behaviour as it may occur in that range of organisational settings in which adult basic education is offered. Building out from these understandings, participants are helped to develop skills in administrative areas such as staff selection and supervision, analysis and interpretation of legislation affecting adult basic education, and budget administration.

### **T0120 FOUNDATIONS OF ADULT EDUCATION**

Study in this competency area draws together the understandings about adults as learners which are central to all competency work in the course. Adult learning theory is critically considered in terms of these understandings. Different approaches to adult education are studied. Participants are encouraged to recognise the values and assumptions which guide these different approaches and from this to recognise their own guiding values and assumptions. A second area of focus is on increasing participants awareness of the scope and future direction of adult basic education provision within Australia and overseas. An introduction to research methods is also provided.

### **T0192 TEACHING AND LEARNING IN ADULT LITERACY**

Study within this competency area focuses on providing participants with increased competence as teachers of adult literacy students. This involves them in being able to recognise the nature and needs of the adult literacy students and in being able to design, implement and evaluate appropriate assessment and learning activities for students within a wide variety of formal and informal education contexts. In addition, study in this competency area requires participants to examine the theoretical bases on which teaching practices in adult literacy rest.

### **T0194 TEACHING AND LEARNING IN ADULT NUMERACY**

Study within this competency area focuses on providing participants with increased competence as teachers of adult basic mathematics students. This involves them in being able to recognise the nature and needs of the adult basic mathematics students and in being able to design, implement and evaluate appropriate assessment and learning activities for students within a wide variety of basic education contexts. These contexts include courses in which mathematics is a component or an assumed area of drill such as apprentice education.

### **T3332 THEORY & PRACTICE IN ADULT EDUCATION**

#### **Four credit points**

This subject is designed to develop participants' understanding of the place of theory and the relationship of theory and practice in adult education. It will familiarise students with a core body of adult education knowledge and provide opportunities for them to critically reflect on their own theories of adult education. The subject is a compulsory course requirement for students with no previous academic background in Adult Education.

### **T3333 ADULT LEARNING & PROGRAM DEVELOPMENT**

#### **Four credit points**

This subject is designed to provide opportunities for participants to develop the skills necessary to be competent facilitators and designers of adult learning experiences. The unit is a compulsory course requirements for students with no previous study in Adult Education.

### **T3334 ADULT EDUCATION IN ITS SOCIAL CONTEXT**

#### **Four credit points**

This subject will enable students to develop their understanding of the social context of adult education and to further develop their capacity to analyse and act on adult education issues. Particular attention will be paid to analysis and strategy related to social action and organisational change.

### **T3335 AUSTRALIAN ADULT EDUCATION: INFLUENCES AND TENDENCIES**

#### **Four credit points**

This subject is designed to enable participants to clarify their own personal beliefs about adult education by providing opportunities for them to develop a sound understanding of the historical and social contexts of Australian adult education.

### **T3336 CONTEMPORARY ISSUES IN ADULT EDUCATION**

#### **Four credit points**

This subject is designed to provide an opportunity for the participant to consider in some depth a range of emerging and sometimes contentious issues in adult education. Skill in critically analyzing significant issues in the field will be promoted.

### **T3337 MANAGING THE PROGRAM CHANGE PROCESS IN POST-SECONDARY EDUCATION: RESEARCH & STRATEGY**

#### **Four credit points**

This subject is designed for practitioners with responsibility for the management of educational changes in post-secondary educational institutions including TAFE, community education centres, workplace training and higher educational organisations. It aims to help participants develop a practical, theoretical and research base to enable them to examine critically and influence positively the processes of change management and research for which they are or will be responsible.

**T3338 INDUSTRIAL RELATIONS,  
WORK ORGANISATION AND  
ADULT EDUCATION**

**Four credit points**

The aim of this subject is to examine changing Australian approaches to industrial relations and work organisation, and to understand the implications of these changes for education and training.

**T3339 SKILL FORMATION,  
TECHNOLOGICAL CHANGE  
AND ADULT EDUCATION**

**Four credit points**

This subject will examine changes in workplace technologies and their implications for skill formation policies and practices. It will provide students with skills and knowledge in the design and facilitation of training programs related to skill formation and technological change in the workplace.

**T3340 HIGHER LEVEL  
COMPETENCIES IN ADULT  
EDUCATION**

**Four credit points**

Competency-based learning is receiving increasing attention in Australia and will continue to do so as issues to do with economic and workplace restructuring and educational accountability dominate the adult education agenda in Australia over the next decade. This subject will develop students' capacity to design and critically analyse competency-based adult education programs.

**T3342 ETHICS AND LEADERSHIP IN  
ADULT EDUCATION  
ADMINISTRATION**

**Four credit points**

This subject will examine organisations from various perspectives with a view to helping adult educators/trainers function more effectively in their particular environments. Emphasis will be placed on the impact on individuals of different organisational theories and the implications of these for the management function in adult education. Particular emphasis will be placed on the role of ethics in educational decision making.

**T3343 ADULT COMMUNICATION  
MANAGEMENT 1**

**Four credit points**

This subject will develop students' ability to understand and manage communication in adult education settings. It will pay particular attention to recent research and theory related to the notion of "interpersonal communication competence".

**T3344 ADULT COMMUNICATION  
MANAGEMENT 2**

**Four credit points**

This subject will further develop students' ability to understand and act on communication in adult education settings. It will pay particular attention to the management of communication in adult learning groups in educational institutions, in work organisations and in the community.

**T3345 CONTINUING PROFESSIONAL  
EDUCATION FOR ADULT  
EDUCATORS**

**Four credit points**

This subject is designed to provide an introduction to the field of continuing professional education for adult educators. The subject is built around three clusters of interrelated concepts and understandings: profession and professionalization; adult development and lifelong learning; and continuing professional learning and its facilitation.

**T3346 COMPUTER BASED ADULT  
EDUCATION AND TRAINING**

**Four credit points**

This subject is designed to provide participants with an overview of Computer Based Education and Training, to help them develop skills in the design, development and evaluation of Computer Based Training software, and acquaint them with research evidence on the effectiveness of Computer Based Education.

**T3347 ISSUES IN COMPUTER BASED  
ADULT EDUCATION AND  
TRAINING**

**Four credit points**

This subject is designed to provide participants with an understanding of the technological, social, educational and historical issues involved in computer-based adult education. Particular attention will be paid to issues of effectiveness, delivery and equity.

**T3348 ISSUES FOR ADULT EDUCATION  
RESEARCHERS**

**Four credit points**

This course unit introduces students to the nature, design, implementation, interpretation and use of adult education research. In particular, it will aim to develop practitioners' competence in critically analysing those issues that are essential for understanding, conducting and using research in community and organisational settings.

**T3349 RESEARCH METHODOLOGIES  
FOR ADULT EDUCATORS**

**Four credit points**

This subject aims to develop students' ability to undertake both quantitative research into adult education. The course is divided into three segments

that reflect a range of methodologies used in the empirical, interpretive and critical research paradigms. The competencies developed in this course will enable students to design, implement and report on research in their own field of adult education by developing their ability to align their research questions with an appropriate array of research methodologies.

### **T3350 ISSUES IN ADULT EDUCATION EVALUATION**

#### **Four credit points**

This subject provides opportunities for participants to develop a greater understanding of the operation of program evaluation in a broad range of adult education and training contexts. The issues related to program evaluation dealt with include: concepts, need, purposes, performance indicators, political and ethical issues.

### **T3352 ADULT EDUCATION AND SOCIAL MOVEMENTS**

#### **Four credit points**

This subject is designed to help students to develop their understanding of the roles adult education and adult educators play in social movements and social change. Particular attention will be paid to understanding the theory and practice of four adult educators: Coady, Horton, Lovett and Thompson.

### **T3353 THE ENRICHMENT TRADITION IN ADULT EDUCATION**

#### **Four credit points**

This subject is designed to help students develop their understanding of the liberal and humanistic adult education tradition, and of the influences on this tradition of the theories and techniques drawn from the fields of psychotherapy and the personal growth movement.

### **T3354 FREIRE'S INFLUENCE IN ADULT EDUCATION**

#### **Four credit points**

This subject will help students develop their understanding of the influence of Paulo Freire's work and writings on the practice of adult education in both developing and developed countries.

### **T3355 ORGANISATIONAL THEORY AND COMMUNITY-BASED ADULT EDUCATION**

#### **Four credit points**

To help students develop their understanding of the kinds of organisation that can operate within a community education context, and to encourage them to develop an organisational theory that will inform their practice as providers of community-based adult education.

### **T3356/57 INDEPENDENT STUDY PROJECT 1/2**

#### **Four credit points/eight credit points**

This subject will enable students to develop higher level skills and knowledge in an aspect of adult education not dealt with in depth in other subjects in the course. The Independent Study Project will involve a student in designing and carrying out, in consultation with a member of academic staff, an individual course of study on a field based project dealing in depth with an aspect of adult education.

### **T3358 EXPERIENCE-BASED LEARNING 1**

#### **Four credit points**

This subject is designed to identify ways in which adults learn from experience in a variety of settings (workplace, education, community, etc.) and how this process might be enhanced. It will focus on the learner in context and the process involved in promoting experience-based learning. Students should have engaged in prior study of adult learning.

### **T3359 EXPERIENCE-BASED LEARNING 2**

#### **Four credit points**

This subject extends the study of learning from experience from Experience-Based Learning 1. The particular focus is on ways in which others (teachers, trainers, facilitators, supervisors, co-learners, etc) can contribute to experiential learning in a variety of contexts.

### **T3360 LANGUAGE, LITERACY AND POWER**

#### **Four credit points**

This subject will develop participants' understanding of the politics of language and literacy policy and practice. It will enable them to develop a critical framework within which to interpret and act on current educational developments within a range of adult education contexts.

### **T3361 WOMEN AND ADULT EDUCATION**

#### **Four credit points**

This subject will develop participants' understanding of the pattern of participation by women in adult education, the role of the curriculum, gender and learning and the implications for adult education provision.

### **T3362 RESEARCHING EDUCATIONAL PRACTICE**

#### **Four credit points**

This subject is designed to explore ways in which participants might critically reflect upon and undertake studies of their own educational practices.

## **T5120 ADULT EDUCATION IN AUSTRALIA**

### **Three credit points**

Corequisite: Adult Learning and Education 1

This subject aims to give students an understanding of the range and diversity of adult education in Australia and knowledge of the ways in which it is funded, organised and provided: overview of policies and structures relating to the provision of adult education in Australia; historical development of adult education; participation and access issues; specialist areas of provision; professionalism and career opportunities in adult education.

## **T5124, T5131, T5138, T5145, T5323, T5324 INDIVIDUALISED PROJECTS 1/2/3/4/5/6**

### **Six credit points each**

Individualised projects are a feature of the Faculty's courses. They are delivered through the learning contract method. A learning contract is a structured method whereby each student, in consultation with a staff adviser, designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the student which are consistent with the aims of the course.

## **T5125, T5132, T5139, T5146, T5325, T5326 PRACTICUM 1/2/3/4/5/6**

### **Three credit points each**

Ongoing work experience in adult education (minimum 12 hpw) is a course requirement. This component of the course is referred to as the practicum, which provides a context for students to develop, practise, refine and demonstrate their skills. Monitoring and assessment of workplace skills is the responsibility of the practicum coordinator and the field supervisor.

## **T5126 LIFESPAN DEVELOPMENTAL PSYCHOLOGY**

### **Three credit points**

This subject aims to give students an overview of lifespan developmental psychology; concept of the self and its development; psychoanalytic views on personality development; stages and phases of the life cycle; life cycle as a social construction; intellectual and cognitive development during the adult years; the concept of practical intelligence.

## **T5129 AUSTRALIA IN THE TWENTIETH CENTURY**

### **Three credit points**

This subject outlines the rise and fall of the working class; the decline of White Australia; conscription 1917, 1942, 1965; Federal/State relations; the rise of bureaucracy; immigration; the rise of middle class Australia; 11th November, 1975; Australian political culture; the new poor.

## **T5134 CURRENT ISSUES IN ADULT EDUCATION**

### **Three credit points**

Prerequisites: Adult Learning and Education 1

This subject is designed to give students an awareness of current issues and trends affecting adult education. The issues concerned may be educational, social, political, economic, philosophical or a combination of these. The focus will vary from year to year depending on developments in the field. For example, in 1990, significant current issues might be the implications for adult education of Award Restructuring or the Scott Report or the introduction of competency based learning.

## **T5142 INTERNATIONAL ADULT EDUCATION**

### **Three credit points**

- Rationale & methodology in International Adult Education
- Traditions in adult education: e.g. UK, Scandinavia, US
- Trends and innovations in adult education: e.g. action learning in the US, popular education in South Africa and Canada
- How adult education policy is made in different countries
- Case studies of particular programs, focussing on what can be learned for adult education practice
- Adult education and economic restructuring: e.g. in the US, Japan, Sweden
- Adult education in the workplace e.g. worker self-management in Yugoslavia
- Adult education and disadvantaged or marginalised groups: e.g. ethnic minorities, unemployed people, homeless people, women, youth
- Adult education and community development e.g. in Tanzania, the South Pacific, India
- The arts and adult education: e.g. popular theatre in adult education in various countries (Thailand, Italy, Botswana)
- Adult education campaigns: e.g. literacy in Cuba and Nicaragua, health education in Tanzania
- Theoretical issues: e.g. feminism and adult education, liberation theology and adult education, the economy and adult education, culture and adult education.

## **T5143 AUSTRALIA AND THE WORLD**

### **Three credit points**

This subject outlines Australia and the British Empire; Australia & P.N.G.; towards an Australian Foreign Policy 1914-41; Australians at War - South Africa to Vietnam; Australia and super power rivalry; Australia and the USA; Australia and Japan; Australia and the Third World especially foreign aid; Australia's Sphere of Influence - the South Pacific; 'New' Australians -



their countries of origins; Australia and the United Nations; Australia Foreign Policy Today - problems and prospects; Australia and Antarctica.

### **T5147, T5151, T5358, T5361 SKILLS WORKSHOPS 1/2/3/4**

#### **Four credit points each**

These learning experiences give students opportunities to develop skills in the planning, implementation and evaluation of adult education programs.

### **T5148, T5152, T5359, T5362 TUTORIALS 1/2/3/4**

#### **Four credit points each**

These learning experiences enable students, in a small group setting, to extend and apply their knowledge in the core and specialist competency areas covered in the course.

### **T5149, T5153, T5364, T5366 PRACTICUMS 1/2/3/4**

#### **Four credit points**

These learning experiences enable students, with the support of adult education practitioners, to develop their expertise as facilitators of adult learning.

### **T5154 FOUNDATIONS OF TESOL 1**

#### **Five credit points**

This subject introduces participants to the study of language in context, focusing on genre and register and relating analysis to notions of communicative competency.

### **T5156 FOUNDATIONS OF TESOL 2**

#### **Five credit points**

This subject introduces participants to the major theories of second language development and bilingualism and to key issues in researching these areas.

### **T5159 FOUNDATIONS OF TESOL 3**

#### **Five credit points**

The subject aims to extend participants' existing knowledge of lexico-grammar and discourse, and to develop teaching applications.

### **T5161 FOUNDATIONS OF TESOL 4**

#### **Five credit points**

This subject aims to develop participants' understanding of the multi-cultural, multi-lingual society in which all Australians live, and to examine the implications for ESOL teachers which arise from Australia's policies and social values. It also examines ESOL teachers' roles as liaison, resource and counselling personnel, addressing aspects which go beyond language teaching.

### **T5171 TRAINING THEORY AND PRACTICE**

#### **Eight credit points**

This subject will concentrate on the facilitation skills of the trainer. It will enable students to consider the use of different teaching strategies and their relevance to the workplace, and will include work on presentation skills the development and use of teaching aids, and skills in training small groups and understanding the process of learning in groups. There will be opportunities for the practice of facilitation skills and the refinement of teaching techniques, with the aid of video feedback. The subject format also provides for students to raise issues related to facilitation and the problems they encounter in working with groups.

### **T5172 COMMUNICATION IN TRAINING**

#### **Eight credit points**

Key interpersonal skills needed in training are identified and practised including listening and assertiveness. The influences on effective communication of perception, values and attitudes, self esteem and other psychological, language and physical barriers are discussed. The process of writing so that we are read and understood is explained and practised with reference to letters, memoranda, reports and submissions. The subject also deals with how to choose appropriate media for communication.

### **T5173/T5177 STUDY GROUP 1/2**

#### **Two credit points**

These subjects incorporate group activities and exercises dealing with self-directed learning, networking, the planning of contract work, workshop planning, competency analysis, and study skills.

### **T5174/T5178/T5182/T5186 TRAINING PRACTICE 1/2/3/4**

#### **Six credit points**

These subjects deal with a number of tasks related to human resource development, such as workshop planning and evaluation, session planning and presentation, and small group work. They also provide an opportunity for students to undertake contract work under the supervision of course advisers.

### **T5175 INSTRUCTIONAL DESIGN**

#### **Eight credit points**

This subject introduces the principles and practice of program design. It deals with how to write aims and objectives, approaches to documenting training, how to sequence content and how to structure a program. It also covers the planning and production of training materials, such as workbooks and manuals.

### **T5176 ADULT LEARNING**

#### **Eight credit points**

This section of the course will examine how adults

learn, what factors may help or hinder adults' learning, and how adults may or may not differ from children in the ways they learn. A number of writers on adult learning theory will be compared, and the relevance of their ideas to differing Australian contexts assessed. Students will be encouraged to examine their own and others learning styles, and to discuss the influences on learning of such factors as ageing, gender, states of mind, experience, membership of groups, status and identity, needs, expectations and motivation.

### **T5179 ORGANISATIONAL BEHAVIOUR**

#### **Eight credit points**

This subject examines the interaction and relationship of technological change, the organisation of work, industrial relations and training and development. It mainly deals with people in organisations, but also investigates the concept of organisational development and management principles. The subject also examines organisational behaviour in other countries with a view to determining appropriate transfer practices. Examples are drawn from industry, commerce and the service industries in both the public and private sector.

### **T5180 PROGRAM DEVELOPMENT AND EVALUATION**

#### **Eight credit points**

This subject covers both needs assessment and program evaluation. The segment on Training Needs Assessment covers areas such as the identification of problems and needs, planning needs assessment, the industry or enterprise context of investigations into training needs, competency profiling, selection of assessment procedures, and data analysis. The segment on Training Evaluation deals with the major design components in evaluation, shows how to focus a training evaluation study, and introduces a range of evaluation methods. It also covers the analysis and reporting of data, and considers problems associated with evaluating transfer of what is learnt to the workplace.

### **T5181 RESEARCH AND DEVELOPMENT PROJECT 1**

#### **Two credit points**

The aim of this subject is to develop in the students the capacity to be a perceptive consumer of research. The project will cover ways of locating relevant research, evaluating sections of a research project and interpreting research findings. The subject will be taught using a self-paced learning module.

### **T5183 MANAGING TRAINING**

#### **Eight credit points**

This subject deals with the coordination and administration of training. It covers training policy formulation, budgeting, scheduling of programs, workshop administration and data base management.

The issue of change management is also covered, and a number of general human resource issues that constitute the context of training (such as wages and salaries, EEO regulations, appraisal, occupational health) are introduced.

### **T5184 COMPUTERS AND TRAINING**

#### **Eight credit points**

This subject examines the computer as a training tool. The first half of the course will involve using personal productivity and graphics software to assist the trainer in developing training packages. A variety of software will be utilised. The approach will be "hands-on", and students will be expected to develop their own high quality training materials. The second half of the subject will examine computer based training (CBT) and computer managed learning (CML). Students will be encouraged to develop training programs based on these two technologies that are relevant to their workplaces.

### **T5185 RESEARCH AND DEVELOPMENT PROJECT 2**

#### **Two credit points**

The aim of this subject is to put into practice the skills and knowledge developed in Research Project 1. Students will be expected to take a major research project and evaluate it in terms of its methodology, value of its results and implications for human resource development.

### **T5187 ADULT TEACHING & LEARNING**

#### **Six credit points**

This subject includes both an introduction to adult learning theories and consideration of their implications for classroom teaching. It will enable students to design appropriate learning plans, select and implement relevant teaching strategies and refine their own teaching techniques through the use of video feedback.

### **T5188 COMMUNICATIONS AND INTERPERSONAL SKILLS 1**

#### **Six credit points**

This subject addresses the communication and interpersonal skills required of an adult educator in their roles of teacher and/or teacher of communication skills, designer of learning or centre co-ordinator. The topic areas include communication in the classroom and in small groups, conflict management in learning groups, questioning and listening skills, and public speaking skills.

### **T5189/T5193/T5197/T5201 STUDY GROUP 1/2/3/4**

#### **Two credit points**

The Study Group component of the course provides students with the opportunity to develop skills in

working collaboratively to design learning experiences appropriate to their particular professional interests. In the first semester groups will be provided with guidelines to assist them in structuring the group meetings. Activities which Study Groups might undertake include visits to each others' workplaces, sharing of the outcomes of student learning contracts, discussion of current issues in adult education and trialling of materials or activities designed for use in a student's workplace. In the first year students will work with others from a variety of community education settings but in the second year they may negotiate to work with a group of others from the same type of setting.

### **T5190/T5194/T5198/T5202**

#### **SUPERVISED FIELD EXPERIENCE 1/2/3/4**

##### **Ten credit points**

These components of the course assess practical activities carried out by participants during their work in the professional field. It is expected that participants will demonstrate increased competence in their work roles, and this will be guided, monitored and evaluated through advisory visits by course lecturers. Assessment of the subject requires students to submit portfolios of practical work or other evidence of professional activity.

### **T5191 PROGRAM DEVELOPMENT**

##### **Six credit points**

Program development in adult education covers a wide range of skills used by adult educators in planning and developing programs, courses and other learning activities for adults. The course will include approaches to needs assessment, program design, alternative modes of delivery, publicity and recruitment and program evaluation.

### **T5192 COMMUNICATIONS AND INTERPERSONAL SKILLS 2**

##### **Six credit points**

This subject represents the continuation of T5188 Communications and Interpersonal Skills 1.

### **T5195 PSYCHOLOGY AND ADULT EDUCATION**

##### **Six credit points**

This subject will offer students an introduction to areas of psychological theory relevant to their work in adult education. Thus it will include both psychological approaches to learning and to adult development and ageing.

### **T5196 PRACTITIONER SKILLS 1**

##### **Six credit points**

This subject is delivered in two components.

##### **(a) Management Skills for Adult Educators**

This component will examine the management skills needed by community based adult educators. These include negotiation, problem solving, financial skills, staff selection and development and team building.

##### **(b) Teaching across Cultures**

In contemporary Australia it is essential that adult educators are sensitive to the implications of teaching groups containing students from a variety of cultural backgrounds. This component will consider some of the necessary skills for teaching across cultures and attempt to raise students' awareness of some of the issues involved.

### **T5199 THE REFLECTIVE PRACTITIONER**

##### **Six credit points**

In this subject students will be introduced to a variety of methods of reflecting on their own practice as adult educators and assisting colleagues in doing the same. They will use a range of self and peer assessment techniques to critically explore the assumptions underlying their work and examine issues such as the meaning of professionalism and ethics in adult education.

### **T5200 PRACTITIONER SKILLS 2**

##### **Six credit points**

This subject is delivered in two components.

##### **(a) Practical Teaching Skills**

In this component, students will have the opportunity to refine various teaching skills such as using questioning techniques, demonstrating practical skills, facilitating discussion, lecturing and one-to-one instruction.

##### **(b) Media Skills**

This component provides students with the opportunity to practise the development and use of appropriate teaching aids such as overhead projector transparencies, whiteboards, blackboards, handouts, video materials and slides.

### **T5203 ADULT TEACHING AND LEARNING 1**

##### **Five credit points**

We begin this subject by discussing our own experiences of education in school, family and community. We relate this to the forms and purposes of education in Aboriginal society and in the Western education system. We also look at the history of Aboriginal Education in NSW since the invasion. We then go on to plan and deliver a brief lesson in Aboriginal Studies to the group using teaching materials and resources.

**T5204 PROGRAM DEVELOPMENT 1****Five credit points**

In this subject, we look at what Aboriginal adult educators do in their work for their communities. This includes planning educational and community development programs, getting the resources for these programs and teaching others, in the classroom and in the community. We look at the kinds of adult education needed by Aboriginal communities in NSW and how to identify and analyse these needs. We then look at how Aboriginal community organisations work and the role of adult education in their work.

**T5205 COMMUNICATIONS 1****Five credit points**

The kinds of language demanded by bureaucracy and tertiary education are unfamiliar for many Aboriginal adults. In this subject we work on developing these kinds of skills in the context of the core studies. Students' confidence and abilities grow as they gain new kinds of language skills to communicate and exercise power in Australian society.

In the first semester, we begin with the kinds of reading and writing that students are familiar with, then go on to reading academic texts, note taking and summary writing. Practising these skills leads into writing academic essays.

**T5206 ABORIGINAL STUDIES 1****Five credit points**

In this subject, we look at aspects of traditional Aboriginal culture and at how our ancestors responded to the white invasion up to the 1880's. In discussing Aboriginal culture and history, we relate it to our own experiences in family and community. We discuss the ways that we have been affected by colonialism and how our grandparents survived and maintained our culture and history. We examine literature reporting upon Aboriginal people, history and culture.

**T5207/T5212/T5217/T5222****COMMUNITY FIELD WORK 1/2/3/4****Four credit points**

This part of the course assesses how students are using skills and knowledge learned in block releases in their work and involvement in Aboriginal community organisations. Advisers visit students in their communities to advise and assist on their community educators work related course contracts.

**T5208 ADULT TEACHING & LEARNING 2****Five credit points**

Based on our previous discussions and experiences of teaching in the classroom, we work on developing the kind of teaching which is appropriate for Aboriginal adults in the classroom and in the community. We then look at some of the education programs available to

Aboriginal adults in NSW. We discuss how we can evaluate these programs; whether they meet the people's needs; are the teaching methods appropriate; how much say do the people have in planning and delivery?

**T5209 PROGRAM DEVELOPMENT 2****Five credit points**

In the second semester, we discuss the differences between the program planning approaches of bureaucracy and Aboriginal communities. How do programs planned from the top down fail in Aboriginal communities and maintain colonialism? How can we develop a planning approach which gives a voice and power to the community and enables the people to do it for themselves? We work on the kinds of community research and program design techniques which can meet these goals.

**T5210 COMMUNICATIONS 2****Five credit points**

In the second semester, we work on the literacy skills needed for Aboriginal community development such as report and submission writing, liaison and negotiation. Each of these communication skills relate to tasks set in the other subjects in the course and enable students to complete their learning contracts in those subjects.

**T5211 ABORIGINAL STUDIES 2****Five credit points**

In the second semester, we discuss the twentieth century version of colonialism. We look at the activities of the Aboriginal Protection and Welfare Boards, the education system, missionaries and anthropologists. The aim is to find Aboriginal ways to describe our own society and history which are not racist, romantic or anthropological. We have a field trip to Kuring-gai Chase to see traditional camp sites, rock art and bush foods available in the area. We learn how our ancestors used and looked after our country to survive and prosper.

**T5213 ADULT TEACHING & LEARNING 3****Five credit points**

In this subject, we work on planning whole lessons, defining the aims and objectives, deciding on content, process and method and what materials and teaching resources we need, and writing up the lesson plan. We then deliver a class session and evaluate our efforts with our peers and lecturers. This subject builds on experience and discussion from previous subjects, towards classroom teaching competence.

**T5214 PROGRAM DEVELOPMENT 3****Five credit points**

At the start of year two, we work on program planning based on the field trip to central Australia. We plan the trip around our learning needs, desired outcomes and

the resources we need, and see how the same process can be applied to any program we want to develop. We then write up a submission for the field trip. This experience leads into planning a whole adult education program for a higher education course or community development.

### **T5215 ABORIGINAL COMMUNITY STUDIES 1**

#### **Five credit points**

We begin this subject by talking about Aboriginal communities on different levels - local, regional and national. What is a community? How do Aboriginals organise themselves in different ways for different purposes - social and political, to meet common needs? We compare different kinds of communities that we are members of with those in other parts of Australia. What kind of needs and struggles do we have in common? We then look at the relationship between Land Rights and community development.

### **T5216 ABORIGINALS AND CONTEMPORARY AUSTRALIA 1**

#### **Five credit points**

In this subject we talk about the development of Aboriginal political awareness and the rise of Aboriginal nationalism from the 1920's to 1980's. We look at the Aborigines Progressive Association and other bodies and the major events leading up to the 1967 referendum, the Tent Embassy and the Land Rights struggle. We look at the legacy of colonialism in different parts of Australia and how our people are attempting to meet their needs in health, housing, education, employment and the law.

### **T5218 ADULT TEACHING AND LEARNING 4**

#### **Five credit points**

On the field trip we look at how teaching is practised in central Australian Aboriginal schools and colleges. We also learn from traditional elders about their approach to teaching and learning and relate it back to our own experience in family and community and how we can apply it to teaching Aboriginal adults in NSW. We present our reports of what we learnt from the field trip at another Aboriginal education centre in Sydney. We then discuss and refine how we are going to approach Aboriginal adult teaching in our work as community adult educators.

### **T5219 PROGRAM DEVELOPMENT 4**

#### **Five credit points**

In the field trip, we look at the program development approach and outcomes in central Australian communities, organisations and education centres and relate it back to our own needs in NSW. On our return, we look at the issues of accountability and responsibility in community development - to the

people and to the bureaucracy which provides funding. Who is accountable to whom, what for and how much? How do we balance the demands of government and community? What does self-determination and community control mean? We then work on a submission for Aboriginal community controlled adult education programs.

### **T5220 ABORIGINAL COMMUNITY STUDIES 2**

#### **Five credit points**

On the field trip, we visit different Aboriginal communities and their organisations - urban "town camps", remote settlements and traditional homeland centres. This experience helps us to work out models of Aboriginal community development which we can use in working with our own people. How do groups from different areas and backgrounds settle their differences and work together to meet their needs? This leads us to look at the relations between Aboriginal communities and white Australian government and society and how our work can bring about change.

### **T5221 ABORIGINAL AND CONTEMPORARY AUSTRALIA 2**

#### **Five credit points**

On our field trip to central Australia, we visit urban and remote communities and organisations. Traditional elders teach us about their land and culture and how they are responding to the impact of white colonialism on their society. We use this experience to look again at our own society in NSW and the relations between Aboriginals and mainstream Australian society. We discuss the future for our people and examine in depth the issues of Land Rights and Aboriginal sovereignty.

### **T5225 FOUNDATIONS OF TESOL**

#### **Six credit points**

This subject aims to give participants the opportunity to deepen their understanding of:

- i) the study of language in context, focusing on genre and register; and
- ii) key issues in second language development and bilingualism.

### **T5226 THEORY & PRACTICE OF TESOL**

#### **Six credit points**

This subject aims to give students the opportunity:

- i) to deepen their understanding of the processes involved in listening and reading and in speaking and writing in a second language; and
- ii) to increase their competence in planning, implementing and evaluating lessons and units of work involving all four macroskills.

## **T5245, T5246, T5365, T5367 LEARNING JOURNAL 1/2/3/4**

### **Four credit points**

This subject is aimed at developing participants' ability to reflect on their practice and to develop their own learning skills. Participants will be required to record significant learning events and to reflect critically upon them. The journal will need to be completed according to a number of criteria, and sighted at regular intervals by the participant's tutor. A major criterion is that journal entries should relate to the participant's work in the field.

## **T5247 ACTION RESEARCH IN THE WORKPLACE**

### **Six credit points**

In this elective seminar course students will develop their competence in one or more areas of practice and study in adult education by means of an action research project related to their field of practice.

## **T5248 ADULT TESOL 1**

### **Four credit points**

This subject aims to introduce participants to key areas of theory and practice of adult TESOL from within the context of adult teaching and learning in general. Different views on the nature of language are critically examined, together with an overview of language teaching methodologies leading to an understanding of the socio-cultural view of language on which the communicative approach is based. Strategies for the development of listening and speaking skills are explored with a focus on principles of classroom organisation and management, lesson planning, task design and materials development, assessment and evaluation.

## **T5249 DEVELOPING COMMUNICATIVE COMPETENCY 1**

### **Four credit points**

This subject aims to develop understanding of the model of communicative competence: grammatical, sociocultural, discourse and strategic competence, and ways in which this model can be used in lesson planning, materials development, task design and assessment and evaluation. Participants use this model to design, deliver and evaluate a series of lessons, aimed at meeting the listening and speaking needs of a specified group of adult ESOL students. In addition, there is a special focus on developing participants' own grammatical competence. This includes developing a basic understanding of grammatical rules and concepts, an ability to analyse grammatical problems faced by adults in TESOL, and teaching strategies.

## **T5250 PRACTICUM 1**

### **Four credit points**

This subject aims to develop initial practical teaching skills with a focus on classroom management, organisation, materials development, lesson planning and evaluation. The development of these skills is aided by observing and analysing lessons given by experienced teachers of adult ESOL, self and peer evaluation, discussions with co-operating teachers before and after practice teaching sessions, and the keeping of a detailed Practicum journal. Practicum 1 focuses on the development of listening and speaking using the communicative approach.

## **T5251 ADULT TESOL 2**

### **Four credit points**

This subject aims to extend and develop the understanding of theoretical issues of adult teaching and learning and the practical teaching skills established in ADULT TESOL 1 with particular reference to the development of literacy. Different approaches to the teaching of reading and writing are critically examined, and practical teaching strategies explored within a communicative frame work. There is a special focus on meeting the reading and writing needs of adult ESOL learners in specific contexts such as the workplace and tertiary study. Strategies for the development of reading and writing are explored with a focus on principles of classroom organisation and management, lesson planning, task design, materials development, assessment and evaluation.

## **T5252 DEVELOPING COMMUNICATIVE COMPETENCY 2**

### **Four credit points**

This subject aims to extend the model of communicative competence in relation to the development of literacy, by focusing in more detail on discourse, socio-cultural and grammatical competence. Participants extend their knowledge of lexico- grammar and discourse, and learn how to apply this to the analysis of authentic texts for the purpose of developing materials and tasks. Ways of evaluating and assessing writing are explored with special emphasis on the development of self correction/evaluation. Drawing on the extended model of communicative competence, participants design, deliver and evaluate a series of lessons, aimed at meeting the reading and writing needs of a specified group of adult ESOL learners.

## **T5253 PRACTICUM 2**

### **Four credit points**

This subject aims to build on and extend the initial practical teaching skills in Practicum I using the same strategies. Practicum 2 focuses on the development of reading and writing within a communicative framework with special emphasis on the use of authentic reading and writing texts.

## **T5254 FOUNDATIONS OF ADULT EDUCATION**

### **Four credit points**

This subject aims to establish an understanding of the social, historical and political context of adult education in Australia in order for participants to see the process of development of particular models of adult education and how particular policies currently in operation have evolved. Participants develop an understanding of adult migrant education in relation to general adult education in institutional and non-institutional settings and become aware of the range of adult education provision in NSW. They develop skills in accessing information about policies, research documents, organisational procedures relevant to adult migrant education context and an understanding of particular adult education philosophies and ideologies. This enables them to critically reflect on their own ideologies in relation to working in an adult migrant context.

## **T5255 EVALUATION AND ASSESSMENT**

### **Four credit points**

This subject aims to develop a range of evaluation and assessment tools for a variety of adult ESOL contexts. Participants develop a critical awareness of current methods used to assess language proficiency and examine alternative approaches. Exploration of issues such as what is being assessed and why will lead into an understanding of how to assess. Methods for evaluating lessons and courses, within particular educational contexts will also be explored.

## **T5256 PRACTICUM 3**

### **Four credit points**

This subject aims to consolidate and extend practical teaching skills. Practicum 3 focuses on designing and interpreting the results of needs analyses for adults in specific contexts with a focus on language in content areas, and integrating listening, speaking, reading and writing.

## **T5257 ISSUES IN LANGUAGE PLANNING**

### **Four credit points**

This subject aims to develop an awareness and understanding of current issues that are relevant to all facets of language planning in a variety of contexts. These include a range of government policies in the areas of migration, multiculturalism, social services, education and the workplace. Participants need to understand the ways in which these policies are interpreted within a variety of contexts relevant to adult migrants (institutional and non-institutional) and the relationship between the policies of the organisation and the clients' needs and how to work within this structure. They develop skills in understanding how these organisational structures communicate and how

an ESOL consultant/teacher could analyse these communication networks and utilise them.

## **T5258 TESOL PROGRAM DESIGN**

### **Four credit points**

This subject aims to develop the skills and knowledge needed to research, design, develop, implement and evaluate a TESOL syllabus, including the appropriate resources. Participants learn to understand and critically evaluate recent TESOL syllabus design, including structural/ functional/ notional syllabuses, task based and procedural syllabuses and communicative needs based syllabuses, as well as being aware of the issues involved in the process versus product debate. The role of objective and subjective needs analysis is examined and special emphasis is placed on this in relation to English for Specific Purposes syllabuses. Participants choose a specific group of adult TESOL learners and design an appropriate syllabus for them.

## **T5259 PRACTICUM 4**

### **Four credit points**

This subject aims to draw together all practical teaching skills and relate them to TESOL syllabus design. Practicum 4 has a particular focus on assessment and evaluation - of learners progress, and of lesson/course evaluation.

## **T5265 FOUNDATIONS OF LANGUAGE TEACHING 1 (45 hours)**

### **Five credit points**

This subject aims to build up students' background knowledge and understanding of Australian society and culture and of current trends in language teaching in Australia

## **T5266 ADVANCED ENGLISH FOR CLASSROOM PURPOSES 1 (30 hours)**

### **Three credit points**

This subject aims to increase students' confidence and competence in using English by focussing on the language and body language needed for working in Australian classrooms and interacting with Australian teachers and students. The subject is linked to Foundations for Language Teaching 1.

## **T5267 THEORY AND PRACTICE OF LANGUAGE TEACHING 1 (42 hours)**

### **Five credit points**

This subject aims to introduce students to the existing syllabus(es) in the target language(s) in New South Wales schools, and to the historical, social and economic contexts of these syllabuses.

School Attachment (5 days)

**T5268 ADVANCED ENGLISH FOR CLASSROOM PURPOSES 2 (28 hours)**

**Three credit points**

This subject continues the work commenced in Advanced English for Classroom Purposes 1. It aims to increase students' confidence and competence in tasks important to school life.

**T5269 THEORY AND PRACTICE OF LANGUAGE TEACHING 2 (45 hours)**

**Five credit points**

This subject aims to introduce students to principles and conditions for communicative language teaching. School Attachment (5 days)

**T5270 ADVANCED ENGLISH FOR CLASSROOM PURPOSES 3 (30 hours)**

**Three credit points**

This subject aims to increase students' confidence and competence in organising and guiding communicative activities in classrooms.

**T5271 THEORY AND PRACTICE OF LANGUAGE TEACHING 3 (45 hours)**

**Five credit points**

This subject aims to raise students' awareness of the stages in lesson-planning and the teaching strategies needed at each stage; and to help them to plan and teach lessons effectively. School Attachment (5 days)

**T5272 ADVANCED ENGLISH FOR CLASSROOM PURPOSES 4 (30 hours)**

**Three credit points**

This subject aims to increase students' confidence and competence in writing, discussing and evaluating lesson plans; and in carrying out lesson plans in ways that make aims and objectives very clear and facilitate smooth transitions and effective classroom management.

**T5273 PRACTICUM (25 days)**

**Eight credit points**

For the practicum students are placed in schools. The aim is to provide an opportunity for students to work alongside practising teachers, implementing principles and practices covered in the course. Students will already have spent a minimum of 15 days in School Attachments in Modules 2-4.

**T5274 THEORY AND PRACTICE OF LANGUAGE TEACHING 4 (42 hours).**

**Five credit points**

This subject aims to introduce students to principles and practices involved in planning, implementing and evaluating programs.

**T5276 POLICY AND PLANNING ISSUES IN TESOL**

**Five credit points**

This five-week subject aims to give participants an increased awareness of and knowledge about factors which influence and shape ESOL provision in Australia. The social and political contexts of our multicultural, multilingual society will be analysed critically to enable students to develop their language planning, teaching, advising, leadership and administrative skills.

**T5277 DISCOURSE ANALYSIS**

**Six credit points**

This fourteen-week subject aims to give participants an understanding of the social construction of text and of the ways in which features of text are responsible to characteristics of the social and cultural context. In doing so, the subject will provide a detailed exploration and description of important genres in both speech and writing.

**T5288 FOUNDATIONS OF LANGUAGE TEACHING 2 (28 hours)**

**Three credit points**

This subject aims to help students reach realistic conclusions and feel confident about their roles as language teachers in Australian schools.

**T5289 TEACHING PRACTICE**

There are 3 strands which constitute this subject.

- i. A Practicum in which the students spend approximately 8-10 hours in a teaching situation with a field adviser. The essential element of the Practicum is the shared reflection on practice which occurs between the student and his/her field adviser.
- ii. The lecture/tutorial/advising sessions throughout Year 1 in the subjects; Teaching and Learning in Adult Literacy, Teaching and Learning in Adult Numeracy, Program Development, Implementation & Evaluation in Adult Basic Education.
- iii Two (2) Teaching Practice sessions in Year 1 at which the UTS adviser is present. These times are negotiated by the students and UTS adviser.



## **T5292 TRAINING METHODS 1**

### **Three credit points**

This course aims to develop the trainer's planning, presentation and motivational skills.

- Planning and presentation skills
- Cognitive, Performance and Attitudinal objectives
- Types of presentations
- Questioning skills
- AV strategies - Using OHPs, Slide, Film and Video
- Competency Based Training - rationale
- Task analysis
- Motivational techniques
- Assessment instruments and their use.

## **T5293 COMMUNICATION FOR HUMAN RESOURCE DEVELOPMENT 1**

### **Three credit points**

This subject aims to develop key interpersonal communication skills appropriate for the HRD professional in face to face situations.

- Elements of human communication.
- Individual construction of meaning.
- Semantic, psychological and physical barriers to communication and strategies to overcome them.
- Principles of perception.
- Checking perceptions to reduce communication barriers.
- Stereotyping. Human motivation.
- Values, attitudes and self esteem.
- Effective listening skills.
- Channels of nonverbal communication.
- The importance of congruent verbal and nonverbal messages.
- Roles people play in communication situations.
- Assertive, passive/submissive and aggressive behaviours.
- Clear and concise writing.
- Written formats for letters, reports and submissions.

## **T5294 TRAINING COURSE DESIGN 1**

### **Three credit points**

This subject aims to introduce students to a range of basic concepts and skills essential to the development, design and evaluation of training programs.

- Role of needs assessment in the training development process
- Approaches to needs assessment
- Job and task analysis
- Needs assessment techniques and procedures
- Curriculum and training program approaches
- Developing instructional objectives
- Sequencing objectives and content
- Selecting instructional modes
- Assessing program outcomes
- Design features of a training evaluation strategy
- Planning issues in evaluation
- Evaluation models and approaches

- Procedures for collecting evaluation information

## **T5295 WORKPLACE RELATIONS**

### **Three credit points**

Workplace Relations is a broadly based introduction to the fields of industrial relations and personnel management. It aims to: provide students with an understanding of the context of the employment relationships and how it is influenced by economic, legal, social, technological and political forces; develop in students an understanding of the causes, manifestations and results of industrial conflict from an employee and employer perspective; outline the form and function of industrial relations institutions; introduce students to basic aspects of managing workplace relations and develop effective skills in these areas. A lecture seminar format will be used to ensure both lecturer and student input to the analysis of issues. Extensive use will be made of case studies and exercises to ensure the transfer of knowledge and skills.

## **T5296 TRAINING METHODS 2**

### **Three credit points**

This course aims to extend the trainer's repertoire of presentation skills in individual and group learning.

- Learning strategies - open learning systems, self-paced learning, problem-based learning, negotiated learning, action learning and experiential learning.
- Writing, using, evaluating and selecting learning packages.
- Teaching strategies - team teaching, on-the-job-instruction training for the individual. Issues involved with changing attitudes.
- Developing and using case studies, games, simulations and role plays.
- Self-evaluation methods

## **T5297 TRAINING COURSE DESIGN 2**

### **Three credit points**

Prerequisite: Training Course Design 1

- The empirical, interpretive and action research paradigms.
- Research in human resource development: job study, skills audits, needs assessment, evaluation of course outcomes, materials development, cost-benefit analysis, task analysis, investigations into validity and reliability of assessment schemes.
- Planning a piece of research and writing proposals.
- Research methods: interviews, observations, questionnaires, tests, group discussion, Dacum, the delphi technique, critical incident, focus groups, experiments, diaries, nominal group technique, cost-benefit analysis.
- The trainer as consultant: approaches to consulting and organisational enquiry.

### **T5298 TRAINING METHODS 3**

#### **Three credit points**

Prerequisite: Training Methods 2

This course aims to encourage trainers to develop innovative and reflective practices.

- Seminar presentations
- Using the specialist trainer
- Networking
- Peer training
- Reflection in action ( What we do, How we do it)

### **T5299 TRAINING COURSE DESIGN 3**

#### **Three credit points**

Prerequisites: Training Course Design 2

This subject aims to develop students ability to design and set up a comprehensive training system.

- The nature of skills and the terminology associated with skills: upskilling, cross-skilling, multiskilling, skill formation
- Skills needed to operate computer-integrated systems
- Types of workplace research, and the use of research data in course design.
- Competency-based training: merits of the approach, how to develop a competency profile, setting up a competence-based program.
- Types of job aids: job reference aids, user manuals, on-line job aids.
- Structuring a segment of training; combining explanations, demonstrations and practice; training for complex computer-integrated technologies; transfer of training.
- Conducting and managing on-the-job training.
- The workplace as a learning place.
- Modular programs and self-pacing.
- Learner self-direction. Introducing modular training.
- Assessment concepts for an assessment system: validity, reliability, norm-referenced and criterion-referenced tests, computer-managed learning, assessing skills and knowledge, managing an assessment scheme.

### **T5300 THEORY AND PRACTICE OF TEACHING ADULTS**

#### **Three credit points**

This subject aims to provide students with a general overview of the competency area: "Theory and Practice of Teaching Adults". It will also illustrate the variety of ways in which adult educators can help adults learn. Terms, trends and tribes in adult education. Different ways of seeing. Good teaching: what is it? Key principles of effective adult teaching and learning. Metaphors for teaching and learning. The successful teacher as a reflective practitioner. Reading and matching as the key to successful teaching. The contingency approach to organising learning. Preparing to teach: accurately reading your learners.

Preparing to teach: learning objectives and lesson plans. Preparing to teach: alternative teaching and learning strategies. Preparing to teach: The effective use of a range of interesting learning resources. Preparing to Micro-teach. Discussion of Micro-teaching. Learning through reflection on experience. From preparation to practice: the dilemmas of daily teaching and learning.

### **T5301 COMMUNICATION AND INTERPERSONAL SKILLS**

#### **Three credit points**

This subject aims to develop the community adult educator's interpersonal communication skills required to work effectively as teachers of adults, co-ordinators of teachers or managers of community adult education organisations. The communication process and influences on that process. Perception, values and attitudes. Non-verbal communication and the importance of congruence in verbal and non-verbal messages. Effective listening skills. Ways of using questions, types of questions and their purpose. Assertive and non-assertive behaviours. Ways of giving and receiving feedback . Public speaking - planning and presenting speeches. Clear and concise writing.

### **T5302 PROGRAM DEVELOPMENT IN COMMUNITY SETTINGS**

#### **Three credit points**

This subject has practitioners examine the social context of program development in an adult education setting, taking into account factors such as social and political influences on 'community-based' action. Participants will carry out procedures in community profiling and needs analysis in adult education. A range of constraints on planning and implementing a program of adult education will be explored. Finally, participants will develop their skills in designing courses of various types, as well as learning approaches to the evaluation of a program.

### **T5303 MANAGING COMMUNITY ADULT EDUCATION 1**

#### **Three credit points**

This subject will encourage participants to explore different kinds of community adult education organisation and different ways of responding educationally to the needs, interests and aspirations of different kinds of community. Community development, community action, outreach and committee-managed models will be examined. Organisational theorists will be discussed with reference to the ways they may illuminate the conduct and management of community adult education. Different legal frameworks will be examined, including incorporated associations, companies, and cooperatives; the advantages and disadvantages of each

kind will be explored; and the legal obligations and responsibilities under each system will be listed and discussed. The legal and industrial questions relating to the employment of staff within a community adult education context will be examined, with reference to possible appropriate awards, pay scales, conditions and grievance settling mechanisms. Occupational health and safety law and responsibilities will be examined. Finally, the processes of funding community adult education will be explored. Grant-giving bodies will be listed and their criteria for funding examined and compared. And the various ways of applying for funds will be studied and practised.

### **T5304 DESIGNS FOR LEARNING**

#### **Three credit points**

Prerequisite: Program Development and Theory and Practice of Teaching Adults

This subject aims to develop students' awareness of the range of teaching and learning strategies upon which they can draw in designing programs for adult learners: the course design process; review of possible strategies including, lectures, field trips, workshops, simulation/role play, self directed learning strategies, peer teaching, use of video and photographic resources; strengths and weaknesses of each approach and skills needed for effective implementation.

### **T5305 INNOVATION AND CHANGE IN ADULT EDUCATION**

#### **Three credit points**

Prerequisite: Theory and Practice of Teaching Adults. This subject will cover the following issues: Why bother studying/improving change management in education?

Different types of educational change  
Trends in educational change in the last 20 years  
Judgements about the success of a change project  
Key influences on the educational change process  
Dynamics of the change process/ the effective change manager  
Case studies of educational change.

### **T5306 MANAGING COMMUNITY ADULT EDUCATION 2 - SKILLS AND PROCESSES**

#### **Three credit points**

Prerequisite: Managing Community Adult Education 1  
This subject builds on the previous course Managing Community Adult Education 1 theory, issues and information and will encourage participants to examine and practise a number of management skills. They will compare different ways of managing organisations and of organising work, comparing Taylorist forms of work organisation with other forms proposed by theorists such as Mathews, Ford, Schon and Argyris and relating them to the community adult education world. The problems and tensions that can arise in some forms of committee-managed community adult education

provider will be analysed, and solutions sought. Management skills will be discussed, using theorists such as Dunphy, and Fisher and Ury, and these will be tested and practised through simulation and role play. Participants will be encouraged to examine, compare and discuss methods of budgeting and exercising control over the finances of a community adult education provider. Since the participants will be practitioners in the field a great deal of the course will be based on exchange of information and comparison by the participants of their own practice.

### **T5307 ADULT LEARNING AND EDUCATION 1**

#### **Three credit points**

Focus on the place of theory and the relationship of theory and practice in adult education. This subject is designed to develop participants' understanding of the place of theory and the relationship of theory and practice in adult education. It will introduce students to a core body of adult education knowledge and provide opportunities for them to critically reflect on their own theories of adult education.

### **T5308 ADULT LEARNING AND EDUCATION 2**

#### **Three credit points**

This subject outlines Psychology as a foundation discipline in adult education, motivation, personality and learning; Emotional aspects of teaching and learning; theoretical approaches to learning; concept formation; intelligence and cognition; memory and information processing; cognitive styles; the acquisition of skills.

### **T5309 COMPUTING FOR ADULT EDUCATORS**

#### **Three credit points**

This subject aims to develop the students' competence in using basic computer software applications suitable for adult educators, and to expand their understanding of computer systems: Graphics, Word-processor, Spreadsheet, and Database applications; Computer hardware systems; Computer operating systems; Computer memory and storage systems; Computer network systems; the educational uses of computers.

### **T5310 INTRODUCTION TO COMPUTER BASED EDUCATION AND TRAINING**

#### **Three credit points**

Prerequisite: Computing for Adult Educators or equivalent knowledge  
Definitions of terms: e.g. Computer Based Training (CBT), Computer Assisted Instruction (CAI), Computer Aided Learning (CAL), Computer Managed Learning (CML), Computer Based Education (CBE).  
Types of CBT applications. System Familiarisation /

Demonstration of simple CBT. Designing a CBT session. Authoring a design for CBT. Graphics generation using a graphics package. CBT courseware selection. Features of interactive video. When, where and how to use CBT.

### **T5311 GROUP DYNAMICS**

#### **Three credit points**

The nature and definitions of 'group' in terms of perceptions, motivation, goals, interdependency, organisation and interaction. Notions of group synergy, synergy and the functionalistic viewpoint of 'exchange'. Social facilitation and the effects of passive and of coacting audiences. The risky-shift phenomenon. Risktaking and the diffusion of responsibility. Group formation and development. Reasons for people joining groups e.g., interpersonal attraction, proximity, similarity, group goals etc. Phases in group development e.g., orientation, evaluation and control in problem solving task-oriented groups. Coalition formation. Social tension as a phaselike pattern.

### **T5312 UNDERSTANDING AND EVALUATING RESEARCH**

#### **Three credit points**

This subject aims to develop the students' capacity to question, analyse and critique research articles relevant to adult education practice. Types and levels of critique (theoretical, empirical, practical, ideological). Reading research and identifying appropriate forms of critique. Writing evaluations of research proposals and research articles.

### **T5313 TWENTIETH CENTURY EDUCATIONAL THOUGHT**

#### **Three credit points**

The content of this subject will cover: a) Survey of leading educational ideas prior to the 20th century: Plato, Aristotle, Roman education, Medieval education, Rousseau Pestalozzi, Herbart Froebel (b) Detailed study of 20th century developments: Pragmatism - Dewey (USA), Kerschensteiner (Germany) British influences - Russell, Whitehead, Tawney, Lawrence, T.S. Eliot. Fascism - Education in Nazi Germany. Existentialism - Martin Buber and others. Mysticism - Krishnamurti and others. Progressive education. Marxism and education - Russia: post 1917 and China: post 1949. The New Radicals - Freire, Illich, Bowles and Gintis. The content of both (a) and (b) will be examined critically within the bounds set by the following questions: Why do we educate? Who shall be educated? Which subjects and skills should be in the curriculum? What should be the relation between work and education? What is the role of technical and adult education?

### **T5314 LANGUAGE AND LITERACY**

#### **Three credit point**

This course aims to develop some understanding of language and how it works. The course focuses on the four macro-skills of reading, writing, speaking and listening and builds on basic communication skills. It provides insights into language for specific purposes. The course covers: Introduction to a range of text types for a variety of purposes and audiences. The processes involved in reading and writing and the reading / writing relationship. The importance of context of culture and context of situation in communication. The language continuum from spoken to written language. Ways of enhancing communicative interaction: strategies and skills for reading, writing, speaking and listening. Issues involved in language and culture. Introduction to the development of spoken and written communication which minimises linguistic and cultural bias. Arguments for and against plain English.

### **T5315 ABORIGINAL EDUCATION**

#### **Three credit points**

Pre-Colonial Aboriginality. The origins of Aboriginal people. Pre-colonial Aboriginal history. Pre-colonial Aboriginal economics, politics, culture and education. Aboriginals and Colonialism. Phases in colonial policy towards Aborigines. Forms of Aboriginal resistance. Aboriginal colonial education. Aboriginals and Contemporary Australia. Size and location of Aboriginal population, nationally and in NSW. Contemporary Aboriginality; its characteristics; Aboriginal views. Significant contemporary economic and political issues affecting Aboriginal people; land rights, mining, law, health, political action. Aboriginals and Contemporary Education. Participation rates and performance in primary, secondary and tertiary education. Curricula for Aboriginal people and Aboriginals in the curriculum. The planning and administration of Aboriginal education in the 1990s. Aboriginals and Adult Education. Provision for Aboriginal people in Adult Education. Course development for Aboriginal people in Adult Education. Teaching Aboriginal students.

### **T5316 CONTINUING PROFESSIONAL EDUCATION**

#### **Three credit points**

Prerequisite: Adult Learning and Education 1

The concept of profession - historical development, identifying characteristics and limitations. The professionalization process - the rise of the new professions. Continuing education and learning - historical development, current issues including - quality control, mandatory continuing education, questions of control and authority. Developing, implementing and evaluating a comprehensive situation - specific continuing professional

education/learning program for a particular group of practitioners.

### **T5317, T5318, T5319, T5320, T5321, T5322 SKILLS WORKSHOPS 1/2/3/4/5/6**

#### **Three credit points each.**

Students are required to attend four days of workshops in each stage of the course. The purpose of workshops is to provide an opportunity for students to develop, practise and refine their skills. They complement and extend the material being presented in the professional and foundation lecture strands.

### **T5327 HELPING SKILLS FOR TRAINERS**

#### **Three credit points**

This subject aims to develop the student's ability to help people deal with personal problems that interfere with their efficiency at work. The place of helping skills in the work environment. A three-stage model: Identifying and clarifying problem situations; conceptualizing, evaluating and choosing preferred scenarios; moving towards preferred scenarios. The communication skills: Attending, listening, empathy, probing, information sharing, advanced empathy, confrontation, helper self-sharing, immediacy. Some useful coping strategies: To be selected from strategies such as progressive relaxation, assertiveness training, time management exercise, conflict management, self-hypnosis, decision-making and problem solving, thought-stopping and others.

### **T5328 COMMUNICATION FOR HUMAN RESOURCE DEVELOPMENT 2**

#### **Three credit points**

Prerequisites: Communication for Human Resource Development 1

This subject aims to develop participants' skills in managing key communication practices within the organisation.

- Understanding the forces impacting on people in systems.
- Key features of organisational culture.
- Hierarchical, centralised, goal orientated and communication characteristics of organisations.
- Theoretical approaches to organisation behaviour and communication implications: scientific management, human relations, systems school.
- Characteristics of informal and formal communication networks.
- Assessment of power and micropolitics within the organisation.
- Identification of the purpose of meetings, preparing and conducting meetings; formal and non-formal meetings; procedural rules; the role of the chairperson; recording meeting outcomes.
- Identification of common time wasters and developing strategies to save time.

- Efficient compared to effective time management: the Pareto Principle; strategic action planning.
- The effects of degrees of stress on performance.
- Identification of sources of stress at work and basic stress management techniques. Interviewing including performance appraisal, selection and exit interviews; major stages of the interview process, questioning skills.
- Negotiation skills in relation to soft, hard and principled (mutual interest) approaches.
- Roles and techniques of the negotiator including preparation, planning, bargaining, use of power and best alternative to a negotiated agreement (BATNA).
- Identification of types and causes of conflict; handling the emotional component of conflict; conflict management styles and strategies.
- Counselling in the workplace including skills for setting up and conducting the counselling session; performance counselling for career path planning.
- Principles of human communication and the development of effective strategies for decision-making and problem solving.

### **T5329 MANAGING HUMAN RESOURCE DEVELOPMENT**

#### **Three credit points**

This subject aims to develop the student's planning and implementation skills required to effectively manage the human resource development function. Factors influencing human resource development. Relating the human resource development function to the organisation's business and goals. Strategic planning in human resource development. Planning human resource development purposes and objectives. Roles and out-put for the human resource development manager. Resourcing training and development activities. Scheduling training and development activities. Monitoring and auditing the training and development function. Financial planning and designing human resource development budgets. Marketing the human resource development functions.

### **T5330 CONCEPTS OF COMMUNITY**

#### **Three credit points**

The subject will focus participants on what the meaning of 'community' contributes to a rationale for their professional practice as adult educators working at the local level. It will acquaint them with the richly confused heritage of meanings embodied in the term 'community'. A range of theories will be canvassed, with general reference to related sociological traditions and particularly in terms of the contrast between consensus and utopian models of community on the one hand, and conflict models on the other. The importance of progressive and alternative educational movements in the communitarian tradition is studied. This leads to examination of a range of case studies of adult education as community development, in search

of a workable rationale for what is now termed 'community adult education'.

### **T5331 ADULT EDUCATION AND SOCIAL ACTION**

#### **Three credit points**

This will encourage participants to explore the role of adult education in both the nineteenth and twentieth centuries in periods of social reform and political change, and to analyse the adult educational component in contemporary movements such as the women's movement, the environmental movement, the Aboriginal people's struggle, and other movements concerned with combating poverty and repression. Examples will be drawn from the non-English speaking as well as the English speaking traditions of adult education. Writers and practitioners will be discussed such as F.D.Maurice and the Christian Socialists, Tawney, Mansbridge, Freire, Lovett, Jackson, Thompson, Gelpi and Horton.

### **T5368 THEORY AND PRACTICE OF TESOL 1**

#### **Five credit points**

This subject surveys the history of TESOL, concentrating on communicative language teaching methodologies, key issues in lesson and syllabus design and ways of fostering speaking and listening development in learners of different backgrounds, needs, goals, ages and English language levels.

### **T5369 THEORY AND PRACTICE OF TESOL 2**

#### **Five credit points**

This subject examines theories of second language literacy and explores ways of fostering successful literacy development for learners of different backgrounds, needs, goals, ages and English language levels.

### **T5370 THEORY AND PRACTICE OF TESOL 3**

#### **Five credit points**

This subject has two parts: (i) English for Specific Purposes; and (ii) assessment. Both apply to learners of different backgrounds, needs, goals, ages and levels of English.

### **T5371 THEORY AND PRACTICE OF TESOL 4**

#### **Five credit points**

This subject aims to give each participant the opportunity to work on strengthening an area of his/her own specific knowledge and/or skills in need of consolidation. It also gives students the opportunity to experience self-directed learning.

### **T5372 TEACHING PRACTICE 1**

#### **Four credit points**

This subject gives participants the opportunity to reflect on aspects of their own teaching in conjunction with an observer/adviser.

### **T5373 TEACHING PRACTICE 2**

#### **Four credit points**

This subject aims to develop participants' practical skills as ESOL teachers with a special emphasis on teaching language through content areas.

### **T5335 RESEARCH PROJECT**

#### **Sixteen credit points**

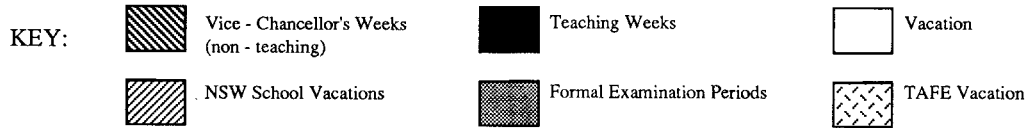
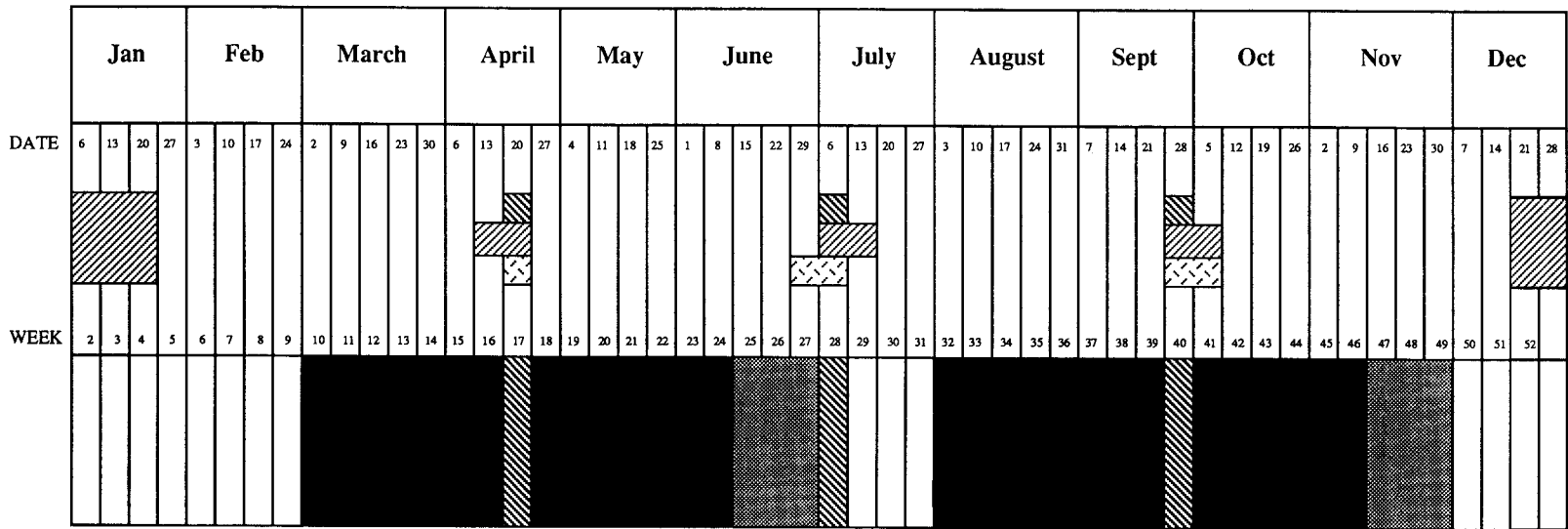
This subject has two parts: Part A is a nine-week introduction to issues in researching second language learning and teaching in context; Part B is the project itself.

Part A has three interrelated aims:

- i) to introduce participants to a range of research methods for investigating the social contexts of second language learning and teaching;
- ii) to develop skills to identify a research topic, design a feasible project and write a research proposal for their Semester Two project;
- iii) to develop skills of independent study, networks of peer support and insight into the research process, to facilitate the outcomes of the Project.

Part B aims to give each participant the opportunity to work with an individual adviser to refine her/his draft research proposal and to implement an in-depth study of one or more issues relevant to second language and/or teaching in classroom, community and/or workplace contexts.

# SCHOOL OF ADULT AND LANGUAGE EDUCATION CALENDAR 1992



Assoc Dip Adult Ed (Aboriginal Ed) Blocks : 3/2 - 7/2; 10/2 - 14/2; 23/3 - 27/3; 11/5 - 15/5; 15/6 - 19/6; 17/8 - 21/8; 14/9 - 18/9; 9/11 - 13/11

Grad Dip Adult Ed (Basic Ed) Blocks : 5/3 - 7/3; 22/4 - 24/4; 24/6 - 27/6; 17/9 - 19/9

Note: Directed Activities Weeks are subject to confirmation

**SCHOOL  
OF  
TEACHER  
EDUCATION**



## SCHOOL OF TEACHER EDUCATION

The School of Teacher Education, located at Kuring-gai Campus, offers both undergraduate and postgraduate courses. The undergraduate courses are designed to provide initial teacher education. The Graduate Diploma in Education courses provide preparation for University or College graduates to teach in the secondary school.

Other postgraduate courses provide the opportunity for qualified and experienced teachers to extend their professional skills to enable them to take on new roles. The Graduate Diploma and Master of Arts in Children's Literature and Literacy and Graduate Diploma in Educational Studies: Primary Music may also be taken by non-teachers who have a relevant first degree. It is also possible to enrol in individual subjects in these programmes.

A Master of Education by coursework for primary and secondary teachers is offered. There are plans for a professional doctorate in the future.

Courses offered to new students in 1992 at undergraduate level are:

- Bachelor of Education (Primary)
- Bachelor of Education (Teacher Librarianship)
- Bachelor of Education (Special Education) (Phase III)
- Bachelor of Teaching (Primary)
- Bachelor of Education (Primary) (Phase III)
- Bachelor of Education (Physical Education)

Conversion

Postgraduate courses offered in 1992 are:

- Graduate Diploma in Education (Mathematics)
- Graduate Diploma in Education (Physical Education)
- Graduate Diploma in Education (Science)
- Graduate Diploma in Educational Studies: Primary Music
- Graduate Diploma in Educational Studies: Special Education
- Graduate Diploma in Childrens' Literature and Literacy
- Master of Arts in Children's Literature and Literacy.
- PhD
- Master of Education (By Coursework)
- Master of Education (By Thesis)

### Child Care

Child Care facilities are available on Kuring-gai Campus. For information please contact Debbie Teh on 413 8105.

### The Student Learning Centre

The Student Learning Centre, situated at the Kuring-gai Campus, is part of the School of Teacher Education. It aims to assist students from all faculties to realise their learning potential by providing a free academic support unit in the areas of literacy and mathematics. It also assists students to become self reliant learners through the use of appropriate study skills.

Please don't wait until the end of the semester before seeking help. Assistance is available, by appointment, on an individual or group basis, and through bridging courses. The Centre is located in Rooms 2.520, 2.521 and 2.522.

Telephone 413 8160, 413 8186 (mathematics).

### Computing Facilities for Teacher Education Students

The Teacher Education Microcomputer Laboratory at Kuring-gai Campus was set up in 1984 with the assistance of a grant from Esso Australia. The laboratory is equipped with thirty networked BBC microcomputers. The networking allows students to access a wide range of educational software, and gives access to other shared resources, including a printer. In a variety of computing units, Teacher Education students learn about applications which include word-processing, data base, graphics and speech synthesis. The word processing facilities are available for students to prepare and print assigned work for all areas of study.

### Referencing Procedures

The School of Teacher Education has adopted a set of requirements which is in accord with the basic principles of the Australian Government Publishing Service (AGPS) Author - data format. See School of Teacher Education Information Guide for details. It is recommended that these be followed in all formal written work submitted within the School. This includes course assignments, postgraduate projects for MA candidates, and theses for MA (Hons) and PhD candidates.

## BACHELOR OF TEACHING IN PRIMARY EDUCATION

The course is a three year full-time qualification for teaching at the K-6 level. It commenced in 1992 in place of the Diploma of Teaching. Graduates have the option of continuing their professional preparation through entry into the Bachelor of Education course which is one year full-time or two years part-time.

The course structure is as follows:

- Teaching Studies, comprising pedagogical and curriculum studies.
- Foundation Studies, comprising education and general studies.
- Elective Studies, comprising an elective subject sequence of professional relevance and particular interest to the student.

### Teaching Studies

This strand is the major part of the course. It has two sub-strands, Practicum Curriculum and Curriculum Studies.

Practicum Curriculum is comprised of a sequence of six subjects, one taken each semester, aimed at fostering an understanding of how children learn and the strategies a teacher can employ to facilitate a favourable learning environment. The subjects taken are:

- Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling - A Multidisciplinary Approach
- Practicum 2: Promoting Learning and Learner Cooperation Behaviour
- Practicum 3: Promoting Learner Interaction
- Practicum 4: Providing for Individual Differences in Learners
- Practicum 5: Designing and Implementing Educational Programmes for Learners
- Practicum 6: Managing Learning Difficulties

Integrated with Practicum Curriculum is a practicum programme consisting of campus based studies aimed at developing sound professional practices and field experiences wherein students are placed in schools and other educational settings to engage in a variety of professional interactions. The in-school field experiences are organised into five block periods, each of approximately three weeks. These are conducted one per semester except in semester five, when students undertake a community based contract, visiting and reporting on community sites, resource centres, etc.

The Curriculum Studies sub-strand is a major element of the course. The initial subjects taken, Primary Curriculum Orientation 1 and 2, provide students with a general introduction to the range of K-6 teaching subjects. The remaining subjects are taken in Semesters 2-6. These align with the teaching subjects of the primary curriculum, examining their nature, content

and the various teaching and learning approaches most suited to each. Sequences of subjects are taken in English; Mathematics; Science and Technology; Social Studies; Music; Art and Craft; Personal Development, Health and Physical Education.

### Foundation Studies

This strand is comprised of two sub-strands, Education Studies and General Studies.

Education Studies subjects aim to develop students who are informed, disciplined and critical analysts of formal education as a social phenomenon. The three subjects in this sub-strand are: Developmental Psychology; Social Bases of Education; Philosophical Bases of Education.

The General Studies sub-strand fosters scholarly insights and understandings of a more general nature within and beyond the teaching profession. The subjects taken are: Educating for the Future: A Commencement Programme; Introduction to Computers in the Classroom; Australian Studies; a General Elective subject.

The range of General Elective subjects to be offered in any one year will be provided to students at the beginning of the year. As far as possible, a student's first choice will be accommodated from the following range of subjects (not all of which will be available every year): An Asian Study - Thailand; Aspects of Australian Art; Australian Natural History; Drama Performance; Family History; Music and Society; People, Technology and Science; Urban Studies.

### Elective Studies

The Elective Studies strand is a sequence of five subjects one taken in each of Semesters 2-6. In Semester 1, students are informed about the content of each of the sequences and are assisted to choose one that is of personal interest and could be useful professionally should they wish to specialise in the area at primary level or teach it at secondary level later in their career.

The broad objective of this strand is to provide students with some scholarly expertise in a field of their choice, so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge. There are relationships between the subjects of a sequence such that, by studying the five subjects, a student's understanding of the field or discipline will be deepened as well as broadened.

The Elective Studies sequences are: Arts Studies; Drama and the Theatre Arts; Educational Computing; English; History; Mathematics; Music Studies; Personal Development Health and Physical Education; Science and Technology. It is not intended that all of these will be available in any one year. The range available will be provided to students at the beginning of the year and from within that range a student's first choice will be accommodated as far as possible.

### Art Elective Study Major

Art Theory with associated practical work will be explored through a cross section study of times and cultures culminating in a totally self-directed unit of research. This Elective Studies unit is aimed at developing students' awareness of the complexities of thought processes associated with Art, and to ultimately improve the ability of the student to understand and appreciate Art in its many forms, both as a basis for future development and for their enrichment of knowledge as classroom practitioners.

The subject sequence is as follows:

- Art Studies 1 Australian Art and Art of The Western World 1945 to the present and associated practical work.
- Art Studies 2 Sculpture 1945 to the present Australia and Western Art and associated practical work.
- Art Studies 3 Art of pre-Christian world and associated practical work.
- Art Studies 4 S.E. Asian Art and associated practical work
- Art Studies 5 Aesthetics of Art and associated practical work.

### Drama and Theatre Arts Elective Study Major

This subject sequence aims to develop a student's knowledge and appreciation of drama as a distinct way of examining human behaviour, cultural aspirations and creative achievements. The study requires a disciplined, imaginative and intellectual approach and will combine formal teaching with practical experience through a process of rehearsal and performance.

All practical work is complemented by tutorials and lectures on the theory of acting, the history of the theatre, stage-craft, writing for performance and play production. Drama and theatre skills will wherever possible be practised in a context of authentic communication. Students will become familiar with a range of theatre techniques and styles which they may use for themselves in performance, in their teaching and as a valuable form of self expression and communication with others.

- Drama and Theatre Arts 1 Introduction to World Theatre (This subject will not be offered in 1992)
- Drama and Theatre Arts 2 Acting: The Fundamentals (This subject will not be offered in 1992)
- Drama and Theatre Arts 3 Lighting, Sound and Design
- Drama and Theatre Arts 4 Advanced Acting
- Drama and Theatre Arts 5 Writing for Performance

It should be noted that practical hours additional to the notional number of class hours may be required in all units.

### English Elective Study Major

The Elective Studies subjects in English have been designed to broaden and deepen students' understanding of literature in English. By the time they have completed all the subjects in the sequence they will have read and considered a number of significant works of literature in various genres, will have come to see how literature is both a product of, and an influence upon, the society which produces it, and will have explored the relationship between particular literary forms and prevailing social and philosophical world views.

By emphasising the social context of literature the subjects will focus attention on the forces which shape society, and will contribute to students' understanding and evaluation of contemporary society. These insights will enrich students' teaching across the curriculum. The development of insights into literature and language and the fostering of critical perception will assist students in all aspects of their professional practice in the Key Learning Area of English.

The subject sequence is as follows:

- English 1 Language and Literature
- English 2 Form and Meaning
- English 3 The Victorians and After
- English 4 Revolution and Romanticism
- English 5 Elizabethans and Jacobean - The Emergence of Modern Language and Literature

### History Elective Study Major

#### Preamble

The study of history is a central and indispensable means of gaining knowledge and understanding of human society. It provides not only a frame of reference essential for the understanding of one's own society, but also, uniquely, perspectives on humanity in a diversity of social environments existing through time. Within its broad compass may be studied the continuities and changes that have occurred in societies, the ways in which cultures and their institutions have developed, the ways in which people in the past have lived and the beliefs and values held by them. Such historical knowledge contributes greatly to an increased awareness of the nature of contemporary society. It also reveals how the accumulated experience of the past is the inescapable heritage of the present.

The History sequence commences with a study of Europe from early modern times through to the twentieth century. This provides a wider canvas on which the study of Australian history, from its beginnings through to the twentieth century, can be

presented as an instance of the transplantation of European culture in a south Pacific context. The attention of students is then turned to Asian history by selecting aspects of the Asian past which show continuities with the present - and by extension, links with multicultural Australian society.

The History subject series thus transports a student's attention from Australia's European heritage through its particular adaptation in the Australian context to an appreciation of the diversity and achievements of Asian cultures to our north.

The subjects are as follows:

History 1	Europe from early modern times to the end of the nineteenth century
History 2	Europe in the twentieth century
History 3	Australia to 1900
History 4	Australia in the twentieth century
History 5	Aspects of Asia from ancient times to the more recent past

### **Mathematics Elective Study Major**

The Elective Studies subjects in Mathematics have been selected on the assumption that students electing these subjects may be expected to assume leadership roles and act as mathematics resource teachers in their schools. The subjects (and the approaches to their teaching) are therefore intended to increase students' awareness of the nature of mathematics and its applications and to improve the quality of mathematical thinking. While these objectives will also be addressed in Mathematics Education subjects, they will be explored at further depth and sophistication in Elective Studies subjects.

The subject sequence is as follows:

Mathematics 1	Probability
Mathematics 2	Finite Structures
Mathematics 3	Graph Theory
Mathematics 4	Statistics
Mathematics 5	Geometry

### **Music Elective Study Major**

The student will be involved in three areas of study:

#### *Musicianship Studies*

This aspect of the Elective Studies in Music is concerned with the establishment of a thorough grounding in the basic aural and theoretical abilities of the musician. It is concerned with an understanding of artistic trends and philosophical perspectives in relation to music including socio-historical movements and contemporary idioms. It is also concerned with an understanding of the function of music in the ethnological and educational spheres.

#### *Practical Studies*

The initial Practical Studies component is concerned with keyboard awareness in relation to the understanding of fundamental musical devices, structures and functions. Later concerns are with the development of practical skills, performance and teaching techniques and the acquisition of repertoire in the areas of percussion music, choral music, instrumental music and movement in relation to music. Also covered are basic synthesizer and computer functions in relation to composition and arranging.

#### *Applied Studies*

A proposed study in an area of personal interest, if accepted, will be completed under supervision. A study may cover one or more semesters, but the work of each semester will be assessed separately. This unit of work will be of an applied nature such as an educational sequence of activities, a composition, a performance, an arrangement for a school ensemble or a musicological study.

The subject sequence is as follows:

Music Studies 1
Music Studies 2
Music Studies 3
Music Studies 4
Music Studies 5

### **Educational Computing Elective Study Major**

#### **Preamble**

This elective studies sequence of five subjects is designed to prepare students to become teachers who will be in control of the computer technology at their disposal and who will be able to use the computer in creating a learning environment. Students will benefit both personally and professionally as they become familiar with the way in which information is collected, stored and used.

A practical approach will be implemented as two broad themes are developed.

- i) The first three subjects will examine computer technology as well as a range of application packages and programming tools.
- ii) In the fourth and fifth subjects the language LOGO will help students to explore learning opportunities with an emphasis on graphics, geometry, problem solving, simulations and robotics.

The subject sequence is as follows:

Educational Computing 1	Applications A
Educational Computing 2	Applications B
Educational Computing 3	Programming Tools
Educational Computing 4	LOGO A
Educational Computing 5	LOGO B

### **Personal Development, Health and Physical Education Elective Major Study**

The Personal Development, Health and Physical Education elective study is designed to equip students with learning experiences appropriate for those with special interest in the teaching of this key learning area. It seeks to develop in students a commitment to a healthy lifestyle whereby they might provide a role model for those they teach.

In order to cover the wide range of topics and skills represented in this learning area, the sequence has been designed with considerable flexibility. There are two main strands, one in personal development and health, the other in physical education.

Common subjects    Personal Health  
                                 Lifestyle and Fitness

#### *Strand A: Physical Education Major*

Social context of Physical Education  
Children and Physical Activity  
Motor Skill Acquisition and Analysis

#### *Strand B: Personal Development and Health Major*

Personal Development and Human Sexuality  
Growth, Relationships and Mental Health  
Public Health.

### **Science and Technology Elective Study Major**

The Elective Studies subjects in Science and Technology have been developed to reflect the principles of Science and Technology in the primary school. They provide students with a solid content base from which to draw as well as working understanding of the processes and skills of science. The emphasis is on broadening and extending the students' learning and understanding in science and technology through an integrated approach which removes traditional discipline boundaries. Each course examines understanding about the world around us from a different perspective: the human body and how it works, the natural environment, the science and technology that we all use in everyday life, the social and historical perspective of the interrelationship between science and technology, and the planet as a whole.

In and through all of these subjects a number of issues will be continuous - the relevance of science and technology to teachers and students at the primary level; gender, multicultural and environmental issues; the importance of Australian research and development in a world context.

As they are listed here the subjects follow a developmental sequence: from science immediately relevant to the student and moving eventually to a global view. There are no pre-requisites which dictate a sequence of study, and therefore it is not essential that they be studied in any particular order.

The subjects are as follows:

The Human Body  
Australian Natural History  
Science and Technology in Daily Life  
People, Technology and Science  
Planet Earth

## BACHELOR OF TEACHING PROGRAMME

(Semester hours shown in brackets)

Semester	Teaching Studies		Foundation Studies		Elective Study Major	Semester Hours
	Practicum Curriculum	Curriculum Studies	Education Studies	General Studies		
1	Practicum 1: Introduction to Issues & Dilemmas in Primary Schooling (2) & Field Experience E PR 101	Primary Curriculum Orientation I (4) EGE 201 Primary Curriculum Orientation 2 (4) E GE 202	Developmental Psychology (3) E ED 501	Educating for the Future: A Commencement Programme (1) E ED 301  Introduction to Computers in the Classroom (2) E CO 301 Australian Studies I (2) E SS 301		18
2	Practicum 2: Promoting Learning and Learner Co-operation Behaviour (3) & Field Experience E PR 102	E EN 201 English Education I (3) E MA 201 Mathematics Education 1 (2)  Science & Technology Education I (2) E SC 201  Art & Craft Education I (3) E AR 201  Social Studies Education I (3) E SS 201			Subject 1 (3)	19
3	Practicum 3: Promoting Learner Interaction (2) & Field Experience E PR 103	English Education 2 (2) E EN 202  Mathematics Education 2 (3) E MA 202  Science & Technology Education 2 (2) E SC 202  Music Education 1 (3) E MU 201  Introduction to Personal Development Health & Physical Education (K-12) (3) E PE 201			Subject 2 (3)	18
4	Practicum 4: Providing for Individual Differences in Learners (2) & Field Experience E PR 104	E EN 203 English Education 3 (3)  Mathematics Education 3 (3) E MA 203  Physical Education Teaching & Learning I (3) E PE 203	E ED 502 Social Bases of Education (2)	E SS302 Australian Studies 2 (2)	Subject 3 (3)	18
5	Practicum 5: Designing & Implementing Educational Programmes for Learners (2) & Field Experience E PR 105	E SC 203 Science & Technology Education 3 (2)  Mathematics Education 4 (3) E MA 204  Physical Education Teaching & Learning 2 (2) E PE 204  Art & Craft Education 2 (2) E AR 202  Social Studies Education 2 (2) E SS 202		General Elective (2)	Subject 4 (3)	18
6:	Practicum 6: Managing Learning Difficulties (3) & Field Experience E PR 106	E EN 204 English Education 4 (2)  E MU 202 Music Education 2 (2) Science & Technology Education 4 (2) E SC 204  Personal Development & Health (K-6) (2) E PE 202	E ED 503 Philosophical Bases of Education (2)		Subject 5 (3)	16
	14	62	7	9	15	107

## BACHELOR OF EDUCATION IN PRIMARY EDUCATION

The course is a one year full-time or two year part-time continuation of the Bachelor of Teaching degree (or its equivalent), which is a prerequisite for entry. It provides further professional development for intending or practising primary (K-6) teachers.

As the part-time mode of this course will not be available until 1995, students desirous of attending part-time should enrol in the Bachelor of Education (Primary) Phase III, which is an equivalent qualification currently offered.

The course structure is as follows:

- Teaching Studies, comprising advanced curriculum studies.
- Foundation Studies, comprising education and general studies.
- Elective Studies, comprising a single subject of professional relevance and particular interest to the student.
- Associate Teacher Programme: practical experience for a period of eight weeks, in blocks of two and six weeks in the same school.

### Teaching Studies

This strand is comprised of four advanced teaching subjects, two compulsory and two elective. The strand aims to provide students with advanced teaching competencies and strategies through reflective exercises in the practical application of understandings to teaching tasks in schools.

The two compulsory subjects represent two major areas of the primary curriculum. These subjects are Advanced English Teaching and Advanced Mathematics Teaching.

The two elective subjects are chosen from a range of subjects offered in the four primary key learning areas other than English and Mathematics, namely: Aboriginal Studies; Aspects of Art/Craft Education; Educational Drama; Issues in Physical Education; Teaching Music: Performance; The School Science and Technology Curriculum; Values Education in the Primary School. It is intended that not all of these subjects will be offered every year. Students will be informed of the range available at the beginning of the year and as far as possible a student's first choice will be accommodated.

### Foundation Studies

This strand has two sub-strands: one major, comprised of a sequence of Advanced Education Studies subjects; the other minor, being a single General Studies subject.

The Advanced Education Studies subjects aim to provide beginning or practising teachers with advanced understandings:

- 1) of school and community influences on a pupil's adjustment and progress at school; and
- 2) the ability to think critically about assumptions underlying educational practice, and the capacity to make and act on informed professional decisions in the light of understanding.

The subjects are: School and Community Relations; Social Context of Childhood; Educational Evaluation; Language and Schooling.

The General Studies subject is an advanced study of the primary cross-curriculum perspective, Environmental Education.

### Elective Studies

The broad objective of this strand is to provide students with some scholarly expertise in a field of their choice, so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge.

One subject is chosen from a range of those listed below. UTS-Kuring-gai B.Teach graduates will probably prefer to choose a subject that extends their earlier study-in this strand, however a choice from another subject area can be made, pre-requisites permitting. The Elective Studies subjects are: Art Studies; Drama and Theatre Arts; Educational Computing; English; Personal Development, Health and Physical Education; History; Mathematics; Music Studies; Science and Technology. It is intended that not all of these subjects will be offered every year. Students will be informed of the range available at the beginning of the year and as far as possible a student's first choice will be accommodated.

### Associate Teacher Programme

This component of the course contains two elements which are interlinked:

- 1) campus-based studies which examine a range of theoretical issues, skills and procedures which will enable the development of sound professional practices;
- 2) field experiences wherein students are placed in a school for an extended period of time in order to engage in a variety of professional interactions.

The extended field experience is for a period of eight weeks in the same school. In the first instance the student will be allocated to a school for the first two

weeks of the new school year. During the second half of the first semester students will return to the same school for a further six weeks.

As an associate teacher, students will be appointed to a specific class to work jointly with the class teacher and will be responsible for planning and implementing the curriculum in three key learning areas. They will also fulfil such responsibilities as determined by the school Principal to ensure they are fully participating members of the school staff. For example they will support the teacher in preparing feedback to parents regarding pupil progress, they will attend staff meetings and curriculum team meetings. They will assist in the organisation of excursions and extended field trips. They will also be required to systematically collect data which will be analysed and interpreted during the University-based second semester of the course.

## BACHELOR OF EDUCATION PROGRAMME

(Semester hours in brackets)

Semester	Teaching Studies	Foundation Studies		Elective Study	Semester Hours
		Education Studies	General Studies		
1*	E EN 701 Advanced English Teaching (4) E MA 701 Advanced Mathematics Teaching (4)	E ED 601 School and Community Relations (4)  E ED 602 The Social Context of Childhood (4)			16
2	Advanced Teaching Option 1 (2)  Advanced Teaching Option 2 (2)	E ED 603 Educational Evaluation (2) E ED 604 Language and Schooling (2)	E SC 303 Environmental Education (2)	Elective (3)	13

\* A Field experience, part of the Associate Teacher Programme, is undertaken in blocks of 2 and 6 weeks in Semester 1. The former block precedes semester teaching weeks, the latter is for 6 teaching weeks.



## BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

The Bachelor of Arts in Human Movement Studies, is now offered by the Department of Leisure, Tourism and Community Studies. This is a three year full-time programme and students may elect to take education subjects from the second year and/or complete a Diploma of Education (Physical Education) in the fourth year.

Subjects listed for 1992 in the BEd Physical Education programme are taken by the current fourth year students in this programme.

### Course Structure (4th year)

Unit No.	Unit Name	Class Contact Hours
<b>Semester VI</b>		
<b>Human Movement Studies</b>		
E7513	Biomechanical Efficiency of Movement	3
E7639	Performance Studies VIC (Sport) (elective)	2
E7839	Performance Studies VIIC (Outdoor Pursuits)	2
<b>Semester VII</b>		
<b>Human Movement Studies</b>		
E7705	Measurement & Development of Physical Ability	2
E7739	Performance Studies VIIC (Sport) (elective)	2
E7829	Performance Studies VIII (Intermediate Sport)	2
<b>Education Studies</b>		
E2965	Curriculum Development (P.E)	3
09907	Teaching Practicum VII (Secondary P.E. & 2nd Methodology)	3
<b>Curriculum Studies</b>		
E7434	Curriculum Physical Education IC (Programming & Teaching Sport)	2
	Second Method	3
<b>General Elective</b>		
	One elective unit	3-5
	Total hours	17-19
<b>Semester VIII</b>		
<b>Human Movement Studies</b>		
E7706	Prevention & Care of Athletic Injuries	2
<b>Education Studies</b>		
09908	Teaching Practicum VIII (Secondary P.E. & 2nd Methodology)	3
<b>Curriculum Studies</b>		
E7435	Curriculum Physical Education ID (Outdoor Education)	2
	Second Method	3
<b>General Elective</b>		
	One elective unit	2
	One elective unit	2-5
	One elective unit	3-5

## Performance Studies Compulsory Units for the BEd (Physical Education)

Students require 15 performance studies units. Compulsory units are:

E7136, E7137, E7139, E7239, E7336, E7337, E7339, E7537, E7629, E7829, E7839.

Three performance studies electives to be chosen from:

E7439 - IVC Sport. E7539 - VC Sport. E7639 - VIC Sport. E7739 - VIIC Sport. E7939 - IXC Sport.

### General Electives

Students intending to complete graduation requirements in 1992 should have completed seven elective units.

No more than two of these units can be from first year units.

Those students majoring in science or mathematics must complete an additional elective unit.

## BACHELOR OF EDUCATION (PHYSICAL EDUCATION) CONVERSION

A one semester full-time or part-time course for holders of a recognised Diploma of Teaching (Physical Education). Successful completion of the course allows entry to the final phase of the Bachelor of Education (Physical Education). The final phase may be completed over one year full-time or two years part-time.

Successful applicants for the Conversion Course are required to complete three semester-units:

- A Phase III Education Unit
- Kinesiology and Applied Anatomy
- Statistics A

## BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP)

This four-year full-time course is under review to take into account the substantial changes that have taken place in Teacher Education.

At this stage it is known that the course will have the following components: Teaching Studies, Foundation Studies, Elective Studies (see description under Bachelor of Teaching) and also Information Studies which provide the theoretical and practical knowledge relating to the teacher-librarian and the educational environment within schools.

The contemporary teacher librarian plays a leadership role within the school in many areas including curriculum development, co-operative planning and teaching, the development of information skills and the managing, evaluating and promoting of educational resources within schools.

The structure for first year students in 1992 will be as follows:

### BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP) (hours shown in brackets)

Semester	Teaching Status		Foundation Studies			Elective Study Major	Semester
	Practicum Curriculum	Curriculum Studies	Information Studies	Education Studies	General Studies		
1	Practicum 1: Introduction to Issues & Dilemmas in Primary Schooling (2) & Field Experience	Primary Curriculum Orientation 1 (4)	Information Users IC (3)	Developmental Psychology (3)	Educating for the Future: A Commencement Programme (1)	22	
		Primary Curriculum Orientation 2 (4)	Information Resources IC (3)				Intro to Computers in The Classroom (2)
2	Practicum 2: Promoting Learning and Learner Co-operation Behaviour (3) & Field Experience	English Education I (3)	Techniques for Inform. Production (3)		Subject 1 (3)	22	
		Mathematics Education 1 (2)					
		Science & Technology Education 1 (2)					
		Art & Craft Education 1 (2)					
	Social Studies Education 1 (3)						

The structure for second, third & fourth year students is currently as follows:

**BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP)**  
**(STRUCTURE OF PROGRAMME)**

Semester	Education Studies	Practicum	Teaching Studies	Information Studies	Background Studies	General Studies	Hours Totals
III	P.&P. of TIII E2340 (2) Social Bases of Educ. E2341	Teaching Practicum III 42301	Soc. Stds T.I.E9104 (3) Eng. Tch. IIIA E3314 (4) Maths. Tch. II E5213 (2)	—	Computer Awareness E5515 (3)	I (3-4)	19-20
IV	P.&P. of Teaching IV E2440 (3)	Teaching Practicum IV 09924	Maths. Tch. III E5313 (3) Sci. Tch. II E8206 (3)* PE Teach. I E7106 (3) Eng. Tch. IV E3412 (2)	Information Methods IC 55 150 (3)	—	II (3)	17-21
V	Providing for Individual Differences E2544 (3)	Teaching Practicum 09925	Art/Cft. Tch. II E0221 (3)* Music Tch. II E6207 (3)* Eng. Tch. V E3414 (2)*	Inf. Users IIC 41230 (3) Inf. Resources IIC 55L 40 (2)	—	III (3-4)	11-20
VI	Philosophical Bases of Educ. E2641 (2)	Teaching Practicum VI 09926	Soc. Stds T.II.E9204 (2)* Hlth.Ed.Tch.II E4203 (3)* Water Safety E7104 (2) Eng.Tch. V E3414 (2)*	Info. Methods IIC 55 250 (4)	Communication in the Educational Environment 56904 (2)	IV (3)	13-21
VII	School and Community Relations E2961(3)09927	Teaching Practicum VII	Maths. Tch. IV E5415 (2)* PE Teach. II E7206 (2)*	Information Methods IIIC 55350 (3)	—	V (3-4)	9-14
	Programme & Curriculum Design E28115 (3) Implementing Educational Change E2632 (3)	Teaching Practicum VIII 09928	—	Inf. Users IIIC 55330 (3)  Inf. Users IVC 55430 (2)	—  IVC 55430 (2)	VI (3-4)	17-18

\*Students must choose 5 out of 8 subjects marked with asterisk.

NB: English Teaching V may be done in Semester V or Semester VI.

## DIPLOMA OF TEACHING/ BACHELOR OF EDUCATION (PRIMARY EDUCATION)

First year subjects in the Diploma of Teaching will not be offered in 1992 as this course will be replaced by the Bachelor of Teaching (Primary).

The course is made up of 3 parts: Phase I, II, and III.

Phase I: 3 years full-time, leading to the award of a Diploma of Teaching;

The Diploma of Teaching awarded at the end of Phase I will, for some students be a terminal award; that is, teachers need not return to Phase III if they do not wish to, the diploma being the only necessary qualification for primary teachers.

The structure of the degree is as follows:

- A disciplinary sequence in Education Studies over six semesters.
- A group of units of Teaching Studies in all the areas of the Primary School curriculum.
- Several units of Background Studies.
- A disciplinary sequence in elective General Studies over six semesters.

### The Education Studies Sequence

This is the central disciplinary backbone of the programme. It is designed to ensure that teachers can practice their profession in a thoroughly informed and competent fashion, soundly directed by theoretical principles drawn from all relevant fields of study.

### Practicum

In-school activities are basic components of the Education Studies sequence. The activities are undertaken in a Practicum which provides for a graded sequence of experiences across the six semesters of the diploma phase of the programme. There is a systematic progression in the scope and sophistication of the teaching competencies which the practicum experiences demand, in order to cater for the progressive development of the student's understanding of the educative process and increasing competence in planning learning situations.

### General Studies

Each student is required to select a sequence of six units in a General Studies subject. Following are details of the subjects offered for 1992. It should be noted, however, that a subject may be withdrawn if elected by an insufficient number of students.

### English

The English disciplinary sequence is an exploration of the literature of various periods in the social and intellectual context of the times. The sequence is designed as follows:

E3141	English 1	Language and Literature
E3241	English 2	Form and Meaning
E3341	English 3	The Victorians and After
E3441	English 4	Revolution and Romanticism
E3541	English 5	Elizabethans and Jacobean
E3641	English 6	Australian Literature and Language

### Drama and the Theatre Arts

This sequence involves students in both the theory and practice of drama. It provides a general survey of world theatre, both ancient and modern, and moves towards an understanding of the drama of today. Stage crafts and design skills in terms of light, space, function and style are developed. The sequence is as follows:

E3140	Drama and the Theatre Arts	– Introduction to World Theatre
E3240	Drama and the Theatre Arts II	– Acting
E3340	Drama and the Theatre Arts III	– The Craft of the Theatre
E3440	Drama and the Theatre Arts IV	– Themes, Symbols and Archetypes in Drama
E3540	Drama and the Theatre Arts V	– Dramatic Form
E3640	Drama and the Theatre Arts VI	– Direction, Production and Acting

It should be noted that practical hours additional to the notional number of class hours will be required in all units.

### Health Education

The course consists of six units designed and sequenced to form a unified course of study with a focus on the development of physical, emotional and social health. They stress a constructive and preventive, as distinct from a curative, health care model and emphasise the raising of individual and community awareness about factors involved in healthy living, in attitude change and community responsibility for health. The units in the sequence are:

E4111	Health Studies I	– Personal Health & Nutrition
E4211	Health Studies II	– Human Safety
E4311	Health Studies III	– Environmental Health
E4411	Health Studies IV	– Social Health
E4511	Health Studies V	– Mental Health & Drugs
E4611	Health Studies VI	– Health in the Community

It should be noted that practical hours additional to the notional number of class hours will be required in all units. Where this is applicable it is indicated in the unit description.

## History

The major strand in History is designed as follows:

- E9125 History ID
  - The European Experience A
- E9225 History IID
  - The European Experience B
- E9325 History IIID
  - Australia to 1900
- E9425 History IVD
  - Australia in the Twentieth Century
- E9525 History VD
  - Pacific History
- E9625 History VID
  - Papua New Guinea History

## Mathematics

The Mathematics sequence of general studies is as follows:

- Mathematics I – Statistics A
- Mathematics II – Algebra
- Mathematics III – Calculus A
- \*Mathematics IV – Computing A
- \*Mathematics V – Computing B
- \*Mathematics VI – Calculus B
- \*Mathematics VI – Statistics B

**\*In these units an additional workshop hour is required**

## Music

The major disciplinary sequence in Music Studies is centred upon developing musicianship and skills in performance and is designed as follows:

Musicianship 1hr/wk

This progressive course in Musicianship will run for all six semesters.

Semester	Musicology 1 hr/wk	Practical Studies 2 hrs/wk	Contact Hours
I		•Piano I Wind I	3
II		•Piano II Wind II	3
III	Baroque	Choral I	3
IV	Classical	Choral II	3
V	Romantic	Guitar I	3
VI	20th Century	Guitar II	3

It is anticipated that students entering this sequence will show keen interest in the serious study of music. As it is possible that there may be people with varying standards of ability wishing to enter the course, each student will be interviewed to ascertain background, standard and potential.

Because of the very special nature of musical skills, it is recognised that students in the course may commence with different levels of ability in musicianship. For this reason, allowance will be made within the course for students to work at their own level in this strand, but will be expected to attain a highly satisfactory standard according to their entering ability. Course requirements provide for specific learning

experiences. In addition to these, class excursions to opera, concert and recital performances are planned as an important facet of the students musical development.

*•All students taking this course should already have, or will be expected to acquire, a basic ability in piano, as this is the most useful and approachable harmonic instrument. To this end, all students will be given an entrance test on the piano, and those that need it will be given one or two semesters instruction on the instrument. These students will be required for 4 contact hours in Semester I and/or II.*

The practical strand will be taught using a variety of learning experiences. Some of the time will be devoted to teaching of the chosen instrument, some will be spent on working in the ensemble situation, some will be spent on workshops, etc.

## Science

The Science sequence is centred upon a study of humans and their environment. After basic units in human, plant and animal biology, the sequence traverses field ecology, human genetics and population studies and concludes with a unit examining urban ecology. The sequence consists of six units.

- E8137 Science I – Human Biology
- E8237 Science II – Plant Biology
- E8337 Science III – Animal Biology
- E8437 Science IV – Field Ecology
- E8537 Science VA – Human Ecology
- E8637 Science VIA – People and the Environment

## Background Studies

Two units of Australian Studies and a unit in Computer Awareness are taken in Semesters I and II and a unit in Communication in the Educational Environment in Semester V or VI. In Semester VI students may develop their skills in an area of interest to them by choosing one elective from this list: Art in Australia; Australian Natural History; The Crafts in Australia; Educational Drama; Introductory Statistics; Music and Society; Urban Studies; Family History Studies; Computing Skills in Education; Science and Technology in Australia; Communication IIIA (communication in small groups).

In July 1990 the NSW Parliament passed the Education Reform Bill which provides for six Key Learning Areas in the Primary School namely English; Mathematics; Science and Technology; Human Society and its Environment; Creative and Practical Arts; Personal Development, Health and Physical Education. In line with this Bill the whole Bachelor of Education Primary and Teacher Librarianship Programmes have been reviewed, the Bachelor of Teaching course begins in 1992.

## PHASE I SAMPLE PROGRAMME

Semester	Education Studies		Teaching Studies	Background Studies	General Studies	Hours Totals
I	<b>STRAND A</b> E2140 Principles and Practices of Teaching I (3) 09911 Teaching Practicum I	<b>STRAND B</b> E2141 Developmental Psychology I (2)	E3112 English Teach. I (2) E4103 Health Ed. Tch. I (2) E8106 Science Teach. I (2)	E9103 Australian Studies I (2)	I (3-4)	19 min
II	E2240 Principles and Practices of Teaching II (3) 09912 Teaching Practicum II	E2241 Developmental Psychology II (2)	E0121 Art/Craft Tch. I (2) E3212 English Tch. II (2) E5113 Maths. Teach I (2) E6107 Music Teach I (2)	E9203 Australian Studies II (2)	II (3)	18
III	E2340 Principles and Practices of Teaching III (2) 09913 Teaching Practicum III	E2341 Social Bases of Education (2)	E0221 Art/Craft Tch. IIA (3) E3312 English Tch. III (3) E5213 Maths. Teach II (2) E6207 Music Teach II (3) E9104 Sco. Stds. Tch. I (3)	---	III (3-4)	21
IV	E2240 Principles and Practices of Teaching IV (3) 09914 Teaching Practicum IV		E3412 English Tch. IV (3) E5313 Maths. Tch. III (3) E7106 Phy.Ed.Tch. I (3) E8206 Science. Tch. II (3) E7104 Water Safety (2)	---	IV (3)	20
V	E2540 Teaching Children with Learning Difficulties (3) 09915 Teaching Practicum V		E3414 English Tch. V (2) E5414 Maths. Teach. IV (2) E7206 Phys. Ed. Tch. II (2)	---	V (3-4)	12 min
VI	E2640 Design of Educational Programmes (2) 09916 Teaching Practicum VI	E2641 Philosophical Bases of Education (2)	E4203 Health Ed. Tch. III (3) E9204 Sco. Stds. Tch. II (2)	56904 Communication in the Educational Environment (2) Elective (3)	VI (3-4)	17 min

## Phase II

At least 120 days satisfactory professional experience of which at least 60 days must be "continuous" teaching. The 60 days may be accumulated in blocks of 20 days. Phase II can be taken concurrently with Phase III.

## Phase III

### Part-time Bachelor of Education (Primary)

The final (part-time) phase of the BEd Primary Programme which is available to all two year and three year qualified primary teachers is known as the BEd Phase III. There are 3 points of entry to this:

- Two years Teacher's Certificate
- Pre 1983 Diploma of Teaching
- Current Diploma of Teaching

120 days teaching experience is a prerequisite for applicants with a two year Teacher's Certificate.

Course requirements are as follows:

#### Teachers with a current Diploma of Teaching

A total of 8 Phase III units to be completed (four from Education and four from the Advanced Teaching Studies).

#### Teachers with a pre 1983 Diploma of Teaching

- 1) An applicant currently holding a permanent teaching appointment in a school will be required to undertake 10 Phase III units. At least four Education units must be undertaken.
- 2) An applicant who has been out of the classroom for three years or more will be able to undertake eight Phase III units and three units from the pre service phase (Phase I) of the BEd, preferably at third year level. These units will be determined in consultation with the coordinator of Phase III.

#### Teachers with a two year Teacher's Certificate

The School offers arrangements to assist holders of a two year primary teaching qualification (Teacher's Certificate) to gain a Bachelor of Education (General Primary). Certificate holders with at least 120 days of teaching experience may apply for entry to the Phase III programme and if admitted to the programme they will be directed towards one of the following options:

- 1) An applicant who is presently in a school with at least three years experience as a permanent teacher will be admitted directly into the Phase III programme and will be required to take 12 units in that programme. At least four Education units must be undertaken.
- 2) An applicant who has not been teaching in a school for the past three years will be able to undertake eight Phase III units and six units from the pre-service phase (Phase I) of the BEd. At least four of these should be at the third year level and will be determined in consultation with the co-ordinator of the Phase III

## Course structure

All students choose at least four units from the following

### Education Electives:

E2734	Mainstreaming
E2964	Curriculum Development
E2761	The Social Context of Childhood
E2732	Implementing Educational Change
E2805	Supervision of the Practicum
E2961	School and Community Relations
E2760	Analysing Classroom Interaction

The remaining units should be chosen from the following electives in the **Advanced Teaching Studies**. These include electives from the **Key Learning Areas** of the primary curriculum in New South Wales.

E6901	Teaching Music
E6902	Teaching Music: Performance
E9901	Teaching Social Studies: An Intercultural Approach
E9902	Aboriginal Studies
E0901	Craft and the Performing Arts
56903	Video in Education
E3903	Issues in the Development of Language
E8901	Environmental Education
56902	Mass Media in Education
56901	Human Communication
E5901	Computer Based Learning
E8904	Teaching Science and Technology
E5905	Remedial Mathematics
E2764	Prevention and Remediation of Reading Difficulties
E4903	Issues in Personal Development, Health and Physical Education
E5902	Curriculum and Resource Design in Mathematics
EDR701	Drama in Education

In addition a limited number of units may be selected from the following programmes: Bachelor of Education (Special Education), Graduate Diploma in Children's Literature and Literacy, Graduate Diploma in Educational Studies (Primary Music).

## Professional Experience

In order to graduate with the degree of Bachelor of Education all students must demonstrate that they have acquired 120 days of teaching experience. Documentation in the form of the Teacher's Certificate, letter from a Principal or pay slips will be needed. This information (together with supporting documents) must be provided by all applicants with a two year Teacher's Certificate as part of their application for admission to the Phase III. All other applicants are requested to provide this information but are not **required** to do so because teaching experience may be acquired concurrently with studies in the Phase III.

All students who have not already provided evidence of their teaching experience will be asked to provide such evidence prior to graduation.

### Advanced Standing

Advanced standing in the programme is available to all students on the basis of equivalent subjects studied at a recognised tertiary institution and for substantial in-service courses. In addition experienced teachers with a two years teachers' certificate or a three year diploma of teaching gained before 1983 are eligible to receive advanced standing for up to two units in the programme. This will be available on the basis of certain kinds of professionally related experience such as a position of responsibility in the school, length of teaching experience and/or substantial professional development activities. Enquiries about eligibility for Advanced Standing should be directed to the co-ordinator of the Phase III.

### Teachers Seeking Primary Qualifications

Experienced teachers with non-primary teaching qualifications can obtain a primary teaching qualification by applying directly to UTS to obtain a Bachelor of Education (General Primary) via the existing Phase III program. This will entail undertaking additional or bridging subjects from the Bachelor of Teaching program as well as the standard eight subjects which comprise the Phase III.

The criteria for entry to the Phase III by teachers seeking primary qualifications are as follows:

- 1) Teaching qualifications recognised in New South Wales;
- 2) Substantial teaching experience (eg. three or more years) with primary aged children.

The program for such teachers will consist of 16 subjects, 8 drawn from the full-time (Bachelor of Teaching) program and 8 drawn from the part-time Phase III program.

Normally, four of the subjects in the program will be Education subjects in the Phase III. All remaining ten subjects will be curriculum related subjects from the areas of English, Maths, Science & Technology, Human Society and Its Environment, Music, Art & Craft, Physical Education and Health.

## BACHELOR OF EDUCATION Phase III (SPECIAL EDUCATION)

This programme for the final phase of the degree is devoted to units in special education. These units may be taken over one year, on a full-time basis, or two years part-time. The course is designed to provide a specialist qualification in Special Education for teachers, and will prepare them to instruct people with mild to severe difficulties/disabilities. The ages range from pre-school to adults.

Applicants are required to hold a 3 year Diploma in Teaching. Teachers with a 2 year Teacher's Certificate may also apply and will need to undertake additional units. The full-time pattern is outlined below:

		<b>Class Contact Hours</b>
<b>Semester I</b>		
E2725	Instruction in Special Education I	3
E2726	Instruction in Special Education II	3
E2727	Assessment and Programming for Students with Learning and Behaviour Problems	3
E2728	Managing Behavioural Difficulties	3
E2729	Delivering Special Education Instruction I	2
		plus weekly practical experience
<b>Semester II</b>		
E2825	Instruction in Special Education III	3
E2826	Instruction in Special Education IV	3
E2827	Instruction in Special Education V	3
E2828	Parent and Teacher Consultancy	3
E2829	Delivering Special Education Instruction II	2
		plus weekly practical experience



## GRADUATE DIPLOMA/MA IN CHILDREN'S LITERATURE AND LITERACY

This is a part-time programme extending over 4 semesters (Graduate Diploma) or 6 semesters (MA) designed for teachers, librarians, youth workers and others with a special interest in children's literature and literacy.

It will be of value to practising teachers involved with implementing literature programmes, to teachers wishing to take up positions as Reading specialists or curriculum advisers, to school and children's librarians, and to writers, editors and publishers of children's literature.

Entry requirements for the Graduate Diploma are a Diploma of Teaching or a relevant degree and approximately two years professional experience.

Entry requirements for the MA are a relevant degree and approximately two years professional experience. Applicants with a Diploma of Teaching may qualify for entry to the MA programme after successful completion of one year of the BEd Phase III programme.

## Graduate Diploma in Children's Literature & Literacy

		Class Contact Hours
<b>Semester I</b>		
E3747	Children's Literature I	2
E3745	Reading & Writing Process I	2
E3741	Reader & Response I	1
09715	Practicum I	
<b>Semester II</b>		
E3744	Children's Literature II	2
E3746	Reading & Writing Process II	2
E3742	Reader & Response II	2
09716	Practicum II	
<b>Semester III</b>		
E3747	Adolescent Literature & Literacy Research Methodology Practicum III	2 2
<b>Semester IV</b>		
E3748	Issues in Children's and Adolescent Literature Major Individual Assignment	2

Students who have completed the Graduate Diploma in Children's Literature can continue on to the Master of Arts in Children's Literature and Literacy, (see listed under higher degrees in front pages).

## GRADUATE DIPLOMA IN EDUCATION

This is a one year full-time programme for graduates of universities or colleges of advanced education or persons with equivalent qualifications, who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the programme is to provide a sound theoretical basis for effective decision making in any learning situations, and to focus on the practice of teaching and classroom management. Students need to satisfy requirements in three strands:

### Education Studies

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, e.g., learning theories, child growth and development and curriculum construction, will be examined in depth.

### Curriculum Studies

Elective Curriculum Studies are available in these secondary school subject groupings: Mathematics, Physical Education and Science. (Please note that all subjects may not be offered every year).

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent pre-requisites), e.g., students will be admitted to the Science course only if they have a Science major or an equivalent qualification.

### Practical Experience

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete practice teaching as required.

## SEMESTER I

### Education Studies and Practical Experiences:

	Class Contact Hours
E2704 Psychological Bases of Secondary Education	3
E2803 Philosophical Bases of Secondary Education	2
E5830 Computers in Education	2
E7701 Sport in Secondary School (not P.E. students)	2
09701 Practical Experience Demonstration lessons 5 days distributed practice 20 days block practice	0

*In addition, students undertake subjects in the Curriculum areas which they have elected.*

### Curriculum areas:

#### Science

E8702 Science Method I	5
Two of:	
E8706 Advanced Science Method IA	3
E8707 Advanced Science Method IB	3
E8708 Advanced Science Method IC	3
E8709 Advanced Science Method ID	3

#### Mathematics

E5703 Secondary Mathematics IA	4
E5704 Secondary Mathematics IB	4

#### Physical Education

E7710 P.E. and Health Method I	4
E7432 Curriculum Physical Education IA	2
E7434 Curriculum Physical Education IC	2
E4411 Health Studies IV	3

## SEMESTER II

### Education Studies and Practical Experience:

	Class Contact Hours
E2802 Sociological Bases of Secondary Education	2
E2804 Curriculum Development in Secondary Education	2
56802 Communication and Media Studies	2
E4701 Health Education (not P.E. students)	1
E2801. Special Education in Secondary Schools	3
09801 Practical Experience Demonstration lessons 4 days distributed practice 20 days block practice	0

*In addition, students undertake subjects in the Curriculum areas which they have elected*

**Curriculum areas:****Science**

E8802	Science Method II	4
	Two of:	
E8706	Advanced Science Method IA	3
E8707	Advanced Science Method IB	3
E8708	Advanced Science Method IC	3
E8709	Advanced Science Method ID	3

**Mathematics**

E5803	Secondary Mathematics IIA	4
E5804	Secondary Mathematics IIB	4

**Physical Education**

E7810	P.E. and Health Method II	4
E7433	Curriculum Physical Education IB	2
E4115	Health Education I or Dance Method IA	3
E4411	Health Studies IV	3

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES:****PRIMARY MUSIC**

This is a part-time course of four semesters duration which is intended for practising teachers in the areas of early or middle childhood, but may also be of interest to music educators in general or those who wish to develop musical skills in a particular area.

Discrete units of the course may be taken:

- as part of the Phase III BEd degree;
- as part of an accredited in-service course;
- by those who wish to extend their musical skills in one particular area.

Graduates of the full four semester course will have pursued in-depth studies in the areas of theoretical and practical musicianship and music education so that they will be capable of implementing a school-based, sequential programme in music education from K to 6. Music Curriculum Issues will only be offered in the one weekend seminar/workshop per semester format. This format is equivalent to one contact hour per week and allows intensive treatment in the area.

Applicants must possess a relevant degree or diploma from a recognised tertiary institution.

	<b>Class Contact Hours</b>
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**Semester I**

E6630	Musicianship I	1
E6631	Recorder I	1
E6632	Vocal Studies	2
E6633	Music Curriculum Issues A	1

**Semester II**

E6730	Musicianship II	1
E6731	Recorder II	1
E6732	Movement and Dance	2
E6733	Music Curriculum Issues B	1

**Semester III**

E6830	Musicianship III	1
E6831	Ensemble	1
E6832	Integrated Classroom Activities	2
E6833	Music Curriculum Issues D	1

**Semester IV**

E6930	Musicianship IV	1
E6931	Ensemble	1
E6932	Integrated Classroom Activities	2
E6933	Music Curriculum Issues D	1

## GRADUATE DIPLOMA IN EDUCATIONAL STUDIES:

### SPECIAL EDUCATION

This is a programme extending over two semesters (full-time) or four semesters (part-time). It is designed to provide a specialist qualification in Special Education for teachers and other suitably qualified professionals.

The course will prepare graduates to instruct people with mild to severe difficulties/disabilities. The ages range from pre-school to adults.

Applicants are required to have satisfactorily completed an appropriate degree or diploma.

The full-time structure of the course is as follows:

		<b>Class Contact Hours</b>
<b>Semester 1</b>		
E2750	Special Education Programming Studies I	3
E2751	Special Education Programming Studies II	3
E2752	Exceptional Teaching	3
E2753	Behaviour Management	3
E2754	Implementing Special Education Programmes I	2+ weekly practical experience
<b>Semester II</b>		
E2755	Special Education Programming Studies III	3
E2756	Special Education Programming Studies IV	3
E2757	Special Education Programming Studies V	3
E2758	Delivering Special Educational Services	3
E2759	Implementing Special Education Programmes II	2+ weekly practical experience

## SUBJECT SYNOPSES

### **E0121 Art and Craft Teaching 1**

B.Ed. Prim/B.Ed.T.Lib

(Teaching Study)

Semester II, 2 class contact hours.

Prerequisites: None

Objectives: Students will develop an understanding of basic media and associated skill sequences for teaching children and for personal and professional development of the student; an academic basis for the teaching of the above skills by examining the artistic development of children, adolescents and adults; a frame of reference for evaluation and appreciation.

### **E0221 Art and Craft Teaching II**

B.Ed. Prim/B.Ed.T.Lib

(Teaching Study)

Semester III, 3 class contact hours.

Prerequisites: Art and Craft Teaching I

Objectives: Students will extend the basic media and associated skill sequences developed in Art and Craft Teaching I by evaluating the concepts of expression and creativity; undertake media sequences appropriate to various developmental levels of children with attention to contemporary cultural influences; develop their design and composition skills in two and three dimensions with the associated perception theory; develop an appreciation of an appropriate historical background for evaluation and criticism.

### **E0520 Art Studies V - Communication and Marketing**

#### **The Industry of Art and Craft Consumerism**

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester VI, 3 class contact hours. (Not offered in 1992).

Prerequisites: Art Studies 1, II, III, IV and V.

Objectives: Students will develop a basic understanding of the major institutions associated with the preservation, promotion and marketing of the products of art, craft and industry; the capacity to identify a problem, evolve a solution and to market the product or idea; a frame of reference as informed consumers.

### **E0620 Art Studies VI - Aesthetics and Problem Solving**

#### **Art Modes Interpretation, attitudes and Beliefs**

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester VI, 3 class contact hours. (Not offered in 1992).

Prerequisites: Art Studies 1, II, III, IV and V.

Objectives: Students will develop a basic understanding of the ideas that have been and are being expressed about art in its various manifestations exercise opportunities to solve design problems.

### **E0901 Craft and the Performing Arts**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: Students will develop an understanding of how Art/Craft may be used to enrich classroom experiences in the expressive and performing arts through the related art approach; make an analysis of the teaching strategies and learning processes involved in interdisciplinary experiences; develop confidence and practical ability through problem solving exercises.

### **E0618 Art in Australia: The Australian**

B.Ed. Prim/B.Ed.T.Lib

(Background Study)

Semester II, 3 class contact hours.

Prerequisites: None

Objectives: To introduce and consider the development of Australian figurative art with specific reference to current art work in both 2D and 3D forms. Factors to be evaluated will include social, political, economic influences in the 30-50's and their direct bearing on current art. Intrusive art forms (mass media) and possible non-art forms will be considered, as will art critics, their work and their function. Both practical and theory work will be completed with the intent of introducing such information for K-6 to identify, understand, develop awareness and to appreciate.

### **E0619 The Crafts in Australia: The Australian at Home**

B.Ed. Prim/B.Ed.T.Lib

(Background Study)

Semester II, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To examine the historical background of Australia housing and architecture, the influences on Australian design and specific influences in the revival of crafts. Practical expression will involve model making of early colonial buildings and pioneer furniture spinning and weaving, leatherwork and exercises in other early Australian crafts.

**E0902 Teaching Visual Arts**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours.

Prerequisites: None

Objectives: To examine educational trends and philosophies behind the Visual Arts Syllabus; to explore the aims of visual arts K-12; to foster and understanding of processes and learning experiences used in visual arts education and relate these to the artistic development of children; to extend ability to utilize a variety of media; to formulate methods of assessment and evaluation in visual arts education; to understand school-based policy in visual arts; to become aware of visual arts resources in the community; to further develop the students' confidence in visual arts expression.

**E2340 Principles and Practices of Teaching III**

B.Ed. Prim/B.Ed.T.Lib

Semester III, 2 class contact hours.

Prerequisites: Principles and Practices of Teaching II, and any two of Principles and Practices of Teaching I; Developmental Psychology I, II

Objectives: To know the basic concepts and principles of the group-process and inquiry models of teaching; to understand the theory of group dynamics; to observe and analyse the nature of classroom interaction; to increase pupil participation in the teaching-learning process through planning of appropriate strategies such as class/small group discussion, role-playing, problem-solving and individual study.

**E2341 Social Bases of Education**

B.Ed. Prim/B.Ed.T.Lib

Semester III, 2 class contact hours.

Prerequisites: None

Objectives: To identify and analyse the characteristics of social systems in a variety of contexts; to demonstrate a knowledge of how the established child rearing/educational practices of a culture produce functionally recognisable members of that culture; to analyse education in both formal and informal contexts in terms of its socio-cultural determinants, with specific reference to the home, the school and the media; to interpret the significance of social classification data for education; to account for the development of Australian valuations of education; to interpret the directions of social change, and the educational implications of such.

**E2440 Principles and Practices of Teaching IV**

B.Ed. Prim/B.Ed.T.Lib

Semester IV, 3 class contact hours.

Prerequisites: Principle and Practices of Teaching I, II, III; Developmental Psychology I, II

Objectives: Students will be drawing on child

development data, as well as their understanding of teaching models, principles and practices in order to review and apply features of cognitive and social-emotional growth of the child from 4 to 12 years; to analyse the cognitive, developmental and exploratory teaching models; to assess children's performance; to show skill in planning and organising for children within classroom contexts in the infants and primary school.

**E 2540 Teaching Children with Learning Difficulties**

B.Ed. Prim

Semester V, 3 class contact hours.

Prerequisites: Principles and Practices of Teaching 1, II, III, IV; Developmental Psychology I, II.

Objectives: Students will demonstrate awareness of individual differences and of the learning problems of children; assess pupils' performance in basic skills; write individual mastery programmes in the basic skills; describe strategies for improving language performance of pupils with learning difficulties; describe ways of mainstreaming children in regular classrooms.

**E2544 Providing for Individual Differences**

B.Ed. T.Lib

Semester V, 3 class contact hours.

Prerequisites: Principles and Practices of Teaching II; Developmental Psychology I and II; Information Users IC; Information Resources IC

Objectives: To appraise the concept of individualised learning with particular reference to inquiry and resource based learning as it relates to children with special needs. This will involve ascertaining the needs of children with different social backgrounds, motivational levels and intellectual and physical capacities. Students will analyse the role of the teacher librarian in this light.

**E2640 Design of Educational Programmes**

B.Ed. Prim

Semester VI, 2 class contact hours.

Prerequisites: Principles and Practices of Teaching I, II, III, IV; Developmental Psychology I, II.

Objectives: Students will translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at infants/primary levels of instruction; formulate behavioural objectives; select and design teaching/learning programmes; evaluate teaching/learning programmes; and modify programmes in the light of feed-back gained from evaluation procedures.

**E2641 Philosophical Bases of Education**

B.Ed. Prim/B.Ed.T.Lib

Semester VI, 2 class contact hours.

Prerequisites: None

Objectives: To develop a reasoned and informed

approach to teaching based on an understanding of some major educational issues that confront teachers today; to analyse alternative approaches to key educational problems in terms of their conceptual underpinning; to evaluate alternative educational aims which emerge from the adoption of certain educational policies, and thereby to begin the process of determining the educational stance which they as teachers intend to adopt.

### **E2704 Psychological Bases of Secondary Education**

Grad.Dip.Ed

Semester I, 3 class contact hours.

Prerequisites: None

**Objectives:** Strand A: By the end of the unit, students should be able to: indicate how a study of psychology assists in understanding learning behaviour; explain the processes of teaching and learning in terms of selected theoretical models; identify variables which account for individual differences; apply knowledge of the learner and learning processes to achieve changes in behaviour in the classroom.

Strand B: By the end of the unit, students should be able to: state appropriate objectives when planning lessons; identify the major elements in any teaching-learning situation; plan lessons and justify decisions made; indicate basic control strategies to maintain effective order and discipline in the classroom.

### **E2725: Instruction in Special Education 1**

B.Ed. Spec.Ed.

Semester I, 3 class contact hours, 8 week hours.

**Prerequisites or Corequisite:** Assessment and Programming for Students with Learning and Behaviour Problems.

This course examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. It applies the principles outlined in Assessment and Programming for Students with Learning and Behaviour Problems.

**Objectives:** The purpose of this unit is to provide opportunities for students to acquire the following skills: efficiently searching for, and evaluating, empirical research on instruction in reading and spelling for those students who fail to learn using normal instructional techniques; constructing instructional programs for learners with special needs, based on the findings of the literature search; establishing principles to guide the selection of assessment and diagnostic methods and tools relevant to the reading and spelling skills of those who fail to learn using normal instructional techniques; identifying instructional programs whose effectiveness has been empirically demonstrated; deriving principles from these to guide the evaluation and, where necessary, the supplementation, of commonly used instructional programs and materials; measuring the effectiveness of instructional procedures in reading and spelling used with learners with special needs.

### **E2726: Instruction in Special Education 2**

B.Ed. Spec.Ed.

Semester I, 3 class contact hours, 8 week hours.

**Prerequisites and Corequisite:** Assessment and Programming for Students with Learning and Behaviour Problems.

This course examines curriculum and teaching used with students who have moderate and severe disabilities. It applies the principles outlined in Assessment and Programming for Students with Learning and Behaviour Problems to teaching social and self-help skills to these students.

**Objectives:** The purpose of this unit is to provide opportunities for students to acquire the following skills: Identifying the issues involved in providing instruction and other educational services to moderately and severely disabled people in a least restrictive school/community setting; formulating methods of identifying the instructional and educational needs of moderately and severely disabled persons, from birth to adulthood, in a range of situations; identifying the specific instructional and management demands made by some disabling conditions and effective methods of management and instruction, given these conditions; efficiently conducting searches for research-based intervention strategies and instructional procedures and then evaluating findings; developing teaching sequences based on normal developmental patterns; designing and implementing functional age-appropriate instructional curricula, programs and materials based on current and future environments of disabled persons; determining when each type of approach is appropriate; evaluating the effectiveness of instructional programs, materials, checklists and prosthetic devices for a range of disabling conditions; effectively combining all of the above skills into the construction of instructional programs for persons with a range of disabling conditions.

### **E2727 Assessment and Programming for Students with Learning and Behaviour Problems**

B.Ed. Spec.Ed.

Semester I, 3 class contact hours.

**Objectives:** Students will apply the principles of data-based instruction to assessment and programming; analyse the needs of students who fail to learn from normal instructional techniques; identify issues in programming for students with learning and behaviour problems.

### **E2728 Managing Behavioural Difficulties**

B.Ed. Spec.Ed.

Semester II, 3 class contact hours.

**Prerequisites:** None

**Objectives:** Students will identify classroom conditions that promote on-task behaviour; design behavioural programmes using research-based technology; monitor and evaluate programmes intended to increase appropriate behaviour.

**E2729 Delivering Special Education****Instruction I**

B.Ed. Spec.Ed.

Semester I, 3 class contact hours.

Prerequisites/Corequisites: Assessment and Programming for Students with Learning and Behaviour Problems

Objectives: Students will identify tools and strategies designed to assist with programme implementation; use the learning principles in an applied setting.

**E2732 Implementing Educational Change**

B.Ed. T.Lib

B.Ed. Prim (Phase III)

Semester VII or VIII, 2 class contact hours.

Prerequisites: None

Objectives: To provide teachers with skills and knowledge appropriate for seeking and implementing change in schools. This will entail developing skills in negotiating and working with others in the school community for goals related to the betterment of the school, and in presenting submissions to educational authorities. Students will also identify the requirements of successful implementation of educational innovations and develop the ability to effectively evaluate an educational innovation.

**E2734 Mainstreaming**

B.Ed. (Phase III)

Semester VII or VIII, 2 class contact hours.

Prerequisites: None

Objectives: To increase teacher-students' skills in managing and teaching children with learning problems in the regular classroom. The acquisition of these skills will be related to a study of current issues and policies of mainstreaming.

**E2750 Special Education Programming Studies I**

Grad.Dip.Ed.Stud (Special Education)

Semester 1, 3 class contact hours

Prerequisites/Co-requisite: Exceptional Teaching

Objectives: Students will examine and evaluate empirical research relevant to the instructional needs of those who fail to learn to read and spell using normal instructional techniques; translate the findings of that research into instructional programmes for these students; identify instructional methods whose effectiveness has been empirically demonstrated; examine and evaluate assessment and diagnostic tools in reading and spelling and develop skills in monitoring student progress in reading and spelling.

**E2751 Special Education Programming Studies II**

Grad.Dip.Ed.Stud (Special Education)

Semester 1, 3 class contact hours

Prerequisites/Corequisites: Exceptional Teaching

Objectives: Students will identify the educational needs of moderately and severely disabled people and

the issues involved in teaching them in a least restrictive school and community setting; examine and evaluate research-based intervention strategies and instructional procedures; identify the skills necessary for effective teaching, in both educational and community settings, of persons with a range of disabling conditions; assess the suitability and effectiveness of instructional programmes, materials, checklists and prosthetic devices.

**E2752 Exceptional Teaching**

Grad.Dip.Ed.Stud (Special Education)

Semester 1, 3 class contact hours

Prerequisites: None

Objectives: Students will explain the instructional needs of students with learning and behavioural problems; describe the models of instruction for students who fail to learn using normal instructional techniques, and consequently require specialised instructional programmes; use the research to identify strategies that are effective for use with students who fail to learn using normal instructional techniques; describe the advantages of objective and systematic monitoring of educational programmes for students with learning and behavioural problems.

**E2753 Behaviour Management**

Grad.Dip.Ed.Stud (Special Education)

Semester 1, 3 class contact hours

Prerequisites: None

Objectives: Students will describe factors which indicate the need for a change in methods of managing student behaviour; select appropriate assessment strategies; implement assessment strategies and use the results to plan goals of intervention; use research findings to design intervention effective strategies to assist in achievement of planned goals; evaluate programme components.

**E2754 Implementing Special Educational Programmes I**

Grad.Dip.Ed.Stud (Special Education)

Semester 1, 3 class contact hours

Prerequisites/Corequisites: Exceptional Teaching

Objectives: Students will identify characteristics of instruments used to assess students with learning difficulties; use in an effective manner, curriculum-based assessment tools in the classroom; teach students with special needs in a practical situation applying principles taught in the lecture components.

**E2755 Special Education Programming Studies III**

Grad.Dip.Ed.Stud (Special Education)

Semester II, 3 class contact hours

Prerequisites: Exceptional Teaching

Objectives: Students will examine and evaluate empirical research on instruction in numeracy for students who fail to learn using normal instructional techniques; using standardised and curriculum-based



assessment tools, measure the numerical competencies of students with learning difficulties in mainstream classes; conduct an environmental inventory to determine curriculum goals for moderately and severely disabled students; design numeracy programmes, both for students experiencing difficulties in mainstream as well as functional curricula for students with moderate and severe learning difficulties; apply the principles of data-based programming to the monitoring of numeracy programmes.

### **E2756 Special Education Programming Studies IV**

Grad.Dip.Ed.Stud (Special Education)

Semester II, 3 class contact hours

Prerequisites: Exceptional Teaching

Objectives: Students will identify valid, reliable and educationally useful methods of assessing oral and non-oral language performance; develop skills in diagnosing language deficits and delays and in developing educational programmes to overcome these deficits and delays; identify effective methods of instruction for oral and non-oral language acquisition by a range of disabled persons; evaluate existing programmes and commercial products and consider ways of adapting and supplementing these to meet the needs of individual persons.

### **E2757 Special Education Programming Studies V**

Grad.Dip.Ed.Stud (Special Education)

Semester II, 3 class contact hours

Prerequisites: Exceptional Teaching

Objectives: Students will examine and evaluate empirical research on instruction in comprehension and composition for those who fail to learn using normal instructional techniques; translate the findings of that research into instructional programmes for these learners across the range of content areas; identify teaching methods whose effectiveness has been demonstrated, for both primary and secondary grades; evaluate diagnostic tools; identify ways of monitoring the progress of special learners in comprehension, composition and in their acquisition of print-based content material.

### **E2758 Delivering Special Educational Services**

Grad.Dip.Ed.Stud (Special Education)

Semester II, 3 class contact hours

Prerequisites: None

Objectives: Students will describe the modes of operation of special education support teachers within the NSW education system and compare this to the modes of operation in other systems; effectively inform parents about educational assessment and instructional programmes; design, implement and evaluate parent education programmes, home-based programmes, and

volunteer programmes; communicate effectively with other staff working with the child with disabilities.

### **E2759 Implementing Special Educational Programmes II**

Grad.Dip.Ed.Stud (Special Education)

Semester II, 3 class contact hours

Prerequisites: Implementing Special Educational Programmes I

Objectives: Students will select or devise an instrument related to assessment for instructional purposes (i.e., programme placement or monitoring), that will validly measure skill performance; use the selected assessment device to assess student functioning in an area of identified need; based on assessment results, write specific objective/s and select appropriate teaching materials/activities to teach the objective; effectively implement the programme devised.

### **Special Education in Secondary Schools**

Grad.Dip. Ed

3 class contact hours.

Prerequisites: None

Objectives: To examine the philosophical basis for integrating students with learning and/or behavioural difficulties into regular educational settings; to discuss the policies of departments of education which attempt to translate the principles of integration and mainstreaming into practice; to identify techniques that facilitate learning for students with learning and behavioural difficulties; to discuss the management of programs for students with learning/behavioural difficulties and disabilities in mainstream secondary education; to examine the issues related to assessment, programming, curriculum and credentialling of students with disabilities in regular secondary schools; identify existing support services available to teachers who integrate students with learning and/or behavioural difficulties, and discuss the most appropriate ways of utilising these services.

### **E2760 Analysing Classroom Interaction**

B.Ed. Prim (Phase III)

Semester VII, 2 class contact hours

Prerequisites: None

Objectives: Students will consciously select the most appropriate teaching method for the task in hand and modify the approach in accordance with feedback gained from assessment of classroom interaction; analyse classroom interaction in terms of group dynamics and teacher-pupil interaction; apply their understanding of classroom interaction in interpreting the contribution of group dynamics to classroom climate; evaluate research into teacher effectiveness; and demonstrate skill in applying systematic observation and analysis techniques to self-evaluation of classroom strategies.

**E2761 The Social Context of Childhood**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: None

Objectives: To critically analyse the theory and implications of contemporary social reports and policy documents relating to children; review and evaluate the literature and research relating to topics such as change in family function and structure, children of the unemployed, children of working parents, children in foster care, institutionalised children and child delinquency; identify the rights of children and their guardians and the implications for schooling; identify supporting government and community agencies with which teachers need to liaise and/or consult; analyse current school practice and plan appropriate change; identify the legal rights and constraints of school personnel.

**E2764 Preventing and Remediating Reading Difficulties**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: None

Objectives: Students will examine a range of instructional approaches to reading, at the word, sentence and discourse level, which have been shown to be effective in preventing and remediating reading difficulties in the classroom. Students will also analyse causal accounts of reading failure, address the issues associated with assessing reading ability and performance and investigate the validity of alternate treatments which are alleged to increase reading performance.

**E2802 Sociological Bases of Secondary Education**

Grad.Dip.Ed.

Semester II, 2 class contact hours

Prerequisites: None

Objectives: Students will relate relevant sociological concepts and theories to the description of the social structure of secondary schools in Australia; analyse Australian society in terms of social class, race, religion, sex, family and the workforce; identify the social organisation of Australian education in its community setting; explain the directions of social change and the educational implications of change for social policy and educational planning; interpret the implication of these factors for the "function of schools".

**E2803 Philosophical Bases of Secondary Education**

Grad.Dip.Ed.

Semester 1, 2 class contact hours

Prerequisites: None

Objectives: To develop a reasoned and informed approach to teaching based on an understanding of

some major educational issues that confront secondary teachers today; analyse alternative approaches to key educational problems in terms of their philosophical underpinnings; begin the process of determining the educational stance which they, as teachers, intend to adopt in relation to some current and contentious areas of educational policy.

**E2804 Curriculum Developments in Secondary Education**

Grad.Dip.Ed.

Semester II, 2 class contact hours

Prerequisites: None

Objectives: Students will participate meaningfully in a curriculum team to develop a curriculum appropriate to a particular school and community situation; formulate and justify appropriate aims and objectives for a specific school and community situation; select appropriate content and teaching/learning experiences to fulfil particular aims and objectives; adopt appropriate techniques of assessment; develop a curriculum in such a way that a knowledge of the major curriculum models is demonstrated; and a knowledge of the interrelationships of the curriculum elements is demonstrated; analyse methods for evaluating both curricula and curricula-in-action.

**E2805 Supervision in the Practicum**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: A recognised pre-service teaching qualification; at least 60 consecutive days of satisfactory professional teaching experience.

Objectives: This unit is concerned with developing a range of basic supervisory skills which will enable the classroom teacher to contribute positively and effectively to the development of professional competency in student teachers. By the end of unit, students should be able to demonstrate knowledge, understanding and skill in interpersonal communication and a variety of supervision techniques. In addition to this, students will develop an awareness of the competencies by which students are assessed throughout the practical experiences programme.

**E2815 Programme and Curriculum Design**

B.Ed.T.Lib

Semester VIII, 3 class contact hours

Prerequisites: Analysis of Educational Practice

Objectives: Students will participate in a curriculum team to develop programmes and curricula appropriate to particular schools; formulate aims and objectives; select appropriate content and teaching/learning experiences; adopt appropriate techniques of assessment; and analyse methods for evaluating both curricula and curricula-in-action.

**E2825 Instruction in Special Education III**

B.Ed.Spec.Ed

Semester II, 3 class contact hours

Prerequisites: Assessment and Programming for Students with Learning and Behaviour Problems

Objectives: Students will design assessment and programming tools in numeracy for students who fail to learn using normal instructional techniques in mainstream settings; design ecological inventories to assess needs of students with moderate and severe disabilities; design functional instructional programmes for students with moderate and severe disabilities.

**E2826 Instruction in Special Education IV**

B.Ed.Spec.Ed.

Semester II, 3 class contact hours

Prerequisites: Assessment and Programming or Students with Learning and Behaviour Problems

Objectives: Students will acquire an understanding of language delays and deficits exhibited by disabled learners in the context of current theories of language acquisition in oral and non-oral forms; evaluate the validity, reliability and educational usefulness of commonly used standardised and non-standardised methods of assessment; understand the issues and procedures involved in choosing a communication system for a severely disabled person; identify effective instructional methods for both oral and non-oral language; incorporate all of the above in the construction of instructional programmes for both oral and non-oral communication for a wide range of functions.

**E2827 Instruction in Special Education V**

B.Ed.Spec.Ed.

Semester II, 3 class contact hours

Prerequisites: Assessment and Programming for Students with Learning and Behaviour Problems.

Objectives: Students will construct instructional programmes, based on a review of the relevant literature, which are designed to teach composition and comprehension to students who fail to learn using normal teaching techniques; plan programmes for the teaching of composition and comprehension across the content areas; establish principles to guide the selection of assessment and diagnostic methods and tools relevant to the comprehension and composition skills of students with special needs; identify instructional programmes whose effectiveness has been empirically demonstrated, and derive principles from these to guide the evaluation and, where necessary the supplementation of commonly used instructional programmes and materials in the content area; consider the issues involved in measuring the effectiveness of instructional procedures with special learners in comprehension and composition.

**E2828 Parent and Teacher Consultancy**

B.Ed.Spec.Ed.

Semester II, 3 class contact hours

Prerequisites: None

Objectives: Students will identify appropriate strategies to be used with parents of students with disabilities; describe the roles of other professionals working with students with disabilities; explain the role of advocacy groups working with the disabled; identify the role of the special education teacher in relation to parents and other professionals.

**E2829 Delivering Special Education Instruction II**

B.Ed.Spec.Ed.

Semester II, 3 class contact hours

Prerequisites: Delivering Special Education Instruction I.

Objectives: Students will assess the needs of students with disabilities and develop programmes based on this assessment; monitor and evaluate special education programmes.

**E2860 Individualising Instruction**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: None

Objectives: Students will interpret, analyse and evaluate published materials on assessment and teaching strategies as related to individualising instruction; identify the learning needs of individuals through the application of appropriate assessment procedures; prescribe learning goals according to the perceived characteristic of the learner; plan appropriate intervention strategies based upon assessment of learning needs and abilities of the individual and the availability of teaching resources.

**E2961 School and Community Relations**

B.Ed. T.Lib

B.Ed. Prim (Phase III)

Semester VII or VIII, 3 class contact hours

Prerequisites: None

Objectives: To focus on the relationship between a school and its community. This will entail an analysis of present and past policies of community involvement in Australia schools and an investigation of modes of school organisation and administration relevant to community involvement. Students will examine the development of school and community based programmes and will explore the nature of the parent-teacher-student relationship and its bearing upon the professional status of teachers. The development of skills in working co-operatively with parents and other community service agencies will be promoted.

**E2964 Curriculum Development**

(Primary)

B.Ed Prim (Phase III)

Semester VII or VIII, 3 class contact hours

Prerequisites: None

Objectives: To consider contemporary issues and trends in curriculum development and to develop skills in the application of appropriate models of curriculum development and organisation to the design of school-based curriculum.

Competency in school-based curriculum development will be fostered by group workshop activities and field studies.

**E2965 Curriculum Development (P.E.)**

B.Ed. Phys.Ed.

Semester VIII, 3 class contact hours

Prerequisites: Design of Educational Programmes;  
Philosophical Bases of Education

Objectives: To consider contemporary issues and trends in curriculum development and to develop skills in the application of appropriate models of curriculum development and organisation to the design of school-based curriculum. Competency in school-based curriculum development will be fostered by group workshop activities and field studies.

**E3312 English Teaching III**

B.Ed. Prim

(Teaching Study)

Semester III or IV, 3 class contact hours.

Prerequisites: English Teaching I or II

Objectives: Students will develop an understanding of the reading interests of children and young people and of the literature which best meets and extends these interests. They will develop an awareness of the role of literature in the growth of language skills and personal growth and the uses of literature in the classroom.

**E3314 English Teaching IIIA**

B.Ed. Prim

(Teaching Study)

Semester III, 4 class contact hours.

Prerequisites: English Teaching II

Objectives: Students will demonstrate the development of competencies in the reading, appreciation, and application of literature for children; demonstrate an understanding of the range of literature and resources for children in print and non-print formats; demonstrate the ability to share an enjoyment of children's literature through a variety of methods (e.g. storytelling, reader's theatre); demonstrate an understanding of the reading and viewing interests of children and an ability to select literature and resources which best meet and extend these interests; demonstrate an understanding of the role of literature in the development of language skills and personal growth and the uses of literature in the school environment; demonstrate the ability to utilise professional literature in the field of children's literature.

**E3340 Drama and the Theatre Arts III**

The Craft of the Theatre

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester III, 3 class contact hours.

Prerequisites: Drama and the Theatre Arts I or II

Objectives: Students will be able to select and use appropriate costume, scenery, lighting and make-up for specific stage productions; be able to work as a theatre team in the production process and be able to produce drawings, models and stage details for a production.

**E3412 English Teaching IV**

B.Ed. Prim

(Teaching Study)

Semester V or VI, 2 class contact hours.

Prerequisites: English Teaching I or II

Objectives: Students will develop an understanding of the specific skills required by the developing reader and the techniques of teaching these skills to pre-primary and primary children. They will examine the place of reading in the total language/literature environment. They will examine the place of reading in the total language environment, reading across the curriculum and some special problems in reading.

**E3414 English Teaching V**

Teaching English as a Second Language

B.Ed. Prim/B.Ed.T.Lib

(Teaching Study)

Semester V or VI, 2 class contact hours.

Prerequisites: English Teaching I or II

Objectives: To develop understanding of the language difficulties (including differences in literacy background) of the migrant child; to develop contrastive analysis skills across languages; to provide practical experience in Teaching English as a Second Language.

**E3440 Drama and the Theatre Arts IV**

Themes, Symbols and Archetypes in Drama

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester IV, 3 class contact hours.

Prerequisites: Drama and the Theatre Arts I, II and III.

Objectives: Students will be able to identify the source and significance of themes and symbols in drama to evaluate archetypes in drama and to use themes, symbols and archetypes in production.

**E3540 Drama and the Theatre Arts V**

Dramatic Form

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester V, 3 class contact hours.

Prerequisites: Drama and the Theatre Arts I, II, III, and IV.

Objectives: Students will come to understand, through a study of recent critical commentary, the nature of tragedy and comedy and the relationship between tragedy and comedy and changes in society. They will relate language function and effect in writing for the theatre, and will participate in the production of a tragedy or comedy, and will interpret the comic and tragic elements in drama.

**E3541 English V**

Elizabethans and Jacobean: The Emergence of Modern Language and Literature

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester V, 3 class contact hours.

Prerequisites: Two of English I, II, III and IV

Objectives: Students will be introduced to the pre-Renaissance "picture" of human kind, society and the cosmos, and consider the social and intellectual forces which began to modify this picture in England during the 16th and 17th centuries, leading to modern concepts of humanity and the universe. They will study some of the major works of English literature of the Elizabethan and Jacobean periods in the light of the above, and bring out their relevance for an understanding of society today; and will consider some of the major critical approaches to Elizabethan and Jacobean literature (especially to the study of Shakespeare), thus

developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

### **E3618 Educational Drama**

B.Ed. Prim/B.Ed.T.Lib

(Background Study)

Semester VI, 3 class contact hours.

Prerequisites: None

Objectives: To study drama as a means of self-development and as a tool to promote learning through drama. Students will identify the skills required in working in educational drama, demonstrate competency in those skills and produce source material suitable for use in professional activities.

### **E3640 Drama and the Theatre Arts VI**

Direction, Production and Acting

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester VI, 3 class contact hours.

Prerequisites: Drama and the Theatre Arts V

Objectives: Students will demonstrate acting, direction and production ability in a theatre form not previously studied in detail. These forms could include puppet theatre, reader's theatre, children's theatre, street theatre, experimental theatres and theatre-in-education. They will select a genre and script appropriate to the available resources and demonstrate the ability to create the dramatic moment and to relate this to the work of the playwright.

### **E3641 English VI**

Australian Literature and Language

B.Ed. Prim/B.Ed.T.Lib

(General Study)

Semester VI, 3 class contact hours.

Prerequisites: Three of English I, II, III, IV and V

Objectives: Students will explore the development of Australian language and literature in the context of its origins in the culture of Britain, Europe and North America. They will consider the relationship between Australian literature and language and the development of Australian society and culture (with some emphasis on modern mass media) and study selected works of Australian poets, dramatists and prose writers in the light of the above objectives.

### **E3704 Secondary English Method 1**

(Not available in 1992)

B.Ed. Phys.Ed.

(Grad.Dip.Ed.)

Semester V, 5 class contact hours.

Prerequisites: None

Objectives: To develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; to examine the secondary school syllabus in English and to analyse the content in terms of achieving

literacy and oracy; to give the students the competency to translate the syllabus into reality by developing imaginative, creative and sound classroom procedures.

### **E3741 Reader and Response I**

Grad.Dip./MA Children's Literature and Literacy

1 class contact hour.

Prerequisites: None

Objectives: To develop an understanding of children's responses to literature, to explore the place of literature in children's intellectual, social and emotional development, and to consider ways of sharing literature with young children.

### **E3742 Reader and Response II**

Grad.Dip./MA Children's Literature and Literacy

1 class contact hour.

Prerequisites: Reader and Response I

Objectives: To further the understanding of the reader begun in Reader and Response I by a consideration of the stages of development of children in the primary grades and the contribution of literature to the education and growth in literacy of children in this age group. Students will explore various techniques of presenting literature to primary children.

### **E3743 Children's Literature I**

Grad.Dip./MA Children's Literature and Literacy

2 class contact hours.

Objectives: To develop a critical appreciation of the range of literature available for pre-school and early school age children, to gain an understanding of the importance of literature in the development of young children, and to consider the social implications of this literature.

### **E3744 Children's Literature II**

Grad.Dip./MA Children's Literature and Literacy

(Teaching Study)

2 class contact hours.

Prerequisites: Children's Literature I

Objectives: To trace the evolution of the modern children's novel beginning with the motifs which first occur in ancient myths and legends. Students will read widely in modern children's literature for the primary age group and consider the cultural and social dimensions of the literature studies, e.g., the treatment of minority groups and the depiction of family structures.

**E3745 Reading and Writing Process I**

Grad.Dip/MA Children's Literature and Literacy  
2 class contact hours.

Prerequisites: None

Objectives: To examine theories of language and literacy acquisition and to explore what these theories mean for classroom literacy practices. Students will examine children's early reading and early writing behaviours, analyse a range of classroom literacy practices and formulate guiding principles for the design and implementation of an early literacy curriculum.

**E3746 Reading and Writing Process II**

Grad.Dip/MA Children's Literature and Literacy  
2 class contact hours.

Prerequisites: None

Objectives: To develop an understanding of current theories of language learning and their implications for the teaching of developing readers and writers.

**E3747 Adolescent Literature and Literacy**

Grad.Dip/MA Children's Literature and Literacy  
2 class contact hours.

Prerequisites: None

Objectives: To develop an understanding of the attitudes to literature of "young adult" readers, to develop effective approaches to the teaching of literature and the development of literacy at the secondary level. Students will read widely and critically in the area of "young adult" literature, develop an understanding of the relationship between text and teenage reader, and consider approaches to the problems in the area of literacy encountered by secondary students.

**E3748 Issues in Children's and Adolescent Literature and Literacy**

Grad.Dip/MA Children's Literature and Literacy  
2 class contact hours.

Prerequisites: All previous units

Objectives: To stimulate discussion and exploration of a range of issues of relevance to students in their professional situations. Students will present seminars on selected topics such as: the use of picture books in the secondary school, the genre/process-writing debate, formula fiction.

**E3804 Secondary English Method II**

B.Ed. Phys.Ed.

Semester II, 5 class contact hours.

Prerequisites: Secondary English Method I

Objectives: To further consider issues in the teaching of high school English, especially the teaching of Literature and the Media, and to consider assessment and evaluation in English Teaching.

**E3820 Literature in Action**

Grad.Dip Children's Literature  
2 class contact hours.

Prerequisites: Literature I, II and III, Literature and Response I, II and III

Objectives: The unit is designed so that the student can demonstrate a first-hand and thorough knowledge of a wide variety of literature; an appreciation of its audience; and the techniques of bringing reader and literature together in a growth situation. The student will need to investigate an educational problem or issue arising out of the concerns of the programme or a facet of literature associated with the student's own interest and professional/vocational situation.

**E3829 Major Study**

MA Children's Literature and Reading

Prerequisites: All previous units

Objectives: To allow students to carry out a study in an area of choice within the field. They will identify a topic in the area of children's literature or reading which justifies investigation and an extension of understanding; survey the current information pertaining to the topic; propose and develop the study and report the work in an appropriate manner.

**E3903 Issues in the Development of Language**

B.Ed. Prim (Phase III)

Semester IX, X, 2 class contact hours.

Prerequisites: Diploma of Teaching Phase I, Bachelor of Education

Objectives: To examine the role of the teacher in the development of language skills; to examine language across the curriculum; to examine the relationship of literature and language; to apply the above factors to specific areas of the English curriculum.

**E3282 Seminar on Research Methodology**

Grad.Dip/MA Children's Literature and Literacy  
2 class contact hours.

Prerequisites: None

Objectives: To develop the skills necessary to understand and appraise appropriate research literature, and to plan and implement action research projects. Students will develop a proposal for the major individual assignment undertaken in Semester 4.

**E3752 Major Individual Assignment**

Grad.Dip/MA Children's Literature and Literacy

Prerequisites: All units in Semesters 1, 2 and 3

Objectives: Students will undertake an individual exploration of an aspect of children's literature or literacy which is of particular interest to them. The research proposal will be implemented under the guidance of a supervisor, and will be presented in a document of approximately 10,000 words in length.

**E3749 Advanced Seminar on Children's Literature or Literacy**

Grad.Dip/MA Children's Literature and Literacy

Prerequisites: None

Objectives: To consider children's literature in relation to movements in general literature; to become familiar with the major concepts in contemporary literary theory and to apply these concepts to children's literature so as to develop critical insights into the nature and value of that literature.

OR

To examine current issues in literacy education, identify critical issues in these debates, investigate the theoretical bases of these issues and examine the implications of the issues for the teaching of literacy.



**E4115 Health Education I**

B.Ed. Phys.Ed.

Grad Dip.Ed. (Phys.Ed.)

Semester I or II, 3 class contact hours

Prerequisites: None

Objectives: Students will appreciate the meaning of health as a multi-dimensional state of well-being that includes physical, emotional and social aspects; become acquainted with health concepts which may enhance wise decision making, effective enjoyable living and personal development; recognise the importance of the school and community health promotion programme in society; and appreciate the scope of modern approaches, contemporary teaching and promotional methods in health education.

**E4203 Health Education Teaching II**

B.Ed. Prim/B.Ed. T.Lib

Semester I or II, 3 class contact hours

Prerequisites: Health Education Teaching I

Objectives: Students will understand the significance of children's health programmes, and be able to promote a meaningful instructional programme and healthful school living conditions; develop an exemplary standard of personal health practice; organise and develop a health instruction programme around the needs and interests of students; identify and use sources of current health information; use a variety of evaluative procedures in health teaching.

**E4215 Health Education II**

B.Ed. Phys.Ed.

Semester V or VII, 3 class contact hours

Prerequisites: At least four units of Health Studies

Objectives: Students will understand the significance of school health programmes, and be able to promote a meaningful instructional programme and healthful school living conditions; develop an exemplary standard of personal health practice; organise a health instruction programme around the needs and interests of students; identify and use sources of current health information; use a variety of evaluative procedures in health teaching.

**E4311 Health Studies III: Environmental Health**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester III, 3 class contact hours

Prerequisites: Health Studies I or II

Objectives: Students will understand the interaction between the environment and human health through epidemiological approaches; relate this interaction to social as well as technical issues; and investigate human health in defined environments with particular emphasis on health promotion in the workplace.

**E4411 Health Studies IV : Social Health**

B.Ed. Prim/B.Ed. T.Lib/B.Ed.

Phys.Ed./Dip.Ed.Phys.Ed.

(General Study/Phys.Ed. Elective)

Semester IV, 4 class contact hours

Prerequisites: None

Objectives: Students will understand the interaction of physical, emotional and social health through all stages of human development; and use skills from previous units to analyse relevant health problems in this area.

**E4415 Health Education IV**

B.Ed. Phys.Ed.

Semester VI or VIII, 3 class contact hours

Prerequisites: Health Education II

Objectives: Students will promote methods to help them act as facilitators, resource teachers or co-ordinators of health education and promotion in their schools; be familiar with standards for hygiene, sanitation, food services and safety in schools; understand policies and procedures in schools in regard to accidents, emergency care, and disease control; and plan whole school health programmes in the light of all these factors.

**E4511 Health Studies V : Mental Health and Drugs**

B.Ed. Prim/B.Ed. T.Lib/B.Ed.

Phys.Ed./Dip.Ed.Phys.Ed.

(General Study/Phys.Ed. Elective)

Semester V, 4 class contact hours

Prerequisites: None

Objectives: Students will investigate aspects of mental health and mental illness, including stress and anxiety; understand basic facts concerning drugs and their uses and abuses; explore drug related community resources; and appreciate the relatedness of mental health and drug usage.

**E4611 Health Studies VI : Health in the Community**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester VI, 4 class contact hours

Prerequisites: Health Studies III

Objectives: Students will investigate methods of measuring health status in communities; the organisation and evaluation of health information, services and products affecting health and safety; investigate community access to health services; and carry out an investigation of a community health problem.

**E4701 Health Education:****Health and Personal Development in the Secondary School**

Semester 1, 1 class contact hours

Prerequisites: None

Objectives: Students will develop an understanding of social and personal factors leading to poor physical,

social and mental health in the school and in the community; understand the factors that can help teachers to promote physical, social and mental health in pupils; and understand the contribution all teachers can make to the health and development of students in the secondary school.

**E4903 Issues in Personal Development,  
Health and Physical Education**

B.Ed. Prim (Phase 3) B.Ed. Phys.Ed. (Conversion)

2 class contact hours

Prerequisites: None

Objectives: To review the Personal Development, Health and Physical Education school syllabi identifying the more sensitive issues; to provide a variety of experiences by which students will feel confident in teaching sensitive topics in Personal Development, Health and Physical Education; to evaluate available resources for teaching sensitive topics; to develop teaching units with resource kits for the teaching of sensitive topics; and to provide skills in contextual analysis.

**E5112 Mathematics I - Statistics A**

B.Ed. (P.E.)

(Preparatory Study)

Semester 1, 3 class contact hours

Prerequisites: None

Objectives: This unit provides an introduction to the concepts, computational procedures and applications of statistics; students will be able to select and apply appropriate statistical techniques in the analysis of problems and will develop some facility in the interpretation of statistical information included in the literature of education and other professional studies.

**E5113 Mathematics Teaching I**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester III, 2 class contact hours

Prerequisites: None

Objectives: Students will demonstrate knowledge of the development and principles of numeration systems, understanding of the algorithms for the basic operations with counting numbers, knowledge of the decimal rational number system and an understanding of the development of algorithms within this system. In these areas students will demonstrate the ability to formulate instructional objectives, to plan learning programmes, to select and use appropriate learning materials, and to employ appropriate principles of teaching and learning for guiding discovery, for providing explanations and for practice of facts and skills and to show some awareness of difficulties experienced by children in attaining these goals.

**E5213 Mathematics Teaching II**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester III and IV, 2 class contact hours

Prerequisites: Mathematics Teaching I

Objectives: Students will demonstrate understanding of the rational number system, knowledge of the applications of mathematical operations and of mathematical patterns, and will have knowledge of expected levels of understanding and performance in these areas. They will demonstrate an awareness of basic concepts and methods of topology and Euclidean geometry and some appreciation of mathematical systems. They will be able to formulate appropriate instructional objectives, to plan learning programmes, to select and use appropriate learning materials and methods, taking account of learning difficulties experienced by children. They will also demonstrate awareness of the place of mathematics in the school programme and appreciation of the integrated development of mathematical knowledge.

**E5312 Mathematics III - Calculus A**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester III, 3 class contact hours

Prerequisites: Mathematics I or II

Objectives: This unit provides an introduction to the basic principles and methods of calculus. Applications are considered in selected areas of the physical and social sciences and in studies in business administration and in economics.

**E5313 Mathematics Teaching III**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester IV and V, 3 class contact hours

Prerequisites: Mathematics Teaching II

Objectives: Students will develop an understanding of the recognised stages of growth of mathematical thinking and its relevance to the content of early childhood mathematics. They will develop the ability to evaluate principles of teaching and learning at this level and apply these principles in the consideration of content and teaching methods, including the formulation of instructional objectives, assessment and introductory diagnostic and assessment procedures. They will acquire knowledge of the teaching content appropriate to the development of basic concepts and skills in number, geometry and measurement.

**E5412 Mathematics IV - Computing A**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester IV, 3 class contact hours

Prerequisites: Mathematics I, II, III

Objectives: To introduce basic machine concepts and software principles; to provide a sound basis of understanding of computing which can be applied in other courses; to provide a high level of competence in the use of the BASIC language; to give students an understanding of a local area network.

**E5415 Mathematics Teaching IV**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester V and VI, 2 class contact hours

Prerequisites: Mathematics Teaching III

Objectives: Students will demonstrate awareness of the nature and common causes of children's learning difficulties in mathematics. They will acquire a knowledge of methods for identifying different levels of mathematical performance and for isolating specific deficits in concept and skill attainment. They will demonstrate knowledge and understanding of extension topics which could be used to stimulate interest in mathematics and to challenge the abilities of individual students. They will demonstrate a knowledge of strategies and resources for individualising mathematics instruction and they will develop the ability to assess, evaluate and select appropriate mathematical resources.

**E5512 Mathematics V - Computing B**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester V, 3 class contact hours

Prerequisites: Mathematics IV

Objectives: This unit is designed to extend the student's knowledge of computing by: extending the BASIC language to allow advanced screen formatting techniques and file manipulation; giving students facility in the use of microcomputers and an awareness of their applications.

**E5515 Computer Awareness**

B.Ed.T.Lib

(Background Study)

Semester III, 3 class contact hours

Prerequisites: None

Objectives: This is an introductory unit designed to provide students with basic skills in the operation of a microcomputer, together with an appreciation of the potential of the microcomputer for application in schools. In addition, the unit aims to provide students with an awareness of the role of computers in our society. The method of presentation will emphasise hands-on experience with microcomputers.

**E5601 Introductory Statistics**

B.Ed. Prim/B.Ed. T.Lib

(Elective)

Semester VI, 3 class contact hours

(N.B.: Students who have completed Mathematics I - Statistics A will not be permitted to select this unit).

Objectives: To provide an introduction to the language and methods of statistics so that students can read research literature in education with some understanding of the techniques of statistical analysis used and the methods of deriving conclusions.

**E5612 Mathematics VI - Calculus B**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester VI, 3 class contact hours

Prerequisites: Mathematics IV

Objectives: To extend the examination of the principles, methods of differentiation and integration to functions of more than one variable and to explore further the applications of calculus to selected topics of particular interest and relevance to the students of the course.

**E5613 Mathematics VI - Statistics B**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester VI, 3 class contact hours

Prerequisites: Mathematics IV. (This unit is an alternate to Mathematics VI - Calculus B).

Objectives: To extend understanding of the concepts and techniques of the statistical procedures used in introductory educational research; to develop appreciation of the problems of the educational

researcher and an awareness of the limitations of conclusions reached and to enable the student to read educational research literature critically.

**E5615 Computing Skills in Education**

B.Ed. Prim/B.Ed. T.Lib

(Elective)

Semester VI, 3 class contact hours

Prerequisites: Computer Awareness. (N.B.: Students who have completed or intend to include Mathematics IV - Computing A, are not permitted to select this unit).

Objectives: Students will gain expertise in word processing and the use of databases together with knowledge of classroom applications of these skills. They will develop programming skills in BASIC and LOGO, at the same time appreciating the need for structure in program design. They will also be aware of the scope for children to create their own programs, especially in LOGO.

**E5703 Secondary Mathematics IA**

B.Ed. Phys.Ed./Grad.Dip.Ed.

(Secondary Method)

Semester VII, 4 class contact hours

Prerequisites: Mathematics I to IV (or equivalent).

Objectives: Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of mathematics in the primary school. They will be aware of the aims, content and structure of mathematics curricula for Years 7 and 8. They will begin to develop expertise in the planning and implementation of suitable learning experiences including the involvement of appropriate resources in the teaching of mathematics in Years 7 and 8.

**E5704 Secondary Mathematics IB**

B.Ed. Phys.Ed./Grad.Dip.Ed.

(Secondary Method)

Semester VII, 4 class contact hours

Corequisites: Secondary Mathematics IA

Objectives: through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this unit is designed to encourage students to develop their own consistent philosophy of teaching mathematics and to provide a framework on which they may base their teaching of mathematics in secondary school. Particular emphasis will be placed on a detailed study of the content and methods of teaching current senior secondary school curricula in mathematics.

**E5803 Secondary Mathematics IIA**

B.Ed. Phys.Ed./Grad.Dip.Ed

(Secondary Method)

Semester VIII, 4 class contact hours

Prerequisites: Secondary Mathematics IA

Objectives: Students will develop an awareness of the aims, content and structure of mathematics curricula for Years 9 and 10. They will continue to develop expertise in the planning and implementation of

suitable learning experiences and the selection of appropriate resources. They will have an awareness of the goals and design of mathematics curricula in the senior secondary school. They will develop some ability in the identification of, and provision for the needs of, talented and low achieving children in mathematics.

### **E5804 Secondary Mathematics IIB**

B.Ed. Phys.Ed./Grad.Dip.Ed.

(Secondary Method)

Semester II, 4 class contact hours

Prerequisites: Secondary Mathematics IB

Corequisites: Secondary Mathematics IIA

Objectives: As for E5704.

### **E5830 Computers in Education**

Grad.Dip.Ed.

2 class contact hours

Prerequisites: None

Objectives: Students will develop basic skills in the operation of a microcomputer and its peripheral devices and become aware of the available range of microcomputers and associated hardware and software. They will have a working knowledge of the language BASIC, have the ability to evaluate and use effectively commercially available programs and have an appreciation of some of the applications of microcomputers in our society, in particular in the secondary school. They will be introduced to facilities such as database and word processing and demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programs to accomplish the task.

### **E5901 Computer Based Learning**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: This unit provides an introduction to the use of computers in instructional programs. Students will develop skill in designing suitable teaching sequences and writing programs to accomplish the objectives of the sequences, and gain knowledge of the range of computer facilities available for use in schools, and develop ability to evaluate and use effectively commercially available programs.

### **E5902 Curriculum and Resource Design in Mathematics**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: Students will develop an awareness of theories and research relating to mathematical learning and development; they will develop skills in the analysis and development of mathematical curricula; they will design and evaluate materials for instruction

in mathematics.

### **E5905 Remedial Mathematics**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: Students will demonstrate a knowledge of the nature and common causes of children's learning difficulties in mathematics; they will develop awareness of various methods of identifying specific concept and skill deficits and will develop expertise in the planning and implementation of suitable learning experiences including the use of appropriate resources; they will demonstrate a knowledge of strategies and resources for individualising mathematics instruction.

**E6207 Music Teaching II**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester III or IV, 3 class contact hours

Prerequisites: Music Teaching I

Objectives: Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; how musical skills are acquired and developed in order to plan a programme exhibiting logical development of skills and concept acquisition; appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; appropriate repertoire, teaching and evaluation strategies in order to organise the musical experiences of children from K to 6.

**E6321 Music Studies III**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester III, 3 class contact hours

Prerequisites: Music Studies I or II

Objectives: Students will develop basic skill in the use of diatonic primary chord construction and melody writing; extended aural perception including minor tonality and cadences; knowledge of basic musical forms; an understanding of the historical and musical developments of the Baroque period; skills in the techniques of classical and folk guitar playing; skills in performing in ensemble situations.

**E6421 Music Studies IV**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester IV, 3 class contact hours

Prerequisites: Music Studies I, II and III

Objectives: Students will develop aural and written skills in elementary harmonic construction; an understanding of the historical and musical developments of the Classical period; further skills in the techniques of classical and folk guitar; skills in performing in ensemble situations.

**E6521 Music Studies V**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester V, 3 class contact hours

Prerequisites: Music Studies IV

Objectives: Students will develop extended knowledge of diatonic harmonisation and modulation to related keys; an understanding of historical and musical developments of the Romantic period; performance skills in the technique of at least one wind instrument; further skills in performing in ensemble situations.

**E6604 Music and Society**

B.Ed. Prim.

(Background Study)

Semester VI, 3 class contact hours

Prerequisites: None

Objectives: Students will study the influence of social history on the development of Western music; examine the relationship between selected aspects of society (e.g., political, religious, economic) and styles of music; develop a sensitivity to the musically significant aspects of selected works.

**E6621 Music Studies VI**

B.Ed. Prim./B.Ed. T.Lib

(General Studies)

Semester VI, 3 class contact hours

Prerequisites: Music Studies V

Objectives: Students will develop a knowledge of orchestration and arrangement for various ensembles; an understanding of historical and musical developments of 20th Century music; further skills in the technique of at least one wind instrument; further skills in performing in ensemble situations.

**E6630 Musicianship I**

Grad.Dip.Ed.Studs.

(Primary Music)

Semester I, 1 class contact hours

Prerequisites: None

Objectives: Students will develop competency and fluency in basic skills; knowledge, at a basic level, of the conceptual components of music; song-writing skills.

**E6631 Recorder I**

Grad.Dip. Ed.Studs

(Primary Music)

Semester 1, 1 class contact hours

Prerequisites: None

Objectives: Students will develop elementary skills in playing C (descant) and F (treble) recorders; relate acquired performance skills to the teaching of recorders.

**E6632 Vocal Studies**

Grad.Dip.Ed.Studs.

(Primary Music)

Semester 1, 2 class contact hours

Prerequisites: None

Objectives: Students will develop confidence in the performance of speech repertoire, unison songs, rounds and partner songs; knowledge of skills associated with voice production and the development of those skills in the classroom; knowledge of a repertoire of appropriate speech activities and songs for the K-6 classroom.

**E6633 Music Curriculum Issues A**

Grad.Dip. Ed.Studs

(Primary Music)

Semester 1, 1 class contact hours

Prerequisites: None

Objectives: Students will gain an understanding of curriculum development; make a detailed study of the Syllabus section of the NSW Music (K-6) Syllabus and Support Statements (1984); enquire into the music education approaches of Kodaly, Orff and Dalcroze.

**E6730 Musicianship II**

Grad.Dip. Ed.Studs

(Primary Music)

Semester II, 1 class contact hours

Prerequisites: Musicianship I

Objectives: Students will develop skills in composing within restricted tonal, modal and rhythmic parameters; further knowledge of the conceptual components of music; improvisary skills, both vocal and instrumental.

**E6731 Recorder II**

Grad.Dip. Ed.Studs.

(Primary Music)

Semester II, 1 class contact hours

Prerequisites: Recorder I

Objectives: Students will develop further skills in playing C (descant) and F (treble) recorders; elementary skills in playing the tenor recorder; performance skills in recorder consort work.

**E6732 Movement and Dance**

Grad.Dip Ed.Studs

(Primary Music)

Semester II, 2 class contact hours

Prerequisites: None

Objectives: Students will develop knowledge of the roles of movement and dance as aids to learning in the overall music programme body percussion skills; knowledge of movement activities in the areas of body awareness, spatial awareness, locomotor and non-locomotor movements and qualities of movement; skill in using movement as a medium of expression; skills in effective and musical techniques of teaching folk dance; knowledge of a repertoire of appropriate folk dances for classroom use.

**E6733 Music Curriculum Issues B**

Grad.Dip. Ed.Studs

(Primary Music)

Semester II class contact hours

Prerequisites: None

Objectives: Students will consider current research on child development in relation to how children learn music; observe various scope and sequence charts; make a detailed study of Support Statement 1: Implementing Music in the Classroom.

**E6830 Musicianship III**

Grad.Dip. Ed.Studs.

(Primary Music)

Semester III, 1 class contact hours

Prerequisites: Musicianship II

Objectives: Students will further develop musical skills gained in earlier Musicianship units; develop fluency with point and counterpoint in small group movement and rhythmic improvisation; develop composition skills with extended key parameters.

**E6831 Recorder III**

Grad.Dip. Ed.Studs.

(Primary Music)

Semester III, 1 class contact hours

Prerequisites: Recorder II

Objectives: Students will develop further skills in playing C (descant and tenor) and F (treble) recorders; elementary skills in playing the soprano and bass recorders; further performance skills in recorder consort work; skills in organising school recorder consorts.

**E6832 Percussion**

Grad.Dip.Ed.Stud.

(Primary Music)

Semester III, 2 class contact hours

Prerequisites: None

Objectives: Students will develop skills in playing tuned and untuned percussion instruments; develop skills in percussion arrangements; relate acquired skills of performance to the class music programme.

**E6833 Music Curriculum Issues C**

Grad.Dip. Ed.Studs

(Primary Music)

Semester III, 1 class contact hours

Prerequisites: None

Objectives: Students will relate current research on early childhood musical development to the work of Piaget, Bruner and Gagne; make a detailed study of Support Statement 2: Ideas and Activities in Music.

**E6901 Teaching Music**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: Students will gain an understanding of the nature of musical conceptual development and of methods in designing and programming activities suitable for such development; programme planning and implementation in the school from K to 6; functional evaluation techniques for use in programme development; skills pertinent to the teaching of a developmental music programme.

**E6902 Teaching Music: Performance**

B.Ed. Prim (Phase III)

(Advanced Teaching Study)

2 class contact hours

Prerequisites: None

Objectives: Students will develop an understanding of Orff Schulwerk; performance and teaching techniques on the recorder; skills in teaching part-singing and in choir training.

**E6930 Musicianship IV**

Grad.Dip. Ed.Studs

(Primary Music)

Semester IV, 1 class contact hours

Prerequisites: Musicianship III

Objectives: Students will develop an ability to sight read melodies in major and minor modalities from staff notation; an ability to write melodies for children's voices and/or instruments to be used in classroom teaching.

**E6931 Ensemble**

Grad.Dip. Ed.Studs

(Primary Music)

Semester IV, 1 class contact hours

Prerequisites: Recorder I, II and III

Objectives: Students will develop skills associated with ensemble performance in the areas of voice, recorder and the Orff instrumentarium; knowledge of organising, training and conducting vocal ensembles, percussion ensembles and recorder consorts; familiarity with appropriate vocal and instrumental ensemble repertoire for use in the primary school; skills in arrangement and composition for classroom ensembles.

**E6932 Integrated Classroom Activities**

Grad.Dip. Ed.Studs

(Primary Music)

Semester IV, 2 class contact hours

Prerequisites: None

Objectives: Students will develop knowledge of appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; programme modules for organising the musical experiences of children from K to 6; knowledge of appropriate repertoire and teaching strategies for sequential concept acquisition in the K to 6 classroom through the integration of the music activity areas; knowledge of the stylistic characteristics of a variety of music genres and significant stages of the historical development of music; knowledge of a repertoire of appropriate listening material for concept acquisition in the K to 6 music programme.

**K6933 Music Curriculum Issues D**

Grad.Dip. Ed.Studs

(Primary Music)

Semester IV, 1 class contact hours

Prerequisites: None

Objectives: Students will consider current research on middle childhood musical development; make a detailed study of Support Statement 3: Managing Music in the School.



**E7104 Water Safety**

B.Ed. Prim/B.Ed. T.Lib

2 class contact hours

Prerequisites: None

Objectives: To develop understanding of and proficiency in the skills related to Life Saving, Resuscitation, Swimming Stroke Mechanics, Learn to Swim Methods, Water Safety and Elementary First Aid.

**E7106 Physical Education Teaching I**

B.Ed. Prim/B.Ed. T.Lib

3 class contact hours

Prerequisites: None

Objectives: To be able to describe the aims of physical education; to understand the scope of physical education in early to middle childhood; to be able to analyse mechanical principles of movement and apply these to the techniques of basic skills; to be able to construct a perceptual-motor developmental programme for specific weaknesses; to know the teaching methods used in physical education; to understand the principles of organisation of class, apparatus and teaching aids; to plan lessons using a variety of teaching methods.

**E7206 Physical Education Teaching II**

B.Ed. Prim/B.Ed. T.Lib

2 class contact hours

Prerequisites: Physical Education Teaching I

Objectives: To understand the role of the teacher in supervision, observation, coaching, diagnosis of error and evaluation procedures; to plan lessons and units of lessons of various types in physical education; to understand the principles for programming physical education in the primary school.

**E7230 Kinesiology and Applied Anatomy**

B.Ed. Phys.Ed. (Conversion)

4 class contact hours

Prerequisites: Two of Human Biology, Anatomy and Mechanics of Human Motion

Objectives: To understand the structural and functional elements of the muscular, nervous and skeletal systems; to develop understanding of human performance as it is affected by the body's structure; to develop understanding of these structures as a basis for biomechanical studies, exercise physiology and the acquisition of motor skill.

**E7236 Performance Studies IIA**

Gymnastics

B.Ed. (Phys.Ed)

2 class contact hours

Prerequisites: Gymnastics I

Objectives: To develop an awareness of safety in performing gymnastics; to extend knowledge and understanding of techniques of performance for basic gymnastics skills; to develop quality of performance of basic gymnastics skills on floor and selected apparatus;

to develop ability to design sequences of gymnastics movements and perform them with confidence, style, rhythm and flow.

**E7337 Performance Studies IIIC (Dance II)**

B.Ed. (Phys.Ed)

2 class contact hours

Prerequisites: Dance I

Objectives: To develop skill and knowledge in dance; to show competence in the performance of social and jazz dance; to understand performance and have knowledge of social and jazz dance form.

**E7430 Organisation and Administration of Physical Education**

B.Ed. Phys.Ed

2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To organise sports competitions, tournaments and meetings for secondary school pupils; to conduct business meetings; to plan for and maintain facilities and equipment for physical education.

**E7432 Curriculum Physical Education IA**

B.Ed. Phys.Ed./Grad.Dip.Ed.

2 class contact hours

Prerequisites: Gymnastics I, II; Dance I, II; Principles and Practices of Teaching Physical Education III

Objectives: To effectively plan teaching and learning strategies for gymnastics and dance; to plan for individual differences in gymnastics and dance.

**E7433 Curriculum Physical Education IB**

B.Ed. Phys.Ed./Grad.Dip.Ed.

2 class contact hours

Prerequisites: Swimming, Diving and Lifesaving; Track, and Field; Principles and Practices of Teaching Physical Education III

Objectives: To acquire an understanding of organisation and programme planning procedures pertinent to the teaching and coaching of swimming and track and field; to acquire an understanding of the characteristics of motor skill development as they relate to the teaching and learning of swimming and track and field.

**E7434 Curriculum Physical Education IC**

B.Ed. Phys.Ed./Grad.Dip.Ed.

2 class contact hours

Prerequisites: Teaching Physical Education II; two court and two field sports.

Note: Corequisite – Physical Education and Health Method I for Grad. Dip.Ed. students.

Objectives: To effectively plan teaching and learning strategies for court and field activities; to plan for individual differences in instruction of court and field games.

**E7435 Curriculum Physical Education ID**

Outdoor Education

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: Teaching Physical Education III; Performance Studies VIII C

Objectives: To examine the role of outdoor activities in the physical, mental and social development of adolescents; to develop the knowledge and skills necessary to plan and lead a range of outdoor activities; to develop techniques for communicating ecological awareness as an integral part of outdoor experience; to collect resource material related to activities in the outdoors and to agencies which provide outdoor experiences.

**E7441 Special Physical Education I**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To investigate and study the nature of physical education for moderately and severely/profoundly mentally disadvantaged children in the special school; to programme for the needs of such children in physical education; to study the assessment of the children, instruction and evaluation of the programme for such children in physical education.

**E7451 Special Physical Education II**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To investigate and study the nature of physical education for the deaf, blind, deaf/blind, physically handicapped and autistic child in special schools; to programme for the needs of such children in physical education; to study the methods of assessment of the children and instruction and evaluation of the programme for such children in physical education.

**E7513 Biomechanical Efficiency of Movement**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: Kinesiology and Applied Anatomy

Objectives: To develop knowledge and understanding of the applications of biomechanical laws to physical performance.

**E7537 Performance Studies VB Intermediate Dance**

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: Kinesiology, Dance I, II

Objectives: To demonstrate increased knowledge of chosen dance styles; to demonstrate increased competence in the performance of chosen dance styles.

**E7613 Biomechanical Analysis**

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: Biomechanical Efficiency of Movement.

Objectives: To be able to apply physical and mathematical models to the analysis of human movement; to be able to explain the principles of operation of systems used for the analysis of human movement; to be able to manipulate instruments and analysis systems to produce meaningful data about human movements; to be able to select the appropriate analysis procedures for a given human movement situation.

**E7629 Performance Studies VI**

Sport

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: Kinesiology

Objectives: To develop skills and knowledge at an intermediate level in selected physical activity.

**E7631 Sports Psychology**

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: Kinesiology

Objectives: To understand the psychological determinants of physical performance; to be cognisant of contemporary analytical procedures in sports psychology.

**E7637 Dance K-6**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: Students will develop an understanding of the place of dance in primary school education; understand the relevance of dance in relating to the NSW dance studies syllabus; understand the relationship of dance to the NSW music syllabus; analyse and study dance styles suitable for primary schools.

**E7639 Performance Studies VIC**

Sport

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To develop skills and understanding at the elementary level.

**K7701 Physical Education**

Sport in the Secondary School

B.Ed. Phys.Ed./Grad.Dip.Ed. (Maths/Sci)

2 class contact hours

Prerequisites: None

Objectives: To help students to organise a secondary school sports group, teach varied skills and interesting practices, understand progression in activities, and develop a knowledge of selected sports presented in the

school's programme.

### **E7705 Measurement and Development of Physical Ability**

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: None

Objectives: To examine the interrelationships between physical activity and the physiological and anatomical development of the individual; to provide students with a sound knowledge of the growth process and the implications of this knowledge for the prescription of physical activity; to enable students to develop proficiency in the measurement of fundamental human capacities.

### **E7706 Prevention and Care of Athletic Injuries**

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: Kinesiology

Objectives: To understand the mechanisms of injury, methods of diagnosis, choice of treatment, usual time of healing, and the expected functional results of those injuries commonly associated with sport and physical activity; to appreciate the paramedical role of the physical educator; to be able to recognise and deal effectively with various situations in sport and physical activity, including life-threatening situations.

### **E7707 Dance and the Theatre Arts**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To become aware of the elements involved in planning dance for the theatre; to become aware of the role of various personnel in production of dance theatre; to be involved in the production and presentation of a dance performance.

### **E7708 The History of Dance**

B.Ed. Phys.Ed.

3 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To study the history of dance with the view of understanding the various dance forms; to understand the place of dance in society throughout time; to experience dance from each era.

### **E7710 Physical Education and Health Method I**

Grad.Dip.Ed.

4 class contact hours

Corequisites: Curriculum PE 1C; Educational Psychology 1

Objectives: To analyse the main features of the Personal Development, Health and Physical Education curriculum in NSW secondary schools; demonstrate understanding of the objectives and scope of P.D., Health and PE curriculum in grades K-10; understand

the relationship between the physical, affective and cognitive development levels of children in grades K-10 through the selection of content for P.D., Health and PE curriculum; justify the selection of suitable content in P.D., Health and P.E. programs (K-10); describe and discuss the basic elements in the teaching-learning process; show awareness of the role of the teacher in P.E. lessons for grades K-10 with regard to organisation, safety, apparatus and grouping analyse distinguishing features of major teaching models and approaches; show competence in stating behavioural objectives and planning lessons applying command, practice, reciprocal self-check teaching models; formulate instructional objectives for specific physical education units; outline methods of evaluation suitable for secondary pupils in P.D., Health and P.E.; demonstrate competence in teaching of P.D. Health and P.E., (grades 7-10) in micro and whole class situations; and identify the factors of secondary school organisation which relate to the teaching of physical education.

### **E7730 Analytical Procedures in Exercise Physiology**

B.Ed. Phys.Ed.

4 class contact hours

Prerequisites: Physiological Efficiency of Movement

Objectives: To appreciate the role of pure and applied research in exercise physiology; to understand the application of research tools in exercise physiology.

### **E7739 Performance Studies VIC**

Sport

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: None

Objectives: To develop skills and understanding in sport at the elementary level.

### **E7810 Physical Education and Health Method II**

Grad.Dip.Ed.

4 class contact hours

Prerequisites: Physical Education and Health Method 1

Objectives: To become familiar with the nature of the content of personal development, health and physical education curriculum frameworks; to develop instructional skills and strategies that are specific to teaching the knowledge, skills and attitudes embedded in content of personal development, health and physical education; to develop and apply skills in situational analysis; to develop skills in curriculum design and evaluation; and to develop skills in organisation and administration that can be applied in the co-ordination of personal development, health and physical education and sports programs in schools.

### **E7829 Performance Studies VIII**

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: Kinesiology

Objectives: To develop skills and knowledge at an intermediate level in selected physical activity.

**E7830 Environmental Influences in Exercise Physiology**

B.Ed. Phys.Ed.

4 class contact hours

Prerequisites: Physiological Efficiency of Movement

Objectives: To appreciate the impact of environmental stress on physical work capacity; to be cognisant of the relative value of ergogenic aids utilised by athletes.

**E7831 Directed Studies in Human Movement Studies I**

B.Ed. Phys.Ed.

Semester VII, 2 class contact hours

Prerequisites: Physiological Efficiency of Movement  
OR Biomechanical Efficiency of Movement

Objectives: To develop competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; to engage in an original research project on an individual or group basis.

**E7832 Directed Studies in Human Movement Studies II**

B.Ed. Phys.Ed.

Semester VIII, 2 class contact hours

Prerequisites: Directed Studies in Human Movement Studies I

Objectives: to develop competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; to engage in an original research project on an individual or group basis.

**E7839 Performance Studies VIIC**

Outdoor Pursuits

B.Ed. Phys.Ed.

2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To develop skills and understanding in outdoor pursuits at the elementary level.

**E7901 Analysis and Teaching of Motor Skills**

B.Ed. Phys.Ed.

3 class contact hours

Prerequisites: None

Objectives: To understand the underlying information processing mechanisms that contribute to perceptual-motor performance; to understand the social processes and motor behaviour; to develop a relevant approach to one of the central concerns of physical education - the guiding of skill learning and performance; to develop teaching strategies and learning environments suitable for successful skill development in young children.

**E7939 Performance Studies IXC**

Sport

B.Ed. Phys.Ed.

2 class contact hours

Prerequisites: None

Objectives: To develop skills and understanding in sport at the elementary level.

**E8137 Science I - Human Biology**

B.A. (Human Movement Studies)

Semester I or II, 3 class contact hours

Prerequisites: None

Objectives: At the conclusion of the unit students will be able to relate the structure of particular organ systems to the functions they perform; make comparisons between systems in humans and other animals; demonstrate simple laboratory and recording skills related to an examination of living systems; discuss some of the biological consequences of the interaction of humans with their environment; demonstrate a knowledge of the basis of animal classification.

**E8203 Human Physiology**

B.A. (Human Movement Studies)

Semester III, 3 class contact hours, 8 week hours

Prerequisites: Science 1 - Human Biology

Objectives: At the conclusion of the unit students will be able to: describe the role played by all the organ systems in the control of body movement; discuss the integrated regulation of organ systems in situations involving a change from a resting state; demonstrate an understanding of the processes involved in the production and use of energy in the human body; demonstrate skill in the use of equipment which measures physiological parameters under laboratory conditions.

**E8206 Science Teaching II**

B.Ed. Prim/B.Ed. T.Lib

Semester IV, 3 class contact hours

Prerequisites: Science Teaching I

Objectives: Students will demonstrate a knowledge of and be able to justify aims and priorities in the teaching of primary science; demonstrate an ability to develop in children, skills of enquiry; demonstrate the ability to plan activities which give children the opportunity for developing their use of the process skills of science; demonstrate the ability to plan, implement and assess science-based units of work; demonstrate knowledge of sources from which appropriate information could be obtained; demonstrate the ability to select and evaluate resources appropriate for teaching science in relation to the Science and Technology K-6 Syllabus; demonstrate the ability to formulate meaningful instructional objectives; demonstrate an ability to integrate science with other areas in the curriculum; demonstrate some skills in the preparation of appropriate instructional materials; appreciate the issues involved in planning, initiating, conducting and assessing a school science programme.

**E8337 Science III - Animal Biology**

B.Ed. Prim/B.Ed. T.Lib

Semester III, 4 class contact hours

Prerequisites: Science I or II

Objectives: At the conclusion of this unit students will

be able to describe the characteristics of the major animal groups; justify a natural system of animal classification according to evolutionary principles; understand animal structure and function with particular reference to adaptation to the environment especially the Australian environment; describe certain aspects of animal behaviour; demonstrate laboratory and recording skills related to the examination of animals; apply research techniques to a simple research project.

**E8437 Science IV - Field Ecology**

B.Ed. Prim/B.Ed. T.Lib

Semester IV, 3 class contact hours, 1 laboratory hour

Prerequisites: Two of Science I, II and III

The unit will develop skills in ecological investigation. It entails a study of selected Australian ecosystems.

Objectives: At the conclusion of this unit students will be able to:- demonstrate skills in environmental measurement; organise data collected from laboratory and field studies; analyse relationships within ecosystems and compare ecosystems; display skill in communication of environmental investigations; develop an appreciation of the problems involved in ecosystem management as in a National Park.

**E8537 Science V - Human Ecology**

B.Ed. Prim/B.Ed. T.Lib

Semester V, 4 class contact hours

This unit will include a study of human evolution as well as discussion on a range of factors affecting populations.

Prerequisites: Science I, II, III and IV

Objectives: At the conclusion of this unit students will be able to:- show an understanding of the basic principles of genetics and the theory of evolution, with particular reference to the human race; make generalisations from diverse data and recognise the limitations of these generalisations; devise and implement methods for testing hypotheses; develop skills in analysing data, both numerical and non-numerical; display proficiency and originality in communicating results of investigations.

**E8540 Chemistry I**

B.A. (Human Movement Studies)

(Compulsory for students doing the Science Method).

3 class contact hours

Prerequisites: None

Objectives: During this unit students will acquire a general background in chemistry necessary for some of the later courses which they will be taking such as Human Physiology; and acquire some of the necessary concepts and skills as an appropriate base for students who wish to teach science as a second method.

**E8605 Australian Natural History**

B.Ed. Prim/B.Ed. T.Lib

(Background Study)

Prerequisites: None

Semester VI, 3 class contact hours, 1 laboratory hour.  
Not offered in 1992.

This unit focuses on a study of the geology, vegetation, animals and prehistory of the Sydney area and on areas of particular Australian interests such as the Great Barrier Reef.

Objectives: Students will: - be able to demonstrate skills in individual observation of some aspect of the Australian environment; have developed critical yet sympathetic attitudes towards problems of conservation and wise land use; be able to demonstrate knowledge about the geology, plants and animals of the Sydney area; have developed an appreciation for and an awareness of their own natural heritage.

**E8606 Science and Technology in Australia**

B.Ed. Prim/B.Ed. T.Lib

(Background Study)

Prerequisites: None

Semester VI, 3 class contact hours

This unit introduces the student to the areas of science and technology of current importance in Australia and likely to become so in the future. The science will be kept to a basic level sufficient to understand current popular literature and to appreciate its significance for future change. A number of areas of special importance will be chosen for study.

Objectives: Students will be able to demonstrate a basic understanding of some of the science influencing current and likely future developments in Australia; demonstrate a knowledge of the application of this scientific knowledge in commerce and industry in a number of selected examples; be aware of the influence of science and technology upon the Australian community; be aware of the nature of the contemporary Australian scientific research and technological change and appreciate some of the philosophical, moral, legal and economic issues involved; appreciate the complexity of reaching decisions when there is conflict of viewpoint between experts and community values involved; be aware of some of the significant contributions of Australians to science and technology; appreciate the significance for a community of its level of scientific and technological knowledge.

**E8637 Science VI - People and the Environment**

B.Ed. Prim/B.Ed. T.Lib

Semester VI, 4 class contact hours

Prerequisites: Science V

This unit explores the needs of a human community in terms of the consequences of the biophysical environment both local and remote. Case studies of the availability and management of natural resources will be supplemented by field and laboratory studies.

Objectives: At the conclusion of this unit students will be able to analyse interactions between humans and the biophysical environment; apply laboratory and field techniques to a study of the biophysical aspects of an urban environment; compare case studies of resource management; demonstrate a respect for evidence in analysing environmental issues; demonstrate skill in communication of environmental investigations.

**E8702 Science Method I**

Grad.Dip.Ed. (Science)

5 class contact hours

Prerequisites: First degree level or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics.

Objectives: to provide experiences which will assist the student in developing the basic skills of science teaching; and foster positive attitudes towards teaching children science.

**E8706 Advanced Science Method IA - Biology**

Grad.Dip.Ed. (Science)

3 class contact hours

Prerequisites: None

This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

Objectives: During this unit students should develop the ability to: justify the teaching of this subject in terms of the stated aims of teaching science in the senior years; evaluate and select resource materials which could be used in developing curricula; evaluate and apply different teaching methods suited in various aspects of the subject; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; work co-operatively in developing teaching aids and other resources that could be used in teaching; integrate biology with other sciences and disciplines of the curriculum.

**E8707 Advanced Science Method IB - Geology**

Grad.Dip.Ed. (Science)

3 class contact hours

Prerequisites: None

Objectives: The course is designed to prepare students for teaching Geology to senior high school classes. During this course the students should develop the ability to justify the teaching of Geology in a Senior Science course; become aware of, be able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the

aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school Geology courses.

### **E8708 Science Method IC - Chemistry**

Grad.Dip.Ed. (Science)

3 class contact hours

Prerequisites: None

Objectives: This is a course to prepare students to teach Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior chemistry; an understanding of various teaching methods suitable for senior chemistry and the psychological background of such methods; an appreciation of the major conceptual areas which might be studied in a senior chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organise and manage practical classes in senior chemistry; an overview of current resource materials and curricula appropriate to senior chemistry and the ability to develop their own resource materials.

### **E8709 Advanced Science Method ID - Physics**

Grad.Dip.Ed. (Science)

3 class contact hours

Prerequisites: None

Objectives: This course aims to prepare students to teach Physics in secondary schools. As a member of a cooperative learning group students will be able to reinforce positive perceptions associated with physics and with teaching physics; set group and personal goals to plan and achieve a high level of attitudinal growth, learning and accomplishment in physics and in group processes; plan methods of teaching physics and evaluate the teaching, in both senior and junior curricula; examine the contribution that the learning of physics can make to the growth and development of adolescents, study how the growth of physics has been the product of human endeavour and how physics has interacted with society. There will be an opportunity for students to collect and share resource materials which will be useful for future teaching physics in schools. Data which show the under-participation of girls compared with boys in the physical sciences, both in Australia and overseas will be examined and used as a starting point to: infer reasons for the trends, read about strategies which have been used to try to redress the imbalance, critically analyse text books and resources for material which may not be gender inclusive, apply gender inclusive techniques for lesson planning.

### **E8715 Secondary Science Method II - Biology**

B.Ed. Phys.Ed.

(Secondary Method)

Semester VII, 3 class contact hours

Prerequisites: Secondary Science Method I

Objectives: This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology in the senior school it will do so in the whole context of science education and its place in the school curriculum. At the end of the unit students will be able to justify the teaching of biology in terms of the stated aims of science teaching in the senior years; evaluate and apply different teaching methods suited to various aspects of the subject; develop an awareness of specialised problems related to the nature of the subject; evaluate and select resource materials which could be used in developing programmes; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; integrate biology with other sciences and disciplines of the curriculum.

### **E8802 Science Method II**

Grad.Dip.Ed. (Science)

Part II

4 class contact hours

Prerequisites: Science Method I

Objectives: To assist students in the application of their educational studies to the teaching of science; to help students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching.

### **E8815 Secondary Science Method III**

B.Ed. Phys.Ed.

Semester VIII, 3 class contact hours

Prerequisites: Secondary Science Method I or II

Objectives: At the end of the unit students will be able to:- apply their educational studies to the teaching of science; develop their abilities in the design, organisation and evaluation of methods and materials in science teaching; recognise and plan for individual differences in science classes.

### **E8901 Environmental Education**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: None

Objectives: Students will:- demonstrate an understanding of the aims of environmental education and be able to justify the inclusion of environmental education in the primary school programme; demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education, especially in the areas of value, attitude and skill development; demonstrate an ability to assess resource material and to prepare appropriate instructional material for studying the

environment; demonstrate an understanding of selected environmental problems; design an environmental education programme for a selected range within the K-6 years, integrating various subject areas, e.g., science, social studies, mathematics, health, language, creative arts; provide a rationale for the designed programme in terms of appropriate concepts drawn from the fields of curriculum theory and development and developmental physiology; trial and evaluate of a selected portion of their designed programme.

#### **E8904 Teaching Science and Technology**

B.Ed. Prim (Phase III)

2 class contact hours

Prerequisites: None

Objectives: Students will develop criteria for the evaluation of science and technology education curriculum materials; analyse some recent research in Primary science and technology education; acquire advanced skills in Primary science and technology education teaching; analyse learning theory and its application to classroom teaching in science and technology education; demonstrate an ability to modify activities and teaching units to conform to specified objectives.



**E9104 Social Studies Teaching I**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester III, 3 class contact hours

Prerequisites: None

Objectives: To develop an understanding of the key learning area of Human Society and its Environment of which Social Studies is a component; to develop those skills and procedures necessary to assess and use resources, and do basic planning in Social Studies units which, when developed, can be implemented in the K-6 classroom.

**E9204 Social Studies Teaching II**

B.Ed. Prim/B.Ed. T.Lib

(Teaching Study)

Semester VI, 2 class contact hours

Prerequisites: Social Studies Teaching I

Objectives: To relate the theory and practice of Social Studies to the development of children in the K-6 age group and to give students skills in planning, programming and developing competence in the evaluation of resources and preparation of units of study.

**E9325 History IIID: Australia to 1900**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester III, 3 class contact hours

Prerequisites: History I or II

Objectives: The unit seeks to use the approaches and methods of history as a discipline to examine the 19th century historical foundations of Australian society, to expose the student to conflicting interpretations and to familiarise the student with the use of source materials.

**E9425 History IVD: Australia in the Twentieth Century**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester IV, 3 class contact hours

Prerequisites: History ID, IID and IIID

Objectives: The unit seeks to use the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Further to expose the student to conflicting interpretations and further to familiarise the student with the use of source material.

**E9525 History VD: Pacific History**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester V, 3 class contact hours

Prerequisites: History ID, IID, IIID, IVD

Objectives: To introduce students to the history of a multi-cultural situation through a study of the various island areas of the Pacific, including Papua New Guinea, in which the traditional life of the people has been transformed by the impact of Western culture. It will present students with examples of Islander

resistance to foreign incursion and influence and the long term effects of the transformation of island societies through colonisation. It will offer students an opportunity to use and evaluate a variety of sources of information including oral history, myth, archaeology, European accounts and those of indigenous and non-Islander historians.

**E9601 Urban Studies**

B.Ed. Prim/B.Ed. T.Lib

(Background Study)

Semester VI, 3 class contact hours. Not offered in 1992.

Prerequisites: None

Objectives: To give students an increased awareness and understanding of the nature and problems of urban areas; to evaluate plans and the planning process and to develop skills in the observation, recording and interpreting of urban field data.

**E9610 History Method I**

B.Ed. (Physical Education)

(Secondary Method)

Semester VI, 3 class contact hours. Not offered in 1992

Prerequisites: History I, II, III and IV

Objectives: The unit is designed to introduce students to the teaching of History in the secondary school. A perspective will be provided on the place of History in the total secondary curriculum. However, the emphasis in this unit is on History in Years 7-10. In particular, the unit aims to develop competencies in and enthusiasm for the teaching of History through - (a) an understanding of the rationale and objectives of the junior syllabus and their role in determining its implementation; (b) an awareness of the possibilities for students of varying abilities, interests and backgrounds of a study of History in Years 7-10; (c) the development of teaching/learning strategies related to content, method and presentation with junior students, with particular reference to Years 7 and 8, and which make use of a wide range of teaching materials.

**E9624 Family History Studies**

B.Ed. Prim/B.Ed. T.Lib

(Background Study)

Semester VI, 3 class contact hours. Not offered in 1992.

Prerequisites: None

Objectives: Students will acquire a sense of history through examining family relationships over several generations; develop an awareness of the range, accessibility and location of genealogical resources; learn research skills and demonstrate a capacity to evaluate and interpret historical documents; recognise the variety and extent of documentation relating to the lives of ordinary people; undertake a simple genealogical research project.

**E9625 History VID: Asian History**

B.Ed. Prim/B.Ed. T.Lib

(General Study)

Semester VI, 3 class contact hours

Prerequisites: History ID, IID, IIID, IVD, VD

Objectives: To introduce students to Asian history and, by implication, to the cultures of Asia. By selecting aspects of the Asian past which show continuities with the present such as religion, social organisation and both the rejection and integrating of foreign influences, students will be able to intersect with Asian history at a number of significant points from ancient times up to the more recent past.

**E9710 History Method II**

B.Ed. (Physical Education)

(Secondary Method)

Semester VII, 3 class contact hours (not offered 1992)

Prerequisites: History Method I

Objectives: In this unit students will continue their development as potential teachers of History in the junior secondary school. In addition, they will be introduced to the subject at Years 11 and 12, as it relates to the senior Modern History Syllabus. The two following objectives will be given special emphasis: (a) the development of the ability to plan a programme of work which evidences both coherency and variety and caters for students of differing interests and abilities; (b) the further development of teaching/learning strategies which make use of a variety of teaching materials.

**E9810 History Method III**

B.Ed. (Physical Education)

(Secondary Method)

Semester VIII, 3 class contact hours (not offered 1992)

Prerequisites: History Method II

Objectives: While attention will continue to be given in this unit to the teaching of junior history, the emphasis will be on modern history in the senior school. In particular, the unit aims at developing (a) a fuller understanding of the aims and philosophy of the senior Modern History Syllabus; (b) an awareness of the possibilities of the subject in the senior school; (c) the ability to prepare a balanced and sequential program of work suitable for senior students.

**E9901 Teaching Social Studies: An Inter-Cultural Approach**

B.Ed. (Prim) Phase III

Prerequisites: None

Objectives: This course focuses on the attitudes, knowledge and skills required to design, implement and evaluate programs for intercultural understanding. It is designed to enable students to gain knowledge of the multi-cultural nature of Australian society and the classroom; to understand the psychological, cultural and linguistic needs of children in the multi-cultural classroom; to clarify objectives for classroom policies

(including policies in language across the curriculum) which will promote inter-cultural understanding; to acquire skills in programming social studies in the culturally diverse classroom; to evaluate critically existing programmes and resources; and to develop a set of teaching resources for use in the multi-cultural classroom.

**E9902 Aboriginal Studies**

B.Ed. (Prim) Phase III

Prerequisites: None

Objectives: To provide an opportunity to learn about the history and culture of Aboriginal people; to develop an informed awareness of contemporary Aboriginal issues confronting all Australians; to attempt to bring about an adjustment and sensitisation to the needs of Aboriginal students and communities; to develop an awareness of the availability of local community and material resources appropriate to the areas of Aboriginal Studies.

**09701 Teaching Practicum I**

Grad.Dip.Ed

Semester 1

Prerequisites: None

Objectives: Students will undertake approximately 25 days of practice teaching in secondary schools in their appropriate subject(s).

**09801 Teaching Practicum II**

GradDipEd.

Semester II.

Objectives: Students will undertake approximately 25 days of practice teaching in secondary schools in their appropriate subject(s).

**09907 Teaching Practicum VII**

B.Ed. Phys.Ed.

Semester VII, approx. 13 days.

Organisation: Block practice in secondary school; physical education and second methodology

Corequisites: Second Methodology II.

Related Units: Curriculum P.E. IC; Curriculum Development

Objectives: Concentration is on secondary school teaching with major emphasis on physical education and a second methodology. In addition to the objectives of Practicum V, students will also undertake teaching in their second specified subject area in line with the stated objectives of the subject taken in this semester.

**09908 Teaching Practicum VIII**

B.Ed. Phys.Ed.

Semester VIII, approx, 13 days.

Organisation: Block practice in secondary school; physical education and second methodology.

Corequisites: Second Methodology III.

Related Unit: Outdoor Education

Objectives: As for Teaching Practicum VI and VII.

**09913 Teaching Practicum III**

B.Ed. Prim

Semester III, 13 days

Corequisites: Principles and Practices of Teaching III

Organisation: Block

Objectives: Students will plan, implement and evaluate teaching, paying particular attention to the management of learning in small groups.

**09914 Teaching Practicum IV**

B.Ed. Prim

Semester IV, 13 days

Corequisites: Principles and Practices of Teaching IV.

Organisation: Block

Objectives: This practicum will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experience for the child in the primary school; design suitable systems for evaluating and recording pupil progress; show skill in planning and programming appropriately for specific classroom contexts; and demonstrate

proficiency in using technological and other educational aids.

**09915 Teaching Practicum V**

B.Ed. Prim

Semester V, 13 days

Corequisites: Teaching Children with Learning Difficulties

Organisation: Block

Objectives: As for Practicum IV, plus this unit will provide students with opportunities to demonstrate skills in the teaching of special groups of pupils, including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings, and keeping detailed records of performance.

**09916 Teaching Practicum VI**

B.Ed. Prim

Semester VI, 13 days

Corequisites: Design of Educational Programmes

Organisation: Block

Objectives: As for Practicum V, plus - this unit will provide students with opportunities to undertake an examination and evaluation of the curriculum operating in the school, using principles drawn from theory work related to programming.

**09924 Teaching Practicum IV**

B.Ed. T.Lib

Semester IV, 13 days

Corequisites: Principles and Practices of Teaching IV

Organisation: Block

Objectives: This practicum will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experiences for the child in the primary school; to design suitable systems for evaluating and recording pupil progress; to show skill in planning and programming appropriately for specific classroom contexts; to demonstrate proficiency in using technological and other educational aids. Gain an understanding of the role and function of the library within the total school environment; to analyse the role of the teacher-librarian in selecting, acquiring, producing, evaluating, organising and promoting resources.

**09925 Teaching Practicum V**

B.Ed. T.Lib

Semester V, 13 days

Corequisites: Providing for Individual Differences; Information Users IIC

Organisation: Block

Objectives: As for Semester IV, plus - demonstrate skills in the teaching of special groups of pupils, including the skills of selecting appropriate reinforcers, selecting instructional materials, communicating thoughts and feelings and keeping detailed performance records. Gain an understanding of the role of the teacher-librarian in designing and implementing

services for both groups and individual users; examine the concept of individual differences as it applies to the provision of service in a school library; and analyse methods used to promote and evaluate services.

### **09926 Teaching Practicum VI**

B.Ed. T.Lib

Semester VI, 13 days

Corequisites: Information Resources IIC

Organisation: Block, Primary School

Objectives: As for Semester V, plus - gain an understanding of the teacher-librarian in the curriculum design process; examine the role of the library in supporting the curriculum of the school, and of the teacher-librarian as a member of the teaching team.

### **09927 Teaching Practicum VII**

B.Ed. T.Lib

Semester VII, 13 days

Corequisites: Analysis of Educational Practice; Information Methods IIC Information Methods IIIC

Organisation: Block, Primary School

Objectives: As for Semester VI, plus - gain an understanding of the teacher-librarian's role in administering the library programme, including budgeting, personnel supervision, management of resources, services and facilities; analyse systems used to maintain and update records.

**55130 Information Users IC**

B.Ed. T.Lib

Semester 1, 3 class contact hours

Prerequisites: None

Objectives: To be aware of the variety of information agencies; identify the role and tasks of the librarian/information worker as evidenced in such agencies; understand the requirements for the education and training of the librarian/information worker; identify the role, characteristics and organisation of information agencies against a background for their historical development; understand the types and levels of personnel required in information agencies against a background of the development of education for information studies; understand the development of the profession of librarianship and information science.

**55140 Information Resources IC**

B.Ed. T.Lib

Semester 1, 3 class contact hours

Prerequisites: None

Objectives: To describe what information is and how it is generated; identify the categories of information resources available and their characteristics; list evaluation criteria which can be used to evaluate information resources and apply these to a selected sample of information resources; understand strategies for the effective location and use of a range of resources to satisfy enquiries, including both manual and online information retrieval; delineate principles involved in effective collection development in libraries.

**55150 Information Methods IC**

B.Ed. T.Lib

Semester II, 3 class contact hours

Prerequisites: None

Objectives: To understand the methods of organising information to ensure retrieval, analyse information materials according to content, subject and form; describe, evaluate and apply methods of classifying and indexing information materials; and of compiling subject heading lists, indexes and abstracts.

**55218 Techniques for Information Production**

B.Ed. T.Lib

Semester II, 3 class contact hours

Prerequisites: None

Objectives: To be aware of the range of materials, equipment, facilities and services required for the production of information resources and products and to demonstrate competency in their evaluation and use for specific purposes; to plan, organise, compose and package an information resource/product; to identify the direct costs associated with the production of information resources; to introduce appropriate promotional techniques.

**55230 Information Users IIC**

B.Ed. T.Lib

Semester I, 3 class contact hours

Prerequisites: Information Users IC

Objectives: Students will clarify basic concepts in information behaviour especially as these concepts apply to the education environment; develop skills in reading studies of information behaviour; develop awareness of at least two approaches to the reference interview; identify characteristics of a range of services offered by library and information agencies and to identify those services that should be offered by school libraries; become aware of a range of issues associated with provision of services; relate individual services to a typology of services based on the level of involvement with the content of information resources and level of involvement between user and mediator.

**55240 Information Resources IIC**

B.Ed. T.Lib

Semester 1, 2 class contact hours

Prerequisites: Information Resources IC

Objectives: Students will assess current developments in curriculum areas in relation to the bases of curriculum theory; identify the role of educational research in curriculum development; assess the role of the teacher-librarian as a resource in the curriculum development process; analyse the role of print and non-print resources in developing, supporting, and extending the school curriculum; evaluate curriculum resources.

**55250 Information Methods IIC**

B.Ed. T.Lib

Semester II, 4 class contact hours

Prerequisites: Information Methods IC

Objectives: Students will understand the methods of organising and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

**55301 Practicum III****(Information Agency Placement)**

B.Ed. T.Lib

Semester III, 15 days

Organisation: Block

Prerequisites: None

Objectives: To develop an awareness of the types of agency which provide information; to gain an appreciation of the overall pattern of information provision within the community; to develop greater social awareness and sensitivity to community needs; to work with people of diverse backgrounds outside the school environment; to build and maintain relationships with 'learners' which differ qualitatively from the traditional teacher/pupil relationship.

**55330 Information Users IIIC**

B.Ed. T.Lib

Semester I, 3 class contact hours

Prerequisites: Information Users IC, IIC

Objectives: Students will analyse critically empirical research studies; synthesise the findings of empirical research studies; relate the findings to a school library/information situation; make recommendations based on the findings for new and/or existing services.

**55350 Information Methods IIIC**

B.Ed. T.Lib

Semester II, 3 class contact hours

Prerequisites: Information Methods IC, IIC

Objectives: Students will examine the school library as a complex system and as an organisation; describe, evaluate and apply methods of organising school libraries and information services in relation to other organisations; allocate financial provision in relation to preparation of estimates and budget control; describe and evaluate the utilisation of personnel within school libraries and be aware of the principles of personnel management; know the principles of developing architectural briefs for the designing of facilities for school library services; describe, evaluate and apply methods of acquiring curriculum resources and of organising, controlling and making available such materials for use; consider methods of evaluating the educational effectiveness of the school library; and be able to compile and maintain statistics and prepare and submit reports relevant to the development of library service; devise objective for service and carry out plans for implementation, promotion and innovation.

**55430 Information Users IVC**

B.Ed. T.Lib

Semester II, 2 class contact hours

Prerequisites: Information Users IC, information Users IIC

Corequisites: Information Users IIIC

Objectives: Students will present, with a group, an evaluative synthesis of the viewpoints on a current issue in school librarianship; present with a group, a particular point of view on a current issue in school librarianship based on a critical reading of the literature; write, on the basis of a critical reading of the literature, an essay on a current issue in school librarianship; participate effectively in group discussion.

### **56802 Communication and Media Studies in Education**

Grad.Dip.Ed.

(Core)

Semester 2, 2 class contact hours

Prerequisites: None

Objectives: To develop an understanding of interpersonal and mass communication practice and theory within the applied context of contemporary education. Students will also examine the implications of new communication technology and research evidence on the impact of media on children, and investigate communication education in Australian schools.

### **56901 Human Communication**

B.Ed.

(Elective)

Semester II, 2 class contact hours

Prerequisites: None

Objectives: To understand the processes of interpersonal communication and its influence in the school; to understand the importance of non-verbal communication in the classroom; to be able to identify the variables that affect information processing in the classroom; to develop skills in, and evaluate the process of, small group communication; to identify variables that affect teacher influence in the classroom; to understand the nature of communication barriers in the classroom; to become familiar with the educational ramifications of intercultural communication.

### **56902 Mass Media in Education**

B.Ed.

(Elective)

Semester I, 2 class contact hours

Prerequisites: None

Objectives: To understand the processes of mass communication and their influences on schools; to examine ways in which the media of mass communication affect children and their learning; to analyse the implications of present and future technological developments for mass communication and their relevance to education; to develop skills in the design of media studies programs for schools; to explore the potential of different forms of media for communication within the school, and between the school and its client groups.

### **56903 Video in Education**

B.Ed

(Elective)

Semester I, 2 class contact hours

Prerequisites: None. However, students are advised to complete (56901) Human Communication and (56902) Mass Media in Education in that order, before undertaking this unit.

Objectives: The aim of this unit is to provide educators with practical production experience, informed by an

understanding of relevant, related theory. Specifically, students will be expected to analyse, evaluate and use educational television material in the classroom setting. They will also be required to produce their own programs.

### **56904 Communication in the Educational Environment**

B.Ed. Prim/BEd T.Lib

(Core)

Semester V and VI, 2 class contact hours

Prerequisites: None

Objectives: To examine the processes of interpersonal and group communication in the broader context of the professional relationships engaged in by classroom teachers; it will provide teacher education students with a range of basic communication competencies which can be applied to the expanding roles teachers will be expected to play as educators.

## **SUBJECT SYNOPSES – NEW COURSES**

Subject numbers have not yet been allocated for new courses beginning 1992. They are therefore listed under appropriate headings.

### **BACHELOR OF TEACHING TEACHING STUDIES**

#### **a) PRACTICUM CURRICULUM**

##### **Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling - A Multidisciplinary Approach.**

B.Teach/B.Ed.T.Lib.

Semester 1, 2 class contact hours.

Prerequisites: None.

Objectives: To introduce students to primary schooling as a professional and institutional practice; to examine the range and implications of metaphors utilised to represent primary schooling; to consider the educational disciplines underlying the study of primary schooling and the manner in which these disciplines frame knowledge about primary schooling; to critically discuss fundamental dilemmas and tensions underlying the institutional practices of primary schooling; to engage students in field based experiences which will enable the development of images of contemporary primary schooling and conduct teaching/learning interactions therein.

##### **Practicum 2: Promoting Learning and Learner Co-operation.**

B.Teach/B.Ed.T.Lib.

Semester 2, 3 class contact hours

Prerequisites: Practicum 1.

Objectives: To develop student knowledge on recent theoretical views of learning; to extend student understanding of human motivation in the educational context; to analyse critically lesson planning and presentation strategies as means of maximising pupil learning; to introduce fundamental principles of classroom management and engage students in their application and analysis; to develop student skill in planning and presenting effective teaching/learning episodes in both whole-class and small-group contexts.

##### **Practicum 3: Promoting Learner Interaction**

B.Teach/B.Ed.T.Lib.

Semester 3, 2 class contact hours.

Prerequisites: Practicum 2.

Objectives: To know basic concepts and principles of selected student oriented models of teaching; to understand the theories and concepts of group dynamics; to apply such theories and concepts to classroom practice; to justify the inclusion of more student participation in the teaching/learning process.

##### **Practicum 4: Providing for Individual Differences in Learners**

B.Teach/B.Ed.T.Lib.

Semester 4, 2 class contact hours

Prerequisites: Practicum 3 and Developmental Psychology.

Objectives: To assist students to become aware and to take account of the broad range of individual differences among children in primary schools; to examine the research and practices which influence planning and teaching children when a range of differences is evident; to extend knowledge and understanding of relevant government policy statements; to guide student practice in planning, teaching and managing individual within the context of a whole class.

##### **Practicum 5: Designing and Implementing Educational Programs for Learners.**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: To interpret the programming implications of school policy statements within the context of school management plans; to analyse and process key elements involved in programming, viz rationale, content, methods, assessment and evaluation; to design teaching programs based on the above elements and appropriate to nominated year levels and school contexts; to determine the physical and human resource implications of developed programs.

##### **Practicum 6: Managing Learning Difficulties.**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

Prerequisites: Practicum 4.

Objectives: To describe the principles guiding special education service delivery; to identify criteria for judging programs for students who have difficulty learning from current classroom programs; to identify possible support programs and discuss their utilisation; to discuss issues relating to teaching children with learning difficulties.

#### **b) CURRICULUM STUDIES**

##### **Primary Curriculum Orientation I**

B.Teach Prim/B.Ed.T.Lib

Semester 1, 4 class contact hours.

Prerequisites: None

Objectives: This course relates to the nature of primary teaching in the areas of Art, English, Music and Social Studies. It aims to introduce current teaching philosophies and practices in the primary curriculum areas and to develop confidence and positive attitudes through co-operative participation in curriculum based experiences.



## **Primary Curriculum Orientation 2**

B.Teach/B.Ed.T.Lib

Semester 1, 4 class contact hours.

Prerequisites: None

Objectives: To promote positive attitudes towards the study of Mathematics, Personal Development and Health; Physical Education and Science; to investigate new approaches to the learning of these subjects; to broaden students' understanding of the scope and nature of these subjects and to introduce current issues about the learning and teaching of these subjects; to illustrate the relevance of these subjects for the primary school teacher.

## **Art Craft Education 1.**

B.Teach Prim./B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: Primary Curriculum Orientation I.

Objectives: Students will study the N.S.W. Department of Education Visual Arts syllabus and Craft syllabus and programming K-6 for same. Practical skills and teaching techniques will be introduced in workshop situation in relation to content and skills development in both Art and Craft. Display, Art Appreciation, Art History (Australia) and child art development will be required areas of study.

## **Art and Craft Education 2.**

B.Teach Prim./B.Ed.T.Lib

Semester 3, 2 class contact hours.

Prerequisites: Art/Craft Education 1.

Objectives: Students will explore two different groups activities, experience new teaching techniques for large-scale activity and gain experience in unexpected problem solving techniques. New materials will be acquired, adapted and used, as will associated skills from other subject areas. Chalkboard drawing skills will be developed for use (K-6). Programme structure and content will be extended as will display skills. N.S.W. Art Gallery will be visited and services available for teachers explored. Appreciation of original art works will be a feature of the gallery visit.

## **English Education I.**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: Primary Curriculum Orientation I

Objectives: To familiarise students with the range of literature for children from early childhood to adolescence; to develop an understanding of the reading interests of children and insight into the literary genres which best meet and extend these interests; to explore the sociological dimensions of children's literature; to develop an understanding of the role of literature in the development of language skills and personal growth; to explore the uses of literature in the classroom; to extend students' own competencies in the reading and appreciation of literature.

## **English Education 2 - Drama.**

B.Teach/B.Ed.T.Lib

Semester 3, 2 class contact hours.

Prerequisites: English Education 1

Objectives: To develop a foundation knowledge in the theory and practice of educational drama; to explore a variety of drama strategies as an approach for developing literacy; to investigate the role of the teacher in developing literacy in L1 and L2 through drama; to develop educational drama resources and teaching materials suitable for use in the primary school; to evaluate the acquired knowledge through talk, reading, enactment and writing.

## **English Education 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: English Education 1 and 2

Objectives: To develop an understanding of the acquisition and development of reading; to develop skills in the use of observation, interaction and analysis to assess progress in reading; to develop proficiency in planning, implementing, monitoring and evaluating classroom reading programs.

## **English Education 4**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: English Education 1 and 2

Objectives: To develop an understanding of the acquisition and development of writing; to develop skills in the use of observation, interaction and analysis to assess progress in writing; to develop proficiency in planning, implementing, monitoring and evaluating classroom writing; to explore various genres in writing and their place in the key learning areas.

## **Mathematics Education 1**

B.Teach/B.Ed.T.Lib

Semester 2, 2 class contact hours.

Prerequisites: Primary Curriculum Orientation 2

Objectives: To develop an awareness of the importance of mathematics; to develop understanding and appreciation of the principles and historical context of numeration systems; to examine theories of mathematics learning and consider the selection of appropriate teaching/learning strategies and the use of resources and manipulative materials to support these strategies; to extend students' competence in mathematics and raise awareness of the nature of the mathematical process through study of patterns and relations in selected areas of number theory.

## **Mathematics Education 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

Prerequisites: Mathematics Education 1

Objectives: To develop understanding and appreciation of the number laws and algorithms for counting numbers; to give particular emphasis to the primacy of

problem solving in the teaching and learning of mathematics and develop a commitment to problem solving as the central focus of the curriculum; to strengthen students' own geometrical concepts and to consider appropriate strategies for the development of basic geometric and spatial understandings.

### **Mathematics Education 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: Mathematics Education 2

Objectives: To familiarise students with the historical development of rational number; to examine basic rational number concepts and the transition from manipulative to visual to symbolic levels of representation of various forms of rational number; to develop mastery in manipulation of rational numbers and an awareness of the applications of rational number concepts and processes; to strengthen students' own concepts relating to the nature, processes and applications of measurement and to the identification and construction of sound methodological procedures for the development of these concepts; to examine some basic algebraic concepts within problem solving contexts involving investigation, representation and the seeking of relationships; to raise students' awareness of the importance of studying probability and statistics and to develop confidence and competence in associated techniques; to develop appropriate strategies for the teaching of elementary probability and statistics.

### **Mathematics Education 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

Prerequisites: Mathematics Education 2

Objectives: To develop an appreciation of principles of teaching and learning elementary numeration and number concepts; to develop awareness of the need to explicitly consider individual and social issues relating to equality of opportunity in the provision of mathematics education and to develop strategies and approaches which will enhance the opportunity of all pupils, regardless of background and gender, to gain access to mathematical knowledge and skills; to increase awareness of the pervasive influence of mathematics and ways in which this influence can be addressed in other curriculum areas.

### **Music Education 1**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

Prerequisites: Primary Curriculum Orientation 1

Objectives: Students will develop basic skills in music literacy; classroom focussed performance skills and appropriate teaching strategies in the areas of listening, vocalising, moving and playing.

### **Music Education 2**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: Music Education 1

Objectives: Students will develop further skills in music literacy and performance skills; gain an understanding of how music skills are acquired; develop skills in programming for musical concept and skill acquisition in the K-6 classroom.

### **Introduction to Personal Development, Health and Physical Education (K-12)**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours. (Not offered in 1992.)

Prerequisites: Primary Curriculum Orientation 2.

Objectives: To analyse critically contemporary social issues that have implications for Personal Development, Health and Physical Education curriculum; to examine educational policy statements and support material and evaluate the implications for teaching and learning in Personal Development, Health and Physical Education; to review school education syllabuses in order to develop an understanding of the nature of Personal Development, Health and Physical Education as a key learning area in school education; to develop skills and strategies appropriate to teaching in this key learning area; to examine one's own assumptions about the nature of teaching and learning in Personal Development, Health and Physical Education in the light of reflection on exemplary practice.

### **Personal Development and Health (K-6)**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: Introduction to Personal Development, Health and Physical Education (K-12).

Objectives: To further develop skills and strategies appropriate to the teaching of Personal Development and Health through microteaching and self-evaluation; to identify and utilise sources of current health information; to evaluate a variety of available teaching aids, materials and methods; to design, produce, trial and evaluate one's own resource materials and methods for the teaching of personal development and health.

### **Physical Education Teaching and Learning I**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: Primary Curriculum Orientation 2.

Objectives: To understand the need for physical activity in childhood and its relationship to growth and development in the cognitive, affective and psychomotor domains; to examine principles and major objectives of the N.S.W. Department of School Education, Personal Development, Health and Physical Education Syllabus K-6; to apply understanding of the relationships between growth and development and

movement fundamentals of curriculum development in physical education; to become aware of principles of effective teaching in physical education.

### **Physical Education Teaching and Learning 2**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: Physical Education Teaching and Learning 1 or equivalent

Objectives: To analyse the N.S.W. Department of School Education Personal Development, Health and Physical Education syllabus K-6 and other relevant documents; to develop skills in course planning and its implementation for primary school physical education; to develop instructional and management skills in physical education.

### **Science and Technology Education 1**

B.Teach/B.Ed.T.Lib

Semester 2, 2 class contact hours.

Prerequisites: Primary Curriculum Orientation 2.

Objectives: To examine the concept of children's science and to consider the implications for learning and teaching through investigating some of the prior knowledge of the world that learners bring with them and demonstrating an understanding of how this influences the ways children learn science. To promote positive attitudes to science and technology and to the teaching of this subject.

### **Science and Technology Education 2**

B.Teach/B.Ed.T.Lib

Semester 3, 2 class contact hours.

Prerequisites: Science and Technology 1

Objectives: To investigate the role of the teacher and explore the roles adopted by the teacher in effectively facilitating the learning of science. To demonstrate the relationship between the role of the teacher and the learner. To demonstrate the ability to plan, prepare and assess science and technology based units of work.

### **Science and Technology Education 3**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: Science and Technology Education 2

Objectives: To investigate different teaching approaches and making informed decisions as to their use. To investigate different teaching strategies and applying them to the development of units of work which promote concept, skill and attitude development. To match the teaching approach to the purpose of the unit of work, select and organise materials and resources for use in schools. To investigate educational resources which can be used in the learning of science and technology outside the classroom. To select content, contexts and investigations which are relevant to the learner.

### **Science and Technology Education 4**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: Science and Technology Education 3

Objectives: To demonstrate the ability to select appropriate teaching and learning strategies for selected topics. To investigate different programs for science and technology in the primary school and to plan a full years program for a specified grade. To plan enrichment activities to cater for the needs of all the children in the class. To build assessment and evaluation procedures into the classroom program.

### **Social Studies Education 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: Primary Curriculum Orientation I

Objectives: To develop an understanding of the key learning area of Human Society and its Environment of which Social Studies is a component; to develop those skills and procedures necessary to assess and use resources and to do basic planning of social studies units which, when developed, can be implemented in the K-6 classroom.

### **Social Studies Education 2**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: Social Studies Education I

Objectives: To relate the theory and practice of Social Studies to the development of children in the K-6 age group; to develop skills in school planning and in programming; to develop competence in the evaluation of resources and in the preparation of units of work.

## **FOUNDATION STUDIES**

### **a) EDUCATION STUDIES**

#### **Developmental Psychology**

B.Teach/B.Ed.T.Lib

Semester 1, 3 class contact hours.

Prerequisites: None

Objectives: To explain the particular contribution the study of developmental psychology has to make to educational theory and practice; to identify and describe the intra-individual and the environmental influences on human growth and development; to outline selected major theories of development and how they apply to early and middle childhood; to engage students in the description and application of particular research methods used in the study of human behaviour and development.

#### **Social Bases of Education**

B.Teach/B.Ed.T.Lib

Semester 4, 2 class contact hours.

Prerequisites: None

Objectives: To appreciate the nature of social relationships in the school and how these affect teacher and student behaviour; to gain an understanding of the

education system in New South Wales and the role of the federal government in education; to explain how social characteristics influence the educational outcomes of certain social groups; to acquire an understanding of the part that the socialisation process plays in shaping educational outcomes; to identify and evaluate government and school policies and programs designed to address existing inequalities of opportunity and outcome; to study the direction of social change, the implications of these for change in schools and the interaction between schools and society in this context.

### **Philosophical Bases of Education**

B.Teach/B.Ed.T.Lib

Semester 6, 2 class contact hours.

Prerequisites: Social Bases of Education

Objectives: To consider a range of educational issues and to use them as the basis for analysis of current theory and practice; to present a reasoned and logically supported position in relation to those issues; to move towards a commitment to specific relevant policies and practices.

## **b) GENERAL STUDIES**

### **Educating for the Future: A Commencement Programme**

B.Teach/B.Ed.T.Lib

Semester 1, 1 class contact hour.

Prerequisites: None

Objectives: This subject will stimulate students to perceive that they live in a world characterised by rapid social and material change; enrich the first semester of studies by taking a broad ranging and holistic approach; provide students with a futures orientation when considering making provision for school education; discuss the purposes of school education from a variety of perspectives and experiences.

### **Introduction to Computers in the Classroom**

B.Teach/B.Ed.T.Lib

Semester 1, 2 class contact hours.

Prerequisites: None

Objectives: To develop basic skills in the operation of a computer and its peripheral devices; to examine the effects of the computer on the school environment; to consider applications of the microcomputer in the key learning areas; to use the BASIC language to write simple programs suitable for use in the school; to examine the features of a variety of microcomputers, identifying their strengths and weaknesses in the classroom situation; to become aware of problems of access to computers in the primary school; to gain an elementary knowledge of applications such as database management and word processing; to develop necessary keyboard skills.

### **Australian Studies I**

B.Teach Prim/B.Ed.T.Lib

Semester 1, 2 class contact hours.

Prerequisites: None

Objectives: Using an interdisciplinary approach, to provide students with an understanding of contemporary Australian society in terms of its historical, geographical, economic, social and cultural development.

### **Australian Studies 2**

B.Teach Prim/B.Ed.T.Lib

Semester 4, 2 class contact hours.

Prerequisites: Australian Studies I

Objectives: Continuing the interdisciplinary approach of Australian Studies I, to examine particular aspects of Australian Society in order to understand some of its significant components and to make balanced judgements about it.

## **GENERAL ELECTIVES**

### **An Asian Study - Thailand**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

(N.B. This unit is compulsory for students undertaking the Thailand practicum, but is open to other students also).

Objectives: Students will be aware of some pertinent areas of Thai life (eg. monarchy, religion, history, geography, education, trade, tourism); demonstrate an understanding of similarities with and differences between Australia and Thailand; develop a greater appreciation of Asia through the study of Thailand; compile a teaching resource file suitable for an upper primary class on an aspect of Thailand.

### **Aspects of Australian Art**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: To develop a knowledge of Australian Art History; to recognize art and artists' styles; to become aware of the changes in attitude towards art and culture; to explore an area of artistic interest and to use this information as a basis for classroom use; understandings of factors relating to the Arts will be acquired.

### **Australian Natural History**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: For students to demonstrate skills in individual observation of an aspect of the environment around them; develop a critical attitude towards the problems of conservation and land use; demonstrate a knowledge of the inter-relationships of geology climate and living organisms which have resulted in the Sydney

area today; and to develop an appreciation for and awareness of their own natural heritage.

### **Drama Performance**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: To examine the theory and practice of theatre-in-education and theatre for young people; to promote learning about self and society through enactment and reflection on enactment; to demonstrate the concept of 'role' and the effectiveness of performance as a means of communication; to understand how to adapt and shape ideas to ensure communication with others through drama; to develop confidence in a student's ability to communicate with others, whether individuals or large audiences.

### **Family History**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: to provide opportunities for students to: acquire a sense of history through examining family relationships over several generations; develop an awareness of the range, accessibility and location of genealogical resources; learn research skills and demonstrate a capacity to evaluate and interpret historical documents; recognise the variety and extent of documentation relating to lives of ordinary people; experience basic genealogical compilation.

### **Music and Society**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: Students will study the influence of social history on the development of Western music; examine the relationship between selected aspects of society (e.g. political, religious, economic) and styles of music; develop a sensitivity to the musically significant aspects of selected works.

### **Science and Technology: People, Technology and Science**

B.Teach/B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: The principal purpose of this subject is to develop student-teachers' ideas about the nature of science and technology, their intimate relationship, and the effects they have in society. This will be approached through a selection of the technologies that have been important in Australia's development, including Aboriginal and European technology. Another objective is to consider learning science and technology as a single entity rather than as two strands of the culture.

### **Urban Studies**

B.Teach /B.Ed.T.Lib

Semester 5, 2 class contact hours.

Prerequisites: None

Objectives: Students will be able to increase their awareness and understanding of the nature and problems of urban areas, especially Australian examples; will examine the city as a system of inter-related parts; will evaluate plans and the planning process as means of reducing urban problems; will examine their own personal image of and their attitudes towards the city; and will develop skills in the observation, recording and interpreting of urban field data.

## **ELECTIVE STUDY MAJOR**

### **Art Studies 1**

B.Teach /B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: To achieve perspectives on significant changes and, by implication, important continuities evident in the history of Western Art and associated technology in the period of the Second World War to the present and to make such information relevant to primary classroom activity; to establish nodes within these perspectives to act as focal points for the multitude of 'isms' and technical developments which characterise this period; to develop investigative skills that will allow an educated awareness of the techniques and evaluation as a basis for informed criticism.

### **Art Studies 2**

B.Teach /B.Ed.T.Lib (Not offered 1992)

Semester 3, 3 class contact hours.

Prerequisites: None

Objectives: To achieve perspectives on significant changes in sculpture and on the current definition of sculpture in terms of modern Art History (1945 to the present) and to give relevance for primary classroom activity; to develop investigative and creative skills that will allow an educated visual and mental awareness of sculptural form that will assist in critical evaluation of such form.

### **Art Studies 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: Arts Studies 1 or 2 (Not offered 1992)

Objectives: To develop awareness of various concepts of beauty in a World untouched by technology; to use this information to assist in evaluating, by comparison, the established norms for Western beauty; to recognize style and nationality in art forms; to explore a selected area in detail; to become aware of unexpected media used for various reasons to create art works; to learn of the expressive needs of human to revere, adore, fear; to look at body decoration as art expression.

**Art Studies 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

Prerequisites: Art Studies 1, 2, 3 (Not offered 1992)

Objectives: The development of scholarly insights and understanding of aspects of Asian Art (with specific reference to Australia's near neighbours) will be the focal point of this subject: intellectual, practical and artistic content will be explored, as will aspects of cultural forces that may relate to the teacher in multicultural society.

**Art Studies 5**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

Prerequisites: Art Studies 4 (Not offered 1992)

Objectives: Students should develop a basic understanding of aesthetics relating to Art: by investigating the validity of, and exploring the possibility of applying such concepts to Art, an educated awareness and understanding of the various concepts of Art should allow concise and critical judgement to occur, both in theoretical discussion and in practical application to art forms.

**Drama and Theatre Arts 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: Audition/Interview as required.

Objectives: To develop knowledge of how the social, political and artistic environments in societies past and present influence the place and function of drama; to demonstrate an understanding of drama as a significant cultural expression of the community it represents; to evaluate these understandings through oral and written presentation and through performance.

**Drama and Theatre Arts 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

Prerequisites: None

Objectives: To develop an awareness of the basic requirements for acting - imagination, audibility, clarity of speech, physical control, concentration and energy; to interpret a role and sustain belief in a character; to initiate and participate in both individual and group improvisations; to respond in role in pairs, small and large group contexts; to evaluate the acquired knowledge through oral and written presentation and through performance.

**Drama and Theatre Arts 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: None

Objectives: To develop initial understandings and skills in each area of technical theatre: lighting, sound, costume, and scene design, and stage management; to acquire ensemble skills in relation to a production team working towards a performance; to evaluate the

acquired knowledge through oral and written presentation in support of drawings, models, lighting and sound plans.

**Drama and Theatre Arts 4**

B.Teach/B.Ed.T.Lib

Prerequisites: None

Objectives: To develop an acting technique based on an understanding of the given circumstances, actions and objectives, playing the action, emotion and personalisation; to develop a detailed or rounded character in relation to other characters; to acquire an approach to text analysis; to evaluate the acquired knowledge through performance, writing and discussion.

**Drama and Theatre Arts 5**

B.Teach/B.Ed.T.Lib

Prerequisites: None

Objectives: To develop a knowledge of dramatic form, the style technique and conventions appropriate to the genre; to relate critically language, function and effect in writing for the theatre; to acquire techniques for 'self-devising' a text for performance; to rehearse a text for performance; to evaluate understandings and skills through performance, writing and discussion.

**Educational Computing 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: To develop skills in word processing and desktop publishing; to consider a variety of applications of these skills for both the tertiary student and the classroom teacher; to investigate a variety of peripheral devices including printers and image scanners; to study data communications, with an emphasis on the use of electronic mail in the school setting.

**Educational Computing 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To develop skills in the use of electronic spreadsheets and data bases; to introduce some of the more advanced features, including macro design and database programming; to consider a variety of applications which will be of value as productivity aids both for the tertiary student and the classroom teacher.

**Educational Computing 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To develop an understanding of fundamental computer hardware concepts; to acquire an appreciation for the importance of structured methods in program design using the high level language BASIC; to use programming skills with graphics and sound to prepare programs which would

be suitable for the classroom.

### **Educational Computing 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To promote discovery learning and problem solving through the use of the graphics-based features of the high-level computer language, LOGO; to develop turtle graphics programming skills; to develop an understanding of the concept of recursion; to consider suitable applications of turtle-graphics for the primary classroom; to develop introductory skills in list processing.

### **Educational Computing 5**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours. (Not offered in 1992)

Prerequisites: Educational Computing 4

Objectives: To use robotics to provide a creative, inventive and exploratory learning environment; to develop programming skills in a real-time environment; to consider the relationship between artificial intelligence and robotics; to further develop skills in the high-level language LOGO through the study of list processing.

### **English 1 (Language and Literature)**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: To provide insights into the operation of language, and to examine its uses, especially its literary uses, in different periods and different social contexts; to examine in some detail particular examples of literature of various types and from different periods; to foster critical perception; to develop the ability to support a considered point of view.

### **English 2 (Form and Meaning)**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

Prerequisites: None

Objectives: To show how meaning is a function of form, structure and content; to show how form, as well as content, is a product of the society and culture from which it emerges; to study, in the light of the above, some major literary works of different periods and different genres.

### **English 3 (The Victorians and After)**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: None

Objectives: To study some of the major works of Victorian and modern English, American and Australian literature in the context of the social and intellectual forces which shaped them; to explore briefly some of the major social and intellectual movements of the Victorian and modern periods; to consider the form and language of the works studied,

both as determinants of meaning in the context of the shaping social and intellectual forces, and as the expression of the thoughts and feelings of the individual writers concerned.

### **English 4 (Revolution and Romanticism)**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

Prerequisites: One of English 1, 2 or 3

Objectives: To introduce students to the social and intellectual forces which shaped English literature in the late eighteenth and early nineteenth centuries and to compare them with the forces which have shaped modern, western society; to consider the aesthetic theories which emerged from these social and intellectual forces and to examine their embodiment in the literature of Romanticism; to consider relationships between the literature and culture of the Romantic period and that of our own time.

### **English 5 (Elizabethans and Jacobeans - The Emergence of Modern Language and Literature)**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

Prerequisites: Two subjects from English 1, 2, 3 and 4

Objectives: To introduce students to the pre-Renaissance 'world picture', and to consider the social and intellectual forces which began to modify this picture in England in the sixteenth and seventeenth centuries, leading to modern concepts of the nature of human beings, society and the universe; to study some of the major works of English literature of the Elizabethan and Jacobean periods, in this context, and to bring out their relevance for an understanding of modern society; to consider some of the major critical approaches to Elizabethan and Jacobean literature (especially Shakespeare), thus developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

### **History 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: This subject will introduce students to European history from early modern times to the end of the nineteenth century. The major developments within this period will provide the focus of the subject, while the backdrop of the period as a whole will illustrate not only the diversity of which human society is possible but also how human society is subject to change, sometimes of revolutionary proportions.

### **History 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: This subject concentrates on European history in the twentieth century. It aims to give students

an understanding of those developments which have profoundly influenced all contemporary societies.

### **History 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: None

Objectives: This subject will use the approaches and methods of history as a discipline to examine the nineteenth century foundations of Australian society. Students will be exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

### **History 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

Prerequisites: History 3

Objectives: This subject will use the approaches and methods of history as a discipline to examine the development of Australian society in the twentieth century. Students will be exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

### **History 5**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

Prerequisites: Either History 1 and 2 or History 3 and 4.

Objectives: This subject will introduce students to Asian history and, by implication, to the cultures of Asia. By selecting aspects of the Asian past which show continuities with the present such as religion, social organisation and both the rejection and integration of foreign influences, students will be able to intersect with Asian history at a number of significant points from ancient times up to the more recent past.

### **Mathematics 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: To develop basic probability concepts; to develop skills in calculating probabilities associated with simple and compound events; to consider a range of applications of probability theory; to develop understanding of the role of probability in educational assessment, evaluation and research; to heighten awareness of the extent to which probability influences life in our society.

### **Mathematics 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To provide an introduction to a selection of finite mathematical structures; to develop an awareness of finite mathematical processes and the systematic, logical framework within which quantitative relations

can be described and analysed; to develop students' appreciation of some applications of finite mathematical processes in areas which are particularly relevant to primary and junior secondary school levels.

### **Mathematics 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To provide an introduction to graph theory; to consider graphical representations of relationships in discrete structures; to raise awareness of the applications of graph theory, in particular to the problems, puzzles and games relevant to the primary and junior secondary classroom; to investigate problem situations which can be effectively modelled and analysed by graphs.

### **Mathematics 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: to provide an introduction to the analysis and presentation of data and to elementary concepts, computational procedures and applications of statistics; to increase students' awareness of the pervasive influence of statistics and to enable them to assist their pupils to acquire knowledge and develop skills which encourage critical evaluation of assertions based on numerical data, particularly in contexts appropriate to the primary and junior secondary school levels; to assist students to develop some facility in the interpretation of statistical information in research literature.

### **Mathematics 5**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

Objectives: To examine an axiomatic system and its structure; to develop general principles of logic and deduction; to develop a study of Euclidean geometry from certain given elements and axioms; to be aware of the creative nature of mathematical definitions; to examine other geometries of interest to the primary school teacher, for example, projective geometry, coordinate geometry and topology; to discover and explore the many facets of geometry in our daily lives; to study the relationship between physical space and mathematical space and our conceptions of each; to investigate the relationship between algebra and geometry over time.

### **Music Studies 1**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: Musicianship: Students will develop basic literacy and aural perception skills and a basic keyboard awareness.



**Practical:** Students will develop skills and repertoire related to the performance and teaching of vocal and choral music.

**Applied:** Students will undertake an elected, supervised, applied study. This may form part of an extended study.

### **Music Studies 2**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

**Prerequisites:** Music Studies 1 (Musicianship and Practical)

**Objectives:** Musicianship: Students will develop writing and aural skills in diatonic tonality with respect to elementary transposition and modulation. Students will extend their keyboard awareness.

**Practical:** Students will develop expertise in working with vocal ensembles.

**Applied:** Students will undertake or further an elected, supervised, applied study.

### **Music Studies 3**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

**Prerequisites:** Music Studies 2 (Musicianship)

**Objectives:** Musicianship: Students will develop basic skills in melody writing and in the use of primary chords and cadences. Students will extend their aural perception skills in the area of minor modality. Students will investigate the historical and musical developments of the Baroque period.

**Practical:** Students will develop skills and repertoire related to the performance and teaching of a musical instrument.

**Applied:** Students will undertake or further an elected, supervised, applied study.

### **Music Studies 4**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

**Prerequisites:** Music Studies 3 (Musicianship and Practical)

**Objectives:** Musicianship: Students will develop aural and writing skills in elementary harmonic construction. Students will develop computer and synthesizer skills related to their work in musicianship. Students will investigate the historical and musical developments of the Classical period.

**Practical:** Students will extend skills and repertoire related to the performance and teaching of a musical instrument.

**Applied:** Students will undertake or further an elected, supervised, applied study.

### **Music Studies 5**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

**Prerequisites:** Music Studies 4 (Musicianship)

**Objectives:** Musicianship: This is concerned with: theoretical, aural and writing skills; voice leading and

modulation to related keys; associated computer and synthesizer techniques; an overview of the Romantic period.

**Practical:** Students will develop skills and repertoire associated with the performance and teaching of ensembles.

**Applied:** Students will undertake or further an elected, supervised, applied study.

### **Personal Health**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

**Prerequisites:** None

**Objectives:** to develop understanding of fundamentals of human anatomy and physiology; to analyse relationships between human anatomy and physiology and movement; Strand A: to apply those understandings to skill acquisition in a practical context; to develop and apply knowledge, skill and understanding in a range of racquet sports; Strand B: to investigate the relationship between nutrition and health; to apply this knowledge in the analysis and planning of diets.

### **Lifestyle and Fitness**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours. (Not offered in 1992)

**Prerequisites:** Personal Health or equivalent

**Objectives:** To analyse critically the social factors which influence fitness and lifestyle in schools and community; to confront students with the health implications of their lifestyle and the options available to them; to develop an understanding of fitness principles and programming; to develop problem solving skills through defensible decision making regarding personal health.

### **Social Context of Physical Education**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours. (Not offered in 1992)

**Prerequisites:** Personal Health or equivalent

**Objectives:** To analyse critically the role of physical activity in Australian society, particularly in an educational context. Students will examine the role of sport and physical activity as a socialising agent. Practical experiences will be in the areas of dance and outdoor education.

### **Personal Development and Human Sexuality**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours. (Not offered in 1992)

**Prerequisite:** Personal Health

**Objectives:** To provide students with opportunity to explore their self-concept, their feelings and values and to develop communication skills whereby they might express these; to provide knowledge, attitudes and

skills whereby students might feel comfortable in discussing matters related to human sexuality; to challenge students to consider values other than their own; to develop and defend their own values.

### **Children and Physical Activity**

B.Teach (Primary)

Semester 5, 3 class contact hours.

Prerequisites: Personal Health or equivalent. (Not offered in 1992)

Objectives: To analyse critically contemporary social factors which influence children's participation in physical activity, especially in the school setting. Students will gain expertise in teaching and coaching children in school sporting contexts.

### **Growth, Relationships and Mental Health**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours. (Not offered in 1992)

Prerequisites: Personal Health

Objectives: To analyse the interaction between the physical, social and emotional dimensions of development from birth to death; to investigate means of maintaining and promoting health with regard to these factors; to explore the concepts of mental health and mental illness.

### **Motor Skills Acquisition and Analysis**

B.Teach

Semester 6, 3 class contact hours.

Prerequisites: None

Objectives: To develop understanding of the fundamentals of motor skill acquisition and analysis then application of these understandings to motor skill development and refinement specifically in gymnastics. Students will also be expected to apply biomechanical understanding to safety practises in gymnastics and develop an appreciation of gymnastics as a performing art.

### **Public Health**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours. (Not offered in 1992)

Prerequisites: Personal Health

Objectives: to enable students to apply simple epidemiological methods in analysing the health status of communities; to identify factors involved in patterns of health and disease; to study in some depth a selection of public health issues; to present health statistics and issues in meaningful ways.

### **Science and Technology: The Human Body**

B.Teach/B.Ed.T.Lib

Semester 2, 3 class contact hours.

Prerequisites: None

Objectives: To understand the functioning of the biological systems of our body, through an appreciation of the scientific principles behind this functioning.

### **Science and Technology: Australian Natural History**

B.Teach/B.Ed.T.Lib

Semester 3, 3 class contact hours.

Prerequisites: None

Objectives: For students to demonstrate skills in individual observation of an aspect of the environment around them; develop a critical attitude towards the problems of conservation and land use; demonstrate a knowledge of the inter-relationships of geology, climate and living organisms which have resulted in the Sydney area today; and to develop an appreciation for and awareness of their own natural heritage.

### **Science and Technology: Science and Technology in Daily Life**

B.Teach/B.Ed.T.Lib

Semester 4, 3 class contact hours.

Prerequisites: None

Objectives: In our every day lives we use an enormous number of scientific and technological developments. Students will gain a basic understanding of the workings, the advantages and the limitations of these components of our lives, and appreciate in particular the contribution of Australian scientists.

### **Science and Technology: People, Technology and Science**

B.Teach/B.Ed.T.Lib

Semester 5, 3 class contact hours.

Prerequisites: None

Objectives: The principal purpose of this subject is to develop student-teachers' ideas about the nature of science and technology, their intimate relationship, and the effects they have in society. This will be approached through a selection of the technologies that have been important in Australia's development, including Aboriginal and European technology. Another objective is to consider learning science and technology as a single entity rather than as two strands of the culture.

### **Science and Technology: Planet Earth**

B.Teach/B.Ed.T.Lib

Semester 6, 3 class contact hours.

Prerequisites: None

Objectives: to develop an overall view of the formation and form of Planet Earth incorporating information gained from all science disciplines.

## **BACHELOR OF EDUCATION TEACHING STUDIES**

### **a) Advanced Teaching Core Subjects**

#### **Advanced English Teaching**

B.Ed. (Prim) F/T

Semester 1, 4 class contact hours.

Prerequisites: Bachelor of Teaching

Objectives: To explore the centrality of oracy across the Key Learning Areas for both L1 and L2 learners; to develop an understanding of the nature and functions of oral language in the Australian context; to develop understanding of the language difficulties of the ethnic child; to develop contrastive analysis skills across languages; to develop proficiency in planning, implementing, monitoring and evaluating programmes for English as a Second Language; to explore current issues in the teaching of English such as assessment, resources, programming and activities.

#### **Advanced Mathematics Teaching**

B.Ed. (Prim) F/T

Semester 2, 4 class contact hours.

Prerequisites: None

Objectives: To familiarise students with the purposes of assessment of pupils' progress and to consider the appropriateness of a variety of assessment procedures including diagnostic instruments; to encourage the realisation that all pupils regardless of different abilities and interests are entitled to the opportunity to acquire optimum levels of mathematical knowledge and skills; to ensure that students are aware of the needs of the talented and the under-achieving pupil and to consider appropriate procedures, strategies, technologies and other resources to support and enhance the mathematical learning of pupils with these special needs.

### **b) Advanced Teaching Electives**

#### **Aboriginal Studies**

B.Ed. (Prim) F/T / B.Ed. (Prim) Phase 3

Semester 2/Semester 7 or 8, 2 class contact hours.

Prerequisites: None

Objectives: To provide an opportunity to learn about the history and culture of Aboriginal people; to develop an informed awareness of contemporary Aboriginal issues confronting all Australians; to attempt to bring about an adjustment and sensitisation to the needs of Aboriginal students and communities; to develop an awareness of the availability of local community and material resources appropriate to the areas of Aboriginal Studies.

#### **Aspects of Art/Craft Education**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours. (Not offered 1992)

Prerequisites: Art/Craft Teaching I and 2

Objectives: To develop and expand knowledge of

Art/Craft teaching strategies within both normal and special classes; to investigate and evaluate the usefulness of aspects of the Visual Arts Syllabus; to understand the reasons used for developing school based policies for Visual Arts; to acquire additional skills and experience with Visual Arts media and programming.

#### **Drama in Education**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: English Education 2

Objectives: To develop an understanding of current issues in the theory and practice of educational drama and their implications for learning and teaching across the curriculum; to examine the function of educational drama as a means for developing literacy; to examine the role of the drama teacher in a variety of educational contexts; to research the nature of learning processes in drama teaching and develop appropriate materials and strategies for a planned curriculum unit; to evaluate the acquired knowledge through classroom action research.

#### **Issues in Physical Education**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: None

Objectives: To analyse critically the implications of current educational issues for school physical education; to review, analyse and evaluate selected literature related to school physical education; to formulate and justify a philosophical basis for the beliefs about the contemporary and perennial issues in school Physical Education; to develop and apply skills in curriculum evaluation.

#### **Teaching Music: Performance**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: Music Education 1 and Music Education 2

Objectives: Students will develop performance skills in voice and the Orff Instrumentarium; acquire knowledge of training and conducting vocal and percussion ensembles; select and evaluate appropriate vocal and instrumental ensemble repertoire for use in the primary school.

#### **The School Science and Technology Curriculum**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: Science and Technology Education 4 or equivalent.

Objectives: To consolidate and build upon aspects of learning and teaching science and technology. To consider the purpose of learning science and technology in the primary classroom and to develop a position on the purposes of science and technology

education. To devise a plan for the development of whole-school science and technology education in the primary school and to incorporate enrichment activities into the school program. To undertake an indepth study of science and technology education which is of special interest to the student.

### **Values Education in the Primary School**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: None

Objectives: To analyse critically literature related to theory and practice of values education; to analyse contemporary issues and current trends in educational policy and their implications for values education in the primary school curriculum; to develop an understanding of theories of moral and social development; to devise strategies for developing values education through Personal Development, Health and Physical Education curriculum that has societal, cultural and community relevance; to develop skills in teaching values in primary curriculum.

## **FOUNDATION STUDIES**

### **School and Community Relations**

B.Ed. (Prim) F/T

Semester 1, 4 class contact hours.

Prerequisites: None

Objectives: To analyse the concept of community and its relevance to Australian society and education; to gain an understanding of policies of community involvement and participation in Australian schools by examining their social context; to explore the implications of community involvement and participation with regard to school governance; to gain an understanding of the process of relating to the wider community.

### **The Social Context of Childhood**

B.Ed. (Prim) F/T

Semester 1, 4 class contact hours.

Prerequisites: None

Objectives: To recognise the rights of children and their caretakers; to identify potential stress-making conditions for children in contemporary Australian society; to analyse the theory and implications of social reports, policy documents and the law relating to particular groups of children; to identify government and community agencies providing child support services.

### **Educational Evaluation**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: None

Objectives: To emphasise evaluation as a systematic means of improving teaching practices; to examine ways in which pupil performance and teaching and curriculum practices can be described and reported

upon; to consider current issues related to learning outcomes as measured by standardised tests and the underlying assumptions regarding measurement; to explore the distinctions between program and project evaluation, formative and summative evaluation; to become familiar with the range of strategies for collecting and interpreting evidence and the consequences of these for practice.

### **Language and Schooling**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: None

Objectives: To explore the investigative, expressive and poetic functions of language within the framework of disciplines and subjects studied in the primary school curriculum; to consolidate understandings of the Whorfian hypothesis that language constructs the worldview of individuals; to critically discuss concepts such as codes and control, genres, language and empowerment, in integrative and synthesising ways.

### **Environmental Education**

B.Ed. (Prim) F/T

Semester 2, 2 class contact hours.

Prerequisites: None

Objectives: To develop an understanding of the nature of our total environment physical, natural, social, economic and political. To develop an appreciation of and concern for the quality of the total environment. To demonstrate an understanding of the aims of Environmental Education and be able to justify its inclusion in the primary school. To design an environmental education program demonstrating how it is integrated across the curriculum. To demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of Environmental Education. To demonstrate an understanding of topical environmental issues and be able to interpret, analyse and discuss these issues in an informed way.

## **ELECTIVE STUDIES**

### **Art Studies 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours. (Not offered in 1992)

Prerequisites: Art Studies 5

Objectives: To allow students the professional freedom to explore and research one area of art at depth and to present these findings both as a written paper and as a seminar presentation to introduce the rigours of professional research in art studies; to have the opportunity to develop and present a program of practical activity that will allow ultimate presentation of a major art form.

### **Drama and Theatre Arts 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: None

**Objectives:** To develop a style and form of performance to meet the demand of a specific play text; to apply understandings and skills in acting and/or technical theatre in order to perform for a particular audience, to promote and publicise the performance; to appraise the performance of a self-devised or published text as an opportunity for teaching and learning; to evaluate drama knowledge through performance, writing and discussion.

### **Educational Computing 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

**Objectives:** To extend programming skills in LOGO and BASIC to the handling of disk data files; to address the role of the computer coordinator in the primary school by considering issues including: evaluation and selection of resources, programmes for computer use across the key learning areas, access and equity, and information sources; consideration of the variety of ways in which the computer can be used in the classroom.

### **English 6 (Australian Language and Literature)**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: None

**Objectives:** To explore the development of white Australian literature in the context of its origins in the culture of Britain, Europe and North America; to examine some examples of Aboriginal Australian literature; to consider the relationship between Australian literature and language and the development of Australian society and culture; to study selected works of Australian poets, dramatists and prose writers in these contexts.

### **PD/Health/PE Research Project**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: 4 subjects from Personal Development, Health and Physical Education Studies at the undergraduate level, or equivalent.

**Objectives:** To develop fundamental research skills; to apply technical and research skills in the investigation of a chosen project of personal and professional relevance in the area of Personal Development, Health and Physical Education; to develop a scholarly approach to the delivery of project findings.

### **History 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: History 5 and either History 1 and 2 or History 3 and 4 of B. Teach. program.

**Objectives:** This subject will introduce students to the present state of Pacific Island historical studies, including that of Papua New Guinea. It will present

students with examples of Islander resistance to foreign incursion and influence and the long-term effects of the transformation of island societies through colonisation. It will offer students an opportunity to use and evaluate a variety of sources of information including oral history, myth, archaeology, European accounts and those of indigenous and non-Islander historians.

### **Mathematics 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours. (Not offered in 1992)

Prerequisites: None

**Objectives:** To gain an understanding of the forces which have affected the development of mathematics; to appreciate the historical influence of mathematically advanced individuals and societies; to examine the historical relationships between the various branches of mathematics; to examine the availability of mathematics to different societies, classes and minority groups; to consider the past, present and future effects of factors such as technological development, geographic situation, and economic structure on mathematics, and, in particular, on primary school mathematics.

### **Music Studies 6**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: Music Studies 5 (Musicianship and Practical)

**Objectives:** Musicianship: This is concerned with: theoretical, aural and writing skills; associated computer and synthesiser techniques; an investigation of Twentieth Century trends and compositional techniques.

**Practical:** Students will develop skills associated with the arranging for ensembles, and the performance and teaching of ensembles.

**Applied:** Students will undertake or further an elected, supervised, applied study.

### **Science and Technology: Animal Behaviour**

B.Ed. (Prim) F/T

Semester 2, 3 class contact hours.

Prerequisites: None

**Objectives:** To develop an overall view of animal behaviour, including the origins of ethology and achievements of some notable ethologists. To try to relate observed animal behaviour (including that of humans) to the environment in which it occurs and to its evolutionary function.

### **Associate Teacher Programme**

B.Ed. (Prim) F/T

Semester 1, 40 days.

Prerequisites: Bachelor of Teaching or equivalent.

Organisation: 2 x Blocks, 2 weeks + 6 weeks.

**Objectives:** In the first instance the student will be allocated to a school for the first two weeks of the new school year. This will enable the student to perceive the

ways in which schools accommodate to the needs of new staff and new pupils and manage their induction into the school. Students will act as associate teachers and will assist in the identification and diagnosis of learning needs which lead to effective programming. They will keep a journal which will take particular note of processes used for undertaking needs, analyses and teacher programming and planning.

During the second half of the first semester students will return to the school to which they have been assigned for a further six weeks. As an associate teacher they will be responsible for working alongside experienced teachers as a junior partner. They will take responsibility for planning, implementing and evaluating learning experiences in three key learning areas, one of which must be mathematics or science education, as well as acting as a team member in the remaining key learning areas. Students will engage in ongoing professional development through attending and contributing to staff meetings, cluster and regional meetings and parent interviews.

## MASTER OF EDUCATION

### Educational Leadership in a Technological Society

M.Ed.

Semester 1 and 2, 2 class contact hours

Prerequisites: None

Objectives: To develop knowledge and skill associated with the theories of effective leadership as they apply in the educational context; to identify and evaluate the technology and technological changes affecting the school and to apply this knowledge; to reflect on personal experience of leadership and technology with reference to both the professional literature and the demonstrated effects on the school.

### Politics in Education

M.Ed.

Semester 1, 2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To understand power relations within education at both the school and system level; to examine and evaluate various decision making models as they apply to the exercise of power in educational contexts; to develop skills and knowledge to contribute to the empowerment of school communities; to gain an awareness of how political processes enter into some key policy issues in education.

### Gender, Power and Education

M.Ed.

Semester 2, 2 class contact hours

Prerequisites: None

Objectives: To analyze critically theoretical and research approaches to the understanding of gender and power in education; to examine critical issues related to the operation of gender and patriarchy in Australian education institutions; to critique literature related to the culture of gender and socialization processes in the family, school and community; to examine gender equity policies and their implications for current and future options in Australian education; to investigate the operation of gender in specific educational contexts.

### Problem-Based Learning

M.Ed.

Semester 2, 2 class contact hours

Prerequisites: None

Objectives: To critically analyze the perceived advantages/disadvantages of PBL; to analyze the perceived success or otherwise of PBL in different types of curricula with different groups of students; to identify desirable learning outcomes from the use of PBL techniques; to identify and formulate strategies which may be applied in professional practice; to identify special difficulties which may arise in the use of PBL techniques and plan strategies to help overcome these difficulties.

### Children with Language Delay and the Language of Learning

M.Ed.

Semester 1, 2 class contact hours

Prerequisites: None

Objectives: To acquire an understanding of the differences between spoken and written discourse and of the challenge these differences present to children whose language is delayed; to evaluate language delay and language differences in the context of normal language development in reading and writing; to identify and develop effective teaching strategies for promoting language development.

### Educating Students with Behaviour Disorders

M.Ed.

Semester 2, 2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To describe the factors which indicate the need for a change in managing student behaviour; to discuss the relevance of different theoretical approaches to behavioural intervention; to discuss the 'preventive' versus 'remedial' approach to behavioural programming; to identify principles that are successful in changing mild behavioural difficulties in the regular classroom; to analyze the ethical and practical issues that arise in implementing behaviour change programs.

### Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties

M.Ed.

Semester 1, 2 class contact hours. Not offered in 1992

Prerequisites: None

Objectives: To investigate how instructional theory develops; to derive a set of theoretical principles to assist in constructing instructional programs, evaluating existing programs, and measuring the effectiveness of instructional procedures with those who fail to learn using normal instructional techniques; to examine methods of diagnosing and assessing comprehension.

### Introduction to Educational Research

M.Ed.

Semester 2, 2 class contact hours

Prerequisites: None

Objectives: To analyze philosophical issues that underpin educational research; to examine critical relationships between research and educational practice; to develop understandings of methodologies typically employed in educational inquiry; to develop skills in selecting methodologies that are most suitable for the problems that students are likely to investigate; to examine the general issues in data analysis.

### Qualitative Research in Education

M.Ed.

Semester 2, 2 class contact hours. Not offered in 1992.

Prerequisites: None

**Objectives:** To critique literature related to philosophical, ethical and theoretical considerations for conducting qualitative research in education; to develop understanding of a range of traditions such as phenomenology, ethnography, symbolic interactionism, critical ethnography and action research as they apply in educational research methodology; to formulate appropriate research problems and to design qualitative research strategies for examining such problems; to examine issues associated with, and develop systems and techniques in data collection, reduction, analysis and interpretation; to examine issues of reliability, validity, credibility and reproducibility in qualitative research.

### **English Teaching Issues**

M.Ed.

Semester 1 and 2, 2 class contact hours

Prerequisites: None

**Objectives:** To critically examine current issues which affect the primary English curriculum; to develop an understanding of the theories of language learning which underpin current issues in English teaching; to develop the ability to reflect critically on, and change English teaching practices which are problematic.

### **Learning in Science and Technology**

M.Ed.

Semester 1, 2 class contact hours

Prerequisites: None

**Objectives:** This subject examines factors, influences and conditions which when present in classrooms would be expected to enhance learning of science and technology by school students. This will be done by investigating the prior knowledge of the world that learners bring to their lessons in science; examining teaching models; and considering the implications of developmental interpretations of learning, a place for analogy generation in science learning, and schema theory.

### **School, Sport and Society**

M.Ed.

Semester 1, 2 class contact hours. Not offered in 1992

Prerequisites: None

**Objectives:** To analyze the role of sport in Australian society, and its relationship to education; to analyze school sport structures; to compare and contrast school sport in Australia with international models; to examine controversies that influence sport in an educational context; to examine policies which will improve the quality of sports delivery in schools.

### **Teaching Controversial Issues in Personal Development, Health and Physical Education**

M.Ed.

Semester 2, 2 class contact hours. Not offered in 1992.

Prerequisites: None

**Objectives:** To analyze critically implications of current educational trends and issues for curriculum

development in personal development, health and physical education; to review curriculum documents relating to the above; to develop skills in contextual analysis that will enable students to develop and improve curriculum in the above; to evaluate available resources for teaching controversial topics; to develop teaching units for the presentation of sensitive topics in the above; to improve teaching practice in the above.



### 1992 Academic Year Patterns

	Jan					Feb					March					April					May					June					July					August					Sept					Oct					Nov					Dec				
<b>DATE (Mon)</b>	6	13	20	27	3	10	17	24	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28								
<b>WEEK</b>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52									



BEd Associate Teacher Programme



Vice-Chancellor's Weeks (non teaching)



Grad Dip Ed Practicum



NSW School Vactions



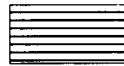
Grad Dip Ed Single Day visits to schools (Thursdays)



Examinations



B. Teach/Dip Teach Practicum



Lectures for some subjects



Special Education Practicum



Project Pranakorn – Thailand



Special Education two day per week visits to schools  
ie: Monday=1/2 day, Tuesday=1/2 day, Wednesday=1 full day

## THE STUDENTS' ASSOCIATION (SA)

The Students' Association (SA) is the elected representative body of students at the UTS - it is an organisation run by students for students. All students become members of the Students' Association upon enrolment. It is the only body in the university which can legitimately claim to truly represent the concerns, issues and problems students face on a day-to-day basis whilst at this university. All students have the right to stand for election of the SA and to vote in the annual elections. There are twenty three general representatives on the Council that makes policy for the Students' Association. The SA also has specialised portfolios and office bearers to deal with a range of issues; the environment, women, students with special needs, gay and lesbian rights, overseas students and postgraduates.

The Students' Association maintains close links with student organisations from other universities. Its political role is to defend and extend educational standards and conditions for students both within the University and the tertiary sector as a whole. Campus Committees deal with campus specific issues (St Leonards/Gore Hill, Balmain, Kuring-gai, Haymarket and Broadway). This has proved to be the most effective and equitable means of ensuring that all campuses are adequately represented in the make-up of the SA. At this level, Campus convenors carry out the directions of campus committees, which are also elected annually.

In general the SA plays a representative and advocacy role on behalf of students. The SA acts as the voice of the student body. As part of this function it produces a fortnightly newspaper, *Vertigo*, and a weekly radio show on 2SER *Student Voice*. It liaises closely with the University Union, which provides services to students (eg the cafeteria, reading and leisure areas) and the Student Services Unit, which is funded by the university to provide welfare advice and counselling loan assistance and medical services. The SA also employs specialised education staff to assist in enquiries about Austudy, HECS, appeals against exclusion and assessment grades and any other problems that students encounter at UTS. The SA has lots to offer all students - so get down to your SA and get active!

### Locations and Services

#### *City Campus (02) 330 1155*

The main office of the SA is located on the City Campus, Broadway on Level 3A of the Tower Building (near the bar and cafeteria) and offers the following services:

- General Student representatives
- Elected office bearers - Womens' officers
  - Overseas students' officers
  - Special needs officers
  - Gay and lesbian officers
  - Environment officer
  - Postgraduate officer
- Specialist education, research and welfare staff
- General student enquiries
- Academic coaching service
- Photocopying
- Funding of PERC Clubs

#### *Broadway Resource Centre (02) 330 1161*

Also located on Level 3A and adjacent to the Union Shop, its services include:

- Photocopying
- Secondhand books
- Use of typewriters and computers
- Book binding and paper guillotining

#### *Haymarket Resource Centre (02) 330 3409*

This is located in Room B110 and its services include:

- Photocopying
- Secondhand books
- Typing service

#### *Design School Student Centre (02) 330 2958*

This is located on the Balmain Campus, Mansfield Street, Balmain and is open Tuesday to Friday and offers:

- Photocopying
- Secondhand equipment sales
- Computer facilities

#### *Gore Hill Resource Centre (02) 330 4040*

This is located in Room 1/18 in the Dunbar Building and its services include:

- Photocopying
- Secondhand books
- Computer facilities

#### *Kuring-gai Campus (02) 330 5237*

Located next to State Bank, the services offered include:

- General and campus representatives
- Specialist education, research and welfare staff
- General student enquiries
- Resource Centre

## PRINCIPAL DATES FOR 1992

### AUTUMN SEMESTER

#### January

- 13 Release of HSC results
- 20 Closing date for changes of preference of 1991 NSW HSC applicants (4.30pm)
- 26 Australia Day
- 27 Public School Holidays end
- 29-31 Enrolment of continuing students at City Campus

#### February

- 3-21 Enrolment of continuing and new students at City Campus
- 17-28 Enrolment at Kuring-gai Campus
- 25-27 University Orientation Day at City Campus
- 28 University Orientation Day at Kuring-gai Campus

#### March

- 2 Classes commence
- 13 Last day to enrol in a course or add subjects
- 27 Last day to apply for leave of absence
- 31 HECS Census Date

#### April

- 10 Last day to drop a subject without academic penalty
- 10 Last day to withdraw from course without academic penalty
- 13 Public School Holidays commence
- 17 Good Friday
- 20 Easter Monday
- 20-24 Vice-Chancellors' Week (non-teaching)/ Graduation period
- 24 Public School Holidays end
- 25 Anzac Day

#### May

- 29 Closing day for applications for Spring Semester

#### June

- 15 Formal examinations commence

### SPRING SEMESTER

#### July

- 3 End of formal examinations
- 6 Public School Holidays commence
- 6-10 Vice-Chancellors' Week (non-teaching)
- 17 End of Public School Holidays
- 27-31 Enrolment of new students

#### August

- 3 Classes commence
- 14 Last day to enrol in a course or add subjects
- 28 Last day to apply for leave of absence
- 31 HECS Census Date

#### September

- 11 Last day to drop a subject without academic penalty
- 11 Last day to withdraw from a course without academic penalty
- 28 Public School Holidays commence
- 30 Undergraduate applications close for admission in 1992
- 28- Vice-Chancellors' Week (non-teaching)/
- 2 Oct Graduation period

#### October

- 9 End of Public School Holidays

#### November

- 16 Formal examinations commence

#### December

- 4 End of formal examinations
- 18 Public School Holidays commence

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