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Education
Faculty Handbook
1995



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Education Faculty Handbook **1995**

The University attempts to ensure that the information contained in the handbook is correct as at 4 November 1994. The University reserves the right to vary any matter described in the handbook at any time without notice.



Equal opportunity

It is University policy to provide equal opportunity for all, regardless of race, sex, marital status, physical ability, sexual preference, age, political conviction or religious belief. The University also has an ethnic affairs policy to ensure that the University community is sensitive to the multicultural nature of Australian society and the cultural diversity within the University.

Free speech

The University supports the right to freedom of speech and the rights of its members to contribute to the diversity of views presented in our society.

Non-discriminatory language

UTS has adopted the use of non-discriminatory language as a key strategy in providing equal opportunity for all staff and students. Guidelines for the use of non-discriminatory language have been developed and all members of the University community are encouraged to use them.

Editorial and production:

Corporate Responsibilities Unit
University Secretary's Division

Design:

UTS News and Design Services

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- Blackfriars
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3 Smail Street, Ultimo
- Wembley House
839–847 George Street, Sydney
- 645 Harris Street, Ultimo
- Bulga Ngurra, 23–27 Mountain Street
Ultimo
- 82–84 Ivy Street, Chippendale

Kuring-gai campus

Eton Road
Lindfield
(PO Box 222, Lindfield NSW 2070)

St Leonards campus

- Dunbar Building
Corner Pacific Highway and Westbourne
Street, Gore Hill
- Clinical Studies, Centenary Lecture
Theatre and West Wing
Reserve Road, Royal North Shore
Hospital
- Gore Hill Research Laboratories
Royal North Shore Hospital
- School of Legal Practice (College of Law)
Corner Chandos and Christie Streets
St Leonards
Telephone: (02) 965 7000

Yarrowood Conference and Research Centre

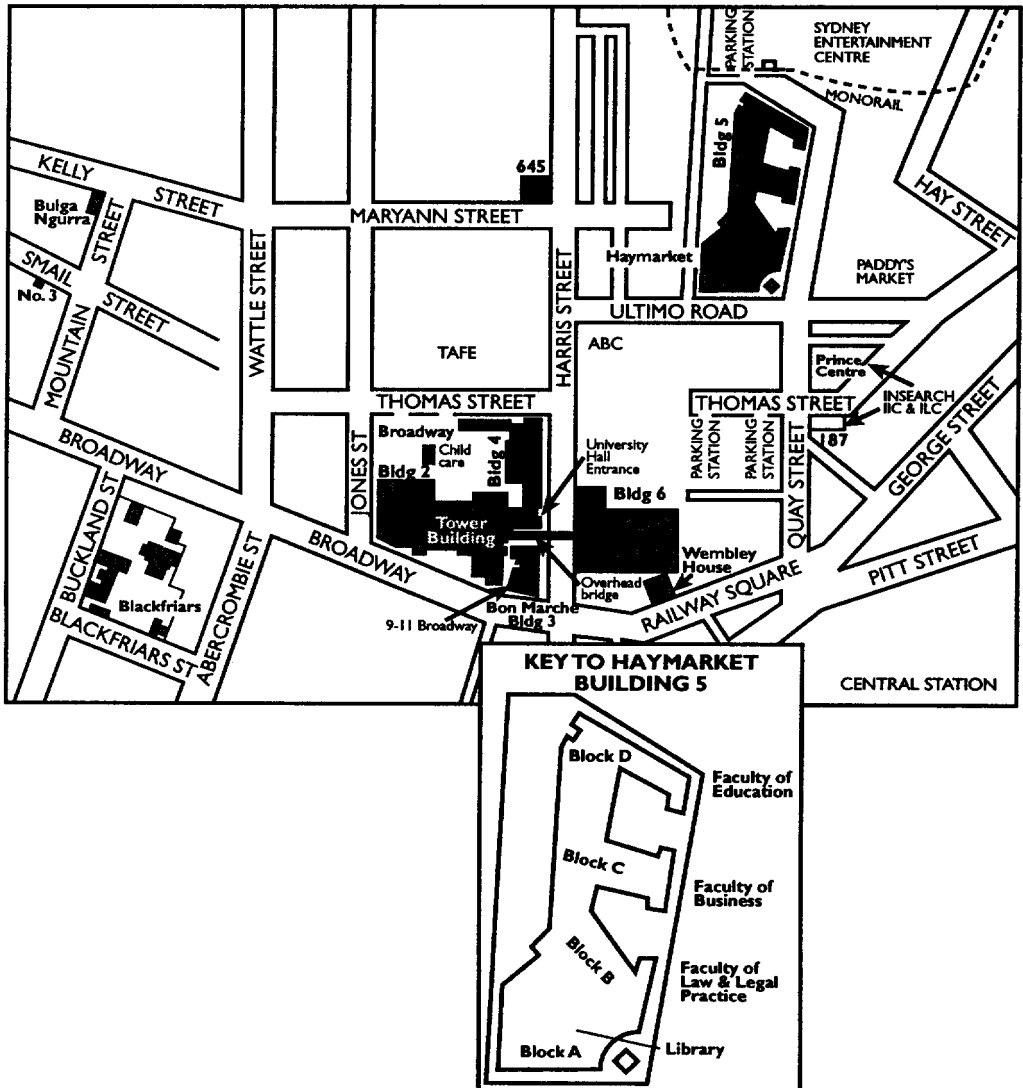
Hawkesbury Road
Yarramundi 2753

Stroud

Lot AFP 161894
The Bucketts Way
Booral 2425

CAMPUS MAPS

CITY CAMPUS



City campus

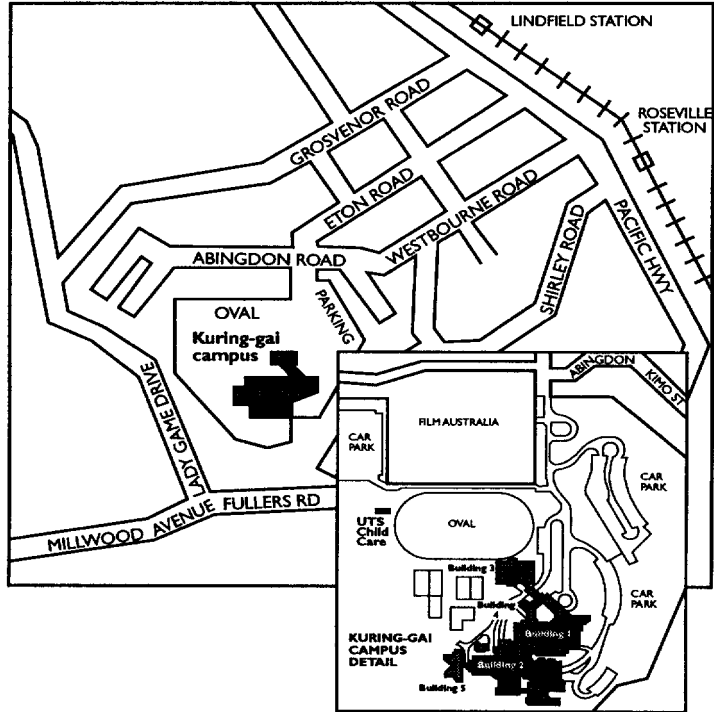
- Broadway
No.1 Broadway, Ultimo
702–730 Harris Street, Ultimo
- Haymarket
Corner Quay Street and Ultimo Road
Haymarket, Sydney
- Smail Street
3 Smail Street, Ultimo
- Wembley House
839–847 George Street
Sydney
- 645 Harris Street, Ultimo
- Bulga Ngurra, 23–27 Mountain Street
Ultimo
- 82–84 Ivy Street, Chippendale

CAMPUS MAPS

Kuring-gai campus

Eton Road
Lindfield

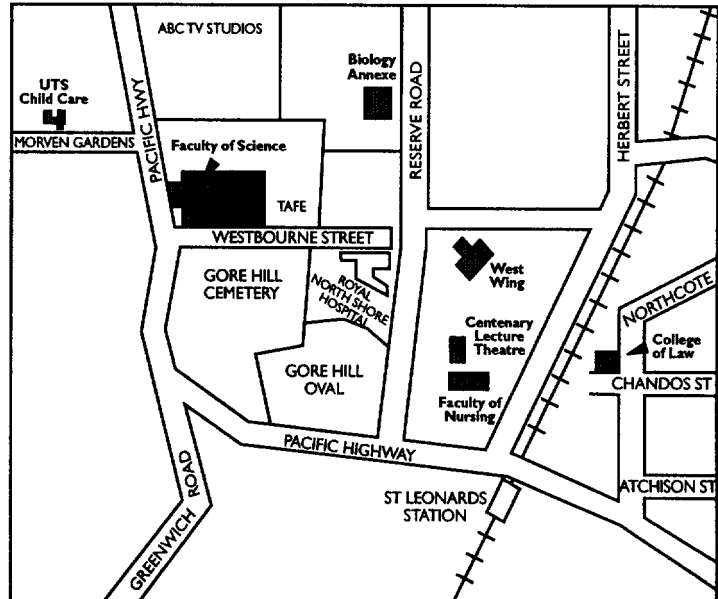
KURING-GAI CAMPUS



St Leonards campus

- School of Biological and Biomedical Sciences
Dunbar Building
Corner Pacific Highway and Westbourne Street
Gore Hill
- Clinical Studies, Centenary Lecture Theatre and West Wing
Reserve Road, Royal North Shore Hospital
- Gore Hill Research Laboratories
Royal North Shore Hospital
- School of Legal Practice (College of Law)
Corner Chandos and Christie Streets
St Leonards

ST LEONARDS CAMPUS



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PREFACE

This handbook is one of a suite of twelve publications comprising the *University Calendar*, the *Student Information Guide* and ten handbooks: Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; International Studies; Law and Legal Practice; Mathematical and Computing Sciences; Nursing; and Science. Each handbook provides general information about the faculty as well as detailed information on the courses and subjects offered.

The *Calendar* contains the University By-law, which all students should read. It also contains a list of the University's courses, giving the name, abbreviation and title as indicated on the testamur. Copies of the *Calendar* are held in the University Library and in faculty offices, and may be purchased at the Co-op Bookshop.

Copies of the *Student Information Guide* are provided free to students at enrolment. You should make sure that you read the student rules published in the guide. Information on the rights and responsibilities of students and on the services and facilities available is also given. The guide will assist you in your dealings with the University's administration and tell you whom to contact if you have a problem or need advice. Other publications providing information of a general nature are the *UAC Guide*, and the *UTS Undergraduate and Postgraduate Studies Guides*, all of which are available from the UTS Information Service.

For further information not provided in any of the publications mentioned e.g. additional information on courses, methods of assessment and book lists, you should contact the UTS Information Service or your Faculty office. If in doubt, don't hesitate to ask.

We hope you will enjoy your time as a student at UTS and wish you well in your studies.

FACULTY MISSION STATEMENT

The Faculty of Education is distinctive in its mixture of adult, vocational and teacher education areas and is, moreover, one of the largest faculties of education in Australia.

Within the overall University mission, the special mission of the Faculty of Education is to serve the community through the provision of higher education for professional practice across the full range of educational contexts – formal and informal, adult and school, vocational and general. The Faculty of Education is committed to the following values:

- promoting lifelong learning
- interconnecting academic scholarship and research with practice
- encouraging service and leadership to the community
- developing the capacity for both autonomous and group learning
- promoting education as a vehicle for social justice.

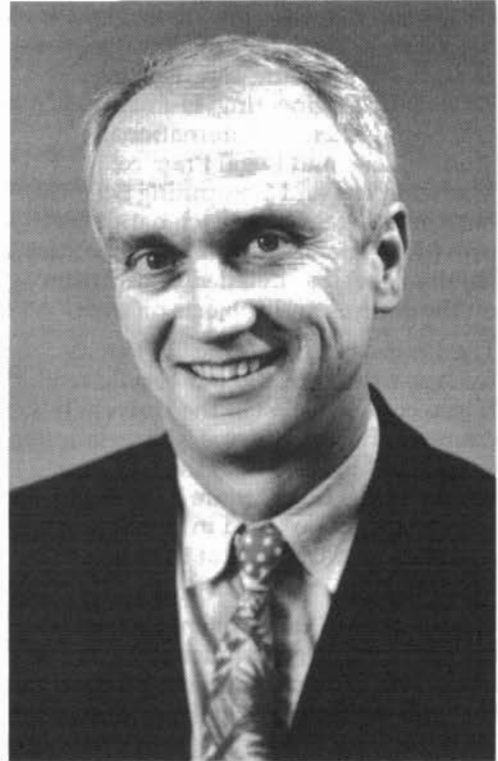
MESSAGE FROM THE DEAN

I am pleased to welcome you as a new or returning participant in the Faculty of Education.

The Faculty is unique in that it offers courses which prepare and develop students for work in the full gamut of educational provision, from school and TAFE to workplace and community education. It also caters for specialised interests in the fields of special education, music, teacher librarianship, computer-based learning, literacy and numeracy, TESOL, community education, human resource development, and Aboriginal education. In addition, the courses offered include two-year diplomas, three- and four-year Bachelor's degrees, Graduate Certificates, Graduate Diplomas, Master's degrees, and the Doctor of Education and Doctor of Philosophy degrees. Thus the Faculty recognises the need for lifelong learning and education and seeks to provide both initial and continuing opportunities for professional development.

I would like to encourage you to take subjects from other schools within the Faculty and perhaps to take subjects in other faculties of the University if the course regulations permit. This will give you a sense of belonging to the University rather than simply being confined to a single course. There are many other ways in which you can involve yourself in the life of the University, such as through the Students' Association or through participation in the variety of clubs and activities available.

You can see from this handbook and from the UTS *Student Information Guide* that the University offers a number of



Mark Tennant
Professor of Adult Education and Dean

support services to assist you with, say, study and writing skills, or with health or welfare matters, with child care, or with any personal difficulties you may be experiencing. Try to acquaint yourself with the range of services available and use them if needed.

I hope you have a stimulating, productive and enjoyable year and that you find professional and personal fulfilment through your participation in the Faculty.

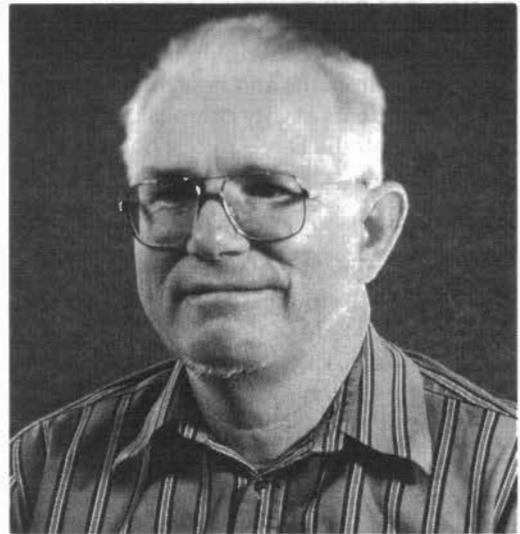
HEADS OF SCHOOL

Please contact the School offices for course enquiries and general advice on your studies in the Faculty.

Andrew Goczi
Head, School of Adult and
Language Education



Paul Hager
Head, School of Adult
Vocational Education



Christine E Deer
Professor of Teacher Education and
Head, School of Teacher Education



PRINCIPAL DATES FOR 1995 ¹

AUTUMN SEMESTER

January

- 3 Enrolment day for Summer schools
- 4 School of Legal Practice enrolment day at St Leonards campus
- 9 Release of HSC results
- 13 Formal supplementary examinations for 1994 Spring semester students
- 17 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1994 NSW HSC applicants (by 4.30 p.m.)
- 19–31 Enrolment of postgraduate students, continuing undergraduate students and new direct entry students at City campus
- 26 Australia Day – public holiday
- 27 Public school holidays end

February

- 1–6 Enrolment of new undergraduate (UAC) students at City campus
- 7–17 Enrolment of postgraduate students, continuing undergraduate students and new direct entry students at City campus
- 27 Classes begin

March

- 10 Last day to enrol in a course or add subjects
Last day to change to 'pay now/up-front' HECS payment

- 24 Last day to apply for leave of absence without incurring student fees/charges
- 31 HECS Census Date
Last day to withdraw from a subject without financial penalty

April

- 7 Last day to withdraw from a course or subject without academic penalty ²
- 14 Public school holidays begin
Good Friday
- 17 Easter Monday
- 18–21 Vice-Chancellors' Week (non-teaching)
- 19 Graduation period begins
- 21 Public school holidays end
Provisional examination timetable available
- 25 Anzac Day
- 28 Last day to apply to graduate in Spring semester 1995

May

- 5 Graduation period ends
- 12 Examination Masters due
- 26 Final examination timetable available
- 31 Closing date for undergraduate and postgraduate applications for Spring semester

June

- 12 Queen's Birthday – public holiday
- 13–29 Formal examination period
- 30 Autumn semester ends

¹ Information is correct as at 15 November 1994. The University reserves the right to vary any information described in Principal Dates for 1995 without notice.

² HECS/Postgraduate course fees will apply after the HECS Census Date.

SPRING SEMESTER

July

- 3 Public school holidays begin
- 3–7 Vice-Chancellors' Week (non-teaching)
- 10–14 Formal alternative examination period for Autumn semester students
- 14 Public school holidays end
- 21 Release of Autumn semester examination results
- 24 Formal supplementary examinations for Autumn semester students
- 24–28 Confirmation of Spring semester programs
- 25–26 Enrolment of new and readmitted students and students returning from leave/concurrent study
- 31 Classes begin

August

- 1 Applications available for undergraduate and postgraduate courses
- 4 Last day to withdraw from full year subjects without academic penalty ²
- 11 Last day to enrol in a course or add subjects
Last day to change to 'pay now / up-front' HECS payment
- 25 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)
- 31 HECS Census Date
Last day to withdraw from a subject without financial penalty
Last day to apply to graduate in Autumn semester 1996

September

- 8 Last day to withdraw from a course or subject without academic penalty ²

- 22 Provisional timetable available
- 25 Public school holidays begin
Graduation period begins
- 25–29 Vice-Chancellors' Week (non-teaching)
- 29 Closing date for undergraduate applications via UAC (without late fee)
Closing date for inpUTS Special Admission Scheme applications
Graduation period ends
Closing date for postgraduate applications (*to be confirmed*)

October

- 2 Labour Day – public holiday
- 6 Public school holidays end
- 13 Examination Masters due
- 27 Final examination timetable available
- 31 Closing date for postgraduate research and course award applications
Closing date for undergraduate applications via UAC (with late fee)
Closing date for undergraduate applications direct to UTS (without late fee)

November

- 13–30 Formal examination period

December

- 1 Spring semester ends
- 11–15 Formal alternative examination period for Spring semester students
- 18 Public school holidays begin
- 22 Release of Spring semester examination results

² HECS/Postgraduate course fees will apply after the HECS Census Date.

FACULTY OF EDUCATION

The Faculty of Education consisted until 1995 of three schools located on two campuses of the University.

The School of Adult Vocational Education at the City campus (Haymarket) provides opportunities for the professional development of vocational educators in NSW.

The School of Adult and Language Education, also at the City campus, provides courses of professional development for practitioners who work in industrial, commercial, public sector, welfare, school and community settings.

The School of Teacher Education is located at the Kuring-gai campus and provides pre-service courses for beginning teachers and postgraduate programs for experienced teachers.

FACULTY STRUCTURE REVIEW

During 1994 all faculties were required to consider their structure in parallel with the University's restructuring process. Following a consultative process involving Faculty meetings and written submissions from staff the Faculty Board in Education recommended to the Vice-Chancellor that from 1995 the School of Adult and Language Education and the School of Adult Vocational Education amalgamate to form a single Haymarket School.

From 1995 there will be two Schools within the Faculty of Education – the new School of Adult Education and the School of Teacher Education. The Dean's Office remains at Haymarket, City campus.

CENTRES

The Faculty and its schools have established various centres to fulfil their aims with regard to research, consulting and professional links. Centres approved by the Vice-Chancellor are:

- Centre for Workplace Communication and Culture
- Centre for Research in Education and the Arts

- Centre for Language and Literacy
- Centre for Training and Development Services
- Research Centre for Vocational Education and Training

STUDENT SUPPORT

The Faculty has possibly the most diverse student body of any faculty at UTS. Its students range from school-leavers to others who are more properly regarded as professional colleagues who have entrusted the Faculty with the task of meeting their continuing professional development needs. To meet these student needs many different modes of course delivery are used. There is also the provision of formal support to students for development of their learning skills. **The Study Skills Unit** (at the City campus) is a student support unit serving the needs of staff and students in the Haymarket school. **The Student Learning Centre** (at the Kuring-gai campus) provides services for students from all faculties operating at that campus. **The Educational Resources** (at Haymarket, City campus) provides staff and students with audio-visual and computer facilities.

PRIZES AND AWARDS

The Faculty holds an annual prize ceremony in recognition of the academic achievements of students.

The following prizes are awarded in the Faculty of Education:

Prize	Value
-------	-------

The Australian Institute for Training and Development (AITD) Award

Best research project in 'Educational Research 2' in the Bachelor of Education in Technical Education; and best project in the field of adult education in Semester 4 of the Diploma in Adult Education (Training) (School of Adult and Language Education and School of Adult Vocational Education). Under review.

The Fragar Prize

Most outstanding academic and professional record in the Graduate Diploma

in Education (School of Adult Vocational Education). \$250 and certificate

The Gwen Muir Memorial Prize for Special Education

Most distinguished academic record and excellence in the practicum in the Bachelor of Education in Special Education or the Graduate Diploma in Special Education (School of Teacher Education). \$250 and certificate

The Phillips Prize

Most outstanding academic and professional record in the Bachelor of Teaching in Adult Vocational Education (School of Adult Vocational Education). \$250 and certificate

The Sydney Mechanics School of Arts Award

Superior achievement in academic studies and adult education practice (School of Adult and Language Education and School of Adult Vocational Education). \$1000, certificate and medallion

SRC/ITATE Scholarship

Awarded for a specific educational purpose (including research, field investigation, travel or conference fees etc.) to past and present students (Faculty of Education and predecessor – ITATE). Variable and certificate

FELLOWSHIP

The Keith Foster Fellowship was established in 1992 to enable practitioners active in some aspect of adult or vocational education to spend time on attachment to the University. The Fellowship was established to recognise the work of Keith Foster, who retired in 1991 as an Associate Professor of UTS, having made extensive contributions to the development of adult education as an academic at UTS and its predecessors. It would be expected that Fellows would use their period at UTS to undertake a project of mutual benefit to UTS and their employer. In general, Fellowships would be from one to six months' duration.

DEVELOPMENTS IN 1995

In the coming year the Faculty intends to complete its review of the Bachelor of Education in Adult Education. The new version of this degree should be ready for implementation from the beginning of 1996. Generally the Faculty plans to make it simple for students enrolled in one course to have access to similar level subjects across the Faculty. This initiative should make it easier for students to put together more personalised and more powerful learning packages.

The main thrust of the Faculty's efforts in 1995 will be to consolidate the already significant advances it has made in the development of professional education courses across the broad field of educational practice and at all levels from the undergraduate diploma to the doctorate. This will be especially the case with the newly introduced (1994) cross-faculty Doctor of Education (EdD) program.

FACULTY OF EDUCATION OFFICE

The office of the Dean of Education and general Faculty office are located in Building 5D, Haymarket, City campus, on Level 1. Staff associated with these offices include:

	Room	Ext
Dean of Education		
Mark Tennant	D103	3999
Faculty Administrator		
Skaidy Gulbis	D104	3867
Executive Officer		
Vacant	D101B	3803
Budget Officer		
George Pasas	D102A	3889
Special Accounts Officer		
Prisca Yip	D326	3902
Secretary to the Dean		
Roslyn van Damme	D102	3808
Faculty Office Secretary		
Lucy Bantermalis	D102	3805
Faculty Assistant		
Paul Compagnucci	D102A	3883

FACULTY OF EDUCATION COURSES AVAILABLE IN 1995

Course	Degree/Diploma/ Certificate	Abbreviation	Testamur Title
Doctoral degrees	Doctor of Philosophy	PhD	Doctor of Philosophy
	Doctor of Education	EdD	Doctor of Education
Master's degree (by thesis) Education	Master of Education	MEd	Master of Education
Master's degrees (by coursework) Adult Education	Master of Education	MEd	Master of Education in Adult Education
Children's Literature and Literacy	Master of Arts	MA	Master of Arts in Children's Literature and Literacy
Teacher Education	Master of Education	MEd	Master of Education in Teacher Education
Teaching English to Speakers of Other Languages (TESOL)	Master of Arts	MA	Master of Arts in TESOL
Graduate Diploma courses			
Adult Education			
Basic Education	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Community ¹	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Training ¹	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
TESOL	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Children's Literature and Literacy	Graduate Diploma in Children's Literature and Literacy	GradDipChildLit	Graduate Diploma in Children's Literature and Literacy
Computer-based Learning	Graduate Diploma in Computer-based Learning	GradDipCompBased Learning	Graduate Diploma in Computer-based Learning
Language Teaching	Graduate Diploma in Language Teaching	GradDipLangTeach	Graduate Diploma in Language Teaching
Music Therapy	Graduate Diploma in Music Therapy	GradDipMusTh	Graduate Diploma in Music Therapy
Primary Music	Graduate Diploma in Primary Music	GradDipPrimMusic	Graduate Diploma in Primary Music
Special Education	Graduate Diploma in Special Education	GradDipSpecEd	Graduate Diploma in Special Education
Secondary Education			
Mathematics	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education

Personal Development Health and Physical Education	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Science	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Teaching English to Speakers of Other Languages (TESOL)	Graduate Diploma in Teaching English to Speakers of Other Languages	GradDipTESOL	Graduate Diploma in TESOL
Technical Education	Graduate Diploma in Technical Education	GradDipTechEd	Graduate Diploma in Technical Education

Graduate Certificate courses²

Adult Education

Community	Graduate Certificate in Adult Education in Community Education	—	Graduate Certificate in Adult Education in Community Education
Training	Graduate Certificate in Adult Education in Training	—	Graduate Certificate in Adult Education in Training
Teaching English to Speakers of Other Languages (TESOL)	Graduate Certificate in Teaching English to Speakers of Other Languages	—	Graduate Certificate in TESOL
Higher Education	Graduate Certificate in Higher Education	—	Graduate Certificate in Higher Education
Learning and Technology	Graduate Certificate in Learning and Technology in Higher Education	—	Graduate Certificate in Learning and Technology in Higher Education
Diabetes Education and Management	Graduate Certificate in Diabetes Education and Management	—	Graduate Certificate in Diabetes Education and Management
Experiential Learning	Graduate Certificate in Experiential Learning	—	Graduate Certificate in Experiential Learning
Language and Learning ⁴	Graduate Certificate in Language and Learning	—	Graduate Certificate in Language and Learning

Undergraduate degree courses

Adult Education

Aboriginal Studies ³	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Community Education ³	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Human Resource Development ³	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Adult Vocational Education	Bachelor of Teaching	BTeach	Bachelor of Teaching in Adult Vocational Education
Primary Education	Bachelor of Teaching	BTeach	Bachelor of Teaching in Primary Education

Primary Education	Bachelor of Education	BEd	Bachelor of Education in Primary Education
Special Education	Bachelor of Education	BEd	Bachelor of Education in Special Education
Teacher Librarianship	Bachelor of Education	BEd	Bachelor of Education in Teacher Librarianship
Technical Education	Bachelor of Education	BEd	Bachelor of Education in Technical Education

Diploma course ⁵

Adult Education

Aboriginal Education	Diploma in Adult Education	DipAdultEd	Diploma in Adult Education
Community Education	Diploma in Adult Education	DipAdultEd	Diploma in Adult Education
Training	Diploma in Adult Education	DipAdultEd	Diploma in Adult Education

¹ Not offered as a discrete course

² No award abbreviation for Graduate Certificate courses

³ Denotes majors

⁴ Subject to final approval

⁵ All Associate Diploma courses at UTS have been renamed 'Diploma' courses for all awards granted from the beginning of 1995.

POSTGRADUATE DEGREES

In addition to the full range of undergraduate degrees **seven** higher degrees are offered in the Faculty of Education.

- Doctor of Philosophy
- Doctor of Education
- Master of Education (by thesis)
- Master of Education in Adult Education (by coursework)
- Master of Education in Teacher Education (by coursework)
- Master of Arts in Children's Literature and Literacy (by coursework)
- Master of Arts in TESOL (by coursework)

Three higher degrees are offered across the Faculty – Doctor of Philosophy, Doctor of Education and Master of Education (by thesis). The Master of Education in Adult Education (by coursework) is available in both the **School of Adult and Language Education** and the **School of Adult Vocational Education**.

The Master of Arts in TESOL (by coursework) is offered in the **School of Adult and Language Education**.

The Master of Education in Teacher Education (by coursework) and the Master of Arts in Children's Literature and Literacy (by coursework) are offered in the **School of Teacher Education**.

MASTER'S DEGREE (BY COURSEWORK) – UNSATISFACTORY PROGRESS

Candidates are requested to note that in accordance with University Rule 3.3.7.2 any Master's degree (by coursework) candidate in the Faculty of Education who records failures in any one subject twice or in any two subjects will be deemed to be making unsatisfactory progress and may have his/her registration discontinued by the Faculty Board.

MASTER'S DEGREE (BY THESIS) – UNSATISFACTORY PROGRESS

Candidates are requested to note that in accordance with University Rule 3.4.11.2 any Master's degree (by thesis) candidate who has been required to undertake a program of subjects concurrently with his/her candidature and who fails to complete successfully any one of those subjects will be deemed to be making unsatisfactory progress and may have his/her registration discontinued by the Faculty Board.

For details of postgraduate courses at the Diploma and Certificate level please refer to each School entry in the handbook.

Doctor of Philosophy (TA95, TE95, TT95)

This course is for participants who wish to prepare a Doctoral thesis in one of the fields of education taught within the Faculty. Prior to admission candidates will be required to submit a two- to three-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. Please refer to the list entitled 'Research interests and expertise of staff' preceding the Faculty staff list at the end of the handbook. There are no coursework 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 program applicants shall:
 - a. hold from this university a Bachelor's degree with First or Second Class Honours (Division 1) or a Master's degree; or
 - b. hold from this university or another tertiary educational institution a Bachelor's 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 Bachelor's degree with First Class Honours or Second Class Honours (Division 1) or a Master's 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 year's study in this university as a Master's or Master's qualifying student reached a standard equivalent to that of a Bachelor's 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. transfer from a Master's degree.
2. a. Applicants will be required to provide satisfactory evidence of their ability to undertake advanced research appropriate to their Doctoral program.
 - 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.

Doctor of Education (TA96, TE96, TT96)

Course Coordinator: Paul Hager

The degree of Doctor of Education is designed to meet the needs of practitioners by providing extended advanced study for those whose background and experience are appropriate for leadership in the various sectors of education (e.g. teachers, trainers, administrators, planners, managers, and policy advisers in both school and post-school education, working in government, industrial, commercial, or community settings). Its purpose is to enhance, through advanced coursework and research, the practitioner's capacity to question, analyse, critique and develop the profession and its practices. It is a research-based degree since its purpose is to assist professionals in the field to become aware of the relationship between research and their professional activities in areas such as policy development and appraisal, innovation and administration.

The award is offered on the basis of six semesters of full-time study or its part-time equivalent. Candidates will be required to complete four compulsory semester-length subjects (nine credit points each) and an additional two elective subjects (six credit points each). They will also undertake a dissertation related to an issue or problem arising from practice. The dissertation will be 40,000–60,000 words and comprises two-thirds of the course load. For candidates who hold a Bachelor's degree the minimum period of study is six semesters full time or the part-time equivalent. For candidates who hold a Master's degree the minimum period of study is four semesters full time or the part-time equivalent. The maximum period of study is nine semesters full time or its part-time equivalent.

The four compulsory subjects in the degree are:

- T6715 Analysing Professional Practice (9cp)
 T6713 Lifelong Education, Research and Practice (9cp)
 EED999 Research Literacies (9cp)
 T6714 Dissertation Development and Appraisal (9cp)

The two elective subjects are chosen from a range of subjects at Master's or Doctoral level.

T6715

ANALYSING PROFESSIONAL PRACTICE

9cp

This subject is designed to assist participants to develop a critical posture in relation to their educational practice and the sites in which they work. A relevant framework for critically analysing practice will be discussed and then applied, illustrated and refined using the students' educational sites as case studies. Participants will be required to present their own case study and maintain a portfolio of written comments on the presentations of other students.

T6713

LIFELONG EDUCATION, RESEARCH AND PRACTICE

9cp

This subject explores the concepts of lifelong learning and education. The emphasis is on how a commitment to lifelong learning changes educational practice in school, post-school and non-formal educational settings. Case studies will focus on educational innovations which promote lifelong learning opportunities, particularly those innovations which develop links between the different sectors of education and between education and industry or the wider community. Lifelong learning will also be explored as an ingredient of personal work and life expertise and professional development.

EED999

RESEARCH LITERACIES

9cp

This subject will enable participants to become competent, sophisticated readers of commissioned research which is intended to inform educational policies and practices. The subject has been designed to enable participants to engage in collaborative appraisal of recent research studies as well as individually to analyse and evaluate a study pertinent to their field of practice.

T6714

DISSERTATION DEVELOPMENT AND APPRAISAL

9cp

This subject is designed to assist students to develop their dissertation plan. The elements of a dissertation and strategies for conducting it will be clarified and analysed (e.g. choosing an area of investigation, conducting a literature review, critiquing existing studies, identifying a problem or issue to be investigated, adopting an appropriate methodology, the concept of a 'thesis', planning writing tasks, obtaining feedback from others, referencing, proofreading, data analysis and interpretation). Students will be required to develop a proposal, and critique the proposals of some other students in the group.

ADMISSION REQUIREMENTS AND PREREQUISITES

Normal admission

Formal education requirements

Bachelor Honours Second Class (Division 1) or above or a Master's degree in education or a related discipline.

Pre-entry occupational requirements

Three years' work experience in an education/training context.

Other prerequisites

A capacity to carry out research, analyse educational issues, and apply reflective practice as demonstrated by course

and/or workplace achievements. Students who meet this criterion but do not have a history of formal research subjects may be required to undertake specified research subjects at Master's or Doctoral level.

An ability to nominate and justify an area of research suitable for a Doctoral dissertation in the Faculty.

Special admission

Applicants who do not qualify for normal admission may be admitted if they can demonstrate a history of achievement in research and policy analysis through, for example, scholarly publications or a major involvement in research projects.

Master of Education (by thesis) (TA81, TE81, TT81)

This course is for participants who wish to undertake a major research project in one of the fields of education taught within the Faculty. Prior to admission candidates will be required to submit a two- to three-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 the outline should be attached to the application. Please refer to the list entitled 'Research interests and expertise of staff' preceding the Faculty staff list at the end of the handbook. There are no coursework requirements; however, coursework may be prescribed for some participants as a condition of their candidature.

Eligibility for admission (under University Rule 3.4.2.1)

To qualify for admission to a Master's degree program applicants shall:

- a. (i) possess a Bachelor's 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 program, if any, as may be prescribed by the Academic Board.

Master of Education in Adult Education (by coursework) (TA70)

Course Coordinator: Hank Schaafsma

PARTICIPANTS

This course is designed for experienced adult educators who wish to systematically and critically reflect on their practice and to broaden and deepen their professional skills and knowledge. The course is particularly appropriate for people occupying strategic or higher-level positions in adult education. Participants in the course come from a diverse range of backgrounds, including human resource development, community adult education, TAFE, TESOL, adult basic education, higher education and health education.

Applicants will need a first degree and be active in adult education. Applicants with an interest in Multimedia Instruction and Computer-based Learning should contact Rod Sims on (02) 330 3872 for information.

COURSE AIMS

The general aims of the course are for the participant to:

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

ASSESSMENT

The result of assessment is either 'pass' or 'fail'. The assessment load in each subject will be 7,000 words or their equivalent in other forms of work.

ATTENDANCE

The course will involve attendance on one evening each week through the academic year.

A minimum of 85 per cent attendance is required for most subjects.

COURSE STRUCTURE

Each participant, in consultation with a member of academic staff, will negotiate a course of study related to his or her individual learning needs.

1. To qualify for the award, participants must complete a total of eight subjects comprising 48 credit points.
2. A choice of subjects is available from four groups or concentrations, together with an option to undertake an Independent Study Project.
3. Apart from the requirement outlined in 4, concentrations are non-compulsory and it is anticipated that many participants will choose a range of subjects from more than one area of concentration.
4. To ensure that all course graduates have been introduced to a common core of adult education knowledge, all participants must complete or demonstrate previously acquired competence in three integrative subjects. Participants with no previous formal study in adult education will be required to complete Theory and Practice in Adult Education and Adult Learning and Program Development.
5. Availability of subjects and concentrations will depend on resources and student numbers.

Integrative subjects

- T3331 Women and Learning (6cp)
 T3332 Theory and Practice in Adult Education (6cp)
 T3333 Adult Learning and Program Development (6cp)
 T3334 Context and Strategy in Adult Education (6cp)
 T3335 Australian Adult Education: Influences and Tendencies (6cp)
 T3336 Contemporary Issues in Adult Education (6cp)
 T3358 Experience-based Learning 1 (6cp)
 T3359 Experience-based Learning 2 (6cp)
 T3361 Women and Adult Education (6cp)
 T3364 Philosophy of Adult Education (6cp)

Note: All participants must complete or demonstrate previously acquired competence in three of these.

Adult Education Management concentration

- T3337 Managing Program Change in Adult Education (6cp)
 T3339 Skill Formation, Technological Change and Adult Education (6cp)
 T3340 Higher Level Competencies in Adult Education (6cp)
 T3341 Policy Analysis in Adult Education (6cp)
 T3342 Ethics and Leadership in Adult Education Administration (6cp)
 T3343 Adult Communication Management 1 (6cp)
 T3344 Adult Communication Management 2 (6cp)
 T3345 Continuing Professional Education for Adult Educators (6cp)
 T3346 Computer-based Adult Education and Training (6cp)
 T3347 Issues in Computer-based Adult Education and Training (6cp)
 T3360 Language, Literacy and Power (6cp)
 T3363 Supporting Workplace Learning and Reform (6cp)

- T3367 Cultural Diversity in the Workplace: Management and Learning (6cp)

Adult Education Research and Evaluation concentration

- T3348 Issues for Adult Education Researchers (6cp)
 T3349 Research Methodologies for Adult Educators (6cp)
 T3350 Issues in Adult Education Evaluation (6cp)
 T3362 Researching Educational Practice (6cp)
 T3366 Action Research in Adult Education (6cp)

Community Adult Education concentration

- T3352 Adult Education and Social Movements (6cp)
 T3353 The Enrichment Tradition in Adult Education (6cp)
 T3354 Freire's Influence in Adult Education (6cp)
 T3355 Organisational Theory and Community-based Adult Education (6cp)
 T3365 Workers' Education – Comparative Perspectives (6cp)
 T3356/7 Independent Study Project 1 and 2 (6cp each)

The Independent Study Projects:

- allow participants to design their own learning experiences in negotiation with a member of academic staff;
- take a variety of forms e.g. a reading course, a field-based study, an action research project; and
- must relate to an aspect of adult education not dealt with in other subjects in the course.

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

Year 1

T3332	Theory and Practice in Adult Education
T3333	Adult Learning and Program Development
T3336	Contemporary Issues in Adult Education
T3340	Higher Level Competencies in Adult Education

Year 2

T3348	Issues for Adult Education Researchers
T3349	Research Methodologies for Adult Educators
T3356/7	Independent Study Project 1 and 2

It is anticipated that several new subjects will be developed and offered to meet the needs of adult vocational educators including those involved in adult basic education, TAFE and industry-based training.

Master of Education in Teacher Education (by coursework) (TE82)

Course Director: Laurie Brady

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

Students may complete this course in one of three patterns:

- eight coursework subjects, or
- six coursework subjects and a minor independent study, or
- four 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) (TE75)

(See School of Teacher Education entry)

Master of Arts in Teaching English to Speakers of Other Languages (by coursework) (TA71)

Academic Coordinator: Clare Painter

PARTICIPANTS

The course is designed for trained, experienced teachers who wish to gain a higher degree focusing on second language learning and teaching in classroom settings. This is a three-year, part-time course. The first two years constitute the Graduate Diploma in TESOL. In special circumstances it would be possible to complete the course in one-and-a-half-years full time.

COURSE AIMS

The course aims to:

- focus on second language learning and teaching in classroom, workplace and community contexts;
- explore a broad range of sociopolitical and pedagogical issues of relevance to the TESOL profession.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

In Autumn semester attendance is required for four hours one evening per week with an additional optional tutorial on another evening. In Spring semester participants will attend two hours a week for each lecture-based subject and by negotiation for other subjects.

ELIGIBILITY

Educational qualifications required for admission are a three-year degree plus a Graduate Diploma in Education or equivalent, or a three-year Diploma of Teaching. Candidates should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant

class. For entry into Year 3 of the Master of Arts in TESOL, a minimum of three years' relevant teaching experience is required.

Candidates who have completed the Graduate Diploma in TESOL (UTS) or equivalent may be granted up to two years' advanced standing; candidates who have completed the Graduate Certificate in TESOL (UTS) or equivalent may be granted up to one year's advanced standing.

The following criteria will be taken into account in the selection process:

1. Strength of contribution to the TESOL field

This might be demonstrated in one or more of the following ways:

- active membership of relevant professional associations;
- professional development activities such as attendance/participation in conferences or in-service training;
- consultancies;
- curriculum development.

2. Strength of academic record

Evidence could include:

- other higher degrees or diplomas;
- publications;
- high achievement in previous and/or current studies. This could be demonstrated by academic transcripts, by an academic reference or by submission of a piece of work.

Applicants should submit a curriculum vitae highlighting the above and are encouraged to submit a piece of work from the second year of their Graduate Diploma in TESOL (UTS) or equivalent.

COURSE STRUCTURE

A total of 72 credit points must be achieved to qualify for the award.

Year 1

T5154/T5156 Foundations of TESOL 1 and 2 (10cp)

T5368/T5369 TESOL Curriculum and Methodology 1 and 2 (10cp)

T5372 Teaching Practice 1 (4cp)

Year 2

- T5159/T5161 Foundations of TESOL 3 and 4 (10cp)
 T5370/T5371 TESOL Curriculum and Methodology 3 and 4 (10cp)
 T5373 Teaching Practice 2 (4cp)

Year 3

The third year comprises a core component (12 credit points) followed by a choice of electives (to a total of a further 12 credit points):

Core:

- T5277 Discourse Analysis (6cp)
 T5275 Issues in Researching Second Language Learning and Teaching in Context (6cp)

Electives:

- T5276 Policy and Planning Issues in TESOL (6cp)
 T5378 Advanced Curriculum Design (6cp)
or
 T5278 Project (12cp)

Graduate Certificate in Higher Education (T050)

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

Course Coordinator: Elizabeth Hazel

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 eight weeks' full-time study spread over two semesters.

The course consists of three compulsory subjects:

- T0010 University Teaching and Learning
 T0011 The Academic Profession
 T0012 Student Learning and Evaluation

T0010**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.

T0011**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 occur. 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' disciplines.

T0012**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

Within the part-time pattern no regular attendance pattern is envisaged. Attendance will depend on needs and the teaching timetables of the participants, but a two-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 a higher education institution. For UTS full-time and fractional staff the course may be free (through a subsidy from the University). All other participants are expected to pay full fees.

Graduate Certificate in Learning and Technology in Higher Education (T051)

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

Course Coordinator: Shirley Alexander

COURSE AIMS

The course aims to provide university teachers from professional or purely academic backgrounds (i.e. without formal educational qualifications) with the necessary knowledge, skills and attitudes to make informed decisions about the appropriate use of technology in university teaching and assessment in a variety of contexts and with a variety of students; to design, develop and evaluate technology-based learning programs and appropriately monitor student learning in subjects employing technology-based learning programs.

SUBJECTS

T0012

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.

T0013

EDUCATION AND TECHNOLOGY

This subject will encourage participants to use their understanding of student learning, information design and the representation of knowledge to underpin the design of their own technology-

based learning program. Participants will also have the opportunity of participating in the needs analysis and design of a project drawn from the university community.

T0014

MULTIMEDIA IN LEARNING PROJECT

This subject is intended to provide an opportunity for participants to further develop their expertise in learning and technology by developing a prototype version of the technology-based learning program they have designed in Education and Technology. Participants will have the opportunity to become familiar with the use of video, animation, sound, graphics and authoring tools in the development of technology-based learning programs and will participate in the development of a project drawn from the university community.

ATTENDANCE PATTERN

During semester one of the course, attendance will depend on the needs and the teaching timetables of the participants, but a three-hour meeting will be held on average about once every two weeks for each subject, with a day-long session to be held before the start of the semester for both subjects. During the second semester, a three-hour meeting will be held each week.

ADMISSION REQUIREMENTS

Applicants must be in full- or part-time academic employment in higher education. Their qualifications or experience must be appropriate for teaching in an Australian university and they must be currently engaged in some kind of teaching at university level. Tutors are welcome to enter the program. UTS staff may be given a subsidy to cover HECS fees. All other enrollees are expected to pay full fees.

INDIVIDUAL SUBJECTS

T0012

STUDENT LEARNING AND EVALUATION

Centre for Learning and Teaching

3cp; 17 hours

prerequisite: nil

corequisite: T0013 Education and Technology

Objectives

To encourage participants to reflect upon all aspects of their teaching from the perspective of research in students' learning.

To encourage participants to use the information resulting from reflections on their teaching or on a teaching package to modify, where appropriate, aspects of their teaching and courses.

Contribution of subject objectives to the course

Ongoing development of courses involves continual monitoring of student progress, student learning and the success of teaching. This subject introduces a range of monitoring techniques and processes and methods of curriculum development, and hence contributes to the course aims of monitoring student learning and assessment of the teacher's own teaching.

Material taught and modes of presentation

Content of this subject will include ideas from research into student learning, such as the influences of learning environments on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. Differences between evaluation, appraisal and performance management will be addressed, and sources and methods of evaluation introduced. Participants will develop an evaluation plan and use it to evaluate a faculty technology-based learning program.

This subject will be strongly integrated with the academic work of the participants. Throughout the semester, the participant lecturers will be introduced to student learning research and evalua-

tion methods. They will design and develop a method of data collection based on the student learning research literature, and apply that method at some point during the semester to one of the classes they are teaching. Using those data, they will comment on the subject and their teaching and suggest ways in which changes may facilitate student learning.

Teaching will be in the form of four workshops and two seminars. The workshops will each be three-hour discussion sessions addressing the student learning research literature, evaluation methods, curriculum development and using student feedback to improve learning. The seminars will be two selected from the seminar program of the Centre for Learning and Teaching.

Assessment components

Assessment will be in two equally weighted phases. First, a report on an interview study conducted with students in the participants own teaching area, and second, a report on the results of an evaluation of an aspect of their teaching.

The first of these assessment tasks is designed to encourage the participants to reflect on the nature of student learning, while the second is directly related to the second aim of the subject, namely for participants to use the information resulting from reflections on their teaching to modify, where appropriate, aspects of their teaching and courses.

Texts and references

Ramsden, P *Learning to Teach in Higher Education*, Routledge, London, 1992.

A reading list of contemporary research articles will be supplied to all participants at the commencement of the subject.

T0013**EDUCATION AND TECHNOLOGY**

Centre for Learning and Teaching

3cp; 21 hours

prerequisite: nil

corequisite: T0012 Student Learning and Evaluation

Objectives

To enable students to expand on the perspective of research in student learning gained in the subject T0012 Student Learning and Evaluation by reflecting on the use of these and other ideas in the design of technology-based learning programs.

To enable students to participate in the needs analysis and design of a project drawn from the university community.

To enable participants to use their understanding of student learning, information design and the representation of knowledge to underpin the design of their own technology-based learning program.

Contribution of subject objectives to the course

Many technology-based learning programs are developed without any ideas about the way students learn the particular content in the particular context of learning. This subject will introduce a range of ideas used in the design of exemplar technology-based learning programs to be used in the course and hence contribute to the course aims of making an informed decision about the design and use of technology-based learning programs.

Material taught and modes of presentation

Content of this subject will include reflection on the earlier behaviourist influences in the design of programs through to more recent ideas from research in situated learning, constructivism and constructionism, together with a review of the use of phenomenographic studies to describe characteristic ways that student conceptualise and learn particular topics.

Emphasis will be placed on using this knowledge to design technology-based

learning programs and participants will be involved in the needs analysis and design of a real development project as well as the design of a program for use by their own students.

Teaching will be in the form of six workshops/seminars. The first half day presentation/discussion group will examine the impact of technology on society in general and on education in particular. In order to embed learning of the content (the use of research on learning to design learning strategies) in authentic activity, a development project involving an academic staff member from the University will be introduced at this session. This project will be followed through a needs analysis and design in this subject, through to development and evaluation in the following subject (T0014 Multimedia in Learning Project). Subsequently, four three-hour discussion sessions will address the literature in the above areas and various aspects of design which use these ideas. The case study will be referred to and discussed at each of these sessions. During the final one-day session, participants will discuss their own technology-based learning program designs.

Assessment components

Assessment will be in two equally weighted phases. First, to assess the participant's perspective of the application of research in learning to the design of technology-based learning programs, a critical appraisal of the learning strategy/ies used in the design of an existing program will be completed. Second, participants will use the ideas about learning developed in the subject to design their own technology-based learning program. The quality of the designs and their relation to the ideas introduced in the subject form the assessment criteria.

Texts and references

Laurillard, D *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology*, Routledge, London, 1993.

Investigating Lake Illuka CD-ROM, Interactive Multimedia Unit, Faculty of Education, University of Wollongong, 1993.

A reading list of contemporary research articles will be supplied to all participants at the commencement of the subject.

T0014 Multimedia in Learning Project

Centre for Learning and Teaching

6cp; 42 hours

prerequisites: T0012 Student Learning and Evaluation; T0013 Education and Technology

corequisite: nil

Objectives

To enable participants to develop their expertise in learning and technology by participating in the development of an existing project and by enhancing the design (interface and information design, as well as storyboarding) and developing a prototype version of a technology-based learning program they have designed.

To enable participants to have the opportunity to become familiar with the use of video, animation, sound, graphics and authoring tools in the development of technology-based learning programs.

To enable participants to use the results of evaluation as a means of continuous improvement of technology-based learning programs.

Material taught and mode of presentation

Topics will include interface design, the use and selection of authoring tools, the use of video, sound, graphics, animation and text to enhance learning as well as implementation and evaluation issues.

Teaching will be in the form of 14 three-hour sessions. The first two sessions will be devoted to interface design and storyboarding and will include presentations, workshopping an interface design for the case study and practical work in developing storyboards. Subsequent sessions will include topics on video, sound animation, graphics and text and will follow a similar format; discussion of the appropriateness of

using particular media, practical demonstration on media capture, scanning etc., group discussion of applicability of each medium to the case study and work on individual projects. During the final sessions, participants will present their project to the class.

Assessment components

There will be three assessment tasks in this subject in which students may work alone or in groups. The first will assess understanding of interface design and storyboarding as participants develop their own storyboard for peer assessment (20 per cent weighting). For the second assessment, participants will present the results of an evaluation of their designs with a target audience in the form of a written report and revised storyboards (20 per cent weighting). The final assessment will be a prototype version of the project (60 per cent weighting).

Texts and references

There is no set text for this subject. However, a reader will be developed for use by participants.

ARTICULATION WITH OTHER PROGRAMS

Articulation of this course with the Master's program in Higher Education at the University of New South Wales has been discussed with the Course Coordinator of that program. Given the differences in the nature of the courses, no direct articulation is possible, but it has been agreed that participants who have completed the Graduate Certificate in Learning and Technology in Higher Education will be given advanced standing for the subject T0014 Multimedia in Learning Project in the Master's program.

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 diploma, Bachelor's, Graduate Certificate, Graduate Diploma and Master's 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.

DEPARTMENT OF COMMUNITY AND ABORIGINAL EDUCATION

The Department of Community and Aboriginal Education is the centre within the School for studies in adult and community education. Many of the Department's activities, in teaching, research and consultancy, aim to promote and support the work of local adult education providers.

Participants in the Department's courses often work in evening colleges, local learning centres and many community-based services which perform an adult education role. Some of these participants are entering university study for the first time as mature-age students, others as graduates, all seeking an appropriate qualification as practitioners in adult education. The Department includes the largest group of Aboriginal students in the University in a significant Aboriginal community educator course taught by three Aboriginal staff members.

The main teaching strengths reflect this commitment to the professional development of practitioners and to their educational work with their often disempowered individuals or groups – the unemployed, prisoners, the aged, youth and migrants – who are clients of community-based adult education.

Members of the Department teach the great majority of adult education foundation studies across the School, from diploma to Bachelor's level, and many of the advanced studies in Master's level courses. The Department's teaching strengths are in such areas as adult learning methodologies, program development and evaluation, research and policy, and political, historical and philosophical studies.

With some of the most senior staff in the School, the Department makes a strong contribution to postgraduate coursework and research supervision in higher degrees.

As part of one of the largest academic units of its kind in the world, the Department makes a significant contribution to adult education research in Australia. Besides the continuing need to document Australian practice, research projects have focused on such interests as adult learning and development, the professional development of adult educators, the adult education dimension of activism, the articulation of TAFE and university courses and a national project on the training needs of Aboriginal community adult educators.

Current research is exploring the nature of negotiated learning, informal learning in the workplace, adult education and the labour movement, and the educational dimension of community work.

The Department actively supports the emerging professional associations in the field through joint activities with organisations such as the Australian Association of Adult and Community Education (AAACE) and the Evening and Community Colleges Association, through seminars and conferences and through consultancy activities in training, research and policy development provided by the Department's consultancy wing. The Department maintains close links with adult education colleagues in Australia and in the UK, Europe, the Americas and the Asia-Pacific region.

DEPARTMENT OF LANGUAGE AND LITERACY

The Department of Language and Literacy brings together the areas of teacher education in English as a second language (TESOL), adult basic education and languages other than English. This conjunction of teaching areas reflects an area of particular interest to the Department, namely the strengthening of the language base of teachers in all of these language teaching areas.

Although numeracy does not yet appear in the name, the Department is also committed to strengthening the language base of adult numeracy teachers. A number of research projects are under way to better inform this process.

The Department is noted not only for its contribution to the in-service training of language, literacy and adult numeracy teachers, but also for the active involvement of the committed team of staff who work closely with the various client groups to improve the quality of literacy and language teaching to children and adults in Australia. For example, staff hold executive positions on a number of professional associations. Staff are also regularly asked to provide policy advice to government and to become members

of policy advisory bodies. In addition, the Department is currently setting up strong links with universities in South-East Asia.

All staff of the Department are members of the Language and Literacy Centre, established in collaboration with the Department of Text Production and Studies in the Faculty of Humanities and Social Sciences. The Centre undertakes consultancy and research and also hosts two regular research forums: Language in Education, and Numeracy.

Staff of the Centre favour a collaborative approach to research and consultancy activity. Many of the following projects are being undertaken jointly with other institutions or other parts of the University.

Recent and current funded research includes:

- Development of competencies for adult basic education teachers
- Pedagogical relationships between teaching adult literacy and adult ESL
- The discourse of numeracy in adult basic education teaching
- The discourse of university level mathematics teaching
- Longitudinal analysis of literacy acquisition
- Spoken and written language in workplace training
- Spoken language in the restructured workplace: consultative committees, team work, training, and on-the-job performance

Recent and current consultancies include:

- Curriculum for Adult Literacy Teaching (Queensland DEVET)
- Curriculum for Accessing Learning (Catholic Education Office)
- Programming for new-arrival secondary students (NSW DSE)
- Spoken Language Project (Macquarie University/NCELTR)
- Curriculum for Language in ALBE Teaching (TNSDC)

- Auslan Language Teaching (National Workshops)
- National Food Industry Training Council Core Generic Modules Project
- Workplace Language and Literacy Consultancy (Spurway Coothe Ltd)
- Australian Language and Literacy Council: Mapping and Literature review of teacher education in adult literacy and ESL
- National Curriculum for Mathematics Teaching in ALBE

International projects and consultancies:

- Curriculum and learning modules for the first Bachelor of Education in Teaching English as a Foreign Language [BEd(TEFL)] degree (Cambodia)
- English Language Resource Centre at University of Phnom Penh (Cambodia)
- English Language Teacher Training Workshops for secondary teachers in Phnom Penh (Cambodia)
- Teacher Training Workshops (ELICOS) – IALF (Indonesia)
- UTS Graduate Certificate in TESOL (Overseas) (Laos: in country delivery)
- English Language Teacher Training Workshops (Laos)
- Counterpart Training Program in ELT for teacher educators (Laos)
- Hanoi English Language Teachers Conference (Vietnam)
- Hue Teacher Training College Conference (Vietnam)
- Teacher Training Workshops (secondary teachers) (Vietnam)
- Project Design (ESP) Training Course for Vietnamese ministry officials (in Sydney)

Materials development includes:

- Training modules in cross-cultural communication
- Teacher training modules for teachers of AUSLAN to the deaf
- Self-paced professional development package for adult basic education teachers

- Video on negotiating learning
- Approaches to Teaching English Pronunciation (NSW TAFE)

The Centre for Language and Literacy is also associated with the Centre for Workplace Communication and Culture (CWCC) at UTS. The CWCC is a joint centre of James Cook University and the National Languages and Literacy Institute of Australia.

DEPARTMENT OF HUMAN RESOURCE DEVELOPMENT

The mission of the Department is to provide a range of courses at undergraduate and postgraduate level that meet the needs of trainers, human resource personnel and consultants employed in private and government enterprises. The main areas for teaching and research in the Department focus on those activities that are designed to train the trainers in industry, government departments and various kinds of organisation. Within the field, the Department has interests in adult teaching and learning, program development, competency-based training and assessment, recognition of prior learning, experiential learning, program evaluation and understanding the process of innovation and change, as this impacts on all of the above.

The Department currently delivers courses at three levels: diploma, Bachelor's and Graduate Certificate, as well as staff teaching subjects in the Master of Education in Adult Education (by coursework) and the Master of Education (by thesis).

As part of an emerging philosophy of human resource development, this Department is shifting its focus to a new, broad-based model of competency-based training that integrates a number of competing perspectives. Such a framework includes a commitment to examining the social, political and economic contexts in which training is occurring and a realisation that this framework needs to be expanded into higher order competencies such as critical thinking and problem solving.

Staff within the Department are also involved in a range of training and consultancy activities that meet the needs for short (two- to three-day) workshops provided through the Centre for Training and Development Services, and longer term consultancy services to industry in the field of human resource development.

This Department provides a range of subjects that deal with the theory and practice of training in a variety of organisational contexts. More specifically, the field of human resource development in this School focuses on the development of competencies required by workplace trainers, training officers or consultants, training coordinators or training human resource development managers. In addition, this Department has adopted a client-focused approach to course development and therefore changes in its subjects and courses will reflect some of the major technological, economic and social changes occurring in the Australian workforce today.

There are a number of research themes that can be identified with this Department. Currently works in progress and recently completed research projects have focused on workplace reform and indicators of organisational structure, culture and training; organisational development phases and variations by the industry sector; models of competency standards and developing competency standards in the professions; the learning contract and its variations; competency-based assessment in the workplace; recognition of prior learning; informal workplace learning and action research; the learning organisation; reflection and critical reflection; training for total quality management and culture change.

UNDERGRADUATE COURSES

Diploma in Adult Education (Aboriginal Education) (TA01)

Academic Coordinator: Michael McDaniel

PARTICIPANTS

The Diploma in Adult Education (Aboriginal Education) is a two-year full-time 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 qualification) 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 course 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 education courses. Aboriginal adult educators are also often involved in the education of non-Aboriginal people about Aboriginal issues. The range of skills needed by Aboriginal adult educators is many and varied. Participants have their own goals and their own learning needs so we encourage participants to develop their own learning program within the overall framework of the course. To help them do so participants each have a student adviser to help develop their program,

and a tutor at home 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 their effects on Aboriginal people and communities;
- community development skills for Aboriginal communities;
- teaching adults in the classroom, the community and the workplace;
- planning teaching programs and getting funds and resources; and
- skill in reading, writing, listening and speaking needed by Aboriginal participants, community workers and adult educators.

ASSESSMENT

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. The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance is by block mode with classes being held at the City campus. (Accommodation is arranged for country participants attending the block.) Blocks are of five days' duration and are held six times each year. Attendance of at least 85 per cent of sessions in each block is required to pass the course.

COURSE STRUCTURE

The course is offered over two years 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

Autumn semester

- T5203 Adult Teaching and Learning 1 (5cp)
 T5204 Program Development 1 (5cp)
 T5205 Communications 1 (5cp)
 T5206 Aboriginal Studies 1 (5cp)
 T5207 Community Field Work 1 (4cp)

Spring semester

- T5208 Adult Teaching and Learning 2 (5cp)
 T5209 Program Development 2 (5cp)
 T5210 Communications 2 (5cp)
 T5211 Aboriginal Studies 2 (5cp)
 T5212 Community Field Work 2 (4cp)

Year 2

Autumn semester

- T5213 Adult Teaching and Learning 3 (5cp)
 T5214 Program Development 3 (5cp)
 T5215 Aboriginal Community Studies 1 (5cp)
 T5216 Aboriginals and Contemporary Australia 1 (5cp)
 T5217 Community Field Work 3 (4cp)

Spring semester

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

Diploma in Adult Education (Community Education) (TA02)

Academic Coordinator: Jane Sampson

PARTICIPANTS

The Diploma in Adult Education (Community Education) is a two-year full-time course for organisers and teachers in community-based adult education centres, and Skillshares, 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. In order to satisfy the field work requirements of the course, participants must have access to work experience, paid or voluntary, for at least 12 hours per week in a field appropriate to adult education. The course is specifically designed for people who have not been studying formally since leaving school, so it is expected that this will be the first tertiary level course for most participants. Applicants will be considered for admission if they satisfy one of the following requirements:

1. access to current work experience in adult education;
2. previous work experience in adult education as a group facilitator, a tutor or administrator;
3. completion of an approved certificate or diploma course from TAFE; or
4. possession of equivalent qualifications.

If applicants have the Higher School Certificate or equivalent qualification or have undertaken accredited courses since leaving school they are eligible to apply directly for admission to the Bachelor of Education in Adult Education. Participants who complete the Diploma in Adult Education are eligible to apply for entry with advanced standing in the Bachelor of Education in Adult Education.

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, and interaction with a wide range of adult educators working in community settings.

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 and is either 'pass' or 'fail'.

ATTENDANCE

This is a full-time course but part of the requirement is met through participants' concurrent work in the field. Participants attend lectures on Monday afternoons from 12 noon to 6.00 p.m. In addition to this, participants are required to attend five one-day workshops, usually held on Saturdays, and meet regularly with their adviser. The first workshop is the orientation workshop held on the Saturday before the semester begins.

COURSE STRUCTURE

The course is offered over two years 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 (6cp)
 T5188 Communications and Interpersonal Skills 1 (6cp)
 T5189 Study Group 1 (2cp)
 T5190 Supervised Field Experience 1 (10cp)

Spring semester

- T5191 Program Development (6cp)
 T5192 Communication and
 Interpersonal Skills 2 (6cp)
 T5193 Study Group 2 (2cp)
 T5194 Supervised Field Experience 2
 (10cp)

Year 2*Autumn semester*

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

Spring semester

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

Diploma in Adult Education (Training) (TA03)

Academic Coordinator: Geoff Anderson

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 prominent feature. Applicants should have a Higher School Certificate (or equivalent qualifications) and show evidence of successful work experience in a field related to training. They must 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 and 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.

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 the lecturer or adviser. Learning contracts personalise

the course for the participants and are relevant to their particular training needs. Each subject requires the completion of one or two learning contracts and the adviser requires one or two contracts each semester. The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

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

Four semesters of study are made up of:

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

COURSE STRUCTURE

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

Year 1

Autumn semester

- T5173 Study Group 1 (2cp)
 T5176 Adult Learning (6cp)
 T5187 Adult Teaching and Learning (6cp)
 T5190 Supervised Field Experience 1 (10cp)

Spring semester

- T5177 Study Group 2 (2cp)
 T5180 Program Development and Evaluation (6cp)
 T5188 Communication and Interpersonal Skills 1 (6cp)
 T5194 Supervised Field Experience 2 (10cp)

Year 2

Autumn semester

- T5179 Developing People in Organisations (6cp)
 T5175 Instructional Design (6cp)

- T5181 Research and Development Project 1 (2cp)
 T5198 Supervised Field Experience 3 (10cp)

Spring semester

- T5183 Administration of the Training Function (6cp)
 T5184 Computers and Training (6cp)
 T5185 Research and Development Project 2 (2cp)
 T5202 Supervised Field Experience 4 (10cp)

The course seeks to provide participants with a wide variety of learning experiences. Some of these include: lectures, seminars, workshops, group 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 participant 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.

Bachelor of Education in Adult Education (TA21)

Course Coordinator: Susan Knights

PARTICIPANTS

The course aims to provide opportunities for participants to specialise in either human resource development, community education or Aboriginal studies. 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 the development of competence in:

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

To provide adult educators with a critical understanding of:

- research findings and theoretical concepts in adult teaching and learning;
- the social, political and economic aspects of adult education;
- the growth and development of adult education;
- the nature and purpose of adult education; and
- 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.

ASSESSMENT

The result of 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 Higher School Certificate;
2. completion of an approved certificate or diploma course from TAFE;
3. possession of an equivalent qualification;
4. adult entrance; or
5. accumulated matriculation.

Advanced standing

1. Applicants who hold an Associate Diploma in Adult Education or an equivalent qualification will be eligible for admission with 60 credit points 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. Aboriginal or Torres Strait Islander people study with other Aboriginal people via the Aboriginal block release program.
2. Skills workshops – two weekends each year.
3. Individualised projects – consultation with an adviser on appointment, small group work as required.
4. Practicum – workplace visits on appointment.

COURSE STRUCTURE

The course is made up of six part-time years (in special circumstances full-time enrolment will be considered). In some circumstances participants may increase their credit point load and complete in less than six years. In addition some participants 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 participants with formal input into:

- a sequence of subjects in either human resource development or community education;
- 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 participants 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 participants to develop learning contracts tailored to their own interests and needs. This is done in consultation with an adviser.

4. Practicum

This refers to the participants' workplace where arrangements are made to monitor and evaluate workplace skills.

HUMAN RESOURCE DEVELOPMENT MAJOR

Year 1

-
- T5116 Multicultural Skills for Adult Educators (3cp)
 T5124 Individualised Projects 1 (6cp)
 T5125 Practicum 1 (3cp)
 T5292 Training Methods 1 (3cp)

- T5293 Communication for HRD 1 (3cp)
 T5307 Adult Learning and Education 1 (3cp)
 T5317 Skills Workshop 1 (3cp)

Year 2

-
- T5131 Individualised Projects 2 (6cp)
 T5132 Practicum 2 (3cp)
 T5294 Training Course Design 1 (3cp)
 T5295 Workplace Relations (3cp)
 T5309 Computing for Adult Educators (3cp)
 T5311 Group Dynamics (3cp)
 T5318 Skills Workshop 2 (3cp)

Year 3

-
- T5126 Lifespan Developmental Psychology (3cp)
 T5138 Individualised Projects 3 (6cp)
 T5139 Practicum 3 (3cp)
 T5296 Training Methods 2 (3cp)
 T5297 Training Course Design 2 (3cp)
 T5308 Adult Learning and Education 2 (3cp)
 T5312 Understanding and Evaluating Research (3cp)
 T5319 Skills Workshop 3 (3cp)

Year 4

-
- T5145 Individualised Projects 4 (6cp)
 T5146 Practicum 4 (3cp)
 T5298 Training Methods 3 (3cp)
 T5299 Training Course Design 3 (3cp)
 T5313 20th Century Educational Thought (3cp)
 T5314 Language and Literacy (3cp)
 T5320 Skills Workshop 4 (3cp)

Year 5

-
- six credit points of electives from a concentration (6cp)
 six credit points of open electives (6cp)
 T5321 Skills Workshop 5 (3cp)
 T5323 Individualised Projects 5 (6cp)
 T5325 Practicum 5 (3cp)

Year 6

-
- six credit points of electives from a concentration (6cp)
 six credit points of open electives (6cp)
 T5322 Skills Workshop 6 (3cp)
 T5324 Individualised Projects 6 (6cp)
 T5326 Practicum 6 (3cp)

Elective subjects

Normally electives will be taken during Years 5 and 6. However they can be taken at any time during the course subject to places being available and the meeting of prerequisites. Participants are required to complete 24 credit points of electives at least 12 of which must form a coherent concentration of subjects and the remainder of which are open electives which can be taken from the set course offerings or from across the University.

Elective concentrations

These are examples of approved concentrations of subjects. Other combinations of subjects may form a concentration for the purpose of meeting this requirement.

Developing the Training Function

- T5305 Innovation and Change in Adult Education (3cp)
- T5327 Helping Skills for Trainers (3cp)
- T5328 Communications for HRD 2 (3cp)
- T5329 Managing Human Resource Development (3cp)

Community Education and Society

Select four of the following:

- T5142 International Adult Education (3cp)
- T5315 Aboriginal Education (3cp)
- T5330 Concepts of Community (3cp)
- T5331 Adult Education and Social Action (3cp)
- T5332 Current Issues in Australian Education (3cp)

Management

12–24 credit points from the following:

- 21125 Australian Business Environment (5cp)
- 21130 Organisational Behaviour (5cp)
- 21221 Organisational Design and Change (5cp)
- plus one of:*
- 21321 Organisational Diagnosis and Evaluation (5cp)
- 21131 Operations Management (5cp)
- 21210 Business and Government (5cp)
- 21409 Entrepreneurship and Innovation (5cp)

- 21591 International Management (5cp)
- 21609 Corporate Strategy (9cp)

Applied Psychology

12–24 credit points from the following:

- 21423 Behavioural Science Research Methods (5cp)
- 21424 Cognitive Processes (5cp)
- 21425 Industrial Psychology (5cp)
- 21426 Personality and Development (5cp)
- 21427 Psychology of Communication (5cp)
- 21624 Applied Psychology Project (5cp)
- T5126 Lifespan Developmental Psychology (3cp)

HRD and HRM Strategy

12–24 credit points from the following:

- 21430 Advanced Industrial Relations (5cp)
- 21407 Strategic Human Resource Management (5cp)
- 21408 Employment Relations Skills (5cp)
- T5329 Managing Human Resource Development (3cp)

Open electives

- T5129 Australia in the 20th Century (3cp)
- T5143 Australia and the World (3cp)
- T5315 Aboriginal Education (3cp)
- T5337 Adult Education and Unemployment (3cp)

Participants can choose to take these subjects or other approved subjects from across the University.

COMMUNITY EDUCATION MAJOR

Year 1

- T5116 Multicultural Skills for Adult Educators (3cp)
- T5124 Individualised Projects 1 (6cp)
- T5125 Practicum 1 (3cp)
- T5300 Theory and Practice of Teaching Adults (3cp)
- T5301 Communication and Interpersonal Skills (3cp)
- T5307 Adult Learning and Education 1 (3cp)
- T5317 Skills Workshop 1 (3cp)

Year 2

- T5131 Individualised Projects 2 (6cp)
 T5132 Practicum 2 (3cp)
 T5302 Program Development in
 Community Settings (3cp)
 T5303 Managing Community Adult
 Education 1 (3cp)
 T5309 Computing for Adult Educators
 (3cp)
 T5311 Group Dynamics (3cp)
 T5318 Skills Workshop 2 (3cp)

Year 3

- T5120 Adult Education in Australia
 (3cp)
 T5126 Lifespan Developmental
 Psychology (3cp)
 T5138 Individualised Projects 3 (6cp)
 T5139 Practicum 3 (3cp)
 T5304 Designs for Learning (3cp)
 T5312 Understanding and Evaluating
 Research (3cp)
or
 T5308 Adult Learning and Education 2
 (3cp)
 T5319 Skills Workshop 3 (3cp)

Year 4

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

Year 5

- six credit points of electives from
 a concentration (6cp)
 six credit points of open electives
 (6cp)
 T5321 Skills Workshop 5 (3cp)
 T5323 Individualised Projects 5 (6cp)
 T5325 Practicum 5 (3cp)

Year 6

- six credit points of electives from
 a concentration (6cp)
 six credit points of open electives
 (6cp)
 T5322 Skills Workshop 6 (3cp)
 T5324 Individualised Projects 6 (6cp)
 T5326 Practicum 6 (3cp)

Elective subjects

Normally electives will be taken during Years 5 and 6. However, they can be taken at any time during the course subject to places being available and the meeting of prerequisites. Participants are required to complete 24 credit points of electives at least 12 of which must form a coherent concentration of subjects and the remainder of which are open electives which can be taken from the set course offerings or from across the University.

Elective concentrations

These are examples of approved concentrations of subjects. Other combinations of subjects may form a concentration for the purpose of meeting this requirement.

Developing the Training Function

- T5305 Innovation and Change in Adult
 Education (3cp)
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Select four of the following:

- T5142 International Adult Education
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 T5330 Concepts of Community (3cp)
 T5331 Adult Education and Social
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 Education (3cp)

Management

12–24 credit points from the following:

- 21125 Australian Business Environment
 (5cp)
 21130 Organisational Behaviour (5cp)
 21221 Organisational Design and
 Change (5cp)

plus one of:

- 21321 Organisational Diagnosis and
 Evaluation (5cp)
 21131 Operations Management (5cp)
 21210 Business and Government (5cp)
 21409 Entrepreneurship and Innovation
 (5cp)

- 21591 International Management (5cp)
21609 Corporate Strategy (9cp)

Applied Psychology

12–24 credit points from the following:

- 21423 Behavioural Science Research Methods (5cp)
21424 Cognitive Processes (5cp)
21425 Industrial Psychology (5cp)
21426 Personality and Development (5cp)
21427 Psychology of Communication (5cp)
21624 Applied Psychology Project (5cp)
T5126 Lifespan Developmental Psychology (3cp)

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12–24 credit points from the following:

- 21430 Advanced Industrial Relations (5cp)
21407 Strategic Human Resource Management (5cp)
21408 Employment Relations Skills (5cp)
T5329 Managing Human Resource Development (3cp)

Open electives

- T5129 Australia in the 20th Century (3cp)
T5143 Australia and the World (3cp)
T5315 Aboriginal Education (3cp)
T5337 Adult Education and Unemployment (3cp)

Participants can choose to take these subjects or other approved subjects from across the University.

ABORIGINAL STUDIES MAJOR

The School offers an Aboriginal Studies major in conjunction with Jumbunna Centre for Australian Indigenous People's Studies, Education and Research and the Faculty of Humanities and Social Sciences. There are two core subjects, one offered by this School and the other by the School of Humanities. The major may be of interest to several groups of students:

- Aboriginal and Torres Strait Islander students who wish to major in Aboriginal Studies and who enrol in the Bachelor of Education in Adult Education;

- students enrolled in the Bachelor of Education in Adult Education majoring in Community Education or Human Resource Development;
- students from other faculties or schools planning Aboriginal Studies as a major or taking subjects as electives.

Students majoring in Community Education or Human Resource Development may form an Aboriginal Studies major by taking the core subjects of the Aboriginal Studies major followed by the Aboriginal education subject concentration. Otherwise units may be taken as electives. Aboriginal and Torres Strait Islander students complete subjects equivalent to the core units through the Diploma in Adult Education (Aboriginal Education) or similar course. Students can complete a major by continuing to the Bachelor of Education in Adult Education and taking the Aboriginal education subject concentration.

Core subjects

- T5110 Aboriginal Cultures and Philosophies (8cp)
54230 Aboriginal Social and Political History (offered by the School of Humanities) (8cp)

Aboriginal education subject concentration

- T5111 Issues in Aboriginal Education (8cp)
T5112 Aboriginal Initiatives in Education: Towards Community Control (8cp)
T5113 Teaching Aboriginal Studies (8cp)

Electives

Not available to students completing core units for credit

- T5114 Aboriginal Studies (4cp)
T5115 Introducing Aboriginal Cultures and Philosophies (6cp)
54232 Introducing Aboriginal Social and Political History (offered by the School of Humanities) (6cp)

Students wishing to major in Aboriginal Studies undertake core and Aboriginal education concentration subjects in lieu

of Individualised Projects (6cp), Skills Workshop (3cp) and Practicum (3cp) as necessary.

WOMEN'S STUDIES MAJOR

The School offers a Women's Studies major in conjunction with the School of Humanities.

- 54313 Gender, Culture and Power (ungraded) (8cp)
 52306 Gender, Culture and Power (graded) (8cp)
 (Offered by the School of Humanities)
 T5344 Women and Education (8cp)
 T5355 Gender at Work (4cp)
 5XXXX Gender at Work (ungraded) (8cp)
 5XXXX Gender at Work (graded) (4cp)
 (Offered by the School of Humanities)

POSTGRADUATE COURSES

HIGHER DEGREES

The School offers a Master of Education in Adult Education; a Master of Education (by thesis); a Master of Arts in TESOL; a Doctor of Philosophy and a Doctor of Education. Details of these higher degrees are given in the introductory Faculty entry.

Graduate Certificate in Adult Education in Training (TA65)

Academic Coordinator: Hank Schaafsma

PARTICIPANTS

This one-year part-time course is for practising trainers and adult educators who already have a degree but who have no formal qualifications in training or human resource development. This course focuses on practical skills that are embedded in current theory about learning and teaching. The course will also be offered on a postgraduate course fee basis with attendance over seven weekends during the year. The course is also available in-house to organisations providing there are sufficient participants.

ARTICULATION

The Graduate Certificate articulates with other courses offered by the School in the following way:

- you may apply for and enrol in the Graduate Certificate and complete the course after one year;
- if you wish once you have completed the Graduate Certificate you may apply to enter the first year of the Master of Education in Adult Education. Subjects completed in the Graduate Certificate cannot be credited towards the Master of Education in Adult Education. If accepted you may exit either at the end of that first year with a

Graduate Diploma in Adult Education (Training) or at the end of the second year with a Master of Education in Adult Education.

COURSE AIMS

The aims of this course have been formulated to meet the specific needs of those practitioners who are required to develop their generic training competencies in adult teaching and learning, program development, and course assessment and evaluation.

As part of this adult education course participants will be provided with opportunities to:

- apply adult learning theory and principles to training practices;
- demonstrate a basic set of presentation and training skills that are appropriate to a wide range of adult learners and learn to critique their own practices;
- expand competence as self-directed learners through the use of a learning journal, learning contracts and participation in self-directed learning groups;
- gain experience in designing, developing, implementing and evaluating training programs that are based on a competency-based model of training;
- critically evaluate existing training practices in the light of competency-based assessment models;
- facilitate workplace learning through programs or provisions that address the needs of workers in developing literacy and numeracy.

ASSESSMENT

Each subject in this course will be assessed on a 'pass' or 'fail' basis. These include learning contracts, group-based assessments of workshops, and various forms of tutorial group evaluation. Individual coursework is done primarily through negotiated learning contracts.

NOTE ON PRACTICUM

This is an essential component of the course which must be completed by each trainer as part of an assessment of training competencies in the workplace. The basic requirement is for each participant to find a person who is willing to act as a mentor or 'cooperating trainer'. The trainer will need to be able to plan, implement and evaluate a range of training activities associated with helping adults learn, program development and evaluation. It is suggested that participants identify their cooperating trainer in the workplace as soon as is practicable.

ATTENDANCE

Attendance will be one evening a week from 5.00–9.00 p.m. (usually Wednesday). A minimum of 85 per cent attendance is required for satisfactorily completing this course. Compulsory attendance at two weekend (Saturday) workshops per semester is also required.

COURSE STRUCTURE

The course will be offered over one year of part-time study. As part of this course all participants will be required to arrange industry-based 'supervised practical' experience.

Autumn semester

- T0123 Adult Teaching and Learning (6cp)
- T5147 Skills Workshop 1 (2cp)
- T5148 Tutorial 1 (2cp)
- T5149 Practicum 1 (2cp)

Spring semester

- T0122 Program Development, Implementation and Evaluation (6cp)
- T5147 Skills Workshop 1 (2cp)
- T5148 Tutorial 1 (2cp)
- T5149 Practicum 1 (2cp)

Graduate Diploma in Adult Education (Training) (TA58)

The Graduate Diploma in Adult Education (Training) is not offered as a discrete course. Participants may apply for and enrol in the Graduate Certificate in Adult Education (Training) and complete the course after one year. If participants wish they may apply to enter the first year of the Master of Education in Adult Education and, if accepted, exit at the end of that first year with a Graduate Diploma in Adult Education (Training) or at the end of the second year with a Master of Education in Adult Education.

Graduate Certificate in Adult Education in Community Education (TA66)

Academic Coordinator: Michael Newman

PARTICIPANTS

This one-year part-time course is for people who already have a tertiary qualification or equivalent and who are engaged in community adult education. Such people are likely to be working as facilitators and educators with adult education centres, evening or community colleges, Aboriginal communities and organisations, outreach organisations, welfare agencies, charitable organisations, community health organisations, advice centres, or groups engaged in social and community action.

ARTICULATION

The course articulates with other courses offered by the School in the following way:

- you may apply for and enrol in the Graduate Certificate and complete the course after one year;
- if you wish once you have completed the Graduate Certificate you may apply to enter the first year of the Master of Education in Adult Education. Subjects completed in the Graduate Certificate cannot be credited towards the Master of Education in Adult Education. If accepted you may exit either at the end of that first year with a Graduate Diploma in Adult Education (Community) or at the end of the second year with a Master of Education in Adult Education. As a result the Graduate Certificate is designed to offer you a one-year introduction to the field of community adult education in a way that will relate to your immediate professional needs. This may be all you want. However if at the end of

the course you feel you would like to continue studying community adult education as a field of academic enquiry then the opportunity is there.

COURSE AIMS

The course aims to help you become an informed and effective community adult educator. By the end of the course you should be able to:

- describe and apply relevant theory drawn from the literature on adult learning to your practice as a facilitator of adult learning in community and social action contexts;
- describe and apply relevant theory drawn from the literature relating to developing, conducting and evaluating adult education programs in a community or social action context;
- demonstrate competencies related to self-direction in learning that will enable you to continue your development as community adult educators.

PROCESS

Some of the course is prescribed and some learner-directed. This means that there are opportunities for you to pool information and ideas with other participants and to tailor the study you do directly to your own professional, community and personal requirements.

COURSE COMPONENTS

Seminars are held on a weekday evening and are usually conducted as lecture discussions. Sessions last two hours. The seminars are used to examine the theory that informs community adult education practice. In Autumn semester the seminars are entitled 'Adult Teaching and Learning'. You will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning techniques that place an emphasis on

facilitation and dialogue, and draw on the theory and practice of educators with experience in the fields of community development and social action. In Spring semester the seminars are entitled 'Developing Community Adult Education Programs'. You will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in differing kinds of community. By looking at the work of a number of adult educators, you will be encouraged to develop your own theoretical framework to guide your practice.

Professional Skills is a composite activity requiring attendance on the same weekday evening as the seminars. Sessions last one-and-a-half hours. On alternate weeks a member of staff will lead using lectures and exercises to help you develop your facilitation and teaching skills. On the other weeks participants will be allocated into semi-autonomous study groups and asked to work on a number of learning projects which within given parameters you will be able to choose and design yourselves.

Workshops are held on four Saturdays during the year. Each study group is required to help in the design of one workshop. The workshops enable participants to supplement the content of the course and to practise planning, implementing and evaluating an educational activity.

Learning journals are kept by each participant throughout the course in order to record and reflect on their field work, community education practice and significant learning. The journals need to be completed according to a number of general criteria and sighted by a member of staff.

ASSESSMENT

Assessment is related to attendance, participation in all components of the course, the completion of the learning journal, and the completion of a number of learning contracts. The result of assessment is either 'pass' or 'fail'.

LEARNING CONTRACTS

These comprise the major written work for the course. They are negotiated by each participant with a member of staff. The idea is to get away from the set assignment and to make the coursework you do directly relevant to your own professional interests and work. You are required to complete four learning contracts during the course negotiated with your study group supervisor and with the seminar leaders.

ATTENDANCE

Attendance is one evening a week from 5.00–9.00 p.m. (usually Wednesday) and four one-day workshops which are normally held on Saturdays during the semester. In addition you will need to put aside a significant amount of time to research, read and write material related to your study groups, learning contracts and learning journal. The course places some emphasis on self-direction in learning. Staff are there to offer support and advice but the process of designing and planning your own learning can be difficult at first and if you have not experienced this kind of learning program before you may need to be ready for an initial period of adjustment.

COURSE STRUCTURE

The course is offered over one year of part-time study.

Autumn semester

- T0123 Adult Teaching and Learning (6cp)
- T5117 Professional Skills 1 (2cp)
- T5118 Workshop 1 (2cp)
- T5245 Learning Journal 1 (2cp)

Spring semester

- T5261 Developing Community Adult Education Programs (6cp)
- T5117 Professional Skills 1 (2cp)
- T5118 Workshop 1 (2cp)
- T5245 Learning Journal 1 (2cp)

Graduate Certificate in Diabetes Education and Management (KN92)

Academic Coordinator: Jane Stein-Parbury (Faculty of Nursing)

PARTICIPANTS

This one-year part-time course is offered jointly by the Faculty of Nursing and the School of Adult and Language Education in collaboration with the Australian Diabetes Education Association. Applicants should have a degree or equivalent diploma. Registered nurses with appropriate nursing certificates and three years' experience may be deemed to have the equivalent of graduate status for the purpose of entry to the course. As practitioners in the field it will be assumed that applicants will have basic knowledge of the practice of diabetes education and management. Postgraduate course fees apply.

COURSE AIMS

The course aims to enable appropriately qualified participants to develop the knowledge, skills, ideals and attitudes necessary to perform as competent health professionals working in the area of diabetes education and management. As specialists in diabetes education the graduates will be able to perform as specialist clinicians, leaders and informed users of research.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'. Three specific forms of assessment will be used in each subject:

1. a negotiated workplace learning project (40%);
2. a practicum-based assessment (30%);
3. assessment of a set of learning tasks incorporated in the self-teaching materials provided for each subject (30%).

ATTENDANCE

The course will be delivered in mixed mode. That is, it will use a mixture of intensive workshops, individual learning materials, telephone counselling, learning partnerships, negotiated learning contracts, workplace research and supervised practice in diabetes education centres.

COURSE STRUCTURE

The course is offered over one year part time and requires the study of four subjects in order to achieve a total of 24 credit points.

Autumn semester

92844 Clinical Management of Diabetes (6cp)¹

T5343 Teaching and Learning in Diabetes Education (6cp)

Spring semester

92845 Primary Health Care (6cp)¹

T5342 Programming for Diabetes Education (6cp)

¹ Offered by the Faculty of Nursing

Graduate Certificate in Experiential Learning (TA86)

Academic Coordinator: Ruth Cohen

PARTICIPANTS

This one-year part-time course is for people currently engaged in the practice of experiential learning in formal or informal education, facilitation of learning, training, educational design or educational management and have at least 50 hours prior experience either as a participant or through responsibility for implementation of experiential learning. Applicants should have an undergraduate degree.

COURSE AIMS

The course aims to introduce participants to the theories and practices of experiential learning and equip them to be more effective teachers, trainers, facilitators, curriculum designers and/or managers of training in a range of contexts. It is designed to help participants become more effective in their practice of experiential teaching and learning by understanding the nature and theory of experiential learning and through developing:

- ways of thinking and acting as an experiential adult educator based on the knowledge, skills, attitudes and ethical underpinnings of experiential learning;
- an informed and critical approach to their own practice;
- competencies related to self direction, peer support and group work which enable them to continue their professional development following the completion of this course.

COURSE STRUCTURE

The course is offered over one year of part-time study.

Autumn semester

- T5374 Foundations of Experiential Learning (6cp)
 T5376 Program Design, Implementation and Evaluation of Experiential Learning 1 (6cp)

Spring semester

- T5375 Experiential Learning Strategies (6cp)
 T5379 Program Design, Implementation and Evaluation of Experiential Learning 2 (6cp)

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Four weekend days per semester.

FEES

Postgraduate course fees apply.

Graduate Certificate in Language and Learning* (TA67)

* subject to final approval

Academic Coordinator: Mike Baynham

PARTICIPANTS

This one-year part-time course will offer training for teachers in school and post-school sectors who do not wish to become specialist language teachers, but who wish to develop their skills and understanding of the role of language in their own subject areas/fields of practice. At the same time the Graduate Certificate can offer advanced standing to the second year of the Graduate Diploma in TESOL and therefore provide an alternative route to this degree or to the Master of Arts (TESOL). (The Spring 1995 intake will target teachers in the school sector, primary and secondary.)

COURSE AIMS

The course aims to increase the skills and knowledge of non-specialist language teachers in the role of language and literacy within their own subject or field of practice.

COURSE STRUCTURE

Participants must earn 24 credit points for the award.

Autumn semester

- T5338 Language and Learning (6cp)
 T5339 Curriculum and Pedagogy 1 (6cp)

Spring semester

- T5340 Functional Grammar (6cp)
 T5341 Curriculum and Pedagogy 2 (6cp)

ASSESSMENT

Assessment will be based on satisfactory attendance and participation in course activities, and the satisfactory completion of one major and one minor assessment task for each subject. The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance is a minimum of four hours per week from 4.30–9.00 p.m.

Graduate Diploma in Adult Education (Community) (TA59)

The Graduate Diploma in Adult Education (Community) is not offered as a discrete course. Participants may apply for and enrol in the Graduate Certificate in Adult Education (Community Education) and complete the course after one year. If participants wish they may apply to enter the first year of the Master of Education in Adult Education. If accepted they may exit at the end of that first year with a Graduate Diploma in Adult Education (Community) or at the end of the second year with a Master of Education in Adult Education.

Graduate Diploma in Adult Education (Basic Education) (TA52)

Academic Coordinators: Betty Johnston and Sheilagh Kelly

PARTICIPANTS

The Graduate Diploma in Adult Education (Basic Education) is a two-year part-time course for people working or wishing to work in adult basic education. This course is for people who have a degree, diploma or equivalent qualification and are able to get work experience in adult basic education concurrently with formal studies. Participants in this course may work in tertiary organisations such as TAFE, evening colleges, and 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.

ARTICULATION

The course articulates with other courses offered by the Faculty in the following way:

- all graduates of the course can apply for entry into the Master of Education in Adult Education. If accepted you can apply for a maximum of 12 credit points advanced standing;
- all participants in the second year of the course choose two six-credit-point postgraduate subjects from other courses offered by the Faculty;
- if you wish you may apply to transfer into the second year of the Graduate Diploma in TESOL. If accepted you may complete a further year's study and exit with the Graduate Diploma in TESOL.

COURSE AIMS

The course is designed to help you:

- acquire a sound understanding of the teaching of literacy and numeracy to adults;

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

ASSESSMENT

The result of assessment is either 'pass' or 'fail' and is related to attendance, teaching practice, participation in all components of the course and completion of learning contracts. Participants negotiate most contracts with a staff adviser to meet with their own professional needs and the competencies required by the course. There are some set assignments.

ATTENDANCE

Participants can attend the course in a weekly or a block mode. Preference for places in the block mode is given to country applicants.

The weekly mode involves attending one day a week in the first year (Thursdays 9.30 a.m.–3.30 p.m.) and in the Autumn semester of second year (Fridays 9.30 a.m.–3.30 p.m.). Attendance in the Spring semester depends on the subjects chosen and may involve day or evening classes across the week.

Block mode involves attending four blocks of three or four days per year.

COURSE STRUCTURE

The course consists of eight subjects over two years. A total of 48 credit points must be achieved to qualify for the award.

Year 1

- T0117 Teaching and Learning in Adult Literacy (6cp)
 T0118 Program Development, Implementation and Evaluation in Adult Basic Education (6cp)
 T0157 Teaching and Learning in Adult Numeracy (6cp)
 T5289 Teaching Practice (6cp)

Year 2

Autumn semester

- T0113 Exploring Adult Basic Education Practice (6cp)
 T0120 Foundations of Adult Education (6cp)

Spring semester

Two six-credit point subjects chosen from other postgraduate courses offered in the Faculty. These might include subjects from the areas of TESOL, computer education, social and policy issues, workplace and educational administration or adult education research.

There are five types of learning experience in this course:

- lectures/seminar – two-hour sessions
- tutorials – one-hour sessions
- workshops – one day a year
- learning contracts – two or three per subject
- field work – various

Graduate Diploma in Adult Education (Teaching English to Speakers of Other Languages) (TA57)

Academic Coordinator: Genevieve Bessell-Browne

PARTICIPANTS

This two-year part-time course is an initial teacher training qualification for people with a degree or equivalent diploma 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. If quotas operate, preference will be given to people already working with adult migrants particularly in a 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.

ASSESSMENT

Participants are assessed in the following ways:

- a series of written negotiated contracts within subject areas;
- practicum journal/feedback from practicum supervisor;
- attendance and active participation in seminars, tutorials and workshops.

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Participants meet one afternoon a week and there is a teaching practicum of 30 hours per semester, usually spread over a four- to six-week block.

COURSE STRUCTURE

The course is offered over two years part time and requires the study of three subjects each semester in order to achieve a total of 48 credit points.

Year 1

Autumn semester

T5248 Adult TESOL 1 (4cp)

T5249 Developing Communicative Competence 1 (4cp)

T5250 Practicum 1 (4cp)

Spring semester

T5251 Adult TESOL 2 (4cp)

T5252 Developing Communicative Competence 2 (4cp)

T5253 Practicum 2 (4cp)

Year 2

Autumn semester

T5254 Foundations of Adult Education (4cp)

T5256 Practicum 3 (4cp)

T5257 Issues in Language Planning (4cp)

Spring semester

T5255 Evaluation and Assessment (4cp)

T5258 TESOL Program Design (4cp)

T5259 Practicum 4 (4cp)

Graduate Diploma in Language Teaching (TA60)

Academic Coordinator: Jacquie Widin

PARTICIPANTS

This one-year full-time course is an initial teacher training qualification for native or near native speakers of Japanese who have an undergraduate degree and want to teach Japanese in secondary schools in Australia. Applicants must have appropriate levels of proficiency in English which will be assessed by interview.

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.

ASSESSMENT

Participants are assessed in the following ways:

- learning journals;
- preparation of language teaching materials;
- written Practicum supervision;
- weekly tasks;
- short reports/essays.

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Participants meet for 15 hours per week for lectures and five hours per week for School Attachment. There is a one-week teaching assistant block and a four-week Practicum block where participants attend a designated school full time.

COURSE STRUCTURE

The course will be offered over one year of full-time study. There will be regular school attachments involving a total of 20 days (including a one-week Practicum) in Semester 1 and a four-week Practicum in Semester 2. Participants must earn 48 credit points for the award.

Semester 1

- T5265 Foundations of Language Teaching 1 (5cp)
- T5266 Advanced English for Classroom Purposes 1 (3cp)
- T5267 Theory and Practice of Language Teaching 1 (5cp)
- T5268 Advanced English for Classroom Purposes 2 (3cp)
- T5269 Theory and Practice of Language Teaching 2 (5cp)
- T5270 Advanced English for Classroom Purposes 3 (3cp)

Semester 2

- T5271 Theory and Practice of Language Teaching 3 (5cp)
- T5272 Advanced English for Classroom Purposes 4 (3cp)
- T5273 Practicum (8cp)
- T5274 Theory and Practice of Language Teaching 4 (5cp)
- T5288 Foundations of Language Teaching 2 (3cp)

Graduate Certificate in Teaching English to Speakers of Other Languages (TA54)

Academic Coordinator: Hermine Scheeres

PARTICIPANTS

This one-year part-time course is for three- or four-year-trained teachers with experience in TESOL who wish to gain a basic postgraduate specialist qualification in teaching English to speakers of other languages. Teachers should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant class. The program of study represents the first year of the Graduate Diploma in TESOL.

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 coordinating roles with their colleagues in designing, monitoring and evaluating programs.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance is for a minimum of four hours per week and may include some Saturday workshops.

COURSE STRUCTURE

The course is offered over one year part time and requires the study of five subjects in order to achieve a total of 24 credit points.

Autumn semester

T5154 Foundations of TESOL 1 (5cp)

T5368 TESOL Curriculum and Methodology 1 (5cp)

Spring semester

T5156 Foundations of TESOL 2 (5cp)

T5369 TESOL Curriculum and Methodology 2 (5cp)

T5372 Teaching Practice 1 (4cp)

Graduate Certificate in Teaching English to Speakers of Other Languages – Workplace Focus (TA54)

Note: This course is not offered every year.

Academic Coordinator: Hermine Scheeres

PARTICIPANTS

This one-year part-time course has been developed with a specific workplace focus and is for three- to four-year-trained teachers with experience in TESOL who wish to gain a basic post-graduate specialist qualification in teaching English to speakers of other languages. Preference is given to teachers who are working in labour market programs in the workplace or other related contexts. Teachers should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant class. The program of study represents the first year of the Graduate Diploma in TESOL.

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 coordinating roles with their colleagues in designing, monitoring and evaluating programs with a workplace focus.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance is for a minimum of four hours per week and may include some Saturday workshops.

COURSE STRUCTURE

The course is offered over one year part time and requires the study of five subjects in order to achieve a total of 24 credit points.

Autumn semester

T5154 Foundations of TESOL 1 (5cp)
T5368 TESOL Curriculum and Methodology 1 (5cp)

Spring semester

T5156 Foundations of TESOL 2 (5cp)
T5369 TESOL Curriculum and Methodology 2 (5cp)
T5372 Teaching Practice 1 (4cp)

Graduate Diploma in Teaching English to Speakers of Other Languages (TA53)

Academic Coordinator: Mike Baynham

PARTICIPANTS

This two-year part-time course is for three- to four-year-trained teachers with experience in TESOL who wish to gain a comprehensive postgraduate specialist qualification in teaching English to speakers of other languages. Teachers should have a minimum of one year's relevant teaching experience and 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 coordinating roles with their colleagues in designing, monitoring and evaluating programs; and
- pursue an area of specialisation related to the needs of students whose first language is not English.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance is for a minimum of four hours per week and may include some Saturday workshops.

COURSE STRUCTURE

The course is offered over two years part time. A total of 48 credit points must be achieved to qualify for the award.

Year 1

Autumn semester

T5154 Foundations of TESOL 1 (5cp)
T5368 TESOL Curriculum and Methodology 1 (5cp)

Spring semester

T5156 Foundations of TESOL 2 (5cp)
T5369 TESOL Curriculum and Methodology 2 (5cp)
T5372 Teaching Practice 1 (4cp)

Year 2

Autumn semester

T5159 Foundations of TESOL 3 (5cp)
T5370 TESOL Curriculum and Methodology 3 (5cp)

Spring semester

T5161 Foundations of TESOL 4 (5cp)
T5371 TESOL Curriculum and Methodology 4 (5cp)
T5373 Teaching Practice 2 (4cp)

LIST OF COURSES AND COURSE CODES

Diploma in Adult Education (Aboriginal Education)	TA01	Graduate Certificate in Adult Education in Community Education	TA66
Diploma in Adult Education (Community Education)	TA02	Graduate Certificate in Adult Education in Training	TA65
Diploma in Adult Education (Training)	TA03	Graduate Certificate in Diabetes Education and Management	KN92
Bachelor of Education in Adult Education	TA21	Graduate Certificate in Experiential Learning	TA86
Aboriginal Studies major		Graduate Certificate in Language and Learning ²	TA67
Community Education major		Graduate Diploma in TESOL	TA53
Human Resource Development major		Master of Arts in TESOL (by coursework)	TA71
Graduate Diploma in Adult Education (Basic Education)	TA52	Master of Education in Adult Education (by coursework)	TA70
Graduate Diploma in Adult Education (TESOL)	TA57	Master of Education (by thesis)	TA81
Graduate Diploma in Adult Education (Training) ¹	TA58	Doctor of Philosophy	TA95
Graduate Diploma in Adult Education (Community) ¹	TA59	Doctor of Education	TA96
Graduate Diploma in Language Teaching	TA60	¹ Not offered as a discrete course	
Graduate Certificate in TESOL	TA54	² Subject to final approval	
Graduate Certificate in TESOL – Workplace Focus ³	TA54	³ Course not offered every year	

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject code and name, and the number of credit points for the subject (e.g. 3cp). For some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites if any, the method of assessment and name of the Subject Coordinator, if known, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

T0113

EXPLORING ADULT BASIC EDUCATION PRACTICE

6cp

This subject aims to provide participants with some concepts and strategies to critique their own practice in the broader socio-cultural and political contexts in which they work. A critical perspective on taken-for-granted concepts such as pedagogy and practice is explored. Participants undertake a limited field study in their own classrooms in which they explore some aspect of the impact of the wider society on their own practice.

T0117

TEACHING AND LEARNING IN ADULT LITERACY

6cp

This subject aims to provide participants with the knowledge, skills and attitudes to enable them to teach adult literacy in a variety of contexts. It provides an introduction to the relationship between language use, social identity and power relationships in our society and an understanding of the nature and development of literacy practices.

Participants explore the research which supports different concepts of literacy with particular attention given to the understanding of literacy as a social construct, consisting of multiple sets of skills and practices, each determined by specific contexts and purposes. Literacy teaching and learning strategies are examined and evaluated in the light of the theory and research about literacy development.

T0118

PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION IN ADULT BASIC EDUCATION

6cp

This subject aims to provide participants with a framework and skills for planning, implementing and evaluating learning programs for adult literacy and numeracy students in a range of learning contexts. It also aims to provide some understanding of curriculum and its location in society.

T0120

FOUNDATIONS OF ADULT EDUCATION

6cp

This subject aims to bring together the understandings about adults as learners which are central to all subjects 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.

T0121**LEARNING JOURNAL: RELATING ABE AND TESOL***2cp*

For this subject, participants will observe experienced TESOL teachers in their teaching situations and reflect on these observations, in an effort to relate TESOL theory to the theory and practice of ABE.

T0122**PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION***6cp*

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

T0123**ADULT TEACHING AND LEARNING***6cp***Graduate Certificate in Adult Education in Community Education participants**

In this subject participants will be encouraged to survey certain adult learning principles and a number of adult learning theories. This will lead to a review of teaching and learning techniques that place an emphasis on facilitation and dialogue and that draw on the theories and practice of educators with experience in the fields of community development and social action.

Graduate Certificate in Adult Education in Training participants

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

T0157**TEACHING AND LEARNING IN ADULT NUMERACY***6cp*

This subject aims to provide participants with the appropriate knowledge, skills and attitudes to enable them to teach

adult numeracy in a variety of contexts. Starting with an examination of the maths anxiety experienced by many adult learners, the subject aims to provide some understanding of the nature of mathematics, how people generate and use it in society, and how they most constructively learn it.

T3331**WOMEN AND LEARNING***6cp*

This subject is designed to provide students with an understanding of the need of women learners in adult education. Drawing on a range of literature from women's studies and adult education, students will explore the implication of feminist approaches to learning and the implications for their own practice as adult educators.

T3332**THEORY AND PRACTICE IN ADULT EDUCATION***6cp*

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 participants 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 participants with no previous academic background in adult education.

T3333**ADULT LEARNING AND PROGRAM DEVELOPMENT***6cp*

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 requirement for participants with no previous study in adult education.

T3334**CONTEXT AND STRATEGY IN ADULT EDUCATION***6cp**prerequisite: T3332 Theory and Practice in Adult Education or equivalent undergraduate study*

This subject will help participants to deepen their understanding of the relationship of adult education and its social and organisational context. This subject will also enable participants to further develop their capacity to act on adult education issues. Particular attention will be paid to: (a) developing contextual explanations of adult education and learning situations; (b) understanding and acting on adult learning and education in workplaces, communities, social movements, families and other situations; (c) developing an expanded notion of adult learning and education, one that incorporates informal, incidental and embedded learning, as well as formal education.

T3335**AUSTRALIAN ADULT EDUCATION: INFLUENCES AND TENDENCIES***6cp**prerequisite: T3332 Theory and Practice in Adult Education or equivalent undergraduate study*

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***6cp**prerequisite: T3332 Theory and Practice in Adult Education or equivalent undergraduate study*

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 analysing significant issues in the field will be promoted.

T3337**MANAGING PROGRAM CHANGE IN ADULT EDUCATION***6cp*

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.

T3339**SKILL FORMATION, TECHNOLOGICAL CHANGE AND ADULT EDUCATION***6cp*

This subject examines a number of issues relating to the links between skill formation and changing workplace technologies. Specific foci include changing skill requirements; the social dimension of skill; factors that influence choices about technology; and ways in which technology is used to control us to facilitate learning. This subject complements T3363 Supporting Workplace Learning and Reform.

T3340**HIGHER LEVEL COMPETENCIES IN ADULT EDUCATION***6cp*

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

T3341**POLICY ANALYSIS IN ADULT EDUCATION***6cp*

This subject provides participants with a basis for analysing policy issues and trends in adult education in both international and local context. The focus is on developing a dynamic view of policy as process not merely as content or official directives. Participants will survey a range of views about analysing public policy and will jointly develop a working model for the purposes of examining the development and application of policies in adult education in Australia and overseas.

T3342**ETHICS AND LEADERSHIP IN ADULT EDUCATION ADMINISTRATION***6cp*

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 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***6cp*

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

T3344**ADULT COMMUNICATION MANAGEMENT 2***6cp*

prerequisite: T3343 Adult Communication Management 1

This subject will develop participants' 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***6cp*

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 professionalisation; adult development and lifelong learning; and continuing professional learning and its facilitation.

T3346**COMPUTER-BASED ADULT EDUCATION AND TRAINING***6cp*

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***6cp**prerequisite: T3346 Computer-based Adult Education and Training*

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***6cp*

This subject introduces participants to the nature, design, implementation, interpretation and use of adult education research. 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***6cp**prerequisite: T3348 Issues for Adult Education Researchers*

This subject aims to develop participants' ability to undertake 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 participants 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***6cp**prerequisite: T3348 Issues for Adult Education Researchers*

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 relating to program evaluation that are dealt with include concept, need, purposes, performance indicators and political and ethical issues.

T3352**ADULT EDUCATION AND SOCIAL
MOVEMENTS***6cp*

This subject is designed to help participants 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***6cp*

This subject is designed to help participants 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***6cp*

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

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

6cp

This subject is designed to help participants 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 form a basis for their practice as providers of community-based adult education.

T3356/7**INDEPENDENT STUDY PROJECT 1/2**

6cp each

prerequisites: T3348 Issues for Adult Education Researchers, T3349 Research Methodologies for Adult Educators

The independent study projects allow participants to design their own learning experiences in negotiation with a member of academic staff; take a variety of forms e.g. a reading course, a field-based study, an action research project; and must relate to an aspect of adult education not dealt with in other subjects in the course.

T3358**EXPERIENCE-BASED LEARNING 1**

6cp

prerequisites: T3332 Theory and Practice in Adult Education, T3333 Adult Learning and Program Development or equivalent undergraduate study

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. Participants should have engaged in prior study of adult learning.

T3359**EXPERIENCE-BASED LEARNING 2**

6cp

prerequisite: T3358 Experience-based Learning 1

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**

6cp

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**

6cp

This subject offers an opportunity to study the roles of women as teachers and managers in adult education in the community and the workplace. It also covers issues relative to women's participation in adult education in Australia and internationally and women's contribution to theory, policy and research in adult education.

T3362**RESEARCHING EDUCATIONAL PRACTICE**

6cp

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

T3363**SUPPORTING WORKPLACE LEARNING AND REFORM***6cp*

This subject examines the process by which an enterprise becomes more like a learning organisation against a backdrop of the current industry and enterprise reform agenda. It introduces a number of conceptual shifts that need to occur in areas like work organisation, employee relations and training in order to move in the direction of a learning organisation. This subject complements T3339 Skill Formation, Technological Change and Adult Education.

T3364**PHILOSOPHY OF ADULT EDUCATION***6cp*

The methods of philosophy provide an important complement to the other ways of researching and understanding adult education e.g. empirical, historical, sociological etc. This subject will develop participants' capacity to critically analyse adult education literature and deepen their understanding of key concepts, theories and practices in adult education.

T3365**WORKERS' EDUCATION: COMPARATIVE PERSPECTIVES***6cp*

This subject explores the development of workers' education in Australia, New Zealand, Canada, the United States of America and Great Britain. It considers that process in five stages:

- Workers' Education: Initiation and Insurgency 1890–1920
- Workers' Education: Consolidation and Institutionalisation 1920–40
- The Beginnings of Trade Union Education 1940–70
- The Ascendency of Trade Union Training 1970–1980s
- New Stage or Steady Decline? 1990s onwards

T3366**ACTION RESEARCH IN ADULT EDUCATION***6cp*

This subject provides the theoretical basis for various forms of action research and action learning which are being increasingly used to improve practice among adult educators and trainers to achieve organisational change. The focus is on doing action research to provide participants with an opportunity to pursue in depth an issue or researchable problem related to their practice as adult educators.

T3367**CULTURAL DIVERSITY IN THE WORKPLACE: MANAGEMENT AND LEARNING***6cp*

Managing cultural diversity is a more critical issue than it ever has been in the past. This is in part due to increasing local demographic diversity as a result of immigration and a more fluid international labour market. It is also a consequence of the rapid pace of globalisation. At the same time the restructuring of work puts a greater emphasis on culture as a management concept. This subject examines the consequences of these changes for educational management, managing job performance and training.

T5110**ABORIGINAL CULTURES AND PHILOSOPHIES***8cp*

This subject will introduce participants to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal culture will be presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

T5111**ISSUES IN ABORIGINAL EDUCATION**

8cp

prerequisite: T5110 Aboriginal Cultures and Philosophies

This subject provides opportunities for participants to develop a critical understanding of a range of issues concerning Aboriginal education. It explores the historical background and contemporary factors affecting Aboriginal education.

T5112**ABORIGINAL INITIATIVES IN EDUCATION: TOWARDS COMMUNITY CONTROL**

8cp

prerequisite: T5111 Issues in Aboriginal Education

This subject provides opportunities for participants to explore critically Aboriginal initiatives in education. The major thrust of this subject will be carried out by field visits and additionally each participant will complete an extended internship.

T5113**TEACHING ABORIGINAL STUDIES**

8cp

This subject provides an opportunity for participants to become competent teachers of Aboriginal studies in a practical hands-on way. This subject will explore a number of ways of translating social content in learnable/teachable episodes.

T5114**ABORIGINAL STUDIES**

4cp

This subject will introduce participants to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal culture will be presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

T5115**INTRODUCING ABORIGINAL CULTURES AND PHILOSOPHIES**

6cp

This subject will introduce participants to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal culture will be presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

T5116**MULTICULTURAL SKILLS FOR ADULT EDUCATORS**

3cp

This subject aims to enable adult educators working in either community or workplace settings to develop knowledge and skills specifically focused on meeting the needs of students whose backgrounds are culturally and linguistically diverse.

T5117**PROFESSIONAL SKILLS 1**

4cp

This subject is aimed at helping participants develop their skills in helping adults learn by specifying various kinds of learning objectives; designing and conducting learning events in both formal and informal contexts; facilitating learning through effective presentation, dialogue and discussion and group work; and designing and conducting various kinds of experiential learning activity.

T5118**WORKSHOP 1**

4cp

This learning experience provides opportunities for participants to develop and apply knowledge in any of the areas of adult education theory and practice studied in the course.

T5120**ADULT EDUCATION IN AUSTRALIA**

3cp

corequisite: T5307 Adult Learning and Education I

This subject aims to give participants 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. It incorporates an overview of policies and structures relating to the provision of adult education in Australia; the historical development of adult education; participation and access issues; specialist areas of provision; and professionalism and career opportunities in adult education.

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

6cp each

Individualised projects are a feature of the course. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant 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 participant which are consistent with the aims of the course.

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

3cp each

Ongoing work experience in adult education (minimum 12 hpw) is a course requirement. This component of the course referred to as the practicum provides a context for participants to develop, practise, refine and demonstrate their skills.

T5126**LIFESPAN DEVELOPMENTAL
PSYCHOLOGY**

3cp

This subject aims to give participants 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; and the concept of practical intelligence.

T5129**AUSTRALIA IN THE 20TH CENTURY**

3cp

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; 11 November, 1975; Australian political culture; the new poor.

T5142**INTERNATIONAL ADULT
EDUCATION**

3cp

Rationale and methodology in international adult education traditions e.g. in the UK, Scandinavia, the USA. Trends and innovations in adult education e.g. action learning in USA, popular education in South Africa and Canada. How adult education policy is made in different countries. Case studies of particular programs, focusing on what can be learned for adult education practice. Adult education and economic restructuring e.g. in the USA, 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

3cp

This subject outlines Australia and the British Empire; Australia and PNG; 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 origin; Australia and the United Nations; Australian foreign policy today – problems and prospects; Australia and Antarctica.

T5147

SKILLS WORKSHOP 1

4cp

This learning experience gives participants opportunities to develop skills in the planning, implementation and evaluation of adult education programs.

T5148

TUTORIAL 1

4cp

This learning experience enables participants in a small group setting to extend and apply their knowledge in the areas of adult teaching learning and program development.

T5149

PRACTICUM 1

4cp

This learning experience enables participants with the support of adult education practitioners to develop their expertise as facilitators of adult learning.

T5154

FOUNDATIONS OF TESOL 1

5cp

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

T5156

FOUNDATIONS OF TESOL 2

5cp

This subject aims to deepen participants' understanding of register and genre through a focus on functional grammar and its use as a tool to explore texts.

T5159

FOUNDATIONS OF TESOL 3

5cp

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

T5161

FOUNDATIONS OF TESOL 4

5cp

This subject aims to develop participants' understanding of the multicultural, multilingual 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.

T5173/T5177**STUDY GROUP 1/2***2cp each*

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.

T5175**INSTRUCTIONAL DESIGN***6cp*

This subject introduces the principles and practice of training design. It deals with the writing of aims and objectives, approaches to documenting training, the sequencing of content and structuring of programs. It also covers the planning and production of training materials such as workbooks and manuals.

T5176**ADULT LEARNING***6cp*

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. Participants 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.

T5177**STUDY GROUP 2**

see T5173 Study Group 1

T5179**DEVELOPING PEOPLE IN ORGANISATIONS***6cp*

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 sectors.

T5180**PROGRAM DEVELOPMENT AND EVALUATION***6cp*

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 the evaluation of transferring what is learnt to the workplace.

T5181**RESEARCH AND DEVELOPMENT PROJECT 1***2cp*

The aim of this subject is to develop in the participants the capacity to be perceptive consumers 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

ADMINISTRATION OF THE TRAINING FUNCTION

6cp

This subject deals with the coordination and administration of training. It covers training policy formulation, budgeting, scheduling of programs, workshop administration and database 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 and occupational health) are introduced.

T5184

COMPUTERS AND TRAINING

6cp

This subject examines the computer as a training tool. The approach will be hands-on, and participants will be encouraged to develop training programs based on technologies that are relevant to their workplaces and to consider various uses for the computer as a training resource.

T5185

RESEARCH AND DEVELOPMENT PROJECT 2

2cp

The aim of this subject is to put into practice the skills and knowledge developed in T5181 Research and Development Project 1. Participants will be expected to take a major research project and evaluate it in terms of its methodology, the value of its results and implications for human resource development, or develop a proposal for a topical research project to demonstrate skills in selecting appropriate methodology.

T5187

ADULT TEACHING AND LEARNING

6cp

Diploma in Adult Education (Community Education) participants

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

Diploma in Adult Education (Training) participants

This subject will concentrate on the facilitation skills of the trainer. It will enable participants 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 participants to raise issues related to facilitation and the problems they encounter in working with groups.

T5188

COMMUNICATION AND INTERPERSONAL SKILLS 1

6cp

Diploma in Adult Education (Training) participants

Key interpersonal skills needed in training, including listening and assertiveness are identified and practised. 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.

T5188/T5192

COMMUNICATION AND INTERPERSONAL SKILLS 1/2

6cp each

These subjects address the communication and interpersonal skills required of adult educators in their roles as teachers and/or teachers of communication skills, designers of learning or centre coordinators. 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

2cp each

The Study Group component of the course provides participants 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 participant's workplace. In the first year participants 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

10cp each

Diploma in Adult Education (Community Education) participants

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 will be guided, monitored and evaluated through advisory visits by course lecturers. Assessment of the subject requires participants to submit portfolios of practical work or other evidence of professional activity.

Diploma in Adult Education (Training) participants

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 participants to undertake contract work under the supervision of course advisers.

T5191

PROGRAM DEVELOPMENT

6cp

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 subject will include approaches to needs assessment, program design, alternative modes of delivery, publicity and recruitment and program evaluation.

T5192

COMMUNICATION AND INTERPERSONAL SKILLS 2

see T5188 Communication and Interpersonal Skills 1

T5193**STUDY GROUP 2**

see T5189 Study Group 1

T5194**SUPERVISED FIELD EXPERIENCE 2**

see T5190 Supervised Field Experience 1

T5195**PSYCHOLOGY AND ADULT EDUCATION**

6cp

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

T5196**PRACTITIONER SKILLS 1**

6cp

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

T5197**STUDY GROUP 3**

see T5189 Study Group 1

T5198**SUPERVISED FIELD EXPERIENCE 3**

see T5190 Supervised Field Experience 1

T5199**THE REFLECTIVE PRACTITIONER**

6cp

In this subject participants 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**

6cp

This subject addresses issues relevant to the practices of adult educators in their roles as teachers and facilitators of learning and as coordinators and administrators of programs. Participants will have opportunities to refine various teaching techniques and to examine their coordination and program management skills. These will range from skills in facilitating group discussions, to problem solving, staff selection and staff development.

T5201**STUDY GROUP 4**

see T5189 Study Group 1

T5202**SUPERVISED FIELD EXPERIENCE 4**

see T5190 Supervised Field Experience 1

T5203**ADULT TEACHING AND LEARNING 1**

5cp

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**

5cp

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**

5cp

Many Aboriginal adults are unfamiliar with the kinds of language demanded by bureaucracy and tertiary education. In this subject we work on developing these kinds of skills in the context of the core studies. Participants' confidence and abilities grow as they gain new kinds of language skills to communicate and exercise power in Australian society. In the Autumn semester we begin with the kinds of reading and writing that participants 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**

5cp

In this subject we look at aspects of traditional Aboriginal culture and at how our ancestors responded to the white invasion up to the 1880s. In discussing Aboriginal culture and history, we relate it to our own experiences in family and community. We discuss the ways in which 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**

4cp

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

T5208**ADULT TEACHING AND LEARNING 2**

5cp

Based on our previous discussions and experiences of teaching in the classroom we work on developing the kind of teaching that 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; whether the teaching methods are appropriate; and how much say the people have in planning and delivery.

T5209**PROGRAM DEVELOPMENT 2**

5cp

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

T5210**COMMUNICATIONS 2***5cp*

In the Spring 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 relates to tasks set in the other subjects in the course and enables participants to complete their learning contracts in those subjects.

T5211**ABORIGINAL STUDIES 2***5cp*

In the second semester we discuss the 20th 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.

T5212**COMMUNITY FIELD WORK 2**

see T5207 Community Field Work 1

T5213**ADULT TEACHING AND LEARNING 3***5cp*

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***5cp*

At the start of Year 2 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***5cp*

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 the 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***5cp*

In this subject we talk about the development of Aboriginal political awareness and the rise of Aboriginal nationalism from the 1920s to 1980s. 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.

T5217**COMMUNITY FIELD WORK 3**

see T5207 Community Field Work 1

T5218**ADULT TEACHING AND LEARNING 4**

5cp

On the field trip we look at how teaching is practised in central Australian Aboriginal schools and colleges. We learn from traditional elders about their approach to teaching and learning and relate it back to our own experience in family and community; we also learn 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 discuss and refine how we are going to approach Aboriginal adult teaching in our work as community adult educators.

T5219**PROGRAM DEVELOPMENT 4**

5cp

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**

5cp

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**ABORIGINALS AND CONTEMPORARY AUSTRALIA 2**

5cp

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.

T5222**COMMUNITY FIELD WORK 4**

see T5207 Community Field Work 1

T5245**LEARNING JOURNAL 1**

4cp

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. A major criterion is that journal entries should relate to the participant’s work in the field.

T5248**ADULT TESOL 1***4cp*

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 COMPETENCE 1***4cp*

This subject aims to develop understanding of the model of communicative competence: grammatical, socio-cultural, 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 TESOL participants. 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***4cp*

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 cooperating 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***4cp*

This subject aims to extend and develop the understanding of theoretical issues of adult teaching and learning and the practical teaching skills established in T5248 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 framework. 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 COMPETENCE 2***4cp*

This subject aims to extend the model of communicative competence in relation to the development of literacy by focusing in more detail on discourse and 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

4cp

This subject aims to build on and extend the initial practical teaching skills in T5250 Practicum 1 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

4cp

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 and an understanding of particular adult education philosophies and ideologies. This enables them to reflect critically on their own ideologies in relation to working in an adult migrant context.

T5255

EVALUATION AND ASSESSMENT

4cp

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 to an understanding of how to assess. Methods for evaluating lessons and courses within particular educational contexts will also be explored.

T5256

PRACTICUM 3

4cp

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

4cp

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***4cp*

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***4cp*

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.

T5261**DEVELOPING COMMUNITY ADULT EDUCATION PROGRAMS***6cp*

In this subject participants will examine the theory and practice of designing and implementing a range of educational activities for differing kinds of community, and of designing and conducting courses. By examining the work of adult educators from a number of fields, participants will be encouraged to develop their own theoretical framework to guide their practice.

T5265**FOUNDATIONS OF LANGUAGE TEACHING 1***5cp*

This subject aims to build up participants' background knowledge and understanding of Australian society and culture and trends in language teaching in Australia. School Attachment (five days).

T5266**ADVANCED ENGLISH FOR CLASSROOM PURPOSES 1***3cp*

This subject aims to increase participants' confidence and competence in using English by focusing on the language and body language needed for working in Australian classrooms and interacting with Australian teachers and participants. The subject is linked to T5265 Foundations of Language Teaching 1.

T5267**THEORY AND PRACTICE OF LANGUAGE TEACHING 1***5cp*

This subject aims to introduce participants to the existing syllabuses in the target languages in New South Wales schools and to the historical, social and economic contexts of these syllabuses. School Attachment (five days).

T5268**ADVANCED ENGLISH FOR CLASSROOM PURPOSES 2***3cp*

This subject continues the work begun in T5266 Advanced English for Classroom Purposes 1. It aims to increase participants' confidence and competence in tasks important to school life.

T5269**THEORY AND PRACTICE OF LANGUAGE TEACHING 2***5cp*

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

T5270**ADVANCED ENGLISH FOR CLASSROOM PURPOSES 3***3cp*

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

T5271**THEORY AND PRACTICE OF LANGUAGE TEACHING 3***5cp*

This subject aims to raise participants' 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 (five days).

T5272**ADVANCED ENGLISH FOR CLASSROOM PURPOSES 4***3cp*

This subject aims to increase participants' 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***8cp*

Participants are placed in schools for the practicum. The aim is to provide an opportunity for participants to work

alongside practising teachers, implementing principles and practices covered in the course. Participants will already have spent a minimum of 20 days in School Attachments.

T5274**THEORY AND PRACTICE OF LANGUAGE TEACHING 4***5cp*

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

T5275**ISSUES IN RESEARCHING SECOND LANGUAGE LEARNING AND TEACHING IN CONTEXT***6cp*

This core subject aims to introduce participants to a range of issues which arise when interpreting and/or conducting research into language teaching and learning. It will consider various research methods which are deployed and the different values and principles associated with these. The subject will prepare students to read research critically and to develop skills in research design.

T5276**POLICY AND PLANNING ISSUES IN TESOL***6cp*

This 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 participants to develop their language planning, teaching, advising, leadership and administrative skills.

T5277**DISCOURSE ANALYSIS***6cp*

This core subject builds on participants' knowledge of functional grammar to introduce them to a range of techniques for discourse analysis which can be applied to spoken and written texts. The orientation will be to the social construction of text and the ways in which features of text are responsible to characteristics of the social and cultural context.

T5278**PROJECT***12cp*

In this elective subject, participants work with an individual adviser to implement an in-depth study related to a self chosen topic relevant to any aspect of the MA program. The completed study will count for 50 per cent of the MA year's work and will be written up as a 12,000–15,000 word research project.

T5288**FOUNDATIONS OF LANGUAGE TEACHING 2***3cp*

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

T5289**TEACHING PRACTICE***6cp*

This subject is field-based and has two components – undertaking field visits and demonstrating teaching competence. It aims to:

- develop participants' appreciation of the role of critical reflection on practice in the context of their own professional development;

- provide opportunities for participants to engage in the process of reflective practice with other experienced adult basic education practitioners.

Participants will look at a range of strategies to use in order to critically evaluate their own practice in consultation with at least one other experienced practitioner. This may be done either by inviting the field advisers into their own classrooms or by visiting the classrooms of the field advisers. University advisers visit classrooms of participants once during each year of the course.

T5292**TRAINING METHODS 1***3cp*

This subject 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. Audiovisual strategies – using overhead projectors, slides, film and video. Competency-based training – rationale. Task analysis. Motivational techniques. Assessment instruments and their use.

T5293**COMMUNICATION FOR HUMAN RESOURCE DEVELOPMENT 1***3cp*

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 behaviour. Clear and concise writing. Written formats for letters, reports and submissions.

T5294

TRAINING COURSE DESIGN 1

3cp

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

3cp

Workplace Relations is a broadly based introduction to the fields of industrial relations and personnel management. It aims to provide participants with an understanding of employment relationships and how they are influenced by economic, legal, social, technological and political forces; to develop in participants 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 participants 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 participant 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

3cp

prerequisite: T5292 Training Methods 1

This subject 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 and 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

3cp

prerequisite: T5294 Training Course Design 1

This subject covers the following. 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**

3cp

prerequisite: T5296 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**

3cp

prerequisite: T5297 Training Course Design 2

This subject aims to develop participants' 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 for 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 competency-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, and managing an assessment scheme.

T5300**THEORY AND PRACTICE OF TEACHING ADULTS**

3cp

This subject aims to provide participants 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. 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 microteach. Learning through reflection on experience. From preparation to practice: the dilemmas of daily teaching and learning.

T5301**COMMUNICATION AND INTERPERSONAL SKILLS**

3cp

This subject aims to develop the community adult educator's interpersonal communication skills required to work effectively as teachers of adults, coordinators 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**

3cp

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**

3cp

This subject will encourage participants to explore different kinds of community adult education organisation and different ways of responding educationally to the variation in needs, interests and aspirations of communities. 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**

3cp

prerequisites: T5302 Program Development in Community Settings, T5300 Theory and Practice of Teaching Adults

This subject aims to develop participants' 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; the strengths and weaknesses of each approach and skills needed for effective implementation.

T5305**INNOVATION AND CHANGE IN ADULT EDUCATION**

3cp

prerequisite: T5300 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**

3cp

prerequisite: T5303 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 providers 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 with that of other participants.

T5307**ADULT LEARNING AND EDUCATION 1**

3cp

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.

T5308**ADULT LEARNING AND EDUCATION 2**

3cp

Focuses 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 participants to a core body of adult education knowledge and provide opportunities for them to critically reflect on their own theories of adult education.

T5309**COMPUTING FOR ADULT EDUCATORS**

3cp

This subject aims to develop the participants' competence in using basic computer software applications suitable for adult educators, and to expand their understanding of computer systems. It covers graphics, word processing, spreadsheets, and databases; computer hardware systems; computer operating systems; computer memory and storage systems; computer network systems; and the educational uses of computers.

T5311**GROUP DYNAMICS**

3cp

The nature and definitions of 'group' in terms of perceptions, motivation, goals, interdependency, organisation and interaction. Notions of group syntality, synergy and the functionalistic viewpoint of 'exchange'. Social facilitation and the effects of passive and of coacting audiences. The risky-shift phenomenon. Risk taking 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 phase-like pattern.

T5312

UNDERSTANDING AND EVALUATING RESEARCH

3cp

This subject aims to develop the participants' 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. Evaluating research proposals and articles.

T5313

20TH CENTURY EDUCATIONAL THOUGHT

3cp

The content of this subject will cover:

1. a survey of leading educational ideas prior to the 20th century: Plato, Aristotle, Roman education, medieval education, Rousseau, Pestalozzi, Herbart, Froebel;
2. a detailed study of 20th century developments: Pragmatism – Dewey (USA), Kerschensteiner (Germany), Russell, Whitehead, Tawney, Lawrence, T.S. Eliot (British influences). 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 1 and 2 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

3cp

This subject aims to develop some understanding of language and how it works. The subject focuses on the four macroskills of reading, writing, speaking and listening and builds on basic communication skills. It provides insights into language for specific purposes. The subject covers an 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; and arguments for and against plain English.

T5315

ABORIGINAL EDUCATION

3cp

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 participants.

**T5317/T5318/T5319/T5320/
T5321/T5322**

SKILLS WORKSHOP 1/2/3/4/5/6

3cp each

Participants are required to attend four days of workshops in each stage of the course. The purpose of workshops is to provide an opportunity for participants 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

3cp

This subject aims to develop the participants' 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; conceptualising, 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**

3cp

prerequisite: T5293 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 informal 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***3cp*

This subject aims to develop the participant'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 output 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***3cp*

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 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***3cp*

This subject will encourage participants to explore the role of adult education in both the 19th and 20th 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 such as F D Maurice and the Christian Socialists, Tawney, Mansbridge, Freire, Lovett, Jackson, Thompson, Gelpi and Horton will be discussed.

T5332**CURRENT ISSUES IN AUSTRALIAN EDUCATION***3cp*

This subject is designed to provide an overview of contemporary issues in education and their relation to developments in the wider Australian society; to consider how these relate to educational policy and practice across the sectors throughout the lifespan; and to provide opportunities for participation in scholarship and debate within the educational community.

T5337**ADULT EDUCATION AND UNEMPLOYMENT***3cp*

This subject is designed to provide an overview of the role that adult education can play in addressing the challenges posed by unemployment to the individual, the community and wider Australian society. The content includes sociopolitical aims and objectives of

educational work with the unemployed, barriers to educational participation, critical analysis of labour market programs and identifying and responding to the educational needs of the unemployed.

T5342

PROGRAMMING FOR DIABETES EDUCATION

6cp; 14 weeks, 3hpw

prerequisite: T5343 Teaching and Learning in Diabetes Education

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

T5343

TEACHING AND LEARNING IN DIABETES EDUCATION

6cp; 14 weeks, 3hpw

corequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants: identify and critique an overall framework which links the many elements that make up the teaching and learning process; use this framework to improve their professional performance in the design, delivery and evaluation of diabetes education learning sessions in both group and one-to-one contexts; identify various assumptions about what constitutes 'effective' teaching and learning and evaluate their own levels of performance against these indicators; identify and develop the skills necessary for effective self-directed professional learning and use these to guide their own development as diabetes educators.

T5368

TESOL CURRICULUM AND METHODOLOGY 1

5cp

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

TESOL CURRICULUM AND METHODOLOGY 2

5cp

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

TESOL CURRICULUM AND METHODOLOGY 3

5cp

This subject has two parts:

1. English for Specific Purposes
2. Assessment

Both apply to learners of different backgrounds, needs, goals, ages and levels of English.

T5371

TESOL CURRICULUM AND METHODOLOGY 4

5cp

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 participants the opportunity to experience self-directed learning.

T5372**TEACHING PRACTICE 1***4cp*

This subject gives participants the opportunity to reflect on aspects of their own teaching in conjunction with an observer/adviser.

T5373**TEACHING PRACTICE 2***4cp*

This subject aims to develop participants' skills as ESOL teachers especially in relation to TESOL subject areas covered in other Graduate Diplomas.

T5374**FOUNDATIONS OF EXPERIENTIAL LEARNING***6cp*

An introduction to experiential learning: its values, theories and practices, its historical developments, cultural perspectives, varieties of approach and the application of reflection and critical analysis. Participants will be required to keep a reading log, engage in group work and write a critical essay.

T5375**EXPERIENTIAL LEARNING STRATEGIES***6cp*

The application of experiential learning in diverse educational settings while taking account of different learning styles, and practical and ethical issues, including games and simulations, reflective journals, learning workshops, outdoor education, management development, workplace learning, leisure and tourism, art and the theatre. Participants will be required to develop a resources package aimed at the development of high quality practice within their own area of work, document a learning event, maintain a reading log, and develop strategies for peer appraisal.

T5376**PROGRAM DESIGN, IMPLEMENTATION AND EVALUATION OF EXPERIENTIAL LEARNING 1***6cp*

Part 1 and 2 of the two subjects under this title are linked and comprise a study of the methods and values characteristic of experiential learning, and the constraints and opportunities for implementation in specific settings. Part 1 focuses on individuals researching their own practice and doing field studies to provide evidence of the status quo of experiential education. There are two skills workshop requirements. Participants will have the opportunity to work collaboratively in small teams to design and implement a one-day experiential learning workshop and be expected to attend and participate in one other.

These workshops like the group classes will take place at weekends. Participants will also be required to maintain a reflective learning journal over the period of the course to record significant learning events and critically reflect on their experience, learning skills and work practices. Assessment includes a personal workplace study, field studies, group research reports and self and peer assessment.

T5378**ADVANCED CURRICULUM DESIGN***6cp*

This subject explores in depth curriculum development issues in TESOL, covering the current theoretical debates underpinning TESOL curriculum design and good practice in needs analysis, curriculum development and evaluation.

T5379**PROGRAM DESIGN,
IMPLEMENTATION AND
EVALUATION OF EXPERIENTIAL
LEARNING 2**

6cp

Part 2 of this subject primarily focuses on collaborative group research. This subject moves the focus from local practice to implementation in another setting or to a whole institution or program implementing experiential learning. Participants will examine planning and design of activities, approaches to management and facilitation, methods of appraising outcomes, and monitoring and evaluating the learning process. Attention will be given to the socio-cultural, industrial, institutional and political implications of implementing experiential learning in a range of different settings and approaches that can be taken to facilitate successful implementation of experiential learning. Participants will produce a major collaborative report identifying the status quo and developing recommendations, strategies and advice for practitioners wishing to implement experiential learning. Participants will also be required to maintain a reflective learning journal over the period of the course to record significant learning events and critically reflect on their experience, learning skills and work practices.

T5344**WOMEN AND EDUCATION**

8cp

This subject offers an opportunity to study the roles of women as learners, teachers and managers in adult education in the community and workplace. Drawing on a range of literature from adult education and women's studies, participants will explore the implication of feminist approaches to learning. The subject also covers issues relating to

women's participation in adult education in Australia and internationally, and women's contribution to theory, policy and research in adult education.

T5355**GENDER AT WORK**

4cp

Gender is a central organising principle of work. This subject examines patterns of women's and men's participation in paid work and the social, historical, economic and political factors implicated in these patterns. Segmentation in the labour market and segregation in the workplace are analysed with particular reference to gender inequalities and relations of power. Taken-for-granted assumptions about gender fundamental to the way work is organised at the wider social level and to how individual jobs are designed and examined, and various explanations for the gendered nature of work are critically evaluated. Particular emphasis is given to the experiences and meanings of work in men's and women's lives and to the relationship between work and gendered personal identity. The subject evaluates anti-discrimination legislation, equal employment opportunity and affirmative action program as strategic interventions aimed at de-gendering the institutions and conditions of work.

T5338**LANGUAGE AND LEARNING**

6cp

This subject will cover:

- the socio-cultural issues involved in teaching in linguistically and culturally diverse classrooms;
- an introduction to the language of education;
- theories of language development and learning.

T5339**CURRICULUM AND PEDAGOGY 1**

This subject will cover:

- the pedagogical issues involved in teaching in linguistically, culturally and socially diverse classrooms;
- issues in curriculum planning, programming, organising and assessing learning in such classrooms;
- the role of the teacher and models of teaching and learning in such classrooms.

T5340**FUNCTIONAL GRAMMAR**

6cp

This subject will provide participants with an understanding of language as a resource for making meanings. Using a systemic functional linguistic model it will:

- show how linguistic choices are related to the context in which they occur;
- describe aspects of context (genre and register) in detail; and
- show how texts are structured to achieve social purposes.

Participants will develop a range of linguistic tools with which to analyse the spoken and written text in their own teaching area.

T5341**CURRICULUM AND PEDAGOGY 2**

6cp

In this subject participants will be able to select an option specifically related to their specialised area of teaching. These options will be drawn from the program of courses at the University or from other equivalent professional development courses. Examples of such options for 1995 will be:

- **Accessing Learning:** a Catholic Education Office/ Association of Independent Schools professional development course on the role of language in the key learning areas at secondary level. (This course has approval to be offered through the Centre for Language and Literacy as a continuing professional education course).
- **Language in the Primary Classroom:** a professional development course on the role of language in the primary classroom. (This course has approval to be offered through the Centre for Language and Literacy as a continuing professional education course).
- **Working Together:** a NSW TAFE professional development course for vocational teachers on the language and literacy demands of vocational areas.

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 teachers, armed forces instructors, industry trainers and other vocational educators working in similar vocational education settings.

At the undergraduate level, the School offers the Bachelor of Teaching in Adult Vocational Education, 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. Leading on from this, the School provides an opportunity for graduates of the Diploma of Teaching (Technical), and the Bachelor of Teaching in Adult Vocational Education to advance their studies by undertaking the Bachelor of Education in Technical Education 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 the Graduate Diploma in Technical Education, 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 programs.

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

POSTGRADUATE DEGREES

The School offers a Master of Education (by thesis), a Doctor of Philosophy and a Doctor of Education. A Master of Education in Adult Education (by coursework) is available to students in the School of Adult and Language Education and the School of Adult Vocational Education. Details of these higher degrees are given in the introductory Faculty entry.

ENQUIRIES

		Room	Ext
TT21	Bachelor of Education in Technical Education Grahame Peak	D337	3820
TT22	Bachelor of Teaching in Adult Vocational Education Valerie Levy	D335	3849
TT23	Bachelor of Teaching in Adult Vocational Education – Residential or mixed attendance Peter Russell	D305	3910
TT51	Graduate Diploma in Technical Education Joseph Bright	D204	3847
TT54	Graduate Diploma in Computer-based Learning Rod Sims	D117	3917
TA70	Master of Education in Adult Education (by coursework) Hank Schaafsma, School of Adult and Language Education	D339	3822
TT81	Master of Education (by thesis)		
TT95	Doctor of Philosophy Paul Hager, Head of School	D322	3801
TT96	Doctor of Education Jim Athanasou	D340	3712
	General School Enquiries School office	D319	3800

UNDERGRADUATE COURSES

Bachelor of Education in Technical Education (TT21)

Course Director: Grahame Peak

The Bachelor of Education in Technical Education is a two-year part-time course available to teachers in TAFE, instructors in the defence forces, training managers 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) or the Master of Education in Adult Education (by coursework).

COURSE AIMS

The course aims to examine issues in adult teaching and learning; implementation and evaluation of vocational education curricula; effectiveness of computer applications; individual and group behaviour patterns in educational organisations; educational change; the diffusion of innovations; and the needs of communities and problems in planning local provision of resources.

It is intended to provide an understanding of the roles of national and international educational agencies and to compare different systems of vocational education; and the relationships between technology and technological change, work organisations, industrial relations and work satisfaction.

The course aims to develop research skills necessary to define problems in education.

ELIGIBILITY

In order to be admitted to this course, applicants must have successfully completed the Diploma of Teaching (Technical), Bachelor of Teaching in Adult Vocational Education 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 each week for the first two years of the course, with classes held at the Faculty of Education located in the City campus at Haymarket.

Residential, usually six four-day residential schools for the first two years of the course, which are normally held from Thursday to Sunday and spread throughout the year from February to October.

Final details about residentials will be available before the start of the academic year.

COURSE STRUCTURE

The course is offered over two years and requires the study of six subjects, three in each year, in order to achieve the total of 48 credit points. All subjects in this course except the Communications subjects have a value of eight credit points. For those students taking the Communication Development studies it is required that eight subjects be studied in order to achieve the total of 48 credit points.

Compulsory core subjects

T0209 Educational Research 1 (8cp)
T0210 Educational Research 2 (8cp)

The remaining subjects are grouped under four headings:

Advanced Teaching studies

T0200 Teaching and Learning in Vocational and Adult Education (8cp)
T0201 Curriculum and Evaluation (8cp)

Advanced TAFE studies

- T0206 TAFE College and the Community (8cp)
 T0207 Comparative Vocational Education (8cp)
 T0231 History of Technical and Vocational Education in NSW (8cp)

Administration studies

- T0203 Organisational Behaviour (8cp)
 T0204 Human Resource Development (8cp)
 T0205 Managing Change in Vocational and Adult Education (8cp)

Communication Development studies

- T1143 Developing Interpersonal Relationships (4cp)
 T1141 Developing Group Processes (4cp)
 T1149 Developing Vocational Systems (4cp)
 T1153 Independent Study Project in Vocational Education (4cp)

Students are expected to specialise in at least one of these subject areas by undertaking two subjects from a particular grouping. Those undertaking the Communication Development studies grouping will have to take all four subjects. The remaining subjects can be taken from any of the other areas.

Bachelor of Teaching in Adult Vocational Education (TT22)

Course Director: Valerie Levy

This is an equivalent three-year full-time initial teacher education degree developed to meet the needs of non-graduate vocational educators in vocational and further education institutions. Students undertake two years of 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 AIMS

The course aims to assist the development of a foundation of basic teaching skills in beginning vocational teachers; the development of flexible adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self-reliant, innovative and reflective; the development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups; and the provision of sound bases of professional competence that will lead to an ongoing and integrated program of development throughout the careers of vocational teachers and trainers linked both to the range of tasks they are expected to perform and to their career options.

ELIGIBILITY

The Bachelor of Teaching in Adult Vocational Education is available to both full-time and part-time TAFE teachers, as well as teachers from other vocational and further education institutions.

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 for a minimum of four hours each week for the duration of the course.

In addition, all applicants will have the following qualifications: an accredited vocational qualification acceptable for employment as a vocational teacher and a minimum of three years of appropriate industrial experience acquired after the initial qualification; or the equivalent of the above qualification and experience.

ATTENDANCE PATTERN

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

For vocational educators from the metropolitan area, attendance in the first year of study is: Autumn semester, three days each week, Spring semester, one day each week. In the second year of study, attendance is for two days each week over the whole year.

All classes are held at the Faculty of Education at the University's City campus in Haymarket.

Vocational educators from the country regions have a slightly different attendance pattern. In the first year of study, as with the metropolitan group, attendance is required at the Faculty for three days each week. The Spring semester is completed by attendance at the Faculty for two five-day blocks, plus, for TAFE teachers, one day each week of directed study at a college in the teacher's region. In the second year attendance at the Faculty is for the equivalent of six five-day blocks (spread over the two semesters), plus, for TAFE teachers, two days each week of directed study at a college in the teacher's region.

FEES

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

Details may be obtained from the 1995 UTS *Student Information Guide*.

Note for full-time TAFE teachers: In the past the NSW TAFE Commission has met these costs for their full-time teachers. It is anticipated that this practice will continue in 1995, and potential students are advised to seek that assurance from TAFE.

COURSE STRUCTURE

The course is offered over two years. Subjects are divided into core subjects and electives. Credit point values are shown in brackets.

Year 1

Autumn semester

- T2158 Principles and Practice of Vocational Teaching 1 (4.5cp)
- T2127 Psychology and Sociology of Learning 1 (4cp)
- T2139 Language and Interpersonal Skills (5cp)
- T2129 Technology and Media 1 (5cp)
- T2159 Field Practice 1 (10.5cp)

Spring semester

- T2158 Principles and Practice of Vocational Teaching 1 (4.5cp)
- T2128 Psychology and Sociology of Learning 2 (4cp)
- T2130 Technology and Media 2 (4cp)
- T2159 Field Practice 1 (10.5cp)

Year 2

Autumn semester

- T2160 Principles and Practice of Vocational Teaching 2 (4cp)
- T2140 Developing Vocational Education Programs (4cp)
- T2135 The Workplace Context of Vocational Education 1 (4cp)
Electives (2) (4cp each)
- T2161 Field Practice 2 (6cp)

Spring semester

- T2126 Principles and Practice of Vocational Teaching 2 (4cp)
- T2141 Learner Assessment in Vocational Education (4cp)
- T2136 The Workplace Context of Vocational Education 2 (4cp)
Electives (2) (4cp each)
- T2161 Field Practice 2 (6cp)

Electives

- T2137 Interpersonal Skills: Working with People (4cp)
- T2138 Interpersonal Skills: Working in an Organisation (4cp)
- T2142 Designing and Marketing Open Learning (4cp)
- T2143 Marketing Vocational Education Programs (4cp)
- T2144 Adolescent and Adult Development (4cp)
- T2145 Learning Styles, Cognitive Processing and Adaptive Teaching (4cp)
- T2146 Introduction to Research Methods in Teaching and Learning (4cp)
- T2147 Counselling and Advising Students (4cp)
- T2148 Computer-based Learning Techniques (4cp)
- T2149 Technology for Open Learning (4cp)
- T2150 Computer-managed Learning (4cp)
- T2151 Teaching Others to Use Technology (4cp)
- T2152 Writing for Specific Purposes (4cp)
- T2153 Teaching in the Multicultural Classroom (4cp)
- T2154 Competency-based Training in Vocational Education (4cp)
- T2155 Program Development Workplace Project (4cp)
- T2156 The Sociological Context of Vocational Education (4cp)

Bachelor of Teaching in Adult Vocational Education (Residential or Mixed Attendance) (TT23)

Course Director: Peter Russell

An equivalent three-year full-time initial teacher education degree developed to meet the needs of non-graduate instructors or trainers in commerce, industry or the Australian armed forces. Students undertake two years of full-time study whilst concurrently employed in an appropriate teaching or training 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 AIMS

The course aims to provide: the development of a foundation of basic teaching skills in beginning vocational teachers and trainers; the development of flexible adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self-reliant, innovative and reflective; the development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups; and the sound bases of professional competence that will lead to an ongoing and integrated program of development throughout the careers of vocational teachers and trainers linked both to the range of tasks they are expected to perform and to their career options.

ELIGIBILITY

The Bachelor of Teaching in Adult Vocational Education (Residential) is available to all serving and ex-services personnel who are currently engaged in

teaching or in a training-related activity, and who have completed, or are about to complete, a military instructional technique course. The Mixed Attendance mode, by residentials, weekend schools and weekly evening attendances, is available to private and public sector trainers who have completed or are about to complete a Train the Trainer or Basic Methods of Instruction 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 each year is required, but may include examining, programming and one-to-one instructional activities. In cases where formal classroom instruction is less than 100 hours each year, a training diary must be kept to substantiate other functions.

In addition, all applicants will have the following qualifications: an accredited vocational qualification acceptable for employment as a vocational teacher or trainer; **and** a minimum of three years of appropriate industrial experience acquired after the initial qualification; **or** the equivalent of the above qualification and experience.

ATTENDANCE PATTERN

Residential mode (tri-services)

Attendance is by six five-day residential schools at the University's Yarrowood Conference Centre near Richmond each year. Owing to the 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 from lecturing staff.

Mixed attendance mode (trainers)

Attendance is by two four-day residentials, four weekend schools and 18 evening sessions each year. The residentials will be held at the Yarrowood Centre and weekend schools and evening classes will be held at Haymarket, City campus. Full

attendance at residentials and weekend schools is essential.

FEES

The course attracts compulsory University Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS). Details may be obtained from the 1995 UTS *Student Information Guide*.

Fees are also charged for use of the Centre, meals and accommodation fees at Yarrowood. Residential fees in 1995 will be approximately \$130 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.

COURSE STRUCTURE

The course is offered over two years. Subjects are divided into core subjects and electives. Credit point values are shown in brackets.

Year 1

Autumn semester

- T2158 Principles and Practice of Vocational Teaching 1 (4.5cp)
- T2127 Psychology and Sociology of Learning 1 (4cp)
- T2129 Technology and Media 1 (5cp)
- T2159 Field Practice 1 (10.5cp)

Spring semester

- T2158 Principles and Practice of Vocational Teaching 1 (4.5cp)
- T2128 Psychology and Sociology of Learning 2 (4cp)
- T2130 Technology and Media 2 (4cp)
- T2139 Language and Interpersonal Skills (5cp)
- T2159 Field Practice 1 (10.5cp)

Year 2

Autumn semester

- T2160 Principles and Practice of Vocational Teaching 2 (4cp)

- T2140 Developing Vocational Education Programs (4cp)
 T2135 The Workplace Context of Vocational Education 1 (4cp)
 Electives (2) (4cp each)
 T2161 Field Practice 3 (6cp)

Spring semester

- T2160 Principles and Practice of Vocational Teaching 2 (4cp)
 T2141 Learner Assessment in Vocational Education (4cp)
 T2136 The Workplace Context of Vocational Education 2 (4cp)
 Electives (2) (4cp each)
 T2161 Field Practice 4 (6cp)

Electives

- T2137 Interpersonal Skills: Working with People (4cp)
 T2138 Interpersonal Skills: Working in an Organisation (4cp)
 T2142 Designing and Marketing Open Learning (4cp)
 T2143 Marketing Vocational Education Programs (4cp)
 T2144 Adolescent and Adult Development (4cp)
 T2145 Learning Styles, Cognitive Processing and Adaptive Teaching (4cp)
 T2146 Introduction to Research Methods in Teaching and Learning (4cp)
 T2147 Counselling and Advising Students (4cp)
 T2148 Computer-based Learning Techniques (4cp)
 T2149 Technology for Open Learning (4cp)
 T2150 Computer-managed Learning (4cp)
 T2151 Teaching Others to Use Technology (4cp)
 T2152 Writing for Specific Purposes (4cp)
 T2153 Teaching in the Multicultural Classroom (4cp)
 T2154 Competency-based Training in Vocational Education (4cp)
 T2155 Program Development Workplace Project (4cp)
 T2156 The Sociological Context of Vocational Education (4cp)

POSTGRADUATE COURSES

The School's policy on discontinuation of enrolment for postgraduate students is as follows:

A student who fails in any subject twice, or having failed one subject fails any other subject shall be deemed to be making unsatisfactory progress and shall have his/her registration discontinued in accordance with University Rule 3.2.6.2. The student may appeal against the discontinuation of registration as explained in University Rule 3.2.7.

Graduate Diploma in Technical Education (TT51)

Course Director: Joseph Bright

The Graduate Diploma in Technical Education 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

The course aims to design, deliver and evaluate teaching/learning experiences that are meaningful to participants' 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; and 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.

ELIGIBILITY

An applicant for admission to the Graduate Diploma in Technical Education must have qualified for either an appropriate degree at a university or college of advanced education or an appropriate diploma 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 Haymarket in the University's City campus as follows:

Semester 1 – three and a half days per week

Semester 2 – two days per week

COURSE STRUCTURE

The course is offered over one year and requires the study of eight subjects plus the completion of a journal in order to achieve the total of 48 credit points. The current study plan is as follows (credit point values shown in brackets):

Semester 1

-
- T4000 Theory and Practice of Teaching 1 (10cp)
 - T4100 Educational Media (2cp)
 - T4101 Communication Skills (2cp)
 - T4204 Curriculum Studies (2cp)
 - T4203 Vocational Teaching (4cp)
 - T4201 TAFE Studies (5cp)
 - T4205 Beginning Teachers' Journal (3cp)

Semester 2

-
- T4001 Theory and Practice of Teaching 2 (4cp)
 - T4204 Curriculum Studies (2cp)
 - T4203 Vocational Teaching (4cp)
 - T4201 TAFE Studies (5cp)
 - T4205 Beginning Teachers' Journal (3cp) (cont.)
Elective (2cp)

Electives

- T4104 Individualising Instruction (2cp)
- T4106 Computer Applications in TAFE (2cp)
- T4111 Comparative and International Vocational Education (2cp)
- T4112 Work and People (2cp)
- T4113 Australian Society: Contemporary Social Issues and TAFE (2cp)
- T4118 Advanced Audiovisual Techniques (2cp)
- T4119 Science, Technology and Society (2cp)
- T4120 Introduction to Teaching English to Speakers of Other Languages (2cp)
- T4121 Marketing Adult and Vocational Educational Programs (2cp)

Graduate Diploma in Computer-based Learning (TT54)

Course Director: Rod Sims

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.

Applications are especially encouraged from practitioners working in the field of computer-based training and multimedia.

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 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 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; and available strategies for computer-based learning application.

ELIGIBILITY

An applicant for admission to the course must have completed an approved three- or four-year undergraduate program and have at least one year of professional experience in the education or training sectors.

Applicants with extensive professional experience in training and education will also be considered for admission.

ATTENDANCE

Attendance is required over two years of part-time study. Two attendance patterns are available by day (one day each week), or by block (combined open learning and three weekend sessions each semester).

FEES

The course attracts compulsory University Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS) fee. Details may be obtained from the 1995 *Student Information Guide*.

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 each semester. Credit point values are shown in brackets.

Year 1

Autumn semester

T6701 Foundations of Interactive Learning 1 (4cp)

T6702 Principles of Instructional Design (4cp)

T6703 Courseware Design and
Development 1 (4cp)

Spring semester

T6704 Foundations of Interactive
Learning 2 (4cp)

T6705 Managing the Development of
Computer-based Learning (4cp)

T6706 Courseware Design and
Development 2 (4cp)

Year 2

Autumn semester

T6707 Principles of Computer
Education (4cp)

T6708 Computer-managed Learning
(4cp)

T6709 Interactive Multimedia (4cp)

Spring semester

T6710 Independent Project (4cp)

T6711 Communication Technology and
Distance Learning (4cp)

T6712 Advanced Courseware
Engineering (4cp)

**LIST OF COURSES AND
COURSE CODES**

Bachelor of Education in Technical Education	TT21
Bachelor of Teaching in Adult Vocational Education	TT22
Bachelor of Teaching in Adult Vocational Education (Residential or Mixed Attendance)	TT23
Graduate Diploma in Technical Education	TT51
Graduate Diploma in Computer- based Learning	TT54
Master of Education in Adult Education (by coursework) ¹	TA70
Master of Education (by thesis)	TT81
Doctor of Philosophy	TT95
Doctor of Education	TT96

¹ Available to students in both Haymarket schools.

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject code and name, and the number of credit points for the subject (e.g. 3cp). For some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites if any, the method of assessment, the name of the subject coordinator, if known, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

T0200

TEACHING AND LEARNING IN VOCATIONAL AND ADULT EDUCATION

8cp

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

8cp

Designed to enable participants to understand and contribute to the development, adoption, implementation and evaluation of vocational education curricula.

T0203

ORGANISATIONAL BEHAVIOUR

8cp

Develops insights concerning the individual and the group and their interaction with organisational structures and functions; and provides an understanding of the application of these insights to current relevant educational administration problems.

T0204

HUMAN RESOURCE DEVELOPMENT

8cp

Provides 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

8cp

Develops 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

8cp

Develops an understanding of the concept of community and the role of the TAFE college in meeting the educational needs of local communities, and gives them the skills to engage in basic needs assessment.

T0207

COMPARATIVE VOCATIONAL EDUCATION

8cp

Introduces students to comparative educational studies and develops 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.

T0209**EDUCATIONAL RESEARCH 1**

8cp

Provides 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**

8cp

prerequisite: T0209 Educational Research 1

Provides students with the opportunity to undertake a research project and to report on its findings, conclusions and implications.

T0231**HISTORY OF TECHNICAL AND VOCATIONAL EDUCATION IN NSW**

8cp

Introduces students to the nature of historical study by means of exploring the origins and historical development of the current system of TAFE.

T1141**DEVELOPING GROUP PROCESSES**

4cp

Examines the educational process from a group communication perspective to assist vocational educators to facilitate the learning and performance of groups and teams.

T1143**DEVELOPING INTERPERSONAL RELATIONSHIPS**

4cp

Focuses on understanding the personalised elements of the educational process and assists vocational educators to develop the interpersonal skills of others. Analyses and practises educational strategies to enable vocational educators to develop students' skills in relating effectively to others in industry and the workplace.

T1149**DEVELOPING VOCATIONAL SYSTEMS**

4cp

Explores the influence on quality vocational education of a range of dynamic features in organisational settings. Investigates theoretical approaches in communication relating to the functioning of education and training in organisational contexts.

T1153**INDEPENDENT STUDY PROJECT IN VOCATIONAL EDUCATION**

4cp

Vocational educators will design and negotiate their own project in consultation with a member of academic staff. The project must deal with an aspect of vocational education relating to the development of communication strategies or skills and must represent an extension of aspects or an aspect not previously dealt with in other subjects in communication development in adult vocational education.

T2127**PSYCHOLOGY AND SOCIOLOGY OF LEARNING 1**

4cp

Provides the knowledge and skills to help teachers and trainers understand the major behavioural science approaches to issues in teaching and learning; the nature and principles of the learning process; the main social and cognitive variables affecting the teaching-learning process.

T2128**PSYCHOLOGY AND SOCIOLOGY OF LEARNING 2**

4cp

prerequisite: T2127 Psychology and Sociology of Learning 1

Provides the knowledge and skills to help teachers and trainers understand the process of skills acquisition; the

influence of motivation on learning; and a range of learner characteristics which affect learning.

T2129

TECHNOLOGY AND MEDIA 1

5cp

Provides students with the initial computing and media competencies used in teaching, learning and training. These competencies would normally be developed in the computer and media rooms of the University. Students may use computers and equipment in other locations.

T2130

TECHNOLOGY AND MEDIA 2

4cp

prerequisite: T2129 Technology and Media 1

Develops and integrates the students' computing and media competencies. These competencies would normally be developed in the computer and media rooms of the University. Students may use computers and equipment in other locations.

T2135

THE WORKPLACE CONTEXT OF VOCATIONAL EDUCATION 1

4cp

Aims to provide the knowledge and skills which will enhance the students' understanding of the Australian education system of which vocational education is a part; the workplace context of vocational education; and key social, economic, political and technological developments which have had a major impact upon vocational education and the workplace.

The prime aim of this subject is to gain an understanding of the processes of interaction between vocational education and the workplace and other sectors of the education system.

T2136

THE WORKPLACE CONTEXT OF VOCATIONAL EDUCATION 2

4cp

prerequisite: T2135 The Workplace Context of Vocational Education 1

Aims to provide the knowledge and skills which will enhance the understanding of the Australian education system of which vocational education is a part; the workplace context of vocational education and key social, economic, political and technological developments which have had a major impact upon vocational education and the workplace.

The prime aim of this subject is to gain an understanding of the processes of interaction between vocational education and the workplace and other sectors of the education system.

T2137

INTERPERSONAL SKILLS: WORKING WITH PEOPLE

4cp

prerequisite: T2139 Language and Interpersonal Skills

Extends and develops the personal skills necessary for understanding and dealing with the various types of interpersonal and intrapersonal problems in both the professional and personal spheres. Specific emphasis will be upon managing change. The elective will focus on areas relating to conflict management, negotiation, counselling and stress management.

T2138

INTERPERSONAL SKILLS: WORKING IN AN ORGANISATION

4cp

prerequisite: T2139 Language and Interpersonal Skills

In this elective, key interpersonal skills necessary for vocational educators to participate as proactive and innovative members of an organisation will be developed and extended. The elective is

designed to focus on developing strategies for the effective and efficient management of work-related problems and situations typically occurring in organisational environments.

T2139

LANGUAGE AND INTERPERSONAL SKILLS

5cp

Provides a core for the professional development of vocational educators. Develops and extends the language and literacy and interpersonal skills necessary for vocational educators to become effective practitioners.

T2140

DEVELOPING VOCATIONAL EDUCATION PROGRAMS

4cp

Provides participants with the knowledge and skills to undertake the development of vocational education programs, in the context of contemporary developments in the Australian vocational education and training environment. The subject will focus on three areas of practice: needs analysis, program design, and evaluation.

T2141

LEARNER ASSESSMENT IN VOCATIONAL EDUCATION

4cp

Develops practitioners who are competent in the assessment of learners and in measuring the achievement of educational objectives. This subject has been developed as a response to current developments in vocational education and training in Australia, especially the increasing responsibility for teachers and industry to assess achievement, and certify competency.

T2142

DESIGNING AND MARKETING OPEN LEARNING

4cp

corequisite: T2149 Technology for Open Learning (recommended, but not compulsory)

Aims to develop participants' ability and understanding of designing, developing and managing open learning modules.

T2143

MARKETING VOCATIONAL EDUCATION PROGRAMS

4cp

prerequisites: T2123/T2124 Principles and Practice of Vocational Teaching 1 and 2; T2158 Principles and Practice of Vocational Teaching 1
corequisites: T2125/T2126 Principles and Practice of Vocational Teaching 3 or 4; T2160 Principles and Practice of Vocational Teaching 2

Provides the knowledge and skills to help vocational educators plan and develop basic strategies necessary for effectively marketing courses to potential clients.

T2144

ADOLESCENT AND ADULT DEVELOPMENT

4cp

prerequisites: T2127/T2128 Psychology and Sociology of Learning 1 and 2

Aims at providing an understanding of adolescent and adult development to assist those teaching students of different ages and stages of development. This understanding will allow the selection of teaching strategies, management styles and the design of curriculum experiences appropriate for these groups. Also it is intended that the course provide insights to assist vocational educators better understand themselves and their own development.

T2145**LEARNING STYLES, COGNITIVE PROCESSING AND ADAPTIVE TEACHING**

4cp

prerequisites: T2127/T2128 Psychology and Sociology of Learning 1 and 2

Aims at developing vocational teachers' understanding of individual differences among learners and appropriate adaptive teaching measures that may be implemented for assessed deficits and needs.

T2146**INTRODUCTION TO RESEARCH METHODS IN TEACHING AND LEARNING**

4cp

prerequisites: T2127/T2128 Psychology and Sociology of Learning 1 and 2

Develops enquiring practitioners who are competent in the analysis and solution of practical problems relating to educational issues. This subject has been developed as a response to current developments in vocational education and training in Australia, where problem solving and critical thinking are perceived as key competencies for educators and technical instructors.

T2147**COUNSELLING AND ADVISING STUDENTS**

4cp

prerequisites: T2127/T2128 Psychology and Sociology of Learning 1 and 2

Provides advanced knowledge and skills to assist vocational educators in understanding and coping with a range of student problems which affect learning. The range of students undertaking vocational education has increased and so has the range of problems likely to be encountered in the learning environment. Consequently there is a need for educators to be prepared to respond to the challenges to be faced if students are to achieve their full potential.

T2148**COMPUTER-BASED LEARNING TECHNIQUES**

4cp

prerequisites: T2129/T2130 Technology and Media 1 and 2

Introduces students to the principles, practices and techniques of computer-based learning, and illustrates the way in which computers can be used to provide alternative delivery modes of learning materials. The emphasis is on learning through the experience of developing a prototype computer-based learning package.

T2149**TECHNOLOGY FOR OPEN LEARNING**

4cp

*prerequisites: T2129/T2130 Technology and Media 1 and 2**corequisite: T2142 Designing and Marketing Open Learning (recommended but not compulsory)*

Aims to explore the range and feasibility of delivery modes based on technology, suitable for open and distance learning.

T2150**COMPUTER-MANAGED LEARNING**

4cp

prerequisites: T2129/T2130 Technology and Media 1 and 2

Develops the competencies required to design and develop a computer-managed learning system suitable for adult learners and competency-based training. These competencies would normally be developed in the computer and media rooms of the University. Students may work in other locations.

T2151**TEACHING OTHERS TO USE TECHNOLOGY**

4cp

prerequisite: T2129 Technology and Media 1

Involves the analysis and application of the special techniques required by TAFE

teachers and trainers to teach others to use technology. These competencies would normally be developed in the computer and media rooms of the University. Students may work in other locations.

T2152

WRITING FOR SPECIFIC PURPOSES

4cp

prerequisite: T2139 Language and Interpersonal Skills

Provides further insights into how written language works. It will focus on specific kinds of written language relevant to teaching/learning contexts and to participants' professional lives. Participants will develop their own knowledge about writing and their own writing skills as well as strategies to enable their students to write more successfully. The elective builds on basic teaching and communication skills.

T2153

TEACHING IN THE MULTICULTURAL CLASSROOM

4cp

prerequisite: T2139 Language and Interpersonal Skills

Extends and develops the personal skills necessary for understanding and teaching in contexts where there are students from a range of backgrounds and cultures. The elective will focus on teaching and learning strategies appropriate and necessary in a multicultural society.

T2154

COMPETENCY-BASED TRAINING IN VOCATIONAL EDUCATION

4cp

prerequisite: T2140 Developing Vocational Education Programs

Aims to enable participants to develop further their knowledge and skills in the area of competency-based training. It is offered as a response to the emphasis being placed on competency-based training in vocational education and aims to enable participants to develop

further their knowledge and skills in this area.

An understanding of changes in conceptions of competence and methods used to assess competence is essential if competency-based training programs are to deliver workplace competence.

T2155

PROGRAM DEVELOPMENT WORKPLACE PROJECT

4cp

prerequisite: T2140 Developing Vocational Education Programs

Aims to enable participants to develop further their knowledge and skills in the areas of needs analysis, design and evaluation of vocational education programs in the workplace context.

T2156

THE SOCIOLOGICAL CONTEXT OF VOCATIONAL EDUCATION

4cp

prerequisite: T2135 The Workplace Context of Vocational Education I

Aims to develop a critical awareness of contemporary Australian society with the purpose of enhancing an understanding of the social and political context of vocational education. This subject will also provide an introduction to analysing sociological research.

T2158

PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING 1

9cp

The aim of this subject is to develop a foundation of basic teaching skills, supported by current theories of teaching, planning and assessment in vocational education. The content of this subject will focus on establishing knowledge, skills and attitudes that are basic to the development of effective vocational educators within a framework of the teacher as a problem solver/decision maker. The practical problems encountered in vocational teaching will be the focus of integrating theory and practice.

T2159**FIELD PRACTICE 1***21cp*

This subject aims to provide the knowledge skills and professional attitudes essential for the personal and professional growth of a vocational teacher/trainer in contemporary Australian society. Using a number of appropriate development activities, this subject aims to develop awareness of the teacher/trainer's own needs, appreciation of how others learn, and the recognition of the role of a vocational teacher/trainer in facilitating the learning of others in specific vocational contexts.

T2160**PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING 2***8cp*

The aim of this subject is to enhance the vocational teacher's professionalism and flexibility by:

- increasing competence and confidence in using a greater range of contemporary teaching/learning strategies across different contexts;
- developing commitment to, and competence in, ensuring that students who enter vocational education under equity and access provisions, have their learning needs met when the individual differences within a learning group are considered as part of the planning process;
- developing competence in the delivery and management of vocational education programs with particular reference to competency-based and self-paced learning.

T2161**FIELD PRACTICE 2***12cp*

This subject aims to extend the knowledge, skills and professional attitudes essential for the personal and professional growth of a vocational teacher/trainer in contemporary Australian society by:

- developing competence in the facilitation and assessment of student-centred learning strategies appropriate to vocational education contexts;
- demonstrating competence in identifying and critically evaluating professional issues in their vocational areas.

As part of this, students will be required to provide evidence through videotapes, reports and evaluation, that they have successfully applied student-centred learning concepts and strategies in realistic vocational education settings. Students will also negotiate a major project which will focus on increasing their own professionalism as vocational educators.

T4000**THEORY AND PRACTICE OF TEACHING 1***10cp*

Provides 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***4cp*

Designed to enable participants to understand the rationale, development, implementation and evaluation of curricula drawn from vocational education. Further, the subject 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***2cp*

Develops 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 e.g. overhead projection, slide and film projectors and video recording.

T4101**COMMUNICATION SKILLS***2cp*

Complements T4000 Theory and Practice of Teaching 1 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 communication material.

T4104**INDIVIDUALISING INSTRUCTION***2cp*

Develops 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 contexts.

T4106**COMPUTER APPLICATIONS IN TAFE***2cp*

Enables students to distinguish between various applications of the computer in TAFE. Students will gain a feel for these applications, through talks from guest speakers, lectures, demonstrations and computer laboratory sessions and will learn to use applications packages (word processors, file management systems, spreadsheets, graphic programs) and authoring software.

T4111**COMPARATIVE AND INTERNATIONAL VOCATIONAL EDUCATION***2cp*

Provides an understanding of comparative methodologies, and an understanding of the issues 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***2cp*

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***2cp*

Develops critical awareness of contemporary Australian society with the purpose of enhancing the participants' 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 AUDIOVISUAL
TECHNIQUES***2cp*

Designed to increase participants' understanding of the equipment, processes and techniques of magnetic recordings, both audio and video.

T4119**SCIENCE, TECHNOLOGY AND
SOCIETY***2cp*

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 more generally on TAFE.

T4120**INTRODUCTION TO TEACHING
ENGLISH TO SPEAKERS OF OTHER
LANGUAGES***2cp*

Introduces teachers to the field of TESOL and helps them become more effective teachers of students of non-English-speaking backgrounds by becoming aware of the principles and issues underlying second language teaching and learning.

T4121**MARKETING ADULT AND
VOCATIONAL EDUCATIONAL
PROGRAMS***2cp*

Develops competencies in marketing, designing and conducting adult and vocational educational programs. Concerned with selecting appropriate methods for the presentation and evaluation of educational programs. Emphasis will also be placed on understanding the legal implications of marketing educational programs.

T4201**TAFE STUDIES***10cp*

Prepares 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***8cp*

Demonstrates the application of those principles and procedures taught in the various segments of the program to the practice of teaching in a vocational setting.

Given that the Graduate Diploma in Technical Education 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 program.

T4204**CURRICULUM STUDIES**

4cp

Designed to assist new teachers in the interpretation and methods of teaching and assessing specific theoretical concepts and their practical application within their own teaching disciplines as indicated in the institution's various curricula or syllabuses. 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 programs and services in TAFE relevant to the new teacher's school and syllabus.

T4205**BEGINNING TEACHERS' JOURNAL**

6cp

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

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

24cp

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

T6701**FOUNDATIONS OF INTERACTIVE LEARNING 1**

4cp

Designed 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**

4cp

Focuses on the theories and approaches to instructional design, which form the foundation for the development of instructional software.

T6703**COURSEWARE DESIGN AND DEVELOPMENT 1**

4cp

Focuses on the practical elements of the content presented in the supporting semester units.

T6704**FOUNDATIONS OF INTERACTIVE LEARNING 2**

4cp

Supplements the factors of interactive learning covered in T6701 Foundations of Interactive Learning 1 by considering the options available to the designer in presenting courseware.

T6705**MANAGING THE DEVELOPMENT OF COMPUTER-BASED LEARNING**

4cp

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**

4cp

Designed to extend the content presented in T6703 Courseware Design and Development 1.

T6707**PRINCIPLES OF COMPUTER EDUCATION***4cp*

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***4cp*

Introduces 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***4cp*

Introduces 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***4cp*

Allows 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***4cp*

Examines the implications of information technology for distance education, and the use of computer networks, bulletin boards, and on-line databases for education and training.

T6712**ADVANCED COURSEWARE ENGINEERING***4cp*

Provides 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 TEACHER EDUCATION

The School of Teacher Education, located at the 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 prepare university graduates to teach in secondary schools. 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 the Graduate Diploma in Primary Music may also be taken by non-teachers who have a relevant first degree or its equivalent. It is also possible to enrol in individual subjects in these programs.

Details of higher degrees, including the Doctor of Education, are given in the introductory Faculty entry.

THE STUDENT LEARNING CENTRE

The Student Learning Centre, situated on the Kuring-gai campus, is in the School of Teacher Education. It aims to assist students from all faculties to realise their academic potential by providing a free academic support unit in the areas of language and mathematics. It also assists students to become self-reliant learners through the use of appropriate learning skills.

Students may visit the Centre on their own initiative or on a voluntary basis when referred by academic staff.

Director, Dr Lesley Ljungdahl (330 5160). Enquiries regarding learning and language skills to Lesley Ljungdahl or Terri Morley-Warner (330 5524); enquiries regarding mathematics to Ros Gillies (330 5186).

COMPUTING FACILITIES FOR TEACHER EDUCATION STUDENTS

A new microcomputer laboratory will be available for use by Teacher Education students from the beginning of 1995. The old BBC laboratory, which has provided very good service since 1985, will be discontinued. The new laboratory will have 20 Macintosh LC2 and 10 Macintosh LC630 microcomputers. The latter type will provide good multimedia capabilities, with CD ROM drives. A wide range of software will be available, and our students will have access to the Internet, which will give access to email and remote databases.

REFERENCING PROCEDURES

The School of Teacher Education recommends the use of the referencing procedures set out in the Faculty of Education's *Referencing Procedures Guide* (Pettit and Whalan, January 1993) which is provided free of charge to all students.

UNDERGRADUATE COURSES

Bachelor of Teaching in Primary Education (TE15)

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. 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 and Health and Physical Education. In line with this Bill the whole Bachelor of Teaching and Teacher Librarianship programs were reviewed. 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.

The Practicum curriculum consists 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:

EPR101 Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling: a multidisciplinary approach

EPR102 Practicum 2: Promoting Learning and Learner Cooperation

EPR103 Practicum 3: Promoting Learner Interaction

EPR104 Practicum 4: Managing Learning Difficulties

EPR105 Practicum 5: Designing and Implementing Educational Programs for Learners

EPR106 Practicum 6: Providing for Individual Differences in Learners

Integrated with the Practicum curriculum is a Practicum program 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. One of these is conducted in each semester except in Semester 5, when students undertake a community-based contract, visiting and reporting on community sites, resource centres etc. Students have the option of undertaking one practice in Thailand, teaching English as a second language.

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 education; mathematics education; science and technology education; social studies education; music education; art and craft education; and personal development, health and physical education.

FOUNDATION STUDIES

This strand consists 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; and 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 Program; Introduction to Computers in the Classroom; Australian Studies 1 and 2; and 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 in Education; Family History; Music and Society; Science and Technology in Australia; and 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 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; and 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

Coordinator: Lindsay Gordon

Art theory with associated practical work will be explored through a cross-sectional study of times and cultures culminating in a totally self-directed unit of research. This elective studies sequence is aimed at developing students' awareness of the complexities of thought processes associated with art, and ultimately to improve the ability of the students to understand and appreciate art in its many forms, both as a basis for future development and for enrichment of their knowledge as classroom practitioners.

The subject sequence is as follows:

- EAR401 Art Studies 1: Australian Art and Art of The Western World 1945 to the present and associated practical work
- EAR402 Art Studies 2: Sculpture 1945 to the present: Australia and Western Art and associated practical work
- EAR403 Art Studies 3: Art of the pre-Christian world and associated practical work
- EAR404 Art Studies 4: South-East Asian Art and associated practical work
- EAR405 Art Studies 5: Aesthetics of Art and associated practical work

Drama and Theatre Arts elective study major

Coordinator: Vere Drakeford

The disciplinary sequence in drama and theatre arts develops students' knowledge of theatre as an extremely complex institution which encompasses playwriting, directing, acting, costume, make-up, scenery, lighting, properties, management, audiences and criticism. It examines drama in terms of communication, mythos and community and the many forces which shape it as an exciting realm of creative achievement. It involves students in both the theory and practice of drama so that there will be an increasing understanding of the dramatic moment and the development of the necessary dramatic skills as students become familiar with a range of theatre techniques and styles which they may use for themselves in performance, in their teaching and in communication with others.

The subject sequence is as follows:

- EDR401 Drama and Theatre Arts 1: Introduction to World Theatre
- EDR402 Drama and Theatre Arts 2: Acting – the Fundamentals
- EDR403 Drama and Theatre Arts 3: Lighting, Sound and Design
- EDR404 Drama and Theatre Arts 4: Advanced Acting
- EDR405 Drama and Theatre Arts 5: Dramatic Form

It should be noted that practical hours additional to the notional number of class hours may be required in all subjects.

Educational Computing elective study major

Coordinator: Gerry Foley

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. The first three subjects will examine computer technology as well as a range of application packages and programming tools. 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:

- EC0401 Educational Computing 1: Applications A
- EC0402 Educational Computing 2: Applications B
- EC0403 Educational Computing 3: Programming Tools
- EC0404 Educational Computing 4: LOGO A
- EC0405 Educational Computing 5: LOGO B

English elective study major

Coordinator: Margery Hourihan

The elective studies subjects in English have been designed to broaden and deepen students' understanding of English literature. 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:

- EEN401 English 1: Language and Literature
 EEN402 English 2: Form and Meaning
 EEN403 English 3: The Victorians and After
 EEN404 English 4: Revolution and Romanticism
 EEN405 English 5: Elizabethans and Jacobean – the Emergence of Modern Language and Literature

History elective study major

Coordinator: John Atherton

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 20th century. This provides a wider canvas on which the study of Australian history, from its beginnings through to the 20th century, can be presented as an instance of the transplanted 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:

- ESS401 History 1: Europe from early modern times to the end of the 19th century
 ESS402 History 2: Europe in the 20th century
 ESS403 History 3: Australia to 1900
 ESS404 History 4: Australia in the 20th century
 ESS405 History 5: Aspects of Asia from ancient times to the more recent past

Mathematics elective study major

Coordinator: Ralph Munro

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 in further depth and sophistication in elective studies subjects.

The subject sequence is as follows:

- EMA401 Mathematics 1: Probability
 EMA402 Mathematics 2: Finite Structures
 EMA403 Mathematics 3: Graph Theory
 EMA404 Mathematics 4: Statistics
 EMA405 Mathematics 5: Historical Topics

Music elective study major

Coordinator: John Lloyd

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. It is also concerned with 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 synthesiser and computer functions in relation to composition, arranging and publication.

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:

- EMU401 Music Studies 1
- EMU402 Music Studies 2
- EMU403 Music Studies 3
- EMU404 Music Studies 4
- EMU405 Music Studies 5

Personal Development, Health and Physical Education elective study major

Coordinator: Jim Keith

The personal development, health and physical education elective study is designed to give students who have a special interest in the teaching of this key learning area the appropriate learning experiences. It seeks to develop in students a commitment to a healthy lifestyle so that they might provide a role model for those they teach.

The subject sequence is as follows:

- EPE401 Personal Health
- EPE402 Lifestyle and Fitness
- EPE403 Social Context of Physical Education

- EPE404 Children and Physical Activity
- EPE405 Motor Skill Acquisition and Analysis

Science and Technology elective study major

Coordinator: Janette Griffin

The elective studies subjects in science and technology have been developed to reflect the principles of science and technology taught in the primary school. They provide students with a solid content base from which to draw, as well as a working understanding of the processes and skills of science. The emphasis is on broadening and extending students' learning and understanding in science and technology through an integrated approach which removes traditional discipline boundaries. Each subject 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, cultural and environmental issues; and 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, however, no prerequisites 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:

- ESC401 The Human Body
- ESC402 The Australian Environment
- ESC403 Science and Technology in Daily Life
- ESC404 People, Technology and Science
- ESC405 Planet Earth

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1

EPR101	Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling and Field Experience (5cp)
EGE201	Primary Curriculum Orientation 1 (3cp)
EGE202	Primary Curriculum Orientation 2 (3cp)
EED501	Developmental Psychology (3cp)
EEN201	English Education 1: Children's Literature (3cp)
EC0301	Introduction to Computers in the Classroom (2cp)
ESS301	Australian Studies 1 (3cp)

Semester 2

EPR102	Practicum 2: Promoting Learning and Learner Cooperation and Field Experience (5cp)
EEN202	English Education 2: Writing (3cp)
EMA201	Mathematics Education 1 (3cp)
ESC201	Science and Technology Education 1 (3cp)
EAR201	Art and Craft Education 1 (3cp)
ESS201	Social Studies Education 1 (3cp) Elective study major – Subject 1 (4cp)

Semester 3

EPR103	Practicum 3: Promoting Learner Interaction and Field Experience (5cp)
EEN203	English Education 3: Reading (3cp)
EMA202	Mathematics Education 2 (3cp)
ESC202	Science and Technology Education 2 (3cp)
EMU201	Music Education 1 (3cp)
EPE201	Introduction to Personal Development, Health and Physical Education (K–12) (3cp) Elective study major – Subject 2 (4cp)

Semester 4

EPR104	Practicum 4: Managing Learning Difficulties and Field Experience (5cp)
EEN204	English Education 4: Teaching English as a Second Language (3cp)
EMA203	Mathematics Education 3 (3cp)
EPE203	Physical Education Teaching and Learning 1 (3cp)
EED502	Social Bases of Education (3cp)
ESS302	Australian Studies 2 (3cp) Elective study major – Subject 3 (4cp)

Semester 5

EPR105	Practicum 5: Designing and Implementing Educational Programs for Learners and Field Experience (4cp)
ESC203	Science and Technology Education 3 (3cp)
EMA204	Mathematics Education 4 (3cp)
EPE204	Physical Education Teaching and Learning 2 (3cp)
EAR202	Art and Craft Education 2 (3cp)
EED503	Philosophical Bases of Education (3cp)
ESS202	Social Studies Education 2 (3cp) General elective (3cp) ¹ Elective study major – Subject 4 (4cp)

Semester 6

EPR106	Practicum 6: Providing for Individual Differences in Learners and Field Experience (5cp)
EEN205	English Education 5: Drama (3cp)
EMU202	Music Education 2 (3cp)
ESC204	Science and Technology Education 4 (3cp)
EPE202	Personal Development and Health (K–6) (3cp) General elective (3cp) ¹ Elective study major – Subject 5 (4cp)

¹ One only general elective to be chosen from either Semester 5 or Semester 6.

Bachelor of Education in Primary Education (TE16)

The Bachelor of Education is a one-year full-time or two-year part-time course.

There are four points of entry to the program:

1. current Diploma of Teaching or Bachelor of Teaching
2. pre-1983 Diploma of Teaching
3. two-year Teacher's Certificate
4. non-primary teaching qualification with three or more years' experience teaching primary children

Depending on the point of entry, there are different study patterns for students in order to fulfil the requirements of the degree. Each student must complete at least nine subjects including the two compulsory subjects, The Reflective Practitioner in the School, and the Faculty-wide subject, Current Issues in Australian Education.

COURSE STRUCTURE

Credit point values are shown in brackets.

The course is divided into two strands: **Strand A** – the compulsory component, and **Strand B** – a choice of electives.

A total of eight subjects must be completed, plus The Reflective Practitioner in the School.

Strand A (compulsory)

Full-time

- EMA701 Advanced Mathematics Teaching (5cp)
 EEN701 Teaching English as a Second Language (5cp)
 EPR107 The Reflective Practitioner in the School (Mode A) (8cp)
or
 EPR108 The Reflective Practitioner in the School (for experienced teachers) (8cp)
 EED600 Current Issues in Australian Education (5cp)

These four subjects are normally completed in Semester 1.

Part-time

- EED600 Current Issues in Australian Education (5cp)
 EPR108 The Reflective Practitioner in the School (Modes B or C or D) (8cp)

Mode of entry into The Reflective Practitioner in the School

The Reflective Practitioner in the School is a compulsory subject for all students enrolled in the Bachelor of Education. There are two components to be completed:

1. teaching experience
2. reflective experience

The manner in which students progress towards the completion of their degree will vary depending on the mode selected within this subject.

There are four modes of operation in the subject and these are based on the level of experience of the students upon entering the Bachelor of Education course. In each mode there are two components which must be completed: a teaching component which relates to the amount of time students have taught in schools; and a reflective component in which students will engage in a program of systematic reflective inquiry on aspects of teaching and schooling relative to their teaching experience. Students should read the following descriptions to determine which mode they follow.

Mode A: Associate Teacher program – for all full-time students who have no teaching experience and involves extended teaching experience in schools.

Mode B: Part-time Teacher program – for part-time students who are beginning teachers not yet in permanent teaching positions. These students can elect to do 40 days' continuous or 60 days' non-continuous teaching experience or if unable to complete the required number of days in the first year, they will be able to participate in the Associate Teacher program.

Mode C: Full-time Teacher program – for part-time students who are experienced teachers in permanent teaching positions.

Mode D: Overseas Teacher program – for students who come from other countries and need to upgrade their qualifications to be able to teach in NSW.

Special arrangements will be made for qualified and experienced teachers who are not currently employed in teaching.

Associate Teacher program

This component of the course contains two elements which are interlinked: campus-based studies which examine a range of theoretical issues, skills and procedures which will enable the development of sound professional practices; and 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 associate teachers, students will be appointed to a specific class to work jointly with the class teachers 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 teachers 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.

Strand B (electives)

All subjects have a credit point value of 5cp.

Full-time and part-time:

- EAR406 Art Studies 6
- EAR701 Aspects of Art/Craft Education
- EC0406 Educational Computing 6
- EC0701 Computer-based Learning
- EDR406 Drama and Theatre Arts 6
- EDR701 Educational Drama
- EED600 Current Issues in Australian Education
- EED601 School and Community Relations
- EED602 The Social Context of Childhood Stress
- EED603 Educational Evaluation
- EED604 Language and Schooling
- EED605 Problem-based Learning – U/G
- EED606 Curriculum Development and Management
- EED607 Teachers as Professionals
- EED608 Implementing Educational Change
- EED610 Individualising Learning
- EED611 Supervision in the Practicum
- EED612 Preventing and Remediating Reading Difficulties
- EEN406 English 6
- EEN701 Teaching English as a Second Language
- EEN702 Issues in the Teaching of English (K–6)
- EEN703 Teaching English to International Students
- EMA406 Mathematics 6 – Geometry
- EMA701 Advanced Mathematics Teaching
- EMA702 Remedial Mathematics
- EMA703 Curriculum and Resource Design in Mathematics
- EMU406 Music Studies 6
- EMU701 Musical Skill Development in the K–6 Classroom
- EPE409 Personal Development, Health and Physical Education Research Project
- EPE701 Issues in Physical Education
- EPE702 Values Education in the Primary School
- ESC406 Animal Behaviour
- ESC701 Curriculum Planning in Science and Technology

- ESC702 Teaching Science and Technology (subject suitable for teachers who have not had extensive exposure to science and technology)
- ESC303 Environmental Education
- ESS406 History 6
- ESS701 Aboriginal Studies
- ESS702 Teaching Social Studies: An Intercultural Approach
- E2728 Managing Behavioural Difficulties
- 56901 Human Communication
- 56902 Mass Media in Education
- 56903 Video in Education

Two subjects may be chosen from outside the School of Teacher Education (with permission of the Head of School).

Please note that not all subjects will be offered every year.

Bachelor of Education (Honours) (TE17)

The Bachelor of Education (Honours) is a one-year full-time program for graduates of the Bachelor of Teaching in Primary Education. From 1997 it is hoped to be able to offer the course in the part-time mode also.

Admission requirements for the Bachelor of Education (Honours) are as follows:

- a) Educational qualifications: Applicants will be required to demonstrate that they have:
 - (i) successfully completed requirements for a three-year Bachelor of Teaching degree or some suitable initial teaching qualification as approved by the Head of School with a grade point average of credit level or better;
 - (ii) shown competence in the practicum as demonstrated by practicum reports or their equivalents;
 - (iii) completed the Bachelor of Teaching subject EED302 Basic Principles in Educational Research or its equivalent with a grade of credit level or better.
- b) An applicant whose tertiary education was conducted in a language other than English, will be required to demonstrate proficiency in the English language. A minimum pass mark of 65 per cent in the Combined Universities Language Test (CULT) is required. In the International English Language Testing System (IELTS) a score of at least 6.5 is required, with the added component of a 6.0 score in writing.
- c) Mature age admission, admission with advanced standing. In this Bachelor's Honours degree mature age admission is not relevant. Admission with advanced standing may be granted with permission of the Head of School.

COURSE STRUCTURE

Students must complete all components of the program. The program consists of coursework and an Honours thesis. The thesis component and Honours seminar are full year subjects.

Credit points values are shown in brackets.

Semester 1

Compulsory subjects

- EED698 Honours Seminar full-year course (3cp)
 EED699 Honours Thesis full-year course (5cp)¹
 EED690 Language and Education Honours (5cp)
 EC0791 Computer-mediated Learning (5cp)
 EPR107 The Reflective Practitioner in the School (8cp)

Semester 2

Compulsory subjects

- EED698 Honours Seminar (cont.) (2cp)
 EED699 Honours Thesis (cont.) (15cp)¹

Elective subject

Any other related subject approved by the Head of School (5cp).

¹In Semester 1 only 5cp are allocated to the thesis as students will begin work on their thesis. The remaining 15 cp are allocated to Semester 2 when the bulk of the thesis is completed.

Students will participate in the Associate Teacher Program which is Mode A of the subject EPR107 The Reflective Practitioner in the School. See Associate Teacher Program under the Bachelor of Education in Primary Education (TE16) program.

Bachelor of Education in Teacher Librarianship (TE14)

This four-year full-time course was reviewed in 1992 to take into account the substantial changes that have taken place in teacher education.

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 role of 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, cooperative planning and teaching, the development of information skills and the managing, evaluating and promoting of educational resources within schools.

COURSE STRUCTURE

Semester 1

- EPR101 Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling and Field Experience (5cp)
 EGE201 Primary Curriculum Orientation 1 (3cp)
 EGE202 Primary Curriculum Orientation 2 (3cp)
 EED501 Developmental Psychology (3cp)
 EEN201 English Education I (3cp)
 EC0301 Introduction to Computers in the Classroom (2cp)
 55431 Information Science 1 (4cp)
 55436 Issues in Teacher Librarianship 1 (3cp)¹

Semester 2

- EPR102 Practicum 2: Promoting Learning and Learner Cooperation and Field Experience (5cp)
 EEN202 English Education 2 (3cp)
 EMA201 Mathematics Education 1 (3cp)

- ESC201 Science and Technology
Education 1 (3cp)
55432 Information Science 2 (4cp)
55436 Issues in Teacher
Librarianship 1 (3cp) (cont.)
Elective study major – Subject 1
(4cp)

Semester 3

- EPR103 Practicum 3: Promoting
Learner Interaction and Field
Experience (5cp)
EEN203 English Education 3 (3cp)
EMA202 Mathematics Education 2 (3cp)
ESC202 Science and Technology
Education 2 (3cp)
ESS301 Australian Studies 1 (3cp)
55433 Information Science 3 (4cp)
55437 Issues in Teacher
Librarianship 2 (3cp)¹
Elective study major – Subject 2
(4cp)

Semester 4

- EPR104 Practicum 4: Managing
Learning Difficulties and Field
Experience (5cp)
ESS201 Social Studies Education 1
(3cp)
EED502 Social Bases of Education (3cp)
ESS302 Australian Studies 2 (3cp)
55434 Information Science 4 (4cp)
55437 Issues in Teacher
Librarianship 2 (3cp) (cont.)
Elective study major – Subject 3
(4cp)

Semester 5

- EPR105 Practicum 5: Designing and
Implementing Educational
Programs for Learners (4cp)
ESC203 Science and Technology
Education 3 (3cp)
EMU201 Music Education 1 (3cp)
EPE201 Introduction to Personal
Development Health and
Physical Education (K–12)
(3cp)
EED503 Philosophical Bases of
Education (3cp)
55435 Information Science 5 (4cp)
55438 Issues in Teacher
Librarianship 3 (3cp)¹
Elective study major – Subject 4
(4cp)

Semester 6

- EPR106 Practicum 6: Providing for
Individual Differences in
Learners and Field Experience
(5cp)
EAR201 Art and Craft Education 1 (3cp)
EMA203 Mathematics Education 3 (3cp)
EEN204 English Education 4 (3cp)
EPE203 Physical Education Teaching
and Learning 1 (3cp)
55438 Issues in Teacher
Librarianship 3 (3cp)
Elective study major – Subject 5
(4cp)

Semester 7

- 55108 Practicum 7: Managing School
Library Services (4cp)
ESS202 Social Studies in Education 2
(3cp)
EMA204 Mathematics Education 4 (3cp)
EPE204 Physical Education Teaching
and Learning 2 (3cp)
EAR202 Art and Craft Education 2 (3cp)
55439 Issues in Teacher
Librarianship 4 (cont.)
Elective study major – Subject 6
(4cp)
General elective (3cp)

Semester 8

- EEN205 English Education 5 (3cp)
ESC204 Science and Technology
Education 4 (3cp)
EMU202 Music Education 2 (3cp)
EPE202 Personal Development and
Health (K–6) (3cp)
55108 Practicum 7: Managing School
Library Services (4cp)¹
55439 Issues in Teacher
Librarianship 4 (3cp)
General elective (4cp)

¹ Denotes year-long course.

Bachelor of Education in Special Education (TE12)

This course is devoted to subjects in special education. These subjects may be taken over one year, full time, 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 whose ages range from pre-school to adult.

Applicants are required to hold a three-year Diploma in Teaching. Teachers with a two-year Teacher's Certificate may also apply and will need to undertake additional units. The full-time pattern is outlined below. Credit point values are shown in brackets.

Semester 1

E2725	Instruction in Special Education 1 (5cp)
E2726	Instruction in Special Education 2 (5cp)
E2727	Assessment and Programming for Students with Learning and Behaviour Problems (4cp)
E2729	Delivering Special Education Instruction 1 (5cp)
E2825	Instruction in Special Education 3 (5cp) <i>plus weekly practical experience</i>

Semester 2

E2728	Managing Behavioural Difficulties (5cp)
E2826	Instruction in Special Education 4 (5cp)
E2827	Instruction in Special Education 5 (5cp)
E2828	Parent and Teacher Consultancy (4cp)
E2829	Delivering Special Education Instruction 2 (5cp) <i>plus weekly practical experience</i>

POSTGRADUATE COURSES

Graduate Diploma in Education (TE51, TE56, TE58)

Coordinator: Gerry Foley

This is a one-year full-time or equivalent part-time course for graduates of universities, or those with equivalent qualifications, who wish to prepare for secondary school teaching. The course aims to produce teachers who are reflective in their practice, are able to cope with the changing nature of teaching, have interpersonal skills, are able to put current developments in learning and teaching into practice, and have a commitment to life-long learning.

Interviews are part of the selection procedure.

Students need to satisfy requirements in three strands:

Curriculum Studies

Elective curriculum studies are available in these secondary school key learning areas: Mathematics (TE56), Personal Development/Health/Physical Education (TE58), and Science (TE51). These subjects aim to prepare students to become effective educators in their key learning area. The link with the practicum will help students to develop the professional insights and competencies necessary for a reflective practitioner teaching in the secondary school.

Students must elect to undertake studies in the area in which they have academic qualifications at degree level. Admission to the Mathematics elective requires at least $\frac{2}{3}$ of the degree in Mathematics (preferably a full major); admission to the PDHPE elective requires a degree in Human Movement Studies or an equivalent; and admission to the Science elective requires $\frac{2}{3}$ of a degree in one Science discipline and $\frac{1}{3}$ of a degree in another, provided that Physics and/or Chemistry are included in those disciplines.

Education Studies

Within the context of a study of the principles and patterns of human growth and development in the high school years, Education Studies 1 emphasises the ways in which learning occurs, students and teachers interact effectively and teachers best provide for special needs of students. In Education Studies 2, students will acquire the knowledge and skills needed to understand and respond effectively to critical educational issues and to acknowledge and respond effectively to education as a social enterprise.

Practicum

The Practicum component includes both campus-based and field-based experiences. Students will be introduced to professional practice in the secondary school by drawing together the theory and practice necessary for an effective educational practitioner.

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1**Curriculum areas**

EMA901 Learning in Mathematics (7cp)

or

EPE901 Learning in Personal Development, Health and Physical Education (7cp)

or

ESC901 Learning in Science 1 (7cp)

Education Studies

EED901 Education Studies 1: Psychology of Secondary Students and Meeting Special Needs (6cp)

Practicum

EPR901 Secondary Practicum 1 (12cp)
Includes campus-based work and five weeks of practical experience in two blocks

Semester 2**Curriculum areas**

EMA901 Learning in Mathematics (cont.) (7cp)

or

EPE901 Learning in Personal Development, Health and Physical Education (cont.) (7cp)

or

ESC902 Learning in Science 2 (7cp)

Education Studies

EED902 Education Studies 2: Social Bases and Critical Issues (4cp)

Practicum

EPR902 Secondary Practicum 2 (12cp)
Includes campus-based work and a block of five weeks of practical experience

Graduate Diploma in Primary Music (TE54)

This is a part-time course of four semesters' duration which is intended for practising teachers in the areas of early or middle childhood teaching, but may also be of interest to music educators in general or those who wish to develop musical skills in a particular area:

- as part of the Bachelor of Education in Primary Education 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 program in music education from K-6.

Applicants must hold a relevant degree or diploma from a recognised tertiary institution.

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1

E6630	Musicianship 1 (3cp)
E6631	Recorder 1 (3cp)
E6632	Vocal Studies (3cp)
E6633	Music Curriculum Issues A (3cp)

Semester 2

E6730	Musicianship 2 (3cp)
E6731	Recorder 2 (3cp)
E6732	Movement and Dance (3cp)
E6733	Music Curriculum Issues B (3cp)

Semester 3

E6830	Musicianship 3 (3cp)
E6831	Recorder 3 (3cp)
E6832	Percussion (3cp)
E6833	Music Curriculum Issues C (3cp)

Semester 4

E6930	Musicianship 4 (3cp)
E6931	Ensemble (3cp)
E6932	Integrated Classroom Activities (3cp)
E6933	Music Curriculum Issues D (3cp)

Graduate Diploma in Special Education (TE53)

This is a program 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, whose ages range from pre-school to adult.

Applicants are required to have satisfactorily completed an appropriate degree or diploma.

COURSE STRUCTURE

The full-time structure of the course is as follows. Credit point values are shown in brackets.

Semester 1

E2750	Special Education Programming Studies 1 (5cp)
E2751	Special Education Programming Studies 2 (5cp)
E2752	Exceptional Teaching (4cp)
E2753	Behaviour Management (5cp)
E2754	Implementing Special Education Programs 1 (5cp)
	<i>plus weekly practical experience</i>

Semester 2

E2755	Special Education Programming Studies 3 (5cp)
E2756	Special Education Programming Studies 4 (5cp)
E2757	Special Education Programming Studies 5 (5cp)
E2758	Delivering Special Educational Services (4cp)
E2759	Implementing Special Education Programs 2 (5cp)
	<i>plus weekly practical experience</i>

Master of Arts in Children's Literature and Literacy (TE75)/Graduate Diploma in Children's Literature and Literacy (TE50)

This is a part-time program extending over four semesters. Coursework subjects are the same for both the Graduate Diploma and the MA, but MA students will be required to attain at least a credit average in the subjects studied in Semesters 1, 2 and 3. In Semester 4 Graduate Diploma students will complete an individual piece of work of approximately 5,000 words; MA students will complete a major study of approximately 15,000 words.

The course is designed for teachers, librarians, youth workers and others with a special interest in children's literature and literacy. It will be of value to teachers involved in the implementation of literature programs, teachers wishing to take up positions as reading specialists or curriculum advisers, school and children's librarians, and writers, editors and publishers of children's literature.

Entry requirements to the Graduate Diploma are a Diploma of Teaching or relevant degree and approximately two years' professional experience. Entry requirements to 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 by successful completion of one year of the BEd.

COURSE STRUCTURE

Semester 1

EEN901	Children's Literature 1 (6cp)
EEN902	Literacy 1 (6cp)

Semester 2

EEN903	Children's Literature 2 (6cp)
EEN904	Literacy 2 (6cp)

Semester 3

EEN905 Research Methodology (6cp)
 EEN906 Literary Theory and Children's
 Literature (6cp)

Semester 4**Graduate Diploma**

EEN907 Issues in Children's Literature
 and Literacy (12cp)

or

Master of Arts

EEN908 Major Study (12cp)

Students must decide at the end of Semester 2 if they wish to transfer from the Graduate Diploma to the MA or vice versa. Later transfers cannot be accepted.

MA students are required to achieve at least a credit average in Semesters 1, 2 and 3.

Graduate Diploma in Music Therapy (TE59)

Coordinator: John Lloyd

The Graduate Diploma in Music Therapy provides the opportunity for suitably qualified people to acquire knowledge, develop specialist skills and gain required basic experience in preparation for a career as a music therapist.

Some subjects in the Graduate Diploma are provided by the Faculty of Nursing.

Applicants require a degree or equivalent in music, music education, nursing or another relevant field from a recognised tertiary institution. Should the applicant hold a degree in an area other than music, competencies in music must be of an advanced standard. Preference will be given to students who have also completed courses in Orff method, Dalcroze method, Nordoff-Robbins method or psychology which included cognition, perception, theories of learning and memory, neuropsychology, social psychology and statistics.

The Graduate Diploma in Music Therapy is a thorough study of the theory and practice of music therapy designed for those who wish to enter, or change to, a career in this profession. Graduates will be eligible for registration as music therapists with the Australian Music Therapy Association.

This course does not attract HECS charges and students are required to pay course fees. Course fee information is available during each application period. Further information can be obtained from the Course Coordinator.

COURSE AIMS

The course aims to develop skills in the design, implementation, and evaluation of music therapy programs in a wide range of clinical and special education settings. It aims to develop a knowledge of clinical conditions and an understanding of how music can be applied in a therapeutic and special education modality. The course aims to develop musicianship skills to a level at which

the applicant will be able to confidently devise and lead therapeutic music activities for select clients. The course aims to develop research interests in all aspects of music therapy.

ASSESSMENT

The result of assessment is either 'pass' or 'fail'.

ATTENDANCE

Attendance at lectures for a minimum of four hours each week is required.

Clinical practicum in institutions under supervision runs for 28/29 days per semester. Times for the clinical practicum can be negotiated.

COURSE STRUCTURE

The course is offered over two years of part-time study.

Semester 1

- EMU901 Music Therapy Practice 1
(includes Practicum 1)(5cp)
EMU905 Music Skills 1 (3cp)
92814 Clinical Studies 1: People and
Health Care (5cp)

Semester 2

- EMU902 Music Therapy Practice 2
(includes Practicum 2) (6cp)
EMU906 Music Skills 2 (3cp)
92815 Clinical Studies 2: Health,
Illness and Disability (3cp)

Semester 3

- EMU903 Music Therapy Practice 3
(includes Practicum 3) (7cp)
EMU907 Music Skills 3 (3cp)
92816 Clinical Studies 3:
Interventions in Health Care
(3cp)

Semester 4

- EMU904 Music Therapy Practice 4
(includes Practicum 4) (7cp)
EMU908 Music Skills 4 (3cp)

LIST OF COURSES AND COURSE CODES

Undergraduate courses

Bachelor of Education in Special Education	TE12
Bachelor of Education in Teacher Librarianship	TE14
Bachelor of Teaching in Primary Education	TE15
Bachelor of Education in Primary Education F/T and P/T	TE16
Bachelor of Education (Honours)	TE17

Postgraduate courses

Graduate Diploma in Children's Literature and Literacy	TE50
Graduate Diploma in Education (Science)	TE51
Graduate Diploma in Special Education	TE53
Graduate Diploma in Primary Music	TE54
Graduate Diploma in Education (Mathematics)	TE56
Graduate Diploma in Education (Personal Development, Health and Physical Education)	TE58
Master of Arts in Children's Literature and Literacy (by coursework)	TE75
Master of Education (by thesis)	TE81
Master of Education in Teacher Education (by coursework)	TE82
Doctor of Philosophy	TE95
Doctor of Education	TE96

The following courses are offered jointly with other faculties:

Bachelor of Education in Teacher Librarianship	TE14
Bachelor of Applied Science in Science Education	N003
Bachelor of Arts in Human Movement Studies/Graduate Diploma in Education	BL14
Graduate Diploma in Music Therapy	TE59

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject number and name, the number of credit points for the subject (e.g. 3cp), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (e.g. 4 hpw); for some subjects, there may also be practical components off-campus, and this is indicated in the text.

Also shown are the prerequisites or corequisites, if any, the method of assessment and name of the Subject Coordinator, if known, and a brief outline of the content. Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

Please note not all elective subjects relating to individual courses will be offered every year.

Key to subject codes

New and revised courses have a new alpha-numeric numbering system. The key to subject numbers in these courses is as follows:

Most subjects start with the letter 'E'. This indicates that the subject is offered by the School of Teacher Education.

The following two letters represent the subject area:

AR	Art
ED	Education
EN	English
CO	Computing
DR	Drama
GE	General
MA	Mathematics
MU	Music
PE	Personal Development, Health and Physical Education
PR	Practicum
SS	Social Science
SC	Science

The **strand** is identified by the following number:

- 1 Practicum curriculum
- 2 Curriculum studies
- 3 General studies
- 4 Elective study major
- 5 Education studies (undergraduate)
- 6 Advanced education subject
- 7 Advanced teaching studies
- 8 Special education course
- 9 Postgraduate subject

EAR201

ART AND CRAFT EDUCATION 1

BTeach/BE d T Lib

3cp; 3hpw

prerequisite: EGE201 Primary Curriculum Orientation I

subject coordinator: L Gordon

Students will study the NSW Department of Education visual arts syllabus and craft syllabus and programming K–6 for same. Practical skills and teaching techniques in relation to content and skills development in both art and craft will be introduced in a workshop situation. Display, art appreciation, art history, current theory (Australia) and child art development will be required areas of study for assessment.

EAR202

ART AND CRAFT EDUCATION 2

BTeach/BE d T Lib

3cp; 2hpw

prerequisite: EAR201 Art and Craft Education I

subject coordinator: L Gordon

Students will explore two different group 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). Program structure and content will be extended as will display skills. The NSW Art Gallery will be visited and services available for teachers explored.

Appreciation of original art works will be a feature of the gallery visit.

Assessment will be in both theory and practical work.

EAR301

ASPECTS OF AUSTRALIAN ART

BTeach/BEdT Lib

general studies elective

3cp; 2hpw

subject coordinator: L Gordon

Develops a knowledge of Australian art history; enables students to recognise art and artists' styles; develops an awareness of the changes in attitude towards art and culture; explores an area of artistic interest; teaches participants how to use this information as a basis for classroom use; and develops an understanding of factors relating to the arts.

EAR401

ART STUDIES 1

BTeach/BEdT Lib

elective major, compulsory attendance

4cp; 3hpw

subject coordinator: L Gordon

Students will 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 make such information relevant to primary classroom activity; establish nodes within these perspectives to act as focal points for the multitude of 'isms' and technical developments which characterise this period; and develop investigative skills that will allow an educated awareness of the techniques and evaluation as a basis for informed criticism. Assessment will be in both theory and practical work.

EAR402

ART STUDIES 2

BTeach/BEdT Lib

elective major, compulsory attendance

4cp; 3hpw

subject coordinator: L Gordon

Students will achieve perspectives on significant changes in sculpture and on the current definition of sculpture in terms of modern art history (1945 to the present) which will give relevance for primary classroom activity; and develop investigative and creative skills that will allow an educated visual and mental awareness of sculptural form that will assist in the critical evaluation of this form.

Assessment will be in both theory and practical work.

EAR403

ART STUDIES 3

BTeach/BEdT Lib

elective major, compulsory attendance

4cp; 3hpw

prerequisite: EAR401 or EAR402 Arts Studies 1 or 2

subject coordinator: L Gordon

Develops awareness of various concepts of beauty in a world untouched by technology; uses this information to assist in evaluating, by comparison, the established norms for Western beauty; recognises style and nationality in art forms; explores a selected area in detail; assists in the awareness of unexpected media used for various reasons to create artworks; teaches the expressive needs of humans to revere, adore, fear; and looks at body decoration as art expression.

Assessment will be in both theory and practical work.

EAR404**ART STUDIES 4***BTeach/BEdT Lib**elective major, compulsory attendance**4cp; 3hpw**prerequisites: EAR401-EAR403 Art Studies 1, 2 and 3**subject coordinator: L Gordon*

Developing 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 a multicultural society.

Assessment will be in both theory and practical work.

EAR405**ART STUDIES 5***BTeach/BEdT Lib**elective major, compulsory attendance**4cp; 3hpw**prerequisite: EAR404 Art Studies 4**subject coordinator: L Gordon*

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.

Assessment will be in both theory and practical work.

EAR406**ART STUDIES 6***BEd (Prim) FIT**elective major, compulsory attendance**5cp; 3hpw**prerequisite: EAR405 Art Studies 5**subject coordinator: L Gordon*

Allows students the professional freedom to explore and research one area of art in 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.

Assessment will be in both theory and practical work.

EAR701**ASPECTS OF ART/CRAFT EDUCATION***BEd (Prim) FIT P/T**general elective, compulsory attendance**5cp; 2hpw**prerequisites: EAR201 and EAR202 Art and Craft Education 1 and 2**subject coordinator: L Gordon*

Develops and expands knowledge of art/craft teaching strategies within both normal and special classes; investigates and evaluates the usefulness of aspects of the visual arts syllabus; develops understanding of the reasons used for developing school-based policies for visual arts; provides additional skills and experience with visual arts media and programming.

Assessment will be in both theory and practical work.

EAR702**TEACHING VISUAL ARTS***BEd (Prim) FIT P/T**advanced teaching study**5cp; 2hpw**subject coordinator: L Gordon*

Examines educational trends and philosophies behind the visual arts syllabus; explores the aims of visual arts K-12; fosters an understanding of processes and learning experiences used in visual arts education and relates these to the artistic development of children; extends ability to utilise a variety of media; formulates methods of assessment and evaluation in visual arts education; develops understanding of school-based policy in visual arts; develops awareness of visual arts resources in the community; and further develops the student's confidence in visual arts expression.

EC0301**INTRODUCTION TO COMPUTERS
IN THE CLASSROOM***BTeach/BE d T Lib**general study**2cp; 2hpw**subject coordinator: G Foley*

Develops basic skills in the operation of a computer and its peripheral devices; examines the effects of the computer on the school environment; considers applications of the microcomputer in the key learning areas; uses the BASIC language to write simple programs suitable for use in the school; examines the features of a variety of microcomputers, identifying their strengths and weaknesses in the classroom situation; provides awareness of problems of access to computers in the primary school; and develops elementary knowledge of applications such as database management and word processing; develops necessary keyboard skills.

EC0401**EDUCATIONAL COMPUTING 1***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: G Foley*

Develops skills in word processing and desktop publishing; considers a variety of applications of these skills for both the tertiary student and the classroom teacher; investigates a variety of peripheral devices including printers and image scanners; studies data communications, with an emphasis on the use of electronic mail in the school setting.

Not offered in 1995.

EC0402**EDUCATIONAL COMPUTING 2***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: G Foley*

Develops skills in the use of electronic spreadsheets and databases; introduces some of the more advanced features,

including macro design and database programming; considers a variety of applications which will be of value as productivity aids both for the tertiary student and the classroom teacher.

Not offered in 1995.

EC0403**EDUCATIONAL COMPUTING 3***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: G Foley*

Develops an understanding of fundamental computer hardware concepts; acquires an appreciation for the importance of structured methods in program design using the high level language BASIC; uses programming skills with graphics and sound to prepare programs which would be suitable for the classroom.

Not offered in 1995.

EC0404**EDUCATIONAL COMPUTING 4***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: G Foley*

Promotes discovery learning and problem solving through the use of the graphics-based features of the high-level computer language, LOGO; develops turtle-graphics programming skills; develops an understanding of the concept of recursion; considers suitable applications of turtle-graphics for the primary classroom; develops introductory skills in list processing.

Not offered in 1995.

EC0405**EDUCATIONAL COMPUTING 5***BTeach/BE d T Lib**elective major**4cp; 3hpw**prerequisite: ECO404 Educational Computing 4**subject coordinator: G Foley*

Uses robotics to provide a creative, inventive and exploratory learning

environment; develops programming skills in a real-time environment; considers the relationship between artificial intelligence and robotics; further develops skills in the high-level language LOGO through the study of list processing.

Not offered in 1995.

EC0406

EDUCATIONAL COMPUTING 6

BEd (Prim) FIT

elective major

5cp; 3hpw

subject coordinator: G Foley

Extends programming skills in LOGO and BASIC to the handling of disk data files; addresses the role of the computer coordinator in the primary school by considering issues including evaluation and selection of resources, programs for computer use across the key learning areas, access and equity, and information sources; considers the variety of ways in which the computer can be used in the classroom.

Not offered in 1995.

EC0701

COMPUTER-BASED LEARNING

BEd(Prim) FIT PIT

advanced teaching study

5cp; 2hpw

subject coordinator: G Barnsley

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; gain knowledge of the range of computer facilities available for use in schools; and develop the ability to evaluate and effectively use commercially available programs.

EC0791

COMPUTER-MEDIATED LEARNING

BEd(Hons)

5cp; 2 hpw

prerequisite: ECO301 Introduction to Computers in the Classroom or equivalent

subject coordinator: M Cosgrove

This subject extends students' understanding of learning by considering the possibilities in computer-mediated learning offered by specific languages (such as LOGO) and by tutoring systems. Students are expected to gain a measure of technological fluency in software design, an appreciation of epistemological pluralism, and a respect for learners' capabilities in these media.

EDR302

DRAMA IN EDUCATION

BTeach

general studies elective

3cp; 2hpw

subject coordinator: V Drakeford

Studies drama as a means of effective communication and self-development and as a tool to promote learning; explores the skills to work in educational drama and develops confidence in using the dramatic process to shape improvised drama; explores the creation of roles in the development of relationships between movement, verbal and non-verbal communication and language; explores the nature and function of dramatic form, genre and style; and examines the utilisation of the basic elements and practices of theatre for a variety of educational activities.

EDR401

DRAMA AND THEATRE ARTS 1

BTeach/BEd T Lib

elective major

4cp; 3hpw

prerequisite: audition/interview as required

subject coordinator: V Drakeford

Surveys the chronological development of theatre and its significance as a cultural expression of society; examines the origins, place and nature of drama in different societies and different periods;

assesses the impact of the economic, political, social and technological environment upon the development of the theatre; explores the influences which affect contemporary theatre.

EDR402

DRAMA AND THEATRE ARTS 2

BTeach/BEdT Lib

elective major

4cp; 3hpw

subject coordinator: V Drakeford

Introduces students to the technical skills of acting – body, voice and inner impulse; observation and imagination; concentration, control and discipline; and stage conventions – and to different styles of acting and the exploration of these skills through improvisation. Explores the creation of role and the development of relationships between movement, language and location through workshops which culminate in performance.

EDR403

DRAMA AND THEATRE ARTS 3

BTeach/BEdT Lib

elective major

4cp; 3hpw

subject coordinator: V Drakeford

Develops an understanding of the production process and familiarity with principles of design for the stage and technical skills in theatre – costume and scene design, lighting and sound, and stage management; provides an opportunity to explore and evaluate the functional operations and responsibilities of a design team in the production process; evaluates the acquired knowledge through presentation of drawings, models, lighting and sound plans.

EDR404

DRAMA AND THEATRE ARTS 4

BTeach/BEdT Lib

elective major

4cp; 3hpw

subject coordinator: V Drakeford

Develops acting techniques based on an understanding of the given

circumstances, actions, emotions and objectives; provides an introduction to text analysis and to the research and creation of character for performance; explores communication signals in drama and identifies the source and significance of symbols and archetypes in drama and relates them to characters and themes in performance.

EDR405

DRAMA AND THEATRE ARTS 5

BTeach/BEdT Lib

elective major

4cp; 3hpw

subject coordinator: V Drakeford

Develops a knowledge of dramatic form and assesses the relationship between genres and changes in society; examines scripts in terms of dramatic conventions and style which are appropriate to the genres; develops an understanding of organising dramatic action; critically assesses the function and effect of language in writing for the theatre; evaluates the importance of the sub-text in the script; and interprets the comic and/or tragic elements in performance.

EDR406

DRAMA AND THEATRE ARTS 6

BEd (Prim) FIT

elective major

5cp; 3hpw

subject coordinator: V Drakeford

Provides an opportunity to realise a theatre production from text and/or original concept and to specialise in areas of interest and competence (within the constraints of the available resources) which include acting, directing, design, stage management, lighting and sound, properties and costume, production management and promotion; develops a style of performance which meets the demands of a specific play and its genre; manifests the ability to create the dramatic moment and to relate this to the script.

EDR701**EDUCATIONAL DRAMA***BEd (Prim) F/T P/T**general elective**5cp; 2hpw**prerequisite: EEN205 English Education 5**subject coordinator: V Drakeford*

Develops an understanding of current issues in the theory and practice of educational drama; evaluates the significance of play and its value in education; examines and evaluates the nature and utilisation of the creative learning process; examines the nature and function of drama as both a learning process and a teaching medium and its potential utilisation in the classroom and across the key learning areas; develops materials and strategies for drama which meet the demands of the syllabus for the Creative and Practical Arts; and extends the basic skills required to work in drama for a variety of educational contexts.

EED302**BASIC PRINCIPLES IN EDUCATIONAL RESEARCH***BTeach**3cp; 1hpw full-year subject**subject coordinator: S Groundwater-Smith*

This subject aims to provide students with an introduction to the world of educational research by examining: the nature of human knowledge and its implications for social research; what is meant by educational research, recognising that it embodies both empirical and theoretical studies; how to assess the research literature; how to use both quantitative and qualitative data and how to develop a research proposal.

It is designed as an essential preparation for the BEd Honours course but is available to all third year Bachelor of Teaching students.

EED501**DEVELOPMENTAL PSYCHOLOGY***BTeach/ BEd T Lib**3cp; 3hpw**subject coordinator: A Scully*

Explains the particular contribution the study of developmental psychology has to make to educational theory and practice; identifies and describes the intra-individual and the environmental influences on human growth and development; outlines selected major theories of development and how they apply to early and middle childhood; and engages students in the description and application of particular research methods used in the study of human behaviour and development.

EED502**SOCIAL BASES OF EDUCATION***BTeach/BEd T Lib**3cp; 2hpw**subject coordinator: K Walker*

Enables students to appreciate the nature of social relationships in the school and how these affect teacher and student behaviour; understand the education system in New South Wales and the role of the Federal Government in education; understand how social characteristics influence the educational outcomes of certain social groups; understand the part that the socialisation process plays in shaping educational outcomes; identify and evaluate government and school policies and programs designed to address existing inequalities of opportunity and outcome; and study the direction of social change, the implications of these for change in schools and the interaction between schools and society in this context.

EED503**PHILOSOPHICAL BASES OF EDUCATION***BTeach/BEdT Lib**3cp; 2hpw**prerequisite: EED502 Social Bases of Education**subject coordinator: K Forster*

Considers a range of educational issues and teaches students to use them as the basis for analysis of current theory and practice; presents a reasoned and logically supported position in relation to those issues; and moves towards a commitment to specific relevant policies and practices.

EED600**CURRENT ISSUES IN AUSTRALIAN EDUCATION***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: K Forster*

This subject is designed to provide an overview of contemporary issues in education and their relation to development in the wider Australian society; to consider how these relate to educational policy and practice across the sectors throughout the life span; and to provide opportunities for participation in scholarship and debate within the educational community.

EED601**SCHOOL AND COMMUNITY RELATIONS***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: K Forster*

Analyses the concept of community and its relevance to Australian society and education; gains an understanding of policies of community involvement and participation in Australian schools by examining their social context; explores the implications of community involvement and participation with regard to school governance; and develops an understanding of the process of relating to the wider community.

EED602**THE SOCIAL CONTEXT OF CHILDHOOD STRESS***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: K Walker*

Recognises the rights of children and their care providers; identifies potential stress-making conditions for children in contemporary Australian society; analyses the theory and implications of social reports, policy documents and the law relating to particular groups of children; and identifies government and community agencies providing child support services.

EED603**EDUCATIONAL EVALUATION***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: S Groundwater-Smith*

Emphasises evaluation as a systematic means of improving teaching practices; examines ways in which pupil performance and teaching and curriculum practices can be described and reported upon; considers current issues related to learning outcomes as measured by standardised tests and the underlying assumptions regarding measurement; explores the distinctions between program and project evaluation, formative and summative evaluation; familiarises students with the range of strategies for collecting and interpreting evidence and the consequences of these for practice.

EED604**LANGUAGE AND SCHOOLING***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: S Groundwater-Smith*

Explores the investigative, expressive and poetic functions of language within the framework of disciplines and subjects studied in the primary school curriculum; consolidates understandings of the Whorfian hypothesis that language constructs the world-view

of individuals; and discusses critically such concepts as codes and control, genres, language and empowerment, in integrative and synthesising ways.

EED605

PROBLEM-BASED LEARNING U/G

BEd (Prim) FIT P/T

5cp; 2hpw

subject coordinator: to be advised

This subject introduces problem-based learning as a teaching/learning strategy which has its place in the primary classroom and offers many advantages as a learner-centred strategy. The concept will be introduced by involvement of members of the class in PBL situations so that the experience of the learner is encountered. Curriculum design using PBL strategies will be a feature of this subject. Attendance is compulsory.

EED606

CURRICULUM DEVELOPMENT AND MANAGEMENT

BEd (Prim) FIT P/T

5cp; 2hpw

subject coordinator: C Deer

Considers contemporary issues and trends in curriculum development and develops 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.

EED607

TEACHERS AS PROFESSIONALS

BEd (Prim) FIT P/T

5cp; 2hpw

subject coordinator: K Forster

This subject is designed to assist teachers to reflect critically upon their status and role as professionals. In doing so they will consider implications for educational policy and practice in areas such as professional-client relations,

accountability, collaboration with colleagues and professional development. They will also examine the need for and nature of an appropriate code of ethics for teachers.

EED608

IMPLEMENTING EDUCATIONAL CHANGE

BEd (Prim) FIT P/T

5cp; 2hpw

subject coordinator: K Forster

Provides 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.

EED610

INDIVIDUALISING LEARNING

BEd (Prim) FIT P/T

5cp; 2hpw

subject coordinators: C Deer and S Groundwater-Smith

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; and plan appropriate intervention strategies based upon assessment of learning needs and abilities of the individual and the availability of teaching resources.

EED611**SUPERVISION IN THE PRACTICUM***BEd (Prim) F/T P/T**5cp; 2hpw**prerequisite: a recognised pre-service teaching qualification**subject coordinator: A Scully*

This subject 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 the 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 experience program.

EED612**PREVENTING AND REMEDIATING READING DIFFICULTIES***BEd (Prim) F/T P/T**5cp; 2hpw**subject coordinator: J Jardine*

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.

EED613**ANALYSING CLASSROOM INTERACTION***BEd (Prim) F/T P/T**5cp; 2hpw**subject coordinators: C Deer and S Groundwater-Smith*

Students will 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.

EED690**LANGUAGE AND EDUCATION HONOURS***BEd(Hons)**5cp; 2hpw**prerequisite: admission to BEd(Hons)**subject coordinator: S Groundwater-Smith*

This subject develops an understanding that there is a significant relationship between language, culture and learning. Furthermore it will draw attention to the notion that specific disciplines operate within specific language frameworks and that teaching and learning within the discipline is governed by and is responsive to that language framework. The subject explores how language is used and varies according to purposes in terms of both structure and agency.

EED698**HONOURS SEMINAR***BEd(Hons)**5cp; 1hpw equivalent for two semesters**corequisite: EED699 Honours Thesis**subject coordinator: K Amos*

This subject provides opportunities for Bachelor of Education (Honours) students, by way of lecturer consultation and seminars, to identify and progressively develop a thesis topic, and, ultimately, justify the thesis on the basis of argument and evidence.

EED699**HONOURS THESIS***BEd(Hons)**20cp; full-year subject**prerequisite: Admission to BEd(Hons)**corequisite: EED698 Honours Seminar**subject coordinator: Chair, Honours Committee of School*

This subject aims to provide students with the opportunity to demonstrate a high level of competence in research on an issue related to education and/or professional practice. It is only available to students enrolled in the Bachelor of Education (Honours).

EED901**EDUCATION STUDIES 1:
PSYCHOLOGY OF SECONDARY
STUDENTS AND MEETING SPECIAL
NEEDS***GradDipEd**6cp; 7hpw**subject coordinator: J Jardine*

The aim of this subject is to provide students with an understanding of the principles and patterns of human growth and development in the secondary school years; with a knowledge of types of learning and their interaction with teaching approaches and strategies; with effective ways of interacting with students; with strategies for identifying students with learning or behavioural difficulties; with knowledge of how secondary school teachers can meet the challenges presented by students with special needs, including those with

learning or behavioural difficulties, and gifted and talented students; and with an understanding of the educational issues relevant to the use of alternative curricula and learning contexts, including alternate pathways in post-compulsory education.

EED902**EDUCATION STUDIES 2: SOCIAL
BASES AND CRITICAL ISSUES***GradDipEd**4cp; 4hpw**subject coordinators: K Walker and K Forster*

Students will appreciate the nature of social relationships in the school and the education system in New South Wales and the role of the Federal Government in education; explain how social characteristics influence the educational outcomes of certain social groups and identify appropriate policies and programs which address these outcomes; identify and analyse the direction of social and educational change and the interaction between schools and society in this regard; analyse and evaluate alternative viewpoints in relation to some critical educational issues raised; determine their own reasoned and logically supported position in relation to such issues; move towards a commitment to specific policies and practices that follow from the position they have adopted.

EED961**EDUCATIONAL LEADERSHIP IN A
TECHNOLOGICAL SOCIETY***MEd**6cp; 2hpw**subject coordinator: D Hoermann*

Develops knowledge and skill associated with the theories of effective leadership as they apply in the educational context; identifies and evaluates the technology and technological changes affecting the school and helps to apply this knowledge; and reflects on personal experience of leadership and technology with reference to both the professional literature and the demonstrated effects on the school.

EED962**CHILDREN WITH LANGUAGE DELAY AND THE LANGUAGE OF LEARNING***MEd**6cp; 2hpw**subject coordinator: J Jardine*

Develops an understanding of the differences between spoken and written discourse and of the challenge these differences present to children whose language is delayed; evaluates language delay and language differences in the context of normal language development in reading and writing; and identifies and develops effective teaching strategies for promoting language development.

EED963**GENDER, POWER AND EDUCATION***MEd**6cp; 2hpw**subject coordinator: M Hourihan*

Critically analyses theoretical and research approaches to the understanding of gender and power in education; examines critical issues related to the operation of gender and patriarchy in Australian education institutions; critiques literature related to the culture of gender and socialisation processes in the family, school and community; examines gender equity policies and their implications for current and future options in Australian education; and investigates the operation of gender in specific educational contexts.

EED965**INTRODUCTION TO EDUCATIONAL RESEARCH***MEd**6cp; 2hpw**subject coordinator: L Brady*

Analyses philosophical issues that underpin educational research; examines critical relationships between research and educational practice; develops understandings of methodologies typically employed in educational

inquiry; develops skills in selecting methodologies that are most suitable for the problems that students are likely to investigate; and examines the general issues in data analysis.

EED971**ISSUES IN SCHOOL AND COMMUNITY RELATIONS***MEd**6cp; 2hpw**prerequisite: EED601 School and Community Relations or equivalent**subject coordinator: K Forster*

This subject addresses a number of important theoretical issues in the area of school and community relations that require close reflection and analysis. Issues include participation, representation and democracy in educational decision making; teacher professionalism; accountability to the local community; and community education for social empowerment. The implications of these issues for practice and the improvement of school and community relations are addressed throughout.

EED973**SUPERVISION: THE DEVELOPING TEACHER***MEd**6cp; 2hpw**subject coordinator: A Scully*

This subject develops knowledge and skills associated with the principles of clinical supervision as they apply in the educational context; and critically evaluates supervision strategies used in the professional development of both pre- and in-service teachers. Students will select and apply educationally defensible supervision practices, and reflect on their own supervision practice.

EED975**READING COMPREHENSION: AN INSTRUCTIONAL APPROACH FOR PRIMARY AND SECONDARY STUDENTS WITH LEARNING DIFFICULTIES***MEd**6cp; 2hpw**subject coordinator: J Jardine*

Investigates how instructional theory develops; derives 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; and examines methods of diagnosing and assessing comprehension.

EED976**POLITICS IN EDUCATION***MEd**6cp; 2hpw**subject coordinator: K Forster*

Develops an understanding of the power relations within education at both the school and system level; examines and evaluates various decision-making models as they apply to the exercise of power in educational contexts; develops skills and knowledge to contribute to the empowerment of school communities; and develops an awareness of how political processes enter into some key policy issues in education.

EED977**ACTION ENQUIRY INTO CLASSROOM DISCOURSES***MEd**6cp; 2hpw**subject coordinators: C Deer and S Groundwater-Smith*

This subject examines interactions which arise in the classroom, and uses an action enquiry mode to develop and implement procedures which will lead to improved classroom practice. The subject examines the way classroom

interaction has been described in education literature; and analyses how the classroom practitioner can describe, implement and evaluate pedagogically sound 'discourses' or interactions.

EED978**PROBLEM-BASED LEARNING***MEd**6cp; 2hpw**subject coordinator: to be advised*

Critically analyses the perceived advantages/disadvantages of PBL; analyses the perceived success or otherwise of PBL in different types of curricula with different groups of students; identifies desirable learning outcomes from the use of PBL techniques; identifies and formulates strategies which may be applied in professional practice; and identifies special difficulties which may arise in the use of PBL techniques and plans strategies to help overcome these difficulties.

EED979**EDUCATING STUDENTS WITH BEHAVIOUR DISORDERS 1***MEd**6cp; 2hpw**subject coordinator: M Goninan*

Describes the factors which indicate the need for a change in managing student behaviour; discusses the relevance of different theoretical approaches to behavioural intervention; discusses the 'preventive' versus 'remedial' approach to behavioural programming; identifies principles that are successful in changing mild behavioural difficulties in the regular classroom; and analyses the ethical and practical issues that arise in implementing behaviour change programs.

EED981**QUALITATIVE RESEARCH IN EDUCATION***MEd**6cp; 2hpw**subject coordinator: L Brady*

Undertakes a critique of literature related to philosophical, ethical and theoretical considerations for conducting qualitative research in education; develops understanding of a range of traditions such as phenomenology, ethnography, symbolic interactionism, critical ethnography and action research as they apply in educational research methodology; formulates appropriate research problems and designs qualitative research strategies for examining such problems; examines issues associated with, and develops systems and techniques in data collection, reduction, analysis and interpretation; and examines issues of reliability, validity, credibility and reproducibility in qualitative research.

EED987**EDUCATION FOR GIFTED AND TALENTED STUDENTS***MEd**6cp; 2hpw**subject coordinator: G Barnsley*

Students will be given an introduction to a contemporary, theoretical framework of reference for the design, implementation and evaluation of programs for gifted and talented students. They will develop awareness of, and critically analyse, contemporary mainstream programs and reflect on their own experiences in catering for gifted and talented students in the mainstream.

EED999**RESEARCH LITERACIES***EdD**9cp; 2hpw**subject coordinator: L Brady*

This subject will enable participants to become competent, sophisticated readers of commissioned research which

is intended to inform on educational policies and practices. The subject has been designed to enable participants to engage in collaborative appraisal of recent research studies as well as individually to analyse and evaluate a study pertinent to the student's field of practice.

EEN201**ENGLISH EDUCATION 1: CHILDREN'S LITERATURE***BTeach/BEd T Lib**3cp; 3hpw**prerequisite: EGE201 Primary Curriculum Orientation I*

Familiarises students with the range of literature for children from early childhood to adolescence; develops an understanding of the reading interests of children and insight into the literary genres which best meet and extend these interests; explores the sociological dimensions of children's literature; develops an understanding of the role of literature in the development of language skills and personal growth; explores the uses of literature in the classroom; and extends students' own competencies in the reading and appreciation of literature.

EEN202**ENGLISH EDUCATION 2: WRITING***BTeach/BEd T Lib**3cp; 3hpw**prerequisite: EEN201 English Education I*

Develops an understanding of the acquisition and development of writing ability; develops skills in the use of observation, interaction and analysis to assess progress in writing; develops proficiency in planning, implementing, monitoring and evaluating classroom writing; and explores various genres in writing and their place in the key learning areas.

EEN203**ENGLISH EDUCATION 3: READING***BTeach/BEdT Lib**3cp; 2hpw**prerequisites: EEN201 and EEN202 English Education 1 and 2*

Develops an understanding of the acquisition and development of reading; develops skills in the use of observation, interaction and analysis to assess progress in reading; and develops proficiency in planning, implementing, monitoring and evaluating classroom reading programs.

EEN204**ENGLISH EDUCATION 4: TEACHING ENGLISH AS A SECOND LANGUAGE***BTeach/BEdT Lib**3cp; 2hpw**prerequisites: at least two of EEN201, EEN202, EEN203 English Education 1, 2 and 3*

Develops an understanding of the implications of a multicultural society for TESOL teaching; examines the socio-cultural basis of language and the implications for language methodologies; explores appropriate language pedagogy relevant to the field of TESOL; examines ways of promoting a positive learning environment for the language development of the bilingual student; examines assessment techniques for spoken and written language; examines the effectiveness of a language teaching program within the school context; and develops a language for learning across the key learning areas.

EEN205**ENGLISH EDUCATION 5: DRAMA***BTeach/BEdT Lib**3cp; 2hpw**prerequisites: EEN202 and EEN203 English Education 2 and 3*

Introduces students to the current issues in the theory and practice of educational drama; evaluates the significance of play and its value in education; examines the nature and utilisation of the creative learning process; examines the nature

and function of drama as both a learning process and a teaching medium; identifies and explores the basic skills required to work in educational drama; and develops a variety of drama materials and strategies which can be utilised to meet the demands of the English syllabus to promote and develop literacy.

EEN401**ENGLISH 1: LANGUAGE AND LITERATURE***BTeach/BEdT Lib**elective major**4cp; 3hpw*

Provides insights into the operation of language, and examines its uses, especially its literary uses, in different periods and different social contexts; examines in some detail particular examples of literature of various types and from different periods; fosters critical perception; and develops the ability to support a considered point of view.

EEN402**ENGLISH 2: FORM AND MEANING***BTeach/BEdT Lib**elective major**4cp; 3hpw*

Shows how meaning is a function of form, structure and content; shows how form, as well as content, is a product of the society and culture from which it emerges; and studies, in the light of the above, some major literary works of different periods and different genres.

EEN403**ENGLISH 3: THE VICTORIANS AND AFTER***BTeach/BEdT Lib**elective major**4cp; 3hpw*

Studies 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; explores briefly some of the major social and

intellectual movements of the Victorian and modern periods; and considers 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.

EEN404

ENGLISH 4: REVOLUTION AND ROMANTICISM

BTeach/BEdT Lib

elective major

5cp; 3hpw

prerequisite: one of EEN401–EEN403 English 1, 2 or 3

Introduces students to the social and intellectual forces which shaped English literature in the late 18th and early 19th centuries and compares them with the forces which have shaped modern Western society; considers the aesthetic theories which emerged from these social and intellectual forces and examines their embodiment in the literature of Romanticism; and considers relationships between the literature and culture of the Romantic period and that of our own time.

EEN405

ENGLISH 5: ELIZABETHANS AND JACOBEANS – THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE

BTeach/BEdT Lib

elective major

4cp; 3hpw

prerequisites: two of EEN401–EEN404 English 1, 2, 3 and 4

Introduces students to the pre-Renaissance 'world picture', and considers the social and intellectual forces which began to modify this picture in England in the 16th and 17th centuries, leading to modern concepts of the nature of human beings, society and the universe; studies some of the major works of English literature of the Elizabethan and Jacobean periods, in this context, and brings out their relevance

for an understanding of modern society; and considers 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.

EEN406

ENGLISH 6: AUSTRALIAN LANGUAGE AND LITERATURE

BEd (Prim) FIT

elective major

5cp; 3hpw

Explores the development of white Australian literature in the context of its origins in the culture of Britain, Europe and North America; examines some examples of Aboriginal Australian literature; considers the relationship between Australian literature and language and the development of Australian society and culture; studies selected works of Australian poets, dramatists and prose writers in these contexts.

EEN701

APPROACHES TO THE TEACHING OF ENGLISH

BEd(Prim) FIT P/T

5cp; 4hpw for seven weeks

This subject will evaluate current theories and pedagogies with respect to the teaching of English. A thorough exploration and analysis of the English K–6 Syllabus will take place. A functional model and functional grammar will be considered together with ways of integrating English into any already crowded curriculum. Literary theories as they relate to the use of literature in the classroom will be explored. An appreciation for the diversity of language learners and the importance of catering for individual needs will be fostered.

EEN702**ISSUES IN THE TEACHING OF ENGLISH (K–6)***BEd (Prim) F/T P/T**5cp; 2hpw**subject coordinator: R Brill*

Examines the role of the teacher in the development of language skills; examines language across the curriculum; examines the relationship of literature and language; applies the above factors to specific areas of English curriculum.

EEN703**TEACHING ENGLISH TO INTERNATIONAL STUDENTS***BEd (Prim) F/T P/T**5cp; 2hpw**subject coordinator: R Brill*

Develops an understanding of the development of a second language, examines a range of practices for teaching English to speakers of other languages and promotes awareness of cultural and linguistic diversity. It requires students to implement an English language program of work with international students. This practical teaching experience can be conducted in Inner Mongolia, China or at a local site in Australia. Preparation for the practical teaching experience includes an introduction to Chinese culture and language.

Offered Autumn semester only.

Compulsory for students wishing to teach English in Inner Mongolia, China.

EEN901**CHILDREN'S LITERATURE 1***GradDip/MA Children's Literature and Literacy*
*6cp; 2hpw**subject coordinator: M Hourihan*

Develops a critical appreciation of the range of literature available for children in the early childhood to mid-primary age range; provides an understanding of the importance of literature in the development of children in this age range, and explores ways of developing the appreciative and critical responses of children to literature.

EEN902**LITERACY 1***GradDip/MA Children's Literature and Literacy*
*6cp; 2hpw**subject coordinator: R Brill*

Develops an understanding of current theories of language and literacy learning and their implications for literacy learning from early childhood to mid-primary. Students will examine children's early reading and writing behaviours, formulate guiding principles for the design and implementation of a literacy curriculum for this age range, and design and evaluate strategies for the teaching of literacy from early childhood to mid-primary.

EEN903**CHILDREN'S LITERATURE 2***GradDip/MA Children's Literature and Literacy*
*6cp; 2hpw**prerequisite: EEN901 Children's Literature 1**subject coordinator: M Hourihan*

Traces the evolution of the modern children's novel from traditional tales through the classics of children's literature to contemporary writing; examines the phenomenon of the 'young adult' novel; explores the social and cultural significance of the literature studied, and considers techniques for enhancing responses to literature.

EEN904**LITERACY 2***GradDip/MA Children's Literature and Literacy*
*6cp; 2hpw**prerequisite: EEN902 Literacy 1**subject coordinator: R Brill*

Develops an understanding of the Functional Model of Language and its implications for literacy learning from primary to junior secondary. Students will explore the roles of the proficient reader, the social functions and social construction of literacy, and examine the principles and practices of current curricula.

EEN905**RESEARCH METHODOLOGY**

GradDip/MA Children's Literature and Literacy
6cp; 2hpw
subject coordinator: R Brill

Develops 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 independent work they will undertake in Semester 4.

EEN906**LITERARY THEORY AND CHILDREN'S LITERATURE**

GradDip/MA Children's Literature and Literacy
6cp; 2hpw
prerequisites: all prior subjects
subject coordinator: M Hourihan

Considers children's literature in relation to movements in general literature and literary theory. Students will become familiar with the major concepts in structuralist and post-structuralist literary theory and be able to apply these concepts to children's literature so as to develop insights into the nature and value of that literature.

EEN907**ISSUES IN CHILDREN'S LITERATURE AND LITERACY**

GradDip Children's Literature and Literacy
12cp
prerequisites: all subjects in Semesters 1, 2 and 3

subject coordinators: R Brill and M Hourihan

Students will undertake an individual exploration of an aspect of children's or young adult literature or literacy. They will be required to practise research skills and develop expertise in the analysis and synthesis of information. They will present a written assignment of approximately 5,000 words and make an oral presentation to the class group, based on this assignment.

EEN908**MAJOR STUDY**

MA Children's Literature and Literacy
12cp
prerequisites: all subjects in Semesters 1, 2 and 3
subject coordinators: R Brill and M Hourihan

Allows MA students to carry out an independent study in an area of their choice. They will identify a topic which justifies investigation and an extension of understanding, survey the current information pertaining to the topic, develop and implement their study and present a report of approximately 15,000 words.

EEN961**ENGLISH TEACHING ISSUES**

MEd
6cp; 2hpw
subject coordinator: R Brill

Critically examines current issues which affect the primary English curriculum; develops an understanding of the theories of language learning which underpin current issues in English teaching; and develops the ability to reflect critically on, and change English teaching practices that are problematic.

EGE201**PRIMARY CURRICULUM ORIENTATION 1**

BTeach Prim/BEd T Lib
3cp; 4hpw
subject coordinator: R Brill

Relates to the nature of primary teaching in the areas of art, English, music and social studies; introduces current teaching philosophies and practices in the primary curriculum areas; and develops confidence and positive attitudes through cooperative participation in curriculum-based experiences.

EGE202**PRIMARY CURRICULUM
ORIENTATION 2***BTeach/BE d T Lib**3cp; 4hpw**subject coordinator: S Schuck*

Promotes positive attitudes towards the study of mathematics, personal development and health, physical education and science; investigates new approaches to the learning of these subjects; broadens students' understanding of the scope and nature of these subjects and introduces current issues about the learning and teaching of these subjects; illustrates the relevance of these subjects for the primary school teacher.

EMA201**MATHEMATICS EDUCATION 1***BTeach/BE d T Lib**teaching study**3cp; 2hpw**prerequisite: EGE202 Primary Curriculum**Orientation 2**subject coordinator: S Schuck*

Develops an awareness of the importance of mathematics; develops understanding and appreciation of the principles and historical context of numeration systems; examines theories of mathematics learning and considers the selection of appropriate teaching/learning strategies and the use of resources and manipulative materials to support these strategies; extends students' competence in mathematics and raises awareness of the nature of the mathematical process through study of patterns and relations in selected areas of number theory.

EMA202**MATHEMATICS EDUCATION 2***BTeach/BE d T Lib**teaching study**3cp; 3hpw**prerequisite: EMA 201 Mathematics**Education 1**subject coordinator: S Schuck*

Develops understanding and appreciation of the number laws and algorithms for counting numbers; gives particular emphasis to the primacy of problem solving in the teaching and learning of mathematics and develops a commitment to problem solving as the central focus of the curriculum; strengthens students' own geometrical concepts and considers appropriate strategies for developing the understanding of basic geometric and spatial concepts.

EMA203**MATHEMATICS EDUCATION 3***BTeach/BE d T Lib**teaching study**3cp; 3hpw**prerequisite: EMA 202 Mathematics**Education 2**subject coordinator: R Munro*

Familiarises students with the historical development of rational number; examines basic rational number concepts and the transition from manipulative to visual to symbolic levels of representation of various forms of rational number; develops mastery in manipulation of rational numbers and an awareness of the applications of rational number concepts and processes; strengthens 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; examines some basic algebraic concepts within problem-solving contexts involving investigation, representation and the seeking of relationships; raises students'

awareness of the importance of studying probability and statistics and develops confidence and competence in associated techniques; develops appropriate strategies for the teaching of elementary probability and statistics.

EMA204

MATHEMATICS EDUCATION 4

BTeach/BE d T Lib

teaching study

3cp; 3hpw

prerequisite: EMA 202 Mathematics Education 2

subject coordinator: G Barnsley

Develops an appreciation of principles of teaching and learning elementary numeration and number concepts; develops awareness of the need to explicitly consider individual and social issues relating to equality of opportunity in the provision of mathematics education and develops strategies and approaches which will enhance the opportunity of all pupils, regardless of background and gender, to gain access to mathematical knowledge and skills; increases awareness of the pervasive influence of mathematics and ways in which this influence can be addressed in other curriculum areas.

EMA401

MATHEMATICS 1

BTeach/BE d T Lib

elective major

4cp; 3hpw

subject coordinator: R Munro

Develops basic probability concepts; develops skills in calculating probabilities associated with simple and compound events; considers a range of applications of probability theory; develops understanding of the role of probability in educational assessment, evaluation and research; heightens awareness of the extent to which probability influences life in our society.

Not offered in 1995.

EMA402

MATHEMATICS 2

BTeach/BE d T Lib

elective major

4cp; 3hpw

subject coordinator: R Munro

Provides an introduction to a selection of finite mathematical structures; develops an awareness of finite mathematical processes and the systematic, logical framework within which quantitative relations can be described and analysed; develops students' appreciation of some applications of finite mathematical processes in areas which are particularly relevant to primary and junior secondary school levels.

EMA403

MATHEMATICS 3

BTeach/BE d T Lib

elective major

4cp; 3hpw

subject coordinator: S Schuck

Provides an introduction to graph theory; considers graphical representations of relationships in discrete structures; raises awareness of the applications of graph theory, in particular to the problems, puzzles and games relevant to the primary and junior secondary classroom; investigates problem situations which can be effectively modelled and analysed by graphs.

EMA404

MATHEMATICS 4

BTeach/BE d T Lib

elective major

4cp; 3hpw

subject coordinator: R Munro

Provides an introduction to the analysis and presentation of data and to elementary concepts, computational procedures and applications of statistics; increases students' awareness of the pervasive influence of statistics and enables 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; assists students to develop some facility in the interpretation of statistical information in research literature.

Not offered in 1995.

EMA405

MATHEMATICS 5

BTeach/BEdT Lib

elective major

4cp; 3hpw

subject coordinator: S Schuck

Develops an understanding of the forces which have affected the development of mathematics; develops appreciation of the historical influence of mathematically advanced individuals and societies; examines the historical relationships between the various branches of mathematics; examines the availability of mathematics to different societies, classes and minority groups; considers 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.

Not offered in 1995.

EMA406

MATHEMATICS 6

BEd (Prim) FIT

elective major

5cp; 3hpw

subject coordinator: G Barnsley

Examines an axiomatic system and its structure; develops general principles of logic and deduction; develops a study of Euclidean geometry from certain given elements and axioms; develops an awareness of the creative nature of mathematical definitions; examines other geometries of interest to the primary school teacher, for example, projective geometry, coordinate geometry and topology; discovers and explores the many facets of geometry in our daily lives; studies the relationship between physical space and mathematical space and our conceptions of each;

investigates the relationship between algebra and geometry over time.

Not offered in 1995.

EMA701

ADVANCED MATHEMATICS TEACHING

BEd (Prim) FIT PIT

advanced teaching study

5cp; 4hpw for seven weeks

subject coordinator: G Barnsley

Familiarises students with the purposes of assessment of pupils' progress and considers the appropriateness of a variety of assessment procedures including diagnostic instruments; encourages 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; ensures that students are aware of the needs of the talented and the underachieving pupil and considers appropriate procedures, strategies, technologies and other resources to support and enhance the mathematical learning of pupils with these special needs.

EMA702

REMEDIAL MATHEMATICS

BEd (Prim) FIT PIT

advanced teaching study

5cp; 2hpw

subject coordinator: R Munro

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.

EMA703**CURRICULUM AND RESOURCE DESIGN IN MATHEMATICS***BEd (Prim) FIT PIT**advanced teaching study**5cp; 2hpw**subject coordinator: R Munro*

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.

Not offered in 1995.

EMA901**LEARNING IN MATHEMATICS***GradDipEd**14cp; 8hpw**subject coordinator: G Foley*

This year-long subject aims 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 the secondary school. They will become familiar with aspects of child development and theories of learning as they relate to mathematics education, and develop understanding of the principles underlying curriculum construction. The link with the practicum will help students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the secondary school.

EMA961**ISSUES IN MATHEMATICS EDUCATION***MEd**6cp; 2hpw**subject coordinator: G Foley*

Examines aspects of the social context of mathematics education and the nature of mathematics education; identifies and analyses some of the critical issues relevant to the teaching and learning of mathematics; develops awareness of the implications and impact of these issues

on mathematics learning; and considers curriculum provisions and teaching strategies which may contribute to the addressing of these issues.

EMA962**MATHEMATICAL COMMUNICATION***MEd**6cp; 2hpw**subject coordinator: S Schuck*

Encourages the development of research, analytical and professional skills in the investigation of the relationship between mathematics and communication; examines the teaching of mathematics from the perspective of mathematics as a language and considers the extent to which socio-cultural factors influence children's acquisition and understanding of mathematical language; investigates and analyses practices and procedures pertaining to the role of communication in the development of children's mathematical thinking.

EMU201**MUSIC EDUCATION 1***BTeach/BEd T Lib**3cp; 3hpw**prerequisite: EGE201 Primary Curriculum Orientation 1**subject coordinator: S Gerozisis*

Students will develop basic skills in music literacy; classroom-focused performance skills and appropriate teaching strategies in the areas of listening, vocalising, moving and playing.

EMU202**MUSIC EDUCATION 2***BTeach/BEd T Lib**3cp; 2hpw**prerequisite: EMU201 Music Education 1**subject coordinator: S Gerozisis*

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.

EMU301**MUSIC AND SOCIETY***BTeach/BEdT Lib**general study elective**3cp; 2hpw**subject coordinator: S Gerozisis*

The subject develops an awareness that music is both a reflection and a product of the society from which it comes; musical genres and traditions from a variety of musical cultures will be studied.

EMU401**MUSIC STUDIES 1***BTeach/BEdT Lib**4cp; 3hpw**subject coordinator: J Lloyd*

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.

EMU402**MUSIC STUDIES 2***BTeach/BEdT Lib**elective major**4cp; 3hpw**prerequisite: EMU401 Music Studies 1 (Musicianship and Practical)**subject coordinator: J Lloyd*

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.

EMU403**MUSIC STUDIES 3***BTeach/BEdT Lib**elective major**4cp; 3hpw**prerequisite: EMU402 Music Studies 2 (Musicianship)**subject coordinator: J Lloyd*

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.

EMU404**MUSIC STUDIES 4***BTeach/BEdT Lib**elective major**4cp; 3hpw**prerequisite: EMU403 Music Studies 3 (Musicianship and Practical)**subject coordinator: J Lloyd*

Musicianship: Students will develop aural and writing skills in elementary harmonic construction. Students will develop computer and synthesiser 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.

EMU405**MUSIC STUDIES 5***BTeach/BEdT Lib**elective major**4cp; 3hpw**prerequisite: EMU404 Music Studies 4 (Musicianship)**subject coordinator: J Lloyd*

Musicianship: This is concerned with theoretical, aural and writing skills; voice leading and modulation to related keys; associated computer and synthesiser 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.

EMU406**MUSIC STUDIES 6***BEd (Prim) FIT PIT**elective major**5cp; 3hpw**prerequisite: EMU405 Music Studies 5 (Musicianship and Practical)**subject coordinator: J Lloyd*

Musicianship: This is concerned with theoretical, aural and writing skills; associated computer and synthesiser techniques; and an investigation of 20th century trends and compositional techniques. **Practical:** Students will develop skills associated with arranging for ensembles, and the performance and teaching of ensembles. **Applied:** Students will undertake or further an elected, supervised, applied study.

EMU701**MUSICAL SKILL DEVELOPMENT IN THE K-6 CLASSROOM***BEd (Prim) FIT PIT**advanced teaching study**5cp; 2hpw**subject coordinator: S Gerozisis*

The subject develops an understanding of the nature of musical skill development and concept awareness in the K-6 classroom; and provides appropriate activities and teaching techniques pertinent to lesson planning in the classroom.

EMU901**MUSIC THERAPY PRACTICE 1***GradDip Music Therapy**5cp; 1hpw**224 hours clinical training practicum**subject coordinator: J Lloyd*

This subject provides a framework of reference for understanding the basic practice of music therapy. This is done through an examination of current methods in music therapy, a review of research trends and an investigation of the philosophical principles on which music therapy is based. The subject includes a study of the physiological and psychological responses to music. The students undertake 224 hours of clinical practice in an institution.

EMU902**MUSIC THERAPY PRACTICE 2***GradDip Music Therapy**6cp; 2hpw**224 hours clinical training practicum**prerequisite: EMU901 Music Therapy Practice 1**subject coordinator: J Lloyd*

This subject approaches the practical aspect of clinical music therapy. It integrates current psychological and theoretical ideas into the context of music therapy method. This subject also extends a student's communication skills in order to facilitate music therapy practice. The students undertake 224 hours of clinical practice in an institution.

EMU903**MUSIC THERAPY PRACTICE 3***GradDip Music Therapy**7cp; 2hpw**232 hours clinical training practicum**prerequisite: EMU902 Music Therapy Practice 2**subject coordinator: J Lloyd*

This subject addresses the need for the therapeutic process in casework to have direction and purpose. An understanding of the therapeutic processes and programming possibilities is the main concern of this subject. The students undertake 232 hours of clinical practice in an institution.

EMU904**MUSIC THERAPY PRACTICE 4***GradDip Music Therapy**7cp; 3hpw**232 hours clinical training practicum**prerequisite: EMU903 Music Therapy**Practice 3**subject coordinator: J Lloyd*

This subject contributes to the professional development of the music therapist by raising the awareness of current concerns, standards, practices and research interests. A case study is made. Research project position papers are presented. The students undertake 232 hours of clinical practice in an institution.

EMU905**MUSIC SKILLS 1***GradDip Music Therapy**3cp; 1hpw**prerequisite: music skills as required for entry to course**subject coordinator: J Lloyd*

This subject is concerned with the consolidation and extension of music knowledge and practical music skills peculiar and essential to the study and practice of music therapy. It is concerned with the student's ability to theoretically and practically harmonise melodies, memorise melodies, construct songs and transpose music. It is concerned with the student's ability to accompany songs using a portable instrument. It is also concerned with the development of a personal folio of works suitable for therapeutic application with the young.

EMU906**MUSIC SKILLS 2***GradDip Music Therapy**3cp; 1hpw**prerequisite: EMU905 Music Skills 1**subject coordinator: J Lloyd*

This subject addresses the development of those skills essential to the practice of music therapy. It looks at the effects of certain harmonic progressions. It looks

at cohesion in tonal and atonal music. It is concerned with the development of skills in basic improvisation. The subject involves the development of basic skills with respect to the use of movement with music. It is also concerned with the development of a personal folio of works suitable for therapeutic application with adolescents.

EMU907**MUSIC SKILLS 3***GradDip Music Therapy**3cp; 1hpw**prerequisite: EMU906 Music Skills 2**subject coordinator: J Lloyd*

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with formal structures and techniques in improvisation. It is concerned with song composition for specific objectives. Relationships with respect to music and movement are investigated. Sensitivity in improvisatory accompaniment of movement is developed. The subject is also concerned with the development of a personal folio of works suitable for therapeutic application with adults.

EMU908**MUSIC SKILLS AND APPLICATION 4***GradDip Music Therapy**3cp; 1hpw**prerequisite: EMU907 Music Skills 3**subject coordinator: J Lloyd*

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with the development of the facility to notate and chord from memory and to extend into performance. It is concerned with accompanying skills both on the student's main instrument and upon a portable instrument and with modes of application with respect to improvisation. It is also concerned with the development of a personal folio of works suitable for therapeutic application with older adults.

EPE201**INTRODUCTION TO PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (K-12)***BTeach/BE d T Lib**3cp; 3hpw**subject coordinator: M McClung*

Critically analyses contemporary social issues that have implications for the personal development, health and physical education curriculum; examines educational policy statements and support material and evaluates the implications for teaching and learning in personal development, health and physical education; reviews 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; develops skills and strategies appropriate to teaching in this key learning area; and examines the students' own assumptions about the nature of teaching and learning in personal development, health and physical education in the light of reflection on exemplary practice.

EPE202**PERSONAL DEVELOPMENT AND HEALTH (K-6)***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: EPE201 Introduction to Personal Development, Health and Physical Education (K-12)**subject coordinator: M McClung*

Further develops skills and strategies appropriate to the teaching of personal development and health through micro-teaching and self-evaluation; identifies and utilises sources of current health information; evaluates a variety of available teaching aids, materials and methods; assists in the design, production, trial and evaluation of the students' own resource materials and methods for the teaching of personal development and health.

EPE203**PHYSICAL EDUCATION TEACHING AND LEARNING 1***BTeach/BE d T Lib**3cp; 3hpw**subject coordinator: R Lees*

Provides an understanding of the need for physical activity in childhood and its relationship to growth and development in the cognitive, affective and psychomotor domains; examines principles and major objectives of the Personal Development, Health and Physical Education Syllabus K-6 of the NSW Department of School Education; applies understanding of the relationships between growth and development and movement fundamentals of curriculum development in physical education, and awareness of principles of effective teaching in physical education.

EPE204**PHYSICAL EDUCATION TEACHING AND LEARNING 2***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: EPE203 Physical Education Teaching and Learning 1 or equivalent**subject coordinator: R Lees*

Analyses the NSW Department of School Education Personal Development, Health and Physical Education Syllabus K-6 and other relevant documents; develops skills in course planning and its implementation for primary school physical education; and develops instructional and management skills in physical education.

EPE401**PERSONAL HEALTH***BTeach/BE d T Lib**elective study major**4cp; 3hpw**subject coordinator: M McClung*

Develops an understanding of the fundamentals of human anatomy and physiology; analyses relationships between human anatomy and physiology and movement. Strand A applies

that understanding to skill acquisition in a practical context; develops and applies knowledge, skill and understanding in a range of racquet sports. Strand B investigates the relationship between nutrition and health; and applies this knowledge in the analysis and planning of diets.

EPE402

LIFESTYLE AND FITNESS

BTeach/BE d T Lib
elective study major
 4cp; 3hpw
prerequisite: EPE401 Personal Health or equivalent
subject coordinator: R Lees

Critically analyses the social factors which influence fitness and lifestyle in schools and community; confronts students with the health implications of their lifestyle and the options available to them; develops an understanding of fitness principles and programming; and develops problem-solving skills through defensible decision making regarding personal health.

EPE403

SOCIAL CONTEXT OF PHYSICAL EDUCATION

BTeach/BE d T Lib
elective study major
 4cp; 3hpw
prerequisite: EPE401 Personal Health or equivalent
subject coordinator: M McClung

Critically analyses the role of physical activity in Australian society, particularly in an educational context; examines the role of sport and physical activity as a socialising agent; provides practical experiences in dance and outdoor education.

EPE404

CHILDREN AND PHYSICAL ACTIVITY

BTeach/BE d T Lib
elective study major
 4cp; 3hpw
prerequisite: EPE401 Personal Health or equivalent
subject coordinator: R Lees

Critically analyses 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.

EPE405

MOTOR SKILL ACQUISITION AND ANALYSIS

BTeach/BE d
elective study major
 4cp; 3hpw
subject coordinator: R Lees

Develops understanding of the fundamentals of motor skill acquisition and analysis, then applies this understanding to motor skill development and refinement, specifically in gymnastics. Students will also be expected to apply biomechanical understanding to safety practices in gymnastics and to develop an appreciation of gymnastics as a performing art.

EPE406

PERSONAL DEVELOPMENT AND HUMAN SEXUALITY

BTeach/BE d T Lib
elective study major
 4cp; 3hpw
prerequisite: EPE401 Personal Health or equivalent
subject coordinator: M McClung

Provides students with the opportunity to explore their self-concept, their feelings and values and develops communication skills through which they might express their feelings; provides knowledge, attitudes and skills to help students feel comfortable in discussing matters related to human

sexuality; challenges students to consider values other than their own, and to develop and defend their own values.

Not offered in 1995.

EPE407

GROWTH, RELATIONSHIPS AND MENTAL HEALTH

BTeach/BEEd T Lib
elective study major
4cp; 3hpw

prerequisite: EPE401 Personal Health
subject coordinator: M McClung

Analyses the interaction between the physical, social and emotional dimensions of development from birth to death; investigates means of maintaining and promoting health with regard to these factors; explores the concepts of mental health and mental illness.

Not offered in 1995.

EPE408

PUBLIC HEALTH

BTeach/BEEd T Lib
4cp; 3hpw

prerequisite: EPE401 Personal Health
subject coordinator: M McClung

Enables students to apply simple epidemiological methods in analysing the health status of communities; identifies factors involved in patterns of health and disease; studies in some depth a selection of public health issues; and presents health statistics and issues in meaningful ways.

Not offered in 1995.

EPE409

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION RESEARCH PROJECT

BEEd (Prim) FIT PIT
5cp; 2hpw

subject coordinator: R Lees

Develops fundamental research skills; applies 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; develops a scholarly approach to the delivery of project findings.

EPE701

ISSUES IN PHYSICAL EDUCATION

BEEd (Prim) FIT PIT

5cp; 2hpw;

subject coordinator: M McClung

Critically analyses the implications of current educational issues for school physical education; reviews, analyses and evaluates selected literature related to school physical education; formulates and justifies a philosophical basis for the beliefs about the contemporary and perennial issues in school physical education; and develops and applies skills in curriculum evaluation.

EPE702

VALUES EDUCATION IN THE PRIMARY SCHOOL

BEEd (Prim) FIT PIT

5cp; 2hpw

subject coordinator: M McClung

Critically analyses literature related to the theory and practice of values education; analyses contemporary issues and current trends in educational policy and their implications for values education in the primary school curriculum; develops an understanding of theories of moral and social development; devises strategies for developing values education through a personal development, health and physical education curriculum that has societal, cultural and community relevance; and develops skills in teaching values in the primary curriculum.

EPE901

LEARNING IN PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

GradDipEd

14cp; 8hpw

subject coordinator: B Lees

This year-long subject is presented in a number of compulsory modules which

develop the theoretical and practical content and skills needed for teaching the key learning area of personal development, health and physical education in schools. It involves a detailed analysis of relevant school syllabuses and policy documents and the application of these in the preparation of programs and lessons. It is taught in a way which provides an exemplar for students and is linked to the practicum in order to develop the professional insights and competencies of a reflective practitioner in this area.

EPE962

TEACHING CONTROVERSIAL ISSUES IN PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

MEd

6cp; 2hpw

subject coordinator: M McClung

The subject aims to improve teaching practice in the areas of personal development, health and physical education by critically analysing the implications of current educational trends and issues for curriculum development; reviewing curriculum documents; developing skills in contextual analysis that will enable students to develop and improve curricula; evaluating available resources for teaching controversial topics; and developing teaching units for the presentation of sensitive topics.

EPE965

SCHOOL, SPORT AND SOCIETY

MEd

6cp; 2hpw

subject coordinator: L Brady

Analyses the role of sport in Australian society and its relationship to education; analyses school sport structures; compares and contrasts school sport in Australia with international models; examines controversies that influence sport in an educational context; and examines policies which will improve the quality of sports delivery in schools.

EPR101

PRACTICUM 1: INTRODUCTION TO ISSUES AND DILEMMAS IN PRIMARY SCHOOLING – A MULTI-DISCIPLINARY APPROACH

BTeach/BEd T Lib

5cp; 2hpw plus practical experience

subject coordinator: S Groundwater-Smith

Introduces students to primary schooling as a professional and institutional practice; examines the range and implications of metaphors used to represent primary schooling; considers the educational disciplines underlying the study of primary schooling and the manner in which these disciplines frame knowledge about primary schooling; critically discusses fundamental dilemmas and tensions underlying the institutional practices of primary schooling; and engages students in field-based experiences which will enable the development of images of contemporary primary schooling and conduct teaching/learning interactions therein.

EPR102

PRACTICUM 2: PROMOTING LEARNING AND LEARNER COOPERATION

BTeach/BEd T Lib

5cp; 2hpw plus practical experience

prerequisite: EPR101 Practicum 1

subject coordinator: A Scully

Develops student knowledge on recent theoretical views of learning; extends student understanding of human motivation in the educational context; critically analyses lesson planning and presentation strategies as a means of maximising pupil learning; introduces fundamental principles of classroom management and engages students in their application and analysis; and develops student skill in planning and presenting effective teaching/learning episodes in both whole-class and small-group contexts.

EPR103**PRACTICUM 3: PROMOTING LEARNER INTERACTION***BTeach/BEdT Lib**5cp; 2hpw plus practical experience**prerequisite: EPR102 Practicum 2**subject coordinator: K Walker*

Develops knowledge of basic concepts and principles of selected student-oriented models of teaching; develops an understanding of the theories and concepts of group dynamics; applies such theories and concepts to classroom practice; and justifies the inclusion of more student participation in the teaching/learning process.

EPR104**PRACTICUM 4: MANAGING LEARNING DIFFICULTIES***BTeach/BEdT Lib**5cp; 3hpw plus practical experience**prerequisite: EPR103 Practicum 3**subject coordinator: M Goninan*

Describes the principles guiding special education service delivery; identifies criteria for judging programs for students who have difficulty learning from current classroom programs; identifies possible support programs and discusses their utilisation; analyses issues relating to teaching children with learning difficulties.

EPR105**PRACTICUM 5: DESIGNING AND IMPLEMENTING EDUCATIONAL PROGRAMS FOR LEARNERS***BTeach/BEdT Lib**4cp; 2hpw plus practical experience**subject coordinator: J McFarlane*

Interprets the programming implications of school policy statements within the context of school management plans; analyses and processes key elements involved in programming, viz. rationale, content, methods, assessment and evaluation; assists in the design of teaching programs based on the above elements and appropriate to nominated year levels and school contexts; and

determines the physical and human resource implications of developed programs.

EPR106**PRACTICUM 6: PROVIDING FOR INDIVIDUAL DIFFERENCES IN LEARNERS***BTeach/BEdT Lib**5cp; 2hpw plus practical experience**prerequisites: EPR105 Practicum 5, EED501**Developmental Psychology**subject coordinator: A Scully*

Assists students to become aware and to take account of the broad range of individual differences among children in primary schools; examines the research and practices which influence planning and teaching children when a range of differences is evident; extends knowledge and understanding of relevant government policy statements; and guides student practice in planning, teaching and managing individuals within the context of a whole class.

EPR107**THE REFLECTIVE PRACTITIONER IN THE SCHOOL F/T***BEEd (Prim) F/T, BEEd Hons**8cp; 2hpw over one semester**prerequisites: admission to BEEd (Honours)**subject coordinator: S Groundwater-Smith*

Honours students will participate initially in Mode A: The Associate Teacher program. This subject is structured in such a way that students will meet on a regular basis over the period of the in-school teaching experience. They will engage in ongoing professional development, reflect on their own classroom practices and discuss ways in which decision-making processes within the school are influenced by external and internal factors.

Students will engage in investigation and analysis of the following:

1. current workplace conditions;
2. internal and external factors influencing current structural/organisational features. This will take into

- account the social, political, cultural and economic factors influencing the decision-making process;
3. the impact of school planning processes on classroom practices in relation to curriculum, evaluation and pedagogy.

Mode A: Associate Teacher program

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 associate teachers they will be responsible for working alongside experienced teachers as junior partners. They will take responsibility for planning, implementing and evaluating learning experiences in a variety of key learning areas, one of which must be mathematics or science education, as well as acting as team members 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.

EPR108

THE REFLECTIVE PRACTITIONER IN THE SCHOOL P/T

BEd (Prim) P/T

8cp; 2hpw

subject coordinator: S Groundwater-Smith

The subject will be structured in such a way that students will be reflectively engaged with their own practices. They will be required to complete a series of

tasks which will lead them to acquire understanding of the following insights. Students will engage in investigation and analysis of the following:

1. current workplace conditions;
2. internal and external factors influencing current structural/organisational features. This will take into account the social, political, cultural and economic factors influencing the decision-making process;
3. the impact of school planning processes on classroom practices in relation to curriculum, evaluation and pedagogy.

Reflection in action will involve students in a significant amount of individual study. Students in Modes B, C and D will meet together over a series of seminars across the full year to discuss and evolve a collegial critique of their practices.

Mode B: Part-time Teacher program

The Part-time Teacher program is for part-time students who are beginning teachers but are not yet in permanent teaching positions. These students can elect to do 40 days' continuous or 60 days' non-continuous teaching experience or, if unable to complete the required number of days in the first year, they will be able to participate in the Associate Teacher program.

Mode C: Full-time Teacher program

The Full-time Teacher program is for part-time students who are experienced teachers in permanent teaching positions.

Mode D: Overseas Teacher program

The Overseas Teacher program is for students who come from other countries and need to upgrade their qualifications to be able to teach in NSW.

Note: Special arrangements will be made for qualified and experienced teachers who are not currently employed in teaching.

EPR901**SECONDARY PRACTICUM 1***GradDipEd**12cp; 4hpw plus practical experience**subject coordinator: M McClung*

This subject introduces students to professional practice in the secondary school by drawing together the theory and practice necessary for an effective educational practitioner. It enables students to address skills, understandings, procedures and policy issues that are essential to effective professional practice by all teachers in present-day secondary schools and assists them to combine the knowledge and insights which are provided by all of the other subjects which they undertake in the program.

EPR902**SECONDARY PRACTICUM 2***GradDipEd**12cp; 3hpw plus practical experience**subject coordinator: M McClung*

This subject prepares students for implementing current developments in learning and teaching by addressing a range of policy issues and their implications for professional practice in the school. An emphasis is also placed on the development of professional commitment and its implications for life-long learning. Further integration of theory and practice occurs as students engage in and reflect upon their school-based practice.

ESC201**SCIENCE AND TECHNOLOGY EDUCATION 1***BTeach/BEEd T Lib**3cp; 2hpw**prerequisite: EGE202 Primary Curriculum Orientation 2**subject coordinator: H Sharp*

Examines the concept of children's science and considers 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 in which children learn science; promotes positive attitudes to science and technology and to the teaching of this subject.

ESC202**SCIENCE AND TECHNOLOGY EDUCATION 2***BTeach/BEEd T Lib**3cp; 2hpw**prerequisite: ESC201 Science and Technology Education 1**subject coordinator: J Griffin*

Investigates the roles of the teacher and explores the roles adopted by the teacher in effectively facilitating the learning of science; demonstrates the relationship between the roles of the teacher and the learner; and demonstrates the ability to plan, prepare and assess units of work in science and technology.

ESC203**SCIENCE AND TECHNOLOGY EDUCATION 3***BTeach/BEEd T Lib**3cp; 2hpw**prerequisite: ESC202 Science and Technology Education 2**subject coordinator: H Sharp*

Investigates different teaching approaches, making informed decisions as to their use; investigates different teaching strategies, applying them to the development of units of work which promote concept, skill and attitude development; matches the teaching approach to the purpose of the unit of work, selects and organises materials and resources for use in schools; investigates educational resources which can be used in the learning of science and technology outside the classroom; and selects content, contexts and investigations which are relevant to the learner.

ESC204**SCIENCE AND TECHNOLOGY EDUCATION 4***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: ESC203 Science and Technology Education 3**subject coordinator: H Sharp*

Demonstrates the ability to select appropriate teaching and learning strategies for selected topics; investigates different programs for science and technology in the primary school and plans a full year's program for a specified grade; plans enrichment activities to cater for the needs of all the children in the class; and builds assessment and evaluation procedures into the classroom program.

ESC301**AUSTRALIAN NATURAL HISTORY***BTeach/BE d T Lib**background study**3cp; 2hpw**subject coordinator: H Sharp*

Students will investigate the interrelationships of geology, climate and living organisms in a number of different Australian environments. They will develop skills in critically analysing land use management programs involving our natural heritage. This subject is not offered to those students who are undertaking the Science and Technology elective.

Not offered in 1995.

ESC302**SCIENCE AND TECHNOLOGY IN AUSTRALIA***BTeach /BE d T Lib**background study**3cp; 2hpw**subject coordinator: G Segal*

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 modern society. This will be approached through a study of a

selection of the technologies that have been important in Australia's development and are used in living in today's Australia, and will be increasingly useful in the technological Australia of the future. Another objective is for student-teachers to analyse the models of teaching and learning which are used throughout the subject.

ESC401**THE HUMAN BODY***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: J Griffin*

Assists students to understand the functioning of the biological systems of our body, through an appreciation of the scientific principles behind this functioning.

Assessment will be continuous.

ESC402**THE AUSTRALIAN ENVIRONMENT***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: H Sharp*

Students will investigate the interrelationships of geology, climate and living organisms in a number of different Australian environments. They will develop skills in critically analysing land use management programs involving our natural heritage.

Assessment will be continuous.

ESC403**SCIENCE AND TECHNOLOGY IN DAILY LIFE***BTeach/BE d T Lib**elective major**4cp; 3hpw**subject coordinator: J Griffin*

In our everyday 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. Assessment will be continuous.

ESC404

PEOPLE, TECHNOLOGY AND SCIENCE

BTeach/BE d T Lib

elective major

4cp; 3hpw

subject coordinator: J Griffin

The principal purpose of this subject is to develop student-teacher 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 purpose is to consider learning science and technology as a single entity rather than as two strands of the culture.

ESC405

PLANET EARTH

BTeach/BE d T Lib

4cp; 3hpw

subject coordinator: to be advised

Develops an overall view of the formation and form of Planet Earth incorporating information gained from all science disciplines.

ESC406

ANIMAL BEHAVIOUR

BE d (Prim) F/T P/T

elective major

5cp; 2hpw

subject coordinator: G Segal

Develops an overall view of animal behaviour, including the origins of ethology and achievements of some notable ethologists; and attempts to relate observed animal behaviour (including that of humans) to the environment in which it occurs and to its evolutionary function.

Not offered in 1995.

ESC701

CURRICULUM PLANNING IN SCIENCE AND TECHNOLOGY

BE d (Prim) F/T P/T

general elective

5cp; 2hpw

prerequisite: ESC204 Science and Technology Education 4 or equivalent

subject coordinator: H Sharp

Consolidates and builds upon aspects of learning and teaching science and technology; considers the purpose of learning science and technology in the primary classroom and develops a position on the purposes of science and technology education; devises a plan for the development of whole-school science and technology education in the primary school and incorporates enrichment activities into the school program; and undertakes an in-depth study of science and technology education which is of special interest to the student.

Not offered in 1995.

ESC702

TEACHING SCIENCE AND TECHNOLOGY

BE d (Prim) F/T P/T

5cp; 2hpw

subject coordinator: H Sharp

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 skills in primary science and technology education teaching; analyse learning theory and its application to classroom teaching in science and technology education; and demonstrate an ability to modify activities and teaching units to conform to specified objectives. This subject is suitable for teachers who have little background in science and technology.

ESC703**ENVIRONMENTAL EDUCATION***BEd (Prim) FIT PIT**5cp; 2hpw**subject coordinator: H Sharp*

Develops an understanding of the nature of our total environment – physical, natural, social, economic and political; develops an appreciation of, and concern for, the quality of the total environment; demonstrates an understanding of the aims of environmental education and makes students able to justify its inclusion in the primary school; designs an environmental education program demonstrating how it is integrated across the curriculum; demonstrates a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education; and demonstrates an understanding of topical environmental issues and interprets, analyses and discusses these issues in an informed way.

ESC901**LEARNING IN SCIENCE 1***GradDipEd**7cp; 8hpw**subject coordinator: J Griffin*

This subject aims to develop the craft of teaching science while blending professional skill with suitable academic insights. The students will develop a range of approaches and strategies to use in the classroom and laboratory which reflect research findings in science education. They will develop a philosophy of teaching science consistent with current syllabuses and policies and demonstrate understanding of the professional insights and demands of the practising science teacher.

ESC902**LEARNING IN SCIENCE 2***GradDipEd**7cp; 8hpw**subject coordinator: J Griffin*

This subject aims to prepare proficient beginning teachers in science. It is intended as a foundation for continuing

professional development. On completion of this subject students will competently apply their educational studies to the teaching of science; be able to design, organise and evaluate methods and materials for science teaching; and have a theoretical framework on which to base their future careers in science teaching.

ESC961**LEARNING IN SCIENCE AND TECHNOLOGY***MEd**6cp; 2hpw**subject coordinator: M Cosgrove*

Examines factors, influences and conditions which when present in classrooms would be expected to enhance the 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.

ESS201**SOCIAL STUDIES EDUCATION 1***BTeach/BEd T Lib**3cp; 3hpw**prerequisite: EGE201 Primary Curriculum Orientation I**subject coordinator: K Amos*

Develops an understanding of the key learning area of human society and its environment of which social studies is a component; and develops 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.

Assessment: major assignment 50 per cent; objective test 50 per cent.

ESS202**SOCIAL STUDIES EDUCATION 2***BTeach/BEdT Lib**3cp; 2hpw**prerequisite: ESS201 Social Studies Education 1**subject coordinator: K Amos*

Relates the theory and practice of social studies to the development of children in the K–6 age group; develops skills in school planning and in programming; and develops competence in the evaluation of resources and in the preparation of units of work.

Assessment: major assignment 30 per cent; group presentation 30 per cent; examination 40 per cent.

ESS301**AUSTRALIAN STUDIES 1***BTeach/BEdT Lib**3cp; 2hpw**subject coordinator: J Atherton*

Using an interdisciplinary approach, provides students with an understanding of contemporary Australian society in terms of its historical, geographical, economic, social and cultural development.

Assessment: mid-semester test 30 per cent; tutorial presentation 30 per cent; examination 40 per cent.

ESS302**AUSTRALIAN STUDIES 2***BTeach/BEdT Lib**3cp; 2hpw**prerequisite: ESS301 Australian Studies 1**subject coordinator: J Atherton*

Continues the interdisciplinary approach of Australian Studies 1, examining particular aspects of Australian society in order to understand some of its significant components and make balanced judgements about it.

Assessment: mid-semester test 30 per cent; tutorial presentation 30 per cent; examination 40 per cent.

ESS303**AN ASIAN STUDY: THAILAND***BTeach/BEdT Lib**NB: this unit is compulsory for students undertaking the Thailand practice, but is also open to other students**3cp; 2hpw**subject coordinator: J McFarlane*

Students will become aware of some pertinent areas of Thai life (e.g. monarchy, religion, history, geography, education, trade, and tourism); demonstrate an understanding of similarities shared by and differences between Australia and Thailand; develop a greater appreciation of Asia through the study of Thailand; and compile a teaching resource file suitable for an upper primary class on an aspect of Thailand.

ESS304**FAMILY HISTORY***BTeach/BEdT Lib**general studies elective**3cp; 2hpw**subject coordinator: K Amos*

Provides opportunities for students to acquire a sense of history through examining family relationships over several generations; develops an awareness of the range, accessibility and location of genealogical resources; teaches research skills and enables students to demonstrate a capacity to evaluate and interpret historical documents; recognises the variety and extent of documentation relating to lives of ordinary people; and provides experience in basic genealogical compilation.

Assessment: class presentation 30 per cent; assignment 30 per cent; research project 40 per cent.

ESS305**URBAN STUDIES***BTeach /BEdT Lib**general studies elective**3cp; 2hpw**subject coordinator: J Atherton*

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 interrelated 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.

Assessment: individual field assignment 50 per cent; group discussion paper 20 per cent; audiovisual report of resources used during the semester unit 30 per cent.

ESS401

HISTORY 1

BTeach/BEd T Lib

elective major

4cp; 3hpw

subject coordinator: J Atherton

Introduces students to European history from early modern times to the end of the 19th 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.

Assessment: essay 30 per cent; tutorial assignment 20 per cent; examination 50 per cent.

ESS402

HISTORY 2

BTeach/BEd T Lib

elective major

4cp; 3hpw

subject coordinator: J Atherton

An introduction to European history in the 20th century. Aims to give students an understanding of those developments which have profoundly influenced all contemporary societies.

Assessment: essay 30 per cent; tutorial assignment 30 per cent; examination 40 per cent.

ESS403

HISTORY 3

BTeach/BEd T Lib

elective major

4cp; 3hpw

subject coordinator: K Amos

Uses the approaches and methods of history as a discipline to examine the 19th 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.

Assessment: essay 25 per cent; field work project 25 per cent; examination 50 per cent.

ESS404

HISTORY 4

BTeach/BEd T Lib

elective major

4cp; 3hpw

prerequisite: ESS403 History 3

subject coordinator: K Amos

Uses the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Students will be exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

Assessment: essay 25 per cent; field work 25 per cent; examination 50 per cent.

ESS405

HISTORY 5

BTeach/BEd T Lib

elective major

4cp; 3hpw

prerequisites: either ESS401 and ESS402

History 1 and 2 or ESS403 and ESS404

History 3 and 4

subject coordinator: J Atherton

An introduction 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.

Assessment: essay 30 per cent; tutorial 30 per cent; examination 40 per cent.

ESS406

HISTORY 6

BEd (Prim) FIT

elective major

5cp; 3hpw

prerequisites: ESS405 History 5 and either ESS401 and ESS402 History 1 and 2 or ESS403 and ESS404 History 3 and 4 of BTeach program

subject coordinator: J Atherton

Introduces students to the present state of Pacific Island historical studies, including those of Papua New Guinea; presents students with examples of Islander resistance to foreign incursion and influence and the long-term effects of the transformation of island societies through colonisation; and offers 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.

Assessment: essay 30 per cent; tutorial 30 per cent; examination 40 per cent.

ESS701

ABORIGINAL STUDIES

BEd (Prim) FIT PIT

5cp; 2hpw

subject coordinator: K Amos

This subject explores the Aboriginal experience in Australia from the time of earliest known habitation to the present day, to provide an enhanced understanding of Aboriginal history, culture and race relations with non-Aboriginal Australians. Knowledge and attitudes so gained are applied to the task of developing a range of strategies and awareness of suitable resources to teach Aboriginal studies at the K-6 level.

Assessment: objective test 30 per cent; essay 20 per cent; assignment 50 per cent.

ESS702

TEACHING SOCIAL STUDIES: AN INTERCULTURAL APPROACH

BEd (Prim) FIT PIT

5cp; 2hpw

subject coordinator: K Amos

Focuses on the attitudes, knowledge and skills required to design, implement and evaluate programs for intercultural understanding. Enables students to gain knowledge of the multicultural nature of Australian society and the classroom; to understand the psychological, cultural and linguistic needs of children in the multicultural classroom; to clarify objectives for classroom policies (including policies in language across the curriculum) which will promote intercultural understanding; to acquire skills in programming social studies in the culturally diverse classroom; to evaluate critically existing programs and resources; and to develop a set of teaching resources for use in the multicultural classroom.

E2725

INSTRUCTION IN SPECIAL EDUCATION 1

BEd Spec Ed

5cp; 3hpw

corequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems

subject coordinator: J Jardine

This subject examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. Participants analyse and evaluate research on reading and spelling acquisition; apply the findings to the instructional needs of students with special needs; examine and evaluate diagnostic and assessment tools (both formal and informal) in reading and spelling.

E2726**INSTRUCTION IN SPECIAL EDUCATION 2***BEd Spec Ed**5cp; 3hpw**corequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems**subject coordinator: M Goninan*

Examines curriculum and teaching used with students who have moderate and severe disabilities. 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.

The purpose of this subject is to provide opportunities for participants to acquire the following skills: identifying the issues involved in providing instruction and other educational services to moderately and severely disabled people in least restrictive school/community settings; formulating methods of identifying the instructional and management demands made by some disabling conditions and effective methods of management and 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 instructions, 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***BEd Spec Ed**4cp; 3hpw**subject coordinator: M Goninan*

Participants 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***BEd Spec Ed**5cp; 3hpw**subject coordinator: M Goninan*

Participants will identify classroom conditions that promote on-task behaviour; design behavioural programs using research-based technology; monitor and evaluate programs intended to increase appropriate behaviour.

E2729**DELIVERING SPECIAL EDUCATION INSTRUCTION 1***BEd Spec Ed**5cp; 2hpw**corequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems**subject coordinator: M Goninan*

Participants will identify tools and strategies designed to assist with program implementation, and use the learning principles in an applied setting.

E2750**SPECIAL EDUCATION
PROGRAMMING STUDIES 1***GradDip Spec Ed**5cp; 3hpw**corequisite: E2752 Exceptional Teaching**subject coordinator: J Jardine*

Participants 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 programs 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 2***GradDip Spec Ed**5cp; 3hpw**corequisite: E2752 Exceptional Teaching**subject coordinator: M Goninan*

Participants 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 programs, materials, checklists and prosthetic devices.

E2752**EXCEPTIONAL TEACHING***GradDip Spec Ed**4cp; 3hpw**subject coordinator: M Goninan*

Participants 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 programs; 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 programs for students with learning and behavioural problems.

E2753**BEHAVIOUR MANAGEMENT***GradDip Spec Ed**5cp; 3hpw**subject coordinator: M Goninan*

Participants 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 effective intervention strategies to assist in the achievement of planned goals; evaluate program components.

E2754**IMPLEMENTING SPECIAL
EDUCATIONAL PROGRAMS 1***GradDip Spec Ed**5cp; 3hpw**corequisite: E2752 Exceptional Teaching**subject coordinator: M Goninan*

Participants 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 3***GradDip Spec Ed**5cp; 3hpw**prerequisite: E2752 Exceptional Teaching**subject coordinator: M Goninan*

Participants 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 programs 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 programs.

E2756**SPECIAL EDUCATION
PROGRAMMING STUDIES 4***GradDip Spec Ed**5cp; 3hpw**prerequisite: E2752 Exceptional Teaching**subject coordinator: M Goninan*

Participants 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 programs 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 programs and commercial products and consider ways of adapting and supplementing these to meet the needs of individual persons.

E2757**SPECIAL EDUCATION
PROGRAMMING STUDIES 5***GradDip Spec Ed**5cp; 3hpw**prerequisite: E2752 Exceptional Teaching**subject coordinator: J Jardine*

Participants 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 programs 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***GradDip Spec Ed**4cp; 3hpw**subject coordinator: M Goninan*

Participants 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 programs; design, implement and evaluate parent-education programs, home-based programs, and volunteer programs; communicate effectively with other staff working with children with disabilities.

E2759**IMPLEMENTING SPECIAL EDUCATIONAL PROGRAMS 2***GradDip Spec Ed**5cp; 3hpw**prerequisite: E2754 Implementing Special Educational Programs 1**subject coordinator: M Goninan*

Participants will select or devise an instrument related to assessment for instructional purposes (i.e. program 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 program devised.

E2825**INSTRUCTION IN SPECIAL EDUCATION 3***BEd Spec Ed**5cp; 3hpw**prerequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems**subject coordinator: M Goninan*

Participants 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 programs for students with moderate and severe disabilities.

E2826**INSTRUCTION IN SPECIAL EDUCATION 4***BEd Spec Ed**5cp; 3hpw**prerequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems**subject coordinator: M Goninan*

Participants 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 programs for both oral and non-oral communication for a wide range of functions.

E2827**INSTRUCTION IN SPECIAL EDUCATION 5***BEd Spec Ed**5cp; 3hpw**prerequisite: E2727 Assessment and Programming for Students with Learning and Behaviour Problems**subject coordinator: J Jardine*

Participants will construct instructional programs, 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; 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 programs whose effectiveness has been empirically demonstrated, and derive principles from these to guide the evaluation and, where necessary, the supplementation of commonly used instructional programs and materials in the content areas; consider the issues involved in measuring the effectiveness of instructional procedures with special learners in comprehension and composition.

E2828**PARENT AND TEACHER
CONSULTANCY***BEd Spec Ed**4cp; 3hpw**subject coordinator: M Goninan*

Participants 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 2***BEd Spec Ed**5cp; 3hpw**prerequisite: E2729 Delivering Special Education Instruction 1**subject coordinator: M Goninan*

Participants will assess the needs of students with disabilities and develop programs based on this assessment; monitor and evaluate special education programs.

E3748**ISSUES IN CHILDREN'S AND
ADOLESCENT LITERATURE AND
LITERACY***GradDip/MA Children's Literature and Literacy**6cp; 2hpw**prerequisites: all previous units**subject coordinator: P March*

Stimulates 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.

E6630**MUSICIANSHIP 1***GradDip in Primary Music**3cp; 1hpw**subject coordinator: J Lloyd*

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 1***GradDip in Primary Music**3cp; 1hpw**subject coordinator: J Lloyd*

Students will develop elementary skills in playing descant and treble recorders and relate acquired performance skills to the teaching of recorders.

E6632**VOCAL STUDIES***GradDip in Primary Music**3cp; 2hpw**subject coordinator: J Lloyd*

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***GradDip in Primary Music**3cp; 1hpw**subject coordinator: J Lloyd*

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 2**

GradDip in Primary Music

3cp; 1hpw

prerequisite: E6630 Musicianship 1

subject coordinator: J Lloyd

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 2**

GradDip in Primary Music

3cp; 1hpw

prerequisite: E6631 Recorder 1

subject coordinator: J Lloyd

Students will develop further skills in playing descant and treble recorders, elementary skills in playing the tenor recorder, and performance skills in recorder consort work.

E6732**MOVEMENT AND DANCE**

GradDip in Primary Music

3cp; 2hpw

subject coordinator: J Lloyd

Students will develop knowledge of the roles of movement and dance as aids to learning in the overall music program; 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**

GradDip in Primary Music

3cp; 1hpw

subject coordinator: J Lloyd

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 3**

GradDip in Primary Music

3cp; 1hpw

prerequisite: E6730 Musicianship 2

subject coordinator: J Lloyd

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 3**

GradDip in Primary Music

3cp; 1hpw

prerequisite: E6731 Recorder 2

subject coordinator: J Lloyd

Students will develop further skills in playing descant and tenor and 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**

GradDip in Primary Music

3cp; 2hpw

subject coordinator: J Lloyd

Students will develop skills in playing tuned and untuned percussion instruments; develop skills in percussion arrangements and relate acquired skills of performance to the class music program.

E6833**MUSIC CURRICULUM ISSUES C***GradDip in Primary Music**3cp; 1hpw**subject coordinator: J Lloyd*

Students will relate current research on early childhood musical development to the work of Piaget, Bruner and Gagne, and make a detailed study of Support Statement 2: Ideas and Activities in Music.

E6930**MUSICIANSHIP 4***GradDip in Primary Music**3cp; 1hpw**prerequisite: E6830 Musicianship 3**subject coordinator: J Lloyd*

Students will develop the ability to sight-read melodies in major and minor modalities from staff notation; the ability to write melodies for children's voices and/or instruments to be used in classroom teaching.

E6931**ENSEMBLE***GradDip in Primary Music**3cp; 1hpw**prerequisites: E6631, E6731 and E6831**Recorder 1, 2 and 3**subject coordinator: J Lloyd*

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***GradDip in Primary Music**3cp; 2hpw**subject coordinator: J Lloyd*

Students will develop knowledge of appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; program modules for organising the musical experiences of children from K-6; knowledge of appropriate repertoire and teaching strategies for sequential concept acquisition in the K-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-6 music program.

E6933**MUSIC CURRICULUM ISSUES D***GradDip in Primary Music**3cp; 1hpw**subject coordinator: J Lloyd*

Students will consider current research on middle childhood musical development, and make a detailed study of Support Statement 3: Managing Music in the School.

55108**PRACTICUM 7: MANAGING SCHOOL LIBRARY SERVICES***BE d T Lib**8cp; 13 days in primary school library and information provision project (17 days)**subject coordinator: B Poston-Anderson*

Gives an understanding of the management role of the teacher-librarian within the school library as it relates to management of resources, services, systems and facilities and to budgeting and personnel supervision. Students also reassess information provision to users within the total school environment.

55330**INFORMATION USERS 3C***BE d T Lib**4cp; 3hpw**prerequisites: 55130 and 55230 Information Users 1C and 2C**subject coordinator: B Poston-Anderson*

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 3C***BE d T Lib**4cp; 3hpw**prerequisites: 55150 and 55250 Information Methods 1C and 2C**subject coordinator: B Poston-Anderson*

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 services; devise objectives for services and carry out plans for implementation, promotion and innovation.

55430**INFORMATION USERS 4C***BE d T Lib**3cp; 2hpw**prerequisites: 55130 and 55230 Information Users 1C and 2C**corequisite: 55330 Information Users 3C**subject coordinator: B Poston-Anderson*

Students will present, with a group, an evaluative synthesis of the viewpoints 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.

55431**INFORMATION SCIENCE 1***BE d T Lib**4cp; 3hpw**subject coordinator: J Houghton*

Provides a foundation for the study of the theory of information science. Presents an overview of the historical development of information science and an introduction to basic concepts such as information and information transfer. The subject draws on a range of theoretical and empirical literature to demonstrate the development of thinking about information science. It is also designed to make students aware of the environment for information provision and the variables influencing this environment.

55432**INFORMATION SCIENCE 2***BE d T Lib**4cp; 3hpw**prerequisite: 55431 Information Science 1**subject coordinator: R Todd*

Introduces students to the constructs, concepts, models and theories relevant to information user behaviour and information behaviour models, and presents the assumptions or world

views underlying them. Particular attention is paid to the variables which differentiate groupings of information users and are thought to predict or influence information behaviour. Empirical research findings are used to illuminate and evaluate concepts and models. A marketing model provides a framework for the unit in that it is devoted to target groups and market segmentation.

55433

INFORMATION SCIENCE 3

BEd T Lib

4cp; 3hpw

prerequisite: 55431 Information Science 1

coordinator: A Hall

Examines and evaluates principles, theories and conceptual frameworks for the organisation of information and information resources for eventual retrieval in relation to a specific need. Deals with approaches to organisation and control based on intellectual content as well as those based on physical arrangements of information and information resources, against the background of a consideration of a variety of approaches to analysis. Further development of the skills of analysis, description and evaluation will be stressed.

55434

INFORMATION SCIENCE 4

BEd T Lib

4cp; 3hpw

prerequisites: 55432 Information Science 2,

55433 Information Science 3

subject coordinator: H Bruce

Examines the theoretical foundations of information retrieval, including the principles on which information retrieval systems are based and the human and technical processes in the interaction between end-users, intermediaries and systems.

55435

INFORMATION SCIENCE 5

BEd T Lib

4cp; 3hpw

prerequisites: 55432 Information Science 2,

55433 Information Science 3

subject coordinator: H Yerbury

Introduces students to theories, concepts and principles relevant to the design of information services and products. In it, students will read the work of major contributors to the area, explore various approaches to designing information services and products and apply the concepts and principles of information service and product design to the presentation of information.

55436

ISSUES IN TEACHER LIBRARIANSHIP 1

BEd T Lib

3cp; 2hpw over one year

prerequisites/corequisites: 55431

*Information Science 1, 55432 Information
Science 2*

subject coordinator: B Poston-Anderson

Enables students to assess the role of the teacher-librarian as an information professional who functions within the educational environment. Students will critically read and apply the professional literature; evaluate information resources appropriate for the educational context; apply knowledge of information behaviour and use to the school/school library environment; and assess issues related to the provision of information services in schools.

55437**ISSUES IN TEACHER
LIBRARIANSHIP 2***BEd T Lib**3cp; 2hpw over one year**prerequisite: 55436 Issues in Teacher
Librarianship 1**prerequisites/corequisites: 55433**Information Science 3, 55434 Information
Science 4**subject coordinator: B Poston-Anderson*

Enables students to apply theories and principles for the organisation of information and information resources to the school library environment. Students will analyse information materials according to content, subject and form, and will apply methods of classifying and indexing information materials and compiling subject heading lists. Students will also apply principles of information retrieval to the school library and its users.

55438**ISSUES IN TEACHER
LIBRARIANSHIP 3***BEd T Lib**3cp; 2hpw over one year**prerequisite: 55437 Issues in Teacher
Librarianship 2**prerequisite/corequisite: 55435 Information
Science 5**subject coordinator: B Poston-Anderson*

Enables students to apply the theories, concepts and principles relevant to the design of information resources, products, and services within the school library environment. As part of this process, students will evaluate the range of materials, equipment, facilities and services required for the production of information resources and products for educational purposes. In addition, they will assess current developments in curriculum areas and the role of information resources in developing, supporting, extending and enriching the school curriculum.

55439**ISSUES IN TEACHER
LIBRARIANSHIP 4***BEd T Lib**3cp; 2hpw over one year**prerequisite: 55438 Issues in Teacher
Librarianship 3**subject coordinator: B Poston-Anderson*

Enables students to evaluate the school library as a complex system and consider the range of management functions, including issues related to developing policies, programs and services; collection management; allocation of financial resources; supervision of personnel; facilities management; and management of technology and change. Students will also assess the range of current issues related to information provision within the educational environment.

56901**HUMAN COMMUNICATION***BEd (elective)**6cp; 2hpw*

Aims to provide an understanding of 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***BEd (elective)**6cp; 2hpw*

Aims to provide an understanding of 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

BEd (elective)

6cp; 2hpw

students are advised to complete 56901 Human Communication and 56902 Mass Media in Education in that order, before undertaking this unit

The aim of this subject 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.

92814

CLINICAL STUDIES 1: PEOPLE AND HEALTH CARE

GradDip Music Therapy,

5cp, 2hpw

subject coordinator: K Kellehear

This subject aims to give students a foundation knowledge of the growth and development of the person across the lifespan, within complex environments including health care settings. It examines the contribution of theories of human growth and development to an understanding of people in health care. Students analyse the multiple factors that impact upon the delivery of health care.

92815

CLINICAL STUDIES 2: HEALTH, ILLNESS AND DISABILITY

GradDip Music Therapy,

3cp; 1hpw

prerequisite: 92814 Clinical Studies 1: People and Health Care

subject coordinator: K Kellehear

This subject will enable students to understand patterns of health, illness and disability in the community. It will enable students to understand the aetiology, clinical features, therapeutic interventions and management programs for people with selected disorders.

92816

CLINICAL STUDIES 3: INTERVENTIONS IN HEALTH CARE

GradDip Music Therapy

3cps; 1hpw

prerequisite: 92815 Clinical Studies 2: Health, Illness and Disability

subject coordinator: K Kellehear

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders. It looks at therapeutic interventions using behavioural interventions and psychotherapeutic interventions. It is concerned with counselling skills and with loss and grief counselling. Legal and ethical rights and responsibilities of clients and therapists are addressed.

ACADEMIC CALENDAR 1995 – SCHOOL OF TEACHER EDUCATION¹

AUTUMN SEMESTER

Semester Week	Week Commencing		Year Week
	30 January	BEd (Primary) field experience	
	6 February	BEd (Primary) field experience	
1	27 February	First semester commences	10
2	6 March		11
3	13 March		12
4	20 March	GradDip SpecEd (1-day visit) Prac GradDipEd (Maths, Science, PD,H&PE) [2-week block]	13
5	27 March	GradDip SpecEd (1-day visit) Prac GradDipEd (Maths, Science, PD,H&PE)	14
6	3 April	GradDip SpecEd (1-day visit)	15
7 Easter	10 April	GradDip SpecEd (1-day visit)	16
8 School Holidays	14 April		
	17 April	AVCC Week – Graduation	17
9	24 April	GradDipEd Spec Ed (1-day visit)	18
10	1 May	Spec Ed [3-week block] BTeach, BEd T/L [3-week block] BEd (Primary) [6-week block]	19
11	8 May	Spec Ed BTeach, BEd T/L BEd (Primary)	20
12	15 May	Spec Ed BTeach, BEd T/L BEd (Primary)	21
13	22 May	ATS Week, Prac BEd (Primary) Prac GradDipEd (Maths, Science, PD, H&PE) [3-week block]	22
14	29 May	PracBEd (Primary) Prac GradDipEd (Maths, Science, PD, H&PE)	23
15	5 June	PracBEd (Primary) Prac GradDipEd (Maths, Science, PD, H&PE)	24
16 Queen's B'day	12 June	Optional Teaching Week School of Teacher Education	25
17	19 June	Examinations	26
18 School Holidays	26 June	Examinations	27
	3 July	AVCC Week Vacation Prac BTeach (Pranakorn) [4-week block]	28
School Holidays	10 July	Vacation Prac BTeach (Pranakorn)	29
	17 July	Vacation Prac BTeach (Pranakorn)	30
	24 July	Vacation Prac BTeach (Pranakorn)	31

¹ To be read in conjunction with Principal Dates for 1995.

SPRING SEMESTER

Semester Week	Week Commencing		Year Week
1	31 July	Second semester commences	32
2	7 August		33
3	14 August		34
4	21 August	GradDip Spec Ed (1-day visit) Prac GradDipEd (Maths, Science, PD, H&PE) [5-week block]	35
5	28 August	GradDip Spec Ed (1-day-visit) Prac GradDipEd (Maths, Science, PD, H&PE)	36
6	4 September	GradDip Spec Ed (1-day visit) Prac GradDipEd (Maths, Science, PD, H&PE) Prac BTeach, BEd T/L [3-week block]	37
7	11 September	Spec Ed (1-day visit) Prac GradDipEd (Maths, Science, PD, H&PE) Prac BTeach, BEd T/L	38
8	18 September	Spec Ed (1-day visit) Prac GradDipEd (Maths, Science, PD, H&PE) Prac BTeach, BEd T/L	39
9	School Holidays 25 September	AVCC week	40
10	2 October	ATS Week	41
11	9 October	Prac Spec Ed [3-week block]	42
12	16 October	Prac Spec Ed	43
13	23 October	Prac Spec Ed	44
14	30 October		45
15	6 November		46
16	13 November	Optional Teaching Week School of Teacher Education	47
17	20 November	Examinations	48
18	27 November	Examinations	49
	4 December	Vacation	50
	11 December	Vacation	51
	School Holidays 18 December		52

SUBJECT NAMES IN ALPHABETICAL ORDER

20th Century Educational Thought	T5313	Adult Teaching and Learning 4	T5218
Aboriginal Community Studies 1	T5215	Adult TESOL 1	T5248
Aboriginal Community Studies 2	T5220	Adult TESOL 2	T5251
Aboriginal Cultures and Philosophies	T5110	Advanced Audiovisual Techniques	T4118
Aboriginal Education	T5315	Advanced Courseware Engineering	T6712
Aboriginal Initiatives in Education: Towards Community Control	T5112	Advanced Curriculum Design	T5378
Aboriginal Studies	ESS701	Advanced English for Classroom Purposes 1	T5266
Aboriginal Studies	T5114	Advanced English for Classroom Purposes 2	T5268
Aboriginal Studies 1	T5206	Advanced English for Classroom Purposes 3	T5270
Aboriginal Studies 2	T5211	Advanced English for Classroom Purposes 4	T5272
Aboriginals and Contemporary Australia 1	T5216	Advanced Mathematics Teaching	EMA701
Aboriginals and Contemporary Australia 2	T5221	Analysing Classroom Interaction	EED613
Academic Profession, The	T0011	Analysing Professional Practice	T6715
Action Enquiry into Classroom Discourses	EED977	Animal Behaviour	ESC406
Action Research in Adult Education	T3366	Approaches to the Teaching of English	EEN701
Administration of the Training Function	T5183	Art and Craft Education 1	EAR201
Adolescent and Adult Development	T2144	Art and Craft Education 2	EAR202
Adult Communication Management 1	T3343	Art Studies 1	EAR401
Adult Communication Management 2	T3344	Art Studies 2	EAR402
Adult Education and Social Action	T5331	Art Studies 3	EAR403
Adult Education and Social Movements	T3352	Art Studies 4	EAR404
Adult Education and Unemployment	T5337	Art Studies 5	EAR405
Adult Education in Australia	T5120	Art Studies 6	EAR406
Adult Learning	T5176	Asian Study: Thailand, An	ESS303
Adult Learning and Education 1	T5307	Aspects of Art/Craft Education	EAR701
Adult Learning and Education 2	T5308	Aspects of Australian Art	EAR301
Adult Learning and Program Development	T3333	Assessment and Programming for Students with Learning and Behaviour Problems	E2727
Adult Teaching and Learning	T0123	Australia and the World	T5143
Adult Teaching and Learning	T5187	Australia in the 20th Century	T5129
Adult Teaching and Learning 1	T5203	Australian Adult Education: Influences and Tendencies	T3335
Adult Teaching and Learning 2	T5208	Australian Environment, The	ESC402
Adult Teaching and Learning 3	T5213	Australian Natural History	ESC301
		Australian Society: Contemporary Social Issues and TAFE	T4113
		Australian Studies 1	ESS301
		Australian Studies 2	ESS302
		Basic Principles in Educational Research	EED302

Beginning Teachers' Journal	T4205	Continuing Professional Education	
Behaviour Management	E2753	for Adult Educators	T3345
Children and Physical Activity	EPE404	Counselling and Advising	
Children with Language Delay		Students	T2147
and the Language of Learning	EED962	Courseware Design and	
Children's Literature 1	EEN901	Development 1	T6703
Children's Literature 2	EEN903	Courseware Design and	
Communication and Inter-		Development 2	T6706
personal Skills	T5301	Cultural Diversity in the	
Communication and Interpersonal		Workplace: Management and	
Skills 1	T5188	Learning	T3367
Communication and Interpersonal		Current Issues in Australian	
Skills 2	T5192	Education	T5332
Communication for Human		Current Issues in Australian	
Resource Development 1	T5293	Education	EED600
Communication for Human		Current Issues in Australian	
Resource Development 2	T5328	Education	T5332
Communication Skills	T4101	Curriculum and Evaluation	T0201
Communication Technology		Curriculum and Pedagogy 1	T5339
and Distance Learning	T6711	Curriculum and Pedagogy 2	T5341
Communications 1	T5205	Curriculum and Resource Design	
Communications 2	T5210	in Mathematics	EMA703
Communications, Administration		Curriculum Development and	
and Consultancy in Adult Basic		Management	EED606
Education	T0119	Curriculum Planning in Science	
Community Field Work 1	T5207	and Technology	ESC701
Community Field Work 2	T5212	Curriculum Studies	T4204
Community Field Work 3	T5217	Delivering Special Education	
Community Field Work 4	T5222	Instruction 1	E2729
Comparative and International		Delivering Special Education	
Vocational Education	T4111	Instruction 2	E2829
Comparative Vocational		Delivering Special Educational	
Education	T0207	Services	E2758
Competency-based Training in		Designing and Marketing Open	
Vocational Education	T2154	Learning	T2142
Computer Applications in TAFE	T4106	Designs for Learning	T5304
Computer-based Adult Education		Developing Communicative	
and Training	T3346	Competence 1	T5249
Computer-based Learning	EC0701	Developing Communicative	
Computer-based Learning		Competence 2	T5252
Techniques	T2148	Developing Community Adult	
Computer-managed Learning	T2150	Education Programs	T5261
Computer-managed Learning	T6708	Developing Group Processes	T1141
Computer-mediated Learning	EC0791	Developing Interpersonal	
Computers and Training	T5184	Relationships	T1143
Computing for Adult Educators	T5309	Developing People in	
Concepts of Community	T5330	Organisations	T5179
Contemporary Issues in Adult		Developing Vocational Education	
Education	T3336	Programs	T2140
Context and Strategy in Adult		Developing Vocational Systems	T1149
Education	T3334	Developmental Psychology	EED501

Discourse Analysis	T5277	English Education 4: Teaching English as a Second Language	EEN204
Dissertation Development and Appraisal	T6714	English Education 5: Drama	EEN205
Drama and Theatre Arts 1	EDR401	English Teaching Issues	EEN961
Drama and Theatre Arts 2	EDR402	Enrichment Tradition in Adult Education, The	T3353
Drama and Theatre Arts 3	EDR403	Ensemble	E6931
Drama and Theatre Arts 4	EDR404	Environmental Education	ESC703
Drama and Theatre Arts 5	EDR405	Ethics and Leadership in Adult Education Administration	T3342
Drama and Theatre Arts 6	EDR406	Evaluation and Assessment	T5255
Drama in Education	EDR302	Exceptional Teaching	E2752
Educating Students with Behaviour Disorders 1	EED979	Experience-based Learning 1	T3358
Education and Technology	T0013	Experience-based Learning 2	T3359
Education for Gifted and Talented Students	EED987	Experiential Learning Strategies	T5375
Education Studies 1: Psychology of Secondary Students and Meeting Special Needs	EED901	Exploring Adult Basic Education Practice	T0113
Education Studies 2: Social Bases and Critical Issues	EED902	Family History	ESS304
Educational Computing 1	EC0401	Field Practice 1	T2159
Educational Computing 2	EC0402	Field Practice 2	T2161
Educational Computing 3	EC0403	Foundations of Adult Education	T0120
Educational Computing 4	EC0404	Foundations of Adult Education	T5254
Educational Computing 5	EC0405	Foundations of Experiential Learning	T5374
Educational Computing 6	EC0406	Foundations of Interactive Learning 1	T6701
Educational Drama	EDR701	Foundations of Interactive Learning 2	T6704
Educational Evaluation	EED603	Foundations of Language Teaching 1	T5265
Educational Leadership in a Technological Society	EED961	Foundations of Language Teaching 2	T5288
Educational Media	T4100	Foundations of TESOL 1	T5154
Educational Research 1	T0209	Foundations of TESOL 2	T5156
Educational Research 2	T0210	Foundations of TESOL 3	T5159
English 1: Language and Literature	EEN401	Foundations of TESOL 4	T5161
English 2: Form and Meaning	EEN402	Freire's Influence in Adult Education	T3354
English 3: The Victorians and After	EEN403	Functional Grammar	T5340
English 4: Revolution and Romanticism	EEN404	Gender at Work	T5355
English 5: Elizabethans and Jacobean – The Emergence of Modern Language and Literature	EEN405	Gender, Power and Education	EED963
English 6: Australian Language and Literature	EEN406	Group Dynamics	T5311
English Education 1: Children's Literature	EEN201	Growth, Relationships and Mental Health	EPE407
English Education 2: Writing	EEN202	Helping Skills for Trainers	T5327
English Education 3: Reading	EEN203	Higher Level Competencies in Adult Education	T3340
		History 1	ESS401
		History 2	ESS402
		History 3	ESS403

History 4	ESS404	Introduction to Computers in the Classroom	EC0301
History 5	ESS405	Introduction to Educational Research	EED965
History 6	ESS406	Introduction to Personal Development, Health and Physical Education (K–12)	EPE201
History of Technical and Vocational Education in NSW	T0231	Introduction to Research Methods in Teaching and Learning	T2146
Honours Seminar	EED698	Introduction to Teaching English to Speakers of Other Languages	T4120
Honours Thesis	EED699	Issues for Adult Education Researchers	T3348
Human Body, The	ESC401	Issues in Aboriginal Education	T5111
Human Resource Development	T0204	Issues in Adult Education Evaluation	T3350
Implementing Educational Change	EED608	Issues in Children's and Adolescent Literature and Literacy	E3748
Implementing Special Educational Programs 1	E2754	Issues in Children's Literature and Literacy	EEN907
Implementing Special Educational Programs 2	E2759	Issues in Computer-based Adult Education and Training	T3347
Independent Project	T6710	Issues in Language Planning	T5257
Independent Study Project 1	T3356	Issues in Mathematics Education	EMA961
Independent Study Project 2	T3357	Issues in Physical Education	EPE701
Independent Study Project in Vocational Education	T1153	Issues in Researching Second Language Learning and Teaching in Context	T5275
Individualised Projects 1	T5124	Issues in School and Community Relations	EED971
Individualised Projects 2	T5131	Issues in the Teaching of English (K–6)	EEN702
Individualised Projects 3	T5138	Language and Education Honours	EED690
Individualised Projects 4	T5145	Language and Interpersonal Skills	T2139
Individualised Projects 5	T5323	Language and Learning	T5338
Individualised Projects 6	T5324	Language and Literacy	T5314
Individualising Instruction	T4104	Language and Schooling	EED604
Individualising Learning	EED610	Language, Literacy and Power	T3360
Industrial Relations, Work Organisation and Adult Education	T3338	Learner Assessment in Vocational Education	T2141
Information Methods 3C	55350	Learning in Mathematics	EMA901
Innovation and Change in Adult Education	T5305	Learning in Personal Development, Health and Physical Education	EPE901
Instruction in Special Education 1	E2725	Learning in Science 1	ESC901
Instruction in Special Education 2	E2726	Learning in Science 2	ESC902
Instruction in Special Education 3	E2825	Learning in Science and Technology	ESC961
Instruction in Special Education 4	E2826		
Instruction in Special Education 5	E2827		
Instructional Design	T5175		
Integrated Classroom Activities	E6932		
Interactive Multimedia	T6709		
International Adult Education	T5142		
Interpersonal Skills: Working in an Organisation	T2138		
Interpersonal Skills: Working with People	T2137		
Introducing Aboriginal Cultures and Philosophies	T5115		

Learning Journal: Relating ABE and TESOL	T0121	Music Curriculum Issues A	E6633
Learning Journal 1	T5245	Music Curriculum Issues B	E6733
Learning Styles, Cognitive Processing and Adaptive Teaching	T2145	Music Curriculum Issues C	E6833
Lifelong Education, Research and Practice	T6713	Music Curriculum Issues D	E6933
Lifespan Developmental Psychology	T5126	Music Education 1	EMU201
Lifestyle and Fitness	EPE402	Music Education 2	EMU202
Literacy 1	EEN902	Music Skills 1	EMU905
Literacy 2	EEN904	Music Skills 2	EMU906
Literary Theory and Children's Literature	EEN906	Music Skills 3	EMU907
Major Study	EEN908	Music Skills and Application 4	EMU908
Managing Behavioural Difficulties	E2728	Music Studies 1	EMU401
Managing Change in Vocational and Adult Education	T0205	Music Studies 2	EMU402
Managing Community Adult Education 1	T5303	Music Studies 3	EMU403
Managing Community Adult Education 2	T5306	Music Studies 4	EMU404
Managing Human Resource Development	T5329	Music Studies 5	EMU405
Managing Program Change in Adult Education	T3337	Music Studies 6	EMU406
Managing the Development of Computer-based Learning	T6705	Music Therapy Practice 1	EMU901
Marketing Adult and Vocational Educational Programs	T4121	Music Therapy Practice 2	EMU902
Marketing Vocational Education Programs	T2143	Music Therapy Practice 3	EMU903
Mathematical Communication	EMA962	Music Therapy Practice 4	EMU904
Mathematics 1	EMA401	Musical Skill Development in the K-6 Classroom	EMU701
Mathematics 2	EMA402	Musicianship 1	E6630
Mathematics 3	EMA403	Musicianship 2	E6730
Mathematics 4	EMA404	Musicianship 3	E6830
Mathematics 5	EMA405	Musicianship 4	E6930
Mathematics 6	EMA406	Organisational Behaviour	T0203
Mathematics Education 1	EMA201	Organisational Theory and Community-based Adult Education	T3355
Mathematics Education 2	EMA202	Parent and Teacher Consultancy	E2828
Mathematics Education 3	EMA203	People, Technology and Science	ESC404
Mathematics Education 4	EMA204	Percussion	E6832
Motor Skill Acquisition and Analysis	EPE405	Personal Development and Health (K-6)	EPE202
Movement and Dance	E6732	Personal Development, Health and Physical Education Research Project	EPE409
Multicultural Skills for Adult Educators	T5116	Personal Health	EPE401
Multimedia in Learning Project	T0014	Philosophical Bases of Education	EED503
Music and Society	EMU301	Philosophy of Adult Education	T3364
		Physical Education Teaching and Learning 1	EPE203
		Physical Education Teaching and Learning 2	EPE204
		Planet Earth	ESC405
		Policy Analysis in Adult Education	T3341

Policy and Planning Issues in TESOL	T5276	Program Design, Implementation and Evaluation of Experiential Learning 2	T5379
Politics in Education	EED976	Program Development	T5191
Practicum	T5273	Program Development 1	T5204
Practicum 1	T5125	Program Development 2	T5209
Practicum 1	T5149	Program Development 3	T5214
Practicum 1	T5250	Program Development 4	T5219
Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling – a Multidisciplinary Approach	EPR101	Program Development and Evaluation	T5180
Practicum 2	T5132	Program Development, Implementation and Evaluation	T0122
Practicum 2	T5253	Program Development, Implementation and Evaluation in Adult Basic Education	T0118
Practicum 2: Promoting Learning and Learner Cooperation	EPR102	Program Development in Community Settings	T5302
Practicum 3	T5139	Program Development Workplace Project	T2155
Practicum 3	T5256	Programming for Diabetes Education	T5342
Practicum 3: Promoting Learner Interaction	EPR103	Project	T5278
Practicum 4	T5146	Psychology and Adult Education	T5195
Practicum 4	T5259	Psychology and Sociology of Learning 1	T2127
Practicum 4: Managing Learning Difficulties	EPR104	Psychology and Sociology of Learning 2	T2128
Practicum 5	T5325	Public Health	EPE408
Practicum 5: Designing and Implementing Educational Programs for Learners	EPR105	Qualitative Research in Education	EED981
Practicum 6	T5326	Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties	EED975
Practicum 6: Providing for Individual Differences in Learners	EPR106	Recorder 1	E6631
Practitioner Skills 1	T5196	Recorder 2	E6731
Practitioner Skills 2	T5200	Recorder 3	E6831
Preventing and Remediating Reading Difficulties	EED612	Reflective Practitioner, The	T5199
Primary Curriculum Orientation 1	EGE201	Reflective Practitioner in the School F/T, The	EPR107
Primary Curriculum Orientation 2	EGE202	Reflective Practitioner in the School P/T, The	EPR108
Principles and Practice of Vocational Teaching 1	T2158	Remedial Mathematics	EMA702
Principles and Practice of Vocational Teaching 2	T2160	Research and Development Project 1	T5181
Principles of Computer Education	T6707	Research and Development Project 2	T5185
Principles of Instructional Design	T6702	Research Literacies	EED999
Problem-based Learning	EED978	Research Methodologies for Adult Educators	T3349
Problem-based Learning – U/G	EED605		
Professional Skills 1	T5117		
Program Design, Implementation and Evaluation of Experiential Learning 1	T5376		

Research Methodology	EEN905	Study Group 1	T5189
Researching Educational Practice	T3362	Study Group 2	T5177
School and Community Relations	EED601	Study Group 2	T5193
School, Sport and Society	EPE965	Study Group 3	T5197
Science and Technology Education 1	ESC201	Study Group 4	T5201
Science and Technology Education 2	ESC202	Supervised Field Experience 1	T5190
Science and Technology Education 3	ESC203	Supervised Field Experience 2	T5194
Science and Technology Education 4	ESC204	Supervised Field Experience 3	T5198
Science and Technology in Australia	ESC302	Supervised Field Experience 4	T5202
Science and Technology in Daily Life	ESC403	Supervision in the Practicum	EED611
Science, Technology and Society	T4119	Supervision: The Developing Teacher	EED973
Secondary Practicum 1	EPR901	Supporting Workplace Learning and Reform	T3363
Secondary Practicum 2	EPR902	TAFE College and the Community	T0206
Skill Formation, Technological Change and Adult Education	T3339	TAFE Studies	T4201
Skills Workshop 1	T5147	Teachers as Professionals	EED607
Skills Workshop 1	T5317	Teaching Aboriginal Studies	T5113
Skills Workshop 2	T5318	Teaching and Learning in Adult Literacy	T0117
Skills Workshop 3	T5319	Teaching and Learning in Adult Numeracy	T0157
Skills Workshop 4	T5320	Teaching and Learning in Diabetes Education	T5343
Skills Workshop 5	T5321	Teaching and Learning in Vocational and Adult Education	T0200
Skills Workshop 6	T5322	Teaching Controversial Issues in Personal Development, Health and Physical Education	EPE962
Social Bases of Education	EED502	Teaching English to International Students	EEN703
Social Context of Childhood Stress, The	EED602	Teaching in the Multicultural Classroom	T2153
Social Context of Physical Education	EPE403	Teaching Others to Use Technology	T2151
Social Studies Education 1	ESS201	Teaching Practice	T5289
Social Studies Education 2	ESS202	Teaching Practice 1	T5372
Sociological Context of Vocational Education, The	T2156	Teaching Practice 2	T5373
Special Education Programming Studies 1	E2750	Teaching Science and Technology	ESC702
Special Education Programming Studies 2	E2751	Teaching Social Studies: An Intercultural Approach	ESS702
Special Education Programming Studies 3	E2755	Teaching Visual Arts	EAR702
Special Education Programming Studies 4	E2756	Technology and Media 1	T2129
Special Education Programming Studies 5	E2757	Technology and Media 2	T2130
Student Learning and Evaluation	T0012	Technology for Open Learning	T2149
Study Group 1	T5173	TESOL Curriculum and Methodology 1	T5368
		TESOL Curriculum and Methodology 2	T5369

TESOL Curriculum and Methodology 3	T5370
TESOL Curriculum and Methodology 4	T5371
TESOL Program Design	T5258
Theory and Practice in Adult Education	T3332
Theory and Practice of Language Teaching 1	T5267
Theory and Practice of Language Teaching 2	T5269
Theory and Practice of Language Teaching 3	T5271
Theory and Practice of Language Teaching 4	T5274
Theory and Practice of Teaching 1	T4000
Theory and Practice of Teaching 2	T4001
Theory and Practice of Teaching Adults	T5300
Thesis (Education) P/T	T6104
Training Course Design 1	T5294
Training Course Design 2	T5297
Training Course Design 3	T5299
Training Methods 1	T5292
Training Methods 2	T5296
Training Methods 3	T5298
Tutorial 1	T5148
Understanding and Evaluating Research	T5312
University Teaching and Learning	T0010
Urban Studies	ESS305
Values Education in the Primary School	EPE702
Vocal Studies	E6632
Vocational Teaching	T4203
Women and Adult Education	T3361
Women and Education	T5344
Women and Learning	T3331
Work and People	T4112
Workers' Education: Comparative Perspectives	T3365
Workplace Context of Vocational Education 1, The	T2135
Workplace Context of Vocational Education 2, The	T2136
Workplace Relations	T5295
Workshop 1	T5118
Writing for Specific Purposes	T2152

SUBJECTS OFFERED BY OTHER FACULTIES

Aboriginal Social and Political History	54230
Advanced Industrial Relations	21430
Applied Psychology Project	21624
Australian Business Environment	21125
Australian Management	21755
Behavioural Science Research Methods	21423
Business and Government	21210
Clinical Studies 1: People and Health Care	92814
Clinical Studies 2: Health, Illness and Disability	92815
Clinical Studies 3: Interventions in Health Care	92816
Clinical Management of Diabetes	92844
Cognitive Processes	21424
Corporate Strategy	21609
Employment Relations Skills	21408
Entrepreneurship and Innovation	21409
Gender at Work	5XXXX
Gender, Culture and Power	52306
Human Communication	56901
Industrial Psychology	21425
Information Users 3C	55330
Information Users 4C	55430
Information Methods 3C	55350
Information Science 1	55431
Information Science 2	55432
Information Science 3	55433
Information Science 4	55434
Information Science 5	55435
International Management	21591
Introducing Aboriginal Social and Political History	54232
Issues in Teacher Librarianship 1	55436
Issues in Teacher Librarianship 2	55437
Issues in Teacher Librarianship 3	55438
Issues in Teacher Librarianship 4	55439
Mass Media in Education	56902
Operations Management	21131
Organisational Behaviour	21130
Organisational Design and Change	21221
Organisational Diagnosis and Evaluation	21321
Personality and Development	21426

Practicum 7: Managing School Library Services	55108
Primary Health Care	92845
Psychology of Communication	21427
Strategic Human Resource Management	21407
Video in Education	56903

LIST OF COURSES AND COURSE CODES (WHOLE FACULTY)

SCHOOL OF ADULT AND LANGUAGE EDUCATION

Undergraduate courses

- TA01 Diploma in Adult Education (Aboriginal Education)
- TA02 Diploma in Adult Education (Community Education)
- TA03 Diploma in Adult Education (Training)
- TA21 Bachelor of Education in Adult Education
 - Aboriginal Studies Major
 - Community Education Major
 - Human Resource Development Major

Postgraduate courses

- TA52 Graduate Diploma in Adult Education (Basic Education)
- TA57 Graduate Diploma in Adult Education (TESOL)
- TA58 Graduate Diploma in Adult Education (Training)¹
- TA59 Graduate Diploma in Adult Education (Community)¹
- TA60 Graduate Diploma in Language Teaching
- TA54 Graduate Certificate in TESOL
- TA54 Graduate Certificate in TESOL – Workplace Focus³
- TA66 Graduate Certificate in Adult Education in Community Education
- TA65 Graduate Certificate in Adult Education in Training
- KN92 Graduate Certificate in Diabetes Education and Management
- TA86 Graduate Certificate in Experiential Learning
- TA67 Graduate Certificate in Language and Learning²
- TA53 Graduate Diploma in TESOL
- TA71 Master of Arts in TESOL (by coursework)
- TA70 Master of Education in Adult Education (by coursework)

- TA81 Master of Education (by thesis)
 TA95 Doctor of Philosophy
 TA96 Doctor of Education

¹ Not offered as a discrete course.

² Subject to final approval.

³ Course not offered every year.

SCHOOL OF ADULT VOCATIONAL EDUCATION

Undergraduate courses

- TT21 Bachelor of Education in
 Technical Education
 TT22 Bachelor of Teaching in Adult
 Vocational Education
 TT23 Bachelor of Teaching in Adult
 Vocational Education (Residen-
 tial or Mixed Attendance)

Postgraduate courses

- TT51 Graduate Diploma in Technical
 Education
 TT54 Graduate Diploma in Computer-
 based Learning
 TA70 Master of Education in Adult
 Education (by coursework)
 TT81 Master of Education (by thesis)
 TT95 Doctor of Philosophy
 TT96 Doctor of Education

SCHOOL OF TEACHER EDUCATION

Undergraduate courses

- TE12 Bachelor of Education in Special
 Education
 TE14 Bachelor of Education in Teacher
 Librarianship
 TE15 Bachelor of Teaching in Primary
 Education
 TE16 Bachelor of Education in
 Primary Education F/T and P/T
 TE17 Bachelor of Education (Honours)

Postgraduate courses

- TE50 Graduate Diploma in Children's
 Literature and Literacy
 TE51 Graduate Diploma in Education
 (Science)
 TE53 Graduate Diploma in Special
 Education

- TE54 Graduate Diploma in Primary
 Music
 TE56 Graduate Diploma in Education
 (Mathematics)
 TE58 Graduate Diploma in Education
 (Personal Development, Health
 and Physical Education)
 TE75 Master of Arts in Children's
 Literature and Literacy (by
 coursework)
 TE81 Master of Education (by thesis)
 TE82 Master of Education in Teacher
 Education (by coursework)
 TE95 Doctor of Philosophy
 TE96 Doctor of Education

THE FOLLOWING COURSES ARE OFFERED JOINTLY WITH OTHER FACULTIES:

- TE14 Bachelor of Education in
 Teacher Librarianship
 N003 Bachelor of Applied Science in
 Science Education
 BL14 Bachelor of Arts in Human
 Movement Studies/GradDipEd
 TE59 Graduate Diploma in Music
 Therapy

THE FOLLOWING COURSES ARE OFFERED BY THE CENTRE FOR LEARNING AND TEACHING VIA THE FACULTY:

- T050 Graduate Certificate in Higher
 Education
 T051 Graduate Certificate in Learning
 and Technology in Higher
 Education

FACULTY BOARD IN EDUCATION

EX OFFICIO MEMBERS

Dean of Faculty
 Professor M C Tennant (Chair)
 Head, School of Adult and Language Education
 Associate Professor A P Gonczi
 Head, School of Adult Vocational Education
 Associate Professor P J Hager
 Head, School of Teacher Education
 Professor C E Deer

PROFESSORS

Professor R J McDonald
 Professor D J Boud

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 Mr C Langeveldt, University Library
 Associate Professor P Logan, Faculty of Science
 Ms L Wood, Faculty of Mathematical and Computing Sciences
 Associate Professor B Poston-Anderson, Faculty of Humanities and Social Sciences

ELECTED FACULTY STAFF MEMBERS

School of Adult and Language Education

Academic staff

Ms R Cohen
 Ms S Knights
 Associate Professor R K J Morris
 Ms H Scheeres
 Ms R Wickert

School of Adult Vocational Education

Academic staff

Dr J A Athanasou
 Mr R B Gowing
 Mr P M Russell
 Dr S D Saunders
 Ms Z Wagner

Support staff (City campus)

Mr C Bradshaw

School of Teacher Education

Academic staff

Dr G J Barnsley
 Dr J C Jardine
 Mr J S Lloyd
 Mr R I Munro
 Ms K Walker

Support staff (Kuring-gai campus)

Mr A Atkin

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School of Adult and Language Education

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School of Adult Vocational Education

Mr R Paulley

School of Teacher Education

Vacant

Postgraduate student from the Faculty

Ms C Pracy

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The membership of the Board of the School of Adult and Language Education consists of all academic and support staff within the School and is chaired by the Head of School.

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The membership of the Board of the School of Adult Vocational Education consists of all academic and support staff within the School and is chaired by the Head of School.

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 Dr V Drakeford
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 Ms M Goninan
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 Ms M Hourihan
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 Mr J Lloyd
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 Ms M McClung
 Mr J McFarlane
 Mr R Munro
 Ms S Schuck
 Mr A Scully
 Ms G Segal
 Ms H Sharp
 Ms A Symons
 Mr D Taylor
 Ms K Walker
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 Mr R Gowing, Representative, School of Adult Vocational Education
 Associate Professor B Poston-Anderson, Representative, School of Information Studies
 Ms C Cotton, Library Liaison Officer
 Four representatives of the Students' Association

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 Ms R A Wickert

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 Ms J Byrne, Manager, Educational Quality Assurance Division, NSW TAFE
 Ms L Fenley, State Manager, Foundation Studies Training Division, NSW TAFE
 Mr J Freeland (Chair), Senior Lecturer, University of Sydney
 Mr J Moore, Deputy Director of Education and Training, Chamber of Manufacturers of NSW
 Ms S Phillips, State Secretary, Workers Educational Association
 Ms R Strong, Director, Adult Migrant English Service

RECENT GRADUATE

Mr P Poulson, Principal, Northern Rivers Community College

SCHOOL OF ADULT VOCATIONAL EDUCATION

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 Head, School of Adult Vocational Education
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Ms C Campbell, Manager, Executive Services, TAFE New South Wales
Lt. Commander Peter Kelly, Training Systems Research Officer, Training Centre East (Navy)

Mr K Heys, Senior Head/Humanities, School of General Studies, Granville College of TAFE

Mr R Puffett, Director, Sydney Institute of Technology, Sydney Technical College

RECENT GRADUATE

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Head, School of Teacher Education
Professor C E Deer

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Dr J Jardine
Mr R Munro
Mr D Taylor

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Dr A Eggins, Manager, Curriculum Services, NSW Department of School Education
Mrs D Hoermann, Principal, Chatswood High School
Ms F Jones, Principal, Picnic Point Public School
Dr M Kelliher, former Principal, Corpus Christi School, St Ives
Ms E McGill, Ethnic Community Council, Waterloo
Mr E Tucker, Leading Teacher, Newtown High School of the Performing Arts

GRADUATE

Ms D Angove

RESEARCH INTERESTS AND EXPERTISE OF STAFF

CITY CAMPUS (HAYMARKET)

SCHOOL OF ADULT AND LANGUAGE EDUCATION

SCHOOL OF ADULT VOCATIONAL EDUCATION

Adult learning and development

David Boud
Ian Cornford
John Garrick
Michael Kaye
Sue Knights
Grahame Peak
Bob Pithers
Peter Russell
Jane Sampson
Laraine Spindler
Mark Tennant
Zita Wagner
Pamela Whalan

Adult development

Learning styles

Motivation studies

Development and counselling

Transfer of learning

Adult and vocational education policy

Griff Foley
Andrew Gonczy
Paul Hager
Norma Ingram
Sue Knights
John McIntyre
Roger Morris
Mike Newman

Politics of adult education

The role of government in adult education

Policy studies in post-secondary education and training

Social movements

Trade union education

Aboriginal adult education

Community adult education

Analysis of competence

Geoff Anderson
 Clive Chappell
 Andrew Gonczi
 Paul Hager
 Michael Kaye
 Diana Slade
 Hermine Scheeres
 Tony Watson

Higher level competencies especially critical thinking

Assessment of competence

Establishment of competency standards

Analysis of changes in competence

Assessment of learning

Jim Athanasou
 David Boud
 Ruth Cohen
 Paul Hager

Assessment and accreditation of prior learning

Self, peer and collaborative processes

Assessment of skills and competencies

Assessment of vocational interests and abilities

Computer-based learning

Rod Sims

Credit transfer/articulation**Recognition of prior learning**

Ruth Cohen
 Lann Dawes
 Rick Flowers
 Hank Schaafsma
 Mark Tennant

Educational management

Michael Kaye
 Bob Pithers
 Shirley Saunders
 Hank Schaafsma
 Geoff Scott

Applied communication theory and research

Organisational psychology

Group and organisational communication

Managerial development in education and HRD

Change process in educational organisations

Experience-based learning

David Boud
 Ruth Cohen
 Griff Foley
 John Garrick
 Bob Gowing
 Sue Knights
 Mike Newman
 Jane Sampson
 Hermine Scheeres

Problem-based learning

Self-directed learning

Action learning

Learning in the workplace

Role of reflection

Models of learning

Evaluation/Research strategies

David Boud
 Geoff Hayton
 John McIntyre
 Roger Morris
 Grahame Peak
 Geoff Saville
 Hank Schaafsma
 Mark Tennant

Illuminative/responsive approaches

Cooperative enquiry

Methodological issues

Interpretive research

Ethnography of education settings

Historical, philosophical and social foundations

Joe Bright
 Griff Foley
 Ross Forman
 Andrew Gonczi
 Paul Hager
 Susan King
 Sue Knights
 David McDowell
 Roger Morris
 Mike Newman
 Hank Schaafsma
 Hermine Scheeres
 Rosie Wickert

Philosophy of adult and vocational education
History of adult education
Sociology of education
Sociology of curriculum change
International/comparative adult education
Adult education in the third world
Comparative adult and vocational education

Language, literacy and numeracy

Mike Baynham
 Ross Forman
 Sheilagh Kelly
 Susan King
 Claire Painter
 Hermine Scheeres
 Diana Slade
 Rosie Wickert

Studies of language and literacy in specific contexts especially workplaces
Interface between linguistic and social contextual approaches to literacy
Linguistics and the ABE curriculum
Studies of classroom interaction
Linguistics and language teaching
Conversational analysis
TESOL curriculum
Bilingual education
Social contexted approaches to second language development
Ethnography of communication
Discourse analysis
Language assessment
Program evaluation
Studies in cultural diversity

Learning and social action

Rick Flowers
 Griff Foley
 Sue Knights
 John McIntyre
 Mike Newman

Professional development

David Boud
 Ross Forman
 John Garrick
 Susan King
 Sue Knights
 Roger Morris
 Mike Newman

Staff/professional development
Organisational aspects
Role of supervisors
Development review/appraisal
The professional development of adult educators and teachers

Program design, implementation and evaluation in adult and vocational education

Rick Flowers
 Ross Forman
 Geoff Hayton
 Susan King
 Roger Morris
 Jane Sampson
 Geoff Saville
 Hermine Scheeres
 Geoff Scott
 Kevin Skelsey
 Diana Slade
 Mark Tennant

Models of program development
Needs assessment
Collaborative processes of program design
Implementation strategies
Instructional design
Evaluation models and procedures

Training and development

Geoff Anderson
 Laurie Field
 John Garrick
 Andrew Gonczi
 Paul Hager
 Geoff Hayton
 Rod McDonald
 Mike Newman
 Grahame Peak
 Hank Schaafsma
 Diana Slade
 Zita Wagner
 Tony Watson

Skill formation
Industrial training
Evaluation of educational and training programs
Competency-based education
Workplace reform and training

KURING-GAI CAMPUS**SCHOOL OF TEACHER EDUCATION****Art education**

Anne Bamford
Lindsay Gordon

Australian literature

Rosemary Johnston

Australian studies

Keith Amos
John Atherton

Children's literature

Margery Hourihan

Cognitive science

Mark Cosgrove

Computer education

Graham Barnsley
Gerry Foley
Sandy Schuck

Educational planning, policy making and implementation

Christine Deer
Kathie Forster

English literature

Margery Hourihan

Environmental education

Christine Deer
Helen Sharp
Kim Walker

ESL

Paul March

Equity issues

Mark Cosgrove
Susan Groundwater-Smith
Margery Hourihan
Gilda Segal
Kim Walker

Gifted and talented

Graham Barnsley
Susan Groundwater-Smith
Merylyn McClung

History of education

John McFarlane

Language and education

Rhondda Brill

Margery Hourihan
Joan Jardine
Paul March

Mathematics education

Graham Barnsley
Gerry Foley
Ralph Munro
Sandy Schuck

Moral development and values education

Laurie Brady

Music education

Suzanne Gerozisis
John Lloyd
Dowie Taylor

Parental involvement

Kathie Forster
Susan Groundwater-Smith
Joan Jardine

Personal development, health and physical education

Jim Keith
Robert Lees
Merylyn McClung

Post-compulsory schooling

Christine Deer
Kim Walker

The practicum

Susan Groundwater-Smith
Alan Scully

Professional development of teachers – action research

Laurie Brady
Rhondda Brill
Christine Deer
Janette Griffin
Susan Groundwater-Smith

Science and technology education

Mark Cosgrove
Janette Griffin
Gilda Segal
Helen Sharp

Special education

Margaret Goninan
Joan Jardine

STAFF LIST

Professor of Adult Education and Dean of Education

M C Tennant, BA (Hons), DipEd (Syd), PhD (Macq)

Faculty Administrator

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Executive Officer

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S Pawluk

Administrative Assistant/Workshops

T Coorey

Centre for Language and Literacy

Director

M J Baynham, MA (Camb), PhD (R'dg), RSA Cert TEFL, RSACertLit

Manager

L Sunderlin, BA (Wellesley Coll), MA (Columbia)

Research Centre for Vocational Education and Training

Director

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K Todd-Smith, BEc (Hons) (NE), GradDipHRM (Mitchell CAE)

Centre for Research in Education and the Arts

Acting Director

J S Lloyd, BMusEd (NSWSCM), MMus (UNSW), TeachCert (Syd)

Staff

To be confirmed

School of Adult and Language Education

Associate Professor and Head of School

A P Gonczi, MA, MEd (Hons) (Syd)

Professors of Adult Education

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

R J McDonald, BSc, PhD (ANU)

Associate Professor

R K J Morris, BA, MLitt (NE), MEd (Syd), PhD (Minn), GradDipAdultEd (SCAE), MACEA

Senior Lecturers

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Lecturers

G Anderson, BA (UNSW), MEd, DipEd (Syd)

W Ardler, BSocSc, AssocDipSocWelf (WSyd)

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GradDipReadingEd (Adel),

GradDipTESOL (SCAE)

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GradDipTESOL (SAust)

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S Buck

Accounts and Finance Officer

P M K Yip, DipTeach (HK),

AssocDipBus (Blacktown TAFE), ANIA

Secretary to the Head of School

M Jouliau

Secretary, School Office

Vacant

Aboriginal Unit

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K Vaughan

School of Adult Vocational Education

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R Sweet, BA (Syd)

Associate Professors

M Kaye, BA, MEd, DipEd (Syd), MA (Hons), PhD (Macq), MAPsS, MACE
G J Peak, BA (Syd), MEd, MA, PhD (Harv), MAPsS, MBPsS, MAPsA

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Lecturers

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R H Dunstan, BA, MEd (Syd), TeachCert (WBTC)
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DipMA, ASTC (STC), FIIA, MAS, MASHA
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S Groundwater-Smith, MA (Hons), PhD (Syd), TeachCert (Burwood Teach Coll)

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R M Brill, BEd, GradDipEdStudies (KCAE), MEd (Syd), DipSpecEd (Alexander Mackie CAE), Teach Cert (Armidale Teach Coll)
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 P March, MLitt (NE), MA (Hons) (Syd), LTCL, FESB, FRSA, MACE
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 D G Taylor, MMusEd (WAust), AMusA, DipMusEd (NSWSCM), LTCL (CMT), (Trin Coll Lond), TeachCert (Syd Teach Coll)

Lecturers

J R Atherton, BA (Hons), DipEd (UNSW)
 A K Bamford, BEd (Armidale CAE), MEd CA (UNSW), DipTeach (KCAE)
 V N Drakeford, MA (Mass), PhD (NY), MM (MBA) (Northwestern), TeachCert (Claremont Teach Coll), ASDA (AMEB), LSDA (AMEB)
 A A Foster, BA, MEd (Syd), MA (Macq), ASTC (STC), FIIA
 R K Gillies, BSc, DipEd (Syd), GradDipEdStudies (KCAE)
 M J Goninan, BA (Hons), MEd (Hons), DipEd (UNSW)
 J M Griffin, BA, DipEd (Macq), DipSpecEd (Mitchell CAE), GradDipCommM (UTS)
 J R Keith, BSc, MPH, DipEd (Syd), MAppSc (UNSW), ThL (Aust College of Theology)
 D A Langan, BEd (Music) (Alexander Mackie CAE), MEd (Syd), AMusA, RMT, RMTh
 R H Lees, BA (Education) (Macq), MSpSc (UNSW), DipTeach (PhysEd) (SCAE)
 M A McClung, BEd (SocSc) (Newcastle CAE), MA (Education) (Macq), DipTeach, GradDipEdStudies (Newcastle CAE)
 S Schuck, BA (Witw), TTHD (JCE), BA (Hons) (SA), GradDipEdComputer Studies (CSturt)

A K Scully, BEd (CCA), MEd (Syd), DipTeach (KCAE)
 G Segal, MSc (UNSW), TeachCert (WBTC)
 H Sharp, BSc, MA (Macq), TeachCert (Goulburn Teach Coll)
 A E Short, BMus (MusTh) (Melb), MA (MusTh) (NY), TeachCert (Vict), FAME, RMT
 K Walker, BEdSt (Hons) (Qld), DipTeach (N'cle CAE), TeachCert (N'cle Teach Coll)

Administrative Officer

A B Symons, BSc (Macq)

Secretary to the Head of School

P Gartung

Administrative Assistant

S Hodgson

Administrative Assistant, Practical Experience

W Johnston

Senior Technical Officer

A Atkin, BSc (Urban Horticulture) (UTS), AssocDipEnvControl (Mitchell CAE), BioTechCert (Syd TAFE)

Technical Assistant

P Williams

Secretarial staff

M Jukes
 H Larcombe
 A McKay
 M Wilson

Attendant (Science Education)

W Cook

Student Learning Centre

Director

L Ljungdahl, BA (Hons) (UNSW), DipEd (Syd Teach Coll), DipLib (Lond), RSA, Cert TEFL, MA (Concordia), MLS (McG), GradDipEd Stud ESL (W'gong), MA (Hons) (Syd), PhD (UNSW)

Lecturers

R K Gillies, BSc DipEd (Syd), GradDipEdStudies (KCAE)
 T M Morley-Warner, BA, DipEd (Syd), MA (UTS), GradDipEdStudies (Reading) (KCAE)

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University of Technology, Sydney
PO Box 123 Broadway NSW 2007 Australia
Telephone +61 2 330 1990
ISSN 1036-0662

Price \$7