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EDUCATION AN



# Faculty of Education Handbook 1996



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# Faculty of Education Handbook **1996**

The University attempts to ensure that the information contained in the handbook is correct as at 6 November 1995. The University reserves the right to vary any matter described in the handbook at any time without notice.



**Equal opportunity**

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief.

**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

# CONTENTS

<b>Addresses and telephone numbers</b>	<b>5</b>
<b>Campus maps</b>	<b>6</b>
<b>Principal dates</b>	<b>8</b>
<b>Preface</b>	<b>10</b>
<b>Faculty Mission Statement</b>	<b>10</b>
<b>Message from the Dean</b>	<b>11</b>
<b>The Faculty of Education</b>	<b>13</b>
Centres	13
Prizes and awards	13
Eligibility for Austudy	14
Faculty of Education Office	14
Courses available in 1996	15
Postgraduate degrees	19
Doctor of Philosophy	20
Doctor of Education	21
Master of Education (by thesis)	23
Master of Education in Adult Education (by coursework)	23
Master of Education in Teacher Education (by coursework)	26
Master of Arts in Children's Literature and Literacy (by coursework)	27
Master of Arts in Teaching English to Speakers of Other Languages (by coursework)	27
Postgraduate courses	29
Graduate Certificate in Higher Education	29
Graduate Certificate in Learning and Technology in Higher Education	30
<b>School of Adult Education</b>	<b>35</b>
Undergraduate courses	39
Bachelor of Education in Adult Education	39
Bachelor of Teaching in Adult Vocational Education	47
Postgraduate courses	48
Graduate Certificate in Teaching English to Speakers of Other Languages	48
Graduate Certificate in Public Education	49
Graduate Certificate in Adult Education in Training	50
Graduate Certificate in Adult Education in Community Education	52
Graduate Certificate in Diabetes Education and Management	54
Graduate Certificate in Language and Learning	55
Graduate Certificate in Experiential Learning	55



Graduate Certificate in Management Development	56
Graduate Diploma in Adult Education (Basic Education)	57
Graduate Diploma in Teaching English to Speakers of Other Languages	59
Graduate Diploma in Adult Education (Teaching English to Speakers of Other Languages)	60
Graduate Diploma in Adult Education (Training)	61
Graduate Diploma in Adult Education (Community)	61
Graduate Diploma in Language Teaching	62
Graduate Diploma in Vocational Education and Training	63
Graduate Diploma in Computer-based Learning	64
List of courses and course codes	66
Subject descriptions	67
<b>School of Teacher Education</b>	97
Undergraduate courses	98
Bachelor of Teaching in Primary Education	98
Bachelor of Teaching and Bachelor of Arts in International Studies	104
Bachelor of Education in Primary Education	111
Bachelor of Education (Honours)	113
Bachelor of Education in Teacher Librarianship	114
Bachelor of Education in Special Education	116
Postgraduate courses	117
Graduate Diploma in Education	117
Graduate Diploma in Primary Music	118
Graduate Diploma in Special Education	119
Master of Arts in Children's Literature and Literacy	119
Graduate Diploma in Children's Literature and Literacy	119
Graduate Diploma in Music Therapy	120
<b>List of courses and course codes</b>	122
<b>Subject descriptions</b>	123
<b>Academic Calendar 1996 – School of Teacher Education</b>	169
<b>Subject names in alphabetical order</b>	170
<b>Faculty list of courses and course codes</b>	180
<b>Faculty Board in Education</b>	182
<b>School boards</b>	183
<b>School advisory committees</b>	184
<b>Research interests and expertise of staff</b>	185
<b>Staff list</b>	190

# ADDRESSES AND TELEPHONE NUMBERS

## POSTAL ADDRESS

PO Box 123  
Broadway  
New South Wales 2007 Australia

## TELEPHONE

(02) 330 1990  
International: +61 2 330 1990  
Fax: (02) 330 1551

**From July 1996**  
**(02) 9514 2000**  
**International: +61 2 9514 2000**  
**Fax: (02) 9514 1551**

All other numbers listed in this publication with a prefix of 330 will have a new prefix of 9514 e.g. 330 5555 will become 9514 5555.

## STREET ADDRESSES

### City campus

- Broadway  
No. 1 Broadway, Ultimo
- Harris Street, Ultimo  
Building 6  
702–730 Harris Street  
Bon Marche Building  
755 Harris Street  
645 Harris Street
- Haymarket  
Corner Quay Street and Ultimo Road  
Haymarket, Sydney
- Blackfriars  
Blackfriars Street, Chippendale

- Smail Street  
3 Smail Street, Ultimo
- Wembley House  
839–847 George Street, Sydney
- 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

### Yarrawood conference and research centre

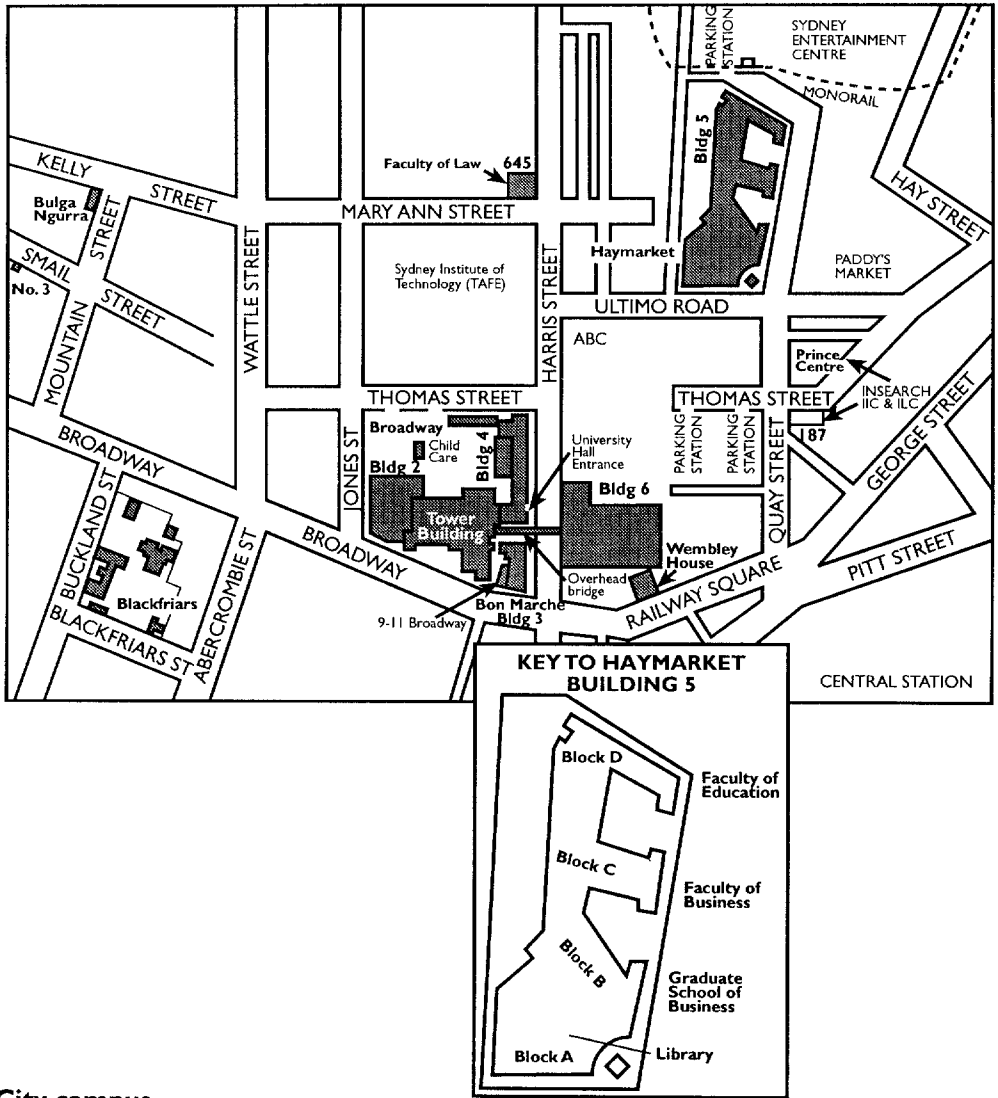
Hawkesbury Road  
Yarramundi 2753

### Stroud

Lot AFP 161894  
The Bucketts Way  
Booral 2425

# CAMPUS MAPS

## CITY CAMPUS



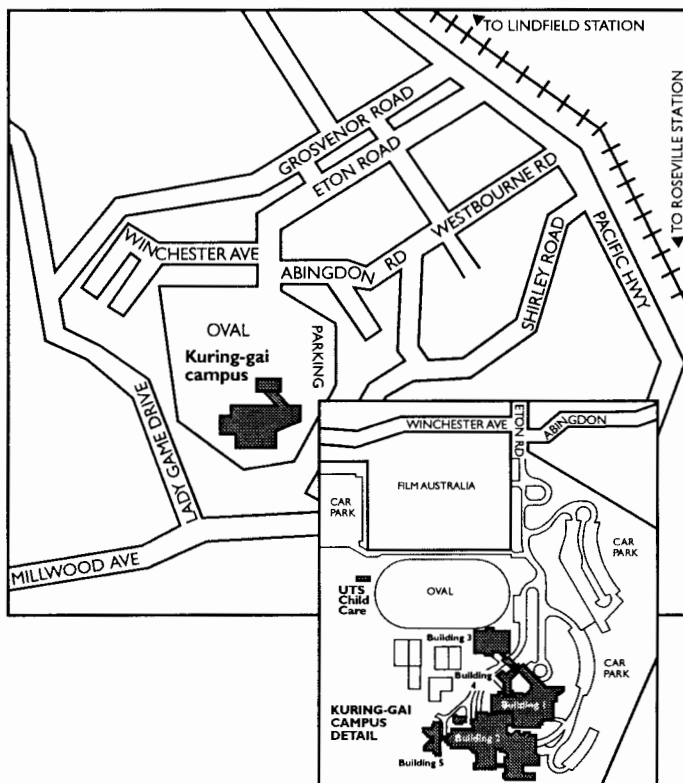
### City campus

- Broadway  
No. 1 Broadway, Ultimo
- Harris Street, Ultimo  
Building 6  
702–730 Harris Street  
Bon Marche Building  
755 Harris Street  
645 Harris Street
- Haymarket  
Corner Quay Street and Ultimo Road  
Haymarket, Sydney
- Blackfriars  
Blackfriars Street, Chippendale
- Smail Street  
3 Smail Street, Ultimo
- Wembley House  
839–847 George Street, Sydney
- Bulga Ngurra  
23–27 Mountain Street, Ultimo
- 82–84 Ivy Street, Chippendale

## Kuring-gai campus

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

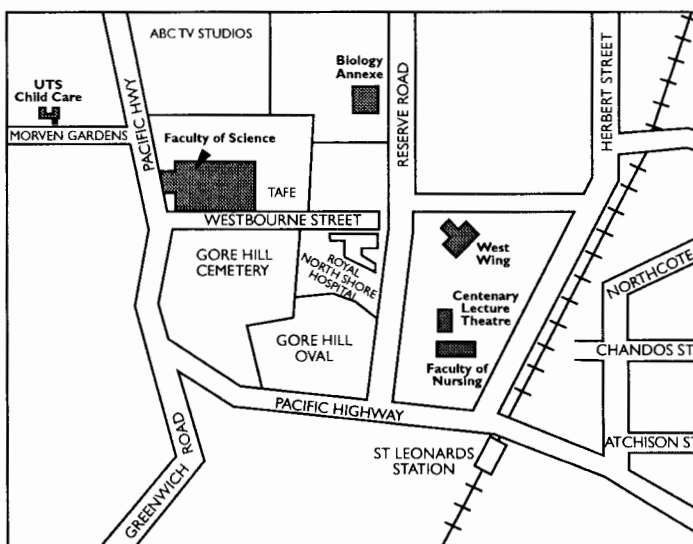
## KURING-GAI CAMPUS



## ST LEONARDS CAMPUS

### 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



# PRINCIPAL DATES FOR 1996<sup>1</sup>

## AUTUMN SEMESTER

### January

- 9 Release of HSC results
- 12 Formal supplementary examinations for 1995 Spring semester students
- 12 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1995 NSW HSC applicants (by 6.00 p.m.)
- 15–30 Enrolment of students at City campus
- 26 Australia Day – public holiday
- 26 Public school holidays end
- 31 Enrolment of new undergraduate students at City campus including UAC and direct applicants (and 1–5 February)

### February

- 1–5 Enrolment of new undergraduate students at City campus including UAC and direct applicants (and 31 January)
- 6–23 Enrolment of students at City campus

### March

- 4 Classes begin
- 15 Last day to enrol in a course or add subjects
- 29 Last day to change to 'pay now/up-front' HECS payment
- 29 Last day to apply for leave of absence without incurring student fees/charges<sup>2</sup>
- 29 Last day to withdraw from a subject without financial penalty<sup>2</sup>
- 31 HECS census date

### April

- 1 Public school holidays begin
- 5 Good Friday – public holiday
- 8 Easter Monday – public holiday
- 9 Graduation period begins
- 12 Last day to withdraw from a course or subject without academic penalty<sup>2</sup>
- 8–12 Vice-Chancellors' Week (non-teaching)

- 12 Public school holidays end
- 25 Anzac Day – public holiday
- 26 Provisional examination timetable available
- 30 Last day to apply to graduate in Spring semester 1996

### May

- 1 Applications available for selected undergraduate courses for Spring semester
- 7 Graduation period ends
- 13 Applications available for postgraduate courses
- 17 Examination Masters due
- 31 Final examination timetable available
- 31 Closing date for selected undergraduate applications for Spring semester

### June

- 10 Queen's Birthday – public holiday
- 14 Last teaching day of Autumn semester
- 14 Closing date for postgraduate applications for Spring semester
- 15–28 Formal examination period (and 1–5 July)

### July

- 1 Public school holidays begin
- 1–5 Formal examination period (and 15–28 June)
- 5 Autumn semester ends
- 8–12 Vice-Chancellors' Week (non-teaching)
- 12 Public school holidays end
- 15–19 Formal alternative examination period for Autumn semester students
- 19 Release of Autumn semester examination results
- 22 Formal supplementary examinations for Autumn semester students
- 22–26 Confirmation of Spring semester programs
- 25–26 Enrolment of new and readmitted students and students returning from leave/concurrent study



## SPRING SEMESTER

### July

- 29 Classes begin

### August

- 1 Applications available for undergraduate courses  
2 Last day to withdraw from full-year subjects without academic penalty<sup>2</sup>  
5 Applications available for postgraduate courses  
9 Last day to enrol in a course or add subjects  
23 Last day to apply for leave of absence without incurring student fees/charges<sup>2</sup> (Spring enrolments only)  
30 Last day to change to 'pay now/up-front' HECS payment  
30 Last day to withdraw from a subject without financial penalty<sup>2</sup>  
30 Last day to apply to graduate in Autumn semester 1997  
31 HECS census date

### September

- 6 Last day to withdraw from a course or subject without academic penalty<sup>2</sup>  
20 Provisional examination timetable available  
27 Closing date for undergraduate applications via UAC (without late fee)  
27 Closing date for inpUTS Special Admission Scheme applications  
30 Public school holidays begin  
30 Graduation period begins  
30 Vice-Chancellors' Week (non-teaching) begins  
30 Closing date for postgraduate applications (in some faculties)

### October

- 4 Vice-Chancellors' Week (non-teaching) ends  
4 Graduation period ends  
7 Labour Day – public holiday  
11 Public school holidays end  
11 Examination Masters due  
25 Final examination timetable available  
31 Closing date for postgraduate research and course award applications  
31 Closing date for undergraduate applications via UAC (with late fee)  
31 Closing date for undergraduate applications direct to UTS (without late fee)

### November

- 8 Last teaching day of Spring semester  
9–29 Formal examination period  
29 Spring semester ends

### December

- 9–13 Formal alternative examination period for Spring semester students  
20 Release of Spring semester examination results  
23 Public school holidays begin

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<sup>1</sup> Information is correct as at 15 November 1995. The University reserves the right to vary any information described in Principal Dates for 1996 without notice.

<sup>2</sup> HECS/Postgraduate course fees will apply after the HECS census date.

## PREFACE

This handbook is one of 10 faculty/institute handbooks: Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; International Studies; Law; Mathematical and Computing Sciences; Nursing; and Science. Each handbook provides general information about the faculty/institute as well as detailed information on the courses and subjects offered.

The handbooks are part of a suite of 13 publications which also comprise the University *Calendar* and the undergraduate and postgraduate student handbooks.

The *Calendar* contains the University By-law, which all students should read. It also includes 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 faculty offices, and may be purchased at the Co-op Bookshop.

The student handbooks provide information on the rights and responsibilities of students and on the services and facilities available to them. They 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. You should make sure that you read the student rules published in these handbooks. Copies of the student handbooks are provided free to students at enrolment.

Other publications providing information of a general nature are the UAC *Guide* and the UTS *Undergraduate Studies Guide* which are available from the UTS Information Service.

For 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.

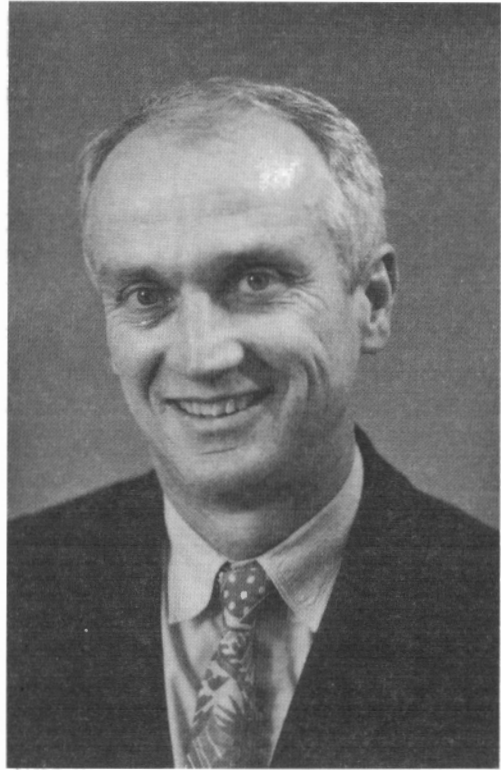
## MESSAGE FROM THE DEAN

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 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 the other school 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 postgraduate and undergraduate student handbooks that the University offers a number of support services to assist you with, say, study and writing skills, or with health or welfare matters, with child care, or with any personal



Mark Tennant  
Professor of Adult Education and Dean

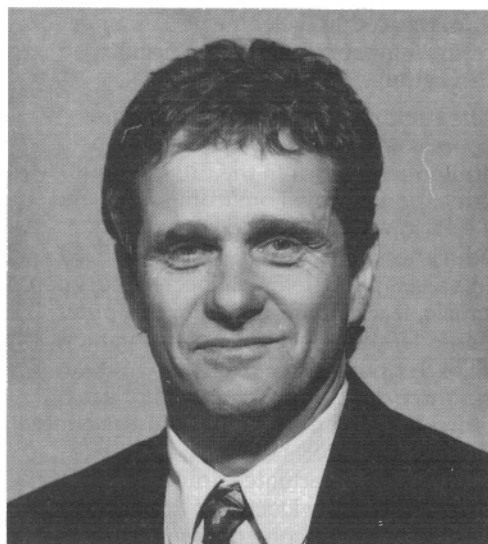
difficulties you may be experiencing. Try to acquaint yourself with the range of services available and use them if needed.

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

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

## HEADS OF SCHOOL

Andrew Gonczi  
Head, School of Adult Education



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



# FACULTY OF EDUCATION

The Faculty of Education consists of two schools located on two campuses of the University.

The School of Adult Education (located at Haymarket in the City campus) provides courses of professional development for practitioners who work in industrial, commercial, public sector, welfare, school and community settings, and for vocational educators.

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.

## 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:

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

## 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**

**Centre** (at Haymarket in the City campus) provides staff and students with audio-visual and computer facilities and training.

## 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
<b>The Australian Institute for Training and Development (AITD) Award</b>	

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 Education).

Under review

### 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 Kevin Dawes Prize

Most outstanding student in the Science elective strand and the four subjects in the Science Education sequence in the Bachelor of Teaching in Primary Education or the Bachelor of Education in Teacher Librarianship.

\$250 and certificate

### The Phillips Prize

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

\$250 and certificate

### The Sydney Mechanics School of Arts Award

Superior achievement in academic studies and adult education practice (School of Adult Education).

\$1,000, certificate and medallion



## 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 at 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.

## ELIGIBILITY FOR AUSTUDY

Austudy provides financial help to full-time students who meet its income and assets requirements. Application forms and information about Austudy eligibility are available from offices of the Student Services Unit at the City and Kuring-gai campuses. **Students who receive Austudy and decide to drop subjects during the semester need to be aware that to remain eligible for Austudy they must be enrolled in a minimum of 18 credit points or have a HECS liability for the semester of .375.** The only exceptions made are for students with disabilities which interfere with their studies, students who are single supporting parents or those who have been directed by the University to reduce their study load. Student Welfare Officers in the Student Services Unit can assist students who wish to apply for exceptions on these grounds.

## DEVELOPMENTS IN 1996

As a result of the review of existing undergraduate courses in the School of Adult Education in 1995 the Faculty will introduce in Autumn semester 1996 a single undergraduate qualification in that School—a Bachelor of Education in Adult Education. Other new courses developed for 1996 introduction include a Bachelor of Teaching/Bachelor of Arts in International Studies in the School of Teacher Education and Graduate Certificates in Public Education; and Management Development as well as a Graduate Diploma in

Vocational Education and Training in the School of Adult Education.

The Faculty will continue to deliver award or short courses either on shore or off-shore for nationals of Thailand, Japan, Kuwait, Laos, Vietnam, Hong Kong and Cambodia. Practicum components of the Bachelor of Teaching in Primary Education are now conducted in Inner Mongolia as well as with the Rajabhat Institute in Thailand.

## FACULTY OF EDUCATION OFFICE

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

	Room	Ext
<b>Dean of Education</b>		
Mark Tennant	D101D	3777
<b>Faculty Administrator</b>		
Skaidy Gulbis	D103B	3867
<b>Executive Officer</b>		
Hugh McCuaig	D104	3803
<b>Executive Assistant to the Dean</b>		
Connie Errazo	D101A	3808
<b>Executive Assistant, Faculty Office</b>		
Vacant	D101A	3805
<b>Budget Officer</b>		
George Pasas	D124	3889
<b>Special Accounts Officer</b>		
Prisca Yip	D124	3902
<b>Faculty Assistant</b>		
Paul Compagnucci	D124	3883

# Faculty of Education courses available in 1996

Course	Degree/Diploma/ Certificate	Abbreviation	Testamur Title
<b>Doctoral degrees</b>	Doctor of Philosophy	PhD	Doctor of Philosophy
	Doctor of Education	EdD	Doctor of Education
<b>Master's degree (by thesis)</b>			
Education	Master of Education	MEd	Master of Education
<b>Master's degrees (by coursework)</b>			
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
<b>Graduate Diploma courses</b>			
Adult Education			
Basic Education	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Community <sup>1</sup>	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Training <sup>1</sup>	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

Course	Degree/Diploma/ Certificate	Abbreviation	Testamur Title
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
Vocational Education	Graduate Diploma in Vocational Education and Training	GradDipVET	Graduate Diploma in Vocational Education and Training
<b>Graduate Certificate courses<sup>2</sup></b>			
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

Course	Degree/Diploma/ Certificate	Abbreviation	Testamur Title
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 <sup>4</sup>	Graduate Certificate in Language and Learning	—	Graduate Certificate in Language and Learning
Management Development	Graduate Certificate in Management Development	—	Graduate Certificate in Management Development
Public Education	Graduate Certificate in Public Education	—	Graduate Certificate in Public Education

#### Undergraduate degree courses

##### Adult Education \*

Aboriginal Studies <sup>3</sup>	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Community Education <sup>3</sup>	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Human Resource Development <sup>3</sup>	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Adult Vocational Education <sup>5, 6</sup>	Bachelor of Teaching	BTeach	Bachelor of Teaching in Adult Vocational Education

\*This refers to both the pre-1996 course and the new BEd to commence in 1996.

Primary Education	Bachelor of Teaching	BTeach	Bachelor of Teaching in Primary Education
Primary Education and International Studies	Bachelor of Teaching/ Bachelor of Arts	BTeach/BA	Bachelor of Teaching Bachelor of Arts in International Studies

Course	Degree/Diploma/ Certificate	Abbreviation	Testamur Title
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 <sup>5</sup>	Bachelor of Education	BEd	Bachelor of Education in Technical Education
<b>Diploma course</b>			
Adult Education <sup>5</sup>			
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

<sup>1</sup> Not offered as a discrete course<sup>2</sup> No award abbreviation for Graduate Certificate courses<sup>3</sup> Denotes majors<sup>4</sup> Not offered in 1996<sup>5</sup> No further intake from 1996 in on-shore mode<sup>6</sup> Only offered in off-shore mode from 1996



## 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) and the Master of Arts in TESOL (by coursework) are offered in the **School of Adult 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 pages 29 and 30 and to each School entry in the handbook.**

## Doctor of Philosophy (TA95, TE95)

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' following 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)

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:

- 016715 Analysing Professional Practice (9cp)
- 016713 Lifelong Education, Research and Practice (9cp)
- 023999 Research Literacies (9cp)
- 016714 Dissertation Development and Appraisal (9cp)

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

### 016715

#### 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.

### 016713

#### 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.

**023999****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.

**016714****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)

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; and
- b. 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: Jim Athanasou

### 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 the 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

- 013331 Women and Learning (6cp)
- 013332 Theory and Practice in Adult Education (6cp)
- 013333 Adult Learning and Program Development (6cp)
- 013334 Context and Strategy in Adult Education (6cp)
- 013335 Australian Adult Education: Influences and Tendencies (6cp)
- 013336 Contemporary Issues in Adult Education (6cp)
- 013358 Experience-based Learning 1 (6cp)
- 013359 Experience-based Learning 2 (6cp)
- 013361 Women and Adult Education (6cp)
- 013364 Philosophy of Adult Education (6cp)

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

## Adult Education Management concentration

- 013337 Managing Program Change in Adult Education (6cp)
- 013339 Skill Formation, Technological Change and Adult Education (6cp)
- 013340 Higher Level Competencies in Adult Education (6cp)
- 013341 Policy Analysis in Adult Education (6cp)
- 013342 Ethics and Leadership in Adult Education Administration (6cp)
- 013343 Adult Communication Management 1 (6cp)
- 013344 Adult Communication Management 2 (6cp)
- 013345 Continuing Professional Education for Adult Educators (6cp)
- 013346 Computer-based Adult Education and Training (6cp)
- 013347 Issues in Computer-based Adult Education and Training (6cp)
- 013360 Language, Literacy and Power 1 (6cp)
- 013363 Supporting Workplace Learning and Reform (6cp)
- 013367 Cultural Diversity in the Workplace: Management and Learning (6cp)

### Adult Education Research and Evaluation concentration

- 013348 Issues for Adult Education Researchers (6cp)
- 013349 Research Methodologies for Adult Educators (6cp)
- 013350 Issues in Adult Education Evaluation (6cp)
- 013362 Researching Educational Practice (6cp)
- 013366 Action Research in Adult Education (6cp)

### Community Adult Education concentration

- 013352 Adult Education and Social Movements (6cp)
- 013353 The Enrichment Tradition in Adult Education (6cp)
- 013354 Freire's Influence in Adult Education (6cp)
- 013355 Organisational Theory and Community-based Adult Education (6cp)
- 013365 Workers' Education: Comparative Perspectives (6cp)
- 013356/7 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.

### Applied Behavioural Science concentration

- 013210 Skill Learning and the Development of Expertise (6cp)
- 013368 The Psychology of Adult Development (6cp)

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

#### Year 1

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- 013332 Theory and Practice in Adult Education
- 013333 Adult Learning and Program Development
- 013336 Contemporary Issues in Adult Education
- 013340 Higher Level Competencies in Adult Education

#### Year 2

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- 013348 Issues for Adult Education Researchers
- 013349 Research Methodologies for Adult Educators
- 013356/7 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 Coordinator: Joan Jardine

### PARTICIPANTS

This course is designed for people in teaching or related professions who wish to engage in further professional development. Applicants need (a) a Bachelor of Education degree or equivalent with a major in education, or (b) a first degree without an education major, and with a recognised professional qualification (for example Diploma in Education), or (c) a first degree without an education major, but professional experience equivalent to a recognised professional qualification. Successful applicants from groups (b) and (c) may be required to undertake additional education subjects.

### COURSE AIMS

The MEd applies intellectual rigour and theoretical sophistication in advancing the discipline of Education in a practical context, that is, improving the profession of education whether it be in the classroom, administration, policy making or educational research. 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.

### ASSESSMENT

Student performance is graded according to the range of grades adopted by the University.

### COURSE STRUCTURE

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.

Students who wish to undertake a minor or major independent study must complete a subject in Educational Research

and must have completed two subjects which are related to the topic of the proposed study. Subject to approval, a number of subjects may be taken from other courses within or outside the University.

### SUBJECTS

Availability of subjects is dependent on resources and student numbers.

Subjects are grouped in four main areas but there are no constraints on student choice (apart from the exception noted above).

### EDUCATIONAL POLICY AND ADMINISTRATION

- 023961 Educational Leadership in a Technological Society (6cp)
- 023963 Gender, Power and Education (6cp)
- 023971 Issues in School and Community Relations (6cp)
- 023972 Managing Change in Educational Settings (6cp)
- 023973 Supervision: The Developing Teacher (6cp)
- 023976 Politics in Education (6cp)
- 029901 Aboriginality, Power and Education (6cp)

### CURRICULUM

- 020961 Leadership in Art Education (6cp)
- 023970 Curriculum Design and Management (6cp)
- 024961 English Teaching Issues (6cp)
- 025961 Issues in Mathematics Education
- 025962 Mathematical Communication
- 026961 Issues in Music Education
- 027962 Teaching Controversial Issues in PDHPE
- 027965 School, Sport and Society
- 028961 Learning in Science and Technology

## TEACHING AND LEARNING AND SPECIAL EDUCATION

- 023870 Researching Practice in Special Education (6cp)
- 023871 Literacy Acquisition and Learning Difficulties (6cp)
- 023872 Curricula and Programs for Students with High Support Needs (6cp)
- 023873 Educating Students with Behaviour Disorders 1(6cp)
- 023874 Learning and Communication Disorders (6cp)
- 023875 Numeracy-related Programming for Students with Intellectual Disabilities (6cp)
- 023876 Integration (6cp)
- 023890 Children with Language Delay and the Language of Learning (6cp)
- 023975 Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties (6cp)
- 023977 Action Inquiry into Classroom Discourses (6cp)
- 023987 Education for Gifted and Talented Students (6cp)

## RESEARCH METHODS

- 023965 Introduction to Educational Research (6cp)
- 023981 Qualitative Research in Education (6cp)

## 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: Michael Baynham

### 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

- 015154/015156 Foundations of TESOL 1 and 2 (10cp)  
 015368/015369 TESOL Curriculum and Methodology 1 and 2 (10cp)  
 015372 Teaching Practice 1 (4cp)

### Year 2

- 015159/015161 Foundations of TESOL 3 and 4 (10cp)  
 015370/015371 TESOL Curriculum and Methodology 3 and 4 (10cp)  
 015373 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:

- 015277 Discourse Analysis (6cp)  
 015275 Issues in Researching Second Language Learning and Teaching in Context (6cp)

#### Electives:

- 015276 Policy and Planning Issues in TESOL (6cp)  
 015378 Advanced Curriculum Design (6cp)  
 or  
 015278 Project (12cp)

## POSTGRADUATE COURSES

### 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:

- 01010 University Teaching and Learning
- 01011 The Academic Profession
- 01012 Student Learning and Evaluation

#### 01010

##### UNIVERSITY TEACHING AND LEARNING

6cp

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.

#### 01011

##### THE ACADEMIC PROFESSION

3cp

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.

#### 01012

##### STUDENT LEARNING AND EVALUATION

3cp

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 through 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

### 01012

#### STUDENT LEARNING AND EVALUATION

3cp

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.

### 01013

#### EDUCATION AND TECHNOLOGY

3cp

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.

**01014****MULTIMEDIA IN LEARNING PROJECT**

6cp

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****01012****STUDENT LEARNING AND EVALUATION***Centre for Learning and Teaching*

3cp; 17 hours

*prerequisite: nil**corequisite: 01013 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 evaluation 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. 1992, *Learning to Teach in Higher Education*, Routledge, London.

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

## **01013**

### **EDUCATION AND TECHNOLOGY**

*Centre for Learning and Teaching*

*3cp; 21 hours*

*corequisite: 01012 Student Learning and Evaluation*

#### *Objectives*

To enable students to expand on the perspective of research in student learning gained in the subject 01012 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 students 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 (01014 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 participants' perspective of the application of research in learning to the design of technology-based learning programs, a critical appraisal of the learning strategy or strategies 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. 1993, *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology*, Routledge, London.

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

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

## **01014**

### **MULTIMEDIA IN LEARNING PROJECT**

*Centre for Learning and Teaching*

6cp; 42 hours

*prerequisites: 01012 Student Learning and Evaluation; 01013 Education and Technology*

#### *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 01014 Multimedia in Learning Project in the Master's program.

## SCHOOL OF ADULT EDUCATION

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

The School offers a full range of courses leading to awards at the Advanced Diploma<sup>1</sup>, Bachelor's, Graduate Certificate, Graduate Diploma, Master's and Doctoral level across its five core areas of operation:

- Vocational Education
- Community and Aboriginal Education
- Language and Literacy Education
- Human Resource Development
- Applied Behavioural Sciences

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 and personal growth.

The School is divided into five academic areas: the division of Vocational Education, the division of Community and Aboriginal Education, the division of Language and Literacy Education, the division of Human Resource Development and the division of Applied Behavioural Sciences. While each of the divisions has

its own specialist subjects and research and consultancy projects, there are no hard boundaries between the divisions and they cooperate in the teaching of the School's courses and in a range of research projects. Members of the staff of the School are also the members of three Centres: the Research Centre for Vocational Education and Training (RCVET); the Centre for Language and Literacy (CLL); and the Centre for Training and Development Services (TDS).

The division of **Vocational Education** is the area which provides specialised courses for teachers in the TAFE sector and the armed forces. Participants in the courses enter at both undergraduate and postgraduate levels. Members of this division are engaged in a variety of research projects under the auspices of the RCVET and in other research into teaching and learning. A major initiative in 1995/6 is a research and development project into mixed mode or flexible delivery mode for the School's courses. Members of the division have interests in multimedia and computer-enhanced learning, open learning, gender in education, postgraduate pedagogy, the practicum and cooperative education, disabilities education and equity aspects of vocational education. For the last few years, in association with staff in other divisions, the division has run an undergraduate course for navy instructors in Kuwait.

Laraine Spindler is the head of this division.

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

Participants in the division'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

<sup>1</sup> Subject to approval

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 division 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.

The division's teaching strengths are in such areas as adult learning methodologies, program development and evaluation, research and policy, and political, historical and philosophical studies.

The division 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, vocational outcomes of Adult Community Education 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 division 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 division's consultancy wing. The division maintains close links with adult education colleagues in Australia and in the UK, Europe, the Americas and the Asia-Pacific region.

Associate Professor Griff Foley is the head of this division.

The division of **Language and Literacy Education** 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 division, namely the strengthening of the language base of teachers in all of these language teaching areas.

Although numeracy does not appear in the name, the division 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 division is noted not only for its contribution to the postgraduate in-service training of language, literacy and adult numeracy teachers, but also for the active involvement of staff who work closely with the various client groups to improve the quality of literacy and language teaching to adults and children 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 division is currently setting up strong links with universities in South-East Asia.

All staff of the division are members of the Language and Literacy Centre, established in collaboration with 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:*

- Academic writing
- 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
- Integrated Research Strategy for Adult ESL and Literacy (with NLLIA and NCELTR)

*Recent and current consultancies (including international projects) include:*

- Adult Literacy and Numeracy Curriculum (TIVSDL)
- 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
- 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 and Thailand)
- 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 division 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 UTS, James Cook University and the National Languages and Literacy Institute of Australia.

Hermine Scheeres is the head of this division.

The mission of the division of **Human Resource Development** 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 division focus on those activities that are designed to train the trainers in industry,

government departments and various kinds of organisation. Within the field, the division has interests in adult teaching and learning, program development, competency-based training and assessment, recognition of prior learning, experiential learning, workplace learning, skill formation and technological change, VET policy, lifelong learning, program evaluation and understanding the process of innovation and change, as this impacts on all of the above.

Staff in this division have developed a 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 and cultural contexts in which training is occurring and a realisation that this framework needs to be expanded into higher order (or 'key') competencies such as critical thinking and problem solving.

Staff within the division 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 division 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 division 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 division. Currently works in progress and recently completed research projects have focused on:

- skill formation in organisations and relationship with organisational culture;

- case studies of industry training;
- key competencies in industry training;
- management skills in the housing industry;
- models of competency standards and developing competency standards in the professions;
- the learning contract as teaching tool;
- 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;
- job seeker assessment instruments.

All these projects are carried out under the auspices of the RCVET. This Centre, formed in 1994, has generated research funding of \$1.2 million.

Associate Professor Paul Hager is the head of this division.

The division of **Applied Behavioural Sciences** brings together staff from the disciplines of psychology and sociology. They are involved in the teaching of subjects in all the School's courses across all the fields of practice in the School. Subject areas include communications management, interpersonal communication, psychological and sociological foundations of education, lifespan development, adult education and ageing, assessment and evaluation, skills acquisition, organisational behaviour, adolescence and adult development.

Staff in this division have recently been involved in major research and development projects on competency-based training and assessment, developing occupational classifications, credit transfer from TAFE to higher education, developing job seeker assessment instruments as well as undertaking significant scholarly activities in communication management and conflict resolution and interpersonal communication more generally.

Dr Bob Pithers is the head of this division.

## UNDERGRADUATE COURSES

### Bachelor of Education in Adult Education (TA2I)

Course Coordinator: Ruth Cohen

This new course, introduced in 1996, provides a coherent sequence of study to fulfil the theoretical and practical requirements for people who wish to develop their knowledge and skills as an adult educator. Students elect the field of practice in which they wish to concentrate their applied learning in relation to their workplace role. The twin developmental themes underpinning this course, of the student as learner and the student as professional practitioner, enable students to select and negotiate learning tasks which are personally relevant, oriented to their current and future needs and important for their professional and personal development. The course is designed to be both flexible and responsive. Various modes of delivery and attendance patterns are available to suit the needs of students with travel, work and personal commitments. These include weekly attendance, block attendance, weekend classes, or some combination of these. Students will engage in a variety of learning activities, work with academic advisers and workplace practitioners and undertake individual and group learning projects. Practice and theory are integrated in the learning tasks, many of which are negotiated to meet the individual needs of students and to complement their workplace needs.

An important outcome of this course will be the potential for all students who meet the degree course requirements to graduate with a recognisable adult teaching qualification.

As a consequence of the introduction of this course in 1996, the Diplomas in Adult Education (Community, Aboriginal and Training), the Bachelor of Teaching in Adult Vocational Education and the current Bachelor of Education in Adult Education will not take new students. For most students still enrolled in these courses, transition to the new course could be effected in 1996, unless students elect to

continue with their current course. As the diplomas are of two-year duration, and the Bachelor of Teaching students usually complete their courses in that period, most transition would be completed by the end of 1996. Students in the current Bachelor of Education in Adult Education, who decide to continue with their present course, are likely to complete in one or two years.

Students currently enrolled in the Bachelor of Education in Technical Education will complete their program by the end of 1996 and will not convert to the new course.

**Note: Students enrolled in subjects during or before 1995 should consult with Sue Knights about their program of studies.**

### COURSE AIMS

The course promotes the development of adult educators and practitioners who:

- have a deep understanding of their own learning and a commitment to the learning of others;
- incorporate an informed professional approach which takes account of cultural and other diversity, the experience of the learners, and ethical standards for teaching and facilitating;
- understand their own workplace contexts;
- can provide effective opportunities for learning;
- are responsive to the human needs of the people with whom they work;
- can effectively design, use and evaluate a range of teaching and learning strategies;
- integrate theory and practice;
- are critically analytical;
- are aware of globalisation and understand national and international perspectives;
- promote lifelong learning;
- have the capacity to research their own practice; and
- are interested in increasing/improving the standing of the profession.



## COURSE STRUCTURE

The Bachelor of Education in Adult Education is a three-year degree comprising 144 credit points.

Although all students will be encouraged to complete the Bachelor's degree, the course is designed so that students in some designated fields of practice (Community Adult Education and Human Resource Development) and students in the Aboriginal block mode who complete 96 credit points of structured sequential studies may exit with an Advanced Diploma in Adult Education.

There are three major components to this course—the core subjects (48 credit points), subjects in the field of practice (56 credit points) and the electives (40 credit points). Core subjects essentially provide the theoretical base, which is then applied in the subjects in the field of practice. Electives, sub-majors, individualised projects, university majors as well as the option to enrol in subjects in other schools in the University provide a rich and diverse source for other learning. A feature of the course is the diversity of teaching and learning strategies modelled and the negotiated learning tasks which can be done for assessment purposes. Supervised field experience includes a major teaching practicum. Students who complete the degree requirements will gain a recognised teaching qualification.

### 1. Core subjects (48 credit points)

Core subjects provide a coherent theoretical framework covering knowledge, skills and attributes relevant to all professionals across fields of practice. Core subjects are compulsory and integrate elements related to cultural issues, respect for diversity, communication skills and skills for developing a reflective and responsive practitioner. They will deliberately contrast a range of perspectives in the area. They provide a foundational theoretical base which is then applied in the more specific settings of each field of practice and/or further developed in the electives. The 12 core subjects are:

- 015001 Language, Culture and Communication 1 (4cp)
- 015002 Adult Teaching and Learning (4cp)

- 015003 Portfolio Development (4cp)
- 015004 Language, Culture and Communication 2 (4cp)
- 015005 Psychological Perspectives on Adult Learning (4cp)
- 015006 Program Development and Needs Analysis (4cp)
- 015007 Adult Learning in Social Context (4cp)
- 015008 Assessing Learning and Evaluating Programs (4cp)
- 015009 Analysing Current Issues in Australian Education (4cp)
- 015010 Philosophical and Historical Perspectives on Adult Learning (4cp)
- 015011 Research and Inquiry (4cp)
- 015012 International Perspectives on Education (4cp)

### 2. Field of practice (56 credit points)

Students select one of four fields of practice specialisms offered in 1996, which are:

- Community Adult Education
- Human Resource Development
- Language, Literacy and Numeracy Education
- Vocational Education

Field of practice specialisms provide the contextual applications in which theoretical and practical learning from the core subjects can be examined, developed and applied to a specific workplace or cultural context. They feature aspects of practice which are particular to a given area of the profession. A major component is the learning themes of the supervised field experience identified as the semester's focus. These themes complement the learnings from the core subjects, and develop the student's role as learner and practitioner in conjunction with relevant workplace experience. The themes are:

- Semester 1 Focus on the Learner
- Semester 2 Focus on the Practitioner
- Semester 3 Focus on Programming
- Semester 4 Focus on the Workplace
- Semester 5 Focus on Organisational Context
- Semester 6 Focus on Change and Development

Supervised field experience in each field of practice includes a teaching practicum.

### 3. Electives (40 credit points)

Electives, sub-majors, individualised projects and university majors as well as the option to enrol in subjects in other schools in the University provide a rich and diverse source for other learning. Students may choose electives from their own or other fields of practice except for students in the Aboriginal block mode who will complete the Aboriginal major as their elective and students in Language, Literacy and Numeracy who will be required to take electives 015086, 015087, 015088, 015089, 015090 as part of their 40 credit points of electives. University majors in Aboriginal Studies and Women's Studies are offered in this course in conjunction with the Faculty of Humanities and Social Sciences.

Students in some fields of practice (Community Adult Education and Human Resource Development) and students in the Aboriginal block mode may be able to exit with an Advanced Diploma after a structured sequence of studies of 96 credit points.

### ASSESSMENT

Assessment will be criterion-referenced either 'pass' or 'fail'.

### ADMISSION

The Bachelor of Education in Adult Education is a 144-credit-point course which full-time students would normally complete in three years. However it is possible to extend the time to complete this course by taking fewer than the full-time number of credit points. All applicants will need to have access to an appropriate workplace for supervised work experience in their field of practice. In cases where the student is not employed in this field, opportunities for substantial supervised field experience may be negotiated with the academic adviser.

Admission will normally be on the basis of one of the following categories:

1. Higher School Certificate
2. Completion of an approved certificate or diploma course from TAFE
3. Possession of equivalent qualifications
4. Adult entrance with appropriate work experience

Applicants whose qualifications and experience differ from that described above may be considered for special admission. Study and writing skills tutorial assistance is available for students who require academic support on their entry to tertiary studies.

### Exemptions through credit transfer and Recognition of Prior Learning (RPL)

This course recognises that many of the students who enrol are already considerably experienced and knowledgeable practitioners in the field. They may already have the content knowledge which is required to satisfy the requirements for the teaching qualification or they may have completed other subjects relevant to this course.

Students may apply for credit for specified or unspecified subjects on the basis of:

1. equivalent qualifications which match part of the degree in accordance with UTS rules (e.g. partial completion of a qualification from another university or TAFE college);
2. qualifications in content knowledge relating to their teaching for their field of practice e.g. a newly appointed teacher of electronics who holds TAFE qualifications in this field may claim up to 48 credit points towards the BEd in Adult Education in the field of Vocational Education, depending on the level of qualification, experience in the field (five years is usually considered appropriate) and successful completion of relevant short courses in teaching strategies or, for example, a community educator who has a welfare qualification from TAFE, considerable experience in the field, has completed a number of short courses on conflict resolution and works in the field of HIV;
3. relevant and authentic evidence through an RPL portfolio which substantiates claims for equivalence in particular subjects by demonstrating an understanding of the learning processes and achieving appropriate

- learning outcomes (e.g. trainers in the field of HRD who have completed substantial and assessed 'train the trainer' courses);
4. equivalence in relevant university-level learning as evidenced by a RPL portfolio and used towards credit for unspecified electives (e.g. Aboriginal students who have been involved in the creation of policy documents or writing of government reports);
  5. other appropriate evidence which will be evaluated on an individual basis by an appropriate staff member.

### ATTENDANCE PATTERNS

Various modes of delivery and attendance patterns are available to suit the needs of students with travel, work and personal commitments. These include weekly attendance (day or evening), block attendance three times per semester, residential block three times per semester, weekend classes (five times per semester) and some evenings and weekend workshops.

### COMMUNITY ADULT EDUCATION

#### Year 1

##### *Autumn semester*

- 015001 Language, Culture and Communication 1 (4cp)  
 015002 Adult Teaching and Learning (4cp)  
 015003 Portfolio Development (4cp)  
 015013 Reading and Writing for Specific Purposes (Comm) (4cp)  
 015017 Field of Practice Specialist Knowledge 1 (Comm) (4cp)  
 015021 Teaching and Learning in Practice (Comm) 2 semesters (4cp)

##### *Spring semester*

- 015004 Language, Culture and Communication 2 (4cp)  
 015005 Psychological Perspectives on Adult Learning (4cp)  
 015006 Program Development and Needs Analysis (4cp)  
 015021 Teaching and Learning in Practice (Comm) 2 semesters (4cp)

- 015025 Developing the Reflective Practitioner (Comm) (4cp)  
 015029 Field of Practice Specialist Knowledge 2 (Comm) (4cp)

#### Year 2

##### *Autumn semester*

- 015007 Adult Learning in Social Context (4cp)  
 015008 Assessing Learning and Evaluating Programs (4cp)  
 015033 Program Delivery (Comm) (4cp)  
 015037 Catering for Individual Learning Needs (Comm) (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)

##### *Spring semester*

- 015009 Analysing Current Issues in Australian Education (4cp)  
 015010 Philosophical and Historical Perspectives on Adult Learning (4cp)  
 015041 Field of Practice Specialist Knowledge 3 (Comm) (4cp)  
 015045 Workplace Context (Comm) (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)

#### Year 3

##### *Autumn semester*

- 015011 Research and Inquiry (4cp)  
 015049 The Professional Practitioner (Comm) (4cp)  
 015053 Examining the Organisational Context (Comm) (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)

##### *Spring semester*

- 015012 International Perspectives on Education (4cp)  
 015057 Field of Practice Specialist Knowledge 4 (Comm) (4cp)  
 015061 Leadership and Policy Issues (Comm) (4cp)  
 or  
 015065 Monitoring and Facilitating Change (Comm) (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)  
 xxxxxx Elective (4cp)

## Electives

- 015076 Social Education in Community Settings (4cp)
- 015077 Educational Dimensions of Community and Youth Work (4cp)
- 015078 Adult Education and Social Action (4cp)
- 015079 Adult Education and the Aged (4cp)
- 015080 Campaigning and Public Education (4cp)
- 015081 Adult Education and the Unemployed (4cp)
- 015082 Development, Growth and Education in South-East Asia (4cp)
- 015083 Managing Education Programs (4cp)
- 015084 Organising Community Adult Education (4cp)
- 015085 Structures and Processes in Community Education (4cp)
- 015098 Individualised Project (4cp)

## HUMAN RESOURCE DEVELOPMENT

### Year 1

#### Autumn semester

- 015001 Language, Culture and Communication 1 (4cp)
- 015002 Adult Teaching and Learning (4cp)
- 015003 Portfolio Development (4cp)
- 015014 Reading and Writing for Specific Purposes (HRD) (4cp)
- 015018 Field of Practice Specialist Knowledge 1 (HRD) (4cp)
- 015022 Teaching and Learning in Practice (HRD) (2 semesters) (4cp)

#### Spring semester

- 015004 Language, Culture and Communication 2 (4cp)
- 015005 Psychological Perspectives on Adult Learning (4cp)
- 015006 Program Development and Needs Analysis (4cp)
- 015022 Teaching and Learning in Practice (HRD) (2 semesters) (4cp)
- 015026 Developing the Reflective Practitioner (HRD) (4cp)
- 015030 Field of Practice Specialist Knowledge 2 (HRD) (4cp)

### Year 2

#### Autumn semester

- 015007 Adult Learning in Social Context (4cp)
- 015008 Assessing Learning and Evaluating Programs (4cp)
- 015034 Program Delivery (HRD) (4cp)
- 015038 Catering for Individual Learning Needs (HRD) (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)

#### Spring semester

- 015009 Analysing Current Issues in Australian Education (4cp)
- 015010 Philosophical and Historical Perspectives on Adult Learning (4cp)
- 015042 Field of Practice Specialist Knowledge 3 (HRD) (4cp)
- 015046 Workplace Context (HRD) (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)

### Year 3

#### Autumn semester

- 015011 Research and Inquiry (4cp)
- 015050 The Professional Practitioner (HRD) (4cp)
- 015054 Examining the Organisational Context (HRD) (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)

#### Spring semester

- 015012 International Perspectives on Education (4cp)
- 015058 Field of Practice Specialist Knowledge 4 (HRD) (4cp)
- 015062 Leadership and Policy Issues (HRD) (4cp)

or

- 015066 Monitoring and Facilitating Change (HRD) (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)
- xxxxx Elective (4cp)

## Electives

- 015091 Promoting Workplace Learning (4cp)
- 015092 Industry-focused HRD Strategies (4cp)

- 015093 Ethics, Workplaces and the HRD Function (4cp)  
 015094 International Trends in Workplace Education (4cp)  
 015095 Applying Experiential Learning in the Workplace (4cp)  
 015096 Simulations and Games—Theory and Design (4cp)  
 015097 HRD Strategies for Individual Development (4cp)  
 015098 Individualised Project (4cp)  
 015099 Developing the Learning Organisation (4cp)  
 015100 Multi-literacies in the Workplace (4cp)

## LANGUAGE, LITERACY AND NUMERACY EDUCATION

### Year 1

#### Autumn semester

- 015001 Language, Culture and Communication 1 (4cp)  
 015002 Adult Teaching and Learning (4cp)  
 015003 Portfolio Development (4cp)  
 015015 Reading and Writing for Specific Purposes (LLN) (4cp)  
 015019 Field of Practice Specialist Knowledge 1 (LLN) (4cp)  
 015023 Teaching and Learning in Practice (LLN) 2 Sem (4cp)

#### Spring semester

- 015004 Language, Culture and Communication 2 (4cp)  
 015005 Psychological Perspectives on Adult Learning (4cp)  
 015006 Program Development and Needs Analysis (4cp)  
 015023 Teaching and Learning in Practice (LLN) 2 Sem (4cp)  
 015027 Developing the Reflective Practitioner (LLN) (4cp)  
 015031 Field of Practice Specialist Knowledge 2 (LLN) (4cp)

### Year 2

#### Autumn semester

- 015007 Adult Learning in Social Context (4cp)  
 015008 Assessing Learning and Evaluating Programs (4cp)  
 015035 Program Delivery (LLN) (4cp)  
 015039 Catering for Individual Learning Needs (LLN) (4cp)

- xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Spring semester

- 015009 Analysing Current Issues in Australian Education (4cp)  
 015010 Philosophical and Historical Perspectives on Adult Learning (4cp)  
 015043 Field of Practice Specialist Knowledge 3 (LLN) (4cp)  
 015047 Workplace Context (LLN) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

### Year 3

#### Autumn semester

- 015011 Research and Inquiry (4cp)  
 015051 The Professional Practitioner (LLN) (4cp)  
 015055 Examining the Organisational Context (LLN) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Spring semester

- 015012 International Perspectives on Education (4cp)  
 015059 Field of Practice Specialist Knowledge 4 (LLN) (4cp)  
 015063 Leadership and Policy Issues (LLN) (4cp)

#### or

- 015067 Monitoring and Facilitating Change (LLN) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Electives

- 015086 Introduction to Language (4cp)  
 015087 Social Perspectives on Language, Literacy and Numeracy (4cp)  
 015088 Teaching Language and Literacy (4cp)  
 015089 Numeracy Awareness (4cp)  
 015090 Programming and Assessment in Language, Literacy and Numeracy (4cp)  
 015098 Individualised Project (4cp)

## VOCATIONAL EDUCATION

### Year 1

#### Autumn semester

- 015001 Language, Culture and Communication 1 (4cp)  
 015002 Adult Teaching and Learning (4cp)  
 015003 Portfolio Development (4cp)  
 015016 Reading and Writing for Specific Purposes (Voc Ed) (4cp)  
 015020 Field of Practice Specialist Knowledge 1 (Voc Ed) (4cp)  
 015024 Teaching and Learning in Practice (Voc Ed) 2 semesters (4cp)

#### Spring semester

- 015004 Language, Culture and Communication 2 (4cp)  
 015005 Psychological Perspectives on Adult Learning (4cp)  
 015006 Program Development and Needs Analysis (4cp)  
 015024 Teaching and Learning in Practice (Voc Ed) 2 semesters (4cp)  
 015028 Developing the Reflective Practitioner (Voc Ed) (4cp)  
 015032 Field of Practice Specialist Knowledge 2 (Voc Ed) (4cp)

### Year 2

#### Autumn semester

- 015007 Adult Learning in Social Context (4cp)  
 015008 Assessing Learning and Evaluating Programs (4cp)  
 015036 Program Delivery (Voc Ed) (4cp)  
 015040 Catering for Individual Learning Needs (Voc Ed) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Spring semester

- 015009 Analysing Current Issues in Australian Education (4cp)  
 015010 Philosophical and Historical Perspectives on Adult Learning (4cp)  
 015044 Field of Practice Specialist Knowledge 3 (Voc Ed) (4cp)  
 015048 Workplace Context (Voc Ed) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

### Year 3

#### Autumn semester

- 015011 Research and Inquiry (4cp)  
 015052 The Professional Practitioner (Voc Ed) (4cp)  
 015056 Examining the Organisational Context (Voc Ed) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Spring semester

- 015012 International Perspectives on Education (4cp)  
 015060 Field of Practice Specialist Knowledge 4 (Voc Ed) (4cp)  
 015064 Leadership and Policy Issues (Voc Ed) (4cp)

#### or

- 015068 Monitoring and Facilitating Change (Voc Ed) (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)  
 xxxxx Elective (4cp)

#### Electives

- 015069 Designing and Delivering Open Learning (4cp)  
 015070 Adolescent and Adult Development (4cp)  
 015072 Developing Interpersonal Communication (4cp)  
 015073 Developing Group Communication (4cp)  
 015074 Developing Systems Communication (4cp)  
 015075 Independent Study Project in Communication (4cp)  
 015098 Individualised Project (4cp)  
 015101 Foundations of Educational Multimedia 1 (4cp)  
 015102 Foundations of Educational Multimedia 2 (4cp)  
 015103 Foundations of Educational Multimedia 3 (4cp)  
 015104 Educational Multimedia Design 1 (4cp)  
 015105 Educational Multimedia Design 2 (4cp)  
 015106 Educational Multimedia Design 3 (4cp)

**Aggregated listing of electives**

- 015069 Designing and Delivering Open Learning (4cp)
- 015070 Adolescent and Adult Development (4cp)
- 015072 Developing Interpersonal Communication (4cp)
- 015073 Developing Group Communication (4cp)
- 015074 Developing Systems Communication (4cp)
- 015075 Independent Study Project in Communication (4cp)
- 015076 Social Education in Community Settings (4cp)
- 015077 Educational Dimensions of Community and Youth Work (4cp)
- 015078 Adult Education and Social Action (4cp)
- 015079 Adult Education and the Aged (4cp)
- 015080 Campaigning and Public Education (4cp)
- 015081 Adult Education and the Unemployed (4cp)
- 015082 Development, Growth and Education in South-East Asia (4cp)
- 015083 Managing Education Programs (4cp)
- 015084 Organising Community Adult Education (4cp)
- 015085 Structures and Processes in Community Education (4cp)
- 015086 Introduction to Language (4cp)
- 015087 Social Perspectives on Language, Literacy and Numeracy (4cp)
- 015088 Teaching Language and Literacy (4cp)
- 015089 Numeracy Awareness (4cp)
- 015090 Programming and Assessment in Language, Literacy and Numeracy (4cp)
- 015091 Promoting Workplace Learning (4cp)
- 015092 Industry-focused HRD Strategies (4cp)
- 015093 Ethics, Workplaces and the HRD Function (4cp)
- 015094 International Trends in Workplace Education (4cp)
- 015095 Applying Experiential Learning in the Workplace (4cp)
- 015096 Simulations and Games—Theory and Design (4cp)

- 015097 HRD Strategies for Individual Development (4cp)
- 015098 Individualised Project (4cp)
- 015071 Women and Education (4cp)
- 015355 Gender at Work (4cp)
- 054313 Gender, Culture and Power (4cp)
- 015099 Developing the Learning Organisation (4cp)
- 015100 Multi-literacies in the Workplace (4cp)
- 015101 Foundations of Educational Multimedia 1 (4cp)
- 015102 Foundations of Educational Multimedia 2 (4cp)
- 015103 Foundations of Educational Multimedia 3 (4cp)
- 015104 Educational Multimedia Design 1 (4cp)
- 015105 Educational Multimedia Design 2 (4cp)
- 015106 Educational Multimedia Design 3 (4cp)

**ABORIGINAL STUDIES MAJOR**

The School offers an Aboriginal Studies major in conjunction with Jumbunna Centre for Australian Indigenous 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 Faculty of Humanities and Social Sciences. 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.

**Core subjects**

- 015110 Aboriginal Cultures and Philosophies (8cp)  
 54230 Aboriginal Social and Political History (8cp)  
 (offered by the Faculty of Humanities and Social Sciences)

**Aboriginal Education subject concentration**

- 015111 Issues in Aboriginal Education (8cp)  
 015112 Aboriginal Initiatives in Education: Towards Community Control (8cp)  
 015113 Teaching Aboriginal Studies (8cp)

**Electives**

Not available to students completing core units for credit.

- 015114 Aboriginal Studies (4cp)  
 015115 Introducing Aboriginal Cultures and Philosophies (6cp)  
 54232 Introducing Aboriginal Social and Political History (6cp)  
 (offered by the Faculty of Humanities and Social Sciences)

**WOMEN'S STUDIES**

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

- 54313 Gender, Culture and Power (ungraded) (8cp)  
 52306 Gender, Culture and Power (graded) (8cp)  
 (offered by the Faculty of Humanities and Social Sciences)  
 015344 Women and Education (8cp)  
 015355 Gender at Work (4cp)  
 52221 Gender at Work (ungraded) (8cp)  
 54214 Gender at Work (graded) (8cp)  
 (offered by the Faculty of Humanities and Social Sciences)

**Bachelor of Teaching in Adult Vocational Education (TT24)**

Course Director: Lann Dawes

Kuwait Coordinator: Leonard Metcalf

This course is now only offered in an off-shore mode. A separate information sheet is available on request from the School Office.



## 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 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*

- 015154 Foundations of TESOL 1 (5cp)
- 015368 TESOL Curriculum and Methodology 1 (5cp)

##### *Spring semester*

- 015156 Foundations of TESOL 2 (5cp)
- 015369 TESOL Curriculum and Methodology 2 (5cp)
- 015372 Teaching Practice 1 (4cp)

## Graduate Certificate in Public Education (TA64)

Academic Coordinator: John McIntyre

### PARTICIPANTS

The Graduate Certificate in Public Education is a one-year part-time qualification for professionals whose work includes informing and educating the public on issues of importance through the mass media, community-based programs or other activities. Applicants will be graduates in any discipline who are working in public education or a related employment, including public relations, communications management, community education in government or non-government organisations. It is preferred that applicants be working either in a paid or voluntary capacity in an area where they can design and implement public education activities. The course is offered by four hours class attendance one night per week and three one-day weekend workshops per semester. It is possible that the course may be offered in an intensive mode of three by three day blocks per semester.

### RATIONALE

Public education refers to those educational processes by which bodies of various sorts seek to inform and educate the public on issues of public importance through both mass media and community-based programs. Public education is a form of community education but also includes a significant component of public communications.

The course views professional practice in public education as drawing on four areas of expertise: the analysis of public policy and social issues; the theory and practice of public relations and communications management; theories of adult learning; and the theory and practice of informal or community-based educational work. The course is in this sense an interdisciplinary one, and will formalise and develop this knowledge-base in providing an appropriate postgraduate qualification for professionals employed in the field.

Public education can also be described in terms of the areas of public policy in which educational work is taking place, and an important function of the course will be to bring together professionals from these different areas to share insights and strategies and to contribute in a critical way to the development of the field. These areas include three levels of government activity in areas such as the labour market and employment; the electoral system; social security, health and welfare and the environment; and non-government organisations, particularly in the arts, the environment and health and welfare, whose public activities involves educational work.

### AIMS

The course aims to develop the theoretical understanding and professional practice of graduates working in public education. It will:

- develop perspectives on public education drawn from policy analysis, public relations and communication management theory, adult learning and community education;
- increase knowledge of the range and extent of public education as it is evident in a range of campaigns and activities in contemporary Australian society;
- encourage the critical analysis of public education activities through appropriate case studies;
- develop participants' strategies for conducting public education work in their professional roles.

The developing nature of the field calls for appropriate professional development for practitioners. There is a need and an opportunity to engage critically with public education practice and influence its development as a field through this course initiative.

### STRUCTURE

The course is made up of four subjects, two per semester, each of six credit points, an assessment load consistent with other Graduate Certificates in the Faculty and the Master of Education in Adult Education. In the first semester, the subject

'Perspectives on Public Education' overviews the field and provides a range of theoretical perspectives on public education. The subject 'Communication Strategies for Public Policy' develops expertise in designing and evaluating public communications to target audiences. In second semester, the subject 'Adult Learning and Community Action' examines community-based public education and principles of community adult education and informal learning. The subject 'Case Studies in Public Education' comprehensively examines the range and extent of public education and promotes critical analysis of public education programs and practices.

#### *Autumn semester*

- 011001 Perspectives on Public Education (6cp)  
 011002 Communication Strategies for Public Policy (6cp)

#### *Spring semester*

- 011003 Adult Learning and Community Action (6cp)  
 011004 Case Studies in Public Education (6cp)

## **Graduate Certificate in Adult Education in Training (TA65)**

Academic Coordinator: John Garrick

### **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 practicable.

## ATTENDANCE

Attendance will be one evening a week from 5.00 to 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*

- 010123 Adult Teaching and Learning (6cp)
- 015147 Skills Workshop 1 (2cp)
- 015148 Tutorial 1 (2cp)
- 015149 Practicum 1 (2cp)

### *Spring semester*

- 010122 Program Development, Implementation and Evaluation (6cp)
- 015147 Skills Workshop 1 (2cp)
- 015148 Tutorial 1 (2cp)
- 015149 Practicum 1 (2cp)

## 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 Certificate in Adult Education in Community Education 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 inquiry 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 your study 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 which 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 which 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 week-day 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 to 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*

- 010123 Adult Teaching and Learning (6cp)
- 015117 Professional Skills 1 (2cp)
- 015118 Workshop 1 (2cp)
- 015245 Learning Journal 1 (2cp)

### *Spring semester*

- 015261 Developing Community Adult Education Programs (6cp)
- 015117 Professional Skills 1 (2cp)
- 015118 Workshop 1 (2cp)
- 015245 Learning Journal 1 (2cp)

## Graduate Certificate in Diabetes Education and Management (KN92)

Academic Coordinator: Linda Soars  
(Faculty of Nursing)

### PARTICIPANTS

This one-year part-time course is offered jointly by the Faculty of Nursing and the School of Adult 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

Assessment will be graded. Three specific forms of assessment will be used in each subject:

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

### 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)<sup>1</sup>  
015343 Teaching and Learning in Diabetes Education (6cp)

#### *Spring semester*

- 92845 Primary Health Care (6cp)<sup>1</sup>  
015342 Programming for Diabetes Education (6cp)

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<sup>1</sup> Offered by the Faculty of Nursing

## Graduate Certificate in Language and Learning (TA67)

Academic Coordinator: Pauline Gibbons

This course will not be offered in 1996.

### 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 in TESOL.

### 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*

015338 Language and Learning (6cp)

015339 Curriculum and Pedagogy 1 (6cp)

#### *Spring semester*

015340 Functional Grammar (6cp)

015341 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.

## Graduate Certificate in Experiential Learning (TA68)

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*

015374 Foundations of Experiential Learning (6cp)

015376 Program Design, Implementation and Evaluation of Experiential Learning 1 (6cp)



*Spring semester*

- 015375 Experiential Learning Strategies (6cp)  
 015379 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 Management Development (TA69)**

Academic Coordinator: Michael Kaye

This course aims to provide participants with state-of-the-art applied theory and practice in the field of management development. While the course builds on the expertise and experience of participants, it is also geared to the needs of professionals contemplating a move into the field of management education.

Graduates will be equipped to operate as management education specialists and human resource development consultants within their organisations and professional fields of practice. The learning of participants in this course may serve as a basis for further formal or self-directed study in the future.

A consistent theme is the need to provide practitioners with the opportunity to broaden their knowledge and understanding of wider management development issues through exposure to a range of viewpoints inherent in a program taught across two faculties.

**COURSE AIMS**

Completing this program should equip participants with greater ability to articulate, at senior management level:

- the educational, training and managerial issues that are fundamental to the enhancement of management development in their organisations; and
- the strategic implications of organisation policies in the area of management development.

**COURSE STRUCTURE**

The Graduate Certificate in Management Development involves two semesters of part-time study. A flexible structure has been adopted to provide participants with a range of options around which they can complete a course that best meets their personal and professional needs.

Participants must complete the two core subjects, one from each faculty, and two

electives, one from each faculty, totalling 24 credit points.

#### Semester 1

- 015377 Facilitating Adult Learning at Work (6cp)  
21555 Australian Management (6cp)<sup>1</sup>

#### Semester 2

- xxxxx Education Elective (a) (6cp)  
xxxxx Management Elective (b) (6cp)<sup>1</sup>

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<sup>1</sup> Offered by the Faculty of Business

## ELECTIVES

### Education electives

- 013337 Managing Program Change in Adult Education (6cp)  
013363 Supporting Workplace Learning and Reform (6cp)  
013339 Skill Formation, Technological Change and Adult Education (6cp)  
013343 Adult Communication Management 1 (6cp)  
013366 Action Research in the Workplace (6cp)  
*or*  
any other subject from the Faculty of Education approved by the Academic Coordinator.

### Management electives

- 21716 International Management (6cp)  
21719 Organisational Behaviour (6cp)  
21720 Employment Relations (6cp)  
21724 Human Resource Management (6cp)  
21725 Organisational Change and Adaptation (6cp)  
26702 Management Development Outdoors (6cp)  
*or*  
any other subject from the Faculty of Business approved by the Academic Coordinator.

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

Academic Coordinator: Betty Johnston

### 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 6cp 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

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010117	Teaching and Learning in Adult Literacy (6cp)
010118	Program Development, Implementation and Evaluation in Adult Basic Education (6cp)
010157	Teaching and Learning in Adult Numeracy (6cp)
015289	Teaching Practice (6cp)

#### Year 2

##### *Autumn semester*

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010113	Exploring Adult Basic Education Practice (6cp)
010120	Foundations of Adult Education (6cp)

##### *Spring semester*

Two 6cp 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 Teaching English to Speakers of Other Languages (TA53)

Academic Coordinators: Chris Nesbitt and Pauline Gibbons

### 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

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##### *Autumn semester*

- 015154 Foundations of TESOL 1 (5cp)  
015368 TESOL Curriculum and Methodology 1 (5cp)

##### *Spring semester*

- 015156 Foundations of TESOL 2 (5cp)  
015369 TESOL Curriculum and Methodology 2 (5cp)  
015372 Teaching Practice 1 (4cp)

#### Year 2

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##### *Autumn semester*

- 015159 Foundations of TESOL 3 (5cp)  
015370 TESOL Curriculum and Methodology 3 (5cp)

##### *Spring semester*

- 015161 Foundations of TESOL 4 (5cp)  
015371 TESOL Curriculum and Methodology 4 (5cp)  
015373 Teaching Practice 2 (4cp)

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

Academic Coordinator: Jenny Godfrey

### 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

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##### *Autumn semester*

- 015248 Adult TESOL 1 (4cp)
- 015249 Developing Communicative Competence 1 (4cp)
- 015250 Practicum 1 (4cp)

##### *Spring semester*

- 015251 Adult TESOL 2 (4cp)
- 015252 Developing Communicative Competence 2 (4cp)
- 015253 Practicum 2 (4cp)

#### Year 2

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##### *Autumn semester*

- 015254 Foundations of Adult Education (4cp)
- 015256 Practicum 3 (4cp)
- 015257 Issues in Language Planning (4cp)

##### *Spring semester*

- 015255 Evaluation and Assessment (4cp)
- 015258 TESOL Program Design (4cp)
- 015259 Practicum 4 (4cp)

## **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 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 Language Teaching (TA60)

Academic Coordinator: Liam Morgan

### 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*

- 015265 Foundations of Language Teaching 1 (5cp)
- 015266 Advanced English for Classroom Purposes 1 (3cp)
- 015267 Theory and Practice of Language Teaching 1 (5cp)
- 015268 Advanced English for Classroom Purposes 2 (3cp)
- 015269 Theory and Practice of Language Teaching 2 (5cp)
- 015270 Advanced English for Classroom Purposes 3 (3cp)

#### *Semester 2*

- 015271 Theory and Practice of Language Teaching 3 (5cp)
- 015272 Advanced English for Classroom Purposes 4 (3cp)
- 015273 Practicum (8cp)
- 015274 Theory and Practice of Language Teaching 4 (5cp)
- 015288 Foundations of Language Teaching 2 (3cp)

## Graduate Diploma in Vocational Education and Training (formerly Graduate Diploma in Technical Education) (TA50)

Academic Coordinator: Clive Chappell

The Graduate Diploma in Vocational Education and Training is an in-service one-year full-time course developed to meet the needs of graduate vocational educators. (Candidates may also enrol in individual subjects if this makes their participation more viable. This means that students could take longer than one year to complete the course.) It is anticipated that candidates will be employed as full-time or part-time teachers/trainers/educators in a vocational setting. It is expected that candidates will have gained formal vocational qualifications prior to entry to the course.

### AIMS

The course aims to enable appropriately qualified students to develop:

- the knowledge, skills and attributes to perform as competent vocational educators;
- the competencies related to self-direction in learning which will enable them to continue their professional development following completion of the course.

### ELIGIBILITY

An applicant for admission to the Graduate Diploma in Vocational Education and Training must have either an appropriate degree from a university or college of advanced education, or an appropriate diploma at an approved tertiary institution. In addition an applicant must be concurrently engaged as a trainer/teacher/facilitator in a vocational education setting. 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 at Haymarket in the University's City campus. A minimum of 85 per cent attendance is required for satisfactory completion of this course. There are two modes of attendance as follows:

#### 1. Weekly mode

Semesters 1 and 2: two days per week (plus one day independent study per week) – 36 days each semester.

#### 2. Mixed mode

Semesters 1 and 2: three five-day blocks per semester (plus 1¼ days independent study per week) – 36 days each semester.

Each subject will offer structured, independent activities to complete during the independent study days.

### COURSE STRUCTURE

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

#### Semester 1

- 016001 Workplace Practice 1 (6cp)
- 016002 Adult Learning and Teaching (8cp)
- 016003 Language, Culture and Communication (6cp)
- 016004 Learner Assessment (4cp)

#### Semester 2

- 016005 Workplace Practice 2 (6cp)
- 016006 The Professional Practitioner (4cp)
- 016007 Program Design and Evaluation (4cp)
- 016008 Workplace Context (6cp)
- xxxxxx Elective (4cp)

#### Electives

- 013337 Managing Program Change in Adult Education (6cp)
- 013340 Higher Level Competencies in Adult Education (6cp)
- 013367 Action Research in Adult Education (6cp)



- 013367 Cultural Diversity in the Workplace: Management and Learning (6cp)
- 016009 Designing and Managing Open Learning (4cp)
- 025701 Advanced Mathematics Teaching (4cp)
- 025702 Remedial Mathematics (5cp)
- 26702 Management Development Outdoors (6cp)
- 27711 Leisure and Tourism Planning (6cp)
- 27713 Leisure Management (6cp)
- 27717 Event and Facility Management (6cp)
- 27811 Cultural Tourism (6cp)
- 27945 Leisure and Tourism Futures (6cp)
- 028702 Teaching Science and Technology (5cp)
- 31531 System Analysis and Design (6cp)
- 31940 Introduction to Systems Modelling (4cp)
- 31942 Introduction to Computer Systems Architecture (4cp)
- 31943 Introduction to Information Systems (4cp)
- 54112 Cultural Studies (6cp)
- 54116 Audiovisual Media Production (6cp)
- 55080 Information Issues in Telecommunications (6cp)
- 77748 Victim–Offender Dispute Resolution (6cp)
- 77750 Anti-Discrimination Dispute Resolution (6cp)
- 77760 Family Dispute Resolution (6cp)
- 77762 Industrial Dispute Resolution (6cp)
- 77763 Community Dispute Resolution (6cp)
- 79731 Industrial Law (6cp)
- 79741 Marketing Legislation in Australia (6cp)
- 79749 Law for Managers (6cp)
- 79752 Employment Legislation (6cp)
- 79753 Current Issues in Industrial Law (6cp)
- 79763 Contemporary Issues in Taxation (6cp)
- 79775 Finance Law (6cp)

## Graduate Diploma in Computer-based Learning (TT54)

Academic Coordinator: 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 1996 *Postgraduate Student Handbook*.

### 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

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##### *Autumn semester*

- 016701 Foundations of Interactive Learning 1 (4cp)
- 016702 Principles of Instructional Design (4cp)
- 016703 Courseware Design and Development 1 (4cp)

##### *Spring semester*

- 016704 Foundations of Interactive Learning 2 (4cp)
- 016705 Managing the Development of Computer-based Learning (4cp)
- 016706 Courseware Design and Development 2 (4cp)

#### Year 2

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##### *Autumn semester*

- 016707 Principles of Computer Education (4cp)
- 016708 Computer-managed Learning (4cp)
- 016709 Interactive Multimedia (4cp)

##### *Spring semester*

- 016710 Independent Project (4cp)
- 016711 Communication Technology and Distance Learning (4cp)
- 016712 Advanced Courseware Engineering (4cp)

## LIST OF COURSES AND COURSE CODES

Bachelor of Education in Adult Education <sup>1</sup>	TA21	Graduate Certificate in Diabetes Education and Management	KN92
Graduate Diploma in Vocational Education and Training	TA50	Graduate Certificate in Language and Learning <sup>3</sup>	TA67
Graduate Diploma in Adult Education (Basic Education)	TA52	Master of Arts in TESOL (by coursework)	TA71
Graduate Diploma in TESOL	TA53	Master of Education in Adult Education (by coursework)	TA70
Graduate Diploma in Computer-Based Learning	TT54	Master of Education (by thesis)	TA81
Graduate Diploma in Adult Education (TESOL)	TA57	Doctor of Philosophy	TA95
Graduate Diploma in Adult Education (Training) <sup>2</sup>	TA58	Doctor of Education	TA96
Graduate Diploma in Adult Education (Community) <sup>2</sup>	TA59		
Graduate Diploma in Language Teaching	TA60		
Graduate Certificate in TESOL	TA54		
Graduate Certificate in Public Education	TA64		
Graduate Certificate in Adult Education in Training	TA65		
Graduate Certificate in Adult Education in Community Education	TA66		
Graduate Certificate in Experiential Learning	TA68		
Graduate Certificate in Management Development	TA69		

<sup>1</sup> Refers to both pre-1996 and new course

<sup>2</sup> Not offered as a discrete course

<sup>3</sup> Course not offered every year

**Note:**

There will be no further intake in 1996 for the following courses:

TA01 – Diploma in Adult Education (Aboriginal Education)

TA02 – Diploma in Adult Education (Community Education)

TA03 – Diploma in Adult Education (Training)

TT21 – Bachelor of Education in Technical Education

TT22/TT23/TT24 – Bachelor of Teaching in Adult Vocational Education

**The course TT24 will only be offered off-shore from 1996 – please refer to School entry**

Please refer to section 'undergraduate courses'.

# 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.

### 010113

#### 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 are 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.

### 010117

#### 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.

### 010118

#### 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.

### 010120

#### 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.

### 010121

#### 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.

### **010122**

#### **PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION**

*6cp*

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

### **010123**

#### **ADULT TEACHING AND LEARNING**

*6cp*

##### **Graduate Certificate in Adult Education in Community Education**

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 which place an emphasis on facilitation and dialogue and which 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**

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

### **010157**

#### **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.

### **010200**

#### **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.

### **010201**

#### **CURRICULUM AND EVALUATION**

*8cp*

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

### **010203**

#### **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.

### **010204**

#### **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.

### **010205**

#### **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.

**010206****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.

**010207****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.

**010209****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.

**010210****EDUCATIONAL RESEARCH 2**

8cp

*prerequisite: 010209 Educational Research 1*

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

**010231****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.

**011001****PERSPECTIVES ON PUBLIC EDUCATION**

6cp

*corequisite: 011002 Communication Strategies for Public Policy*

This subject aims to develop participants' understanding of professional practice in public education. It provides a number of perspectives on the field including adult learning, community education, policy analysis and public communications, and examines the range and extent of public education campaigns.

**011002****COMMUNICATION STRATEGIES FOR PUBLIC POLICY**

6cp

*corequisite: 011001 Perspectives on Public Education*

This subject develops students' competencies in the analysis of public policy for the identification of communication challenges and the design of appropriate strategies for effective public education campaigns. Students will develop research, planning and evaluation skills for the design of these strategies, liaising with clients in the workplace. They will practise writing media releases and design other publicity products for the implementation of their strategies.

**011003****ADULT LEARNING AND COMMUNITY ACTION**

6cp

*prerequisites: 011001 Perspectives on Public Education; 011002 Communication Strategies for Public Policy*

*corequisite: 011004 Case Studies in Public Education*

This subject introduces participants to the major theories that inform the practice of adult education in Australia and examines how adult learning can arise from, contribute to and be embedded in public campaigns and social and community action.

**011004****CASE STUDIES IN PUBLIC EDUCATION**

6cp

*prerequisites:* 011001 *Perspectives on Public Education*; 011002 *Communication Strategies for Public Policy*

*corequisite:* 011003 *Adult Learning and Community Action*

This subject provides an opportunity for participants to consolidate their understanding of professional practice in public education by analysing case studies in public education. The subject is seminar based and participants critically review the design of a selected campaign, its strategies, their implementation and evaluation.

**013210****SKILL LEARNING AND THE DEVELOPMENT OF EXPERTISE**

6cp

This course aims to provide insights into the phases of skill learning and the stages in the development of expertise to assist adult educators to better understand, plan for and teach skill development in their specialist subject areas and help in their own development as expert teachers.

**013331****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.

**013332****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 reflect critically on their own theories of adult education. The subject is a compulsory course requirement for participants with no previous academic background in adult education.

**013333****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.

**013334****CONTEXT AND STRATEGY IN ADULT EDUCATION**

6cp

*prerequisite:* 013332 *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.

**013335****AUSTRALIAN ADULT EDUCATION: INFLUENCES AND TENDENCIES**

6cp

*prerequisite:* 013332 *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.

**013336****CONTEMPORARY ISSUES IN ADULT EDUCATION***6cp**prerequisite: 013332 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.

**013337****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.

**013339****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 013363 Supporting Workplace Learning and Reform.

**013340****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.

**013341****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.

**013342****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.

**013343****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'.



**013344****ADULT COMMUNICATION  
MANAGEMENT 2**

6cp

*prerequisite: 013343 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.

**013345****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.

**013346****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.

**013347****ISSUES IN COMPUTER-BASED ADULT  
EDUCATION AND TRAINING**

6cp

*prerequisite: 013346 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.

**013348****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.

**013349****RESEARCH METHODOLOGIES FOR  
ADULT EDUCATORS**

6cp

*prerequisite: 013348 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.

**013350****ISSUES IN ADULT EDUCATION  
EVALUATION**

6cp

*prerequisite: 013348 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.

**013352****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.

**013353****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.

**013354****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.

**013355****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.

**013356/7****INDEPENDENT STUDY PROJECT 1/2***6cp each*

*prerequisites: 013348 Issues for Adult Education Researchers; 013349 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.

**013358****EXPERIENCE-BASED LEARNING 1***6cp*

*prerequisites: 013332 Theory and Practice in Adult Education; 013333 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.

**013359****EXPERIENCE-BASED LEARNING 2***6cp*

*prerequisite: 013358 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.

**013360****LANGUAGE, LITERACY AND POWER 1***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.

### **013361**

#### **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.

### **013362**

#### **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.

### **013363**

#### **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 013339 Skill Formation, Technological Change and Adult Education.

### **013364**

#### **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. 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.

### **013365**

#### **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

### **013366**

#### **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.

### **013367**

#### **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.

### 013368

#### THE PSYCHOLOGY OF ADULT DEVELOPMENT

6cp

This subject is designed to promote an understanding of the psychology of adult development and ageing. It will focus on those aspects of adult development deemed to be most relevant to the teaching-learning process, e.g. intellectual, cognitive, personality. It will examine some of the myths about adult development and ageing using current empirical research findings. No prior knowledge of developmental psychology is required, although a prior course in psychology (e.g. educational psychology) would be useful.

### 013369

#### LANGUAGE, LITERACY AND POWER 2

6cp

*prerequisite: 013360 Language, Literacy and Power 1*

This subject builds on the introduction to relations between language and power in Language, Literacy and Power 1. The focus is on how discourses work in the construction and maintenance of relations of power in specific sites. The subject aims to develop and strengthen a critical understanding of theories of language and discourse and to apply this understanding, using specific methods of analysis, in different contexts. Case studies of sites for specific analysis will include policy legislation, classroom and workplace interaction, official documents, the written language of the workplace, academic writing, the media, and information technology.

### 015001

#### LANGUAGE, CULTURE AND COMMUNICATION 1

4cp

This subject introduces participants to a social theory of language. This theory highlights the relationship between

culture, context and language. An understanding of this approach to language provides participants with an important tool for understanding the language of learning and also for understanding their own use of English in a range of contexts.

In addition this subject will introduce multiculturalism in terms of policy and what it means to take on a cultural perspective in adult education and training.

The subject will end with a consideration of the implications of these understandings for curriculum and assessment that need to be integrated in the fields of practice subjects.

### 015002

#### ADULT TEACHING AND LEARNING

4cp

This subject introduces participants to the major schools of teaching and learning theory that inform the practice of adult education in its major forms in Australia, and examines a number of key practitioners and theorists who have contributed to, or are identified with, the various schools.

### 015003

#### PORTFOLIO DEVELOPMENT

4cp

This subject deals with current developments in the theory and practice of Recognition of Prior Learning in industry and formal education. It will involve students in identifying and documenting their prior learning and developing a portfolio of this learning. Some students may wish to use the documented outcomes of this subject to support their claims for recognition of prior learning.

### 015004

#### LANGUAGE, CULTURE AND COMMUNICATION 2

4cp

*prerequisite: 015001 Language, Culture and Communication 1 (or equivalent)*

This subject develops knowledge and skills in interpersonal communication for adult educators who work effectively in face-to-face situations as teachers of adults, coordinators of teachers or managers of adult education organisations.

Participants extend their understanding of the relationship between culture, context and language by exploring contemporary perspectives on the nature of human communication and by applying selected communication strategies to enhance teaching and learning.

### **015005**

#### **PSYCHOLOGICAL PERSPECTIVES ON ADULT LEARNING**

4cp

This subject aims to provide participants with an understanding of the major psychological approaches to issues in adult learning and teaching. These include processes for developing cognitive skills, variables affecting acquisition, retention and transfer and a range of learner characteristics that affect learning. Participants will be encouraged to apply this understanding to their teaching practices.

### **015006**

#### **PROGRAM DEVELOPMENT AND NEEDS ANALYSIS**

4cp

This subject aims to provide participants with the knowledge and skills to develop and implement adult education and training programs in the context of the contemporary education and training environment and to critically evaluate these processes within the context of teaching and learning.

### **015007**

#### **ADULT LEARNING IN SOCIAL CONTEXT**

4cp

This core subject aims to assist the educator of adults to understand how adult learning is shaped by social context, to understand and respond appropriately to social influences on their professional practice. Context is examined at different levels of the group, the organisation, community and society, introducing the participant to a range of social theories and perspectives.

### **015008**

#### **ASSESSING LEARNING AND EVALUATING PROGRAMS**

4cp

This subject aims to provide participants with the knowledge and skills to develop and implement assessment and evaluation strategies within contemporary adult education and training programs and to critically evaluate these processes within a range of teaching and learning contexts.

### **015009**

#### **ANALYSING CURRENT ISSUES IN AUSTRALIAN EDUCATION**

4cp

This subject examines key issues which impact on Australian educational provision. It 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 are reflected in educational policy and practice across the sectors throughout the life span; to provide frameworks for the critical analysis of these issues and policies to provide opportunities for participation in scholarship and debate within the educational community.

### **015010**

#### **PHILOSOPHICAL AND HISTORICAL PERSPECTIVES ON ADULT LEARNING**

4cp

This core subject introduces students to the major philosophical and historical traditions that have shaped the theory and practice of education. The particular philosophical and historical traditions that underpin adult, vocational and community education as they operate today are also examined. This learning is applied to the analysis and discussion of current issues and events in adult, vocational and community education.

### **015011**

#### **RESEARCH AND INQUIRY**

4cp

The subject will offer a range of perspectives on research from the contexts of adult and vocational education. It will

deal with a range of different types of research (formal, policy-related and informal) and illustrate different research paradigms and perspectives. It will also form one pathway to a research-based honours year. The subject will extend the student's ability to evaluate current research and to reflect critically upon their practice by developing their understanding of research and inquiry processes.

### **015012**

#### **INTERNATIONAL PERSPECTIVES ON EDUCATION**

*4cp*

There is a range of educational issues that are the common subject of research and policy debate in countries across the world. Such issues are shaped by social, political, historical and economic forces. Students will study these issues and the forces which shape them. Students will be encouraged to undertake regional case studies in the Asia-Pacific region.

### **015013/14/15/16**

#### **READING AND WRITING FOR SPECIFIC PURPOSES (COMM, HRD, LLN, VOC ED)**

*4cp each*

In order to participate fully in university study, students need to be aware of and develop control of the language and technology demands of the university context. This subject will focus on students' own use of language and the requirements of lecture and seminar participation as well as the demands of reading, writing and technological media in the university context and in workplaces. These demands will be addressed explicitly so that students from diverse social, economic and cultural backgrounds can all participate effectively at university. This subject will build on issues covered in the subjects 015001 and 015004 Language, Culture and Communication 1 and 2 by extending students' understandings of the relationship between culture, context and language.

### **015017/18/19/20**

#### **FIELD OF PRACTICE SPECIALIST KNOWLEDGE 1 (COMM, HRD, LLN, VOC ED)**

*4cp each*

Students will explore ways in which their own background, prior knowledge, resources and work requirements shape their experience as an adult learner and influence their approach to the tasks they encounter at work. The learning activities in this subject support the transition from focusing on self as a competent practitioner to a focus on self as a learner in order to provide a sound educational base for facilitating the learning of others.

### **015021/22/23/24**

#### **TEACHING AND LEARNING IN PRACTICE (COMM, HRD, LLN, VOC ED)**

*8cp each*

This subject will draw on the theoretical principles explored in core subjects to develop the practical teaching and facilitation skills of participants in their roles as adult educators for their particular field of practice. The relationship of teaching to learning will be explored in the context of participants' concurrent roles in the workplace and as teachers and learners. This relationship will be explored in one-to-one and group learning events.

### **015025/26/27/28**

#### **DEVELOPING THE REFLECTIVE PRACTITIONER (COMM, HRD, LLN, VOC ED)**

*4cp each*

This subject will introduce students to the processes of consciously using reflection to evaluate and improve on their practice as adult educators. They will be introduced to various ways of engaging in and encouraging reflection and to some of the literature relating to reflection in practice.

**015029/30/31/32****FIELD OF PRACTICE SPECIALIST  
KNOWLEDGE 2  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject helps the student explore the field of practice from the perspective of practitioner and educator in the field. Students will examine current developments in the nature and scope of their specialism and how this relates to their role as adult educators. Students will review the diversity of roles within their field of practice, the range of practices and the diversity of clients.

**015033/34/35/36****PROGRAM DELIVERY  
(COMM, HRD, LLN, VOC ED)***4cp*

*prerequisite: 015006 Program Development and Needs Analysis*

This subject provides the opportunity for students to examine and apply models of program delivery to their own workplace. Through workplace activities and negotiated learning tasks, students will develop competence in developing, implementing and managing programs.

**015037/38/39/40****CATERING FOR INDIVIDUAL  
LEARNING NEEDS  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject aims to develop understanding of individual differences among learners and recognition of the need for inclusivity in teaching and programming practices. Appropriate adaptive teaching/learning and delivery measures are examined so that they may be implemented appropriately to meet a range of perceived needs.

**015041/42/43/44****FIELD OF PRACTICE SPECIALIST  
KNOWLEDGE 3  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject encourages students to develop greater understanding of the competencies of a practitioner and adult

educator by encouraging them to critically examine their field of practice in a range of practical ways. It will identify the professional forces which provide support for the field, examine career options and explore fields of practice which differ from their own specialism.

**015045/46/47/48****WORKPLACE CONTEXT  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject expands on some of the current issues in education and training and locates them in the workplaces of students. Students will examine the impact of social, industrial and political influences and the impact of current government policies on their own workplaces and analyse the place of their own workplace in relation to the Training Reform Agenda.

**015049/50/51/52****THE PROFESSIONAL PRACTITIONER  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject explores the nature of professional practice for the adult educator in a variety of contexts. Students will explore the ethical dimensions of professional practice, the roles and responsibilities of the professional practitioner and the nature of professional development.

**015053/54/55/56****EXAMINING THE ORGANISATIONAL  
CONTEXT  
(COMM, HRD, LLN, VOC ED)***4cp each*

This subject focuses on the practitioner in the context of working with or for large or small organisations. Such organisations may have a variety of purposes, but the usual role for the student as practitioner is that of facilitator and provider of teaching and learning experiences. This subject addresses the knowledge, skills and attributes which a competent practitioner needs to work effectively in such contexts.

**015057/58/59/60****FIELD OF PRACTICE SPECIALIST KNOWLEDGE 4****(COMM, HRD, LLN, VOC ED)***4cp each*

This subject extends the students' exploration of the field of practice from their perspective as a competent practitioner who is also an educator of others in the field. The main focus is on developing greater awareness of the role of continuing professional education to the specialisms and on helping the student develop their own skills as contributor to this aspect of their specialism.

**015061/62/63/64****LEADERSHIP AND POLICY ISSUES (COMM, HRD, LLN, VOC ED)***4cp each*

The notion of leadership in a variety of learning/workplace settings will be examined, although the focus of this subject is on the individual leader and the organisational group that they manage. What is leadership in an learning/workplace context and how can it be attained? Is leadership necessary or appropriate in all situations? A range of issues relevant to these important questions are explored in this subject. Note that the organisational context is treated in another subject.

**015065/66/67/68****MONITORING AND FACILITATING CHANGE (COMM)***4cp each**prerequisite: 015002 Adult Teaching and Learning*

This subject is designed to provide the knowledge, skills and attributes necessary for adult educators to monitor and facilitate changes in their own organisations or community contexts. There will be a focus on how theories, models and current research about change management impact on the students' field of practice.

**015069****DESIGNING AND DELIVERING OPEN LEARNING***4cp*

This subject is designed to extend the adult educator's competence in the design and delivery of adult education focused specifically on developing understanding and skills in designing and delivering open learning.

**015070****ADOLESCENT AND ADULT DEVELOPMENT***4cp*

An understanding of adolescent and adult development, especially of intellectual, cognitive and personality development, ought to provide adult educators with an understanding of their own learning and the learning of others. Issues in adolescent and adult development should be taken into consideration both in the design and development and in the presentation of courses to people of differing ages. Furthermore, an understanding of issues raised can provide more objective evidence for students who wish to reflect not only on their own development but on that of their clients.

**015072****DEVELOPING INTERPERSONAL COMMUNICATION***4cp*

*prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)*

In this subject the focus will be on extending adult educators' understanding of the interpersonal dimensions of the communication process and assisting adult educators to develop the interpersonal skills of others. Both oral and written dimensions will be analysed, including development of public speaking, self-presentation and helping skills. This subject forms part of a major sequence of study in Communication Development Studies in order to provide specialist knowledge for adult educators wishing to teach/train in the area of communication studies.



**015073****DEVELOPING GROUP COMMUNICATION**

4cp

*prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)*

In this subject the educational process will be examined from a communication perspective to assist adult educators to facilitate the learning and performance of groups and teams. In particular, adult educators will investigate a variety of group process techniques to enhance quality and productivity, increase member satisfaction and motivation, improve performance as a group member, and achieve and maintain cohesiveness and interpret communication interactions within the group. This subject forms part of a major sequence of study in Communication Development Studies in order to provide specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

**015074****DEVELOPING SYSTEMS COMMUNICATION**

4cp

*prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)*

In this subject the focus will be on exploring the influence of a range of dynamic features of human systems on communication. In particular, theoretical approaches in communication relating to the functioning of education and training in organisational contexts will be investigated to assist adult educators to develop, apply and evaluate strategic interventions to facilitate their own and others' learning in systems such as community and/or workplace settings. The subject forms part of a major sequence of study in Communication Development Studies in order to provide specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

**015075****INDEPENDENT STUDY PROJECT IN COMMUNICATION**

4cp

*prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent); at least one of the following subjects: 015072 Developing Interpersonal Communication (or equivalent) or 015073 Developing Group Communication (or equivalent) or 015074 Developing Systems Communication (or equivalent)*

In this subject adult educators will design and negotiate their own study project in consultation with a member of academic staff. Possible areas of study are interpersonal communication; group communication; systems/organisational communication; or another approved area which extends understanding of adult education and the learning process from a communication perspective. The subject forms part of a major sequence of study in Communication Development Studies in order to provide specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

**015076****SOCIAL EDUCATION IN COMMUNITY SETTINGS**

4cp

This subject is for people working with adults in group homes, residential care, hostels and nursing homes, and other supported accommodation. Students will develop competence in planning and providing living skills and related education opportunities.

**015077****EDUCATIONAL DIMENSIONS OF COMMUNITY AND YOUTH WORK**

4cp

This subject is for people interested in planning and managing learning for personal and community development in informal settings. Students will examine educational traditions which inform community and youth work, including informal education, non-formal education, social pedagogy, popular education and animation.

**015078****ADULT EDUCATION AND SOCIAL ACTION***4cp*

This subject examines the ways adult education can grow out of, give rise to, and play a part in community, social and political action.

**015079****ADULT EDUCATION AND THE AGED***4cp*

In this subject students will examine teaching and learning in relation to the educational needs of older people. They will explore different models of provision, policy and programming issues, and the challenges of implementation in a variety of contexts.

**015080****CAMPAIGNING AND PUBLIC EDUCATION***4cp*

This subject is for people engaged in developing and implementing educational campaigns designed to influence and inform large groups of people. We will study a variety of current campaigns such as Aboriginal Reconciliation, Quit for Life, Landcare, anti-nuclear movement in the South Pacific, and HIV-AIDS.

**015081****ADULT EDUCATION AND THE UNEMPLOYED***4cp*

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.

**015082****DEVELOPMENT, GROWTH AND EDUCATION IN SOUTH-EAST ASIA***4cp*

This subject will help students develop knowledge and understanding of how adult education is constructed as a field of study and practice in the South-East Asian region. It will critique models of

development and growth and examine the role of adult education in South-East Asia.

**015083****MANAGING EDUCATION PROGRAMS***4cp*

This subject is designed for people with responsibilities for managing education and training programs in community organisations. It is concerned with establishing an environment which promotes learning, access and equity, selecting adult educators, marketing and promotion, and maintaining the standards required for accredited programs.

**015084****ORGANISING COMMUNITY ADULT EDUCATION***4cp*

This subject is designed to develop students' knowledge and understanding of community adult education organisations. The principles and practices which underpin the distinguishing characteristics of these organisations will be critically examined.

**015085****STRUCTURES AND PROCESSES IN COMMUNITY EDUCATION***4cp*

This subject will encourage students to evaluate and apply management skills, structures and processes which are appropriate to different models of community education organisations.

**015086****INTRODUCTION TO LANGUAGE***4cp*

In order to be an effective language and literacy teacher, it is important to develop understandings about the nature of language and language variation. This subject aims to develop such understandings by introducing students to the study of language. It contrasts language theories and explores their practical implications. It focuses in particular on a functional model of language in order to study texts that are relevant to students' work contexts.

**015087****SOCIAL PERSPECTIVES ON LANGUAGE, LITERACY AND NUMERACY**

4cp

This subject aims to provide an introduction to key concepts in social approaches to language, literacy and numeracy, providing students with the opportunity to relate the theoretical material to their own language, literacy and numeracy practices and explore the implications for teaching.

**015088****TEACHING LANGUAGE AND LITERACY**

4cp

*prerequisites: 015086 Introduction to Language; 015087 Social Perspectives on Language, Literacy and Numeracy; 015001 Language, Culture and Communication 1; 015013-6 Reading and Writing*

This subject will build on concepts introduced in the prerequisite subjects, the core subject Language, Culture and Communication 1 and the field of practice subject Reading and Writing. It will introduce participants to the range of written and spoken text types relevant to the needs of their students. The subject will focus on the social purposes of different text types, how text types differ in generic structure, and how text types have different linguistic features relevant to their social purposes and their context of situation. Participants will be introduced to relevant methodologies for the teaching of language and literacy, which draw on an understanding of language, text and context.

**015089****NUMERACY AWARENESS**

4cp

This subject aims to provide students with an introduction to issues about the nature of numeracy, how people generate and use mathematics in society, and how they most constructively learn it.

**015090****PROGRAMMING AND ASSESSMENT IN LANGUAGE, LITERACY AND NUMERACY**

4cp

This subject aims to provide participants with the knowledge and skills to develop and implement language, literacy and numeracy programs in adult education contexts. It will locate language, literacy and numeracy assessment and program development practices within the broader context of approaches to curriculum introduced in the core subject of 015006 Program Development and Needs Analysis. Participants will examine and evaluate assessment instruments and procedures to use in developing coherent programs.

**015091****PROMOTING WORKPLACE LEARNING**

4cp

Attending to, and providing adequate resources for, workplace learning is acknowledged as a vital component of organisational survival, change and growth. Various factors often combine to generate resistance to provision of on-time, effective training and learning programs which could support organisational goals. This subject addresses the needs of adult educators who are interested in, or are required to, develop, promote and market learning programs within, or for, their organisation.

**015092****INDUSTRY-FOCUSED HRD STRATEGIES**

4cp

Current developments in workplace learning are focusing attention on the ways in which specific industries and enterprises are providing for skill and knowledge development. This subject provides an in-depth analysis of national trends and future possibilities through reference to industry specific case studies and the results of relevant research projects.

**015093****ETHICS, WORKPLACES AND THE HRD FUNCTION***4cp*

People with responsibility for workplace education are likely to encounter a range of sensitive issues related to questions of ethics and morality. Their role may involve educating adults about management of values conflicts, and the nature of the boundaries between public and private domains of ownership of knowledge, intellectual capital, copyright and confidentiality. This subject will encourage students to explore their own values and beliefs while developing an understanding of current legal and ethical practices in Australian business.

**015094****INTERNATIONAL TRENDS IN WORKPLACE EDUCATION***4cp*

This subject provides a comparative examination of workplace education and training programs across national boundaries. It pays particular attention to relationships among such factors as employment policies, school and post-school education programs and provision of workplace-based training activities. Government initiatives and policies and practices of multinational entities will also be examined.

**015095****APPLYING EXPERIENTIAL LEARNING IN THE WORKPLACE***4cp*

Adults gain experiences from many sources. The impact of such experiences cannot readily be accessed through conventional teaching and learning strategies. This subject provides an introduction to ways in which prior experiences can be utilised to assist adults to learn. The subject explores methods for helping adults extend and adapt knowledge and behaviours to suit current work and life settings.

**015096****SIMULATIONS AND GAMES—THEORY AND DESIGN***4cp*

There are thousands of structured activities called either simulations or games. Each one has been developed to meet particular needs and draws on a range of theoretical frameworks to shape its final form. This subject introduces a number of current theoretical frameworks and assists students to develop skills in the selection, design and construction of activities suitable to their particular needs.

**015097****HRD STRATEGIES FOR INDIVIDUAL DEVELOPMENT***4cp*

Mentoring, coaching, job rotation, workplace projects and the use of learning plans, learning contracts and reflective journals are all ways in which organisations can provide support for individual learners. Each approach has resource implications. This subject identifies and explores the benefits and limitations of these and related strategies.

**015098****INDIVIDUALISED PROJECT***4cp*

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.

**015099****DEVELOPING THE LEARNING ORGANISATION***4cp*

Do organisations learn? Not just the separate individuals within them but organisations as entities whose membership changes but which themselves retain the collective wisdom of past experience.

This subject reviews current writing and research on the question and assists students to explore the implications of their own organisation.

### **015100**

#### **MULTI-LITERACIES IN THE WORKPLACE**

4cp

New forms of work, the changing nature of organisational structures and expectations about productivity will require adult educators to possess quite a different range of literacy and communication technology skills and knowledge. This subject is designed to develop understanding of a range of pragmatic and critical skills required to comprehend, analyse, develop and respond to the complex, multilayered forms of information now being encountered in graphic, visual, verbal, written and electronic forms.

### **015101**

#### **FOUNDATIONS OF EDUCATIONAL MULTIMEDIA 1**

4cp

This subject will introduce the broad field of educational multimedia. Topics will focus on the history of the field (from overhead projector to the Internet), basic theory and models (behaviourism, cognitivism, instructional design), tools for development (authoring tools, application packages), elements of educational multimedia and essential skills for its development. This subject will introduce approaches to using educational multimedia from the teacher's perspective, examining the options for curriculum, instructional development and presentation and emphasising the opportunities provided by multimedia which can enhance the teaching and learning process.

### **015102**

#### **FOUNDATIONS OF EDUCATIONAL MULTIMEDIA 2**

4cp

*prerequisite: 015101 Foundations of Educational Multimedia 1*

To extend the background of the field of technology within education and training,

this subject will focus on the theories of learning and their link to the development of multimedia applications. Particular emphasis will be placed on differentiating behaviourism, cognitive styles and constructivism in the context of adult learning and the use of educational multimedia.

### **015103**

#### **FOUNDATIONS OF EDUCATIONAL MULTIMEDIA 3**

4cp

*prerequisites: 015101 Foundations of Educational Multimedia 1; 015102 Foundations of Educational Multimedia 2*

This subject will introduce students to the basic elements of multimedia with specific reference to hardware, software and design. Students will be introduced to the hardware (platforms, CD-ROM, networks, audio), software (authoring, graphics, modelling), communications (distance education, the Internet) and design (layout, screen design, interface metaphor, navigation).

### **015104**

#### **EDUCATIONAL MULTIMEDIA DESIGN 1**

4cp

This subject will detail the major design issues associated with educational multimedia applications. This will include topics on instructional design, rapid prototyping, layered design, graphics design, interface design, navigation and user control. Consideration will also be made of the specific processes involved in designing educational multimedia applications, including audience analysis, outcomes and assessment, content analysis, interactive options, evaluation and implementation.

### **015105**

#### **EDUCATIONAL MULTIMEDIA DESIGN 2**

4cp

*prerequisite: 015104 Educational Multimedia Design 1*

This subject will address issues in technology design, including development and delivery configurations, cross-platform

implications, colour and resolution, CD-ROM production, Internet design, sound engineering, video capture and performance. Students will work with the integration of multimedia elements (graphics, audio, video, animation) into sample applications, including communications systems such as traditional distance education, open learning, satellite, interactive television, local networks and the Internet.

### **015106**

#### **EDUCATIONAL MULTIMEDIA DESIGN 3**

4cp

*prerequisites: 015104 Educational Multimedia Design 1; 015105 Educational Multimedia Design 2*

This subject will develop skills in assessing the educational effectiveness of multimedia applications, including evaluation during the development process and evaluation of the outcomes of its implementation. Attention will be given to appropriate techniques for successful evaluation.

### **015110**

#### **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.

### **015111**

#### **ISSUES IN ABORIGINAL EDUCATION**

8cp

*prerequisite: 015110 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.

### **015112**

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

8cp

*prerequisite: 015111 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.

### **015113**

#### **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.

### **015114**

#### **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.

### **015115**

#### **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.

**015117****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.

**015118****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.

**015147****SKILLS WORKSHOP 1**

4cp

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

**015148****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.

**015149****PRACTICUM 1**

4cp

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

**015154****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.

**015156****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.

**015159****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.

**015161****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.

**015245****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.

**015248****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.

**015249****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.

**015250****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.

**015251****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 015248 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.

**015252****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.



**015253****PRACTICUM 2***4cp*

This subject aims to build on and extend the initial practical teaching skills in 015250 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.

**015254****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.

**015255****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.

**015256****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.

**015257****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.

**015258****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.

### **015259**

#### **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.

### **015261**

#### **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.

### **015265**

#### **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).

### **015266**

#### **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 015265 Foundations of Language Teaching 1.

### **015267**

#### **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).

### **015268**

#### **ADVANCED ENGLISH FOR CLASSROOM PURPOSES 2**

3cp

This subject continues the work begun in 015266 Advanced English for Classroom Purposes 1. It aims to increase participants' confidence and competence in tasks important to school life.

### **015269**

#### **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).

### **015270**

#### **ADVANCED ENGLISH FOR CLASSROOM PURPOSES 3**

3cp

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

### **015271**

#### **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).

**015272****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.

**015273****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.

**015274****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.

**015275****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.

**015276****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.

**015277****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.

**015278****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.

**015288****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.

**015289****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.

**015338****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.

**015339****CURRICULUM AND PEDAGOGY 1**

6cp

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.

**015340****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;
- 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.

**015341****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 courses at the University or from other equivalent professional development courses. Examples of such options for 1996 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.

**015342****PROGRAMMING FOR DIABETES EDUCATION***6cp; 14 weeks, 3hpw**prerequisite: 015343 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.

**015343****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.

**015344****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.

**015355****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.

**015368****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.

**015369****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.

**015370****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.

**015371****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.

**015372****TEACHING PRACTICE 1**

4cp

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

**015373****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.

**015374****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.

**015375****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.

**015376****PROGRAM DESIGN,  
IMPLEMENTATION AND  
EVALUATION OF EXPERIENTIAL  
LEARNING 1**

6cp

Parts 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.

**015378****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.

**016001****WORKPLACE PRACTICE 1**

6cp

This subject introduces students to strategies for acquiring skills in critical and reflective practice. Students will be able to analyse their own and others' practices, and they will be required to make sense of the theories they gain in the other subjects, by analysing how these practices impact in the workplace. Reflective practice will be encouraged through the use of reflective journals, reflective partners, self-evaluation and video feedback, critical action research, cooperative group work, concept mapping, negotiated learning, and critical incident reviews.

**016002****ADULT LEARNING AND TEACHING**

8cp

This subject aims to provide participants with the knowledge and skills to plan, implement and evaluate a range of learning experiences in the workplace and in vocational education contexts. Participants will also be able to identify the major schools of adult teaching and learning theory and to critically evaluate learning in a range of contexts and critique current approaches and practices used in learning. The participants will be able to identify what technologies and media are available and where and when it is appropriate to use them. Emphasis will be given to the social, economic and political aspects of the use of the various types of media and technology.

**016003****LANGUAGE, CULTURE AND COMMUNICATION**

6cp

This subject aims to provide participants with an understanding of:

- a social theory of language that looks at how language makes meanings in particular contexts;
- multiculturalism and cultural issues in vocational education;
- contemporary approaches to human communication and interpersonal communication strategies essential for effective vocational and adult teaching;
- implications for developing inclusive teaching and learning practices.

**016004****LEARNER ASSESSMENT**

4cp

This subject aims to provide participants with the knowledge and skills to plan, implement and evaluate assessment in the workplace and in vocational education contexts. Participants will also be able to critically evaluate the role of assessment in a range of contexts and critique current approaches and practices used in assessment. This subject has been developed in response to current developments in vocational education and training in Australia especially the increasing responsibility of educators and industry to assess achievement and certify competency.

**016005****WORKPLACE PRACTICE 2**

6cp

This subject focuses on the relationship of the practitioner with the policies and procedures of their organisation. It uses the skills of reflective practice to illuminate and problematise relevant issues, concerning policy implementation, professional development, and quality assurance in teaching and learning.

**016006****THE PROFESSIONAL PRACTITIONER****4cp**

This subject provides an integrative core to the professional field of vocational education and training practice by focusing on the way practitioners acquire knowledge as well as an ethical basis for action in various workplace contexts. The learnings in this subject will also focus on the acquisition of those skills and attributes that enable practitioners to learn about learning through critical reflection on case studies, workplace action research and other forms of problem-based learning.

**016007****PROGRAM DESIGN AND EVALUATION****4cp**

This subject aims to provide participants with the knowledge and skills to develop and evaluate vocational education and training programs in the context of the contemporary education and training environment and to critically evaluate these processes within the context of teaching and learning.

**016008****WORKPLACE CONTEXT****6cp**

This subject provides students with an understanding of how key educational, social, economic, political and technological issues effect their roles and work environment. It also provides them with opportunities to examine the impact of these issues on their work as vocational educators/trainers.

**016009****DESIGNING AND MANAGING OPEN LEARNING****4cp**

This subject is designed to extend the adult educator's competence in the design and delivery of adult education focused specifically on developing understanding and skills in designing and delivering open learning.

**016104****THESIS (EDUCATION) P/T****24cp**

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

**016701****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.

**016702****PRINCIPLES OF INSTRUCTIONAL DESIGN****4cp**

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

**016703****COURSEWARE DESIGN AND DEVELOPMENT 1****4cp**

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

**016704****FOUNDATIONS OF INTERACTIVE LEARNING 2****4cp**

Supplements the factors of interactive learning covered in 016701 Foundations of Interactive Learning 1 by considering the options available to the designer in presenting courseware.

**016705****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.



**016706**

**COURSEWARE DESIGN AND DEVELOPMENT 2**

4cp

Designed to extend the content presented in 016703 Courseware Design and Development 1.

**016707**

**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.

**016708**

**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.

**016709**

**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.

**016710**

**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.

**016711**

**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.

**016712**

**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) serves students from all faculties. It aims to assist students to realise their academic potential by providing a free academic support unit in the areas of language and learning and mathematics and science. It also assists students to become self-reliant learners through the use of appropriate learning strategies.

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). Inquiries regarding learning and language strategies to Lesley Ljungdahl or Kerry Gatliff (330 5524); inquiries regarding mathematics, science and learning to Dr Jules Harnett (330 5186).

### COMPUTING FACILITIES FOR TEACHER EDUCATION STUDENTS

A new microcomputer laboratory is available for use by Teacher Education students. The new laboratory has 20 Macintosh LC2 and 10 Macintosh LC630 microcomputers. The latter type provides good multimedia capabilities, with CD-ROM drives. A wide range of software is available, and our students have access to the Internet, which gives access to e-mail and remote databases. As well, there are four workstations which are equipped with synthesiser keyboards which are MIDI-linked (Musical Instrument Digital Interface) to the computers. These synthesisers use relevant software programs from the computers so that students can develop aural acuity and notation skills at their own pace.

### 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, December 1994) 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, and Personal Development, 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:

- 023101 Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling
- 023102 Practicum 2: Promoting Learning and Learner Cooperation
- 023103 Practicum 3: Promoting Learner Interaction

- 023104 Practicum 4: Managing Learning Difficulties
- 023105 Practicum 5: Designing and Implementing Educational Programs for Learners
- 023106 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 of these periods 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 and 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 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 MAJOR 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 such relationships between the subjects of a sequence 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: to be advised

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 improving 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:

- 020401 Art Studies 1: Australian Art and Art of The Western World 1945 to the present and associated practical work
- 020402 Art Studies 2: Sculpture 1945 to the present: Australia and Western Art and associated practical work
- 020403 Art Studies 3: Art of the pre-Christian world and associated practical work
- 020404 Art Studies 4: South-East Asian Art and associated practical work
- 020405 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, myths 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:

- 022401 Drama and Theatre Arts 1:  
Introduction to World Theatre
- 022402 Drama and Theatre Arts 2: Acting  
– the Fundamentals
- 022403 Drama and Theatre Arts 3:  
Lighting, Sound and Design
- 022404 Drama and Theatre Arts 4:  
Advanced Acting
- 022405 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:

- 021401 Educational Computing 1:  
Applications A
- 021402 Educational Computing 2:  
Applications B
- 021403 Educational Computing 3:  
Programming Tools
- 021404 Educational Computing 4: LOGO A
- 021405 Educational Computing 5: LOGO B

### **English elective study major**

Coordinator: Rosemary Johnston

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:

- 024401 English 1:  
Language and Literature
- 024402 English 2: Form and Meaning
- 024403 English 3:  
The Victorians and After
- 024404 English 4: Revolution and  
Romanticism
- 024405 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 transplantation of European culture in a South Pacific context. The attention of students is then turned to Asian history by selecting aspects of the Asian past which show continuities with the present – and by extension, links with multicultural Australian society.

The history subject series thus transports a student's attention from Australia's European heritage through its particular adaptation in the Australian context to an appreciation of the diversity and achievements of Asian cultures to our north.

The subjects are as follows:

- 029401 History 1: Europe from early modern times to the end of the 19th century
- 029402 History 2: Europe in the 20th century
- 029403 History 3: Australia to 1900
- 029404 History 4: Australia in the 20th century
- 029405 History 5: Aspects of Asia from ancient times to the more recent past

### Mathematics elective study major

Coordinator: Graham Barnsley

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:

- 025401 Mathematics 1: Probability
- 025402 Mathematics 2: Finite Structures
- 025403 Mathematics 3: Graph Theory
- 025404 Mathematics 4: Statistics
- 025405 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:

- 026401 Music Studies 1
- 026402 Music Studies 2
- 026403 Music Studies 3
- 026404 Music Studies 4
- 026405 Music Studies 5

### **Personal Development, Health and Physical Education elective study major**

Coordinator: Robert Lees

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:

- 027401 Personal Health
- 027402 Lifestyle and Fitness
- 027403 Social Context of Physical Education
- 027404 Children and Physical Activity
- 027405 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:

- 028401 The Human Body
- 028402 The Australian Environment
- 028403 Science and Technology in Daily Life
- 028404 People, Technology and Science
- 028405 Planet Earth

## **COURSE STRUCTURE**

Credit point values are shown in brackets.

### **Semester 1**

- 021301 Introduction to Computers in the Classroom (2cp)
- 023101 Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling (+ *field experience*) (5cp)
- 023501 Developmental Psychology (3cp)
- 024200 Primary Curriculum Orientation 1 (3cp)
- 024201 English Education: Children's Literature (3cp)
- 028200 Primary Curriculum Orientation 2 (3cp)
- 029301 Australian Studies 1 (3cp)

### **Semester 2**

- 020201 Art and Craft Education 1 (3cp)
- 023102 Practicum 2: Promoting Learning and Learner Cooperation (+ *field experience*) (5cp)
- 024202 English Education: Writing (3cp)
- 025201 Mathematics Education 1 (3cp)
- 028201 Science and Technology Education 1 (3cp)
- 029201 Social Studies Education 1 (3cp)
- xxxxxx Elective study major – Subject 1 (4cp)

**Semester 3**

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023103	Practicum 3: Promoting Learner Interaction (+ <i>field experience</i> ) (5cp)
024203	English Education: Reading (3cp)
025202	Mathematics Education 2 (3cp)
026201	Music Education 1 (3cp)
027201	Introduction to Personal Development, Health and Physical Education (K–12) (3cp)
028202	Science and Technology Education 2 (3cp)
xxxxxx	Elective study major – Subject 2 (4cp)

**Semester 4**

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023104	Practicum 4: Managing Learning Difficulties (+ <i>field experience</i> ) (5cp)
023502	Social Bases of Education (3cp)
024204	English Education: Teaching English as a Second Language (3cp)
025203	Mathematics Education 3 (3cp)
027202	Physical Education Teaching and Learning 1 (3cp)
029302	Australian Studies 2 (3cp)
xxxxxx	Elective study major – Subject 3 (4cp)

**Semester 5**

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020202	Art and Craft Education 2 (3cp)
023105	Practicum 5: Designing and Implementing Educational Programs for Learners (+ <i>field experience</i> ) (4cp)
023503	Philosophical Bases of Education (3cp)
025204	Mathematics Education 4 (3cp)
027203	Physical Education Teaching and Learning 2 (3cp)
028203	Science and Technology Education 3 (3cp)
029202	Social Studies Education 2 (3cp)
xxxxxx	General elective (3cp) <sup>1</sup>
xxxxxx	Elective study major – Subject 4 (4cp)

**Semester 6**

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023106	Practicum 6: Providing for Individual Differences in Learners (+ <i>field experience</i> ) (5cp)
024205	English Education: Drama (3cp)
026202	Music Education 2 (3cp)
027202	Personal Development and Health (K–6) (3cp)
028204	Science and Technology Education 4 (3cp)
	General elective (3cp) <sup>1</sup>
	Elective study major – Subject 5 (4cp)

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<sup>1</sup> Only one general elective to be chosen from either Semester 5 or Semester 6



## Bachelor of Teaching and Bachelor of Arts in International Studies (TEI8)

The combined degree in Teaching and International Studies provides UTS trainee teachers with a good grounding in a language and culture other than English, as well as professional training and education. Though the course does not concentrate exclusively on East Asia and South-East Asia, those areas are significant not least because of the Federal Government's recently adopted National Asian Languages and Studies Strategy, which intends to increase the number of school students engaged in the study of the languages and cultures of those regions.

At the same time, the combined degree has the educational goal of making students aware of a wider world by providing them with the opportunity to acquire a knowledge and understanding of another language and culture.

The Bachelor of Teaching and Bachelor of Arts in International Studies is a five-year degree in which the study of Teacher Education is integrated with a major in the language and culture of another country. Students spend the fourth year of study at a university overseas. All existing arrangements for both the Bachelor of Teaching and the Bachelor of Arts in International Studies apply equally to the combined degree program in Teaching and International Studies.

To graduate, a student is required to have completed 240 credit points of study: 144 credit points in Teacher Education and 96 credit points in International Studies.

Within the combined degree in Teaching and International Studies, students will be required to complete the usual three strands of the Bachelor of Teaching course:

- teaching studies—comprising pedagogical and curriculum studies;
- foundation studies—comprising education and general studies;
- elective studies—comprising a sequence of elective subjects of professional relevance and particular interest to the student.

The International Studies program requires undergraduates to study one major—a country or region of specialisation—over a minimum of three years. Students study language and culture for at least two years in Sydney, and this is followed by a period of study overseas. In 1996, the following majors will be offered: China, Indonesia, Japan, Latin America (Chile and Argentina), South China (Hong Kong and Guangdong), Taiwan, Thailand and Western Europe (France, Germany and Italy).

Students are admitted to the International Studies program with no guarantee of entry to a specific major, although students' preferences are taken into consideration. The Institute reserves the right to allocate student majors according to its resources and arrangements with overseas universities.

In general, the International Studies program has no prior language requirement, except for some specific majors. Students wishing to do the Western Europe major are required to have successfully completed French, German or Italian at HSC level or equivalent.

Each student's choice of a major and subjects to study in the International Studies program requires the approval of the Board of Studies of the Institute for International Studies.

In exceptional circumstances, students may, with the approval of the Board of Studies of the Institute for International Studies, vary the designated subjects in their International Studies major. A list of approved substitute subjects may be found in the *Institute for International Studies Handbook*.

Each of the majors within the International Studies program has a value of 96 credit points, and includes 32 credit points (four subjects) of instruction in an appropriate Language and Culture; 16 credit points (two subjects) of the study of Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in a country of the major.

Students do not need to have previously studied a language and culture other than English to be able to successfully complete the program. All students are required to

complete four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students with different levels of language proficiency.

The Institute for International Studies makes the arrangements for students to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition and travel are borne by UTS. In most cases there will be no additional costs for students. However, those studying in countries or regions where the cost of living is high—e.g. Japan, Taiwan, Hong Kong or Western Europe—should be prepared to pay additional costs for accommodation and maintenance.

### Language and Culture

Each individual student's level of language proficiency when they enter the International Studies program determines what Language and Culture subjects they study. There are various levels of entry to the Language and Culture programs available, again dependent on the student's level of ability. Most of the programs are available at the beginners' and post-HSC levels, and some also cater to the needs of more advanced students.

In 1996, the following Language and Culture programs will be available at UTS: Cantonese, Chinese, Indonesian, Japanese, Modern Standard Chinese and Spanish. (Modern Standard Chinese is a program for students who are either complete beginners or who first learnt Chinese at school in Australia.) In addition, arrangements are in place for French, German, Hindi, Italian, Korean and Thai to be taught to students.

### Contemporary Society

In each major of the International Studies program, students take two specific subjects which provide an introduction to the history, politics, economics and society of the country or region of their International Studies major.

The first subject is Modernisation and Globalisation, which provides an introduction to comparative social change in Western Europe, Latin America, East Asia

and South-East Asia. It helps students locate the culture of their major in its intellectual, social and political contexts.

The second is Contemporary Society 2, which provides an introduction to a specific country or region in order to ensure that students gain an understanding of its political, social and economic structures, and to identify its more dynamic aspects. No prior knowledge of the culture or skills in the language concerned are required, and all teaching is conducted in English.

Students take the following pairs of subjects in Contemporary Society for each major:

China	Modernisation and Globalisation, Contemporary China
Indonesia	Modernisation and Globalisation, Contemporary South-East Asia
Japan	Modernisation and Globalisation, Contemporary Japan
Latin America	Modernisation and Globalisation, Contemporary Latin America
South China	Modernisation and Globalisation, Chinese East Asia
Taiwan	Modernisation and Globalisation, Chinese East Asia
Thailand	Modernisation and Globalisation, Contemporary South-East Asia
Western Europe	Modernisation and Globalisation, Contemporary Western Europe

### In-country Study

Arrangements for students to spend two semesters of study at an institution of higher education in a country of their major have already been made or are in train. In general, within the International Studies program, the first semester is largely concerned with further language development and cultural appreciation. The second semester continues the study of language and culture but, where numbers permit, combines it with study of the student's major discipline. Therefore, assuming a group of five or more trainee teachers in the combined degree program specialise in the study of a particular country, then their second semester could be directed, through language study, at education theory and practice in that country.

In some cases, it is entirely possible that students may be able to spend their second semester of In-country Study at a specialist teacher education institution. For example, discussions are already well advanced with teacher education institutions in China and Japan which would be prepared to accept UTS students in the combined degree program.

In general, students may expect that no more costs will be incurred through undertaking a period of In-country Study as part of this degree program than are involved in living away from home in Australia. The two semesters of In-country Study are full-credit subjects at UTS for which HECS is payable. However, there are no further tuition fees and the Institute for International Studies will provide travel subsidies. Students receiving Austudy in Australia are still eligible for it while they are engaged in a period of In-country Study.

Some of the countries or regions included in the International Studies program—for instance, Japan, Hong Kong, Taiwan and Western Europe—have relatively high costs of living. Though the Institute for International Studies will assist students enrolled in a period of In-country Study in those countries with their costs, it cannot guarantee to meet all additional costs. In such cases, students need to be prepared to meet a proportion of the costs themselves.

Under normal circumstances, students can only proceed to a period of In-country Study within the International Studies program after they have successfully completed all earlier stages in the combined degree program or the postgraduate coursework degree program (whichever is applicable). Students who have not successfully completed all earlier stages may proceed to a period of In-country Study only under exceptional circumstances and with the permission of both the Dean of the faculty in which their degree is based and the Director of the Institute for International Studies.

Before students leave UTS to engage in a period of In-country Study within the International Studies program, they may be required by the Director of the Institute for International Studies to meet appropriate financial and enrolment requirements. They are also required to agree to be governed by the Institute's code of good conduct during their period of In-country Study.

### COURSE STRUCTURE

#### Year 1

##### *Semester 1*

- 021301 Introduction to Computers in the Classroom (2cp)
- 023101 Practicum 1 (5cp)
- 023501 Developmental Psychology (3cp)
- 024200 Primary Curriculum Orientation 1 (3cp)
- 024201 English Education: Children's Literature (3cp)
- 028200 Primary Curriculum Orientation 2 (3cp)
- 029301 Australian Studies 1 (3cp)

##### *Semester 2*

- 023102 Practicum 2 (5cp)
- 024202 English Education: Writing (3cp)
- 025201 Mathematics Education 1 (3cp)
- 028201 Science and Technology Education 1 (3cp)
- 020201 Art and Craft Education 1 (3cp)
- 029201 Social Studies Education 1 (3cp)
- Elective study major—Subject 1 (4cp)

**Year 2****Semester 3**

- 023103 Practicum 3 (5cp)  
 024203 English Education: Reading (3cp)  
 025202 Mathematics Education 2 (3cp)  
 028202 Science and Technology  
 Education 2 (3cp)  
 Elective study major—  
 Subject 2 (4cp)  
 971xxx Language and Culture 1 (8cp)

**Semester 4**

- 023104 Practicum 4 (5cp)  
 024204 English Education: Teaching  
 English as a Second  
 Language (3cp)  
 025203 Mathematics Education 3 (3cp)  
 027201 Introduction to Personal  
 Development,  
 Health and PE (K–12) (3cp)  
 Elective major study—  
 Subject 3 (4cp)  
 972xxx Language and Culture 2 (8cp)

**Year 3****Semester 5**

- 026201 Music Education 1 (3cp)  
 027202 Physical Education  
 Teaching and Learning 1 (3cp)  
 59341 Modernisation and  
 Globalisation (8cp)  
 973xxx Language and Culture 3 (8cp)

**Semester 6**

- 023502 Social Bases of Education (3cp)  
 029302 Australian Studies 2 (3cp)  
 974xxx Language and Culture 4 (8cp)  
 976xxx Contemporary Society 2 (8cp)

**Year 4****Semester 7**

- 977xxx In-country Study 1 (24cp)

**Semester 8**

- 978xxx In-country Study 2 (24cp)

**Year 5****Semester 9**

- 020202 Art and Craft Education 2 (3cp)  
 023105 Practicum 5 (4cp)  
 023503 Philosophical Bases of  
 Education (3cp)  
 025204 Mathematics Education 4 (3cp)

- 027203 Physical Education  
 Teaching and Learning 2 (3cp)  
 028203 Science and Technology  
 Education 3 (3cp)  
 029202 Social Studies Education 2 (3cp)  
 Elective major study—  
 Subject 4 (4cp)

**Semester 10**

- 023106 Practicum 6 (5cp)  
 024205 English Education: Drama (3cp)  
 026202 Music Education 2 (3cp)  
 028204 Science and Technology  
 Education 4 (3cp)  
 027204 Personal Development and  
 Health (3cp)  
 Elective major study—  
 Subject 5 (4cp)  
 General elective<sup>1</sup> (3cp)

**(Total 240cp)**

In the fifth year of their combined degree program, students could draw on and extend their in-country experience by tailoring Practicum 5, Practicum 6 and the General Elective of the Bachelor of Teaching to their area of special interest. For example, students could carry out Practicum 5 and/or Practicum 6 at a site such as an ethnic school, an Intensive Language Centre or a 'New Arrivals' class. This would enable the students to use and further develop their knowledge of a particular language and culture. Likewise, the General Elective could be selected on the basis of a particular interest arising from the in-country experience. For example, a student who has studied in China for two semesters might select an advanced Chinese language class or a Chinese politics subject as their General Elective.

<sup>1</sup> The general elective can be taken in any semester as required.

## INTERNATIONAL STUDIES ELECTIVES

The Institute for International Studies offers electives in language studies and in the study of contemporary societies in parts of the non-English-speaking world. All subjects last for one semester and are worth eight credit points.

### Language Studies

All UTS students wishing to engage in language studies as a credited part of their degree are required to enrol through the Institute for International Studies, whether the language studies are undertaken on a UTS campus or elsewhere. The Institute offers some language programs at UTS, has made arrangements with other universities for languages to be taught to UTS students, and can make special arrangements for individual students to attend specific language programs where academic needs demand.

The level of language study is determined by the language proficiency of students before entry to the UTS program. There is a range of entry levels to the various programs available. Most are available at beginners and post-HSC levels, and some at more advanced levels.

In 1996, the following programs will be available at UTS as part of the International Studies program and open to students in all faculties: Cantonese, Chinese, Indonesian, Japanese, Modern Standard Chinese and Spanish. (Modern Standard Chinese is a program for students who are either complete beginners or who first learnt Chinese at school in Australia.) In addition, arrangements are in place for French, German, Hindi, Italian, Korean and Thai to be taught to students. There are no prerequisites for entry to any language program.

### Contemporary Society

The Institute for International Studies offers a series of subjects that provide an introduction to the contemporary societies, political climates, economies and cultures of the countries of East and South-East Asia, Latin America and Western Europe, which are the Institute's areas of specialisation.

In 1996, introductory subjects on the contemporary societies of China, Japan, South-East Asia, Hong Kong, Taiwan, Latin America, and Western Europe will be available.

There are no prerequisites for any of the Contemporary Society subjects in the International Studies program. All subjects are taught in English and are available as electives to all UTS students, with the permission of their faculties.

Further information may be obtained from the Academic Administrator, Institute for International Studies, UTS, 9 Broadway, Sydney, NSW 2007; telephone 330 1574, fax 330 1578.

## INTERNATIONAL STUDIES MAJORS

### China

- |        |  |
|--------|--|
| 971111 | Chinese Language and Culture 1 (8cp)                 |
|        | <i>or</i>  |
| 971101 | Modern Standard Chinese Language and Culture 1 (8cp) |
| 972111 | Chinese Language and Culture 2 (8cp)                 |
|        | <i>or</i>  |
| 972101 | Modern Standard Chinese Language and Culture 2 (8cp) |
| 973111 | Chinese Language and Culture 3 (8cp)                 |
|        | <i>or</i>  |
| 973101 | Modern Standard Chinese Language and Culture 3 (8cp) |
| 974111 | Chinese Language and Culture 4 (8cp)                 |
|        | <i>or</i>  |
| 974101 | Modern Standard Chinese Language and Culture 4 (8cp) |
| 59341  | Modernisation and Globalisation (8cp)                |
| 976111 | Contemporary Society 2: Contemporary China (8cp)     |
| 977110 | In-country Study 1: Semester in China (24cp)         |
| 978110 | In-country Study 2: Semester in China (24cp)         |

**Indonesia**

- 971311 Indonesian Language and Culture 1 (8cp)  
 972311 Indonesian Language and Culture 2 (8cp)  
 973311 Indonesian Language and Culture 3 (8cp)  
 974311 Indonesian Language and Culture 4 (8cp)  
 59341 Modernisation and Globalisation (8cp)  
 976301 Contemporary Society 2: Contemporary South-East Asia (8cp)  
 977310 In-country Study 1: Semester in Indonesia (24cp)  
 978310 In-country Study 2: Semester in Indonesia (24cp)

**Japan**

- 971211 Japanese Language and Culture 1 (8cp)  
 972211 Japanese Language and Culture 2 (8cp)  
 973211 Japanese Language and Culture 3 (8cp)  
 974211 Japanese Language and Culture 4 (8cp)  
 59341 Modernisation and Globalisation (8cp)  
 976211 Contemporary Society 2: Contemporary Japan (8cp)  
 977210 In-country Study 1: Semester in Japan (24cp)  
 978210 In-country Study 2: Semester in Japan (24cp)

**Latin America**

- 971501 Spanish Language and Culture 1 (8cp)  
 972501 Spanish Language and Culture 2 (8cp)  
 973501 Spanish Language and Culture 3 (8cp)  
 974501 Spanish Language and Culture 4 (8cp)  
 59341 Modernisation and Globalisation (8cp)  
 976501 Contemporary Society 2: Contemporary Latin America (8cp)  
 977500 In-country Study 1: Semester in Chile or Argentina (24cp)  
 978500 In-country Study 2: Semester in Chile or Argentina (24cp)

**South China**

- 971121 Cantonese Language and Culture 1 (8cp)  
*or*  
 971111 Chinese Language and Culture 1 (8cp)  
*or*  
 971101 Modern Standard Chinese Language and Culture 1 (8cp)  
  
 972121 Cantonese Language and Culture 2 (8cp)  
*or*  
 972111 Chinese Language and Culture 2 (8cp)  
*or*  
 972101 Modern Standard Chinese Language and Culture 2 (8cp)  
  
 973121 Cantonese Language and Culture 3 (8cp)  
*or*  
 973111 Chinese Language and Culture 3 (8cp)  
*or*  
 973101 Modern Standard Chinese Language and Culture 3 (8cp)  
  
 974121 Cantonese Language and Culture 4 (8cp)  
*or*  
 974111 Chinese Language and Culture 4 (8cp)  
*or*  
 974101 Modern Standard Chinese Language and Culture 4 (8cp)  
  
 59341 Modernisation and Globalisation (8cp)  
 976101 Contemporary Society 2: Chinese East Asia (8cp)  
 977120 In-country Study 1: Semester in Guangdong, Hong Kong or Hainan (24cp)  
 978120 In-country Study 2: Semester in Guangdong, Hong Kong or Hainan (24cp)

**Taiwan**

- 971111 Chinese Language and Culture 1 (8cp)  
*or*  
 971101 Modern Standard Chinese Language and Culture 1 (8cp)
- 972111 Chinese Language and Culture 2 (8cp)  
*or*  
 972101 Modern Standard Chinese Language and Culture 2 (8cp)
- 973111 Chinese Language and Culture 3 (8cp)  
*or*  
 973101 Modern Standard Chinese Language and Culture 3 (8cp)
- 974111 Chinese Language and Culture 4 (8cp)  
*or*  
 974101 Modern Standard Chinese Language and Culture 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)  
 976101 Chinese East Asia (8cp)  
 977130 Semester 1 in Taiwan (24cp)  
 978130 Semester 2 in Taiwan (24cp)

**Thailand**

- 971320 Thai Language and Culture 1 (8cp)  
 972320 Thai Language and Culture 2 (8cp)  
 973320 Thai Language and Culture 3 (8cp)  
 974320 Thai Language and Culture 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)  
 976301 Contemporary South-East Asia (8cp)  
 977320 Semester 1 in Thailand (24cp)  
 978320 Semester 2 in Thailand (24cp)

**Western Europe**

- 971414/5 French 1 (8cp)  
*or*  
 971424/5 German 1 (8cp)  
*or*  
 971434/5 Italian 1 (8cp)
- 972414/5 French 2 (8cp)  
*or*  
 972424/5 German 2 (8cp)  
*or*  
 972434/5 Italian 2 (8cp)
- 973414/5 French 3 (8cp)  
*or*  
 973424/5 German 3 (8cp)  
*or*  
 973434/5 Italian 3 (8cp)
- 974414/5 French 4 (8cp)  
*or*  
 974424/5 German 4 (8cp)  
*or*  
 974434/5 Italian 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)  
 976401 Contemporary Western Europe (8cp)  
 977400 Semester 1 in France, Germany or Italy (24cp)  
 978400 Semester 2 in France, Germany or Italy (24cp)

Further details of International Studies subjects may be found in the *Institute for International Studies Handbook*.

Combined degree students are required to confirm, during the University enrolment period, the subjects they intend to take for the year with the Institute at 9 Broadway (next door to the Co-op Bookshop).

The Language and Contemporary Society subjects in the International Studies program are also available as electives.

For more information on the International Studies program, telephone 330 1574, fax 330 1578 or e-mail [iisinfo@uts.edu.au](mailto:iisinfo@uts.edu.au).

## 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

025701	Advanced Mathematics Teaching (5cp)
024701	Approaches to the Teaching of English (5cp)
023107	The Reflective Practitioner in the School (Mode A) (8cp)
<i>or</i>	
023108	The Reflective Practitioner in the School (for experienced teachers) (8cp)
023600	Current Issues in Australian Education (5cp)

These four subjects are normally completed in Semester 1.

##### Part-time

023600	Current Issues in Australian Education (5cp)
023108	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; 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

020406	Art Studies 6
020701	Aspects of Art/Craft Education
021406	Educational Computing 6
021701	Computer-based Learning
022406	Drama and Theatre Arts 6
022701	Educational Drama
023600	Current Issues in Australian Education
023601	School and Community Relations
023602	The Social Context of Childhood Stress
023603	Educational Evaluation
023604	Language and Schooling
023605	Problem-based Learning – U/G
023606	Curriculum Development and Management
023607	Teachers as Professionals
023608	Implementing Educational Change
023610	Individualising Learning
023611	Supervision in the Practicum
023613	Analysing Classroom Interaction
023809	Preventing and Remediating Reading Difficulties
023813	Managing Behaviour Difficulties
024406	English 6
024701	Approaches to the Teaching of English
024702	Issues in the Teaching of English (K–6)
024703	Teaching English to International Students
025406	Mathematics 6 – Geometry
025701	Advanced Mathematics Teaching
025702	Remedial Mathematics
025703	Curriculum and Resource Design in Mathematics
026406	Music Studies 6
026701	Musical Skill Development in the K–6 Classroom
027406	Personal Development, Health and Physical Education Research Project
027701	Issues in Physical Education
027702	Values Education in the Primary School

- 028406 Animal Behaviour
- 028701 Curriculum Planning in Science and Technology
- 028702 Teaching Science and Technology (subject suitable for teachers who have not had extensive exposure to science and technology)
- 028703 Environmental Education
- 029406 History 6
- 029701 Aboriginal Studies
- 029702 Teaching Social Studies: An Intercultural Approach

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 are 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 023302 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 70 per cent in the Combined Universities Language Test (CULT) is required. In the International English Language Testing System (IELTS) a score of at least 7 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

- 023698 Honours Seminar  
full-year course (3cp)
- 023699 Honours Thesis  
full-year course (5cp)<sup>1</sup>
- 023690 Language and Education  
Honours (5cp)
- 021791 Computer-mediated  
Learning (5cp)
- 023107 The Reflective Practitioner in the  
School (8cp)

### Semester 2

#### Compulsory subjects

- 023698 Honours Seminar (cont.) (2cp)
- 023699 Honours Thesis (cont.) (15cp)<sup>1</sup>

#### Elective subject

Any other related subject approved by the Head of School (5cp).

Students will participate in the Associate Teacher Program which is Mode A of the subject 023107 The Reflective Practitioner in the School. See Associate Teacher Program under the Bachelor of Education in Primary Education (TE16) program.

<sup>1</sup> In Semester 1 only 5cp are allocated to the thesis as students will begin work on their thesis. The remaining 15cp are allocated to Semester 2 when the bulk of the thesis is completed.

## Bachelor of Education in Teacher Librarianship (TE14)

This is a four-year full-time course offered jointly by the School of Teacher Education and the Faculty of Humanities and Social Sciences. This degree program prepares graduates for a career as a primary school teacher, as a teacher librarian in a primary school or as an information professional.

The course has 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 as an information professional within the educational environment.

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

- 023101 Practicum 1: Introduction to  
Issues and Dilemmas in Primary  
Schooling (+ *field experience*) (5cp)
- 024200 Primary Curriculum  
Orientation 1 (3cp)
- 028200 Primary Curriculum  
Orientation 2 (3cp)
- 023501 Developmental Psychology (3cp)
- 024201 English Education: Children's  
Literature (3cp)
- 021301 Introduction to Computers in the  
Classroom (2cp)
- 55431 Information Science 1 (4cp)
- 55436 Issues in Teacher Librarianship 1<sup>1</sup>

### Semester 2

- 023102 Practicum 2: Promoting Learning  
and Learner Cooperation  
(+ *field experience*) (5cp)
- 024202 English Education: Writing (3cp)
- 025201 Mathematics Education 1 (3cp)

- 028201 Science and Technology  
Education 1 (3cp)  
55432 Information Science 2 (4cp)  
55436 Issues in Teacher  
Librarianship 1 (3cp) (cont.)<sup>1</sup>  
Elective study major –  
Subject 1 (4cp)

### Semester 3

- 023103 Practicum 3: Promoting  
Learner Interaction (+ *field  
experience*) (5cp)  
024203 English Education: Reading (3cp)  
025202 Mathematics Education 2 (3cp)  
028202 Science and Technology  
Education 2 (3cp)  
029301 Australian Studies 1 (3cp)  
55433 Information Science 3 (4cp)  
55437 Issues in Teacher Librarianship 2<sup>1</sup>  
Elective study major –  
Subject 2 (4cp)

### Semester 4

- 023104 Practicum 4: Managing  
Learning Difficulties (+ *field  
experience*) (5cp)  
029201 Social Studies Education 1 (3cp)  
023502 Social Bases of Education (3cp)  
029302 Australian Studies 2 (3cp)  
55434 Information Science 4 (4cp)  
55437 Issues in Teacher Librarianship 2  
(cont.) (3cp)  
Elective study major –  
Subject 3 (4cp)

### Semester 5

- 023105 Practicum 5: Designing and  
Implementing Educational  
Programs for Learners (4cp)  
028203 Science and Technology  
Education 3 (3cp)  
026201 Music Education 1 (3cp)  
027201 Introduction to Personal  
Development Health and  
Physical Education (K–12) (3cp)  
023503 Philosophical Bases of  
Education (3cp)  
55435 Information Science 5 (4cp)  
55438 Issues in Teacher Librarianship 3<sup>1</sup>  
Elective study major –  
Subject 4 (4cp)

### Semester 6

- 023106 Practicum 6: Providing for  
Individual Differences in  
Learners (+ *field experience*) (5cp)  
020201 Art and Craft Education 1 (3cp)  
025203 Mathematics Education 3 (3cp)

- 024204 English Education: Teaching  
English as a Second  
Language (3cp)  
027202 Physical Education Teaching and  
Learning 1 (3cp)  
55438 Issues in Teacher Librarianship 3  
(cont.) (3cp)  
Elective study major –  
Subject 5 (4cp)

### Semester 7

- 55108 Practicum 7: Managing School  
Library Services<sup>1</sup> (*field experience*)  
029202 Social Studies in  
Education 2 (3cp)  
025204 Mathematics Education 4 (3cp)  
027203 Physical Education Teaching and  
Learning 2 (3cp)  
020202 Art and Craft Education 2 (3cp)  
55439 Issues in Teacher Librarianship 4<sup>1</sup>  
Elective study major –  
Subject 6 (4cp)<sup>3</sup>  
General elective (3cp)<sup>2</sup>

### Semester 8

- 024205 English Education: Drama (3cp)  
028204 Science and Technology  
Education 4 (3cp)  
026202 Music Education 2 (3cp)  
027204 Personal Development and  
Health (K–6) (3cp)  
55108 Practicum 7: Managing School  
Library Services  
(*field experience*) (8cp)<sup>1</sup>  
55439 Issues in Teacher Librarianship 4  
(cont.) (3cp)  
Information studies  
elective (4cp)<sup>4</sup>

<sup>1</sup> Denotes year-long subject.

<sup>2</sup> The general elective may be chosen from either  
Semester 7 or Semester 8.

<sup>3</sup> Any elective study major subject may be  
selected provided it has no prerequisite.

<sup>4</sup> Information Studies elective may be completed  
in Semester 7 or Semester 8.

## Bachelor of Education in Special Education (TE12)

Coordinator: Margaret Goninan

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

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023810	Assessment and Programming for Students with Learning and Behaviour Problems (4cp)
023811	Instruction in Special Education 1 (5cp)
023812	Instruction in Special Education 2 (5cp)
023813	Managing Behavioural Difficulties (5cp)
023814	Delivering Special Education Instruction 1 (5cp)

*plus weekly practical experience*

### Semester 2

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023815	Instruction in Special Education 3 (5cp)
023816	Instruction in Special Education 4 (5cp)
023817	Instruction in Special Education 5 (5cp)
023818	Parent and Teacher Consultancy (4cp)
023819	Delivering Special Education Instruction 2 (5cp)

*plus weekly practical experience*

## 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 secondary years, Education Studies subjects in semester 1 emphasise the ways in which learning occurs, students and teachers interact effectively and teachers best provide for special needs of students. In Education Studies subjects in semester 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

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##### Curriculum areas

025001 Learning in Mathematics (7cp)

*or*

027001 Learning in Personal Development, Health and Physical Education (7cp)

*or*

028001 Learning in Science 1 (7cp)

##### Education Studies

023001 Psychology of Secondary Students (3cp)

023002 Meeting Special Needs in the Secondary School (3cp)

##### Practicum

023191 Secondary Practicum 1 (12cp)  
Includes campus-based work and five weeks of practical experience in two blocks

**Semester 2**

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*Curriculum areas*

- 025001 Learning in Mathematics (cont.) (7cp)  
*or*  
 027001 Learning in Personal Development, Health and Physical Education (cont.) (7cp)  
*or*  
 028002 Learning in Science 2 (7cp)

*Education Studies*

- 023003 The Secondary School: Social Bases and Critical Issues (4cp)

*Practicum*

- 023192 Secondary Practicum 2 (12cp)  
 Includes campus-based work and a block of five weeks of practical experience

**Graduate Diploma in Primary Music (TE54)**

The Graduate Diploma in Primary Music is intended for practising teachers in the areas of early or middle childhood who possess an initial teacher degree, or its equivalent, which includes some music education components and wish to develop an expertise in primary classroom music teaching.

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**

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- 026921 Musicianship 1 (3cp)  
 026931 Issues in Music Education 1 (3cp)  
 026941 Performance Studies 1 (6cp)

**Semester 2**

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- 026922 Musicianship 2 (3cp)  
 026932 Issues in Music Education 2 (3cp)  
 026942 Performance Studies 2 (6cp)

**Semester 3**

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- 026923 Musicianship 3 (3cp)  
 026933 Issues in Music Education 3 (3cp)  
 026943 Performance Studies 3 (6cp)

**Semester 4**

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- 026924 Musicianship 4 (3cp)  
 026934 Issues in Music 4 (3cp)  
 026944 Technology and Music Education (6cp)

## Graduate Diploma in Special Education (TE53)

Coordinator: Margaret Goninan

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

- |        |   |
|--------|---|
| 023840 | Exceptional Teaching (4cp)                      |
| 023841 | Special Education Programming Studies 1 (5cp)   |
| 023842 | Special Education Programming Studies 2 (5cp)   |
| 023843 | Behaviour Management (5cp)                      |
| 023844 | Implementing Special Education Programs 1 (5cp) |

*plus weekly practical experience*

#### Semester 2

- |        |   |
|--------|---|
| 023845 | Special Education Programming Studies 3 (5cp)   |
| 023846 | Special Education Programming Studies 4 (5cp)   |
| 023847 | Special Education Programming Studies 5 (5cp)   |
| 023848 | Delivering Special Educational Services (4cp)   |
| 023849 | Implementing Special Education Programs 2 (5cp) |

*plus weekly practical experience*

## Master of Arts in Children's Literature and Literacy (TE75)

### Graduate Diploma in Children's Literature and Literacy (TE50)

Coordinator: Rhondda Brill

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

- 024901 Children's Literature 1 (6cp)  
024911 Literacy 1 (6cp)

### Semester 2

- 024902 Children's Literature 2 (6cp)  
024912 Literacy 2 (6cp)

### Semester 3

- 024903 Research Methodology (6cp)  
024913 Literary Theory and Children's Literature (6cp)

### Semester 4

#### *Graduate Diploma*

- 024904 Issues in Children's Literature  
and Literacy (12cp)  
*or*

#### *Master of Arts*

- 024914 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.

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

Please see entry on page 26.

## 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

- |        |   |
|--------|---|
| 026901 | Music Therapy Practice 1<br>(includes Practicum 1)(5cp) |
| 026911 | Music Skills 1 (3cp)                                    |
| 92814  | Clinical Studies 1: People and Health Care (5cp)        |

### Semester 2

- |        |  |
|--------|--|
| 026902 | Music Therapy Practice 2<br>(includes Practicum 2) (6cp) |
| 026912 | Music Skills 2 (3cp)                                     |
| 92815  | Clinical Studies 2: Health, Illness and Disability (3cp) |

### Semester 3

- |        |  |
|--------|--|
| 026903 | Music Therapy Practice 3<br>(includes Practicum 3) (7cp) |
| 026913 | Music Skills 3 (3cp)                                     |
| 92816  | Clinical Studies 3: Interventions in Health Care (3cp)   |

### Semester 4

- |        |  |
|--------|--|
| 026904 | Music Therapy Practice 4<br>(includes Practicum 4) (7cp) |
| 026914 | Music Skills and Application 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
Bachelor of Teaching/Bachelor of Arts in International Studies	TE18

### 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

Graduate Diploma in Music Therapy	TE59
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 Teaching/Bachelor of Arts in International Studies	TE18
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. 4hpw); 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

A new subject numbering system is in operation from 1996. The key to subject numbers is as follows:

The Faculty of Education is represented by '0'.

The School of Teacher Education is represented by '2'.

The third number identifies the *subject area* as follows:

- 0 Art
- 1 Computing
- 2 Drama
- 3 Education
- 4 English
- 5 Mathematics
- 6 Music
- 7 Personal Development, Health and Physical Education
- 8 Science
- 9 Social Science

The fourth number represents the *strand*:

- 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 subject
- 9 Postgraduate subject
- 0 Secondary course subject

The last two numbers distinguish *each subject* from all others.

## 020201

### ART AND CRAFT EDUCATION 1

*BTeach/BE d T Lib*

*3cp; 3hpw*

*prerequisite: 024200 Primary Curriculum*

*Orientation I*

*subject coordinator: to be advised*

Students will study the NSW Department of Education visual arts syllabus and craft syllabus and programming K-6 for them. 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.

## 020202

### ART AND CRAFT EDUCATION 2

*BTeach/BE d T Lib*

*3cp; 2hpw*

*prerequisite: EAR201 Art and Craft Education I*

*subject coordinator: to be advised*

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.

### 020301

#### ASPECTS OF AUSTRALIAN ART

*BTeach/BE d T Lib*

*general studies elective*

*3cp; 2hpw*

*subject coordinator: to be advised*

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.

### 020401

#### ART STUDIES 1

*BTeach/BE d T Lib*

*elective major; compulsory attendance*

*4cp; 3hpw*

*subject coordinator: to be advised*

Students will gain 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.

### 020402

#### ART STUDIES 2

*BTeach/BE d T Lib*

*elective major; compulsory attendance*

*4cp; 3hpw*

*subject coordinator: to be advised*

Students will gain 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.

Not offered in 1996.

### 020403

#### ART STUDIES 3

*BTeach/BE d T Lib*

*elective major; compulsory attendance*

*4cp; 3hpw*

*prerequisite: 020401 or 020402 Arts Studies 1 or 2*

*subject coordinator: to be advised*

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.

Not offered in 1996.

### 020404

#### ART STUDIES 4

*BTeach/BE d T Lib*

*elective major; compulsory attendance*

*4cp; 3hpw*

*prerequisites: 020401–020403 Art Studies 1, 2 and 3*

*subject coordinator: to be advised*

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.

**020405****ART STUDIES 5***BTeach/BEd T Lib**elective major; compulsory attendance**4cp; 3hpw**prerequisite: 020404 Art Studies 4**subject coordinator: to be advised*

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 judgment to occur, both in theoretical discussion and in practical application to art forms.

Assessment will be in both theory and practical work.

**020406****ART STUDIES 6***BEd (Prim) F/T**elective major; compulsory attendance**5cp; 3hpw**prerequisite: 020405 Art Studies 5**subject coordinator: to be advised*

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.

Not offered in 1996.

**020701****ASPECTS OF ART/CRAFT EDUCATION***BEd (Prim) F/T P/T**general elective, compulsory attendance**5cp; 2hpw**prerequisites: 020201 and 020202 Art and Craft Education 1 and 2**subject coordinator: to be advised*

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.

**020702****TEACHING VISUAL ARTS***BEd (Prim) F/T P/T**advanced teaching study**5cp; 2hpw**subject coordinator: to be advised*

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.

**020961****LEADERSHIP IN ART EDUCATION***MEd**advanced teaching study**6cp; 2hpw**subject coordinator: A Bamford*

This subject aims to provide students with the opportunity to examine a range of theoretical perspectives on the teaching of art and to reflect on current practices in art education. Students will analyse attitudes and practices in art education and develop effective models for art planning and instruction. Through a variety of approaches, students will investigate key issues and develop advocacy skills related to leadership in art education.

**021301****INTRODUCTION TO COMPUTERS IN THE CLASSROOM***BTeach/BEd 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.

**021401****EDUCATIONAL COMPUTING 1***BTeach/BEd 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.

**021402****EDUCATIONAL COMPUTING 2***BTeach/BEd 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.

**021403****EDUCATIONAL COMPUTING 3***BTeach/BEd T Lib**elective major**4cp; 3hpw**subject coordinator: G Foley*

Students develop an understanding of fundamental computer hardware concepts; acquire an appreciation of the importance of structured methods in program design using the high level language BASIC; use programming skills with graphics and sound to prepare programs which would be suitable for the classroom.

**021404****EDUCATIONAL COMPUTING 4***BTeach/BEd 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 1996.

**021405****EDUCATIONAL COMPUTING 5***BTeach/BEd T Lib**elective major**4cp; 3hpw**prerequisite: 021404 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 1996.

**021406****EDUCATIONAL COMPUTING 6***BEd (Prim) F/T**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 1996.

**021701****COMPUTER-BASED LEARNING***BEd(Prim) F/T P/T**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.

**021791****COMPUTER-MEDIATED LEARNING***BEd(Hons)**5cp; 2hpw**prerequisite: 021301 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.

**022302****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.

**022401****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, nature and function of drama in present societies; develops an understanding of drama as a significant cultural expression of the community it represents; assesses the impact of the economic, political, social and technological environments upon the development of drama; and explores the influences on contemporary theatre.

Not offered in 1996.

**022402****DRAMA AND THEATRE ARTS 2***BTeach/BEd T 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.

### 022403

#### DRAMA AND THEATRE ARTS 3

*BTeach/BEd T 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.

### 022404

#### DRAMA AND THEATRE ARTS 4

*BTeach/BEd T Lib*

*elective major*

*4cp; 3hpw*

*subject coordinator: V Drakeford*

Develops advanced acting techniques based on an understanding of the given circumstances, actions, emotions and objectives, genre and style; 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.

Not offered in 1996.

### 022405

#### DRAMA AND THEATRE ARTS 5

*BTeach/BEd T Lib*

*elective major*

*4cp; 3hpw*

*prerequisites: 024202 English Education: Writing;*

*024203 English Education: Reading*

*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.

Not offered in 1996.

### 022406

#### DRAMA AND THEATRE ARTS 6

*BEd (Prim) F/T*

*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.

Not offered in 1996.

### 022701

#### EDUCATIONAL DRAMA

*BEd (Prim) F/T P/T*

*general elective*

*5cp; 2hpw*

*prerequisite: 024205 English Education: Drama*

*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 the nature and utilisation of the creative learning process; examines the nature and function of drama as a creative and performing art and as both a learning process and a teaching medium; explores the potential utilisation of drama 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.

### 023001

#### PSYCHOLOGY OF SECONDARY STUDENTS

*GradDipEd*

*3cp; 3hpw*

*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; and with a knowledge of effective ways of interacting with students.

### 023002

#### MEETING SPECIAL NEEDS IN THE SECONDARY SCHOOL

*GradDipEd*

*3cp; 4hpw*

*subject coordinator: J Jardine*

The aim of this subject is to provide students 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.

### 023003

#### THE SECONDARY SCHOOL: SOCIAL BASES AND CRITICAL ISSUES

*GradDipEd*

*4cp; 4hpw*

*subject coordinators: K Walker, P Hager*

Students will appreciate the nature of educational problems in the school and the education system in New South Wales in terms of their social and philosophical underpinnings. They will also examine 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.

### 023101

#### PRACTICUM 1: INTRODUCTION TO ISSUES AND DILEMMAS IN PRIMARY SCHOOLING

*BTeach/BEd T Lib*

*5cp; 2hpw plus practical experience*

*subject coordinator: K Walker*

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.

**023102****PRACTICUM 2: PROMOTING LEARNING AND LEARNER COOPERATION***BTeach/BEEd T Lib**5cp; 2hpw plus practical experience**prerequisite: 023101 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.

**023103****PRACTICUM 3: PROMOTING LEARNER INTERACTION***BTeach/BEEd T Lib**5cp; 2hpw plus practical experience**prerequisite: 023102 Practicum 2**subject coordinator: L Brady*

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.

**023104****PRACTICUM 4: MANAGING LEARNING DIFFICULTIES***BTeach/BEEd T Lib**5cp; 3hpw plus practical experience**prerequisite: 023103 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.

**023105****PRACTICUM 5: DESIGNING AND IMPLEMENTING EDUCATIONAL PROGRAMS FOR LEARNERS***BTeach/BEEd T Lib**4cp; 2hpw plus practical experience**subject coordinator: L Brady*

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.

**023106****PRACTICUM 6: PROVIDING FOR INDIVIDUAL DIFFERENCES IN LEARNERS***BTeach/BEEd T Lib**5cp; 2hpw plus practical experience**prerequisites: 023105 Practicum 5; 023501**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 the teaching of 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.

**023107****THE REFLECTIVE PRACTITIONER IN THE SCHOOL F/T***BEEd (Prim) F/T, BEEd Hons**8cp; 2hpw over one semester**subject coordinator: H Sharp*

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 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.

## **023108**

### **THE REFLECTIVE PRACTITIONER IN THE SCHOOL P/T**

*BEd (Prim) P/T*

*8cp; 2hpw*

*subject coordinator: K Walker*

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.

### 023191

#### 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.

### 023192

#### 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.

### 023302

#### BASIC PRINCIPLES IN EDUCATIONAL RESEARCH

*BTeach*

*General Elective*

*3cp; 1hpw full-year subject*

*subject coordinator: L Schaverien*

This subject assists students to develop an active researcher's orientation towards learning and teaching. It begins within a fruitful learning context, where students undertake an exploration of myths about learning, so as to provoke these beginning

researchers' imagination and critique. Students are helped to generate and to recognise purposes for research through the development of this study and by hearing from active researchers into learning and teaching. Guided by the purposes of research, students are assisted to select, use and refine research strategies, to evaluate the findings yielded and to formulate further questions provoked. Over the year, students will begin to develop and refine their repertoires of effective electronic searching and there will be opportunities to communicate research findings to others in writing and by oral presentations.

This subject is designed as an essential preparation for the BEd Honours course but is available to all third year Bachelor of Teaching students.

### 023501

#### 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.

### 023502

#### 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.

### 023503

#### PHILOSOPHICAL BASES OF EDUCATION

*BTeach/BE d T Lib*

*3cp; 2hpw*

*prerequisite: 023502 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.

### 023600

#### CURRENT ISSUES IN AUSTRALIAN EDUCATION

*BE d (Prim) F/T P/T*

*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.

### 023601

#### SCHOOL AND COMMUNITY RELATIONS

*BE d (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: K Forster*

Analyses the concept of community and its relevance to Australian society and education; gives the student 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.

### 023602

#### THE SOCIAL CONTEXT OF CHILDHOOD STRESS

*BE d (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: J McFarlane*

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.

### 023603

#### EDUCATIONAL EVALUATION

*BE d (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: L Brady*

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.

### 023604

#### LANGUAGE AND SCHOOLING

*BE d (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: J Jardine*

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.

### 023605

#### PROBLEM-BASED LEARNING U/G

*BEd (Prim) F/T 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.

### 023606

#### CURRICULUM DEVELOPMENT AND MANAGEMENT

*BEd (Prim) F/T 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.

### 023607

#### TEACHERS AS PROFESSIONALS

*BEd (Prim) F/T 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.

### 023608

#### IMPLEMENTING EDUCATIONAL CHANGE

*BEd (Prim) F/T 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.

### 023610

#### INDIVIDUALISING LEARNING

*BEd (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: C Deer*

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.

### 023611

#### 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 subject, 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.

### 023613

#### ANALYSING CLASSROOM INTERACTION

*BEd (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: C Deer*

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.

### 023690

#### LANGUAGE AND EDUCATION HONOURS

*BEd(Hons)*

*5cp; 2hpw*

*prerequisite: admission to BEd(Hons)*

*subject coordinator: J Jardine*

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.

### 023698

#### HONOURS SEMINAR

*BEd(Hons)*

*5cp; 1hpw equivalent for two semesters*

*corequisite: 023699 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.

### 023699

#### HONOURS THESIS

*BEd(Hons)*

*20cp; full-year subject*

*prerequisite: Admission to BEd(Hons)*

*corequisite: 023698 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).

### 023800

#### MAINSTREAMING

*BEd (Prim) F/T P/T*

*5cp; 2hpw*

*subject coordinator: to be advised*

To increase teacher-students' skills in managing and teaching children with learning problems in the regular classroom. The acquisition of these skills will be related to a study of current issues and policies of mainstreaming.

### 023801

#### 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.

### 023810

#### 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.

### 023811

#### INSTRUCTION IN SPECIAL EDUCATION 1

*BEd Special Ed*

*5cp; 3hpw*

*corequisite: 023810 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.

### 023812

#### INSTRUCTION IN SPECIAL EDUCATION 2

*BEd Spec Ed*

*5cp; 3hpw*

*corequisite: 023810 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 instruction, given these conditions; efficiently conducting searches for research-based intervention strategies and instructional procedures and then evaluating findings; developing teaching sequences based on normal developmental patterns; designing and implementing functional age-appropriate instructional curricula, programs and materials based on current and future environments of disabled persons; determining when each type of approach is appropriate; evaluating the effectiveness of instructional programs, materials, checklists and prosthetic devices for a range of disabling conditions; effectively combining all of the above skills into the construction of instructional programs for persons with a range of disabling conditions.

**023813****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.

**023814****DELIVERING SPECIAL EDUCATION INSTRUCTION 1***BEd Spec Ed**5cp; 2hpw**corequisite: 023810 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.

**023815****INSTRUCTION IN SPECIAL EDUCATION 3***BEd Spec Ed**5cp; 3hpw**prerequisite: 023810 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.

**023816****INSTRUCTION IN SPECIAL EDUCATION 4***BEd Spec Ed**5cp; 3hpw**prerequisite: 023810 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.

**023817****INSTRUCTION IN SPECIAL EDUCATION 5***BEd Spec Ed**5cp; 3hpw**prerequisite: 023810 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.

### 023818

#### 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.

### 023819

#### DELIVERING SPECIAL EDUCATION INSTRUCTION 2

*BEd Spec Ed*

*5cp; 3hpw*

*prerequisite: 023814 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.

### 023840

#### 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.

### 023841

#### SPECIAL EDUCATION PROGRAMMING STUDIES 1

*GradDip Spec Ed*

*5cp; 3hpw*

*corequisite: 023840 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.

### 023842

#### SPECIAL EDUCATION PROGRAMMING STUDIES 2

*GradDip Spec Ed*

*5cp; 3hpw*

*corequisite: 023840 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.

### 023843

#### 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.

### 023844

#### IMPLEMENTING SPECIAL EDUCATIONAL PROGRAMS 1

*GradDip Spec Ed*

*5cp; 3hpw*

*corequisite: 023840 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.

### 023845

#### SPECIAL EDUCATION PROGRAMMING STUDIES 3

*GradDip Spec Ed*

*5cp; 3hpw*

*prerequisite: 023840 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.

### 023846

#### SPECIAL EDUCATION PROGRAMMING STUDIES 4

*GradDip Spec Ed*

*5cp; 3hpw*

*prerequisite: 023840 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.

### 023847

#### SPECIAL EDUCATION PROGRAMMING STUDIES 5

*GradDip Spec Ed*

*5cp; 3hpw*

*prerequisite: 023840 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.

### 023848

#### 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.

**023849****IMPLEMENTING SPECIAL EDUCATIONAL PROGRAMS 2***GradDip Spec Ed**5cp; 3hpw**prerequisite: 023844 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 objectives and select appropriate teaching materials/activities to teach the objective; effectively implement the program devised.

**023870****RESEARCHING PRACTICE IN SPECIAL EDUCATION***MEd**6cp; 2hpw**prerequisite: 023814 Delivering Special Education Instruction 1 or 023844 Implementing Special Education Programs. May be taken concurrently with present subject.**subject coordinator: M Goninan*

Develops an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities, and the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency. Students will be given the opportunity to apply their research skills in a practical situation.

**023871****LEARNING DIFFICULTIES AND LEARNING TO READ AND SPELL***MEd**6cp; 2hpw**corequisite: 023810 Assessment and Programming for Students with Behaviour Problems or 023840 Exceptional Teaching or 0238970 Researching Practice in Special Education**subject coordinator: J Jardine*

The purpose of this subject is to enable students to develop expertise in the fields

of literacy acquisition and learning difficulties through a systematic study of relevant research. There are two main emphases: Issues in the diagnosis and evaluation of reading and spelling, and effective programming and teaching of students who have difficulty in learning to read and spell.

**023872****CURRICULA AND PROGRAMS FOR STUDENTS WITH HIGH SUPPORT NEEDS***MEd**6cp; 2hpw**corequisite: 023810 Assessment and Programming for Students with Learning and Behaviour Problems or 023840 Exceptional Teaching or 023870 Researching Practice in Special Education**subject coordinator: J Jardine*

In this subject students consider assessment issues for persons with high support needs; review the range of options available for persons with disabilities; and develop their proficiency in devising educational programs and teaching. Research findings are analysed and evaluated as a guide to practice.

**023873****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.

**023874****LEARNING AND COMMUNICATION DISORDERS***MEd**6cp; 2hpw*

*corequisite: 023810 Assessment and Programming for Students with Learning and Behaviour Problems or 023840 Exceptional Teaching or 023870 Researching Practice in Special Education (subject to approval)*

*subject coordinator: M Goninan*

This subject is designed to look at the influence of theoretical issues of program design for children who have difficulty establishing oral communication systems. It will examine issues related to the use of augmentative communication and communication in social contexts.

**023875****NUMERACY-RELATED PROGRAMMING FOR STUDENTS WITH INTELLECTUAL DISABILITIES***MEd**6cp; 2hpw*

*corequisite: 023810 Assessment and Programming for Students with Learning and Behaviour Problems or 023840 Exceptional Teaching or 023870 Researching Practice in Special Education*

*subject coordinator: M Goninan*

Develops an understanding of the theoretical approaches to numeracy-related programming for people who have learning difficulties and disabilities, and the ways in which these approaches have been researched. It explores curricular issues in relation to the diverse needs of people with intellectual disability. Students will be given the opportunity to apply their research skills in a practical situation.

**023876****INTEGRATION***MEd**6cp; 2hpw*

*subject coordinator: J Jardine*

Examines the philosophical, practical and research bases for integration of students with learning and/or behavioural difficulties into regular educational settings; identifies research methods used to evaluate the effectiveness of integration programs; analyses research evaluating

educational programs integrating students with learning and/or behavioural difficulties, and conducts a small piece of action research; identifies existing support services available to teachers who integrate students with learning and/or behavioural difficulties and analyses the extent to which these incorporate research-based principles.

**023877****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.

**023890****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.

**023961****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.

### 023963

#### GENDER, POWER AND EDUCATION

*MEd*

*6cp; 2hpw*

*subject coordinator: C Deer*

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.

Not offered in 1996.

### 023965

#### 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.

### 023970

#### CURRICULUM DESIGN AND MANAGEMENT

*MEd*

*6cp; 2hpw*

*subject coordinator: L Brady*

Examines the design, implementation, management and evaluation of

curriculum in schools. Situational analysis and the application of the substantive elements of curriculum development to NSW curriculum documents are considered, along with the implementation of new outcomes-based syllabuses, their management in the school situation and the evaluation of curriculum in terms of both policy and practice.

### 023971

#### ISSUES IN SCHOOL AND COMMUNITY RELATIONS

*MEd*

*6cp; 2hpw*

*prerequisite: 023601 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.

### 023972

#### MANAGING CHANGE IN EDUCATIONAL SETTINGS

*MEd*

*6cp; 2hpw*

*prerequisite: 023601 School and Community Relations or equivalent*

*subject coordinator: M Goninan*

This subject seeks to provide students with knowledge and skills appropriate for managing change in a range of educational settings, especially schools. It is based on a recognition that educational situations are dynamic and continual modification is essential for the effectiveness of any educational institution. Successful management of change in education, as elsewhere, requires understanding of the processes involved, skill and sensitivity. It analyses the requirements of successful implementation of educational innovations by reviewing and appraising current literature in the field,

examining and discussing relevant case studies. It examines and evaluates various models of educational change; develops understanding of the issues relating to the evaluation of educational innovations and demonstrates ability to effectively evaluate a specific innovation; develops or extends skills in negotiation, team building, conflict resolution and submission writing, in order to effectively address change; applies literature-based insights and relevant skills for professional practice by undertaking a change project or analysing a case of attempted change arising from experience.

### 023973

#### 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.

### 023976

#### 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.

### 023977

#### ACTION INQUIRY INTO CLASSROOM DISCOURSES

*MEd*

*6cp; 2hpw*

*subject coordinator: C Deer*

This subject examines interactions which arise in the classroom, and uses an action inquiry 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.

### 023978

#### 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.

Not offered in 1996

### 023981

#### 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.

### 023987

#### 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.

### 023991

#### MINOR INDEPENDENT STUDY

MEd

12cp

*prerequisites: 023965 Introduction to Educational Research or 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study; plus a credit average*

subject coordinator: J Jardine

This subject allows students to carry out an independent study in an area of their choice, subject to the availability of a supervisor and the approval of the Post-Initial Teacher Education Committee. Students have the opportunity to extend and use their understandings of research in a particular area as well as developing their knowledge of research strategies and skills.

### 023992

#### MAJOR INDEPENDENT STUDY

MEd

24cp

*prerequisites: 023965 Introduction to Educational Research or 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study; plus a credit average*

subject coordinator: J Jardine

This subject gives students the opportunity to refine a research proposal and to engage in an in-depth study of an issue or problem in education. It provides students with the scope to develop their research abilities and techniques in a serious and sustained way.

### 023999

#### 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.

### 024200

#### PRIMARY CURRICULUM ORIENTATION 1

BTeach Prim/BEd T Lib

3cp; 4hpw

subject coordinator: to be advised

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.

## **024201**

### **ENGLISH EDUCATION: CHILDREN'S LITERATURE**

*BTeach/BEdT Lib*

*3cp; 3hpw*

*prerequisite: 024200 Primary Curriculum Orientation I*

*subject coordinator: R Johnston*

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.

## **024202**

### **ENGLISH EDUCATION: WRITING**

*BTeach*

*3cp; 2hpw*

*prerequisite: 024201 English Education: Children's Literature*

*subject coordinator: P March*

This subject draws on a functional model of language in order to examine writing development in the primary school. It includes a focus on a range of literacy, factual and media texts encountered by students in the primary school; appropriate assessment and reporting procedures; handwriting, word processing and spelling; and the role of grammar in writing. It examines models for programming and teaching writing in the primary school.

## **024203**

### **ENGLISH EDUCATION: READING**

*BTeach/BEdT Lib*

*3cp; 3hpw*

*prerequisites: 024201 English Education: Children's Literature; 024202 English Education: Writing*

*subject coordinator: R Brill*

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.

## **024204**

### **ENGLISH EDUCATION: TEACHING ENGLISH AS A SECOND LANGUAGE**

*BTeach/BEdT Lib*

*3cp; 2hpw*

*prerequisites: at least two of 024201 English Education: Children's Literature; 024202 English Education: Writing; 024203 English Education: Reading*

*subject coordinator: P March*

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.

## **024205**

### **ENGLISH EDUCATION: DRAMA**

*BTeach/BEdT Lib*

*3cp; 2hpw*

*prerequisites: 024202 English Education: Writing; 024203 English Education: Reading*

*subject coordinator: V Drakeford*

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.

**024401****ENGLISH 1: LANGUAGE AND LITERATURE***BTeach/BEd T Lib**elective major**4cp; 3hpw**subject coordinator: R Johnston*

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.

**024402****ENGLISH 2: FORM AND MEANING***BTeach/BEd T Lib**elective major**4cp; 3hpw**subject coordinator: R Johnston*

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.

Not offered in 1996.

**024403****ENGLISH 3: THE VICTORIANS AND AFTER***BTeach/BEd T Lib**elective major**4cp; 3hpw**subject coordinator: R Johnston*

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.

Not offered in 1996.

**024404****ENGLISH 4: REVOLUTION AND ROMANTICISM***BTeach/BEd T Lib**elective major**5cp; 3hpw**prerequisite: one of 024401–024403 English 1/2/3**subject coordinator: R Johnston*

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.

**024405****ENGLISH 5: ELIZABETHANS AND JACOBEANS – THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE***BTeach/BEd T Lib**elective major**4cp; 3hpw**prerequisites: two of 024401–024404 English 1/2/3/4**subject coordinator: R Johnston*

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.

**024406****ENGLISH 6: AUSTRALIAN LANGUAGE AND LITERATURE***BEd (Prim) F/T**elective major**5cp; 3hpw**subject coordinator: R Johnston*

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.

Not offered in 1996.

**024701****APPROACHES TO THE TEACHING OF ENGLISH***BEd(Prim) F/T P/T**5cp; 4hpw for seven weeks**subject coordinator: R Johnston*

This subject will evaluate current theories and pedagogies with respect to the teaching of English. An exploration 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.

**024702****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.

Not offered in 1996.

**024703****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.

**024901****CHILDREN'S LITERATURE 1***GradDip/MA Children's Literature and Literacy**6cp; 2hpw**subject coordinator: R Johnston*

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.

**024902****CHILDREN'S LITERATURE 2***GradDip/MA Children's Literature and Literacy**6cp; 2hpw**prerequisite: 024901 Children's Literature 1**subject coordinator: R Johnston*

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.

**024903****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.

**024904****ISSUES IN CHILDREN'S LITERATURE AND LITERACY**

*GradDip Children's Literature and Literacy*  
12cp; 2hpw  
prerequisite: all subjects in Semesters 1, 2 and 3  
subject coordinator: R Johnston

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.

**024911****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.

**024912****LITERACY 2**

*GradDip/MA Children's Literature and Literacy*  
6cp; 2hpw  
prerequisite: 024911 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.

**024913****LITERARY THEORY AND CHILDREN'S LITERATURE**

*GradDip/MA Children's Literature and Literacy*  
6cp; 2hpw  
prerequisite: all prior subjects  
subject coordinator: R Johnston

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.

**024914****MAJOR STUDY**

*MA Children's Literature and Literacy*  
12cp  
prerequisite: all subjects in Semesters 1, 2 and 3  
subject coordinator: R Brill

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.

**024961****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.

**025001****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.

**025201****MATHEMATICS EDUCATION 1***BTeach/BEd T Lib**teaching study**3cp; 2hpw**prerequisite: 028200 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; develops understanding and appreciation of the number

laws and algorithms for counting numbers; 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.

**025202****MATHEMATICS EDUCATION 2***BTeach/BEd T Lib**teaching study**3cp; 3hpw**prerequisite: 025201 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 the development of basic geometric and spatial understandings; 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.

**025203****MATHEMATICS EDUCATION 3***BTeach/BEd T Lib**teaching study**3cp; 3hpw**prerequisite: 025202 Mathematics Education 2**subject coordinator: S Schuck*

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; 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.

### 025204

#### MATHEMATICS EDUCATION 4

*BTeach/BEd T Lib*

*teaching study*

*3cp; 3hpw*

*prerequisite: 025202 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.

### 025401

#### MATHEMATICS 1

*BTeach/BEd T Lib*

*elective major*

*4cp; 3hpw*

*subject coordinator: G Barnsley*

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.

### 025402

#### MATHEMATICS 2

*BTeach/BEd T Lib*

*elective major*

*4cp; 3hpw*

*subject coordinator: G Barnsley*

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.

Not offered in 1996.

### 025403

#### MATHEMATICS 3

*BTeach/BEd 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.

Not offered in 1996.

### 025404

#### MATHEMATICS 4

*BTeach/BEd T Lib*

*elective major*

*4cp; 3hpw*

*subject coordinator: G Barnsley*

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.

## 025405

### 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 1996.

## 025406

### 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 1996.

## 025701

### ADVANCED MATHEMATICS TEACHING

*BEd (Prim) FIT P/T*

*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 under-achieving pupil and considers appropriate procedures, strategies, technologies and other resources to support and enhance the mathematical learning of pupils with these special needs.

## 025702

### REMEDIAL MATHEMATICS

*BEd (Prim) FIT P/T*

*advanced teaching study*

*5cp; 2hpw*

*subject coordinator: G Foley*

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.

## 025703

### CURRICULUM AND RESOURCE DESIGN IN MATHEMATICS

*BEd (Prim) FIT P/T*

*advanced teaching study*

*5cp; 2hpw*

*subject coordinator: S Schuck*

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.

### 025961

#### 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.

### 025962

#### 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.

### 026201

#### MUSIC EDUCATION 1

*BTeach/BEd T Lib*

3cp; 3hpw

prerequisite: 024200 Primary Curriculum Orientation I

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.

### 026202

#### MUSIC EDUCATION 2

*BTeach/BEd T Lib*

3cp; 2hpw

prerequisite: 026201 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.

### 026301

#### MUSIC AND SOCIETY

*BTeach/BEd T 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.

### 026401

#### MUSIC STUDIES 1

*BTeach/BEd T 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.

### 026402

#### MUSIC STUDIES 2

*BTeach/BEd T Lib*

elective major

4cp; 3hpw

prerequisite: 026401 Music Studies 1

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.

### 026403

#### MUSIC STUDIES 3

*BTeach/BE d T Lib*

*elective major*

*4cp; 3hpw*

*prerequisite: 026402 Music Studies 2*

*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.

### 026404

#### MUSIC STUDIES 4

*BTeach/BE d T Lib*

*elective major*

*4cp; 3hpw*

*prerequisite: 026403 Music Studies 3*

*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.

### 026405

#### MUSIC STUDIES 5

*BTeach/BE d T Lib*

*elective major*

*4cp; 3hpw*

*prerequisite: 026404 Music Studies 4*

*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.

### 026406

#### MUSIC STUDIES 6

*BE d (Prim) F/T P/T*

*elective major*

*5cp; 3hpw*

*prerequisite: 026405 Music Studies 5*

*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.

Not offered in 1996.

### 026701

#### MUSICAL SKILL DEVELOPMENT IN THE K-6 CLASSROOM

*BE d (Prim) F/T P/T*

*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.

**026901****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.

**026902****MUSIC THERAPY PRACTICE 2***GradDip Music Therapy**6cp; 2hpw**224 hours clinical training practicum**prerequisite: 026901 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.

**026903****MUSIC THERAPY PRACTICE 3***GradDip Music Therapy**7cp; 2hpw**232 hours clinical training practicum**prerequisite: 026902 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.

**026904****MUSIC THERAPY PRACTICE 4***GradDip Music Therapy**7cp; 3hpw**232 hours clinical training practicum**prerequisite: 026903 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.

**026911****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.

**026912****MUSIC SKILLS 2***GradDip Music Therapy**3cp; 1hpw**prerequisite: 026911 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.

## 026913

### MUSIC SKILLS 3

*GradDip Music Therapy*

*3cp; 1hpw*

*prerequisite: 026912 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.

## 026914

### MUSIC SKILLS AND APPLICATION 4

*GradDip Music Therapy*

*3cp; 1hpw*

*prerequisite: 026913 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.

## 026921

### MUSICIANSHIP 1

*GradDip in Primary Music*

*3cp; 1hpw*

*subject coordinator: J Lloyd*

This is a foundation subject of the course in that it establishes a basic understanding of musical concepts and ensures competency in basic skills essential to the teaching of music in the classroom.

## 026922

### MUSICIANSHIP 2

*GradDip in Primary Music*

*3cp; 1hpw*

*prerequisite: 026921 Musicianship 1*

*subject coordinator: J Lloyd*

This is a foundation subject of the course in that it is concerned with acquiring knowledge and developing skills essential to the teaching of music in the classroom. It is concerned with the teacher's own musical abilities and understandings, both aurally and theoretically. It introduces various tested devices for the teaching of music such as the use of improvisation in the teaching of concepts and skills. It introduces the teacher to methods of creating rhythmic teaching games. It examines the principles of curriculum construction in connection with musicianship and the child.

## 026923

### MUSICIANSHIP 3

*GradDip in Primary Music*

*3cp; 1hpw*

*prerequisite: 026922 Musicianship 2*

*subject coordinator: J Lloyd*

This is a foundation subject of the course in that it is concerned with acquiring knowledge and developing skills essential to the teaching of music in the classroom. It is concerned with extending the teacher's own musical skills and understandings, in the aural, theoretical and practical spheres. This subject extends the teacher's relative pitch sense and harmonising skills. It looks at methods of analysing music as well as arranging for voices and instruments.

## 026924

### MUSICIANSHIP 4

*GradDip in Primary Music*

*3cp; 1hpw*

*prerequisite: 026923 Musicianship 3*

*subject coordinator: J Lloyd*

This is a foundation subject of the course in that it is concerned with acquiring knowledge and developing skills essential to the teaching of music in the classroom. It is concerned with extending the teacher's own musical skills and understandings, in the aural, theoretical and practical spheres. This subject extends

the teacher's relative pitch sense and writing skills.

### 026931

#### ISSUES IN MUSIC EDUCATION 1

*GradDip in Primary Music*

3cp; 1hpw

subject coordinator: J Lloyd

This subject has bearing upon the implementation of music programs within a school. It looks at optimum and current practice. It is also directed towards the development of sound research techniques in the area of music education.

### 026932

#### ISSUES IN MUSIC EDUCATION 2

*GradDip in Primary Music*

3cp; 1hpw

subject coordinator: J Lloyd

This subject is concerned with developing a secure foundation for the teaching of music and for the devising and implementing of music programs in the school. It looks at curriculum design and the sequencing of concepts and skills in a developmental music program.

### 026933

#### ISSUES IN MUSIC EDUCATION 3

*GradDip in Primary Music*

3cp; 1hpw

subject coordinator: J Lloyd

This subject has bearing upon the implementation of music programs within a school. It looks at optimum and current practice. It is also directed towards the development of sound research techniques in the area of music education.

### 026934

#### ISSUES IN MUSIC EDUCATION 4

*GradDip in Primary Music*

3cp; 1hpw

subject coordinator: J Lloyd

This subject has bearing upon the implementation of music programs within a school. It looks at optimum and current practice as well as research directions.

### 026941

#### PERFORMANCE STUDIES 1

*GradDip in Primary Music*

6cp; 2hpw

subject coordinator: S Gerozisis

Students will develop confidence and skills in the performance and selection of vocal and recorder repertoire for the K-6 classroom, develop an understanding of sequential development of vocal and recorder skills and become familiar with a variety of appropriate teaching strategies using vocal and recorder repertoire.

### 026942

#### PERFORMANCE STUDIES 2

*GradDip in Primary Music*

6cp; 2hpw

prerequisite: 026941 Performance Studies 1

subject coordinator: S Gerozisis

Students will develop confidence and skills in the performance and selection of movement and dance repertoire for the K-6 classroom, develop an understanding of sequential development of movement and dance skills, extend performance skills on the descant and treble recorders, and develop elementary performance skills on the tenor and bass recorders.

### 026943

#### PERFORMANCE STUDIES 3

*GradDip in Primary Music 3*

6cp; 2hpw

prerequisite: 026942 Performance Studies 2

subject coordinator: S Gerozisis

Students will develop confidence and skills in the performance and selection of percussion and ensemble repertoire for the K-6 classroom, develop skills in arrangement and composition for classroom and extra-curricular ensembles, including vocal and percussion ensembles and recorder consorts.

**026944****TECHNOLOGY AND MUSIC  
EDUCATION***GradDip in Primary Music**6cp; 2hpw**prerequisites: Basic skills in the operation of the  
Macintosh computer**subject coordinator: D Taylor*

This subject develops skills in the use of the Macintosh computer, related MIDI devices and relevant software application programs as they apply to the teaching of music in the primary classroom.

**027001****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.

**027201****INTRODUCTION TO PERSONAL  
DEVELOPMENT, HEALTH AND  
PHYSICAL EDUCATION (K-12)***BTeach/BEd T Lib**3cp; 2hpw**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.

**027202****PHYSICAL EDUCATION TEACHING  
AND LEARNING 1***BTeach/BEd T Lib**3cp; 2hpw**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.

**027203****PHYSICAL EDUCATION TEACHING  
AND LEARNING 2***BTeach/BEd T Lib**3cp; 2hpw**prerequisite: 027202 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.

**027204****PERSONAL DEVELOPMENT AND HEALTH (K-6)***BTeach/BEd T Lib**3cp; 2hpw**prerequisite: 027201 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.

**027401****PERSONAL HEALTH***BTeach/BEd 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; applies that understanding to skill acquisition in a practical context; develops and applies knowledge, skill and understanding in a range of sports; investigates the relationship between nutrition and health; and applies this knowledge in the analysis and planning of diets; 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.

**027402****LIFESTYLE AND FITNESS***BTeach/BEd T Lib**elective study major**4cp; 3hpw**prerequisite: 027401 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.

**027403****SOCIAL CONTEXT OF PHYSICAL EDUCATION***BTeach/BEd T Lib**elective study major**4cp; 3hpw**prerequisite: 027401 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 PDHPE; 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 sensitive issues.

**027404****CHILDREN AND PHYSICAL ACTIVITY***BTeach/BEd T Lib**elective study major**4cp; 3hpw**prerequisite: 027401 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; 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.

**027405****MOTOR SKILL ACQUISITION AND ANALYSIS***BTeach/BEd**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. Students will also be expected to apply biomechanical understanding to safety practices in PDHPE.

**027701****ISSUES IN PHYSICAL EDUCATION***BEd (Prim) F/T P/T**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.

**027702****VALUES EDUCATION IN THE PRIMARY SCHOOL***BEd (Prim) F/T P/T**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.

**027703****PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION RESEARCH PROJECT***BEd (Prim) F/T P/T**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.

**027962****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.

**027963****VALUES EDUCATION IN PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION***MEd**6cp; 2hpw**subject coordinator: M McClung*

This subject examines the pluralistic nature of Australian society and analyses political issues in relation to the role of school, in particular to the provision of values education; reviews critically the literature related to theory, research and practice of values education; identifies and



analyses contemporary issues and current trends in educational policy and their implications for values education; critiques theories of moral and social development; devises strategies for developing values education through personal development, health and physical education curriculum that has societal, cultural and community relevance; develops skills in teaching values in primary personal development, health and physical education curriculum.

### 027965

#### 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.

### 028001

#### LEARNING IN SCIENCE 1

*GradDipEd*

*7cp; 8hpw*

*subject coordinator: G Segal*

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.

### 028002

#### LEARNING IN SCIENCE 2

*GradDipEd*

*7cp; 8hpw*

*subject coordinator: G Segal*

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.

### 028200

#### PRIMARY CURRICULUM ORIENTATION 2

*BTech/BEd 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.

### 028201

#### SCIENCE AND TECHNOLOGY EDUCATION 1

*BTech/BEd T Lib*

*3cp; 2hpw*

*prerequisite: 028200 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.

**028202****SCIENCE AND TECHNOLOGY  
EDUCATION 2***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: 028201 Science and Technology  
Education 1**subject coordinator: G Segal*

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 lessons in science and technology.

**028203****SCIENCE AND TECHNOLOGY  
EDUCATION 3***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: 028202 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.

**028204****SCIENCE AND TECHNOLOGY  
EDUCATION 4***BTeach/BE d T Lib**3cp; 2hpw**prerequisite: 028203 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.

**028301****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 1996.

**028302****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.

**028401****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.

### 028402

#### THE AUSTRALIAN ENVIRONMENT

*BTeach/BEd 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.

### 028403

#### SCIENCE AND TECHNOLOGY IN DAILY LIFE

*BTeach/BEd 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.

### 028404

#### PEOPLE, TECHNOLOGY AND SCIENCE

*BTeach/BEd 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.

### 028405

#### PLANET EARTH

*BTeach/BEd T Lib*

*4cp; 3hpw*

*subject coordinator: G Segal*

Develops an overall view of the formation and form of Planet Earth incorporating information gained from all science disciplines.

Not offered in 1996.

### 028406

#### ANIMAL BEHAVIOUR

*BEd (Prim) F/T P/T*

*elective major*

*5cp; 2hpw*

*subject coordinator: G Segal*

This subject develops an overall view of animal behaviour, including the origins of ethology and achievements of some notable ethologists. It also 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 1996.

### 028701

#### CURRICULUM PLANNING IN SCIENCE AND TECHNOLOGY

*BEd (Prim) F/T P/T*

*general elective*

*5cp; 2hpw*

*prerequisite: 028204 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 1996.

**028702****TEACHING SCIENCE AND TECHNOLOGY***BEd (Prim) F/T P/T**5cp; 2hpw**subject coordinator: G Segal*

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.

**028703****ENVIRONMENTAL EDUCATION***BEd (Prim) F/T P/T**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.

**028961****LEARNING IN SCIENCE AND TECHNOLOGY***MEd**6cp; 2hpw**subject coordinator: G Segal*

This subject equips students with advanced theories on learning and methods for investigating and recording learning within a developmentalist framework. It

requires critical reflection on those theories, methods and conclusions.

**029201****SOCIAL STUDIES EDUCATION 1***BTeach/BEd T Lib**3cp; 3hpw**prerequisite: 024200 Primary Curriculum Orientation 1**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.

**029202****SOCIAL STUDIES EDUCATION 2***BTeach/BEd T Lib**3cp; 2hpw**prerequisite: 029201 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.

**029301****AUSTRALIAN STUDIES 1***BTeach/BEd T 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.

**029302****AUSTRALIAN STUDIES 2***BTeach/BEd T Lib**3cp; 2hpw**prerequisite: 029301 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 judgments about it.

Assessment: mid-semester test 30 per cent; tutorial presentation 30 per cent; examination 40 per cent.

**029303****AN ASIAN STUDY: THAILAND***BTeach/BEd T Lib*

*Note: 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.

**029304****FAMILY HISTORY***BTeach/BEd T 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.

**029305****URBAN STUDIES***BTeach /BEd T 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.

Not offered in 1996.

**029401****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 capable 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.

**029402****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.

Not offered in 1996.

**029403****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.

Not offered in 1996.

**029404****HISTORY 4***BTeach/BEd T Lib**elective major**4cp; 3hpw**prerequisite: 029403 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.

**029405****HISTORY 5***BTeach/BEd T Lib**elective major**4cp; 3hpw**prerequisites: either 029401 and 029402 History 1 and 2 or 029403 and 029404 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.

Not offered in 1996.

**029406****HISTORY 6***BEd (Prim) F/T**elective major**5cp; 3hpw**prerequisites: 029405 History 5; either 029401 and 029402 History 1 and 2 or 029403 and 029404 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.

Not offered in 1996.

**029701****ABORIGINAL STUDIES***BEd (Prim) F/T P/T**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.

**029702****TEACHING SOCIAL STUDIES: AN INTERCULTURAL APPROACH***BEd (Prim) F/T P/T**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.

**029901****ABORIGINALITY, POWER AND EDUCATION***MEd**6cp; 2hpw**subject coordinator: J Jardine*

Critically analyses theoretical and research approaches to the understanding of Aboriginality and power in education; examines critical issues related to the

suppression of Aborigines in Australian education institutions, particularly in primary and secondary education; critiques literature related to Aboriginal culture and the socialisation process in the family, school and community; examines Aboriginal education policies and their implications for current and future options in Australian education; reflects on one's own assumptions and develops a personal professional philosophy of Aboriginal education in specific educational contexts.

**SUBJECTS OFFERED BY OTHER FACULTIES****55108****PRACTICUM 7: MANAGING SCHOOL LIBRARY SERVICES***BEd T Lib**8cp; 13 days in primary school library and information provision project (17 days)**subject coordinator: to be advised*

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 an identified group of users within the educational environment.

**55431****INFORMATION SCIENCE 1***BEd T Lib**4cp; 3hpw**subject coordinator: to be advised*

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***BEd T Lib**4cp; 3hpw**prerequisite: 55431 Information Science 1**subject coordinator: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

Introduces students to theories, concepts and principles relevant to the design of information services and products. 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**corequisites: 55431 Information Science 1; 55432  
Information Science 2**subject coordinator: to be advised*

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**corequisites: 55433 Information Science 3; 55434  
Information Science 4**subject coordinator: to be advised*

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*

*corequisite: 55435 Information Science 5*

*subject coordinator: to be advised*

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: to be advised*

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.

### 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*

*3cp; 1hpw*

*prerequisite: 92815 Clinical Studies 2: Health, Illness and Disability*

*subject coordinator: K Kellehear*

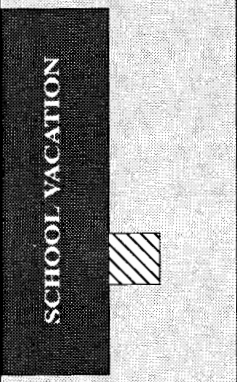



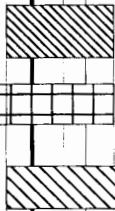

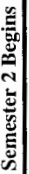




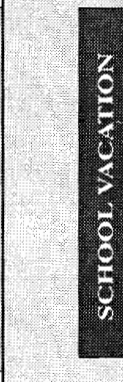
This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders. It looks at therapeutic interventions using behavioural interventions 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.

# SCHOOL OF TEACHER EDUCATION 1996 CALENDAR AND PRACTICUM DATES

Copies of this calendar are available from the Practicum Office: Room 2.231

Phone: 330-5353




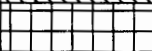
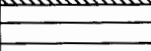





Fax: 330-5347

	January	February	March	April	May	June	July	August	September	October	November	December
DATE (Mon.)	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
												
(Fri.)	5 12 19 26 2	9 16 23 1	8 16 22 29	5 12 19 26 3	10 17 24 31	7 14 21 28	5 12 19 26 2	9 16 23 30	6 13 20 27 4	11 18 25 1	8 15 22 29	6 13 20 27 3

<sup>1</sup> ATS = Alternate Teaching Strategies

<sup>2</sup> VCW = Vice-Chancellor's Week

Easter Break 5-9 April

	Graduate Diploma in Education BLOCK Practicum: Maths/Physical Educ/Science		Bachelor of Education (Associate Teacher Program)
	Bachelor of Teaching (Primary) and Bachelor of Education (T/Librarianship)		Special Education Program BLOCK Practicum
	Special Education Program 1 day visits (TUESDAY)		Exams
	Bachelor of Teaching (Primary) Pranakorn (Thailand)		NSW Department of School Education Education Week
	NSW Department of School Education 1995 School Vacations		University Vacation

## SUBJECT NAMES IN ALPHABETICAL ORDER

Aboriginal Cultures and Philosophies	015110	Advanced English for Classroom Purposes 4	015272
Aboriginal Initiatives in Education: Towards Community Control	015112	Advanced Mathematics Teaching	025701
Aboriginal Studies	015114	Analysing Classroom Interaction	023613
Aboriginal Studies	029701	Analysing Current Issues in Australian Education	015009
Aboriginality, Power and Education	029901	Animal Behaviour	028406
Action Research in Adult Education	013366	Applying Experiential Learning in the Workplace	015095
Action Inquiry into Classroom Discourses	023977	Approaches to the Teaching of English	024701
Adolescent and Adult Development	015070	Art and Craft Education 1	020201
Adult Communication Management 1	013343	Art and Craft Education 2	020202
Adult Communication Management 2	013344	Art Studies 1	020401
Adult Education and Social Action	015078	Art Studies 2	020402
Adult Education and Social Movements	013352	Art Studies 3	020403
Adult Education and the Aged	015079	Art Studies 4	020404
Adult Education and the Unemployed	015081	Art Studies 5	020405
Adult Learning and Community Action	011003	Art Studies 6	020406
Adult Learning and Program Development	013333	Asian Study: Thailand, An	029303
Adult Learning and Teaching	016002	Aspects of Art/Craft Education	020701
Adult Learning in Social Context	015007	Aspects of Australian Art	020301
Adult Teaching and Learning	015002	Assessing Learning and Evaluating Programs	015008
Adult TESOL 1	015248	Assessment and Programming for Students with Learning and Behaviour Problems	023810
Adult TESOL 2	015251	Australian Adult Education: Influences and Tendencies	013335
Advanced Courseware Engineering	016712	Australian Environment, The	028402
Advanced Curriculum Design	015378	Australian Natural History	028301
Advanced English for Classroom Purposes 1	015266	Australian Studies 1	029301
Advanced English for Classroom Purposes 2	015268	Australian Studies 2	029302
Advanced English for Classroom Purposes 3	015270	Basic Principles in Educational Research	023302
		Behaviour Management	023843
		Campaigning and Public Education	015080
		Case Studies in Public Education	011004
		Catering for Individual Learning Needs (COMM)	015037

Catering for Individual Learning Needs (HRD)	015038	Curriculum and Pedagogy 2	015341
Catering for Individual Learning Needs (LLN)	015039	Curriculum and Resource Design in Mathematics	025703
Catering for Individual Learning Needs (VOC ED)	015040	Curriculum Planning in Science and Technology	028701
Children and Physical Activity	027404	Delivering Special Education Instruction 1	023814
Children with Language Delay and the Language of Learning	023890	Delivering Special Education Instruction 2	023819
Children's Literature 1	024901	Delivering Special Educational Services	023848
Children's Literature 2	024902	Designing and Delivering Open Learning	015069
Communication Strategies for Public Policy	011002	Designing and Managing Open Learning	016009
Communication Technology and Distance Learning	016711	Developing Communicative Competence 1	015249
Comparative Vocational Education	010207	Developing Communicative Competence 2	015252
Computer-based Adult Education and Training	013346	Developing Community Adult Education Programs	015261
Computer-based Learning	021701	Developing Group Communication	015073
Computer-managed Learning	016708	Developing Interpersonal Communication	015072
Computer-mediated Learning	021791	Developing Systems Communication	015074
Contemporary Issues in Adult Education	013336	Developing the Learning Organisation	015099
Context and Strategy in Adult Education	013334	Developing the Reflective Practitioner (COMM)	015025
Continuing Professional Education for Adult Educators	013345	Developing the Reflective Practitioner (HRD)	015026
Courseware Design and Development 1	016703	Developing the Reflective Practitioner (LLN)	015027
Courseware Design and Development 2	016706	Developing the Reflective Practitioner (VOC ED)	015028
Cultural Diversity in the Workplace: Management and Learning	013367	Development, Growth and Education in South East Asia	015082
Current Issues in Australian Education	023600	Developmental Psychology	023501
Curricula and Programs for Students with High Support Needs	023872	Discourse Analysis	015277
Curriculum and Evaluation	010201	Drama and Theatre Arts 1	022401
Curriculum Design and Management	023970	Drama and Theatre Arts 2	022402
Curriculum Development and Management	023606	Drama and Theatre Arts 3	022403
Curriculum and Pedagogy 1	015339	Drama and Theatre Arts 4	022404
		Drama and Theatre Arts 5	022405

Drama and Theatre Arts 6	022406	Environmental Education	028703
Drama in Education	022302	Ethics and Leadership in Adult Education Administration	013342
Educating Students with Behaviour Disorders 1	023873	Ethics, Workplaces and the HRD Function	015093
Education for Gifted and Talented Students	023987	Evaluation and Assessment	015255
Educational Computing 1	021401	Examining the Organisational Context (COMM)	015053
Educational Computing 2	021402	Examining the Organisational Context (HRD)	015054
Educational Computing 3	021403	Examining the Organisational Context (LLN)	015055
Educational Computing 4	021404	Examining the Organisational Context (VOC ED)	015056
Educational Computing 5	021405	Exceptional Teaching	023840
Educational Computing 6	021406	Experience-based Learning 1	013358
Educational Drama	022701	Experience-based Learning 2	013359
Educational Dimensions of Community and Youth Work	015077	Experiential Learning Strategies	015375
Educational Evaluation	023603	Exploring Adult Basic Education Practice	010113
Educational Leadership in a Technological Society	023961	Family History	029304
Educational Multimedia Design 1	015104	Field of Practice Specialist Knowledge (COMM)	015017
Educational Multimedia Design 2	015105	Field of Practice Specialist Knowledge 1 (HRD)	015018
Educational Multimedia Design 3	015106	Field of Practice Specialist Knowledge 1 (LLN)	015019
Educational Research 1	010209	Field of Practice Specialist Knowledge 1 (VOC ED)	015020
Educational Research 2	010210	Field of Practice Specialist Knowledge 2 (Comm)	015029
English 1: Language and Literature	024401	Field of Practice Specialist Knowledge 2 (HRD)	015030
English 2: Form and Meaning	024402	Field of Practice Specialist Knowledge 2 (LLN)	015031
English 3: The Victorians and After	024403	Field of Practice Specialist Knowledge 2 (VOC ED)	015032
English 4: Revolution and Romanticism	024404	Field of Practice Specialist Knowledge 3 (COMM)	015041
English 5: Elizabethans and Jacobean – The Emergence of Modern Language and Literature	024405	Field of Practice Specialist Knowledge 3 (HRD)	015042
English 6: Australian Language and Literature	024406	Field of Practice Specialist Knowledge 3 (LLN)	015043
English Education: Children's Literature	024201	Field of Practice Specialist Knowledge 3 (VOC ED)	015044
English Education: Drama	024205	Field of Practice Specialist Knowledge 4 (COMM)	015057
English Education: Writing	024202		
English Education: Reading	024203		
English Education: Teaching			
English as a Second Language	024204		
English Teaching Issues	024961		
Enrichment Tradition in Adult Education, The	013353		

Field of Practice Specialist Knowledge 4 (HRD)	015058	HRD Strategies for Individual Development	015097
Field of Practice Specialist Knowledge 4 (LLN)	015059	Human Body, The	028401
Field of Practice Specialist Knowledge 4 (VOC ED)	015060	Human Resource Development	010204
Foundations of Adult Education	010120	Implementing Educational Change	023608
Foundations of Adult Education	015254	Implementing Special Educational Programs 1	023844
Foundations of Educational Multimedia 1	015101	Implementing Special Educational Programs 2	023849
Foundations of Educational Multimedia 2	015102	Independent Project	016710
Foundations of Educational Multimedia 3	015103	Independent Study Project 1/2	013356/7
Foundations of Experiential Learning	015374	Independent Study Project in Communication	015075
Foundations of Interactive Learning 1	016701	Individualised Project	015098
Foundations of Interactive Learning 2	016704	Individualising Learning	023610
Foundations of Language Teaching 1	015265	Industry-focused HRD strategies	015092
Foundations of Language Teaching 2	015288	Instruction in Special Education 1	023811
Foundations of TESOL 1	015154	Instruction in Special Education 2	023812
Foundations of TESOL 2	015156	Instruction in Special Education 3	023815
Foundations of TESOL 3	015159	Instruction in Special Education 4	023816
Foundations of TESOL 4	015161	Instruction in Special Education 5	023817
Freire's Influence in Adult Education	013354	Integration	023876
Functional Grammar	015340	Interactive Multimedia	016709
Gender at Work	015355	International Perspectives on Education	015012
Gender, Power and Education	023963	International Trends in Workplace Education	015094
Higher Level Competencies in Adult Education	013340	Introducing Aboriginal Cultures and Philosophies	015115
History 1	029401	Introduction to Language	015086
History 2	029402	Introduction to Computers in the Classroom	021301
History 3	029403	Introduction to Educational Research	023965
History 4	029404	Introduction to Personal Development, Health and Physical Education (K-12)	027201
History 5	029405	Issues for Adult Education Researchers	013348
History 6	029406	Issues in Aboriginal Education	015111
History of Technical and Vocational Education in NSW	010231	Issues in Adult Education Evaluation	013349
Honours Seminar	023698	Issues in Children's Literature and Literacy	024904
Honours Thesis	023699		

Issues in Computer-based Adult Education and Training	013347	Learning in Science 1	028001
Issues in Language Planning	015257	Learning in Science 2	028002
Issues in Mathematics Education	025961	Learning in Science and Technology	028961
Issues in Music Education 1	026931	Learning Journal 1	015245
Issues in Music Education 2	026932	Learning Journal: Relating ABE and TESOL	010121
Issues in Music Education 3	026933	Lifestyle and Fitness	027402
Issues in Music Education 4	026934	Literacy 1	024911
Issues in Physical Education	027701	Literacy 2	024912
Issues in Researching Second Language Learning and Teaching in Context	015275	Literary Theory and Children's Literature	024913
Issues in School and Community Relations	023971	Mainstreaming	023800
Issues in the Teaching of English (K-6)	024702	Major Independent Study	023992
Language and Education Honours	023690	Major Study	024914
Language and Learning	015338	Managing Behavioural Difficulties	023813
Language and Schooling	023604	Managing Change in Educational Settings	023972
Language, Culture and Communication	016003	Managing Change in Vocational and Adult Education	010205
Language, Culture and Communication 1	015001	Managing Education Programs	015083
Language, Culture and Communication 2	015004	Managing Program Change in Adult Education	013337
Language, Literacy and Power 1	013360	Managing the Development of Computer-based Learning	016705
Language, Literacy and Power 2	013369	Mathematical Communication	025962
Leadership and Policy Issues (COMM)	015061	Mathematics 1	025401
Leadership and Policy Issues (HRD)	015062	Mathematics 2	025402
Leadership and Policy Issues (LLN)	015063	Mathematics 3	025403
Leadership and Policy Issues (VOC ED)	015064	Mathematics 4	025404
Leadership in Art Education	020961	Mathematics 5	025405
Learner Assessment	016004	Mathematics 6	025406
Learning and Communication Disorders	023874	Mathematics Education 1	025201
Learning Difficulties and Learning to Read and Spell	023871	Mathematics Education 2	025202
Learning in Mathematics	025001	Mathematics Education 3	025203
Learning in Personal Development, Health and Physical Education	027001	Mathematics Education 4	025204
		Meeting Special Needs in the Secondary School	023002
		Minor Independent Study	023991
		Monitoring and Facilitating Change (COMM)	015065
		Monitoring and Facilitating Change (HRD)	015066

Monitoring and Facilitating Change (LLN)	015067	Performance Studies 2	026942
Monitoring and Facilitating Change (VOC ED)	015068	Performance Studies 3	026943
Motor Skill Acquisition and Analysis	027405	Personal Development and Health (K-6)	027204
Multi-literacies in the Workplace	015100	Personal Development, Health and Physical Education Research Project	027703
Music and Society	026301	Personal Health	027401
Music Education 1	026201	Perspectives on Public Education	011001
Music Education 2	026202	Philosophical and Historical Perspectives on Adult Learning	015010
Music Skills 1	026911	Philosophical Bases of Education	023503
Music Skills 2	026912	Philosophy of Adult Education	013364
Music Skills 3	026913	Physical Education Teaching and Learning 1	027202
Music Skills and Application 4	026914	Physical Education Teaching and Learning 2	027203
Music Studies 1	026401	Planet Earth	028405
Music Studies 2	026402	Policy Analysis in Adult Education	013341
Music Studies 3	026403	Policy and Planning Issues in TESOL	015276
Music Studies 4	026404	Politics in Education	023976
Music Studies 5	026405	Portfolio Development	015003
Music Studies 6	026406	Practicum	015132/015139/ 015146/015273/015325/015326
Music Therapy Practice 1	026901	Practicum 1	015149
Music Therapy Practice 2	026902	Practicum 1	015250
Music Therapy Practice 3	026903	Practicum 1: Introduction to Issues and Dilemmas in Primary Schooling	023101
Music Therapy Practice 4	026904	Practicum 2	015253
Musical Skill Development in the K-6 Classroom	026701	Practicum 2: Promoting Learning and Learner Cooperation	023102
Musicianship 1	026921	Practicum 3	015256
Musicianship 2	026922	Practicum 3: Promoting Learner Interaction	023103
Musicianship 3	026923	Practicum 4	015259
Musicianship 4	026924	Practicum 4: Managing Learning Difficulties	023104
Numeracy Awareness	015089	Practicum 5: Designing and Implementing Educational Programs for Learners	023105
Numeracy-Related Programming for Students with Intellectual Disabilities	023875	Practicum 6: Providing for Individual Differences in Learners	023106
Organisational Behaviour	010203		
Organisational Theory and Community-based Adult Education	013355		
Organising Community Adult Education	015084		
Parent and Teacher Consultancy	023818		
People, Technology and Science	028404		
Performance Studies 1	026941		



Preventing and Remediating Reading Difficulties	023801	Psychology of Adult Development, The	013368
Primary Curriculum Orientation 1	024200	Psychology of Secondary Students	023001
Primary Curriculum Orientation 2	028200	Qualitative Research in Education	023981
Principles of Computer Education	016707	Reading and Writing for Specific Purposes (COMM)	015013
Principles of Instructional Design	016702	Reading and Writing for Specific Purposes (HRD)	015014
Problem-based Learning	023978	Reading and Writing for Specific Purposes (LLN)	015015
Problem-based Learning – U/G	023605	Reading and Writing for Specific Purposes (Voc Ed)	015016
Professional Practitioner, The	016006	Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties	023877
Professional Practitioner (COMM), The	015049	Reflective Practitioner in the School F/T, The	023107
Professional Practitioner (HRD), The	015050	Reflective Practitioner in the School P/T, The	023108
Professional Practitioner (LLN), The	015051	Remedial Mathematics	025702
Professional Practitioner (VOC ED), The	015052	Research and Inquiry	015011
Professional Skills 1	015117	Research Literacies	023999
Program Delivery (COMM)	015033	Research Methodologies for Adult Educators	013349
Program Delivery (HRD)	015034	Research Methodology	024903
Program Delivery (LLN)	015035	Researching Educational Practice	013362
Program Delivery (VOC ED)	015036	Researching Practice in Special Education	023870
Program Design and Evaluation	016007	School and Community Relations	023601
Program Design, Implementation and Evaluation of Experiential Learning 1	015376	School, Sport and Society	027965
Program Design, Implementation and Evaluation of Experiential Learning 2	015379	Science and Technology Education 1	028201
Program Development and Needs Analysis	015006	Science and Technology Education 2	028202
Program Development, Implementation and Evaluation	010122	Science and Technology Education 3	028203
Program Development, Implementation and Evaluation in Adult Basic Education	010118	Science and Technology Education 4	028204
Programming and Assessment in Language, Literacy and Numeracy	015090	Science and Technology in Australia	028302
Programming for Diabetes Education	015343	Science and Technology in Daily Life	028403
Project	015278	Secondary Practicum 1	023191
Promoting Workplace Learning	015091	Secondary Practicum 2	023192
Psychological Perspectives on Adult Learning	015005		

Secondary School: Social Bases and Critical Issues, The	023003	Teaching and Learning in Practice (COMM)	015021
Simulations and Games – Theory and Design	015096	Teaching and Learning in Practice (HRD)	015022
Skill Learning and the Development of Expertise	013210	Teaching and Learning in Practice (LLN)	015023
Skill Formation, Technological Change and Adult Education	013339	Teaching and Learning in Practice (VOC ED)	015024
Skills Workshop 1	015147	Teaching and Learning in Vocational and Adult Education	010200
Social Bases of Education	023502	Teaching Controversial Issues in Personal Development, Health and Physical Education	027962
Social Context of Childhood Stress, The	023602	Teaching English to International Students	024703
Social Context of Physical Education	027403	Teaching Language and Literacy	015088
Social Education in Community Settings	015076	Teaching Practice 1	015372
Social Perspectives on Language, Literacy and Numeracy	015087	Teaching Practice 2	015373
Social Studies Education 1	029201	Teaching Practice	015289
Social Studies Education 2	029202	Teaching Science and Technology	028702
Special Education Programming Studies 1	023841	Teaching Social Studies: An Intercultural Approach	029702
Special Education Programming Studies 2	023842	Teaching Visual Arts	020702
Special Education Programming Studies 3	023845	Technology and Music Education	026944
Special Education Programming Studies 4	023846	TESOL Curriculum and Methodology 1	015368
Special Education Programming Studies 5	023847	TESOL Curriculum and Methodology 2	015369
Structures and Processes in Community Education	015085	TESOL Curriculum and Methodology 3	015370
Supervision in the Practicum	023611	TESOL Curriculum and Methodology 4	015371
Supervision: The Developing Teacher	023973	TESOL Program Design	015258
Supporting Workplace Learning and Reform	013363	Theory and Practice in Adult Education	013332
TAFE College and the Community	010206	Theory and Practice of Language Teaching 1	015267
Teachers as Professionals	023607	Theory and Practice of Language Teaching 2	015269
Teaching Aboriginal Studies	015113	Theory and Practice of Language Teaching 3	015271
Teaching and Learning in Adult Literacy	010117	Theory and Practice of Language Teaching 4	015274
Teaching and Learning in Adult Numeracy	010157	Thesis (Education) P/T	016104
Teaching and Learning in Diabetes Education	015342	Tutorial 1	015148
		Urban Studies	029305

Values Education in Personal Development, Health and Physical Education	027963
Values Education in the Primary School	027702
Women and Adult Education	013361
Women and Education	015344
Women and Learning	013331
Work and People	014112
Workers' Education: Comparative Perspectives	013365
Workplace Context	016008
Workplace Context (COMM)	015045
Workplace Context (HRD)	015046
Workplace Context (LLN)	015047
Workplace Context (VOC ED)	015048
Workplace Practice 1/ Workplace Practice 2	016001/016005
Workshop 1	015118

## SUBJECTS OFFERED BY OTHER FACULTIES

Aboriginal Social and Political History	54230
Advanced Industrial Relations	21430
Anti-Discrimination Dispute Resolution	77750
Applied Psychology Project	21624
Audiovisual Media Production	54116
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
Community Dispute Resolution	77763
Contemporary Issues in Taxation	79763
Corporate Strategy	21609
Cultural Studies	54112
Cultural Tourism	27811
Current Issues in Industrial Law	79753
Employment Legislation	79752
Employment Relations	21720
Employment Relations Skills	21408
Entrepreneurship and Innovation	21409
Event and Facility Management	27717
Family Dispute Resolution	77762
Gender at Work	54214
Gender, Culture and Power	52306
Human Communication	56901
Human Resource Management	21724
Industrial Law	79731
Industrial Psychology	21425
Information Issues in Telecommunications	55080
Information Users 3C	55330

Information Users 4C	55430	Leisure Management	27713
Information Methods 3C	55350	Management Development	
Information Science 1	55431	Outdoors	26702
Information Science 2	55432	Marketing Legislation in Australia	79741
Information Science 3	55433	Mass Media in Education	56902
Information Science 4	55434	Operations Management	21131
Information Science 5	55435	Organisational Behaviour	21130
International Management	21591	Organisational Change and Adaption	21725
Introducing Aboriginal Social and Political History	54232	Organisational Design and Change	21221
Introduction to Computer Systems Architecture	31942	Organisational Diagnosis and Evaluation	21321
Introduction to Information Systems	31943	Personality and Development	21426
Introduction to Systems Modelling	31940	Practicum 7: Managing School Library Services	55108
Issues in Teacher Librarianship 1	55436	Primary Health Care	92845
Issues in Teacher Librarianship 2	55437	Psychology of Communication	21427
Issues in Teacher Librarianship 3	55438	Strategic Human Resource Management	21407
Issues in Teacher Librarianship 4	55439	System Analysis and Design	31531
Law for Managers	79749	Victim-Offender Dispute Resolution	77748
Leisure and Tourism Futures	27945	Video in Education	56903
Leisure and Tourism Planning	27711		

## LIST OF COURSES AND COURSE CODES (WHOLE FACULTY)

### SCHOOL OF ADULT EDUCATION

#### Undergraduate courses

TA01	Diploma in Adult Education (Aboriginal Education) <sup>1</sup>
TA02	Diploma in Adult Education (Community Education) <sup>1</sup>
TA03	Diploma in Adult Education (Training) <sup>1</sup>
TA21	Bachelor of Education in Adult Education <sup>2</sup> Aboriginal Studies major Community Education major Human Resource Development major
TT21	Bachelor of Education in Technical Education <sup>1</sup>
TT22	Bachelor of Teaching in Adult Vocational Education <sup>1</sup>
TT23	Bachelor of Teaching in Adult Vocational Education <sup>1</sup> (Residential or Mixed Attendance)
TT24	Bachelor of Teaching in Adult Vocational Education <sup>3</sup>

#### Postgraduate courses

TT51	Graduate Diploma in Vocational Education and Training
TA52	Graduate Diploma in Adult Education (Basic Education)
TA53	Graduate Diploma in TESOL
TT54	Graduate Diploma in Computer-based Learning
TA57	Graduate Diploma in Adult Education (TESOL)
TA58	Graduate Diploma in Adult Education (Training) <sup>4</sup>
TA59	Graduate Diploma in Adult Education (Community) <sup>4</sup>

TA60	Graduate Diploma in Language Teaching
TA54	Graduate Certificate in TESOL
TA65	Graduate Certificate in Adult Education in Training
TA66	Graduate Certificate in Adult Education in Community Education
KN92	Graduate Certificate in Diabetes Education and Management
TA64	Graduate Certificate in Public Education
TA68	Graduate Certificate in Experiential Learning
TA69	Graduate Certificate in Management Development
TA67	Graduate Certificate in Language and Learning <sup>5</sup>
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

<sup>1</sup> No further intake from 1996 in on-shore mode

<sup>2</sup> Refers to both pre-1996 and new course

<sup>3</sup> Only offered in off-shore mode from 1996

<sup>4</sup> Not offered as a discrete course

<sup>5</sup> Course not offered every year

## 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)
TE18	Bachelor of Teaching/Bachelor of Arts in International Studies

### 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)
TE59	Graduate Diploma in Music Therapy
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:

TE18	Bachelor of Teaching/Bachelor of Arts in International Studies
TE14	Bachelor of Education in Teacher Librarianship
N003	Bachelor of Applied Science in Science Education
BL14	Bachelor of Arts in Human Movement Studies/Graduate Diploma in Education
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 Education  
 Associate Professor A P Gonczi  
 Head, School of Teacher Education  
 Professor C E Deer  
 Deputy Head, School of Adult Education  
 Ms R Cohen

### Professors

Professor D J Boud  
 Professor R J McDonald

### Faculty administrator

Ms S Gulbis

### Nominated members

Associate Professor K Trigwell, Centre for Learning and Teaching  
 Ms C Langeveldt, University Library  
 Dr R Sleet, Faculty of Science  
 Ms L Wood, Faculty of Mathematical and Computing Sciences  
 Mr R Todd, Faculty of Humanities and Social Sciences

### Elected faculty staff members

School of Adult Education

#### *Academic staff*

Associate Professor J A Athanasou  
 Mr R B Gowing  
 Ms J Hammond  
 Ms M Newman  
 Ms H Scheeres  
 Ms R Wickert

#### *Support staff (City campus)*

Ms L Bantermalis

School of Teacher Education

#### *Academic staff*

Mr G Foley  
 Dr L Ljungdahl  
 Ms M McClung  
 Ms S Schuck  
 Ms G Segal  
 Ms H Sharp

#### *Support staff (Kuring-gai campus)*

Ms S Hodgson

Faculty of Education

#### *Academic staff*

Dr G Barnsley  
 Mr C Chappell  
 Dr J Jardine  
 Associate Professor R K J Morris  
 Ms J Sampson  
 Ms K Walker

### Elected student members

School of Adult Education

Ms M Jackson

School of Teacher Education

Ms A Lockwood

Postgraduate students from the faculty (2)

Ms B Melville

Vacant

## SCHOOL BOARDS

### BOARD OF SCHOOL OF ADULT EDUCATION

The membership of the Board of the School of Adult Education consists of all academic and support staff within the School and two nominees from the School of Teacher Education. The School Board is chaired by the Head of School.

### BOARD OF SCHOOL OF TEACHER EDUCATION

Professor C E Deer (Chair)

Dr K Amos

Mr J Atherton

Ms A Bamford

Dr G Barnsley

Associate Professor L Brady

Ms R Brill

Associate Professor M Cosgrove

Dr V Drakeford

Mr G Foley

Dr K Forster

Ms K Gatliff

Ms S Gerozisis

Ms M Goninan

Ms J Griffin

Dr J Harnett

Dr J Jardine

Dr R Johnston

Mr R Lees

Dr L Ljungdahl

Mr J Lloyd

Mr P March

Ms M McClung

Mr J McFarlane

Dr L Schaverien

Ms S Schuck

Mr A Scully

Ms G Segal

Ms H Sharp

Ms A Symons

Mr D Taylor

Ms K Walker

Ms J Hammond, representative, School of Adult Education

Mr R Gowing, representative, School of Adult Education

Dr K Toohey, representative, Faculty of Business

Professor A Moon, representative, Faculty of Science

Ms C Cotton, Library Liaison Officer

Four representatives of the Students' Association



## SCHOOL ADVISORY COMMITTEES

### SCHOOL OF ADULT EDUCATION

#### Ex officio members

Dean of Faculty  
Professor M C Tennant  
Head, School of Adult Education  
Associate Professor A P Gonczy

#### Academic staff members

Ms R Cohen  
Associate Professor P Hager  
Mr J A McIntyre  
Mr M Newman  
Dr B Pithers  
Ms H Scheeres  
Ms L Spindler

#### External members

Ms Sam Thomas (Chair), Director, BACE  
Ms Robyn Alexander, Manager, Program Development and NSW Centre, TUTA  
Ms Wendy Brady, Wallatuka Aboriginal Education Centre, University of Newcastle  
Ms Judy Byrne, General Manager, Educational Development, NSW TAFE Commission  
Ms Elinor Crossing, Training and Development Manager, The Smiths Snack Food Company  
Mr Graham Dawson, Director, Training and Development, NSW Department of School Education  
Ms Louise Fenley, State Manager, Workplace Education, Foundation Studies Training Division, NSW TAFE  
Dr Susan Holland, Director, Northern Sydney Institute of TAFE  
Mr Neil Jones, Morgan and Banks Pty Ltd  
Lieutenant Commander Peter Kelly, Training Systems Research Officer, Royal Australian Navy

Ms Sue Phillips, General Secretary, Workers' Educational Association

Ms Rosalind Strong, Assistant Director, DTEC

Mr Kevin Heys, Head of Studies, Granville College of TAFE

### SCHOOL OF TEACHER EDUCATION

#### Ex officio members

Dean of Faculty  
Professor M C Tennant  
Head, School of Teacher Education  
Professor C E Deer

#### Academic staff members

Associate Professor Laurie Brady  
Dr J Jardine  
Mr D Taylor

#### External members

Mrs D Hoermann, (Chair), Principal, Chatswood High School  
Mr R Cavenagh, Deputy President, NSW Teachers' Federation  
Ms D Dunn, Principal, Bonnyrigg Heights Public School  
Dr A Eggins, Manager, Curriculum Services, NSW Department of School Education  
Ms G McMurtrie, Principal, Normanhurst Public School  
Mr Parks, Principal, Lindfield Public School  
Ms E Tucker, Leading Teacher, Newtown High School of the Performing Arts

#### Graduate

Ms M Weiss

# RESEARCH INTERESTS AND EXPERTISE OF STAFF

## CITY CAMPUS (HAYMARKET)

### SCHOOL OF ADULT EDUCATION

#### Adult learning and development

David Boud  
 Kate Collier  
 Ian Cornford  
 John Garrick  
 Bob Gowing  
 Michael Kaye  
 Sue Knights  
 Elyssebeth Leigh  
 Bob Pithers  
 Peter Russell  
 Jane Sampson  
 Laraine Spindler  
 Cristina Schwenke  
 Mark Tennant  
 Zita Wagner  
*Adult development*  
*Cooperative education*  
*Games and simulations in training*  
*Learning styles*  
*Motivation studies*  
*Development and counselling*  
*Skills acquisition*  
*Transfer of learning*

#### Adult and vocational education policy

Griff Foley  
 Andrew Gonczi  
 Paul Hager  
 Geoff Hayton  
 Sue Knights  
 Rod McDonald  
 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  
 Laurie Field  
 Andrew Gonczi  
 Paul Hager  
 Michael Kaye  
 Diana Slade  
 Hermine Scheeres  
*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  
 Bob Pithers  
*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 and open learning**

Tony Holland  
Kathy Nicoll  
John Roc  
Rod Sims

**Credit transfer/articulation; recognition of prior learning**

Ruth Cohen  
Lann Dawes  
Rick Flowers  
Hank Schaafsma  
Mark Tennant

**Educational management**

Andrew Gonczi  
Michael Kaye  
Bob Pithers  
Shirley Saunders  
Hank Schaafsma  
Geoff Scott  
*Applied communication theory and research*  
*Leadership in education*  
*Organisational psychology*  
*Group and organisational communication*  
*Managerial development in education and HRD*  
*Change process in educational organisations*

**Evaluation/research strategies**

David Boud  
Geoff Hayton  
John McIntyre  
Roger Morris  
Hank Schaafsma  
Mark Tennant  
*Illuminative/responsive approaches*  
*Cooperative inquiry*  
*Methodological issues*  
*Interpretive research*  
*Ethnography of education settings*

**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*

**Historical, philosophical and social foundations**

Joe Bright  
Griff Foley  
Ross Forman  
Andrew Gonczi  
Paul Hager  
Susan King  
Sue Knights  
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  
 Caroline Coffin  
 Elizabeth Ellis  
 Ross Forman  
 Pauline Gibbons  
 Jenny Godfrey  
 Jenny Hammond

Betty Johnston  
 Sheilagh Kelly  
 Susan King  
 Alison Lee  
 Liam Morgan  
 Chris Nesbitt  
 Claire Painter  
 Hermine Scheeres  
 Diana Slade  
 Nicky Solomon  
 John Walsh  
 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*

*Languages other than English*

*Numeracy*

*Multicultural education*

*Workplace communication*

*Program evaluation*

*Studies in cultural diversity*

**Learning and social action**

Rick Flowers  
 Griff Foley  
 Sue Knights  
 John McIntyre  
 Tony Morris  
 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  
 Hermine Scheeres  
 Geoff Scott  
 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: skill formation**

Geoff Anderson

Laurie Field

John Garrick

Andrew Gonczi

Paul Hager

Geoff Hayton

Robyn Johnston

Rod McDonald

Mike Newman

Grahame Peak

Hank Schaafsma

Diana Slade

Nicky Solomon

Zita Wagner

*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

**Australian history**

John Atherton

**Australian literature**

Rosemary Johnston

**Australian studies**

Keith Amos

John Atherton

**Children's literature**

Rhondda Brill

Rosemary Johnston

**Cognitive science**

Mark Cosgrove

**Computer education**

Graham Barnsley

Gerry Foley

Sandy Schuck

Lyn Schaverien

**Curriculum development and implementation**

Laurie Brady

Christine Deer

**Educational planning, policy making and implementation**

Christine Deer

Kathie Forster

**English literature**

Rosemary Johnston

**Environmental education**

Christine Deer

Helen Sharp

Kim Walker

**ESL**

Rosemary Johnston  
Paul March

**Equity issues**

Mark Cosgrove  
Gilda Segal  
Kim Walker

**Gifted and talented**

Graham Barnsley  
Meryllyn McClung

**History of education**

John McFarlane

**Language and education**

Rhondda Brill  
Joan Jardine  
Paul March

**Literacy education**

Rhondda Brill

**Mathematics education**

Graham Barnsley  
Gerry Foley  
Sandy Schuck

**Moral development and values education**

Laurie Brady

**Music education**

Suzanne Gerozisis  
John Lloyd  
Dowie Taylor

**Music therapy**

John Lloyd

**Parental involvement**

Kathie Forster  
Joan Jardine

**Personal development, health and physical education**

Robert Lees  
Meryllyn McClung

**Philosophy of education**

Kathie Forster

**Post-compulsory schooling**

Christine Deer  
Kim Walker

**The practicum**

Margaret Goninan  
John McFarlane  
Alan Scully

**Professional development of teachers – action research**

Laurie Brady  
Rhondda Brill  
Christine Deer  
Janette Griffin

**Reading and spelling acquisition**

Paul March

**Science and technology education**

Mark Cosgrove  
Janette Griffin  
Gilda Segal  
Helen Sharp

**Special education**

Margaret Goninan  
Joan Jardine

**Teaching practice**

Laurie Brady

**Therapies in the arts**

John Lloyd

## STAFF LIST

*Professor of Adult Education and Dean of Education*

M C Tennant, BA (Hons), DipEd (Syd), PhD (Macq)

*Faculty Administrator*

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

*Executive Officer*

H D McCuaig, BA (WSyd)

*Executive Assistant to the Dean*

C Errazo

*Executive Assistant, Faculty Office*

Vacant

*Budget Officer*

G Pasas, ATMA

*Special Accounts Officer*

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

*Faculty Assistant*

P Compagnucci

*Alternate Dean*

R K J Morris, BA, MLitt (NE), MEd (Syd), PhD (Minn), GradDipAdultEd (SCAE), MACEA

*Faculty Course Development Coordinator*

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

*Faculty Research Coordinator*

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

*International Projects Advisor*

J Walsh, BEd (Leeds), MA (Syd), GradDipTESOL (SAust)

### **Centre for Training and Development Services**

*Director*

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

*Principal Consultant*

B Mountain, BEd (SCAE), MEd (Syd), DipTeach (Syd Teach Coll)

*Principal Consultant*

A Groat, GradDipComp (Business) (LaT), GradCertTraining Mgt (Swinburne)

*Senior Consultant*

A Hallard, BTeach (UTS)

*Office Manager*

C McGregor

*Administrative Assistants*

T Coorey

S Montgomery

S Pawluk

### **Centre for Language and Literacy**

*Director*

M J Baynham, MA (Camb), PhD (R'dg), RSA Cert TEFL, RSACertLit

*Administrative Assistant*

Vacant

### **Research Centre for Vocational Education and Training**

*Director*

R J McDonald, BSc, PhD (ANU)

*Alternate Director*

G E Hayton, BSc (UNSW), MEd (Syd)

*Research Fellow*

J A McIntyre, BEd, MA (Hons) (Syd)

*Research Fellow*

G Hawke, BA (Syd)

*Research Manager*

D Mazzina, BA, DipEd (Syd), MEdAdmin (UNSW)

*Centre Administrator*

K Todd-Smith, BEc (Hons) (NE), GradDipHRM (Mitchell CAE)

*Project Manager*

B Melville, BEd, DipTeach (UTS)

*Executive Assistant to the Director*

L Bantermalis

### **Centre for Research in Education and the Arts**

*Director*

J S Lloyd, BMusEd (NSWSCM), MMus (UNSW), TeachCert (Syd)

**SCHOOL OF ADULT EDUCATION***Associate Professor and Head of School*

A P Gonczi, MA, MEd (Hons) (Syd)

*Adjunct Professor in Adult Education*

G Woodburne, PSM MA, MA (Syd)

*Professors of Adult Education*

D J Boud, BSc, PhD (Surrey), CPhys,

FSRHE, FRSA, MInstP

R J McDonald, BSc, PhD (ANU)

*Associate Professors*

J A Athanasou, BA (UNSW), LittB (NE),

MA (Syd), PhD (NE), DipEd (Armidale

CAE), MAPsS, MACE

G Foley, BA, MEd, PhD (Syd), DipEd

(Eaf)

P J Hager, BSc (Hons), BA (Hons), PhD

(Syd), DipEd (Tech) (Syd Teach Coll)

M Kaye, BA, MEd, DipEd (Syd), MA

(Hons), PhD (Macq), MAPsS, MACE,

AFAIM

R K J Morris, BA, MLitt (NE), MEd (Syd),

PhD (Minn), GradDipAdultEd (SCAE),

MACEA

G J Peak, BA (Hons) (Syd), MEd, MA, PhD

(Harv), MAPsS, MBPsS, MAPsA

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

(Tor), MACE

*Deputy Head of School*

R Cohen, BA (Macq), MEd (USNW),

DipEd (SCAE)

*Senior Lecturers*

M J Baynham, MA (Camb), PhD (R'dg),

RSA, Cert TEFL, RSACertLit

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

(NE), MACE

C S Chappell, BSc (Brist), MEd (UNSW),

GradCertSE (Lond)

E L Dawes, BA (Hons) (UNSW), PhD

(Macq), MAPsS

R Forman, BA (Exe), MA (Syd), DipEd

(SCAE)

J Hammond, BA, MA (AppLing), DipEd

(Syd)

G E Hayton, BSc (UNSW), MEd (Syd)

S M Knights, BA (York), MSc (Edin),

GradDipEmpRels (NSWIT)

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

(Claremont)

J A McIntyre, BEd, MA (Hons) (Syd)

M S Newman, BA (Syd)

C Painter, BA (Sus), MA, PhD (Syd)

R T Pithers, MA (Hons), PhD, DipEd

(Syd), MAPsS

P M Russell, BA (NE), MEd (Syd),

DipTeach (Tech) (Syd Teach Coll)

S D Saunders, MA (Hons) (UNSW), PhD

(Syd), GradDipAdultEd (SCAE)

H A Schaafsma, BEd, BA (Qld), MEd

(Hons), PhD (Syd)

H Scheeres, MA (Syd), DipEd (Syd Teach

Coll), GradDipTESOL (SCAE)

R C Sims, BA MEd (Macq), DipEd (Syd

Teach Coll), MACS

D Slade, BA (Adel), MA (Lond), DipEd

(Murray Park CAE)

Z Wagner, BVSc (Syd), MScSoc (UNSW),

DipEd (SCAE), MRCVS

R A Wickert, BSc (Aston),

GradDipAdultEd (SCAE), GradCertFE

(Lond)

*Lecturers*

G Anderson, BA (UNSW), MEd, DipEd

(Syd)

W Ardler, BSocSc, AssocDipSocWelf

(WSyd)

C J Coffin, BA (Hons) (Liv), MA

(AppLing) (Macq), MEd Admin (UNSW),

DipEd (Brist), DipTEFL (RSA)

K Collier, MA (Sus), BA (Open), DipTeach

(Lond), AGSM (Guild)

I R Cornford, BA (Hons), PhD (Syd),

DipEd (Syd Teach Coll)

R H Dunstan, BA, MEd (Syd), TeachCert

(WBTC)

E M Ellis, BA (Syd), MEd (W'gong),

DipTEFLA (UCLES), Diploma de Espanol

como Lengua Extranjera (Salamanca), Cert

RSA

L D Field, BSc (Syd), MEd, DipContEd

(NE)

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

GradDipAdultEd (UTS)

J Garrick, BSW (UNSW), MSocStud (Syd),

DipEd (SCAE)

P Gibbons, BA (Wales), MA (Penn), MA

(Syd), CertTESL (Lond),

J Godfrey, BA (Syd), MA (Macq), MA

(UTS), DipEd (Syd Teach Coll)

R B Gowing, BA (NE), MEd (Syd),

DipTeach (Syd Teach Coll)

T W Hay, MA (Syd)

A M Holland, BSc (Hons) (UNSW), BA,

MEd (Hons), PhD (W'gong), DipEd

(SCAE), DipEd (Comp) (S Aust CAE)

B Johnston, MA (Well), GradCertEd (Leic)

S Kelly, MEd (Deakin),

GradDipReadingEd (Adel),

GradDipTESOL (SCAE)

S M King, BA, DipEd (UNSW), MA (Syd),

GradDipTESOL (SCAE)

A Lee, BA (Hons), MEd (Tas), PhD (Murd)



E E Leigh, BA, DipEd (Syd), MEd (UNSW), GDE (Hawkesbury Ag Coll), MAITD  
 M J McDaniel, BA (WSyd)  
 D H McDowell, BA (Econ) (Hons), MEd, MA (Hons), PhD (UNSW), TeachCert (Manc),  
 L Metcalf, BA (VisArts) (UNSW), DipEd (Syd)  
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