Vickis Handbook
Closed. Reserve.

UTS

Faculty of Education

Handbook

1997

University of Technology, Sydney

Faculty of Education Handbook 1997

The University attempts to ensure that the information contained in this handbook is correct as at 2 December 1996. The University reserves the right to vary any matter described in the handbook at any time without notice.

University of Technology, Sydney

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:

Publications Branch,
Corporate Responsibilities Unit

Cover design:

External Relations Unit

Table of contents

General University information 5

Preface 5
Addresses and telephone numbers 6
Campus maps 7
Applying for UTS courses 11
UTS Information Centres 11
Principal dates for 1997 12

Faculty information 14

Faculty Mission Statement 14
Message from the Dean 14
Information for students 15
Prizes and awards 15
Faculty contacts 16
Course titles and abbreviations 17
Postgraduate courses (offered by the Centre for Learning and Teaching) 20
Graduate Certificate in Higher Education 20
Graduate Certificate in Learning and Technology in Higher Education 21

School of Adult Education 24

General information 24
School of Adult Education courses available in 1997 28
Undergraduate courses 29
Bachelor of Education in Adult Education 29
Bachelor of Education (Honours) in Adult Education 34
Bachelor of Teaching in Adult Vocational Education 35
Postgraduate courses 37
Graduate Certificate in Teaching English to Speakers of Other Languages 37
Graduate Certificate in Teaching Languages Other than English (TLOTE) 37
Graduate Certificate in Public Education 38
Graduate Certificate in Adult Education in Training 39
Graduate Certificate in Adult Education in Community Education 40
Graduate Certificate in Language and Learning 41
Graduate Certificate in Experiential Learning 42
Graduate Certificate in Management Development 43
Graduate Certificate in Diabetes Education and Management 43
Graduate Diploma in Vocational Education and Training 44
Graduate Diploma in Adult Basic Education 45
Graduate Diploma in Teaching English to Speakers of Other Languages 46
Graduate Diploma in Computer-based Learning 47
Graduate Diploma in Adult Education (Teaching English to Speakers of Other Languages) 48
Graduate Diploma in Language Teaching 49
Graduate Diploma in Teaching Languages Other than English (TLOTE) 49

Postgraduate degrees 51
Master of Education in Adult Education (by coursework) 51
Master of Arts in Teaching English to Speakers of Other Languages (by coursework) 53
Master of Arts in Language and Literacy (by coursework) 54
Master of Education (by thesis) 56
Master of Education (Honours) 57
Doctor of Philosophy 57
Doctor of Education 58
Subject descriptions 59

School of Teacher Education **91**
School of Teacher Education courses available in 1997 92
Undergraduate courses 93
Bachelor of Education in Primary Education 94
Bachelor of Education in Special Education 95
Bachelor of Education in Teacher Librarianship 96
Bachelor of Education/Bachelor of Arts in International Studies 97
Conversion courses for qualified teachers 104
Bachelor of Education in Special Education 104
Bachelor of Education in Primary Education 105
Bachelor of Education (Honours) 107
Postgraduate courses 108
Graduate Certificate in Dance Education 108
Graduate Certificate in Managing Change in Education 108
Graduate Diploma in Children's Literature and Literacy 109
Graduate Diploma in Education 110
Graduate Diploma in Special Education 111
Graduate Diploma in Primary Music 111
Graduate Diploma in Music Therapy 112
Master of Arts in Children's Literature and Literacy (by coursework) 113
Master of Education (by thesis) 113
Master of Education in Teacher Education (by coursework) 114
Master of Teaching in Science Teaching (by coursework) 115
Doctor of Philosophy 116
Doctor of Education 117
Subject descriptions 118
Subjects offered by other faculties 168

1997 Calendar and Practicum Dates **171**

Alphabetical list of subjects **172**

Boards and committees **182**
Faculty Board Membership 182
School Boards Membership 183
School Advisory Committees 183
Staff research interests and expertise 184

Staff list **189**

Index **193**

General University information

PREFACE

Welcome to the University of Technology, Sydney (UTS), the fourth largest university in New South Wales. UTS has a reputation for delivering quality higher education that meets the needs of the professions, the technologies and the community. It is a multi-campus university operating at three major locations in the Sydney metropolitan area – Broadway, Kuring-gai and St Leonards – and offering over 80 undergraduate and 200 postgraduate courses to nearly 22,000 students.

The main work of course development and delivery at UTS is carried out by the faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematics and Computing Sciences; Nursing; and Science; and the Institute for International Studies. Each of these is responsible for a range of programs across a number of key disciplines.

Every year UTS produces 10 faculty/institute handbooks containing information about all the courses and subjects offered at UTS, and including details of course content, attendance patterns, credit point requirements and combined degrees, plus important faculty and student information.

These handbooks are part of a suite of publications which includes the *UTS Calendar* and the postgraduate and undergraduate student handbooks. The *UTS Calendar* contains the University Act, By-law and Rules, a list of courses offered at the University, and other useful University information. Copies are held in the University's libraries and faculty offices, and may be purchased at the Co-op Bookshop. The student handbooks contain general information about applications procedures, academic progression, assistance schemes, and services and facilities offered to students. You will be given a free copy of one of these when you enrol.

If you need more information about the University or its courses, you can contact the UTS Information Service or your faculty office. The University provides a whole range of services for students, and there are plenty of qualified people here to give you help and advice.

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

ADDRESSES AND TELEPHONE NUMBERS

University of Technology, Sydney

Postal address

PO Box 123
Broadway
NSW 2007 Australia

Telephone

(02) 9514 2000
International: +61 2 9514 2000
Fax: (02) 9514 1551

World Wide Web

http://www.uts.edu.au

City campus

Broadway

- Building 1 (Tower Building)
  1 Broadway, Ultimo
- Building 2
  1 Broadway, Ultimo
- Building 3 (Bon Marche Building)
  Cnr Harris St and Broadway, Ultimo
- Building 4
  Cnr Thomas St and Harris St, Ultimo
- Building 6
  702–730 Harris St, Ultimo
- Broadway Terraces
  9, 11 and 13 Broadway, Ultimo
- Magic Pudding Childcare Centre
  Thomas St, Ultimo

Haymarket

- Building 5
  Cnr Quay St and Ultimo Rd, Ultimo

Blackfriars

- Cnr Blackfriars St and Buckland St, Chippendale
- Blackfriars Childrens Centre
  Buckland St, Chippendale

Smail Street

- 3 Smail St, Ultimo

Wembley House

- 839–847 George St, Sydney

Harris Street

- 645 Harris St, Ultimo

Student housing

- Bulga Ngurra
  23–27 Mountain St, Ultimo
- Geegal
  82–84 Ivy St, Ultimo

Kuring-gai campus

- Eton Rd, Lindfield
  (PO Box 222, Lindfield NSW 2070)

St Leonards campus

- Dunbar Building
  Cnr Pacific Highway and
  Westbourne St, Gore Hill
- Clinical Studies, Centenary Lecture Theatre and West Wing
  Reserve Rd, Royal North Shore Hospital
- Gore Hill Research Laboratories
  Royal North Shore Hospital

Yarrawood conference and research centre

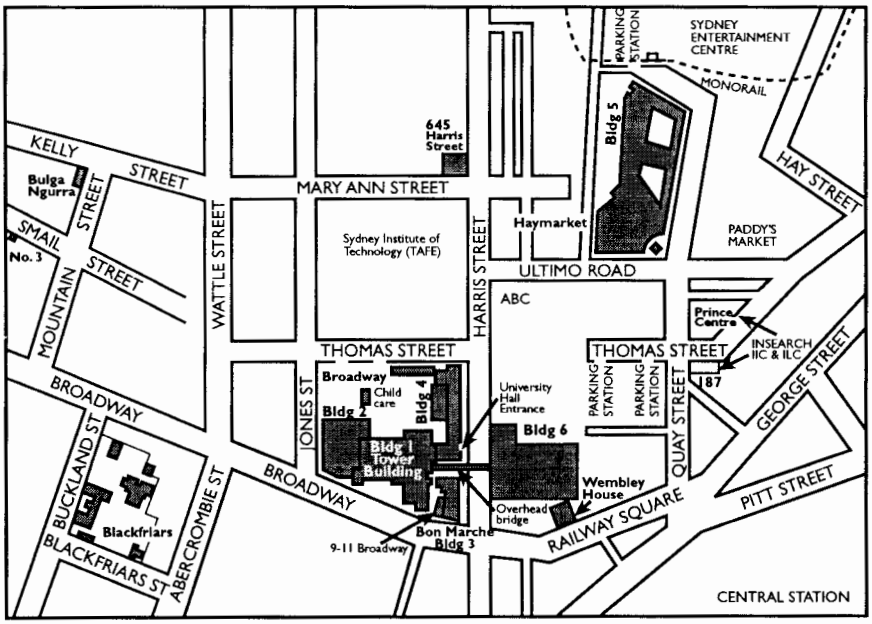
- Hawkesbury Rd
  Yarramundi NSW 2753

Stroud Field Station

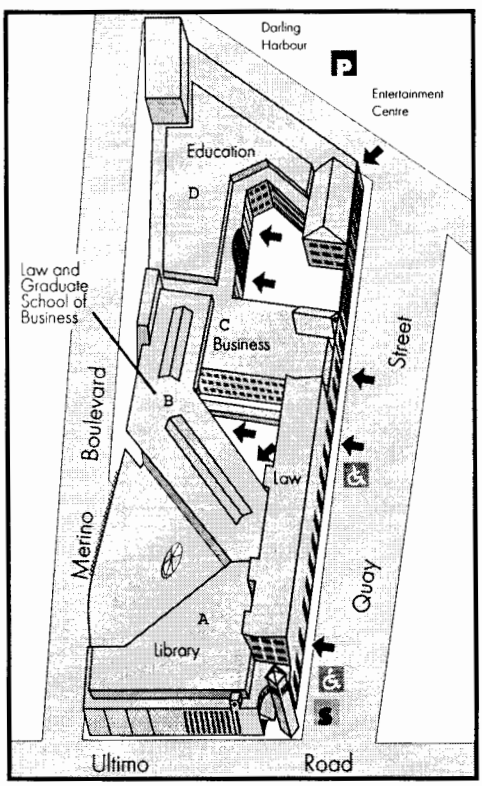
- Lot AFP 161894
  The Bucketts Way
  Booral NSW 2425

CAMPUS MAPS

City campus



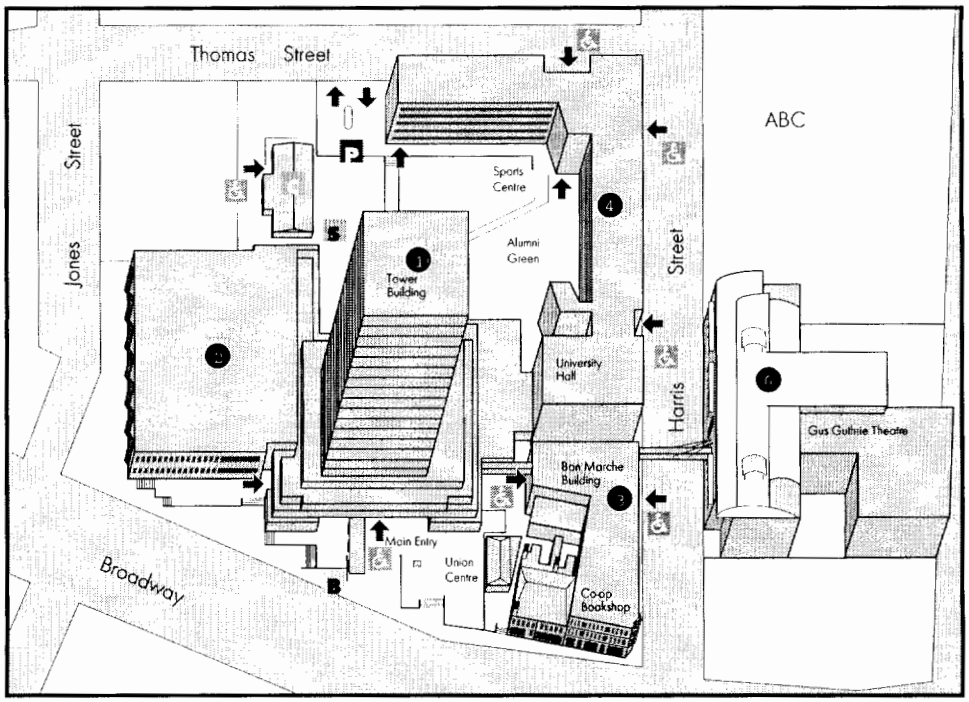
Haymarket



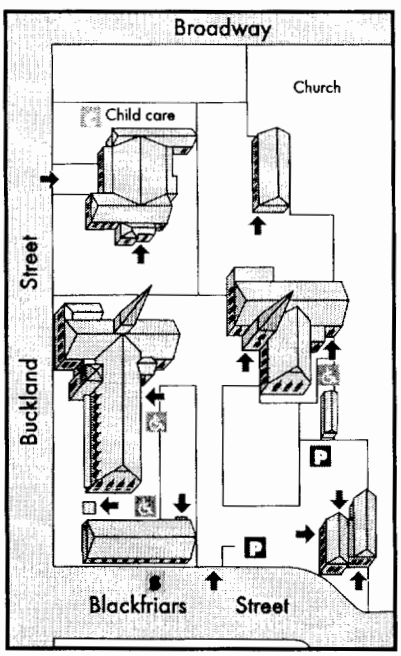
KEY

- Entry/Exit
- Disabled access
- B Main bus stop
- S UTS shuttle bus
- P Parking
- 1 Building numbers
- Child care

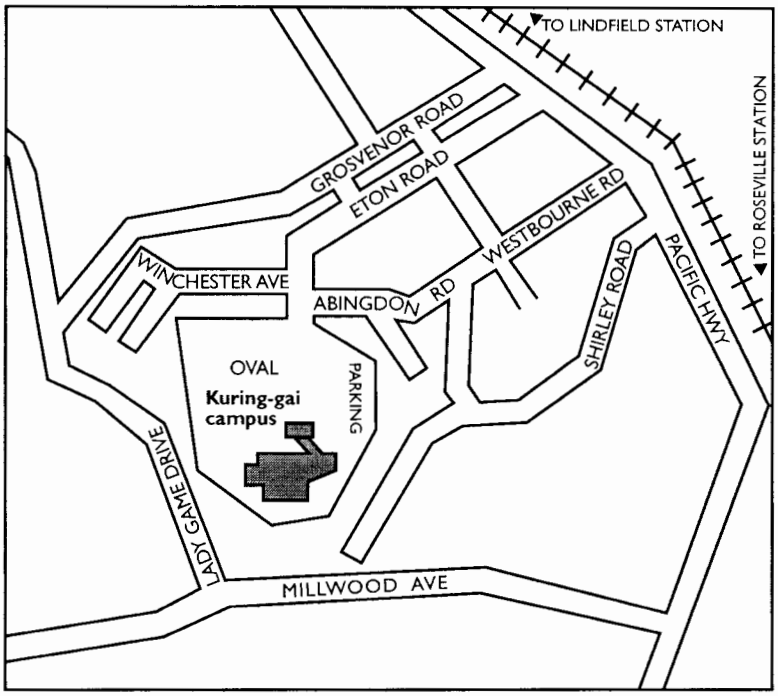
Broadway

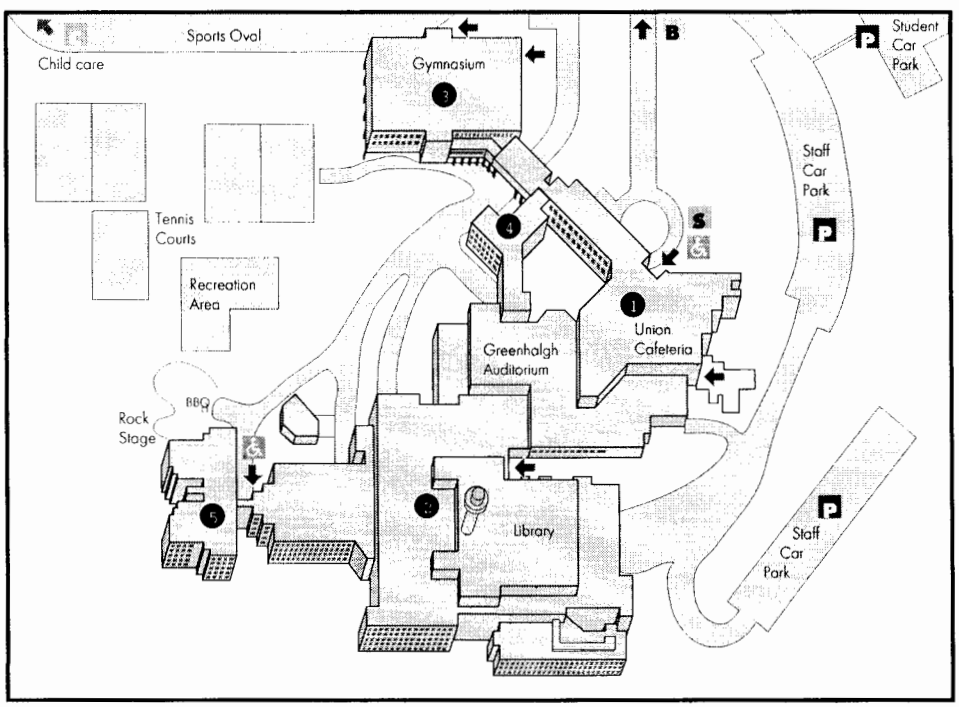


Blackfriars

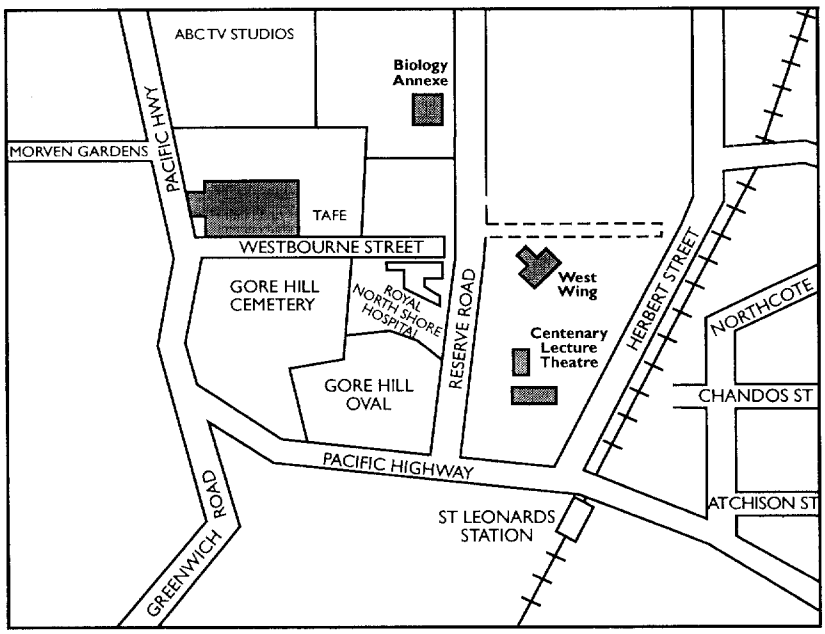


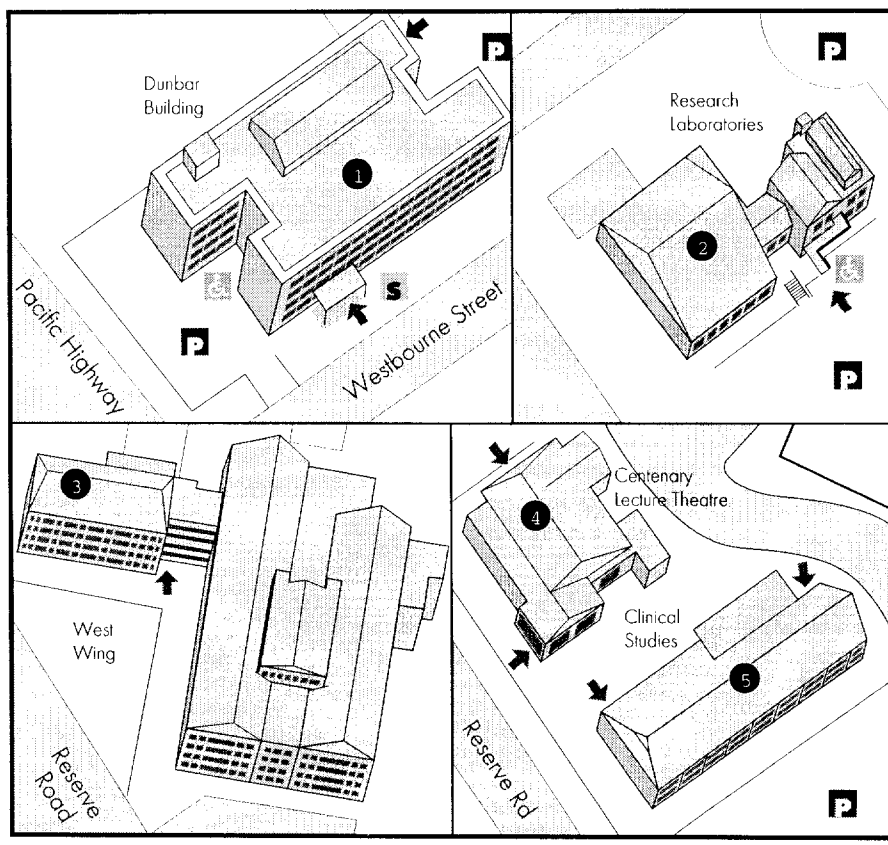
Kuring-gai campus





St Leonards campus





APPLYING FOR UTS COURSES

Undergraduate

Applications for the majority of those undergraduate courses which start at the beginning of each year must be lodged through the NSW and ACT Universities Admissions Centre (UAC) between August and October. Please check the application requirements in the *UAC Guide*, as some of these courses close for applications at the end of September. Some courses are also available by direct application to UTS. These are usually courses that are not available to school leavers.

A small number of UTS courses also start in the middle of the year. Applications for these should be made direct to UTS in May.

Contact the UTS Information Centres for more information.

Postgraduate

Applications for postgraduate courses should be made direct to UTS. For courses starting at the beginning of the year, most applications are open from August to October, but some may have earlier closing dates. For courses starting in the middle of the year, applications close in May.

Contact the UTS Information Centres for more information.

Non-award and External Award study

Non-award and External Award study allows individuals and students from other universities to study single subjects at UTS. There are four application periods, and closing dates are different for each of the semesters. Some faculties may have special application procedures which will vary depending on the subjects chosen.

Contact the UTS Information Centres for more information.

International students

International students need to satisfy the normal UTS entry requirements and be proficient in English. For details on courses, fees and application procedures, contact International Programs.

UTS INFORMATION CENTRES

Street address	Postal address	Telephone/Fax
City campus		
Foyer, Tower Building 1 Broadway	UTS Information Service PO Box 123 Broadway NSW 2007	Telephone: (02) 9514 1222 Fax: (02) 9514 1200
Kuring-gai campus		
Level 5 or 6, Main Building Eton Road Lindfield	Kuring-gai Student Centre PO Box 222 Lindfield NSW 2070	Telephone: (02) 9514 5555 Fax: (02) 9514 5032
International Programs		
Level 5, Tower Building 1 Broadway	International Programs PO Box 123 Broadway NSW 2007	Telephone: (02) 9514 1531 Fax: (02) 9514 1530

E-mail inquiries

Within Australia – *info.office@uts.edu.au*

International – *intlprograms@uts.edu.au*

PRINCIPAL DATES FOR 1997

Autumn semester

January

7 Release of HSC results

10 Formal supplementary examinations for 1996 Spring semester students

10 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1996 NSW and ACT HSC applicants

21–28 Enrolment of students at City campus

24 Main Round of offers to UAC applicants

27 Australia Day – public holiday

29–31 Enrolment of new undergraduate students at City campus (and 3 February till noon)

31 Public school holidays end

February

3 Enrolment of new undergraduate students at City campus till noon (and 29–31 January)

3–26 Enrolment of students at City campus

March

3 Classes begin

14 Last day to enrol in a course or add subjects

27 Last day to apply for leave of absence without incurring student fees/charges[1]

27 Last day to withdraw from a subject without financial penalty[1]

28 Public school holidays begin

28 Good Friday – public holiday

31 HECS census date

31 Easter Monday – public holiday

31 Vice-Chancellors' Week (non-teaching) begins

April

1 Graduation period begins

4 Public school holidays end

4 Vice-Chancellors' Week (non-teaching) ends

11 Last day to withdraw from a course or subject without academic penalty[1]

24 Provisional examination timetable available

25 Anzac Day – public holiday

30 Last day to apply to graduate in Spring semester 1997

May

1 Applications available for undergraduate courses

6 Applications available for postgraduate courses

9 Graduation period ends

16 Examination Masters due

30 Final examination timetable available

30 Closing date for undergraduate and postgraduate applications for Spring semester

June

9 Queen's Birthday – public holiday

13 Last teaching day of Autumn semester

14–30 Formal examination period (and 1–4 July)

30 Public school holidays begin

July

1–4 Formal examination period (and 14–30 June)

4 Autumn semester ends

7–11 Vice-Chancellors' Week (non-teaching)

11 Public school holidays end

14–18 Formal alternative examination period for Autumn semester students

25 Release of Autumn semester examination results

28 Formal supplementary examinations for Autumn semester students

30–31 Enrolment of new and readmitted students and students returning from leave/concurrent study (and 1 August)

August

1 Enrolment of new and readmitted students and students returning from leave/concurrent study (and 30–31 July)

1 Applications available for undergraduate and postgraduate courses for Autumn semester 1998

Spring semester

August

4 Classes begin

8 Last day to withdraw from full year subjects without academic penalty[1]

15 Last day to enrol in a course or add subjects

29 Last day to apply for leave of absence without incurring student fees/ charges (Spring enrolments only)[1]

29 Last day to withdraw from a subject without financial penalty[1]

29 Last day to apply to graduate in Autumn semester 1998

31 HECS census date

September

12 Last day to withdraw from a course or subject without academic penalty[1]

26 Provisional examination timetable available

29 Public school holidays begin

29 Graduation period begins

29 Vice-Chancellors' Week (non-teaching) begins

30 Closing date for undergraduate applications via UAC (without late fee)

30 Closing date for postgraduate applications (some courses may have a later closing date)

30 Closing date for inpUTS Special Admission Scheme applications

October

3 Graduation period ends

3 Vice-Chancellors' Week (non-teaching) ends

6 Labour Day – public holiday

10 Public school holidays end

17 Examination Masters due

31 Final examination timetable available

31 Closing date for undergraduate applications via UAC (with late fee)

31 Closing date for undergraduate applications direct to UTS (without late fee)

31 Closing date for Australian Postgraduate Award (research & coursework), the R L Werner and University Doctoral Research Scholarships

November

14 Last teaching day of Spring semester

15–28 Formal examination period (and 1–5 December)

December

1–5 Formal examination period (and 15–28 November)

5 Spring semester ends

15–19 Formal alternative examination period for Spring semester students

19 Release of Spring semester examination results

22 Public school holidays begin

---

[1] HECS/postgraduate course fees will apply after the HECS census dates (31 March and 31 August or last working day before).

Note: Information is correct as at 28 October 1996. The University reserves the right to vary any information described in Principal Dates for 1997 without notice.

Faculty information

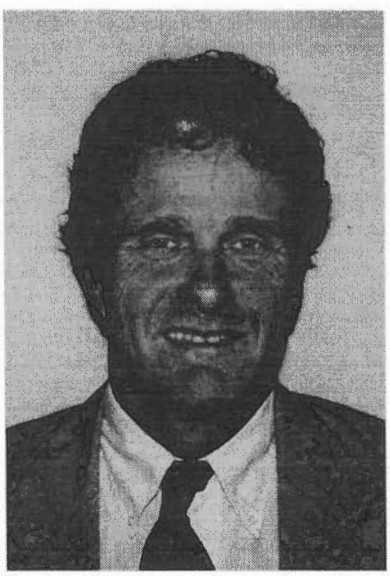
FACULTY MISSION STATEMENT

The Faculty of Education provides a unique mixture of adult, vocational and teacher education. It is one of the largest faculties of education in Australia.

Within the University's overall goals, the special mission of the Faculty of Education is to serve the community by providing higher education for professional practice in the full range of educational contexts – formal and informal, adult and school, vocational and general.

The Faculty of Education is committed to:

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



Andrew Gonczi
Dean

MESSAGE FROM THE DEAN

I am pleased to welcome both new and returning students to the Faculty of Education.

The Faculty of Education is unique in Australia because we offer courses that prepare students for work in the full range of educational contexts – from school and TAFE to workplace and community education. The Faculty also caters for study in specialised fields, such as music, teacher librarianship, special education, computer-based learning, literacy and numeracy, TESOL, TLOTE, community education, human resource development and Aboriginal education. By offering students a range of courses, including Bachelors degrees, Graduate Certificates, Graduate Diplomas, Master's degrees, and the Doctor of Education and Doctor of Philosophy degrees, the Faculty recognises the need for lifelong learning and professional development.

I would encourage you to consider taking subjects from both the Schools of Adult Education and Teacher Education, and from other UTS faculties (if course regulations permit). Such access to the larger pool of knowledge will give you a sense of belonging to the whole University, rather than being confined to a single course. There are also many other ways to involve yourself in the life of the University, such as participating in Students' Association events, or joining one of the variety of University clubs and activities.

You will see in this Handbook and in the *Undergraduate* and *Postgraduate Student Handbooks*, that the University provides students with a number of support services. These services can assist you with, for example, study and writing skills, health and welfare matters, child care, or any personal difficulties you may experience.

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

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

INFORMATION FOR STUDENTS

The Faculty of Education consists of two schools, located at two different campuses of the University.

The **School of Adult Education** (in Haymarket at the City campus) provides courses for adult educators who work in the industrial, commercial, and public sectors, welfare, school and community settings, and vocational education.

The **School of Teacher Education** (at the Kuring-gai campus) provides pre-service courses for beginner teachers and postgraduate programs for experienced teachers.

Centres

The Faculty and Schools have established several centres to pursue research, consulting and professional ventures. The centres that have been approved by the Vice-Chancellor are the:

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

Centre for Popular Education

Student support

The Faculty's assembly of students is one of the most diverse in UTS. It ranges from school leavers enrolled in their first degree, to experienced adult educators who are continuing their professional development through postgraduate study. Consequently, the Faculty delivers its courses in many different ways to meet these diverse needs.

The Faculty also helps students develop their learning skills, through services provided by the following support units:

- **The Study Skills Unit** at the Haymarket campus (provides services for staff and students in the School of Adult Education)
- **The ELSSA and Mathematics Study Centre** at the Kuring-gai campus (provides services for students from all faculties operating at that campus)
- **The Educational Resources Centre** at the Haymarket campus (provides all Faculty staff and students with audiovisual and computer facilities, and training)

Eligibility for Austudy

Austudy provides financial help for full-time students who meet Austudy income and assets requirements. Application forms and information about Austudy eligibility are available from the Student Services Unit offices at both the City and Kuring-gai campuses. **Students who receive Austudy and decide to drop subjects during the semester should know 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 students 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.

PRIZES AND AWARDS

The Faculty holds an annual prize-giving ceremony to recognise students' academic achievements.

The following prizes are awarded by the Faculty of Education:

The AITD Award

The Australian Institute for Training and Development (AITD) is a national professional association of people interested in the field of human resource development. AITD seeks to promote excellence in this field through conferences, workshops and the dissemination of information. As part of its interests in professional development, AITD has donated two prizes to the Faculty of Education in the School of Adult Education.

The first AITD award is given to the student who is judged to have presented the best research project of the course unit Educational Research 2 in the Bachelor of Education in Technical Education.

The second AITD award is open to all students enrolled in the Bachelor of Education in Adult Education in the HRD field of practice in their final year, who apply to be considered for the

award. The award is given to the student who is judged to have made the most significant contribution to the human resource development field of adult education as part of their studies.

The Gwen Muir Memorial Prize for Special Education

This prize was established in 1993 in memory of the late Gwen Muir, a teacher who had a lifelong commitment to the education of students with special needs. The prize was donated by Margaret Zell, a daughter of George Muir, a former Principal of Kuring-gai College of Advanced Education, to reward excellence in the field of special education. The cash prize of $250 is awarded annually to a student from either the Bachelor of Education in Special Education (TE12) or the Graduate Diploma in Special Education (TE53) who has the most distinguished academic record and who has demonstrated excellence in the practicum.

The Kevin Dawes Prize

This prize may be awarded annually to the 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 Bachelor of Education in Teacher Librarianship courses. The first award was made in 1995. The annual cash value of the prize is $250.

The Phillips Prize

The Phillips Prize is awarded to the graduand with the most outstanding academic and professional record in the vocational education field of practice in the Bachelor of Education in Adult Education. This prize commemorates the distinguished contribution made by Donald Phillips to the development of Technical Teacher Education in New South Wales – as a teacher, Technical College Principal, Assistant Director of the Department of Technical and Further Education, and as a member of the First Council of Sydney Teachers College. The first award was made in 1981, to a graduand of the Diploma of Teaching program. The annual cash value of the prize is $250.

The Sydney Mechanics' School of Arts Award

This award was established in 1990 from a donation of $15,000 from the Sydney Mechanics' School of Arts. It is available for students in the School of Adult Education who demonstrate superior achievement in academic studies and adult education practice. The annual cash value of the award is $1,000. The award winner also receives a medallion.

Fellowship

The Keith Foster Fellowship was established in 1992 to provide a University work and research placement for practitioners who are active in adult or vocational education. During their time at UTS, Fellows are expected to undertake a project of benefit both to UTS and their employer. In general, the Fellowship is from one to six months in duration.

Keith Foster retired from UTS in 1991 as an Associate Professor. The Fellowship commemorates his academic work and extensive contribution to developing the field of adult education at UTS and its predecessors.

FACULTY CONTACTS

The general Faculty of Education office and the Dean of Education's office are located at the City campus, on Level 1, Building 5D, Haymarket. If you have any inquiries, please contact the Faculty office staff.

	Room	Ext
Dean of Education		
Andrew Gonczi	D101D	3777
Faculty Administrator		
Skaidy Gulbis	D103B	3867
Executive Officer		
Hugh McCuaig	D104	3803
Executive Assistant to the Dean		
Connie Errazo	D101B	3808
Executive Assistant, Faculty Office		
Vacant	D101A	3805
Budget Officer		
George Pasas	D124	3889
Special Accounts Officer		
Prisca Yip	D124	3902
Faculty Assistant		
Paul Compagnucci	D124	3883

COURSE TITLES AND ABBREVIATIONS

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Doctoral degrees	TA95/TE95	Doctor of Philosophy	PhD	Doctor of Philosophy
	TA96/TE96	Doctor of Education	EdD	Doctor of Education
Master's degrees (by thesis)				
Education	TA81/TE81	Master of Education	MEd	Master of Education
Education (Honours)[5]	xxxx	Master of Education (Honours)	MEd (Hons)	Master of Education (Honours)
Master's degrees (by coursework)				
Adult Education	TA70	Master of Education	MEd	Master of Education in Adult Education
Language and Literacy	TA72	Master of Arts in Language and Literacy	MA	Master of Arts in Language and Literacy
Teaching English to Speakers of Other Languages (TESOL)	TA71	Master of Arts	MA	Master of Arts in TESOL
Children's Literature and Literacy	TE75	Master of Arts in Children's Literature and Literacy	MA	Master of Arts in Children's Literature and Literacy
Teacher Education	TE82	Master of Education	MEd	Master of Education in Teacher Education
Science Teaching	TE83	Master of Teaching in Science Teaching	MTeach	Master of Teaching in Science Teaching
Graduate Diploma courses[1]				
Adult Education (TESOL)[3]	TA57	Graduate Diploma in Adult Education	GradDipAdultEd	Graduate Diploma in Adult Education
Children's Literature and Literacy	TE50	Graduate Diploma in Children's Literature and Literacy	GradDipChildLit	Graduate Diploma in Children's Literature and Literacy
Computer-based Learning	TT54	Graduate Diploma in Computer-based Learning	GradDipComp BasedLearning	Graduate Diploma in Computer-based Learning
Language Teaching	TA60	Graduate Diploma in Language Teaching	GradDipLangTeach	Graduate Diploma in Language Teaching
Music Therapy	TE59	Graduate Diploma in Music Therapy	GradDipMusTh	Graduate Diploma in Music Therapy
Primary Music	TE54	Graduate Diploma in Primary Music	GradDipPrimMusic	Graduate Diploma in Primary Music
Special Education	TE53	Graduate Diploma in Special Education	GradDipSpecEd	Graduate Diploma in Special Education

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Secondary Education				
Personal Development, Health and Physical Education	TE58	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Science	TE51	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Adult Basic Education	TA52	Graduate Diploma in Adult Basic Education	GradDip AdultBasicEd	Graduate Diploma in Adult Basic Education
Teaching Languages Other than English (TLOTE)	TA82	Graduate Diploma in Teaching Languages Other than English	GradDipTLOTE	Graduate Diploma in Teaching Languages Other than English (TLOTE)
Teaching English to Speakers Other Languages Languages	TA53	Graduate Diploma in Teaching English to Speakers of Other Languages	GradDipTESOL	Graduate Diploma in TESOL
Vocational Education	TA50	Graduate Diploma in Vocational Education and Training	GradDipVET	Graduate Diploma in Vocational Education and Training
Graduate Certificate courses[2]				
Community Education	TA66	Graduate Certificate in Adult Education in Community Education		Graduate Certificate in Adult Education in Community Education
Training	TA65	Graduate Certificate in Adult Education in Training		Graduate Certificate in Adult Education in Training
Teaching English to Speakers of Other Languages (TESOL)	TA54	Graduate Certificate in Teaching English to Speakers of Other Languages		Graduate Certificate in TESOL
Teaching Languages Other than English (TLOTE)	TA63	Graduate Certificate in Teaching Languages Other than English		Graduate Certificate in TLOTE
Higher Education	T050	Graduate Certificate in Higher Education		Graduate Certificate in Higher Education
Learning and Technology	T051	Graduate Certificate in Learning and Technology in Higher Education		Graduate Certificate in Learning and Technology in Higher Education
Diabetes Education and Management	KN92	Graduate Certificate in Diabetes Education and Management		Graduate Certificate in Diabetes Education and Management
Experiential Learning	TA68	Graduate Certificate in Experiential Learning		Graduate Certificate in Experiential Learning
Language and Learning[3]	TA67	Graduate Certificate in Language and Learning		Graduate Certificate in Language and Learning
Management Development	TA69	Graduate Certificate in Management Development		Graduate Certificate in Management Development

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Public Education	TA64	Graduate Certificate in Public Education		Graduate Certificate in Public Education
Dance Education	TE60	Graduate Certificate in Dance Education		Graduate Certificate in Dance Education
Managing Change in Education	TE61	Graduate Certificate in Managing Change in Education		Graduate Certificate in Managing Change in Education
Undergraduate degree courses				
Adult Education	TA21	Bachelor of Education	BEd	Bachelor of Education in Adult Education
Adult Vocational Education[4]	TT24	Bachelor of Teaching	BTeach	Bachelor of Teaching in Adult Vocational Education
Honours	TA24	Bachelor of Education (Honours) in Adult Education	BEd (Hons)	Bachelor of Education (Honours) in Adult Education
	TE17	Bachelor of Education (Honours)	BEd (Hons)	Bachelor of Education (Honours)
Primary Education	TE21	Bachelor of Education/Bachelor of Arts in International Studies	BEd/BA	Bachelor of Education/Bachelor of Arts in International Studies
Primary Education	TE19	Bachelor of Education	BEd	Bachelor of Education in Primary Education
Primary Education	TE16	Bachelor of Education (4th year conversion course)	BEd	Bachelor of Education in Primary Education
Special Education	TE20	Bachelor of Education in Special Education	BEd	Bachelor of Education in Special Education
Special Education	TE12	Bachelor of Education (4th year conversion course)	BEd	Bachelor of Education in Special Education
Teacher Librarianship	TE14	Bachelor of Education	BEd	Bachelor of Education in Teacher Librarianship
Advanced Diplomas				
Adult Education		Advanced Diploma	DipAdultEd	Advanced Diploma in Adult Education

[1] Not offered as a discrete course
[2] No award abbreviation for Graduate Certificate courses
[3] Not offered in 1997
[4] Only offered in off-shore mode
[5] Subject to approval

POSTGRADUATE COURSES

(offered by the Centre for Learning and Teaching via the Faculty of Education)

Graduate Certificate in Higher Education

Course code:T050

Course coordinator: Jo McKenzie

Course aims and structure

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

It is a part-time course involving the equivalent of eight weeks' full-time study spread over a minimum of two semesters. The course consists of three compulsory subjects:

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 understanding of university teaching and learning. Topics include: student characteristics, teaching methods and learning activities, assessment and course design. Participants will be encouraged to reflect on their own teacning approaches and have opportunities to become familiar with a variety of innovations in university education. They will be required to select an aspect of their own teaching, subjects or course on which to base a negotiated development project.

01011

The Academic Profession

3cp

This subject is intended for practising academics and is designed to develop an insight into the academic profession and foster an appreciation of the broader context within which university learning and teaching occur. It aims to encourage participants to reflect on their own academic roles, careers and discipline areas and enhance their understanding of major issues in universites in the light of recent developments and perspectives offered by the higher education literature. Negotiated assignments provide opportunities for participants to explore issues of relevance to their own academic careers and interests within the broad context of the subject.

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, including the ways students go about their study, the influences of learning environments on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. It will enable participants to use this knowledge and a range of other evaluative approaches, to thoughtfully prepare for and evaluate their teaching and to modify where appropriate aspects of their teaching and subjects. Assessment involves participants in investigating aspects of their students' learning and building on this knowledge to complete a negotiated evaluation project.

Assessment

Participants are assessed in a variety of ways designed to enable them to achieve the objectives of the subjects and increase their familiarity with a diversity of assessment approaches, including self-assessment and peer assessment. Most assessment tasks are open to negotiation. There are no examinations. Participants will develop a reflective journal or academic portfolio as part of the overall course requirements.

Attendance pattern

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

Admission requirements

Applicants must be in full-time or fractional academic employment in a higher education institution or be a casual teacher and able to provide appropriate evidence that they will have regular university teaching commitments during their course enrolment. UTS full-time and fractional staff may be exempt from paying course fees (through a subsidy from the University). All other applicants are expected to pay full fees.

Graduate Certificate in Learning and Technology in Higher Education

Course code: T051

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.

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.

Subjects

01012

Student Learning and Evaluation

3cp; 17 hours; 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

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

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

GENERAL INFORMATION

The School of Adult Education offers a full range of undergraduate and postgraduate professional development courses for adult educators. These courses are designed for practitioners working in TAFE, the industrial, commercial and public sectors, welfare, school and community settings, and the defence services.

The School has two fundamental responsibilities in developing professional adult educators. The first is to help students develop their skills in designing, implementing and evaluating effective learning activities that are appropriate to particular settings. The second is to encourage students' understanding of the broader philosophical, political, social and economic issues that shape the content of a 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, but also provide a firm basis for each student's continuing professional and personal growth.

The School is divided into three academic areas:

- the division of Community and Aboriginal Education
- the division of Language and Literacy Education
- the division of Vocational Education and Human Resource Development

Each division has its own specialist subjects, and research and consultancy projects, however all the divisions cooperate in teaching the School's courses. School staff are also members of four Centres: the Research Centre for Vocational Education and Training (RCVET); the Centre for Language and Literacy (CLL); the Centre for Popular Education (CPE); and the Centre for Training and Development Services (CTDS).

Community and Aboriginal Education

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 work in evening colleges, labour market programs and community-based services which play a role in adult education. Some of these participants are entering university study for the first time as mature-age students, others as graduates, but all are seeking an appropriate qualification as practitioners in adult education. The division includes the largest group of Aboriginal students in the University. These students are enrolled in a block-release version of the Bachelor of Education in Adult Education, which is coordinated by three Aboriginal staff members.

The division's teaching strengths reflect its commitment to the professional development of practitioners, and to their educational work with the clients of community-based adult education (often disempowered individuals or groups such as the unemployed, prisoners, the aged, youth and migrants). These teaching strengths are in areas such 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. Research projects undertaken by the division have focused on interests such as:

- adult learning and development
- the professional development of adult educators
- adult education in activism
- the articulation of TAFE and university courses
- vocational outcomes of adult community education

- the training needs of Aboriginal community adult educators
- the nature of negotiated learning
- adult education and the labour movement
- adult education in community work

The division actively supports emerging professional associations in the field. It does this in the following ways: 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 conducted 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. All the division's staff are members of the Research Centre for Popular Education. Ms Susan Knights is the head of this division.

Language and Literacy Education

The focus of the division of Language and Literacy Education is teacher education in English as a second language (TESOL), adult basic education (ABE) and languages other than English (TLOTE). The division is interested in bringing these teaching areas together, so that students in all three areas become multiskilled teachers with a strong base in languages. This includes strengthening the language base of adult numeracy teachers.

The division is noted for its postgraduate in-service training of language, literacy and adult numeracy teachers. The division's staff also work closely with various client groups to improve the quality of literacy and language teaching to adults and children in Australia. Staff hold executive positions in a number of professional associations. They also provide the government with policy advice and are members of policy advisory bodies.

The division's staff are members of the Language and Literacy Centre. The Centre, established in collaboration with the Faculty of Humanities and Social Sciences, undertakes consultancy and research, and hosts two regular research forums: Language in Education, and Numeracy. The Centre favours a collaborative approach to research and consultancy activity. Many of its projects are undertaken with other institutions or parts of the University.

Some of the Centre's recent research projects examined:

- developing competencies for adult basic education teachers
- numeracy in adult basic education teaching
- university level mathematics teaching
- academic writing
- literary acquisition
- pedagogical relationships between teaching adult literacy and adult ESL
- spoken and written language in the workplace

The Centre consults both within Australia, and on international projects. The Centre's most recent consultancies and 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)

The Centre has also developed the following teaching and learning materials:

- 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 currently developing links with universities in South-East Asia. It 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.

Ms Hermine Scheeres is the head of this division.

Vocational Education and Human Resource Development

The division of Vocational Education and Human Resource Development provides a range of undergraduate and postgraduate courses for trainers, human resource personnel and consultants employed in private and government enterprises.

The division's main teaching and research areas focus on training trainers in industry, government departments and other types of organisation. Some of these areas of interest are 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.

The division's staff have developed a model of competency-based training that integrates a number of competing perspectives. Working within this model, the division is committed to examining the social, political, economic and cultural contexts in which training occurs, and also recognises the need to expand this model to include higher order competencies such as critical thinking and problem solving.

The division provides a range of subjects dealing with the theory and practice of human resource development (HRD) and vocational education and training (VET) in a variety of organisational contexts. In recent years, the boundaries this division made between VET and HRD have become less rigid. A new form of learning within and between organisations has facilitated the development of new subjects and new flexible modes of course delivery, both within NSW and overseas. In addition, the division has adopted a client-focused approach to course development. Thus, changes in its subjects and courses will reflect some of the major technological, economic and social changes occurring in the Australian workforce today. Many of the division's staff have published work in this area.

Staff in the division are involved in training and consultancy activities with the Centre for Training and Development Services. They also provide long-term consultancy services to industry in the field of human resource development.

The division's research projects are coordinated by the Research Centre for Vocational Education and Training (RCVET). This Centre was formed in 1994, and has generated research funding of $1.2 million. Some of the RCVET's most recent research projects examined:

- 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
- credit transfer arrangements
- peer teaching and learning

Dr Hank Schaafsma is the head of this division.

SCHOOL OF ADULT EDUCATION COURSES AVAILABLE IN 1997

Course name	Course code
Bachelor of Education in Adult Education	TA21
Bachelor of Education (Honours) in Adult Education	TA24
Bachelor of Teaching in Adult Vocational Education	TT24
Graduate Certificate in Teaching English to Speakers of Other Languages	TA54
Graduate Certificate in Teaching Languages Other than English	TA63
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 Language and Learning[2]	TA67
Graduate Certificate in Experiential Learning	TA68
Graduate Certificate in Management Development	TA69
Graduate Certificate in Diabetes Education and Management	KN92
Graduate Diploma in Vocational Education and Training	TA50
Graduate Diploma in Adult Basic Education	TA52
Graduate Diploma in Teaching English to Speakers of Other Languages	TA53
Graduate Diploma in Computer-based Learning	TT54
Graduate Diploma in Adult Education (TESOL)[3]	TA57
Graduate Diploma in Language Teaching	TA60
Graduate Diploma in Teaching Languages Other than English	TA82
Master of Education in Adult Education (by coursework)	TA70
Master of Arts in TESOL (by coursework)	TA71
Master of Arts in Language and Literacy (by coursework)	TA72
Master of Education (by thesis)	TA81
Master of Education (Honours)[1]	TA83
Doctor of Philosophy	TA95
Doctor of Education	TA96

The following courses are offered by the UTS Centre for Learning and Teaching via the Faculty of Education Haymarket campus:

Graduate Certificate in Higher Education	T050
Graduate Certificate in Learning and Technology in Higher Education	T051

[1] Subject to approval.
[2] Course not offered every year.
[3] No further intake after 1996.

Note: The course TT24 will only be offered offshore.
Please refer to the School of Adult Education entry under Undergraduate Courses.

Undergraduate courses

Bachelor of Education in Adult Education

Course code: TA21

Course Coordinator: Ms Sallie Saunders

This course 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.

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 which full-time participants would normally complete in three years. However it is possible to extend the time to complete the course by taking fewer than the full-time number of credit points. There are three components to this course:

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 theoretical base which is then applied in the more specific settings of each field of practice and/or further developed in the electives. The eight core subjects are:

015001	Language, Culture and Communication 1	6cp
015002	Adult Teaching and Learning	6cp
015004	Language, Culture and Communication 2	6cp
015005	Psychological Perspectives on Adult Learning	6cp
015006	Program Development and Needs Analysis	6cp
015007	Adult Learning in Social Context	6cp
015009	Analysing Current Issues in Australian Education	6cp
015011	Research and Inquiry	6cp

2. Field of practice (48 credit points)

Students select one of four fields of practice specialisms 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. Supervised field experience in each field of practice includes a teaching practicum.

3a. Individual Program (48 credit points)

Electives, majors, sub-majors and individualised projects 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 studies major as their elective. University majors in Aboriginal Studies and Women's Studies are offered to all students in conjunction with the Faculty of Humanities and Social Sciences.

3b. Language, Literacy and Numeracy Extension Program

As part of their 48 credit points, students in Language, Literacy and Numeracy education will be required to take the following subjects: Introduction to Language; Social Perspectives on Language, Literacy and Numeracy; Teaching Language and Literacy; Numeracy Awareness and Programming; and Assessment in Language, Literacy and Numeracy.

Advanced Diploma

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 is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

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 access to an appropriate workplace for supervised work experience in their field of practice. If 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. Recognition may be given to prior credentialled and uncredentialled learning.

Attendance patterns

A variety of attendance patterns are available for most fields of practice, subject to adequate levels of interest.

Community Adult Education

- Full-time evening (two nights per week, plus three to four Saturday workshops)
- Full-time afternoon (one afternoon, plus three to four Saturday workshops)
- Part-time evening (one night per week, plus two to three Saturday workshops)
- Full-time Aboriginal block (five weekdays, three times per semester) open to Aboriginal and Torres Strait Islander students only.

Human Resource Development

- Full-time evening (two nights per week, plus three to four Saturday workshops)
- Full-time afternoon (one afternoon, plus three to four Saturday workshops)
- Part-time evening (one night per week, plus two to three Saturday workshops)
- Full-time block (five weekdays, three times per semester)
- Full-time block (four long weekends per semester) held off campus at the police academy at Goulburn.

Language, Literacy and Numeracy

- Full-time afternoon (one afternoon, plus three to four Saturday workshops).

Vocational Education

- Full-time day (two days per week)
- Full-time block, residential (five weekdays, three times per semester).

Community adult education

Year 1

Autumn semester

015001	Language, Culture and Communication 1	6cp
015002	Adult Teaching and Learning	6cp
015017	Field of Practice Specialist Knowledge 1 (Comm)	6cp
015021	Teaching and Learning in Practice (Comm)	6cp

Spring semester

015004	Language, Culture and Communication 2	6cp
015005	Psychological Perspectives on Adult Learning	6cp
015021	Teaching and Learning in Practice (Comm)	6cp
015029	Field of Practice Specialist Knowledge 2 (Comm)	6cp

Year 2

Autumn semester

015006	Program Development and Needs Analysis	6cp
015041	Field of Practice Specialist Knowledge 3 (Comm)	6cp
015003	Portfolio Development	6cp
015135	Developing Individualised Projects	6cp

Spring semester

015007	Adult Learning in Social Context	4cp
015049	The Professional Practitioner	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Year 3

Autumn semester

015009	Analysing Current Issues in Australian Education	6cp
015053	Examining the Organisational Context (Comm)	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Spring semester

015011	Research and Inquiry	6cp
015057	Field of Practice Specialist Knowledge 4 (Comm)	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Human resource development

Year 1

Autumn semester

015001	Language, Culture and Communication 1	6cp
015002	Adult Teaching and Learning	6cp
015018	Field of Practice Specialist Knowledge 1 (HRD)	6cp
015022	Teaching and Learning in Practice (HRD) (2 semesters)	6cp

HRD students may wish to undertake 015014 Reading and Writing for Specific Purposes in Year 1 instead of one elective in Year 2 or 3.

Spring semester

015004	Language, Culture and Communication 2	6cp
015005	Psychological Perspectives on Adult Learning	6cp
015022	Teaching and Learning in Practice (HRD)	6cp
015030	Field of Practice Specialist Knowledge 2 (HRD)	6cp

Year 2

Autumn semester

015006	Program Development and Needs Analysis	6cp
015042	Field of Practice Specialist Knowledge 3 (HRD)	6cp
015003	Portfolio Development	6cp
015135	Developing Individualised Projects	6cp

Spring semester

015007	Adult Learning in Social Context	6cp
015050	The Professional Practitioner (HRD)	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Year 3

Autumn semester

015009	Analysing Current Issues in Australian Education	6cp
015054	Examining the Organisational Context (HRD)	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Spring semester

015011	Research and Inquiry	6cp
015058	Field of Practice Specialist Knowledge 4 (HRD)	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Language, literacy and numeracy education

Year 1

Autumn semester

015001	Language, Culture and Communication 1	6cp
015002	Adult Teaching and Learning	6cp
015019	Field of Practice Specialist Knowledge 1 (LLN)	6cp
015023	Teaching and Learning in Practice (LLN)	6cp

Spring semester

015004	Language, Culture and Communication 2	6cp
015005	Psychological Perspectives on Adult Learning	6cp
015023	Teaching and Learning in Practice (LLN)	6cp
015031	Field of Practice Specialist Knowledge 2 (LLN)	6cp

Year 2

Autumn semester

015006	Program Development and Needs Analysis	6cp
015043	Field of Practice Specialist Knowledge 3	6cp
015003	Portfolio Development	6cp
015135	Developing Individualised Projects	6cp

Spring semester

015007	Adult Learning in Social Context	6cp
015051	The Professional Practitioner (LLN)	6cp
xxxxx	Language, literacy and numeracy extension program	6cp
xxxxx	Language, literacy and numeracy extension program	6cp

Year 3

Autumn semester

015009	Analysing Current Issues in Australian Education	6cp
015055	Examining the Organisational Context (LLN)	4cp
xxxxx	Language, literacy and numeracy extension program	6cp
xxxxx	Language, literacy and numeracy extension program	6cp

Spring semester

015011	Research and Inquiry	6cp
015059	Field of Practice Specialist Knowledge 4 (LLN)	6cp
xxxxx	Language, literacy and numeracy extension program	6cp
xxxxx	Language, literacy and numeracy extension program	6cp

Vocational education

Year 1

Autumn semester

015001	Language, Culture and Communication 1	6cp
015002	Adult Teaching and Learning	6cp
015020	Field of Practice Specialist Knowledge 1 (Voc Ed)	6cp
015024	Teaching and Learning in Practice (Voc Ed)	6cp

Spring semester

015004	Language, Culture and Communication 2	6cp
015005	Psychological Perspectives on Adult Learning	6cp
015024	Teaching and Learning in Practice (Voc Ed)	6cp
015032	Field of Practice Specialist Knowledge 2 (Voc Ed)	6cp

Year 2

Autumn semester

015007	Adult Learning in Social Context	6cp
015006	Program Development and Needs Analysis	6cp
015044	Field of Practice Specialist Knowledge 3 (Voc Ed)	6cp
015052	The Professional Practitioner (Voc Ed)	6cp

Spring semester

015009	Analysing Current Issues in Australian Education	6cp
015011	Research and Inquiry	6cp
015056	Examining the Organisational Context (Voc Ed)	6cp
015044	Field of Practice Specialist Knowledge 4 (Voc Ed)	6cp

Electives

015069	Designing and Delivering Open Learning	6cp
015070	Adolescent and Adult Development	6cp
015072	Developing Interpersonal Communication	6cp
015073	Developing Group Communication	6cp
015074	Developing Systems Communication	6cp
015075	Independent Study Project in Communication	6cp
015098	Individualised Project	6cp
015101	Foundations of Educational Multimedia 1	6cp
015102	Foundations of Educational Multimedia 2	6cp
015103	Foundations of Educational Multimedia 3	6cp
015104	Educational Multimedia Design 1	6cp
015105	Educational Multimedia Design 2	6cp
015106	Educational Multimedia Design 3	6cp

Aggregated listing of electives

015003	Portfolio Development	6cp
015012	International Perspectives on Education	6cp
015069	Designing and Delivering Open Learning	6cp
015070	Adolescent and Adult Development	6cp
015071	Women and Education	8cp
015072	Developing Interpersonal Communication	6cp
015073	Developing Group Communication	6cp
015074	Developing Systems Communication	6cp
015075	Independent Study Project in Communication	6cp
015076	Social Education in Community Settings	6cp
015077	Educational Dimensions of Community and Youth Work	6cp
015078	Adult Education and Social Action	6cp
015079	Adult Education and the Aged	6cp
015080	Campaigning and Public Education	6cp
015081	Adult Education and the Unemployed	6cp
015082	Development, Growth and Education in South-East Asia	6cp
015083	Managing Education Programs	6cp
015084	Organising Community Adult Education	6cp
015085	Structures and Processes in Community Education	6cp
015086	Introduction to Language	6cp
015087	Social Perspectives on Language, Literacy and Numeracy	6cp
015088	Teaching Language and Literacy	6cp
015089	Numeracy Awareness	6cp
015090	Programming and Assessment in Language, Literacy and Numeracy	6cp
015091	Promoting Workplace Learning	6cp
015092	Industry-focused HRD Strategies	6cp
015093	Ethics, Workplaces and the HRD Function	6cp
015094	International Trends in Workplace Education	6cp
015095	Applying Experiential Learning in the Workplace	6cp
015096	Simulations and Games – Theory and Design	6cp
015097	HRD Strategies for Individual Development	6cp
015098	Individualised Project	6cp
015099	Developing the Learning Organisation	6cp

015100	Multi-literacies in the Workplace	6cp
015133	Educational and Psychological Testing	6cp
015134	Social Reasoning: Creating New Frames for Thinking	6cp
015135	Developing Individualised Projects	6cp
015355	Gender at Work	4cp
054313	Gender, Culture and Power	6cp

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.

Core subjects

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

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

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

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

Bachelor of Education (Honours) in Adult Education

Course code: TA24

Academic Coordinator: Dr Bob Pithers

Participants

This one-year full-time or two-years part-time course will allow participants to work within the School of Adult Education at a higher level of academic study. Many of the participants who complete the Honours program may proceed to Doctoral programs or to the Master's Honours program.

Course aims

The course aims to provide students, via coursework and supervision, with basic research competency skills and knowledge and the critical feedback and collegiate support they need to develop and complete an honours thesis. It also allows study in a particular, relevant area of student interest.

Admission

To be eligible for entry into the Bachelor of Education (Honours) n applicant must have completed at least three years of the equivalent of a Bachelors degree in education.

- Subjects within the School of Adult Education's Bachelor of Education in Adult Education are not graded. For this reason applicants from within the School will be assessed on their performance in designated subject/s in the latter part of their Bachelor degree using criteria specifically developed for Honours selection.
- Applicants from outside the School of Adult Education where Bachelor degree subjects have been graded should submit details of all subject grades achieved.
- Other non-graded external applicants should submit a portfolio of their best work completed during the last year of their Bachelor course.

Fees

Higher Education Contribution Scheme (HECS) charges and compulsory annual University Union and Students' Association fees apply.

Course structure

015382	Research in Practice	6cp
015381	Thesis Development and Appraisal	6cp
015380	Thesis	30cp
xxxxx	Elective	

A subject in the Master of Education in Adult Education (excepting Independent Study Projects), Master of Arts in Language and Literacy or other honours level equivalent subjects elsewhere within the University.

Assessment

Each thesis will be read by two internal examiners, judged to be experts in th field under examination, one of which may be the participant's supervisor. Coursework subjects will be assessed either 'pass' or 'fail'.

The thesis

Selection and supervision

The topic of the proposed thesis is negotiated between the participant, coordinator and the preferred supervisor and approved by the Honours Committee. The selection of an Honours supervisor involves consultations involving the participant, coordinator and relevant available academic staff.

Length

15,000–20,000 words (approximately)

Major Thesis Assessment criteria

Definition of research problem

Critical review of the literature

Data or information selection and analysis

Cogency of argument

Interpretation and assessment of findings

Quality of presentation

Grading

The grading of the Honours award shall be:

- Class 1
- Class 2, Division 1
- Class 2, Division 2
- Class 3

Participants admitted to the Honours year may take out the Bachelor of Education in Adult Education Pass degree.

Bachelor of Teaching in Adult Vocational Education

Course code:TT24

Academic Coordinator: Mr Leonard Metcalf

This course is now only offered in an offshore mode.

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

Course aims

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

Course structure

The course is offered over two years. Subjects are divided into core subjects and electives.

Year 1

Semester 1

012158	Principles and Practice of Vocational Teaching 1	4.5cp
012127	Psychology and Sociology of Learning 1	4cp
012139	Language and Interpersonal Skills	5cp
012129	Technology and Media 1	5cp
012159	Field Practice 1	10.5cp

Semester 2

012158	Principles and Practice of Vocational Teaching 1	4.5cp
012128	Psychology and Sociology of Learning 2	4cp
012130	Technology and Media 2	4cp
012159	Field Practice 1	10.5cp

Year 2

Semester 1

012160	Principles and Practice of Vocational Teaching 2	4cp
012140	Developing Vocational Education Programs	4cp
012135	The Workplace Context of Vocational Education 1	4cp
xxxxx	Elective	4cp
xxxxx	Elective	4cp
012161	Field Practice 2	6cp

Semester 2

012126	Principles and Practice of Vocational Teaching 2	4cp
012141	Learner Assessment in Vocational Education	4cp
012136	The Workplace Context of Vocational Education 2	4cp
xxxxx	Elective	4cp
xxxxx	Elective	4cp
012161	Field Practice 2	6cp

Electives

012137	Interpersonal Skills: Working with People	4cp
012138	Interpersonal Skills: Working in an Organisation	4cp
012142	Designing and Marketing Open Learning	4cp
012143	Marketing Vocational Education Programs	4cp
012144	Adolescent and Adult Development	4cp
012145	Learning Styles, Cognitive Processing and Adaptive Teaching	4cp
012146	Introduction to Research Methods in Teaching and Learning	4cp
012147	Counselling and Advising Students	4cp
012148	Computer-based Learning Techniques	4cp
012149	Technology for Open Learning	4cp
012150	Computer-managed Learning	4cp
012151	Teaching Others to Use Technology	4cp
012152	Writing for Specific Purposes	4cp
012153	Teaching in the Multicultural Classroom	4cp
012154	Competency-based Training in Vocational Education	4cp
012155	Program Development Workplace Project	4cp
012156	The Sociological Context of Vocational Education	4cp

Postgraduate courses

Graduate Certificate in Teaching English to Speakers of Other Languages

Course code:TA54

Academic Coordinators: Dr Chris Nesbitt (adults strand) and Ms Pauline Gibbons (schools strand)

Participants

This course is designed for participants who have an undergraduate qualification or equivalent and who are already working in or wish to work in the TESOL field. The course is open to people with a recognised, tertiary teaching qualification who wish to gain an initial postgraduate specialist qualification in teaching English to speakers of other languages. If quotas need to be applied preference will be given to applicants who are currently working in the field.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (1 year) (essential)
- Relevant teaching experience (desirable)
- Concurrent relevant teaching experience (desirable).

Course aims

- to enable participants to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development;
- to provide participants with the relevant theoretical underpinning to this professional competence and critical reflection on it;
- to develop participants' understanding of the linguistic demands of teaching and learning, and of issues in language development.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

Attendance

Attendance is required for a minimum of four hours one day or evening per week or equivalent. This course may be offered in block mode where attendance is required three times per semester for three days each time.

Course structure

The Graduate Certificate in TESOL would normally be completed in one year of part-time study. Participants must complete subjects totalling 24 credit points to be eligible for the award of Graduate Certificate in TESOL.

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015158	Language Development	6cp

Graduate Certificate in Teaching Languages Other than English (TLOTE)

Course code:TA63

Academic Coordinator: Mr Liam Morgan

Participants

This course is designed for participants who have an undergraduate qualification or equivalent and who are already working or wish to work in the TLOTE field. The course is open to people with a recognised tertiary teaching qualification who wish to gain an initial postgraduate specialist qualification in teaching languages other than English. If quotas need to be applied, preference will be given to applicants who are currently working in the field.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (1 year) (essential)
- At least 2 years successful study at tertiary level or equivalent in a LOTE
- Concurrent relevant teaching experience (desirable).

Course aims

- to enable participants to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development;
- to provide participants with the relevant theoretical underpinning to this professional competence and critical reflection on it;
- to develop participants' understanding of the linguistic demands of teaching and learning, and of issues in language development.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

Attendance

Attendance is required for a minimum of four hours one day or evening per week or equivalent. This course may be offered in block mode where attendance is required three times per semester for three days each time.

Course structure

The Graduate Certificate in TLOTE would normally be completed in one year of part-time study. Participants must complete subjects totalling 24 credit points to be eligible for the award of Graduate Certificate in TLOTE.

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015158	Language Development	6cp

Graduate Certificate in Public Education

Course code: TA64

Academic Coordinator: Mr John McIntyre

Participants

This one-year part-time course is for graduates in a range of disciplines who are either working in public education or related employment, including public relations, communications management or community education in government or non-government organisations. It is also suitable for graduates working in a paid or voluntary capacity in traditional public education agencies such as museums, libraries or broadcasting. 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.

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 through this course initiative.

Structure

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. 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 nature and extent of public education and promotes critical analysis of public education programs and practices.

Year 1

011001	Perspectives on Public Education	6cp
011002	Communication Strategies for Public Policy	6cp
011003	Adult Learning and Community Action	6cp
011004	Case Studies in Public Education	6cp

Graduate Certificate in Adult Education in Training

Course code: TA65

Academic Coordinator: Mr Geoff Anderson

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 is also available in-house to organisations providing there are sufficient participants.

Articulation

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

- students may apply for and enrol in the Graduate Certificate and complete the course after one year;
- once students have completed the Graduate Certificate they 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, students 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

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly. It includes learning contracts, group-based assessments of workshops, and various forms of tutorial group evaluation. Individual coursework is done primarily through negotiated learning contracts.

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.

Year 1

010123	Adult Teaching and Learning	6cp
010122	Program Development, Implementation and Evaluation	6cp
016001	Workplace Practice 1	6cp
016005	Workplace Practice 2	6cp

Graduate Certificate in Adult Education in Community Education

Course code: TA66

Academic Coordinator: Mr 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:

- students may apply for and enrol in the Graduate Certificate and complete the course after one year;
- once students have completed the Graduate Certificate, they 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, students may exit either at the end of that first year with a Graduate Diploma 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 students a one-year introduction to the field of community adult education in a way that will relate to immediate professional needs. However, if at the end of the course students 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 students become informed and effective community adult educators. By the end of the course students should be able to:

- describe and apply relevant theory drawn from the literature on adult learning to 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 students to continue development as community adult educators.

Process

Some of the course is prescribed and some learner-directed. This means that there are opportunities for students to pool information and ideas with other participants and to tailor study directly to 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'. Students 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'.

Participants 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, students will be encouraged to develop a theoretical framework to guide their practice.

Professional Skills is a composite activity requiring attendance on the same weekday evening as the seminars. Sessions last one-and-a-half hours. On alternate weeks a member of staff will lead using lectures and exercises to help students develop 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, will be chosen and designed by participants.

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 either 'pass' or 'fail and 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.

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 directly relevant to professional interests and work. Participants are required to complete four learning contracts during the course negotiated with a 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 a significant amount of time will be spent on research, reading and writing material related to 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 a learning program can be difficult at first and participants who have not experienced this kind of learning program before, may need to be ready for an initial period of adjustment.

Course structure

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

Year 1

010123	Adult Teaching and Learning	6cp
015261	Developing Community Adult Education Programs	6cp
015117	Professional Skills 1	4cp
015118	Workshop 1	4cp
015245	Learning Journal 1	4cp

Graduate Certificate in Language and Learning

Course code: TA67

Academic Coordinator: Ms Pauline Gibbons

This course will not be offered in 1997.

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.

Year 1

015338	Language and Learning	6cp
015339	Curriculum and Pedagogy 1	6cp
015340	Functional Grammar	6cp
015341	Curriculum and Pedagogy 2	6cp

Assessment

Assessment is either 'pass' or 'fail' and 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.

Attendance

Attendance is a minimum of four hours per week.

Graduate Certificate in Experiential Learning

Course code:TA68

Academic Coordinator: Ms 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. Applicants must have at least 50 hours' prior experience either as a participant or through responsibility for implementation of experiential learning, and 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. Participants will develop:

- 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.

Year 1

015374	Foundations of Experiential Learning	6cp
015376	Program Design, Implementation and Evaluation of Experiential Learning 1	6cp
015375	Experiential Learning Strategies	6cp
015379	Program Design, Implementation and Evaluation of Experiential Learning 2	6cp

Assessment

Assessment is either 'pass' or 'fail'.

Attendance

Four weekend days per semester.

Fees

Postgraduate course fees apply.

Graduate Certificate in Management Development

Course code: TA69

Academic Coordinator: Associate Professor 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 of the course 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.

Year 1

015377	Facilitating Adult Learning at Work	6cp
021555	Australian Management[1]	6cp
xxxxx	Education Elective (a)	6cp
xxxxx	Management Elective (b)[1]	6cp

[1] 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

021716	International Management	6cp
021719	Organisational Behaviour	6cp
021720	Employment Relations	6cp
021724	Human Resource Management	6cp
021725	Organisational Change and Adaptation	6cp
026702	Management Development Outdoors	6cp
	or any other subject from the Faculty of Business approved by the Academic Coordinator	

Graduate Certificate in Diabetes Education and Management

Course code: KN92

Academic Coordinator: Ms 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 trains appropriately qualified participants for work as health professionals 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. This means 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

092844	Clinical Management of Diabetes[1]	6cp
015343	Teaching and Learning in Diabetes Education	6cp

Spring semester

092845	Primary Health Care[1]	6cp
015342	Programming for Diabetes Education	6cp

[1] Offered by the Faculty of Nursing.

Graduate Diploma in Vocational Education and Training

Course code: TA50

Academic Coordinator: Mr Clive Chappell

Participants

The Graduate Diploma in Vocational Education and Training is a one-year full-time in-service course developed to meet the needs of graduate vocational educators. Applicants 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 applicants 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. It is expected that candidates will have formal vocational qualifications prior to entry to the course.

Course aims

The course aims 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.

Attendance

There are two modes of attendance as follows:

1. Weekly mode: 2 days per week (plus one day independent study per week)

2. Mixed mode: 3 X 5 day blocks per semester (plus one and a half days independent study per week)

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

Course structure

Year 1

016001	Workplace Practice 1	6cp
016002	Adult Learning and Teaching	6cp
016003	Language, Culture and Communication	6cp
016004	Learner Assessment	6cp

016005	Workplace Practice 2	6cp
016006	The Professional Practitioner	6cp
016007	Program Design and Evaluation	6cp
016008	Workplace Context	6cp

Assessment

Assessment is criterion referenced in all subjects. This means that students will be assessed on whether they meet certain criteria. A number of subjects are 'pass' or 'fail' only. Others are graded.

Graduate Diploma in Adult Basic Education

Course code: TA52

Academic Coordinator: Ms Rosie Wickert

Participants

This two-year part-time course is for people wishing to gain a specialist qualification in the field of adult basic education. Applicants must have a degree, diploma or equivalent qualification and be able to get teaching experience concurrently with their formal studies. Practical experience is an essential requirement of the course. Participants in the coursework in a variety of public and private adult education institutions which offer opportunities for adults to learn and build on basic literacy and numeracy skills. Successful applicants who are not teacher trained will have to undertake two additional subjects which can be studied concurrently in Year 1.

Articulation

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

- all participants in the second year of the course may choose elective subjects from other courses offered by the Division of Language and Literacy;
- all graduates of the course can apply for entry into the Master of Education in Adult Education. If accepted applicants can apply for a maximum of 12 credit points advanced standing;
- graduates who have chosen TESOL subjects as their elective subjects in Year 2 can apply for entry to the Graduate Certificate or Graduate Diploma in TESOL with advanced standing;
- the Graduate Diploma in ABE articulates into the Master of Arts in Language and Literacy.

Course aims

The course is designed to help participants to acieve the following:

- 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;
- 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;
- develop the capacity for self-directed learning.

Assessment

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 can negotiate some assignments with a staff adviser to meet their own professional needs as well as the competencies required by the course. There are some set assignments.

Attendance

Participants can attend the course in a weekly or 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.). Attendance in the second year 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

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015121	Curriculum and Methodology (ABE)	6cp
010157	Teaching and Learning Adult Numeracy	6cp

Year 2

xxxxx	Elective	
xxxxx	Elective	
xxxxx	Elective	

Additional Subjects for Untrained Teachers

015250	Practicum 1	6cp
015253	Practicum 2	6cp

Electives

015132	Adult Education	6cp
015122	Assessment, Programming and Evaluation	6cp
015129	Critical Literacy	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015170	English for Academic and Teaching Purposes	6cp
015127	Grammar and the Construction of Meaning	6cp
015123	Language for Specific Purposes	6cp
015130	Language Policy and Planning	6cp
015125	Phonology and Pronunciation	6cp
015128	Sociopolitical Contexts of Language Education	6cp
015119	Theories of Numeracy	6cp

The full range of electives may not be available every year.

There are various types of learning in this course:

- lectures/seminar – two-hour sessions
- tutorials – one-hour sessions
- workshops – one day a year in Year 1 or 2
- learning contracts – two or three per subject
- field work – various
- peer group work

Fees

Higher Education Contribution Scheme (HECS) charges and compulsory annual University Union and Students' Association fees apply.

Course structure for 1997 continuing students

Year 2

Autumn semester

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

Spring semester

Subjects to the value of 12 credit points 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.

Graduate Diploma in Teaching English to Speakers of Other Languages

Course code: TA53

Academic Coordinators: Dr Chris Nesbitt (adults strand) and Ms Pauline Gibbons (schools strand)

Participants

This course is designed for participants who have an undergraduate qualification or equivalent and who are already working or wish to work in the TESOL field. The course is open to people with or without a recognised tertiary teaching qualification who wish to gain a comprehensive postgraduate specialist qualification in teaching English to speakers of other languages. If quotas need to be applied, preference will be given to applicants who are currently working in the field.

There are two strands offered: one for participants who are working or wish to work in the adult sector, and a second for participants who have a recognised tertiary teaching qualification and who are working in the schools sector.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (1 year) (essential for schools strand)

- Relevant teaching experience (desirable)
- Concurrent relevant teaching experience (desirable).

Candidates who have completed the Graduate Certificate in TESOL (UTS) or equivalent may be granted advanced standing.

Course aims

- to enable participants to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development;
- to develop participants' capacity for theoretically informed reflective practice;
- to provide participants with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice;
- to develop participants' understanding of the linguistic demands of teaching and learning, and of issues in language development;
- to develop participants' critical understanding of the sociopolitical context of their work and its impact on their practice.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

Attendance

Attendance is required for a minimum of four hours one day or evening per week or equivalent. The Practicum will be negotiated with the coordinator and an adviser.

Course structure

The Graduate Diploma in TESOL would normally be completed in two years of part-time study. In some circumstances it would be possible to complete the course as a full-time participant over a shorter period. Participants must complete subjects totalling 54 credit points to be eligible for the award of Graduate Diploma in TESOL.

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015250	Practicum 1[1]	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015158	Language Development	6cp
015253	Practicum 2[1]	6cp

Year 2

xxxxx	Elective	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

[1] Participants with teaching qualifications and/or relevant teaching experience may be exempt from the Practicum subjects.

Electives

015132	Adult Education	6cp
015122	Assessment, Programming and Evaluation	6cp
015129	Critical Literacy	6cp
015121	Curriculum and Methodology (ABE)	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015170	English for Academic and Teaching Purposes	6cp
015127	Grammar and the Construction of Meaning	
015257	Issues in Language Planning	6cp
015123	Language for Specific Purposes	6cp
015130	Language Policy and Planning	6cp
015125	Phonology and Pronunciation	6cp
015128	Sociopolitical Contexts of Language Education	6cp
010157	Teaching and Learning Adult Numeracy	6cp
015119	Theories of Numeracy	6cp

The full range of electives may not be available every year.

Graduate Diploma in Computer-based Learning

Course code:TT54

Academic Coordinator: Ms Kathy Nicoll

Participants

This two-year part-time 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 and interactive multimedia. It provides participants with the skills necessary to analyse, design, develop, implement and evaluate courseware applications using advanced development

tools and incorporating the latest interactive learning techniques. Participants will integrate the theoretical aspects of learning and instructional design to enable them to apply computer-based learning to organisational training and instructional needs. Applicants must have completed an approved three- or four-year undergraduate qualification 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.

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 to meet 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.

The course is also 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 applications.

Attendance

Attendance is by a combination of block, open/flexible learning and four weekend sessions each semester.

The approximate weekends in 1997 are:

Autumn semester	*Spring semester*
15–16 March	2–3 August
19–20 March	6–7 September
24–25 May	4–5 October
28–29 June	1–2 November

Course structure

Year 1

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

016707	Principles of Computer Education	4cp
016708	Computer-managed Learning	4cp
016709	Interactive Multimedia	4cp
016710	Independent Project	4cp
016711	Communication Technology and Distance Learning	4cp
016712	Advanced Courseware Engineering	4cp

Assessment

Assessment is graded and based on a combination of theoretical and practical exercises.

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

Course code: TA57

Academic Coordinator: Dr Lesley Ljungdahl

There will be no further intake into this course from 1996.

Course structure for 1997 continuing students

Year 2

015254	Foundations of Adult Education	4cp
015256	Practicum 3	4cp
015257	Issues in Language Planning	4cp
015255	Evaluation and Assessment	4cp
015258	TESOL Program Design	4cp
015259	Practicum 4	4cp

Graduate Diploma in Language Teaching

Course code:TA60

Academic Coordinator: Mr 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 enable participants to develop the level of English language competency they need to interact in a variety of roles and contexts within the Australian education system;
- to familiarise participants with the nature of Australian culture in general, and the culture of the Australian education system in particular;
- to enable participants to develop a theoretical understanding of current language teaching issues;
- to help participants understand current Japanese syllabuses and be able to interpret and implement them effectively at different levels;
- to enable participants 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.

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.

Year 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
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
015270	Advanced English for Classroom Purposes 3	3cp

Graduate Diploma in Teaching Languages Other than English (TLOTE)

Course code:TA82

Academic Coordinator: Mr Liam Morgan

Participants

This course is designed for participants who have an undergraduate qualification or equivalent and who are already working in or wish to work in the TLOTE field. The course is open to people with or without a recognised tertiary teaching qualification who wish to gain

a comprehensive postgraduate, specialist qualification in teaching languages other than English. If quotas need to be applied, preference will be given to applicants who are currently working in the field.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (1 year) (desirable)
- At least 2 years successful study at tertiary level in a LOTE or equivalent (desirable)
- Relevant teaching experience (desirable)
- Concurrent relevant teaching experience (desirable).

Candidates who have completed the Graduate Certificate in TLOTE (UTS) or equivalent may be granted advanced standing.

Course aims

- to enable participants to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in a language other than English;
- to develop participants' capacity for theoretically informed reflective practice;
- to provide participants with the relevant theoretical framework and a critical perspective to this professional competence and reflective practice;
- to develop participants' understanding of the linguistic demands of teaching and learning and of issues in language development;
- to develop participants' critical understanding of the sociopolitical context of their work and its impact on their practice.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

Attendance

Attendance is required for a minimum of four hours one day or evening per week or equivalent. The Practicum will be negotiated with the coordinator and an adviser.

Course structure

The Graduate Diploma in TLOTE would normally be completed in two years of part-time study. In some circumstances it would be possible to complete the course as a full-time participant over a shorter period. Participants must complete subjects totalling 54 credit points to be eligible for the award of Graduate Diploma in TLOTE.

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015250	Practicum 1[1]	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015158	Language Development	6cp
015253	Practicum 2[1]	6cp

Year 2

xxxxx	Elective	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

[1] Participants with teaching qualifications and/or relevant teaching experience may be granted exemption from the Practicum subjects.

Electives

015132	Adult Education	6cp
015122	Assessment, Programming and Evaluation	6cp
015129	Critical Literacy	6cp
015121	Curriculum and Methodology (ABE)	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015170	English for Academic and Teaching Purposes	6cp
015127	Grammar and the Construction of Meaning	6cp
015130	Language Policy and Planning	6cp
015123	Language for Specific Purposes	6cp
015125	Phonology and Pronunciation	6cp
015128	Sociopolitical Contexts of Language Education	6cp
010157	Teaching and Learning Adult Numeracy	6cp
015119	Theories of Numeracy	6cp

The full range of electives may not be available every year.

POSTGRADUATE DEGREES

Master's degree (by coursework) – unsatisfactory progress

Candidates are requested to note that in accordance 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 wil be deemed to be making unsatisfacory progress and may have his/her registration by the Faculty Board.

Master's degree (by thesis) – unsatisfacory 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 compete successfully any one of those subjects will be deemed to be making unsatsifactory progress and may have his/her registration discontinued by the Faculty Board.

Master of Education in Adult Education (by coursework)

Course code:TA70

Course Coordinator: Associate Professor Jim Athanasou

Participants

This two year part-time course is designed for experienced adult educators who wish to reflect systematically and critically 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, religious education, careers education and health education.

Applicants will need a Bachelors degree and be active in adult education.

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

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 their individual learning needs.

Participants must complete a total of eight subjects comprising 48 credit points.

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 two integrative subjects. Participants with no previous formal study in adult education will be required to complete Understanding Adult Education and Training and Issues for Adult Education Researchers.

Availability of subjects will depend on resources and participant numbers.

Integrative subjects

013331	Women and Learning	6cp
013332	Understanding Adult Education and Training	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
013398	Issues for Adult Education Researchers	6cp

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

Adult Education Management

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
013369	Language, Literacy and Power 2	6cp

Adult Education Research and Evaluation

013214	Adult Education Evaluation: Plans and Procedures	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

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

Independent Study Project

013356/7	Independent Study Project 1 and 2	6cp each

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 Sciences

013210	Skill Formation and the Development of Expertise	6cp
013368	The Psychology of Adult Development	6cp
013215	Adult Career Development	6cp
013216	Program Development in Adult Career Education	6cp
013217	Adult Career Guidance and Counselling	6cp

Computer-based Learning

Participants who wish to study computer-based learning (CBL) in detail can enrol in the Computer-based Learning strand which operates in a combination of block attendance and flexible/open learning throughout the year. This strand runs in parallel to the other classes in the Master of Education in Adult Education.

Block Attendance

The proposed dates for block attendance in 1997 are as follows:

26 February – 1 March
2–5 April
9–12 July
8–11 October

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

Course code:TA71

Academic Coordinator: Ms Diana Slade

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.

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

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

Master of Arts in Language and Literacy (by coursework)

Course code: TA72

Academic Coordinator: Ms Diana Slade

Participants

This course is designed for trained experienced teachers and consultants who wish to gain a higher degree focusing on language learning and teaching as well as language planning and policy issues. Participants may specialise in one or more of the following strands: Teaching English to Speakers of Other Languages (TESOL); Teaching Languages Other than English (TLOTE) and Adult Basic Education (ABE).

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- At least 3 years relevant teaching experience (essential)
- Evidence of academic and professional record (essential)
- Teaching qualification (1 year) (essential)
- Concurrent relevant teaching experience (desirable).

Candidates who have completed the Graduate Diploma in TESOL, ABE or TLOTE (UTS) or equivalent may be granted advanced standing. Candidates who have completed the Graduate Certificate in TESOL or TLOTE (UTS) or equivalent may also be granted advanced standing.

Course aims

The course aims to:

- develop or strengthen participants' capacity to undertake a range of leadership roles in their field(s) of practice whether as curriculum developers, researchers, program managers, advisers or exemplary teachers;
- provide a relevant theoretical underpinning to these roles, including an in-depth understanding of the role of language in educational practices and current issues in social policy;
- equip participants with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in their field(s) of practice.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly.

Attendance

In Autumn semester attendance is required for approximately 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.

Course structure

The Master of Arts in Language and Literacy would normally be completed in two-and-a-half to three years of part-time study. In some circumstances it would be possible to complete the course as a full-time participant over a shorter period. Participants must complete subjects totalling 72 credit points to be eligible for the award of Master of Arts in Language and Literacy.

Normal progression for the TESOL strand

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015158	Language Development	6cp
015250	Practicum 1[1]	6cp
015253	Practicum 2[1]	6cp

Year 2

015128	Sociopolitical Contexts of Language Education	6cp
	or	
015130	Language Policy and Planning (TEFL students)	6cp
015127	Grammar and the Construction of Meaning	6cp
xxxxx	Elective	6cp

Year 3

015126	Research Methodologies	6cp
015116	Project	6cp
xxxxx	Elective	6cp

Normal progression for the TLOTE strand

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015158	Language Development	6cp
015250	Practicum 1[1]	6cp
015253	Practicum 2[1]	6cp

Year 2

015128	Sociopolitical Contexts of Language Education	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Year 3

015126	Research Methodologies	6cp
015116	Project	6cp
xxxxx	Elective	6cp

Normal progression for the ABE strand

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
015121	Curriculum and Methodology (ABE)	6cp
010157	Teaching and Learning Adult Numeracy	6cp
015250	Practicum 1[1]	6cp
015253	Practicum 2[1]	6cp

Year 2

015128	Sociopolitical Contexts of Language Education	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Year 3

015126	Research Methodologies	6cp
015116	Project	6cp
xxxxx	Elective	6cp

[1] Participants with teaching qualifications and/or relevant teaching experience may be exempt from the Practicum subjects.

Electives

015277	Discourse Analysis	6cp
015378	Advanced Curriculum Design	6cp
015278	Project	12cp
015122	Assessment, Programming and Evaluation	6cp
015130	Language Policy and Planning	6cp
015123	Language for Specific Purposes	6cp
015125	Phonology and Pronunciation	6cp
015132	Adult Education	6cp
015127	Grammar and the Construction of Meaning	6cp
015129	Critical Literacy	6cp
015119	Theories of Numeracy	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015121	Curriculum and Methodology (ABE)	6cp
015158	Language Development	6cp
010157	Teaching and Learning Adult Numeracy	6cp
015170	English for Academic and Teaching Purposes	6cp

Note: It is possible to choose up to 12 credit points from other Master's courses within the Faculty or from approved Master's courses in other Faculties at UTS. Particular attention is drawn to subjects from the Faculty's MA Children's Literature and Literacy: Literary Theory and Children's Literature; Children's Literature 1 and Children's Literature 2.

Master of Education (by thesis)

Course code: TA81

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' at the back of this handbook. There are no coursework requirements. However, some 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 Bachelors degree of the University of Technology, Sydney

or

(ii) possess an equivalent qualification

or

(iii) submit such other evidence of general and professional qualifications as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies; and

b. satisfy such additional requirements for admission to a particular program, if any, as may be prescribed by the Academic Board.

Subject to approval the Master of Education (by thesis) will be superseded by the Master of Education (Honours) in 1997.

Master of Education (Honours)*

*Subject to approval.

Course code: TA83

Academic Coordinator: Professor David Boud

This course consists of coursework and a thesis component.

The coursework will comprise the two 6-credit point research subjects currently offered in the Master of Education in Adult Education:

013348 Issues for Adult Education Researchers
013349 Researcher Methodologies for Adult Educators

The thesis will constitute 84 credit points.

Satisfactory criterion-referenced achievement in the coursework subjects together with satisfactory examination of the thesis will lead to the award of Master of Education (Honours). No class of honours will be awarded.

Doctor of Philosophy

Course code: TA95

Academic Coordinator: Professor David Boud

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' at the back of this 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 Bachelors 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 Bachelors degree with Second Class Honours for which there is no division of Second Class Honours, and the Academic Board is satisfied that the standard attained by the candidate is equivalent to that which is required at this university for Second Class Honours (Division 1) or equivalent;

   or

   c. hold from another tertiary educational institution a Bachelors degree with First Class Honours or Second Class Honours (Division 1) or a 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 years study in this university as a Master's or Master's qualifying student reached a standard equivalent to that of a Bachelors degree with Honours;

   or

   e. be a graduate of at least two years' standing of this university or another tertiary educational institution whose research publications and written reports on work carried out by the applicant satisfy the Academic Board that he/she has the ability and experience to pursue his/her proposed course of study;

   or

   f. 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

Course code:TA96

Academic Coordinator: Associate Professor 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 Bachelors 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[1]	9cp
016714	Dissertation Development and Appraisal	9cp

[1] See School of Teacher Education section of this handbook for subject description.

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

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.

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, and the number of formal contact hours each week (e.g. 4hpw). For some subjects, there may also be practical components off campus, and prerequisites or corequisites. Also shown are the method of assessment, the name of the subject coordinator (if known), and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject referred to. Corequisites can be completed before or taken concurrently with the subject referred to.

Subjects offered by the School of Adult Education are listed first, followed by those offered by other faculties. Subjects offered by the School of Teacher Education are listed in a different section of this handbook.

Please note that not all elective subjects are offered every year.

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. It covers 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. 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.

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 provides 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.

010113

Exploring Adult Basic Education Practice

6cp

This subject provides 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.

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, and 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.

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

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.

010157

Teaching and Learning in Adult Numeracy

6cp

This subject engages participants in thinking about numeracy from three perspectives: as a learner of numeracy; as a practitioner in ABE; and as a citizen in society. The question 'why numeracy?' is considered in the contexts of these three perspectives. The subject seeks to illustrate that numeracy is more than being able to perform mathematical operations. Learning numeracy will be explored as a process of meaning making and problem posing. Teaching numeracy will be critically examined by problematising the 'discipline' of numeracy, and numeracy teaching and learning in their historical contexts. It will the be explored as a process involving negotiation, provocation, and facilitation of learning.

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 participants' competencies in the analysis of public policy for the identification of communication challenges and the design of appropriate strategies for effective public education campaigns. Participants 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.

012127

Psychology and Sociology of Learning 1

4cp

This subject provides the knowledge and skills to help teachers and trainers understand the major behavioural science approaches to issues in teaching and learning. It also covers the nature and principles of the learning process and the main social and cognitive variables affecting the teaching-learning process.

012128

Psychology and Sociology of Learning 2

4cp; prerequisite: 012127 Psychology and Sociology of Learning 1

This subject provides the knowledge and skills to help teachers and trainers understand the process of skills acquisition; the influence of motivation on learning; and a range of learner characteristics which affect learning.

012129

Technology and Media 1

5cp

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

012130

Technology and Media 2

4cp; prerequisite: 012129 Technology and Media 1

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

012135

The Workplace Context of Vocational Education 1

4cp

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

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

012136

The Workplace Context of Vocational Education 2

4cp; prerequisite: 012135 The Workplace Context of Vocational Education 1

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

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

012137

Interpersonal Skills: Working with People

4cp; prerequisite: 012139 Language and Interpersonal Skills

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

012138

Interpersonal Skills: Working in an Organisation

4cp; prerequisite: 012139 Language and Interpersonal Skills

In this elective, key interpersonal skills necessary for vocational educators to participate as proactive and innovative members of an organisation will be developed and extended. The elective is designed to focus on developing strategies for the effective and efficient management of work-related problems and situations typically occurring in organisational environments.

012139

Language and Interpersonal Skills

5cp

This subject provides a core for the professional development of vocational educators. It develops and extends the language and literacy and interpersonal skills necessary for vocational educators to become effective practitioners.

012140

Developing Vocational Education Programs

4cp

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

012141

Learner Assessment in Vocational Education

4cp

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

012142

Designing and Marketing Open Learning

4cp; corequisite: 012149 Technology for Open Learning (recommended, but not compulsory)

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

012143

Marketing Vocational Education Programs

4cp; prerequisite: 2; 012158 Principles and Practice of Vocational Teaching I; corequisites: 012125/012126 Principles and Practice of Vocational Teaching 3 or 4; 012160 Principles and Practice of Vocational Teaching 2

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

012144

Adolescent and Adult Development

4cp; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2

This subject aims to provide an understanding of adolescent and adult development to assist those teaching students of different ages and stages of development. This understanding will allow the selection of teaching strategies, management styles and the design of curriculum experiences appropriate for these

groups. It is also intended that the course provide insights to assist vocational educators to better understand themselves and their own development.

012145

Learning Styles, Cognitive Processing and Adaptive Teaching

4cp; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2

This subject aims to develop vocational teachers' understanding of individual differences among learners and appropriate adaptive teaching measures that may be implemented for assessed deficits and needs.

012146

Introduction to Research Methods in Teaching and Learning

4cp; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2

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

012147

Counselling and Advising Students

4cp; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2

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

012148

Computer-based Learning Techniques

4cp; prerequisites: 012129/012130 Technology and Media 1 and 2

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

012149

Technology for Open Learning

4cp; prerequisites: 012129/012130 Technology and Media 1 and 2; corequisite: 012142 Designing and Marketing Open Learning (recommended but not compulsory)

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

012150

Computer-managed Learning

4cp; prerequisites: 012129/012130 Technology and Media 1 and 2

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

012151

Teaching Others to Use Technology

4cp; prerequisite: 012129 Technology and Media 1

This subject involves the analysis and application of the special techniques required by TAFE teachers and trainers to teach others to use technology. These competencies would normally be developed in the computer and media rooms of the University. Students may work in other locations.

012152

Writing for Specific Purposes

4cp; prerequisite: 012139 Language and Interpersonal Skills

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

012153

Teaching in the Multicultural Classroom

4cp; prerequisite: 012139 Language and Interpersonal Skills

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

012154

Competency-based Training in Vocational Education

4cp; prerequisite: 012140 Developing Vocational Education Programs

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

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

012155

Program Development Workplace Project

4cp; prerequisite: 012140 Developing Vocational Education Programs

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

012156

The Sociological Context of Vocational Education

4cp; prerequisite: 012135 The Workplace Context of Vocational Education 1

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

012158

Principles and Practice of Vocational Teaching 1

9cp

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

012159

Field Practice 1

21cp

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

012160

Principles and Practice of Vocational Teaching 2

8cp

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

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

012161

Field Practice 2

12cp

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

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

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

013210

Skill Learning and the Development of Expertise

6cp

This subject 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.

013215

Adult Career Development

6cp

This subject aims to provide participants with a range of perspectives on adult educational and vocational development. It focuses on some of the key facts which influence the course of post-compulsory education and adult careers. Topics include theories of career choice and career development as well as the interaction of employment, education and training in Australia.

013216

Program Development in Adult Career Education

6cp

This subject ensures that participants develop the core adult career education practitioner competencies for designing and facilitating adult career experiences. It is designed to promote an understanding of the theory and practice of career education curriculum and program development from adult education perspectives. The subject emphasises advanced career programming skills to meet the needs of clients.

013217

Adult Career Guidance and Counselling

6cp

This subject will enable participants to develop knowledge and understanding of guidance and career counselling skills, tools and protocols and to apply these skills in practice. It is designed to focus on the practitioner as a facilitator of educational and vocational development.

013331

Women and Learning

6cp

This subject is designed to provide participants 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, participants will explore the implication of feminist approaches to learning and the implications for their own practice as adult educators.

013332

Understanding Adult Education and Training

6cp

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

013333

Adult Learning and Program Development

6cp

This subject enables participants to develop the skills necessary to be competent facilitators and designers of adult learning experiences. The unit is a compulsory subject requirement for participants with no previous study in adult education.

013334

Context and Strategy in Adult Education

6cp; prerequisite: 013332 Understanding Adult Education and Training 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. It 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, which incorporates informal, incidental and embedded learning, as well as formal education.

013335

Australian Adult Education: Influences and Tendencies

6cp; prerequisite: 013332 Understanding Adult Education and Training 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 Understanding Adult Education and Training 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. It focuses on: 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 the international and local contexts. 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: 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 subject 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 subject 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 that 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. (Not offered in 1997)

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. Students will be encouraged to develop an organisational theory that will form a basis for their practice as providers of community-based adult education. (Not offered in 1997)

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. They take a variety of forms e.g. a reading subject, a field-based study, an action research project, and must relate to an aspect of adult education not dealt with in other topics in the subject.

013358

Experience-based Learning I

6cp; prerequisites: 013332 Understanding Adult Education and Training; 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 which relate 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 etc. This subject will develop participants' capacity to critically analyse adult education literature and deepen their understanding of key concepts, theories and practices in adult education.

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 Ascendancy 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. 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 education and ageing using current empirical research findings. No prior knowledge of developmental psychology is required, although a prior subject 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

6cp

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

6cp

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. It examines a number of key practitioners and theorists who have contributed to, or are identified with, the various schools.

015003

Portfolio Development

6cp

This subject deals with current developments in the theory and practice of recognition of prior learning in industry and formal education. It will involve participants in identifying and documenting their prior learning and developing a portfolio of this learning. Some participants 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

6cp; 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

6cp

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

6cp

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. It enables students to critically evaluate these processes within the context of teaching and learning.

015007

Adult Learning in Social Context

6cp

This core subject aims to assist the educator of adults to understand how adult learning is shaped by social context, and 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.

015009

Analysing Current Issues in Australian Education

6cp

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; and, 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.

015011

Research and Inquiry

6cp

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 participant'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

6cp

There are 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. Participants will study these issues and the forces which shape them. Participants will be encouraged to undertake regional case studies in the Asian-Pacific region.

015017/18/19/20

Field of Practice Specialist Knowledge I (COMM, HRD, LLN, VOC ED)

6cp each

In this subject participants 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)

12cp 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.

015029/30/31

Field of Practice Specialist Knowledge 2 (COMM, HRD, LLN)

6cp each

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

015041/42/43

Field of Practice Specialist Knowledge 3 (COMM, HRD, LLN)

6cp each

This subject helps participants 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.

015049/50/51/52

The Professional Practitioner (COMM, HRD, LLN,VOC ED)

6cp each

This subject explores the nature of professional practice for the adult educator in a variety of contexts. Participants 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)

6cp 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 participant 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

Field of Practice Specialist Knowledge 4 (COMM, HRD, LLN)

6cp each

This subject extends the participants' 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 participant develop their own skills as contributor to this aspect of their specialism.

015069

Designing and Delivering Open Learning

6cp

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

015070

Adolescent and Adult Development

6cp

An understanding of adolescent and adult development, especially of intellectual, cognitive and personality development, will help adult educators understand their own learning and the learning of others. Issues in adolescent and adult development will be taken into consideration with regard to the design, development and presentation of

courses to people of differing ages. Furthermore, an understanding of issues raised can provide more objective evidence for participants who wish to reflect not only on their own development but on that of their clients.

015071

Women and Education

6cp

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.

015072

Developing Interpersonal Communication

6cp; 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 them 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

6cp; 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, 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

6cp; 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. This will 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

6cp; prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent) and at least one of the following subjects: 015072 Developing Interpersonal Communication (or equivalent); 015073 Developing Group Communication (or equivalent); or 015074 Developing Systems Communication (or equivalent)

In this subject participants 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

6cp

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

015077

Educational Dimensions of Community and Youth Work

6cp

This subject is for people interested in planning and managing learning for personal and community development in informal settings. Participants 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

6cp

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

6cp

In this subject participants 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

6cp

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, the anti-nuclear movement in the South Pacific, and HIV-Aids.

015081

Adult Education and the Unemployed

6cp

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

6cp

This subject will help participants 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

6cp

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

6cp

This subject is designed to develop participants' 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

6cp

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

015086

Introduction to Language

6cp

In order to be an effective language and literacy teacher, it is important to develop an understanding of the nature of language and language variation. This subject aims to develop such an understanding by introducing participants 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 participants' work contexts.

015087

Social Perspectives on Language, Literacy and Numeracy

6cp

This subject aims to provide an introduction to key concepts in social approaches to language, literacy and numeracy. It provides participants 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

6cp

This subject will build on concepts introduced in the prerequisite subjects, 015086 Introduction to Language, 015087 Social Perspectives on Language, Literacy and Numeracy, as well as the core subject 015001 Language, Culture and Communication 1 and the field of practice subject Reading and Writing for Specific Purposes. It will introduce participants to the range of written and spoken text types relevant to the needs of their participants. 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

6cp

This subject aims to provide participants 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

6cp

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 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

6cp

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

6cp

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

6cp

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 the 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 participants 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

6cp

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 the policies and practices of multinational entities will also be examined.

015095

Applying Experiential Learning in the Workplace

6cp

Adults gain experience from many sources. The impact of such experience 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

6cp

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 their final from. This subject introduces a number of current theoretical frameworks and assists participants to develop skills in the selection, design and construction of activities suitable to their particular needs.

015097

HRD Strategies for Individual Development

6cp

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.

015098/107/108/109

Individualised Project A/B/C/D

6cp

Individualised projects 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

6cp

Do organisations learn? Yes, and not just as separate individuals within them, but 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 participants to explore the implications for their own organisation.

015100

Multi-literacies in the Workplace

6cp

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 an understanding of a range of pragmatic and critical skills required to comprehend, analyse, develop and respond to the complex, multi-layered forms of information now being encountered in graphic, visual, verbal, written and electronic forms.

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 each participant will complete an extended internship.

015113

Teaching Aboriginal Studies

8cp

This subject provides an opportunity for students 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 students 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 introduces students to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal cultures will be presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

015116

Project

6cp

This subject encourages students to think analytically and critically about their professional work. It explores the socio-cultural, political, economic and ideological factors that influence educational contexts. By building on the subject 015126 Research Methodologies, it provides opportunities for students to address particular issues or questions relevant to their work contexts by undertaking a small research project.

015117

Professional Skills I

4cp

This subject will develop participants' skills in helping adults learn in the following ways: by specifying various kinds of learning objectives; by designing and conducting learning events in both formal and informal contexts; by

facilitating learning through effective presentation, dialogue and discussion and group work; and by designing and conducting various kinds of experiential learning activity.

015118

Workshop I

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.

015119

Theories of Numeracy

6cp

This subject examines the need for a theorising of numeracy and numeracy pedagogy. It analyses existing theories of numeracy, mathematics education, and language education and literacy in order to provide theoretical frameworks for practitioners of numeracy education and training to inform and reflect upon their own practice.

015120

Curriculum and Methodology (TESOL)

6cp

This subject explores the role of English language teaching in contemporary society and critically examines the theoretical assumptions that underpin various approaches to TESOL. It explores different approaches to syllabus design, methodology and program evaluation with particular emphasis on the teaching of spoken language. As part of this subject, students will be expected to demonstrate competence in teaching TESOL.

015121

Curriculum and Methodology (ABE)

6cp

Curriculum is viewed as a social construction, shaped by the beliefs and values of the individuals or groups who produce them. Students explore the relationships between curriculum and the broader society, and identify their own assumptions and beliefs about curriculum. They are presented with theoretical frameworks in which to develop skills for implementing and evaluating learning programs for adult literacy and numeracy students in a range of contexts. Consideration is given to assessment of student progress and issues of program evaluation. Students will be expected to demonstrate competence in teaching practice.

015122

Assessment, Programming and Evaluation

6cp

This subject has two parts. The first part is programming, which aims to provide students with a framework and skills for planning and evaluating learning programs in TESOL, ABE and LOTE contexts. The second part is assessment which develops a range of assessment and evaluation tools for use in language, literacy and numeracy contexts. A range of approaches to assessment evaluation and program design will be considered. Current issues affecting programming and assessment will be discussed.

015123

Language for Specific Purposes

6cp

This subject engages students in designing programs to meet the needs of particular groups of learners and of describing language demands in its different contexts of use. The subject will be targeted to the needs of LSP, LOTE, ABE teachers, or school teachers concerned with Language Across the Curriculum.

015125

Phonology and Pronunciation

6cp

This subject aims to provide students with theoretical and practical perspectives on the teaching of pronunciation within a functional approach to language. Phonemic and prosodic aspects of language will be considered, and the role of prosody in contributing to the construction of meaning will be explored. Students will develop strategies for the teaching of pronunciation to learners of a second language, and will also consider phonological aspects of the first language.

015126

Research Methodologies

6cp

This subject introduces students to a range of research methods for investigating language, literacy and numeracy learning and teaching.

It develops skills for critical reading of research literatures and appropriate academic writing skills. It also develops the skills and knowledge to identify a research topic, design a feasible project and write a research proposal.

015127

Grammar and the Construction of Meaning

6cp

This subject builds on the functional approach to language and social context introduced in the prerequisite subject 015152 Language in Social Context. It explores the functional organisation of grammar and how it creates meaning both through the classification of our physical, social and psychological worlds, as well through the dynamics of negotiating and maintaining social and interpersonal relationships. This subject will enable students to develop practical skills in the analysis of the grammar of real life texts and to develop skills in evaluating the appropriateness and effectiveness of language use. This subject aims for students to develop understanding of the nature and structure of grammar and text and to develop a terminology to talk about the competencies and needs of language learners necessary for the effective teaching of language, literacy and numeracy.

015128

Sociopolitical Contexts of Language Education

6cp

This subject aims to develop students' knowledge and understanding of the historical, social, political, economic and cultural contexts of language, literacy and numeracy teaching. It explores the multicultural, multilingual society in which Australians live and examines the factors and events which have influenced the development of Adult Basic Education (ABE), Teaching English to Speakers of Other Languages (TESOL) and Teaching Languages Other than English (TLOTE). The focus will be on factors at classroom, institution and system level – on past policies and developments and future trends. Techniques of analysis will be developed. Students wishing to develop their knowledge and understanding of language policy and planning in international contexts should refer to the subject Language Policy and Planning.

015129

Critical Literacy

6cp

This subject builds on the introduction to relations between language and the social in the subjects: Language in Social Context, Teaching and Learning Literacy and Teaching and Learning Adult Numeracy. The focus is on how language and discourse work in the construction and maintenance of relations of power in specific sites. The subject aims to develop and strengthen an understanding of theories of language and discourse and to apply this understanding in different contexts. Case studies of sites for specific analysis will include: policy legislation, classroom and workplace interaction, official documents, the spoken and written language of the workplace, academic writing, the media, and information technology. Students will develop teaching and learning resources in critical literacy based on understandings gained in this subject.

015130

Language Policy and Planning

6cp

This subject will introduce students to social, political and economic perspectives on language planning, language policy and language teaching in an international context. It will examine the way in which some languages become dominant through sociopolitical forces, and the implications for other languages. The ways in which language planning and policy decisions are implemented through a country's education system will be examined critically, and the implications for teachers of English or LOTE will be considered. Students will be encouraged to apply the theoretical frameworks presented to the analysis of language planning in a country with which they are familiar or where they intend to teach. The subject 015128 Sociopolitical Contexts of Language Education focuses on policy and planning issues in the Australian context.

015132

Adult Education

6cp

This subject is designed to introduce teachers of adults to the field of adult teaching and learning. The major traditions of adult education are covered and students are encouraged to develop their own theoretical

stance to their teaching and learning and explore how this translates into their experience as teachers and learners. The impact of recent developments on adult education are also explored.

015133

Educational and Psychological Testing

6cp

This subject extends students' earlier studies in educational psychology. It provides a sense of how educational and psychological tests are constructed, how they are used and how an understanding of them can make a difference in work and everyday life. An overview of testing and measurement 'basics' is provided followed by a coverage of the most widely used tests in industrial and educational settings. These include intelligence tests, achievement tests, vocational interests and personality measures. Focused real-life examples demonstrate the uses of testing today and relevant test profiles are used to show students the applications of the tests in learning and instructional settings.

015134

Social Reasoning: Creating New Frames for Thinking

6cp

The aim of this subject is to develop reasoning skills to enable participants to use them more effectively in their personal and professional lives. Reasoning involves, in addition to an ability to process information effectively, an awareness of context, assumptions and values and an ability to explore alternatives and differences. Imagination and creative thinking and an understanding of the workings of perception and memory are thus important in reasoning and are explored in this subject. Reasoning will be primarily regarded as a social process involving engagement with others in the social context. Its basis is discovered through the exploration of meaning, how it is shared, how it is different and how it is constructed. The nature of reasoning as a social process is explored in a practical way through games, discussion and inquiry.

015135

Developing Individualised Projects

6cp

This subject is designed to introduce students to the process of developing and carrying out individually negotiated learning projects. Individualised projects encourage learners to take more responsibility for their own learning needs, and to use existing skills and experiences as the basis for new learning. The emphasis is on making the activity relevant to those professional and personal needs of the student which are consistent with the aims of the course. Successful completion of Developing Individualised Projects is a prerequisite for Individualised Projects in the Bachelor of Education in Adult Education.

015152

Language in Social Context

6cp

This subject is an introduction to the nature and organisation of language and the relationship between language, text and context for teachers in the fields of TESOL, TLOTE and ABE. It focuses on a functional approach to language. It explores the functional relationship between text and context and the generic organisation of text. This subject aims to develop practical skills in text analysis relevant to educational and workplace contexts and to serve as a foundation for further language studies.

015153

Learning and Teaching Literacy

6cp

This subject aims to provide students with the knowledge and skills to enable them to teach literacy in a variety of contexts. It provides an introduction to the relationship between language use and power relationships in our society and an understanding of the nature and development of literacy practices. Students explore the research which supports different concepts of literacy with particular attention given to the understanding of literacy as a social construct. Literacy teaching and learning strategies in L1 and L2 contexts are examined and evaluated in the light of the theoretical frameworks provided in this subject and in the subject, 015152 Language in Social Context.

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.

015157

Curriculum and Methodology (TLOTE)

6cp

This subject is designed to provide an introduction to the theory and methodology in the teaching of LOTE. It includes an overview of past and present trends in methodology and syllabus design and examines goals of language learning. It emphasises the relationship between theory and classroom practice. The practical application of theories of language, learning and teaching to the design of communicative tasks is examined in detail. Students will be expected to demonstrate competence in the effective teaching of LOTE.

015158

Language Development

6cp

This subject provides a critical introduction to research into first and second language development with particular emphasis on social and functional perspectives on language learning, drawing out implications for classroom practice.

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.

015170

English for Academic and Teaching Purposes

6cp

This subject is open to all students, but is particularly designed to assist overseas students. It will develop students' ability to meet the language and technology demands of university courses. Students will develop effective reading and writing strategies for academic literacy needs, drawing on knowledge of reading and writing processes. This subject will analyse key readings from other subjects in the course and provide support to students with writing needs. Other key areas will include the analysis of the discourses of learning and teaching and an examination of the cross-cultural dimensions of these discourses in Australian and overseas contexts.

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.

015250

Practicum 1

6cp

This subject aims to develop initial, practical teaching skills with a focus on management of the learning context, lesson planning and evaluation. The development of these skills is assisted by observation and analysis of lessons given by experienced teachers in the fields of

language, literacy and numeracy; by self and peer evaluation; by discussions with cooperating teachers before and after teaching sessions; and by keeping a reflective journal.

015253

Practicum 2

6cp

This subject provides students with an opportunity to extend the expertise developed in 015250 Practicum 1. It focuses on practical teaching skills including management of the learning context, and the development and evaluation of teaching and learning activities. Students will observe and analyse lessons given by experienced teachers in their field. They will also undertake supervised teaching and complete a reflective practicum journal.

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 some current policies 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. It 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

6cp

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). They will also learn about 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. They will also learn about 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. It 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 and courses for differing kinds of communities. 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. They learn how to carry 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 participants 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 (TESOL). The completed study will count for 50 per cent of the MA (TESOL) 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.

015309

Computing for Adult Educators

4cp

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

015336

Training and Development Practicum

8cp

This subject forms a key part of the Training and Development concentration for students who are undertaking courses other than the BEd. It provides an understanding of the practical application of training methods and training course design principles to workplaces.

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 1997 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; 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; 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. The subject critically evaluates assumptions about gender which are fundamental to the way work is organised, both at the wider social, and at the individual level. Various explanations for the gendered nature of work are evaluated and 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 personal identity. The subject also evaluates anti-discrimination legislation, equal employment opportunity and affirmative action program as strategic interventions which are 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 for 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 specific knowledge and/or skills in need of consolidation, and 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

This subject is an introduction to experiential learning, its values, theories and practices, 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

In this subject participants learn about the application of experiential learning in diverse educational settings while taking account of different learning styles, and practical and ethical issues. It covers 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

Part 1 and 2 of the two subjects under this title are linked and comprise a study of the methods and values characteristic of experiential learning, and the constraints and opportunities for implementation in specific settings. Part 1 allows individuals to research their own practice and carry out 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.

015377

Facilitating Adult Learning at Work

6cp

This subject is designed to ground management development in the process of facilitating adult learning and to link this to the development of 'the learning organisation'. As a core foundation subject it explores how managers can facilitate cultural change and address diversity. It will provide a foundation in adult learning theory as well as opportunities to link it to other educational electives. Note: Attendance for this subject will be negotiated over a semester or six one-day weekend (Saturday) workshops, plus set readings.

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.

015379

Program Design, Implementation and Evaluation of Experiential Learning 2

6cp

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

016001

Workplace Practice 1

in the Graduate Certificate in Adult Education Training

6cp

This subject is designed to assist participants to develop skills in critical and reflective practice. The subject focuses upon training practices within organisations and considers

how the teaching and learning theories studied during the course impact upon professional practices in the workplace. Participants will work closely with a cooperating trainer to document their own work experiences and develop new professional skills. Reflective practice will be encouraged through the use of learning journals, learning partners, self-evaluation and peer feedback, cooperative group work, negotiated learning contracts and team workshops.

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, to critically evaluate learning in a range of contexts and to 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

6cp

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. This subject has been developed in response to current developments in vocational education and training in Australia, and especially to the increasing responsibility of educators and industry to assess achievement and certify competency.

016005

Workplace Practice 2

in the Graduate Certificate in Adult Education in Training

6cp

This subject is designed to further develop the professional training skills of participants. The subject focuses on the relationship between the training practitioner and organisational policies and procedures. Students will learn to use their skills in reflective practice to illuminate relevant issues, such as policy implementation, professional development and quality assurance in teaching and learning. Participants will work closely with a cooperating trainer to develop a portfolio which documents their professional experience.

016006

The Professional Practitioner

6cp

This subject provides an integrative core to the professional field of vocational education and training practice by focusing on the way practitioners acquire knowledge. It also provides an ethical basis for action in various workplace contexts. 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

6cp

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. It also helps participants to critically evaluate these processes within the context of teaching and learning.

016008

Workplace Context

6cp

This subject provides participants 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.

016701

Foundations of Interactive Learning 1

4cp

This subject is designed to develop in the participant 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

This subject 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

This subject focuses on the practical elements of the content presented in the supporting semester units.

016704

Foundations of Interactive Learning 2

4cp

This subject 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

This subject is 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

This subject is designed to extend the content presented in 016703 Courseware Design and Development 1.

016707

Principles of Computer Education

4cp

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

016708

Computer-managed Learning

4cp

This subject introduces participants 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

This subject introduces participants 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

This subject allows participants to demonstrate their ability to articulate the theory and practice of education with that of computers by undertaking a project in an area of computer-based training. This project should be of interest to the participant, and approved and supervised by a lecturer.

016711

Communication Technology and Distance Learning

4cp

This subject 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

This subject provides participants with the ability to use advanced features of authoring tools to develop complex instructional interactions. Participants will also be introduced to the essential components of intelligent tutoring systems.

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.

016714

Dissertation Development and Appraisal

9cp

This subject is designed to help participants 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). Participants will be required to develop a proposal, and critique the proposals of some other participants in the group.

016715

Analysing Professional Practice

9cp

This subject is designed to help participants 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 participants' 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 participants.

School of Teacher Education

The School of Teacher Education offers both undergraduate and postgraduate courses in teacher education. The School is located at the Kuring-gai campus of UTS.

The undergraduate courses are designed to provide initial teacher education, and the Graduate Diploma in Education courses prepare university graduates to teach in secondary schools. Other postgraduate courses offered by the School are for qualified and experienced teachers who wish to extend their professional skills, so they can take on new teaching roles.

The ELSSA and Mathematics Study Centre

The ELSSA and Mathematics Study Centre serves students from all faculties at the Kuring-gai campus. It provides free academic support in the fields of language and learning, and mathematics and science. The Centre's aim is to help students realise their academic potential, and to become self-reliant learners through using appropriate learning strategies.

Students can visit the Centre at their own initiative, or when referred by academic staff.

For inquiries regarding learning and language strategies, please contact Howard Lukeman (9514 5160). For inquiries regarding mathematics, science and learning, please contact Dr Jules Harnett (9514 5186).

Computing facilities for Teacher Education students

Computing facilities are available for students of the School of Teacher Education in the computer laboratory. The laboratory has Macintosh computers with a wide range of software (including recent releases such as Claris Office and Word 6), good multimedia capabilities, and CD-ROM drives. These computers are networked to a laser printer in the room. Students can also gain access to the Internet, the world wide web, e-mail and remote databases.

Referencing procedures

The School of Teacher Education recommends the use of the referencing procedures set out in the Faculty of Education's *Referencing Procedures Guide* (Pettit and Whalan, December 1994). This guide is provided free of charge to all students.

SCHOOL OF TEACHER EDUCATION COURSES AVAILABLE IN 1997

Course name	Course code
Bachelor of Education in Primary Education	TE19
Bachelor of Education in Special Education	TE20
Bachelor of Education in Teacher Librarianship	TE14
Bachelor of Education/Bachelor of Arts in International Studies	TE21
Bachelor of Education in Primary Education (4th year conversion)	TE16
Bachelor of Education in Special Education (4th year conversion)	TE12
Bachelor of Education (Honours)	TE17
Graduate Certificate in Dance Education	TE60
Graduate Certificate in Managing Change in Education	TE61
Graduate Diploma in Children's Literature and Literacy	TE50
Graduate Diploma in Education (Science)	TE51
Graduate Diploma in Education (Mathematics) (not offered in 1997)	TE56
Graduate Diploma in Primary Music (not offfered in 1997)	TE54
Graduate Diploma in Special Education	TE53
Graduate Diploma in Education (Personal Development/ Health/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[1] (Honours)	xxxx
Master of Education in Teacher Education (by coursework)	TE84
Master of Education in Teacher Education (Special Education Specialisation)	TE82
Master of Teaching in Science Teaching (by coursework)	TE83
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 Education/Bachelor of Arts in International Studies	TE21
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

[1] Subject to approval.

Undergraduate courses

INITIAL TEACHER EDUCATION COURSES

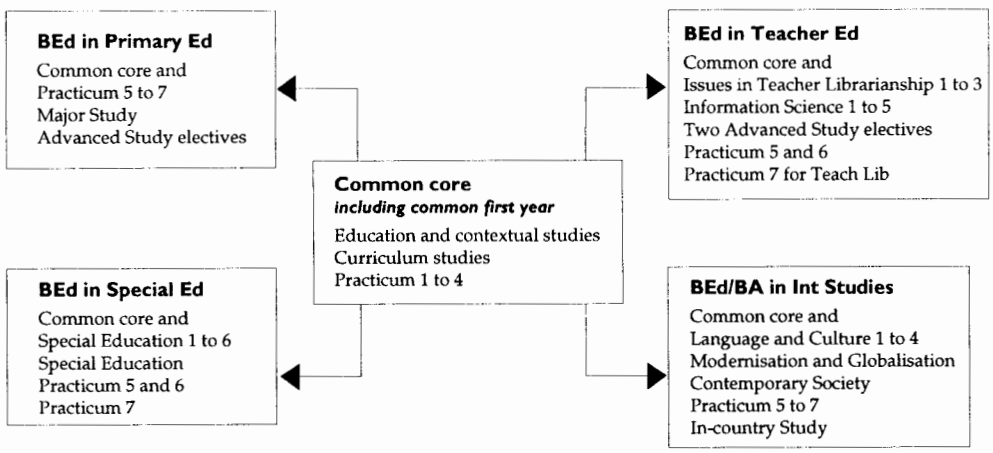
Four new courses are being introduced in 1997: Bachelor of Education in Primary Education, Bachelor of Education in Special Education, Bachelor of Education in Teacher Librarianship, and Bachelor of Education in Primary Education/Bachelor of Arts in International Studies.

The practicum provides an important focus for all courses. In the first three years, students participate in practice teaching experience and in the final year, participate in an extended novice teacher program.

The Department of School Education requires that all participants in subjects that include a practicum component may be subject to criminal record checks. This is particularly aplicable to students engaged in extended practicum experiences (BTeach) and Practicum 7 (BEd).

The four courses share a common first year and a common core, consisting of Practicum Studies, Curriculum Studies and Education and Contextual Studies. This flexible structure allows students to change courses at the end of the first year, if they want to.

The diagram below shows how the four initial teacher education courses are related.



Bachelor of Education in Primary Education

Course code:TE19

This is a four-year full-time degree. It shares a common first year with the Bachelor of Education in Special Education, Bachelor of Education in Teacher Librarianship and Bachelor of Education/Bachelor of Arts in International Studies. These degrees also share a common core consisting of Curriculum Studies and Education Studies. All students will engage in the practicum program which is a focus of the proposed courses. The Bachelor of Education in Primary Education combines theory and practice in a course which prepares students for a career in education and, specifically, teaching in primary schools. The innovative practicum integrates the academic component with practical experience in schools. Students will have the opportunity to participate in practical teaching sessions, and study all six Key Learning Areas taught in primary schools. In addition students will have the opportunity to graduate with a major study of their choice.

Students will have practice teaching experience in the first three years of the course and an extended novice teacher program in the fourth year. The coursework will have five strands as outlined below:

- **Practicum Studies** comprise university coursework and field-based experience.
- **Curriculum Studies** comprise subjects related to the primary school curriculum.
- **Education and Contextual Studies** comprise studies of education and contextual studies.
- the **Major Study** comprises a set of four subjects in a discipline study of professional relevance and of particular interest to the student.
- the **Advanced Elective Study** is a set of three subjects of particular interest to the student which may be taken from the School of Teacher Education or, if from outside the School, with permission of the Head of School of Teacher Education.

Course structure

Semester 1

021311	Information Technology (FY)	4cp
023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
023502	Sociological Bases of Education	4cp
024211	English Education 1 (FY)	6cp
029311	Aboriginal and Torres Strait Islanders History and Cultures	4cp
029312	Australian Studies (FY)	4cp

Semester 2

021311	Information Technology (FY)	—
023112	Practicum 2: Developing Classroom Management	8cp
023501	Developmental Psychology	4cp
024211	English Education 1 (FY)	—
025211	Mathematics Education 1	4cp
027211	PDHPE Education 1	4cp
029312	Australian Studies (FY)	4cp

Semester 3

020211	Visual Art and Craft Education (FY)	6cp
023113	Practicum 3: Promoting Student-centred Learning	8cp
024212	English Education 2 (FY)	4cp
025212	Mathematics Education 2 (FY)	4cp
028211	Science and Technology Education 1	4cp
028212	Personal Development, Health and Physical Education 2	4cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
020211	Visual Art and Craft Education (FY)	—
024212	English Education 2 (FY)	—
025212	Mathematics Education 2 (FY)	—
026211	Music Education 1	4cp
	Major Study (1 of set of 4)	6cp

Semester 5

023115	Practicum 5: Designing Educational Programs	6cp
023505	Educational Research (FY)	4cp
024213	English Education 3: ESL	4cp
025213	Mathematics Education 3	4cp
029211	Social and Environmental Education (FY)	6cp
	Major Study (2 of set of 4)	6cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	6cp
023503	Philosophical Bases of Education	4cp
023505	Educational Research (FY)	4cp
028202	Science and Technology Education 2	4cp

029211	Social and Environmental Education (FY)	—
	Major Study (3 of set of 4)	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational Practice (FY)	8cp[1]
026212	Music Education 2	4cp
024214	English Education 4: Educational Drama	4cp
023600	Analysing Current Issues in Australian Education	4cp
	Major Study (4 of a set of 4)	6cp

Semester 8

023117	Practicum 7: Reflecting on Educational Practice (FY)	—
	Advanced Study Elective	6cp
	Advanced Study Elective	6cp
	Advanced Study Elective	6cp

[1] Students who undertake an International Field Experience in Practicum 7 will complete the Advanced Study Elective *Teaching English to International Students* in Semester 7.

Bachelor of Education in Special Education

Course code:TE20

This is a four-year full-time degree. Completion of the Bachelor of Education in Special Education qualifies students to teach in special education settings as well as in regular primary classrooms. The course shares a common first year with the other Bachelor of Education courses offered by the School of Teacher Education, as well as a common core in later years.

Students who choose this degree, major in Special Education and complete two practicums in special education classrooms. The rest of the program is the same as that taken by students enrolled in the Bachelor of Education in Primary Education.

The Bachelor of Education in Special Education combines academic study and school experience in a course which prepares students to teach people with mild to severe difficulties and disabilities, whose ages range from pre-school to adult.

Course structure

Semester 1

021311	Information Technology (FY)	4cp
023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
024211	English Education 1 (FY)	6cp
023502	Sociological Bases of Education	4cp
029311	Aboriginal and Torres Strait Islanders History and Cultures	4cp
029312	Australian Studies (FY)	4cp

Semester 2

021311	Information Technology (FY)	—
023112	Practicum 2: Developing Classroom Management	8cp
023501	Developmental Psychology	4cp
024211	English Education 1 (FY)	—
025211	Mathematics Education 1	4cp
027211	Personal Development, Health and Physical Education 1	4cp
029312	Australian Studies (FY)	4cp

Semester 3

020211	Visual Art and Craft Education (FY)	6cp
023113	Practicum 3: Promoting Student-centred Learning	8cp
024212	English Education 2 (FY)	4cp
025212	Mathematics Education 2 (FY)	4cp
028211	Science and Technology Education 1	4cp
027212	Personal Development, Health and Physical Education 2	4cp

Semester 4

020211	Visual Art and Craft Education (FY)	—
023114	Practicum 4: Managing Learning Difficulties	8cp
024212	English Education 2 (FY)	—
025212	Mathematics Education 2 (FY)	—
026211	Music Education 1	4cp
023821	Special Education 1	6cp

Semester 5

023505	Educational Research (FY)	4cp
023822	Special Education 2	6cp
023831	Special Education Practicum 1: Assessment, Programming and Evaluation	6cp
024213	English Education 3: ESL	4cp
025213	Mathematics Education 3	4cp
029211	Social and Environmental Education (FY)	6cp

Semester 6

023503	Philosophical Bases of Education	4cp
023505	Educational Research (FY)	—
023823	Special Education 3	6cp

023832	Special Education Practicum 2: Collaborative Participation in Inclusive Service Models	6cp
028202	Science and Technology Education 2	4cp
029211	Social and Environmental Education (FY)	—

Semester 7

023117	Practicum 7: Reflecting on Educational Practice (FY)[1]	8cp
023824	Special Education 4	6cp
023825	Special Education 5	6cp
024214	English Education 4	4cp
026212	Music Education 2	4cp

Semester 8

023117	Practicum 7: Reflecting on Educational Practice (FY)	—
023326	Special Education 6	6cp
023600	Analysing Current Issues in Australian Education	4cp
	Advanced Study Elective	6cp

[1] Students who undertake an International Field Experience in Practicum 7 will complete the Advanced Study Elective *Teaching English to International Students* in Semester 7.

Bachelor of Education in Teacher Librarianship

Course code: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, **Practicum Studies, Curriculum Studies, Education and Contextual Studies, Advanced Elective Studies** (see description under Bachelor of Education in Primary 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 four-year integrated program for teacher librarians at UTS is well suited to the multidimensional role of the teacher librarian. The common first year of the Bachelor of Education enables students to gain a shared basic understanding of learning, teaching and the curriculum. Subsequently, the dual role of teacher and librarian for the information professional in the school is emphasised through the study of subjects in both teacher education and information studies during the remaining years of the four year course. The development of competencies in education, librarianship and administration is emphasised throughout. Theory is complemented by practice in a practicum program which provides students with experience in both the roles of a student teacher and a student teacher librarian.

Course structure

Semester 1

021311	Information Technology (FY)	4cp
023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
023502	Sociological Bases of Education	4cp
024211	English Education 1 (FY)	6cp
029311	Aboriginal and Torres Strait Islanders History and Cultures	4cp
029312	Australian Studies (FY)	4cp

Semester 2

021311	Information Technology (FY)	—
023112	Practicum 2: Developing Classroom Management	8cp
023501	Developmental Psychology	4cp
024211	English Education 1 (FY)	—
025211	Mathematics Education 1	4cp
027211	Personal Development, Health and Physical Education 1	4cp
029312	Australian Studies (FY)	4cp

Semester 3

020211	Visual Art and Craft Education (FY)	6cp
023113	Practicum 3: Promoting Student-centred Learning	8cp
024212	English Education 2 (FY)	4cp
025212	Mathematics Education 2 (FY)	4cp
028211	Science and Technology Education 1	4cp
55431	Information Science 1	4cp
55440	Issues in Teacher Librarianship 1 (FY)	4cp

Semester 4

020211	Visual Art and Craft Education (FY)	—
023114	Practicum 4: Managing Learning Difficulties	8cp
024212	English Education 2 (FY)	—
025212	Mathematics Education 2 (FY)	—
026211	Music Education 1	4cp
55432	Information Science 2	4cp
55440	Issues in Teacher Librarianship 1 (FY)	—

Semester 5

023115	Practicum 5: Designing Educational Programs	6cp
024213	English Education 3: ESL	4cp
025213	Mathematics Education 3	4cp
029211	Social and Environmental Education (FY)	6cp
55433	Information Science 3	4cp
55441	Issues in Teacher Librarianship 2 (FY)	6cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	6cp
023503	Philosophical Bases of Education	4cp
028202	Science and Technology Education 2	4cp
029211	Social and Environmental Education (FY)	—
55434	Information Science 4	4cp
55441	Issues in Teacher Librarianship 2 (FY)	6cp

Semester 7

023505	Educational Research (FY)	4cp
024214	English Education 4	4cp
026212	Music Education 2	4cp
027212	Personal Development, Health and Physical Education 2	4cp
55108	Practicum 7: Managing Information Services in the School Library (FY)	8cp
55435	Information Science 5	4cp
55442	Issues in Teacher Librarianship 3 (FY)	6cp

Semester 8

023505	Educational Research (FY)	4cp
55108	Practicum 7: Managing Information Services in the School Library (FY)	
	Advanced Study Elective[1]	4cp
	Advanced Study Elective[1]	6cp
55442	Issues in Teacher Librarianship 3 (FY)	—

[1] One elective must be chosen from the Faculty of Humanities and Social Sciences.

Bachelor of Education/ Bachelor of Arts in International Studies

Course code:TE21

The combined degree in Education and International Studies aims to provide students with the professional education necessary for preparation for primary teaching, while at the same time providing an opportunity to acquire knowledge and understanding of another language and culture.

The Bachelor of Education/Bachelor of Arts in International Studies is a five-year degree. Students spend the fourth year of study at a university overseas. All existing arrangements for both the Bachelor of Education and the Bachelor of Arts in International Studies apply equally to the combined degree program.

In the first year, students undertake the same core Teacher Education program as other Bachelor of Education students. Then, in the second and third years, they continue their study of Teacher Education while studying a particular language and culture in preparation for spending their fourth year at a university overseas. The fifth year is spent completing the Teacher Education program. Combined degree students complete the same core strands of Practicum Studies, Curriculum Studies and Education and Contextual Studies as other Bachelor of Education students but in place of the Major Study and Advanced Elective Study strands they do the International Studies program.

The Bachelor of Education/Bachelor of Arts in International Studies includes academic study and school experience in a combined degree thus ensuring that students will be well equipped to meet the challenges of local and international teaching.

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.

The Education component will include three strands:

- Practicum Studies, comprising university fieldwork and field-based experience
- Curriculum Studies, comprising subjects related to the primary school curriculum
- Education and Contextual Studies, comprising studies in education and a variety of contextual studies.

The International Studies program requires undergraduates to study one major – a country or region of specialisation – over a minimum of three years. 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; 8 credit points (one subject) on Modernisation and Globalisation; 8 credit points (one subject) on Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in a country of the major. In 1997, the following majors will be offered: Argentina, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Poland, Russia, Serbia, Slovenia, South China, South-East Asia, Spain, Taiwan, Thailand and Ukraine.

There are no prior language requirements for the International Studies component of this combined degree, however, some majors within the International Studies program do have specific admission requirements. The France, Germany and Italy majors are restricted to students who have successfully completed French, German or Italian at HSC level (excluding Z courses) or equivalent as appropriate to their specialisation. The Greece, Poland, Russia, Serbia, Slovenia and Ukraine majors are restricted to students with a sound working knowledge of the language of their specialisation. Students are admitted to the International Studies program with no guarantee of entry to a specific major, although every effort is made in trying to meet students' preferences.

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*.

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 over and above those incurred by students living away from home in Sydney. However, those studying in countries or regions where the cost of living is high – notably in Argentina, Japan, Taiwan, Hong Kong, France and Germany – 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 1997, the following Language and Culture programs are available at UTS: Cantonese, Chinese, Indonesian, Japanese, Malaysian, Modern Standard Chinese and Spanish. In addition, arrangements have been made for the following language programs to be taught to UTS students at other universities in the Sydney area: Croatian, French, German, Greek, Italian, Polish, Russian, Serbian, Slovenian, Thai and Ukrainian. Again, the selection of a Language and Culture program is determined by the student's choice of major.

Modernisation and Globalisation

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 Europe, Latin America, East Asia and South-East Asia. All students take this subject to help them locate the culture of their major in its intellectual, social and political contexts.

The second is Contemporary Society, 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.

The following Contemporary Society subjects are taken in each major:

Argentina	Contemporary Latin America
Chile	Contemporary Latin America
China	Contemporary China
Croatia	Contemporary Europe
France	Contemporary Europe
Germany	Contemporary Europe
Greece	Contemporary Greece
Indonesia	Contemporary South-East Asia
Italy	Contemporary Europe
Japan	Contemporary Japan
Latin America	Contemporary Latin America
Malaysia	Contemporary South-East Asia
Poland	Contemporary Europe
Russia	Contemporary Europe
Serbia	Contemporary Europe
Slovenia	Contemporary Europe
South China	Chinese East Asia
South-East Asia	Contemporary South-East Asia
Spain	Contemporary Europe
Taiwan	Chinese East Asia
Thailand	Contemporary South-East Asia
Ukraine	Contemporary Europe

Modernisation and Globalisation is offered in collaboration with the Faculty of Humanities and Social Sciences. Contemporary Society subjects are taught by the Institute and are open to all UTS students.

In-country Study

Undergraduate students undertaking a combined degree with International Studies spend two semesters of In-country Study at a university or institution of higher education overseas, determined by the student's International Studies major. The precise study content will vary with each major, student language proficiency, the host institution and the course of study. For most students, the first semester is devoted exclusively to language and culture studies, while the second semester, where possible, is geared to the student's professional training.

Student placements at overseas universities and institutions of higher education are arranged, administered and assessed by the Institute for International Studies. All students are expected to fully complete their programs of In-country Study including all examinations and other requirements. However, assessment for In-country Study subjects is based on a combination of moderated assessment from the overseas institution and additional project work, with overall assessment administered by the Institute.

Should students encounter difficulties during their period of In-country Study, the Institute will maintain a system of pastoral care. In special cases provision will be made for students to vary their program of study to fit individual circumstances. Students would be expected to complete their International Studies program by taking alternative subjects from the List of Approved Substitute Subjects in this handbook.

Undergraduate students may expect, in most cases, that the cost of living for the period of In-country Study will not exceed the cost of living in Australia. However, those studying in countries or regions where the cost of living is high – Japan, Argentina, Taiwan, Hong Kong, France and Germany – should be prepared to pay additional costs for accommodation and maintenance.

For undergraduates, 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. The Institute has been informed that students receiving Austudy in Australia are still eligible to receive it while they are engaged in a period of In-country Study.

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 in 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.

The Institute reserves the right to vary arrangements for specific In-country Study Programs in the event that, in the Institute for International Studies' judgment, conditions are considered unsafe, unstable or present difficulties or dangers to life or study.

Before students engage in a period of In-country Study, they may be required to meet appropriate financial and enrolment requirements. They are also required to agree to be governed by the Institute's Conditions of Participation for a Period of In-country Study, and to abide by the regulations of the host institution and the laws of the host country.

Course structure

Semester 1

021322	Information Technology (FY)	4cp
023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
023502	Sociological Bases of Education	4cp
024211	English Education 1 (FY)	6cp
029311	Aboriginal and Torres Strait Islanders History and Cultures	4cp
029312	Australian Studies (FY)	4cp

Semester 2

021311	Information Technology (FY)	—
023112	Practicum 2: Developing Classroom Management	6cp
023501	Developmental Psychology	4cp
024211	English Education 1 (FY)	—
025211	Mathematics Education 1	4cp
027211	Personal Development, Health and Physical Education 1	4cp
029312	Australian Studies (FY)	4cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	6cp
971xxx	Language and Culture 1	8cp
025212	Mathematics Education 2 (FY)	4cp
027212	Personal Development, Health and Physical Education 2	4cp
028211	Science and Technology Education 1	4cp
029312	Australian Studies (FY)	4cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
972xxx	Language and Culture 2	
025212	Mathematics Education 2 (FY)	—
026211	Music Education 1	4cp
029312	Australian Studies (FY)	—

Semester 5

020211	Visual Art and Craft Education (FY)	6cp
	Modernisation and Globalisation	8cp
023115	Practicum 5: Designing Educational Programs	6cp
024213	English Education 3: ESL	4cp
973xxx	Language and Culture 3	8cp
59341	Modernisation and Globalisation	8cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	6cp
029211	Visual Art and Craft Education (FY)	—
976xxx	Contemporary Society	8cp
974xxx	Language and Culture 4	8cp

Semester 7

In-country Study

Semester 8

In-country Study

Semester 9

023117	Practicum 7: Reflecting on Educational Practice (FY)[1]	8cp
024212	English Education 2A (FY)	6cp
024214	English Education 4	4cp
025213	Mathematics Education 3	4cp
026212	Music Education 2	4cp
029211	Social and Environmental Education (FY)	6cp

Semester 10

023117	Practicum 7: Reflecting on Educational Practice (FY)	—
023503	Philosophical Bases of Education	4cp
024212	English Education 2A (FY)	—
028212	Science and Technology Education 2	4cp
029211	Social and Environmental Education (FY)	—

[1] Students who undertake an International Field Experience in Practicum 7 will complete the Advanced Study Elective Teaching English to International Students in Semester 9.

In the fifth year of their combined degree program, students could draw on and extend their in-country experience by tailoring Practicum 7 to their area of special interest. For example, students could carry out Practicum 7 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.

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 1997, the Institute is offering Language and Culture programs in Cantonese, Chinese, Indonesian, Japanese, Malaysian and Spanish on UTS campuses through arrangements with the Insearch Language Centre. Higher levels of these languages may be offered through arrangements with other universities in the Sydney area.

Croatian, French, German, Greek, Italian, Korean, Polish, Russian, Serbian, Slovenian, Thai and Ukrainian are offered to UTS students through arrangements that have been made with other Sydney universities. In addition, it is always possible for individual arrangements to be made to enable UTS students to study other language programs.

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 Europe.

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 Institute for International Studies, UTS, 9 Broadway, Sydney, NSW 2007; telephone 9514 1574, fax 9514 1578.

International Studies majors

Argentina

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: Contemporary Latin America	8cp
97751x	In-country Study 1: Argentina	24cp
97851x	In-country Study 2: Argentina	24cp

Chile

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: Contemporary Latin America	8cp
97752x	In-country Study 1: Chile	24cp
97852x	In-country Study 2: Chile	24cp

China

971111	Chinese Language and Culture 1	
	or	
971101	Modern Standard Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	
	or	
972101	Modern Standard Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	
	or	
973101	Modern Standard Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	
	or	
974101	Modern Standard Chinese Language and Culture 4	8cp
59341	Modernisation and Globalisation	8cp
976111	Contemporary Society: Contemporary China	8cp
977111	In-country Study 1: China	24cp
978111	In-country Study 2: China	24cp

Croatia

971744	Croatian 1	8cp
972744	Croatian 2	8cp
973744	Croatian 3	8cp
974744	Croatian 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Eastern Europe	8cp
977741	In-country Study 1: Croatia	24cp
978741	In-country Study 2: Croatia	24cp

France

971414/5	French 1	8cp
972414/5	French 2	8cp
973414/5	French 3	8cp
974414/5	French 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Western Europe	8cp
97741x	In-country Study 1: France	24cp
97841x	In-country Study 2: France	24cp

Germany

971424/5	German 1	8cp
972424/5	German 2	8cp
973424/5	German 3	8cp
974424/5	German 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Western Europe	8cp
97742x	In-country Study 1: Germany	24cp
97842x	In-country Study 2: Germany	24cp

Greece

971710	Greek 1	8cp
972710	Greek 2	8cp
973710	Greek 3	8cp
974710	Greek 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Eastern Europe	8cp
977710	In-country Study 1: Greece	24cp
978710	In-country Study 2: Greece	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: Contemporary South-East Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

Italy

971434/5	Italian 1	8cp
972434/5	Italian 2	8cp
973434/5	Italian 3	8cp
974434/5	Italian 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Western Europe	8cp
97743x	In-country Study 1: Italian	24cp
97843x	In-country Study 2: Italian	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: Contemporary Japan	8cp
977210	In-country Study 1: Japan	24cp
978210	In-country Study 2: 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: Contemporary Latin America	8cp
	either	
97751x	In-country Study 1: Argentina	24cp
97852x	In-country Study 2: Chile	24cp
	or	
97752x	In-country Study 1: Chile	24cp
97851x	In-country Study 2: Argentina	24cp

Malaysia

971331	Malaysian Language and Culture 1	8cp
972331	Malaysian Language and Culture 2	8cp
973331	Malaysian Language and Culture 3	8cp
974331	Malaysian Language and Culture 4	8cp
59341	Modernisation and Globalisation	8cp
976301	Contemporary Society: Contemporary South-East Asia	8cp
977331	In-country Study 1: Malaysia	24cp
978331	In-country Study 2: Malaysia	24cp

Poland

971764	Polish 1	8cp
972764	Polish 2	8cp
973764	Polish 3	8cp
973764	Polish 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Europe	8cp
977760	In-country Study 1: Poland	24cp
978760	In-country Study 2: Poland	24cp

Russia

971734	Russian 1	8cp
972734	Russian 2	8cp
973734	Russian 3	8cp
974734	Russian 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Society: Contemporary Europe	8cp

977730 In-country Study 1: Russia 24cp
978730 In-country Study 2: Russia 24cp

Serbia

971724 Serbian 1 8cp
972724 Serbian 2 8cp
973724 Serbian 3 8cp
974724 Serbian 4 8cp
59341 Modernisation and Globalisation 8cp
976701 Contemporary Society: Contemporary Eastern Europe 8cp
977720 In-country Study 1: Serbia 24cp
978720 In-country Study 2: Serbia 24cp

Slovenia

971754 Slovenian 1 8cp
972754 Slovenian 2 8cp
973754 Slovenian 3 8cp
974754 Slovenian 4 8cp
59341 Modernisation and Globalisation 8cp
976701 Contemporary Society: Contemporary Eastern Europe 8cp
977750 In-country Study 1: Slovenia 24cp
978750 In-country Study 2: Slovenia 24cp

South China

971121 Cantonese Language and Culture 1
or
971111 Chinese Language and Culture 1
or
971101 Modern Standard Chinese Language and Culture 1 8cp
972121 Cantonese Language and Culture 2
or
972111 Chinese Language and Culture 2
or
972101 Modern Standard Chinese Language and Culture 2 8cp
973121 Cantonese Language and Culture 3
or
973111 Chinese Language and Culture 3
or
973101 Modern Standard Chinese Language and Culture 3 8cp
974121 Cantonese Language and Culture 4
or
974111 Chinese Language and Culture 4
or
974101 Modern Standard Chinese Language and Culture 4 8cp
59341 Modernisation and Globalisation 8cp
976101 Contemporary Society: Chinese East Asia 8cp
97712x In-country Study 1: Hong Kong or Guangzhou 24cp
97812x In-country Study 2: Hong Kong or Guangzhou 24cp

South-East Asia

971331 Malaysian Language and Culture 1 8cp
972331 Malaysian Language and Culture 2 8cp
973331 Malaysian Language and Culture 3 8cp
974331 Malaysian Language and Culture 4 8cp
or
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: Contemporary South-East Asia 8cp
either
977331 In-country Study 1: Malaysia 24cp
978311 In-country Study 2: Indonesia 24cp
or
977311 In-country Study 1: Indonesia 24cp
978331 In-country Study 2: Malaysia 24cp

Spain

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
976401 Contemporary Society: Contemporary Western Europe 8cp
977451 In-country Study 1: Spain 24cp
978451 In-country Study 2: Spain 24cp

Taiwan

971111 Chinese Language and Culture 1
or
971101 Modern Standard Chinese Language and Culture 1 8cp
972111 Chinese Language and Culture 2
or
972101 Modern Standard Chinese Language and Culture 2 8cp
973111 Chinese Language and Culture 3
or
973101 Modern Standard Chinese Language and Culture 3 8cp
974111 Chinese Language and Culture 4
or
974101 Modern Standard Chinese Language and Culture 4 8cp
59341 Modernisation and Globalisation 8cp
976101 Contemporary Society: Chinese East Asia 8cp
977131 In-country Study 1: Taiwan 24cp
978131 In-country Study 2: 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
976101	Contemporary Society: South-East Asia	8cp
977122	In-country Study 1: Thailand	24cp
978122	In-country Study 2: Thailand	24cp

Ukrainian

971774	Ukrainian 1	8cp
972774	Ukrainian 2	8cp
974774	Ukrainian 3	8cp
974774	Ukrainian 4	8cp
59341	Modernisation and Globalisation	8cp
977770	In-country Study 1: Ukraine	24cp
978770	In-country Study 2: Ukraine	24cp

Further details of subjects in International Studies 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).

For more information on the International Studies program, telephone 9514 1574, fax 9514 1578 or e-mail iisinfo@uts.edu.au

CONVERSION COURSES FOR QUALIFIED TEACHERS

Bachelor of Education in Special Education

Course code: TE12

4th year conversion

Course Coordinator: Joan Jardine

This is a one-year full-time, or two-year part-time course. The course is designed to meet the needs of graduates from a three-year Bachelor in Teaching or Diploma in Teaching. Teachers with a two-year Teacher's Certificate may also apply and will need to undertake additional units. School leavers and others beginning their tertiary studies should refer to Bachelor of Education in Special Education, TE20, four-year course, in the Initial Teacher Education Courses section of this book.

This course combines academic study and school experience in preparing students to teach people with mild to severe difficulties and disabilities. The course takes a non-categorical approach to disability, basing its approach on instructional need rather than etiology of disability. The needs of people of all ages are addressed with an emphasis on the school years. The Bachelor of Education in Special Education (TE12) has been designed to respond to increasing demands for staff with special education expertise in educational and community service systems. Completion of the course qualifies students to teach in any special education setting other than those for persons with visual and/or aural impairment.

Semester 1

023822	Preventing and Remediating Difficulties in Reading and Spelling	6cp
023823	Educating Students who have Difficulties with Written Text	6cp
023825	Educating Students with Moderate and High Support Needs	6cp
023831	Practicum 1: Assessment Programming and Evaluation *(includes field experience)*	6cp

Semester 2

023821 Managing Challenging Behaviours 6cp
023824 Numeracy Instruction for Students with Special Education Needs 6cp
023826 Educating students with delayed or disordered communication 6cp
023832 Practicum 2: Collaborative Participation in inclusive service models 6cp
(includes field experience)

Bachelor of Education in Primary Education

Course code:TE16

4th year conversion

The Bachelor of Education is a one-year full-time or two-year part-time course for qualified teachers. School leavers and others beginning their tertiary studies should refer to Bachelor of Education in Primary Education (TE19), four-year course, in the Initial Teaher Education Courses section of this book.

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

The course is divided into two strands: **Strand A** – the compulsory subjects for full-time and part-time students, and **Strand B** – a choice of electives.

Full-time students

025701 Advanced Mathematics Teaching 5cp
024701 Approaches to the Teaching of English 5cp
023107 The Reflective Practitioner in the School (Mode A) 8cp
or
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 students

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 compulsory for all students enrolled in the Bachelor of Education Conversion Course. 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 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. This mode involves an extended teaching experience for a period of eight weeks in the same school.

Mode B: Part-time Teacher program – for part-time students who are beginning teachers not yet in permanent teaching positions. Such students may elect to do 40 days continuous or 60 days non-continuous teaching experience. If students are unable to complete the required number of days in the first year, they will be able to participate in the Associate Teacher program in their second year of enrolment.

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.

In the reflective experience component of the subject, depending on the mode, students will be engaged in reflective inquiry on aspects of teaching and schooling at a level commensurate with their experience.

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 five 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, and 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 (elective subjects)

All subjects have a credit point value of 5cp. Not all subjects will be offered every year.

Full-time and part-time students

020701 Aspects of Art/Craft Education
021701 Computer-based Learning
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
023809 Preventing and Remediating Reading Difficulties
024701 Approaches to the Teaching of English
024702 Issues in the Teaching of English (K–6)
024703 Teaching English to International Students
025701 Advanced Mathematics Teaching
025702 Remedial Mathematics
025703 Curriculum and Resource Design in Mathematics
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
028703 Environmental Education
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)
029701 Aboriginal Studies
029702 Teaching Social Studies: An Intercultural Approach
023813 Managing Behavioural Difficulties.

Two subjects may be chosen from outside the School of Teacher Education (with permission of the Head of School).

Bachelor of Education (Honours)

Course code:TE17

The Bachelor of Education (Honours) is a one-year full-time program for graduates of the Bachelor of Teaching in Primary Education.

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) In this Bachelors 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.

Semester 1

Compulsory subjects

023698	Honours Seminar (FY)	3cp
023699	Honours Thesis (FY)[1]	5cp
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 (FY) (cont.)	2cp
023699	Honours Thesis (FY) (cont.)[1]	15cp

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.

[1] 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.

Postgraduate courses

Graduate Certificate in Dance Education

Course code:TE60

Course Coordinator: Merilyn McClung

The Graduate Certificate in Dance Education is a one-year, part-time course which will be offered in an alternative mode. It is designed for teachers, graduate students and community dance artists who are involved in providing educational opportunities for school students to study interrelated components of dance. Students will undertake a common core of subjects with opportunities to pursue individual areas of interest within each subject. The course will be delivered in a mixed mode using lectures and workshops including intensive weekend and/or school vacation blocks.

The aim of the Graduate Certificate in Dance Education is to develop participants' understandings of the roles, responsibilities and requirements of an effective dance educator in the school setting, by providing opportunities to draw upon, develop and consolidate their knowledge, skills and experiences.

To be eligible for admission to the Graduate Certificate in Dance Education applicants will be (a) graduates in a movement-based discipline or have qualifications and/or professional experience deemed equivalent, and appropriate, by the Head of School; and (b) experienced in the dance/movement area.

Course structure

The course consists of four subjects, within which there will be scope for students to pursue areas of interest. The subjects will have a weighting of six credit points each (total 24 credit points).

027901	Dance Method 1 Performance	6cp
027902	Dance Method 2 Composition	6cp
027903	Historical Perspectives: Appreciation of Dance in the 20th Century	6cp
027904	Issues in Dance Education	6cp

Graduate Certificate in Managing Change in Education

To be offered from July 1997.

Course code:TE61

Course Coordinator: Geoff Scott/Christine Deer

Rapid educational and structural changes occurring in education in the last few years have resulted in people at every level of our education systems having to learn how to manage innovations effectively. Innovations have occurred in teaching and learning, in curriculum and assessment, in the use of technologies and in workplace structures.

This course is designed for people who are looking for the opportunity to address how they will manage change and learn about the changes in the context of their professions.

Assessment

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

1. a negotiated workplace learning project;
2. assessment of a set of learning tasks incorporated in the self teaching materials provided for each subject.

Attendance

Students will be required to attend: (a) two block meetings totalling 6 days attendance in Sydney in order to complete the workshop and practicum requirements for the two compulsory subjects in the course; (b) participate in small group conferencing in their workplace and 1:1 learning with tutors via teleconferencing and where possible electronic exchange of data.

They will also be required to participate in mixed mode delivery of the other two subjects chosen to complete the course.

(a) Applicants for admission should have an undergraduate degree or a three-year diploma at tertiary level in a relevant field, or such equivalent tertiary qualification acceptable by the Faculty.

(b) Provision will be made for special admission for applicants who, while not meeting the requirements for admission outlined in (a) above, can demonstrate appropriate prior knowledge and the capacity for postgraduate study.

Course structure

The course will consist of four subjects. All students must take two core subjects in their first semester of enrolment: 023901 Managing Change in Education, and 023902 Workplace Reform and Changing Structures in Education.

In addition they must undertake two action-research subjects (normally two in their second semester of enrolment). Their choice of action-research subjects will be directly tied to their current and emerging workplace needs. The subjects, for the period 1997-1999, from which they will be able to choose will include either:

(a) the following specially designed subjects:

023903 Managing Innovations: Curriculum Change
023904 Managing Innovations: New Technologies in Education
023905 Managing Innovations: New Approaches to Teaching and Learning
023906 Managing Innovations: Teaching and Learning for Informed Citizenship
023907 Managing Innovations: Changes in Assessment and Reporting

or

(b) following negotiation with the Course Coordinator, a student may choose a subject from another course in the Faculty of Education.

Subsequently new self-instructional packages will be developed and others deleted following the identification of current change 'hot spots' in education.

The course will be delivered for most subjects in mixed mode. That is, it will use a mixture of intensive workshops, a practicum program, individual learning materials, telephone counselling, learning partnerships and negotiated learning contracts involving workplace research.

Subjects will only be run, however, if the number enrolling justifies it.

Graduate Diploma in Children's Literature and Literacy

Course code:TE50

Course Coordinator: Rhondda Brill

See also Master of Arts in Children's Literature and Literacy TE75.

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.

Graduate Diploma in Education

Course code: TE51, TE58

Course 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 may be 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: Personal Development/Health/Physical Education (TE58), and Science (TE51). These subjects aim to prepare students to become effective educators in their key learning area, and the link with the practicum will help them 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 PDHPE elective requires a degree in Human Movement Studies or equivalent; and admission to the Science elective requires $^{2}/_{9}$ of a degree in one Science discipline and $^{1}/_{9}$ of a degree in another, provided that Physics and/or Chemistry are included.

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

Semester 1

Curriculum areas

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

Curriculum areas

027001 Learning in Personal Development, Health and Physical Education (FY) (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 Special Education

Course code:TE53

Course Coordinator: Joan Jardine

This course is one-year full-time or equivalent. Academic study and school experience are combined to prepare students to teach people with mild to severe difficulties and disabilities whose ages range from pre-school to adult. The course presents a non-categorical approach to education for persons who need additional support. Support for students in mainstream classes and the provision of an alternative, functional approach to education are both examined. Completion of the Graduate Diploma in Special Education qualifies students to teach in any special education setting other than those for persons with visual and/or aural impairment.

Applicants are required to have satisfactorily completed an appropriate degree or diploma. Normally, this qualification will be a degree in education, or a degree with a major in education, but related degrees, such as those in nursing or speech pathology, or an arts degree with a relevant major, may be considered.

Course structure

The full-time structure of the course is as follows.

Semester 1

023852	Reading and Spelling Instruction for Students with Special Education Needs	6cp
023853	Written Text and Students with Learning Difficulties	6cp
023855	Instructional Issues in the Education of Students with Moderate and High Support Needs	6cp
023861	Practicum 1: Exceptional Teaching *(includes field experience)*	6cp

Semester 2

023851	Educational Perspectives on the Management of Challenging Behaviours	6cp
023854	Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp
023856	Delayed or Disordered Communication: An Educational Approach	6cp
023862	Practicum 2: Future Directions in Special Education Service Delivery *(includes field experience)*	6cp

Graduate Diploma in Primary Music

Not offered in 1997.

Course code:TE54

The Graduate Diploma in Primary Music is intended for practising teachers in early or middle childhood who possess an initial teacher degree, or 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

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

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

Graduate Diploma in Music Therapy

Course code:TE59

Course 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 (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 (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 (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 (includes Practicum 4)	7cp
026914	Music Skills and Application 4	3cp

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 unsatisfaory 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 faile to complete successfully any one of these subjects will be deemed to be making unsatisfaory progress and may have his/her registration discontinued by the Faculty Board.

Master of Arts in Children's Literature and Literacy (by coursework)

See also the Graduate Diploma in Children's Literature and Literacy (TE50).

Course code:TE75

Course Coordinator: Rhondda Brill

This is a part-time program normally extending over four semesters. In 1997, there is a possibility that the course will be offered in a mixed mode. 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 (by thesis)

Course code: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 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 Bachelors degree of the University of Technology, Sydney

or

(ii) possess an equivalent qualification

or

(iii) submit such other evidence of general and professional qualifications as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies; and

b. satisfy such additional requirements for admission to a particular program, if any, as may be prescribed by the Academic Board.

Subject to approval the Master of Education (by thesis) will be superseded by the Master of Education (Honours) in 1997.

Master of Education in Teacher Education (by coursework)

Course code:TE82/TE84

Course Coordinator: Gilda Segal

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 Master of Education in Teacher Education applies intellectual rigour and theoretical sophistication in advancing the discipline of Education in a practical context. It aims to improve the profession of education, in the classroom, administration, policy making and 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	6cp
025962	Mathematical Communication	6cp
026961	Issues in Music Education	6cp
027962	Teaching Controversial Issues in PDHPE	6cp
027965	School, Sport and Society	6cp
028961	Learning in Science and Technology	6cp

Teaching and Learning and Special Education

023870	Researching Practice in Special Education	6cp
023871	Learning Difficulties and Learning to Read and Spell	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
023877	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

023965	Introduction to Educational Research	6cp
023981	Qualitative Research in Education	6cp
023991	Minor Independent Study	12cp
023992	Major Independent Study	24cp

Master of Teaching in Science Teaching (by coursework)

Course code:TE83

Course Coordinator: Mark Cosgrove

Participants

This course is one year full time or equivalent, and is a postgraduate degree for science educators in early and mid career who wish to become professional and academic leaders in science teaching. Through a set of four coursework subjects and a thesis, participants will advance their theory and practice of science education, becoming knowledgeable, confident and discriminating science education researchers.

Course aims

In this course, students will:

1. advance their theory and practice of science education;
2. develop their knowledge of the evolution of the disciplines of science and of science education, up to and including the implications for science and science education of current and likely advances in computer and communications technologies;
3. articulate, understand the values behind and address in their practice those issues which influence the science education enterprise; and
4. become knowledgeable, confident and discriminating science education researchers.

Assessment

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

Eligibility

Students seeking entry to the Master of Teaching in Science Teaching will be able to demonstrate a capacity for advanced study. They will normally be graduates with some years' teaching experience. The minimal qualifications are a degree with science subjects at an advanced level, and a recognised teaching qualification, such as a Graduate Diploma of Education, or a four-year degree in science and science education.

Course structure

This course is not due for commencement until Spring Semester 1997. There is a possibility that the course will be offered in a flexible mixed mode, with a block of sessions in July and the remaining sessions distributed throughout the rest of the semester.

The course has a five-subject format, the individual subjects being:

028981	Advanced Science Education	8cp
028982	Research in Science Education	8cp
028983	Studies in the History of Science and Science Education	8cp
028984	Issues in Science Education	8cp
028911	Research Project	16cp

The first two listed subjects constitute the foundation of the course and are to be studied first.

Doctor of Philosophy

Course code: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 at the end of the handbook. There are no coursework requirements, but 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 Bachelors 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 Bachelors degree with Second Class Honours for which there is no division of Second Class Honours, and the Academic Board is satisfied that the standard attained by the candidate is equivalent to that which is required at this university for Second Class Honours (Division 1) or equivalent;

   or

   c. hold from another tertiary educational institution a Bachelors degree with First Class Honours or Second Class Honours (Division 1) or a 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 years study in this university as a Master's or Master's qualifying student reached a standard equivalent to that of a Bachelors degree with Honours;

   or

   e. be a graduate of at least two years' standing of this university or another tertiary educational institution whose research publications and written reports on work carried out by the applicant satisfy the Academic Board that he/she has the ability and experience to pursue his/her proposed course of study;

   or

   f. 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

Course code:TE96

Course Coordinator: Associate Professor 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 Bachelors 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[1]	9cp
016713	Lifelong Education, Research and Practice[1]	9cp
023999	Research Literacies	9cp
016714	Dissertation Development and Appraisal[1]	9cp

[1] See School of Adult Education section of this handbook for subject descriptions.

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

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.

Subject descriptions

The subject descriptions shown below indicate the subject number and name, courses in which subject is offered, the number of credit points for the subject (e.g. 3cp), the duration of the subject, indicated as number of semesters, and the number of formal contact hours each week (e.g. 4hpw). For some subjects, there may also be practical components off campus, and prerequisites or corequisites. Also shown are the method of assessment, the name of the subject coordinator (if known), and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject referred to. Corequisites can be completed before or taken concurrently with the subject referred to.

Subjects offered by the School of Teacher Education are listed first, followed by those offered by other faculties. Subjects offered by the School of Adult Education are listed in a different section of this Handbook. Please note that not all elective subjects are offered every year.

020202

Art and Craft Education 2

BTeach/BEd T Lib
3cp; 2hpw; prerequisite: 020201 Art and Craft Education 1; 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.

020211

Visual Arts and Craft Education

BEd Prim, BEd Spec Ed, BEd T Lib, B.Teach/BA
6cp; 3hpw for two semesters; subject coordinator: A Bamford

Visual arts and craft is an essential component of primary education. This year-long subject aims to develop skills and positive attitudes in an intellectual, practical and aesthetic context. Students will study theories and research on child art development and apply this knowledge to the development of imaginative, exciting and sequential learning programs in visual arts and craft. Students will explore the nature of art. A range of making and appraisal activities enable students to gain a detailed understanding of the diverse and comprehensive nature of visual arts in the classroom. Students will develop competencies in both two- and three-dimensional forms, and be encouraged to reflect upon the importance of art in the total education of the child.

020301

Aspects of Australian Art

BTeach/BEd T Lib general studies elective
3cp; 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.

020402

Art Studies 2

BTeach/BEd T Lib
elective major; compulsory attendance
4cp; 3hpw; subect coorindator: 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.

020403

Arts Studies 3

BTeach/BEd T Lib
elective major; compulsory attendance
4cp; 3hpw; prerequiste: 020401 Arts Studies 1 or 020402 Arts Studies 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 unexecpted 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.

020404

Arts Studies 4

BTeach/BEd T Lib
elective major; compulsory attendance
4cp; 3hpw; prerequisites: 020401 Arts Studies 1; 020402 Art Studies 2; 020403 Art Studies 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, parctical 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

Arts Studies 5

BTeach/BEd T Lib
elective major; compulsory attendance
4cp; 3hpw; prerequisite: 020404 Arts 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.

020411

Art Major Study 1: People in Art

BEd Prim
6cp; subject coordinator: A Bamford

By studying a single theme in art, students will explore change and continuity in visual expression. Students will gain an understanding of the complexity and diversity of imagery on the theme of people and develop investigative skills and practical techniques that allow scholarly analysis of art. Art will be viewed as a form of social and personal communication that serves a range of purposes. Through the theme of 'People in Art' students will explore aspects of human existence and identity that will inform personal explorations in art and teaching practices.

020412

Art Major Study 2: A Sense of Place

BEd Prim
6cp; 3hpw; prerequisites: 020411 Art Major Study 1 or 020413 Art Major Study 3; subject coordinator: A Bamford

A sense of place is a important part of national and personal identity. This subject explores our physical, spiritual and artistic link to the land through the study of both traditional and contemporary visual impressions of landscape. Through both practical and critical activities, students will reflect upon personal perceptions of 'place' and will develop strategies that enable children to creatively respond to the environment. Students will examine public art in the environment with special reference to sculptural forms.

020413

Art Major Study 3: Stories, Myths and Truth

BEd Prim
6cp; prerequisites: 020411 Art Major Study 1 and/or 020412 Art Major Study 2; subject coordinator: A Bamford

All people seem to have a need to tell stories though visual means. The narrative qualities of art will be explored to provide insight into the personal, social and cultural forces that shape society. Particular emphasis will be placed on Asian Pacific art and culture. Students will look at both traditional and contemporary stories that are told through art and how these impact on concepts of truth. As educators in a multicultural society, students will develop strategies to encourage children

to interpret art and express personal stories through art. Students will compare Western traditions of beauty with those of other cultures and will recognise style and nationality in art forms.

020414

Art Major Study 4: Design and Power

BEd Prim
6cp; prerequisites: 020411 Art Major Study 1; 020412 Art Major Study 2 and/or 020413 Art Major Study 3; subject coordinator: A Bamford

Students will develop an understanding of aesthetics as it relates to Visual Arts. Through problem-solving activities, students will document the design process as it applies to art production and the education of children. Analysis of all facets of the commercialisation of art will form the basis for the development and marketing of practical visual arts 'products'. Students will be encouraged to investigate the creative potential of a range of new technologies. The political and social power of art will be examined and, as a culmination of the Art Studies strand, students will research one interest area of art in depth and present these findings in a written paper and major work exhibition.

020701

Aspects of Art/Craft Education

BEd (Prim) F/T P/T
general elective, compulsory attendance
5cp; 2hpw; prerequisites: 020201/2 Art and Craft Education 1 and 2 or equivalent; subject coordinator: to be advised

This subject 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

This subject 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 develops the student's confidence in visual arts expression.

020703

Issues in Art Education

BEd Prim, BEd Spec Ed. BEd T Lib
6cp; 2hpw; subject coordinator: A Bamford

This subject examines educational trends and philosophies behind art education practice; investigates the usefulness of various aspects of visual arts syllabus; develops strategies for accommodating the needs of individual learners in visual arts; explores school-based policy and program development; extends skills in a range of media; reflects on current practices in art education; makes a comparative study of art policy and practice; and looks at needs-based learning in art and craft.

020704

Studio Practice in Visual Arts

BEd Prim, BEd Spec. Ed. BEd T Lib
advanced study elective
6cp; 2 contact hours per week; subject coordinator: A Bamford

Studio Practice in Visual Arts studies the art of contemporary Australia from the perspective of artist, critic, historian, contextualist and curator. Students will be directly involved in making art, speaking with artists and visiting exhibitions. Through a detailed study of the personal and varied nature of the creative process, students will reflect on the current nature of art education in schools and will analyse possible alternative strategies based on the working models of artists. This subject highlights individual approaches to art and is applicable to students with a range of artistic understanding and experience.

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.

021311

Information Technology

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw for two semesters; subject coordinator: J Eklund

This year-long subject aims to encourage students to develop a broad knowledge of the uses of computers in the school environment and for their own productivity. Students will gain an understanding of basic techniques in using computers as an information handling tool in an educational setting and enhance their skills in the use of computer software to increase their personal productivity, particularly with respect to the essay requirements of Year 1 of the degree as a whole. Students consider applications in the Key Learning Areas, identify the strengths and weaknesses of computers in the classroom, and become aware of problems of access to computers in the primary school. The content focuses on word processing, graphics, databases, and using software across the curriculum.

021402

Educational Computing 2

BTeach/BEd T lib
elective major
4cp; 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; 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 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; 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 prinary classroom; develops introductory skills in list processing.

021405

Educational Computing 5

BTeach/BEd T Lib
elective major
4cp; prerequisite: 021404 Educational Computing 4; subject coordinator: G Foley

Uses robotics to provide a creative, inventive and exploratory learning envinroment; 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.

021411

Educational Computing Major Study 1

BEd Prim.
6cp; prerequisite: 021311 Information Technology or equivalent; subject coordinator: J Eklund

This course is preparatory in content and teaching methodology for the Technology in Primary and in Junior Secondary School. This course uses Microworlds Project Builder as applications through which course outcomes are realised. The course introduces the

software and investigates its potential as an authoring environment, a teaching tool, an appropriate platform to achieve specific course objectives (both in the Junior Secondary Syllabus and in the university TAS strand), and finally as an educational philosophy based on the Logo language. Student-centred learning is featured through the development of a major project linked to the content of the TAS syllabus.

021412

Educational Computing Major Study 2

BEd Prim
6cp; prerequisite: 021311 Information Technology or equivalent; subject coordinator: J Eklund

This subject focuses on the use of integrated packages as information handling and problem solving tools, with specific reference to educational context. Students are introduced to the Clarisworks spreadsheet and further work is done on the Claris database modules, and students prepare solutions to information handling problems found in the context of a business or other enterprise. A folio of work is submitted as a complete solution to a range of problems that the business encounters, and this is presented to the group. This is a practical course on the application of spreadsheets, databases and graphics which is presented in a thematic way. Students are assessed by two short tests, a folio of work and a presentation.

021413

Educational Computing Major Study 3

BEd Prim
6cp; prerequisite: 021311 Information Technology; subject coordinator: J Eklund

Communications technology and the classroom, the Internet, the World Wide Web. This subject examines the role of communications technology in changing classroom environments. Focuses on the integration of the Web into the teaching of a variety of subjects. Students learn elementary HTML and cooperatively create a Web site with links to subject-specific resources, and the creation of support materials for classroom implementation. This course is largely delivered via the Internet with a two-hour face-to-face session each fortnight. Students must spend at least 4 hours per week with Internet access for successful completion.

021414

Educational Computing Major Study 4

BEd Prim
6cp; prerequisite: 021411/2/3 Educational Computing Major Study 1, 2, or 3; subject coordinator: J Eklund

This one semester subject examines the role of computers in the classroom and the school. Focusing on policy and current practice, it is a practical course which relates closely to practicum experiences. Students examine a range of resources and teaching strategies for introducing computers across the Primary Curriculum. Lab management, using applications software, the school's computer policy, inservicing staff, and implementing effective lessons using computers are some of the topics covered.

021701

Computer-based Learning

BEd(Prim) F/T P/T
advanced teaching study
5cp; 2hpw; subject coordinator: J. Eklund

This subject is 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.

021702

Current Issues and Applications in Educational Computing

BEd Prim, BEd Spec Ed, BEd T Lib
advanced study elective;
6cp; 3hpw; prerequisite: Not available to students who have completed any subject in the Educational Computing Major Study sequence; subject coordinator: J Eklund

This one semester subject provides an overview of current issues and applications in the use of computers in schools, focusing on primary schools. It introduces a variety of applications software which have been covered in greater detail in the Educational Computing Major Studies. The course excludes students who have completed any of the courses in Educational Computing in the major studies. It covers teaching and learning with Logo, the use of integrated packages such

as Clarisworks, curriculum documents and policy statements, the Internet and implications for teaching and learning, and changes in school use of technology.

021703

Internet and Electronic Information Networking

BEd T Lib
advanced study elective
4cp; 2hpw; subject coordinator: H Bruce

This subject offers students the opportunity to develop their understanding of the dynamic nature and structure of electronic information networks. Particular emphasis is given to the Internet. Students will develop technical skills in accessing and searching the information resources available on the Internet. Students will examine the issues that relate to the effective use of Internet into a school setting.

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, BEd T Lib, BTeach/BA
general studies elective
3cp; 2hpw; subject coordinator: to be advised

This subject 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.

022404

Drama and Theatre Arts 4

BTeach/BEd T Lib
elective major
4cp; 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.

022405

Drama and Theatre Arts 5

BTeach/BEd T Lib
elective major
4cp; 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 approriate 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.

022601

Learning Beyond the Classroom

BEd Prim, BEd Spec Ed, BEd T Lib,
advanced study elective
6cp; 2hpw; subject coordinator: J Griffin

An important component of teaching involves taking students outside the classroom. An increasing research base shows that teaching strategies need to be specifically developed for these learning environments, and that classroom teachers are often not aware of the range of options available for making these experiences meaningful. This subject will investigate the research base and then look at applications of its findings. The subject will include considerable 'learning outside the classroom'.

022602

Independent Study

BEd Prim, BEd Spec Ed, BEd T Lib
advanced study elective
6cp; 1hpw equivalent; prerequisite: Educational Research; subject coordinator: C E Deer

This subject allows students to develop their own learning project in consultation with a member of the academic staff. The project may take the form of a reading course, a field-based study or an action research project relating to an aspect of primary school education.

022603

Teaching Across the Curriculum

BEd Prim, BEd Spec Ed, BEd T Lib, BTeach/BA
advanced study elective
6cp; 2hpw; prerequisite(s): successful completion of curriculum subjects; subject coordinator: R Johnston

This one-semester subject will focus on the practical and creative ways in which teachers can incorporate all aspects of the curriculum into integrated units. It is based on the philosophy that learning is most successful within meaningful contexts and when it is holistic rather than fragmented. The course will be taught by a team of lecturers working together to demonstrate teaching/learning episodes in which the knowledges of the different disciplines connect. Ways in which cross-curricular teaching can be programmed and evaluated will also be explored

022701

Educational Drama

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: to be advised

This subject 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; a knowledge of types of learning and their interaction with teaching approaches; and 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; strategies for identifying students with learning or behavioural difficulties; 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 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 coordinator: K Forster

In this subject students will learn about 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.

023103

Practicum 3: Promoting Learner Interaction

BTeach, BEd T Lib BTeach/BA
5cp; 2hpw plus practical experience; prerequisite: Practicum 2; subject coordinator: L Brady

This subject 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, BEd T Lib, BTeach/BA
5cp; 3hpw plus practical experience; prerequisite: 023103 Practicum 3; subject coordinator: M Goninan

Describes the principles guiding special education service delivery; identifies critieria 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 with learning difficulties.

023105

Practicum 5: Designing and Implementing Educational Programs for Learners

BTeach, BEd T Lib, BTeach/BA
4cp; 2hpw plus practical experience; subject coordinator: L Brady

This subject interprets the programming implications of school policy statements within the context of school management plans; analyses and processes key elements involved in programming, such as 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, BEd T Lib, BTeach/BA
5cp; 2hpw plus practical experience; prerequisites: 023105 Practicum 5; 023511 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 difference 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

BEd (Prim) F/T, BEd Hons
8cp; 2hpw over one semester; subject coordinator: H Sharp

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 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.

Note: The Department of School Education requires that all participants in the Associate Teacher Program are subject to a criminal record check. Students who have already received an employment number with the NSW Department of School Education have already had a criminal check and been approved to work in NSW schools.

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.

023111

Practicum 1: Beginning Teaching – Issues in the Primary School

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
8cp; 4hpw; subject coordinator: S Schuck

This one semester subject will provide the broad conceptual basis for understanding that the study of primary schooling integrates, both implicitly and explicitly, a number of disciplinary perspectives, which in turn influence the educational practices conducted therein. Further practicum curriculum subjects will focus on the requisite skills required of the practitioner. This subject will have laid the foundation which will allow such skills to evolve in reflective ways which transcend the technical. Field-based experiences will provide the basis for examination of the roles of the primary school teacher, the relationships between teacher and learner, and the diversity of learning experiences offered by the different disciplinary areas.

023112

Practicum 2: Developing Classroom Management

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
6cp; 3hpw; prerequisites: 023111 Practicum 1: Beginning Teaching – Issues in the Primary School, 023504 Theories of Learning; corequisite: 023511 Developmental Psychology; subject coordinator: J McFarlane

This subject will provide students with a knowledge and skill base which will enable them to make informed and appropriate educational decisions as they relate to daily classroom life in the primary school. The skills associated with classroom management are central to effective teaching practice. On this premise, this subject will engage students in critical examination of human motivation, lesson planning and presentation, and theoretical underpinnings of classroom management practices. The subject, through an integration of learning experience on the campus and in the field, will engage students in the development, practice and evaluation of fundamental skills of classroom management.

023113

Practicum 3: Promoting Student-centred Learning

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
8cp; 3hpw; prerequisite: 023112 Practicum 2: Developing Classroom Management; subject coordinator: L Brady

This subject enables students to: account for the broad range of individual differences among primary school students; appraise the basic principles of student centred learning; synthesise a range of pedagogical skills which meet the needs of individuals in small group and whole class contexts; understand and apply the theories of small group functioning; and justify the inclusion of more student participation in the teaching/learning process.

023114

Practicum 4: Managing Learning Difficulties

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
8cp; 3hpw; prerequisite: 023113 Practicum 3: Promoting Student-centred Learning; subject coordinator: M Goninan

This is a linked one semester subject, which has two interrelated strands: a campus-based strand, and a school-based strand. The campus-based component examines strategies for teaching students with learning difficulties in the regular classroom. It explores methods of assessment, programming and classroom organisation. In the school-based component, students are expected to continue to refine their teaching skills as practised in previous field-based experiences. In addition, they will be expected to focus on how they can modify their approaches to ensure that students with learning difficulties are accommodated within the context of the program. To achieve this outcome, students are expected to transfer learning from the academic component of the subject.

023115

Practicum 5: Designing Educational Programs

BEd Prim, BEd T Lib, BEd/BA
6cp; 2hpw; subject coordinator: L Brady

This subject aims to analyse and process key elements involved in programming, such as rationale, content, methods, assessment and evaluation, and interpret them within the context of school management plans. Students learn to design teaching programs based on the above elements and appropriate to nominated year levels and school, and to examine the different techniques of program evaluation.

023116

Practicum 6: Assessing and Evaluating in Education

BEd Prim, BEd T Lib, BEd/BA
8cp; 2hpw; prerequisite: Practicum 5: Designing Educational Programs; subject coordinator: to be advised

This subject is intended to investigate and improve practical decisions of teachers regarding their own teaching and their students' learning. In particular it will examine the decisions made in schools about the assessment of students' learning. In this context emphasis will be placed on the aims of student assessment, appropriate strategies, the interpretation and reporting of student achievement, and implications for subsequent action. In addition, broader issues relating to the evaluation of curriculum and teaching practice at classroom and school level will be examined and a range of evaluative strategies will be explored.

023117

Practicum 7: Reflecting on Educational Practice

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
8cp; 2hpw; subject coordinator: K Walker

This two-semester subject will be structured in such a way that students will: reflect on teaching practices; analyse the school as a workplace; examine, test and evaluate their theories of teaching and learning; explore educational problems; and critically evaluate methodologies to solve educational problems.

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. It also 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.

023301

Introduction to LOTE Methodology

BTeach, BEd T Lib; BTeach/BA
general studies elective
3cp; 3hpw; subject coordinator: L Morgan

This subject is designed to provide an introduction to issues concerned with the teaching of languages other than English in the school with particular reference to the K–6 generic LOTE syllabus. Particular attention will be paid to developing successful strategies for the teaching of languages other than English, including the development of communicative classroom activties. The subject will provide an introduction into the theories of second language acquisition and examine the application of these theories in the classroom. A number of current LOTE policy issues such as satellite delivery and continuity of LOTE programs will also be examined.

023302

Basic Principles in Educational Research

BTeach
general studies 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 with an exploration of myths about learning, to provoke students' 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. 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.

023411

Education Major Study 1: History of Australian Education

BEd Prim
6cp; subject coordinator: J McFarlane

This subject, using the approaches and methods of history as a discipline, allows students to gain an overview of the development of Australian education from 1788 to the present. Students will be given the opportunity to use and assess both primary and secondary documentation as sources of information.

023412

Education Major Study 2: Moral Development

BEd Prim
6cp; subject coordinator: L Brady

This subject enables students to: develop and refine a definition of morality and the morally educated or morally autonomous person; understand and implement the currently practised major approaches to moral education, such as trait approach, values, clarification, cognitive developmental theory and role play; examine the implications of these approaches for classroom management; and to suggest ways of integrating the major approaches to moral education both across approaches and key learning areas.

023413

Education Major Study 3: Changing Schools

BEd Prim
6cp; subject coordinator: K Forster

This subject seeks to provide student teachers with an understanding of change in schools. Students will critically examine the processes involved in successful innovation based on current research in the field and actual cases in NSW education. In doing so, they will develop the skills and knowledge appropriate for seeking and implementing change in schools. The approach taken by this subject rests on an acknowledgment that educational situations are dynamic and continual modification of one's approach is part of the professional role of the teacher and the continued effectiveness of the school.

023414

Education Major Study 4: Educational Policy Studies

BEd Prim
(6cp); 2hpw; subject coordinator: K. Walker

This one-semester subject will be structured in such a way that students will: understand the policy process; examine educational policy theory; explore the relationship between educational problems and policy; become aware of links between educational research and policy making; identify strategies to conduct an analysis of policy; and evaluate current educational policy as a strategy to solve educational problems.

023500

An Introduction to Developmental and Educational Psychology

BA(HMS) F/T
4cp; 3hpw; subject coordinator: to be advised

This subject aims to help students understand that principles derived from developmental and educational psychology contribute substantially to their effective functioning as people and as leisure and tourism professionals. It aims to do this by giving them a systematic general view of human growth and development and by showing that effective instructional techniques can assist individuals in reaching their developmental potential. Learning activities in this subject will engage students in consideration of cognitive, physical and affective aspects of human development. Students will also be engaged in critical consideration of instructional procedures and learning activity in the leisure context.

023502

Social Bases of Education

BTeach/BEd T Lib
3cp; 2hpw; subject coordinator: K Forster

Enables students to understand: the nature of social relationships in the school and how these affect teacher and student behaviour; the education system in New South Wales and the role of the Federal Government in education; how social characteristics influence the educational outcomes of certain social groups; 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/BEd T Lib
3cp; 2hpw; prerequisite: 023502 Social Bases of Education; subject coordinator: K Forster

This subject 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.

023504

Theories of Learning

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
4cp; 2hpw; corequisite: Practicum I: Introduction to Primary Schooling; subject coordinator: A Scully

This subject will develop critical awareness of both cognitive and behavioural views of human learning, as they apply in the context of primary education. Through reading, discussion, observation and analysis, students will develop their own views on learning, which acknowledge personal learning histories and lay a foundation for defensible approaches to learning and teaching in the primary school.

023505

Educational Research

BEd Prim, BEd Spec Ed, BEd T Lib, BTeach/BA
4cp; 2hpw FY; subject coordinator: L Schaverien

This year-long subject aims to develop students' understanding of research through their active participation in it. With the support of the lecturer, individual students will undertake a sustained research investigation of a particular avenue of interest to them, within a broad and fruitful research focus of relevance to the class community. This investigation will require students to generate ideas for a project, refine a question to investigate, choose and/or develop an appropriate methodology, and conduct, analyse and report their findings. In addition to developing students' appreciation of researching by doing it, the subject will deepen their understanding of the broad spectrum of educational research paradigms. It will also prepare those students intending to proceed to Honours in their final year to undertake a thesis study.

023511

Developmental Psychology

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
4cp; 3hpw; prerequisite: 023504 Theories of Learning; subject coordinator: A Scully

This subject will provide students with an understanding of the discipline of developmental psychology and associated basic principles. The subject will engage students in a systematic examination of human growth and development as they apply to early and middle childhood. It will demonstrate the link between education and development, and it will equip students with basic data-gathering skills which they will be expected to apply within the subject, and in their practice as developing primary teachers. In doing so, this subject will develop a professional knowledge base about children in the early and middle childhood years which will assist the student in making sound educational decisions.

023512

Sociological Bases of Education

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: K Walker

This one-semester subject 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 NSW 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.

023506

Philosophical Bases of Education (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: K Forster

This course is directed towards assisting teachers to be effective and thoughtful decision makers. Such decision making implies a reasoned and informed approach to teaching based upon an understanding and evaluation of relevant arguments and underlying principles. Students will develop and clarify their own philosophy of education by examining the arguments and principles involved in some current educational issues. In so doing, it is expected that students will develop logical skills needed for effective decision making.

Not offered in 1997.

023600

Current Issues in Australian Education

BEd (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

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: K Forster

This subject 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

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: J McFarlane

This subject 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

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: L Brady

This subject 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; and familiarises students with the range of strategies for collecting and interpreting evidence and the consequences of these for practice.

023604

Language and Schooling

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: J Jardine

This subject 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

This subject 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

This subject 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

In this subject 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

In this subject 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.

023614

International Perspectives on Education

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 3hpw; subject coordinator: L Schaverien

This one-semestersubject aims to engage students actively in gaining first-hand knowledge of contemporary educational ideas and systems and their development in other countries and cultures, by utilising the resources of the Internet. Students will undertake a sustained study of aspects of education in a country of their choice, as well as a comparison and contrast, across countries, with respect to particular, significant and contemporary educational issues. This subject will be of particular interest to students in the Bachelor of Education/Bachelor of Arts in

International Studies, but other students wishing to develop a culturally sensitive view of learning and teaching and those wishing to engage in global discussions of educational issues will also find it valuable.

023615

Professional Ethics

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 2hpw; subject coordinator: K Forster

This subject aims to encourage students to acquire a critical understanding of the ethical implications of viewing themselves as professionals in such areas as professional-client relations and accountability. Students will critically examine alternative ethical theories as a basis for professional decision making, apply ethical perspectives to specific cases relating to the responsibilities of professionals, and look at the conflicts that arise between these responsibilities. Students will also reflect on the need for and nature of an appropriate code of ethics for teachers.

023620

Analysing Current Issues in Australian Education (revised)

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: C Deer

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

Not offered in 1997.

023621

School and Community Relations (revised)

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 2hpw; subject coordinator: K Forster

This subject will focus on the relationship between a school and its community. Community involvement and participation in schooling are receiving official endorsement at all policy-making levels in Australia. Students will analyse and discuss problems of implementation of such policies. They will study varied interpretations and forms of the school and community concept and they will address the information needs and skills for teachers to develop links with the community.

Not offered in 1997.

023690

Language and Education Honours

BEd(Hons)
5cp; 2hpw; prerequisite: admission to BEd(Hons); subject coordinator: J Jardine

This subject helps students understand the relationship between language, culture and learning. 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 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

This subject aims 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

In this subject 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.

023821

Special Education 1: Managing Challenging Behaviours

BEd Spec Ed
6cp; 3hpw; subject coordinator: M Goninan

This one semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It will also explore the ways in which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students will be given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in Practicum. The subject is compulsory for those seeking accreditation to teach in special education.

023822

Special Education 2: Preventing and Remediating Difficulties in Reading and Writing

BEd SpecEd
6cp; 3hpw; corequisite: 023831 Special Education Practicum 1: Assessment, Programming and Evaluation; 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, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023823

Special Education 3: Educating Students who have Difficulties with Written Text

BEd Spec Ed
6cp; 3hpw; prerequisite/corequisite: 023822 Special Education 2: Preventing and Remediating Difficulties in Reading and Writing; subject coordinator: J Jardine

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and in school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations are investigated. The effectiveness of various approaches to facilitating writing is evaluated and attention is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023824

Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities

BEd Spec Ed
6cp; 3hpw; prerequisite: 023831 Special Education Practicum 1: Assessment, Programming and Evaluation; subject coordinator: N Ostoja

In this subject participants will critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They will be provided with information and experiences which will assist them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants will examine adaptation of mainstream mathematics curricula and functional numeracy based on individualised ecological inventories. The role of language in numeracy instruction is also examined, and appropriate and motivating activities and teaching strategies to assist students to effectively learn will be investigated in detail.

023825

Special Education 5: Educating Students with Moderate and High Support Needs

BEd Spec Ed
6cp; 3hpw; corequisite: 023831 Special Education Practicum 1:Assessment, Programming and Evaluation; subject coordinator: N Ostoja

In this subject participants will critically examine key issues and approaches in the education of people with moderate and high support needs. Assessment models and tools appropriate for students with moderate and high support needs will be a component of this subject. Use of assessment data to develop Individual Education Programs to meet student's needs across a range of curricula domains will also be examined. Participants will be given the opportunity to evaluate commercially produced curricula. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023826

Special Education 6: Educating Students with Delayed or Disordered Communication

BEd Spec Ed
6cp; 3hpw; prerequisite: 023831 Special Education Practicum 1:Assessment, Programming and Evaluation; subject coordinator: J Jardine

In this subject participants will acquire an understanding of language delays and deficits 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 methods of assessment; consider the issues and procedures involved in the choice of a communication system; identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.

023831

Special Education Practicum 1: Assessment, Programming and Evaluation

BEd SpecEd
6cp; 4hpw; subject coordinator: M Goninan

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023832

Special Education Practicum 2: Collaborative Participation in Inclusive Service Models

BEd SpecEd
6cp; 4hpw; subject coordinator: M Goninan

This subject will examine ways in which services are provided to students with special needs. It will utilise Practicum experiences and lecture/workshop sessions to explore delivery systems. In addition, it will focus on how service deliverers and clients can work together to achieve optimum results. There will be a specific focus on the development of collaborative strategies, and an analysis of how these strategies can be used in inclusive service delivery models.

023851

Educational Perspectives on the Management of Challenging Behaviours

GradDip Spec Ed
6cp; 3hpw; subject coordinator: M Goninan

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It will also explore the ways in which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students will be given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in Practicum.

023852

Reading and Spelling Instruction for Students with Special Education Needs

GradDip Spec Ed
(6cp); 3hpw; prerequisite/corequisite: 023861 Practicum 1: Exceptional Teaching; 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, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023853

Written Text and Students with Learning Difficulties

GradDip Spec Ed
(6cp); 3hpw; prerequisite/corequisite: 023852 Reading and Spelling Instruction for Students with Special Education Needs; subject coordinator: J Jardine

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and in school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations are investigated. The effectiveness of various approaches to facilitating writing is evaluated, and attention is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023854

Numeracy Instruction for Students with Learning Difficulties and Disabilities

GradDip Spec Ed
6cp; 3hpw; prerequisite: 023861 Practicum 1: Exceptional Teaching; subject coordinator: N Ostoja

In this subject participants will critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They will be provided with information and experiences which will assist them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants will examine adaptation of mainstream mathematics curricula and functional numeracy based on individualised ecological inventories. The role of language in numeracy instruction is also examined, and appropriate and motivating activities and teaching strategies to assist students to effectively learn will be investigated in detail.

023855

Instructional Issues in the Education of Students with Moderate and High Support Needs

GradDip Spec Ed
6cp; 3hpw; corequisite: 023861 Practicum 1: Exceptional Teaching; subject coordinator: N Ostoja

In this subject participants will critically examine key issues and approaches in the education of persons with moderate and high support needs. Assessment models and tools appropriate for students with moderate and high support needs will be a component of this subject. Use of assessment data to develop Individual Education Programs to meet student's needs across a range of curricula domains will also be examined. Participants will be given the opportunity to evaluate commercially produced curricula. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023856

Delayed or Disordered Communication: An Educational Approach

GradDip Spec Ed
6cp; 3hpw; prerequisite: 023861 Practicum 1: Exceptional Teaching; subject coordinator: J Jardine

In this subject participants acquire an understanding of language delays and deficits in the context of current theories of language acquisition in oral and non-oral forms. They also learn to evaluate the validity, reliability and educational usefulness of commonly used methods of assessment, consider the issues and procedures involved in the choice of a communication system, and identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.

023861

Practicum 1: Exceptional Teaching

BEd SpecEd
6cp; 4hpw; subject coordinator: M Goninan

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023862

Practicum 2: Future Directions in Special Education Service Delivery

GradDip Spec Ed
6cp; 4hpw; subject coordinator: M Goninan

This subject will examine ways in which services are provided to students with special needs. It will utilise Practicum experiences and lecture/workshop sessions to explore delivery systems. In addition, it will focus on how service deliverers and clients can work together to achieve optimum results. There will be a specific focus on the development of collaborative strategies, and an analysis of how these strategies can be used in inclusive service delivery models.

023870

Researching Practice in Special Education

MEd
6cp; 2hpw; prerequisite: Delivering Special Education Instruction 1, or Implementing Special Education Program, or equivalent. May be taken concurrently with present subject.; subject coordinator: M Goninan

This subject helps participants to develop 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 equivalent, or 023870 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 equivalent, or 023870 Researching Practice in Special Education; subject coordinator: N Ostoja

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

This subject 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 coordinator: J Jardine

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 equivalent, or 023870 Researching Practice in Special Education; subject coordinator: N Ostoja

This subject 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: M Goninan

This subject examines the philosophical, practical and research bases for integration of students with learning and/or behavioural difficulties into regular educational settings. Students will learn to identify research methods used to evaluate the effectiveness of integration programs; analyse research evaluating educational programs integrating students with learning and/or behavioural difficulties, and conduct a small piece of action research; identify existing support services available to teachers who integrate students with learning and/or behavioural difficulties and analyse 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

This subject investigates how instructional theory develops. It helps students to derive a set of theoretical principles to assist in constructing instructional programs, evaluate existing programs, and measure the effectiveness of instructional procedures with those who fail to learn using normal instructional techniques. It also examines methods of diagnosing and assessing comprehension.

023890

Children with Language Delay and the Language of Learning

MEd

6cp; 2hpw; subject coordinator: J Jardine

This subject develops an understanding of the differences between spoken and written discourse and of the challenge these differences present to children whose language is delayed. It also 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.

023901

Managing Change in Education

Grad Cert in Managing Change in Education

6cp; 2hpw; corequisite: 023902 Workplace Reform and Changing Structures in Education; subject coordinator: Assoc Prof G Scott

This subject is designed to introduce students to important concepts and strategies relevant to managing change in education. It develops an understanding of the process of educational change in schools and the skills of reflective management necessary to support the innovation process.

023902

Workplace Reform and Changing Structures in Education

Grad Cert in Managing Change in Education

6cp; 2hpw equivalent; corequisite: 023901 Managing Change in Education; subject coordinator: Assoc Prof G Scott

This subject identifies the attributes of an educational workplace which actively supports the process of continuous quality improvement and innovation.

023903

Managing Innovations: Curriculum Changes

Grad Cert in Managing Change in Education 6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education; subject coordinator: to be advised

The content of this subject will vary according to curriculum changes introduced by the government, such as the introduction of Personal Development, Health and Physical Education syllabus K-12, the proposed new Creative Arts syllabus K-6, and other mandated workplace reforms.

Note: Later, some of the existing School of Teacher Education subjects will be redeveloped to match the mode of delivery in this course.

023904

Managing Innovations: New Technologies in Education

Grad Cert in Managing Change in Education 6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education; subject coordinator: J Eklund

This subject examines how to use new technologies productively in education.

023905

Managing Innovations: New Approaches to Teaching and Learning

Grad Cert in Managing Change in Education 6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education; subject coordinator: to be advised

Within the framework set by the compulsory subjects Managing Change in Education, and Workplace Reform and Changing Structures in Education, this subject provides students with an opportunity to apply concepts of change to the introduction of an innovatory teaching and learning strategy in their school context.

023906

Managing Innovations: Teaching and Learning for Informed Citizenship

Grad Cert in Managing Change in Education 6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education; subject coordinator: K Forster

This subject aims to: increase participants' awareness of current approaches to civics and citizenship education; assist them to critically analyse and evaluate these developments; and respond effectively in the context of their own professional practice.

023907

Managing Innovations: Managing Changes in Assessment and Reporting

Grad Cert in Managing Change in Education 6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education; subject coordinator: K Forster

This subject aims to: increase participants' awareness of new developments in assessment and reporting; assist them to critically analyse and evaluate these developments; and respond effectively in the context of their own professional practice.

023961

Educational Leadership in a Technological Society

MEd
6cp; 2hpw; subject coordinator: D Hoermann

This subject develops knowledge and skill associated with the theories of effective leadership as they apply in the educational context. It also 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

This subject 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.

023965

Introduction to Educational Research

MEd

6cp; 2hpw; subject coordinator: L Brady

This subject help participants to: analyse philosophical issues that underpin educational research; examine critical relationships between research and educational practice; develop understandings of methodologies typically employed in educational inquiry; develop skills in selecting methodologies that are most suitable for the problems that students are likely to investigate; and examine the general issues in data analysis.

023970

Curriculum Design and Management

MEd

6cp; 2hpw; subject coordinator: L Brady

This subject 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. This subject 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 also 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; and 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

This subject 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

This subject 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.

023981

Qualitative Research in Education

MEd

6cp; 2hpw; subject coordinator: L Brady

This subject 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; 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: G Segal

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: G Segal

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.

024203

English Education: Reading

BTeach, BEd T Lib, BTeach/BA
3cp; 3hpw; prerequisites: 024201 English Education: Children's Literature; 024202 English Education: Writing; subject coordinator: R Brill

This subject 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, BEd T Lib, BTeach/BA
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

This subject 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, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisites: 024202 English Education: Writing; 024203 English Education: Reading; subject coordinator: to be advised

This subject 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 function of drama as 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.

024211

English Education 1

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
6cp; 3hpw for two semesters; subject coordinators: R Johnston, R Brill

This year-long subject aims to introduce students to the central role played by language in children's intellectual, social and emotional development and to its essential role in all of the Key Learning Areas. A functional view of language underpins the course. This view of language is concerned with relationships between context, language structure and meaning. Students will closely examine a range of factors which influence the acquisition of literate behaviour prior to formal schooling as well as in the emergent literacy and early school curriculum. Children's literature will be used as one context for examining the way language works, as well as providing an opportunity for examining the importance of books for young children and response theory and its implications for the teacher. A broad range of genres will be covered and the crucial importance of language in the key learning areas will be explored.

024212

English Education 2

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw for two semesters; prerequisites: 024211 English Education 1; subject coordinator: P March

This year-long subject is a follow on from English Education 1 and focuses on the development of reading and writing K-6. A

functional view of language underpins the course. Students will be actively engaged in analysing different texts and contexts and will develop proficiency in planning, implementing, monitoring and evaluating literacy development of children K-6. Students will also be engaged in reading and writing activities of their own. Through a functional approach to learning language, students will come to appreciate a diversity of language contexts within a multicultural society and gain increasing facility in describing how language works, not only in reading and writing but across all of the key learning areas.

Not offered in 1997.

024213

English Education 3:Teaching ESL

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw; prerequisite: either 024211 English Education 1 or 024212 English Education 2; subject coordinators: L Ljungdahl, R Johnston

This one-semester subject 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/multilingual 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.

Not offered in 1997.

024214

English Education 4: Educational Drama

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: P March

This one-semester subject will develop a foundation knowledge in the theory and practice of educational drama; explore a variety of drama strategies as an approach for developing literacy; investigate the role of the teacher in developing literacy through drama; develop educational drama resources and teaching materials suitable for use in the school; evaluate the acquired knowledge through talk, reading enactment and writing; and examine the role of educational drama across the key learning areas.

Not offered in 1997.

024222

English Education 2A

BEd/BA
6cp; 2hpw; prerequisite: 024211 English Education 1; subject coordinator: P March/R Brill

This year-long subject is a follow on from English Education 1 and focuses on the development of reading and writing K-6. Students will be actively engaged in analysing different texts and contexts and will develop proficiency in planning, implementing, monitoring and evaluating literacy development of children K-6. Students will also be engaged in reading and writing activities of their own. Through a functional approach to learning language, students will come to appreciate a diversity of language contexts within a multicultural society and gain increasing facility in describing how language works, not only in reading and writing but across all of the key learning areas. Critical reflection of the role of language in their In-country experience will provide for students the opportunity to better understand the demands of reading, writing and learning in a second language.

Not offered in 1997.

024402

English 2: Form and Meaning

BTeach/BEd T Lib
elective major
4cp; subject coordinator: R Johnston

This subject shows how meaning is a function of form, structure and content. It also 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.

024403

English 3:The Victorians and After

BTeach/BEd T Lib
elective major
4cp; subject coordinator: R Johnston

This subject 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. It also 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.

024404

English 4: Revolution and Romanticism

BTeach/BEd T Lib
elective major; 5cp; prerequisite: one of 024401–024403 English 1/2/3; subject coordinator: R Johnston

This subject 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. It also 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; prerequisites: two of 024401–024404 English 1/2/3/4; subject coordinator: R Johnston

This subject 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. It also 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.

024411

English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare

BEd Prim
6cp; subject coordinator: R Johnston

This one-semester subject will introduce the concept of literature as a continuum which includes the fairy tales of the Brothers Grimm and the novels of the Bronte sisters, the children's stories of Maurice Sendak and the plays of William Shakespeare. It will develop and encourage theoretical understandings of literary concepts, of narrative, and of narrative and character patterns and archetypes. A wide range of children's books and other literary texts will be studied, with particular reference to the prescribed texts. Students will be expected to develop and demonstrate conceptual understandings and research skills in the field of literature and literary theory.

Not offered in 1997.

024412

English Major Study 2: Images of Australia:The Place and the People. Literary Representations in Prose, Poetry and Drama

BEd Prim.
6cp; subject coordinator: R Johnston

This one semester subject will introduce a broad study of Australian Literature, within a context of the literature of place. There will be considerations of such concepts as: Australia as an alien place, as the place of 'exiles at home'; the bush mystique and the dream of paradise; Aboriginal and multicultural Australia; literary representations of the Australian male ('mates' and the 'dinkum Aussie') and female (a crisis of identity for 'the drover's wife'); mindscape and landscape; and the notion of a 'subjective Australia'. Prose, poetry and drama will be studied. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate conceptual understandings and research skills in the field of literature.

Not offered in 1997.

024413

English Major Study 3: The Literature of Protest: Changing the World

BEd Prim

6cp; subject coordinator: R Johnston

This one-semester subject will introduce considerations of literature not just as art but as agency. The voices of writers have not only changed old worlds, they have shaped new worlds. This course will focus on such changes. Texts as diverse as *Hard Times* (Dickens) and *One Flew over the Cuckoo's Nest* (Kesey) will be studied, as will the Romantic poets, T. S. Eliot, George Orwell and Alexander Solzenhenitsyn. Two Shakespearian plays will also be studied within a framework of Elizabethan concepts of world order. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate conceptual understandings and research skills in the field of literature.

Not offered in 1997.

024414

English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices

BEd Prim

6cp; subject coordinator: R Johnston

This one-semester subject will focus on two different types of appropriation. Firstly, it will study the appropriation of English by the indigenous populations of post-colonial countries, as the chosen language of their unique cultural voice. Secondly it will study the appropriation of texts of the literary 'canon' by moviemakers as they 'take over' and rewrite literature texts for the screen. Several texts will be studied and comparisons will be made between the original texts and cinematic versions of, for example, Shakespeare's plays and the novels of Jane Austen. How these different versions reflect on the original will be explored. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate conceptual understandings and research skills in the field of literature.

Not offered in 1997.

024451

Teaching LOTE Major Study 1: Second Language Development

BEd Prim

6cp; prerequisite: competence in a language other than English; subject coordinator: L Morgan

This subject is designed to provide an introduction to major theories of second language development. This will include topics on learner differences, observation strategies and social factors affecting second language development. The subject will also focus on issues relating to bilingualism and classroom research into the teaching and learning of languages other than English.

024452

Teaching LOTE Major Study 2: LOTE Curriculum and Methodology

BEd Prim

6cp; prerequisite: competence in a language other than English; subject coordinator: L Morgan

This subject is designed to provide an introduction to the methodology of teaching languages other than English. It includes an overview of past and present trends and examines fundamental goals of language learning. The practical application of these theories to the design of communicative tasks is examined in detail.

024453

Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language

BEd Prim

6cp; prerequisite: 024452 Teaching LOTE Major Study 2: LOTE Curriculum and Methodology; subject coordinator: L Morgan

This subject is designed to develop skills in the design of tasks that promote the communicative use of language. This is considered in the context of developing learners', communicative skills in the written and spoken language, taking into account diverse ranges of abilities and learning styles. The selection, evaluation and exploitation of authentic texts is also studied.

024454

Teaching LOTE Major Study 4: Planning and Evaluation in Second Language Teaching

BEd Prim
6cp; prerequisite: 024453 Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language; subject coordinator: L Morgan

This subject surveys the development of the theoretical basis of LOTE syllabus development in Australia and explores practical issues relating to programming and planning in the LOTE classroom. The subject also examines a range of evaluation procedures and issues relating to the development of valid and reliable assessment schemes in second language teaching.

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

This subject examines the role of the teacher in the development of language skills; examines language across the curriculum; examines the relationship of literature and language, and applies the above factors to specific areas of English curriculum.

024703

Teaching English to International Students

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: R Brill

This subject 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 overseas or at a local site in Australia. Preparation for the practical teaching experience includes an introduction to the culture and language of one of the overseas sites.

Offered Autumn semester only.

Compulsory for students wishing to teach English in Inner Mongolia, China and Laos.

024705

Advanced Children's Literature

BEd Prim, BEd Spec Ed, BEd T Lib
4cp; 2hpw; prerequisites: 024211 English Education 1; 024212 English Education 2; subject coordinator: R Johnston

This one-semester subject will develop advanced understandings of children's literature texts and of creative and innovative ways to present these texts in a classroom. It will explore the historical sources of children's literature, and will make special reference to the development of Australian children's literature. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate conceptual understandings and research skills in the field of children's literature.

024712

Approaches to the Teaching of English (revised)

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 2hpw; subject coordinator: P March

This one-semester subject will evaluate current theories and pedagogies with respect to the teaching of English. A thorough exploration and analysis of the English K-6 Syllabus will take place. A functional model of language will be considered together with ways of integrating English into the curriculum. Literary theories as they relate to using literature in the classroom will be explored. An appreciation of the diversity of language learners and the importance of catering for individual needs will be fostered.

Not offered in 1997.

024711

Language, Literacy and Education

BEd Prim, BEd Spec Ed, BEd T Lib
4cp; 2hpw; prerequisites: 024211 English Education 1; 024212 English Education 2; subject coordinator: R Brill

This one-semester subject will consolidate knowledge and teaching applications of the nature of language and literacy in educational practice. It will focus on the nature of language, and on the social factors which affect it. These include age, class, ethnicity and gender. It will also explore the relationships between language and power, and the significance of this for classroom teachers.

024713

Teaching English to International Students (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
6cp; 2hpw; subject coordinator: R Brill

This subject develops students' understanding of the learning of a second language. It examines a range of practices for teaching English to speakers of other languages and raises awareness of cultural and linguistic diversity. Students devise and implement an English language program with international students. The practical teaching component can be conducted in an overseas context or at a local site in Australia. This subject is offered in Autumn semester only. It is assessed on a Pass/Fail basis.

Not offered in 1997.

024901

Children's Literature 1

GradDip/MA Children's Literature and Literacy
6cp; 2hpw; subject coordinator: R Johnston

This subject develops a critical appreciation of the range of literature available for children in the early childhood to mid-primary age range. It also 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

This subject traces the evolution of the modern children's novel from traditional tales through the classics, to contemporary writing. It also 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

This subject 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; prerequisites: all subjects in Semesters 1, 2 and 3; subject coordinator: R Johnston

In this subject, 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

This subject 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

This subject 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; prerequisites: all prior subjects; subject coordinator: R Johnston

This subject 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; prerequisites: all subjects in Semesters 1, 2 and 3; subject coordinator: R Brill

This subject 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

This subject critically examines current issues which affect the primary English curriculum. It also 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.

Not offered in 1997.

025202

Mathematics Education 2

BTeach, BEdT Lib, BTeach/BA
teaching study
3cp; 3hpw; prerequisite: 025201 Mathematics Education 1; subject coordinator: S Schuck

This subject develops understanding and appreciation of the number laws and algorisms 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; and 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, BEdT Lib, BTeach/BA
teaching study
3cp; 3hpw; prerequisite: 025202 Mathematics Education 2; subject coordinator: S Schuck

This subject familiarises students with the historical development of rational numbers; 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, BTeach/BA
teaching study
3cp; 3hpw; prerequisite: 025202 Mathematics Education 2; subject coordinator: G Barnsley

This subject 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.

025211

Mathematics Education 1

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 3hpw; subject coordinator: S Schuck

This one-semester subject aims to encourage students to become aware of their beliefs about the nature of mathematics and the teaching and learning of mathematics. Students will examine the implications that these beliefs can have for their teaching. Students will consider the importance of reflection about their learning in mathematics and will become familiar with various theories of learning that are dominant in mathematics education. A comparative study of mathematics education in a variety of cultural and historical contexts will emphasise the socio-cultural nature of mathematics. The study of measurement concepts will involve the modelling of participative and collaborative learning approaches.

025212

Mathematics Education 2 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 2hpw for two semesters; subject coordinator: S Schuck

This year-long subject aims to encourage students to use problem solving approaches in the teaching and learning of mathematics. Students will use problem solving approaches to develop their own understanding of geometrical and number concepts and to develop strategies and techniques for teaching geometry and number concepts in the primary school. Participative and collaborative learning approaches will be employed and the use of portfolios will be modelled. The link with the practicum will help students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the primary school.

Not offered in 1997.

025213

Mathematics Education 3 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 3hpw; prerequisite: 025212 Mathematics Education 2; subject coordinator: G Foley

The subject allows students to further develop their own personal philosophy on the teaching and learning of mathematics; examines the construction of sound methodological principles for the development of concepts in rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; strengthens students' own concepts relating to the topics of rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; identifies and analyses some of the critical issues in contemporary mathematics education, and develop an awareness of their implications for the teaching and learning of mathematics.

Not offered in 1997.

025411

Mathematics Major Study 1: Statistics

BEd Prim.
6cp; subject coordinator: G Barnsley

This subject 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.

025412

Mathematics Major Study 2: Finite Mathematics

BEd Prim
6cp; subject coordinator: G Foley

This subject 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.

025413

Mathematics Major Study 3: The Historical and Societal Context of Mathematics

BEd Prim
6cp; subject coordinator: S Schuck

This one-semester subject highlights the social and historical contexts of learning and teaching mathematics. A deeper understanding of the nature of mathematics will be developed and students will be able to apply their new insights to the teaching of mathematics in the primary school. Students will understand the importance of mathematics in determining the nature of societies, they will develop greater understanding of the relationships between different branches of mathematics, and will appreciate the influence of geography, economics and technology on the development of mathematics. They will develop sensitivity to the cultural, gender and class differences which affect access to mathematics for individual members of communities.

025414

Mathematics Major Study 4: An Introduction to Graph Theory

BEd Prim
6cp; subject coordinator: S Schuck

This one-semester subject develops useful mathematical ideas of increasing importance in a technological world. Students will gain insights into the study of graph theory and its applications to problem solving, both in primary school and in other contexts. A deeper understanding of the nature of mathematics will be developed and students will be able to apply their new insights to the teaching of mathematics in the primary school.

025701

Advanced Mathematics Teaching

BEd (Prim) F/T P/T
advanced teaching study
5cp; 4hpw for seven weeks; subject coordinator: G Barnsley

This subject familiarises students with the purposes of assessment of pupils' progress and considers the appropriateness of a variety of assessment procedures including diagnostic instruments; encourages the realisation that all pupils regardless of different abilities and interests are entitled to the opportunity to acquire optimum levels of mathematical knowledge and skills; ensures that students are aware of the needs of the talented and the underachieving pupil; and considers appropriate procedures, strategies, technologies and other resources to support and enhance the mathematical learning of pupils with these special needs.

025702

Remedial Mathematics

BEd (Prim) F/T P/T
advanced teaching study
5cp; 2hpw; subject coordinator: G Foley

In this subject 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, and demonstrate a knowledge of strategies and resources for individualising mathematics instruction.

025703

Curriculum and Resource Design in Mathematics

BEd (Prim) F/T P/T
advanced teaching study
5cp; 2hpw; subject coordinator: S Schuck

In this subject students will develop an awareness of theories and research relating to mathematical learning and development, develop skills in the analysis and development of mathematical curricula, and design and evaluate materials for instruction in mathematics.

025961

Issues in Mathematics Education

MEd
6cp; 2hpw; subject coordinator: G Foley

This subject 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

This subject 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; considers the extent to which socio-cultural factors influence children's acquisition and understanding of mathematical language; and 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 1; subject coordinator: S Gerozisis

Students will develop basic skills in music literacy; classroom-focused performance skills and appropriate teaching strategies in the areas of listening, vocalising, moving and playing.

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 skills are acquired; develop skills in programming for musical concept and skill acquisition in the K–6 classroom.

026211

Music Education 1 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 3hpw; subject coordinator: J Lloyd

This subject focuses on the development of basic skills and understandings in music literacy, classroom-based performance skills and appropriate teaching strategies in the areas of vocalising, movement and playing.

026212

Music Education 2 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 3hpw; subject coordinator: J Lloyd

In this subject students will develop further skills in music literacy and performance, gain an understanding of how music concepts and performance skills are acquired and develop skills in programming and lesson planning 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.

026404

Music Studies 4

BTeach/BEd T Lib
elective major
4cp; prerequisite: 026403 Music Studies 3; subject coordinator: J Lloyd

This subject consisits of three strands. Musicianship: Students will develop aural and writing skills in elementary harmonic construction and develop computer and synthesiser skills related to their work in musicianship. Students will also 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/BEd T Lib
elective major
4cp; prerequisite: 026404 Music Studies 4; subject coordinator: J Lloyd

This subject consisits of three strands. Musicianship: This is concerned with theoretical, aural and writing skills; voice leading and modulation to related keys; associated computer and synthesiser techniques; and 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.

026411

Music Major Study 1

BEd Prim.
6cp; prerequisite: HSC 2-unit Music (or higher or equivalent); subject coordinator: J Lloyd

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style in Music and an Applied Study. Musicianship is concerned with the establishment of a thorough grounding in the basic skills and abilities of the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. Computer Studies in Music introduces students to elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style takes an overall view of the history of music in Western civilisation. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026412

Music Major Study 2

BEd Prim
6cp; prerequisite: 026411 Music Major Study 1 (or equivalent); subject coordinator: J Lloyd

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style, and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. It is concerned with the evolving languages peculiar to the fields of traditional and computerised music. Computer Studies in Music focuses upon elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style is concerned with the developments in music of the late Renaissance and early Baroque. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026413

Music Major Study 3

BEd
6cp; prerequisite: 026412 Music Major Study 2 (or equivalent); subject coordinator: J Lloyd

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style, and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. It is concerned with the evolving languages peculiar to the fields of traditional and computerised music. Computer Studies in Music focuses upon elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style looks at the influences upon, and the influences of, the

Classical period. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026414

Music Major Study 4

BEd Prim,
6cp; prerequisite: 026413 Music Major Study 3 (or equivalent); subject coordinator: J Lloyd

There are four strands in this one semester subject. These are Musicianship, Practical Studies in Music, History and Style in Music and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theories and practices in composition and analysis of the Twentieth Century. It is concerned with the new languages of this epoch. History and Style, looks at major trends of this period. Practical Studies in Music focuses upon rehearsal techniques and conducting skills with ensembles. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026701

Musical Skill Development in the K–6 Classroom

BEd (Prim) F/T P/T
advanced teaching study
5cp; 2hpw; subject coordinator: J. Lloyd

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.

026702

Music and Society (revised)

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 2hpw; subject coordinator: J Lloyd

The subject develops an awareness that music is both a reflection and a product of the society from which it comes. Music genres and traditions from a variety of musical cultures will be studied.

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. 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. 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. 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 and 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, and song composition for specific objectives. Relationships with respect to music and movement are investigated, and 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, and 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 and 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 and is 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: J Lloyd

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: . Lloyd

Students will develop confidence and skills in the performance and selection of movement and dance repertoire for the K–6 classroom. They will also 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: J Lloyd

Students will develop confidence and skills in the performance and selection of percussion and ensemble repertoire for the K–6 classroom. They will also 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: J Lloyd

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
1 4cp; 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

This subject 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, BTeach/BA
3cp; 2hpw; subject coordinator: R Lees

This subject 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, BTeach/BA
3cp; 2hpw; prerequisite: 027202 Physical Education Teaching and Learning 1 or equivalent; subject coordinator: R Lees

This subject 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, BTeach/BA
3cp; 2hpw; prerequisite: 027201 Introduction to Personal Development, Health and Physical Education (K–12); subject coordinator: M McClung

This subject 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.

027211

Personal Development, Health and Physical Education 1

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 3hpw; subject coordinator: R Lees

This subject aims to encourage students to develop their own consistent philosophy of teaching PDHPE in the primary school. They will become familiar with aspects of child development and theories of learning and motor learning as they relate to PDHPE, and develop understanding of the principles underlying curriculum construction. They will examine and analyse current PDHPE syllabuses and support documents and evaluate the implications for teaching and learning in PDHPE.

027212

Personal Development, Health and Physical Education 2

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 4hpw; prerequisite: 027211 Personal Development, Health and Physical Education 1; subject coordinator: R Lees

This subject aims to encourage students to develop an understanding of health patterns in Australia and current health concerns relevant to the primary school child. They will learn how to identify and utilise sources of current health information. They will learn the principles of motor skill acquisition and analysis and how to apply these principles to the teaching of practical lessons. They will learn instructional, assessment and evaluation strategies for different aspects of PDHPE. Students will also evaluate a variety of available teaching resources and develop their own resource materials to enhance the teaching and learning of PDHPE.

027402

Lifestyle and Fitness

BTeach, BEd T Lib, BTeach/BA
elective study major
4cp; prerequisite: 027401 Personal Health or equivalent; subject coordinator: R Lees

This subject 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, BTeach/BA
elective study major
4cp; prerequisite: 027401 Personal Health or equivalent; subject coordinator: M McClung

This subject 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, BTeach/BA
elective study major
4cp; prerequisite: 027401 Personal Health or equivalent; subject coordinator: R Lees

This subject 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 T Lib, BTeach/BA
elective study major
4cp; subject coordinator: R Lees

This subject develops an 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.

027411

PDHPE Major Study 1: Fundamental Principles of Sports Coaching

BEd Prim
6cp; subject coordinator: M McClung

This subject is designed to provide students with the opportunity to develop, consolidate and apply physical literacy, understanding and skills related to the principles and practices which enhance sports performances. It focuses on the principles of skill acquisition, enhancement and performance and examines the interrelationship between physical activity and the physiological and anatomical development of the individual.

027412

PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education

BEd Prim
6cp; subject coordinator: M McClung

This subject is designed to challenge assumptions that underlie students' beliefs and ethical principles associated with the practice of personal development, health, physical education and sport in an educational context. It is also designed to develop skills in problem solving, decision making, reflection and critical analysis as they are applied to these areas.

027413

PDHPE Major Study 3: Advanced Principles of Coaching

BEd Prim
6cp; prerequisite: 027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching; subject coordinator: R Lees

This subject builds on the subject Fundamental Principles of Sports Coaching by exploring more advanced techniques of the art and science of coaching. This subject will enable students to do the following: understand the role and responsibilities of the sports coach in the school setting; learn about different coaching styles; be able to put theory into practice by conducting an effective coaching session; understand how to develop a season coaching program; and obtain an accredited coaching certificate.

027414

PDHPE Major Study 4: Sports Administration in the School

BEd Prim
6cp; subject coordinator: R Lees

This subject explores the basic principles of administration by investigating different sports administration models and structures in education systems. Students will learn the following: leadership styles, how to communicate effectively to staff, students and parents and resolve conflicts; how to plan school athletic/swimming carnivals etc.; the most effective way to run the school sports afternoon based on the needs of the school concerned.

027701

Issues in Physical Education

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: M McClung

This subject helps students to critically analyse the implications of current educational issues for school physical education; review, analyse and evaluate selected literature related to school physical education; formulate and justify a philosophical basis for the beliefs about the contemporary and perennial issues in school physical education; and develop and apply skills in curriculum evaluation.

027702

Values Education in the Primary School

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: M McClung

This subject helps students to critically analyse literature related to the theory and practice of values education; analyse contemporary issues and current trends in educational policy and their implications for values education in the primary school curriculum; develop an understanding of theories of moral and social development; devise strategies for developing values education through a personal development, health and physical education curriculum that has societal, cultural and community relevance; and develop 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

This subject helps students to develop fundamental research skills; apply technical and research skills in the investigation of a chosen project of personal and professional relevance in the area of personal development, health and physical education; and develop a scholarly approach to the delivery of project findings.

027706

Sports Science and Education

BEd Prim, BEd Spec Ed, BEd T Lib
advanced study elective
6cp; 3hpw; subject coordinator: R Lees

This subject is designed to enable students to identify and learn the basics of sports science; understand the principles and practices of curriculum design and implementation for team and individual sports; investigate the latest developments in sports science; analyse how these developments can be applied to the school situation; and apply these developments in a practical situation.

027901

Dance Method 1: Performance and Teaching

GradCert in Dance Education P/T
6cp; one semester; subject coordinator: B Barnes

This subject provides an opportunity to explore the techniques of Modern, Jazz, Folk and Latin and American Dance within the context of safe dance. It assists participants to translate the content of Modern, Jazz, Folk and Latin and American Dance into teaching strategies.

027902

Dance Method 2: Composition and Teaching

GradCert in Dance Education P/T
6cp; one semester; subject coordinator: B Barnes

This subject examines the processes and structures of dance composition as well as the performance skills necessary to interpret, express, communicate and sustain the intention of the choreographer in modern and other dance styles. Participants develop two complete dances and will engage in improvisation tasks related to problem solving and reflective thinking. They discuss the part played by these processes in their own approach to dance composition and the way they teach it to their students.

027903

Historical Perspectives: Appreciation of Dance in the 20th Century

GradCert in Dance Education P/T
6cp; one semester; subject coordinator: B Barnes

This subject covers the history of modern and related dance styles in the century. Participants study international seminal artists and choreographers, as well as significant Australian dance artists, choreographers and companies, within the context of K-12 dance curricula.

027904

Issues in Dance Education

GradCert in Dance Education P/T
6cp; one semester; subject coordinator: B Barnes

This subject explores issues related to the variety and quality of dance education offered in schools in NSW, K-12.

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. It

helps students to review curriculum documents; develop skills in contextual analysis that will enable them to develop and improve curricula; evaluate available resources for teaching controversial topics; and develop 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. It helps students to review critically the literature related to theory, research and practice of values education; identify and analyse contemporary issues and current trends in educational policy and their implications for values education; critique theories of moral and social development; devise strategies for developing values education through personal development, health and physical education curriculum that has societal, cultural and community relevance; and develop 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

This subject helps students to analyse the role of sport in Australian society and its relationship to education; analyse school sport structures; compare and contrast school sport in Australia with international models; examine controversies that influence sport in an educational context; and examine 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 be able to apply their educational studies to the teaching of science; design, organise and evaluate methods and materials for science teaching; and use the theoretical framework as a basis for their future careers in science teaching.

028202

Science and Technology Education 2

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 028201 Science and Technology Education 1 or equivalent; subject coordinator: G Segal

This subject investigates the roles of the teacher and explores the roles adopted by the teacher in effectively facilitating the learning of science. It also demonstrates the relationship between the roles of the teacher and the learner, and teaches students to plan, prepare and assess lessons in science and technology.

028203

Science and Technology Education 3

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 028202 Science and Technology Education 2; subject coordinator: H Sharp

This subject helps students to investigate different teaching approaches, make informed decisions as to their use; investigate different teaching strategies, applying them to the development of units of work which promote concept, skill and attitude development; match the teaching approach to the purpose of the unit of work; select and organise materials and resources for use in schools; investigate educational resources which can be used in the learning of science and technology outside the classroom; and select content, contexts and investigations which are relevant to the learner.

028204

Science and Technology Education 4

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 028203 Science and Technology Education 3; subject coordinator: J Griffin

This subject helps students to select appropriate teaching and learning strategies for selected topics; investigate different programs for science and technology in the primary school and plan a full years' program for a specified grade; plan enrichment activities to cater for the needs of all the children in the class; and build assessment and evaluation procedures into the classroom program.

028211

Science and Technology Education 1 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 4hpw; subject coordinator: G Segal

This semester-long subject assists students to learn and teach science and technology in the primary school. Throughout this subject, students will be encouraged to articulate, reflect on and develop their personal theories of learning and teaching science and technology in the primary school. Students will develop their understanding of the nature of science and technology, of modern theories of learning and teaching science and technology, and of research that informs those understandings. Students will learn how to access information in a variety of forms from a range of sources and how to critically evaluate information and ideas – a preparation for lifelong learning and for developing scientific, technological, information and language literacies. Science and Technology Education situates learning and teaching in intellectual, practical, creative, social, gender-inclusive and culturally-sensitive contexts.

028212

Science and Technology Education 2 (revised)

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
4cp; 4hpw; prerequisite: 028211 Science and Technology Education 1 (revised); subject coordinator: G Segal

Science and Technology Education 2 builds on students' learning in Science and Technology Education 1 and continues to assist students to become life-long learners. Science and Technology Education 2 guides students in their use of the discipline's major forms of inquiry (creation of new ideas and using established knowledge) and passes an increasing responsibility for learning to the student. Students will be able to develop a learning unit in science and technology for a particular primary class. In requiring students to use a variety of sources (including the Internet) for accessing, analysing and evaluating information, Science and Technology Education 2 contributes to the development of students' literacies in science and technology, information and language. As with Science and Technology Education 1, Science and Technology Education 2 situates learning and teaching in intellectual, practical, creative, social, gender-inclusive and culturally-sensitive contexts. Hence Science and Technology Education will have played its part in assisting students to gain access to research, theories, practices and experiences so that they might later become ethical and committed primary school teachers and/or scholars and researchers in this field.

028301

Australian Natural History

BTeach, BEd T Lib, BTeach/BA
background study
3cp; 2hpw; subject coordinator: H Sharp

In this subject 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.

028302

Science and Technology in Australia

BTeach, BEd T Lib, BTeach/BA
background study
3cp; 2hpw; subject coordinator: G Segal

This subject aims to develop student-teachers' ideas about the nature of science and technology, their intimate relationship, and the effects they have in modern society. Students study of a selection of the technologies that have been important in Australia's development and are used 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.

028404

People, Technology and Science

BTeach, BEd T Lib, BTeach/BA
elective major
4cp; 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, BTeach/BA
4cp; subject coordinator: G Segal

This subject develops an overall view of the formation and form of planet Earth incorporating information gained from all science disciplines.

028411

Science and Technology Major Study 1: The Human Body

BEd Prim
6cp; subject coordinator: J Griffin

This subject will take a multidisciplinary approach to the learning of science and technology content. As the workings of the human body are studied, a number of physical and chemical principles will be encountered. Where possible, examples of these same principles in the 'physical' world will also be investigated. The bulk of the subject will be addressed using a cooperative learning approach in which students achieve their own individual goals by working in combination with others. An interactive approach to learning will allow each group to investigate their own questions in a way chosen by them.

028412

Science and Technology Major Study 2: Science and Technology in Daily Life

BEd Prim,
6cp; subject coordinator: J Griffin

This subject is designed to provide students with a sound knowledge base from which to draw, as well as a working understanding of the processes and skills of science and technology. It looks specifically at the workings of everyday items and processes, and emphasises Australian scientific endeavour. The emphasis is on broadening and extending understanding in science and technology through an integrated approach which removes disciplinary boundaries.

028413

Science and Technology Major Study 3: Issues in Science, Technology and Society

BEd Prim,
6cp; subject coordinator: H Sharp

This subject aims to develop ideas about the nature of science and technology and its impact on society. Students will investigate issues embedded in a range of contexts – social, cultural, political, historical and economic. Ethical considerations will be raised in order to present a reasoned and informed understanding of the issues. Students will acquire knowledge and appreciation of the contribution made to the field of science and technology in Australia and in other cultures. A range of indigenous and appropriate technologies will also be studied. Students will have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to science, technology and society.

028414

Science and Technology Major Study 4: Planet Earth

BEd Prim
6cp; subject coordinator: H Sharp

This subject develops an overall view of the structure and systems of planet Earth incorporating information gained from all science disciplines. Students will study interrelationships between biological and physical systems, a range of environments with particular emphasis on the Australian environment and investigate global issues relating to responsible environmental management. Students will have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to this planet.

028415

Science and Technology Major Study 5: Knowledge Engineering

BEd Prim
6cp; subject coordinator: L Schaverien

This semester-long subject aims to engage students actively in carefully chosen cybernetic contexts, known to be of cultural and personal value, so they can gain insight into ways knowledge is made. Students will undertake sustained exploration and design within selected technological contexts, making artefacts and developing their explanations and understandings of them. To develop their understanding of their projects, students will draw on other computer-mediated resources (e.g. the Internet) and they will use biological metaphors for thinking which are current in neuroscience and artificial intelligence research. In these ways, students will be able to examine and refine their ideas about how we know in ways which will be fruitful for classroom teaching.

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

This subject helps students to consolidate and build upon aspects of learning and teaching science and technology; consider the purpose of learning science and technology in the primary classroom and develop a position on the purposes of science and technology education; devise a plan for the development of whole-school science and technology education in the primary school and incorporate enrichment activities into the school program; and undertake an in-depth study of science and technology education which is of special interest to them.

028702

Teaching Science and Technology

BEd (Prim) F/T P/T
5cp; 2hpw; subject coordinator: G Segal

In this subject 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

This subject helps students to develop an understanding of the nature of our total environment – physical, natural, economic, social, and political; develop an appreciation of, and concern for, the quality of the total environment; demonstrate an understanding of the aims of environmental education and justify its inclusion in the primary school; design an environmental education program demonstrating how it is integrated across the curriculum; demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education; demonstrate an understanding of topical environmental issues; and analyse and discuss these issues in an informed way.

028713

Environmental Education (revised)

BEd Prim, BEd T Lib, BEd Spec Ed
Advanced study elective
6cp; 2hpw; subject coordinator: H Sharp and K Walker

This subject develops an understanding of the nature of the total environment – natural, social, political and economic. Students will acquire an understanding and awareness of the way humans interact with their environment and the impact these demands have on the environment. Through environmental education, students can acquire appropriate knowledge, skills and attitudes which will enable them to participate in environmental decision making in an informed manner. In this subject, topical environmental issues are discussed using a variety of strategies. As prospective primary teachers, students will be able to develop appropriate learning programs which demonstrate the cross-curricula nature of environmental education. Assignments are based around students identifying an environmental issue of personal importance or interest and through investigation of this issue, the development of an action plan.

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.

028981

Advanced Science Education

M Teach
8cp; 2hpw; corequisite: 028982 Research in Science Education; subject coordinator: M Cosgrove

This subject, the core of the course, presents (1) an overview of the major developments in science curricula over the past 200 years, (2) the theoretical and cultural influences which shaped those curricula, and (3) opportunities to review alternative learning environments such as those mediated by television, the Internet, interactive multimedia and science centres and museums.

028982

Research in Science Education

M Teach
8cp; 2hpw; corequisite: 028981 Advanced Science Education; subject coordinator: L Schaverien

This subject will assist students to become knowledgeable, confident and discriminating science education researchers as they review the studies of the major research groups, identify the various ways of conducting science education research and prepare a research proposal.

028983

Studies in the History of Science and Science Education

M Teach
8cp; 2hpw; prerequisites: 028981 Advanced Science Education; 028982 Research in Science Education; subject coordinator: M Cosgrove

This subject provides opportunities to study aspects of the histories of the sciences and to examine their relevance to science education. Students will consider the evolution of the sciences from natural philosophy (from a study of Kuhn's, Popper's, Ziman's and Musgrave's descriptions of the scientific process). Particular attention will be given to understanding the paradigm location of scientific theory as a foundation for scientific principles and facts, thus opening up the possibility of comparing scientists' world views with those of other seeking to make sense of the world, including children. Students will have the opportunity to read original treatises in a field of science.

028984

Issues in Science Education

M Teach
8cp; 2hpw; prerequisites: 028981 Advanced Science Education; 028922 Research in Science Education; subject coordinator: G Segal

This subject enables students to survey issues associated with current science teaching practice (e.g. issues of knowledge, of delivery and of inclusion) which are seen as barriers to successful learning by large or small proportions of the student population.

028991

Thesis

M Teach
8cp; 2hpw; prerequisites: 028981 Advanced Science Education; 028982 Research in Science Education; Issues in Science Education; subject coordinator: M Cosgrove

In this subject students will have the opportunity to examine the theory and practice of science education by making an in-depth and original study of an aspect of that field. The aim of a thesis study in this course is to engender the view that science teaching and learning are likely to be advanced where critical scholarly practices are brought to bear on classroom practice and curriculum development by teachers themselves.

029202

Social Studies Education 2

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 029201 Social Studies Education 1; subject coordinator: K Amos

This subject relates relates the theory and practice of social studies to the development of children in the K–6 age group. It also develops skills in school planning and 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.

029211

Social and Environmental Education

BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
6cp; 3hpw Autumn semester; 2hpw Spring semester; subject coordinator: K Amos

This full-year subject develops a student's understanding of the NSW primary curriculum area of Human Society and Its Environment. Students acquire proficiency in planning, presenting, assessing and evaluating pupils' learning experiences at the K-6 age-grade levels, consistent with current Syllabus approaches. They will also be encouraged to critically reflect on the wider challenges of preparing Australian school children to become community, national and global citizens.

029302

Australian Studies 2

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 029301 Australian Studies 1; subject coordinator: J Atherton

This subject 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, BTeach/BA
Note: *this unit is compulsory for students undertaking the Thailand practice, but is also open to other students*
3cp; 2hpw; subject coordinator: J McFarlane

In this subject 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, BTeach/BA
general studies elective
3cp; 2hpw; subject coordinator: K Amos

This subject 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, BTeach/BA
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, studying specifically Australian examples. In this subject they will examine the city as a system of interrelated parts; evaluate plans and the planning process as means of reducing urban problems; examine their own personal image of and their attitudes towards the city; and 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.

029311

Aboriginal and Torres Strait Islander History and Cultures

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: J Lukabyo

This subject aims to encourage students to develop historical and cultural knowledge about the Australian Indigenous peoples as well as skills that would enhance their classroom discourse in teaching Aboriginal studies in accordance with principles set out in the Primary curriculum. They will also

become familiar with historical and current political issues pertaining to Aboriginal and Torres Strait Islanders, especially those that affect the education of Aboriginal and Torres Strait Islander children. They will develop understanding and appreciation of Aboriginal culture and its significant impact upon the learning style of Aboriginal children. The link with the practicum will overall help students to develop the professional insights and appropriate competencies necessary for a conscientious practitioner teaching a social science subject such as Aboriginal studies in the primary school.

029312

Australian Studies (revised)

BEd Prim, BEd SpecEd, BEd T Lib, BEd/BA
4cp; 2hpw; subject coordinator: J Atherton

This year-long subject aims to give students perspectives on Australia and its development in keeping with the need to have teachers who understand the complex nature of the society in which they will act as a major source of Australian culture, custom and tradition. It is also consistent with the strong Australian emphasis contained in the key learning area of Human Society and Its Environment. In addition, it examines, through its interdisciplinary approach, content and issues concerning Australia in other key learning areas.

Not offered in 1997.

029404

History 4

BTeach/BEd T Lib
elective major; 4cp; 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; prerequisites: either 029401 and 029402 History 1 and 2 or 029403 and 029404 History 3 and 4; subject corrdinator: 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 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.

029411

History Major Study 1: Australia to 1900

BEd Prim.
6cp; subject coordinator: K Amos

This subject uses the approaches and methods of history as a discipline to examine the foundations of Australian society, pre-1788 to 1901. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

029412

History Major Study 2: Australia in the 20th Century

BEd Prim.
6cp; prerequisite: 029411 History Major Study 1: Australia to 1900; subject coordinator: K Amos

This subject uses the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including oral history.

029413

History Major Study 3: Europe in the 20th Century

BEd Prim
6cp; subject coordinator: J Atherton

The specific content of this subject will present students with major issues about the nature of modern society raised by the history of Europe in the 20th century. Assessment will be by essay, tutorial presentation and final examination.

029414

History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

BEd Prim
6cp; subject coordinator: J Atherton

This subject will engage students with Asian history and, by implication, with the cultures of Asia. It will demonstrate the diversity and achievements of Asian civilisation and enable students to intersect with Asian history at significant points from ancient times up to the more recent past. Assessment will be by essay, tutorial presentation and final examination.

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

This subject focuses on the attitudes, knowledge and skills required to design, implement and evaluate programs for intercultural understanding. It enables students to: gain knowledge of the multicultural nature of Australian society and the classroom; understand the psychological, cultural and linguistic needs of children in the multicultural classroom; clarify objectives for classroom policies (including policies in language across the curriculum) which will promote intercultural understanding; acquire skills in programming social studies in the culturally diverse classroom; evaluate critically existing programs and resources; and develop a set of teaching resources for use in the multicultural classroom.

Not offered in 1997.

029703

Family History (revised)

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; 2hpw; subject coordinator: B Robertson

This is an Advanced Studies Elective designed to provide students with skill in basic historical research, together with an appreciation and understanding of the achievements of people in earlier times.

029901

Aboriginality, Power and Education

MEd
6cp; 2hpw; subject coordinator: J Jardine

This subject helps students to critically analyse theoretical and research approaches to the understanding of Aboriginality and power in education; examine critical issues related to the suppression of Aborigines in Australian education institutions, particularly in primary and secondary education; critique literature related to Aboriginal culture and the socialisation process in the family, school and community; examine Aboriginal education policies and their implications for current and future options in Australian education; and reflect on one's own assumptions to develop a personal professional philosophy of Aboriginal education in specific educational contexts.

SUBJECTS OFFERED BY OTHER FACULTIES

55108

Practicum 7: Managing Information Services in the School Library

BEd T Lib
8cp; 13 days in primary school library and information provision project (17 days); prerequisites: Practicums 1 to 6; corequisite: Issues in Teacher Librarianship 3; subject coordinator: to be advised

This year-long subject aims to provide an understanding of the management role of the teacher librarian within the school library as it relates to management of information, services, systems, facilities, and to budgeting and personnel supervision. Students also assess their own professional development needs and implement a plan to meet these.

55431

Information Science 1

BEd T Lib
4cp; 3hpw; subject coordinator: to be advised

This subject provides a foundation for the study of the theory of information science. It 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

This subject 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; subject coordinator: to be advised

This subject 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. It 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

This subject 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

This subject 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.

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.

55440

Issues in Teacher Librarianship 1 (revised)

BEd T Lib
4cp; 2hpw for two semesters; corequisites: Information Science 1; Information Science 2; subject coordinator: to be advised

This full-year subject will enable 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.

55441

Issues in Teacher Librarianship 2 (revised)

BEd T Lib
6cp; 3hpw for two semesters; prerequisite: Issues in Teacher Librarianship 1; corequisites: Information Science 3; Information Science 4; subject coordinator: to be advised

This subject enables students to apply theories and principles for the organisation of information and information resources to the school library environment. Students will analyse information resources 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.

55442

Issues in Teacher Librarianship 3 (revised)

BEd T Lib
6cp; 3hpw for two semesters; prerequisites: Issues in Teacher Librarianship; corequisite: Information Science 5; subject coordinator: to be advised

In this full-year subject students will evaluate the range of information resources, products, and services appropriate for educational purposes and assess their role in developing, supporting, extending and enriching the curriculum. The role of information literacy development will be stressed. In addition, the management role of the teacher librarian will be emphasised. Students will also have the opportunity to explore 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

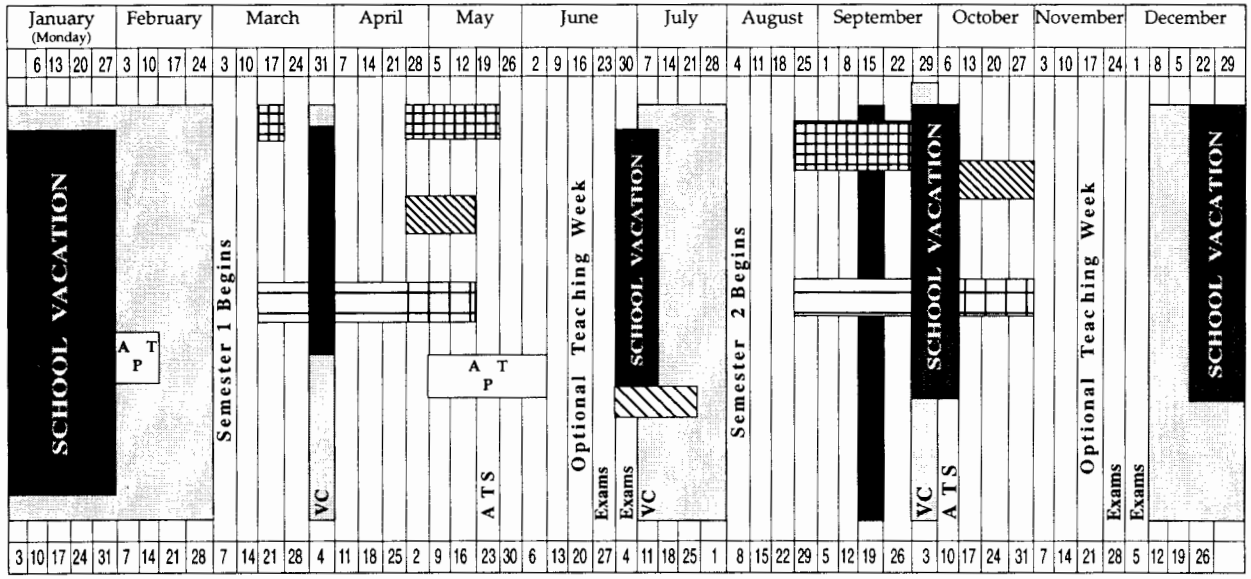
Clinical Studies 3: Interventions in Health Care

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
1997 CALENDAR AND PRACTICUM DATES

Copies of this calendar are available from the Practicum Office: Room 2.276 Phone: 9514-5353 Fax: 9514-5347



Graduate Diploma in Education
(PD/H/PE and Science)

BTeach, BTeach/BA, BEd/BA, BEd SpecEd, BEd (Prim) BEd T/Librarianship
(exceptions – 1st years in Semester 1)

Special Ed – Conversion
1 day visits

Special Ed – Conversion
BLOCK

A T P **Bachelor of Education**
(Associate Teacher program)

Pranakorn practicum
(Thailand)

NSW Department of School Education
1997 School Vacations

NSW Department of School Education
Education Week

University Vacation

VC Vice-Chancellor's Week

A T S Alternate Teaching Strategies

Public Holidays:
28 March 31 March
25 April 9 June
6 October

Alphabetical list of subjects

Aboriginal and Torres Strait Islander History and Cultures 029311
Aboriginal Cultures and Philosophies 015110
Aboriginal Initiatives in Education: Towards Community Control 015112
Aboriginal Studies 015114
Aboriginal Studies 029701
Aboriginality, Power and Education 029901
Academic Profession, The 01011
Action Inquiry into Classroom Discourses 023977
Action Research in Adult Education 013366
Adolescent and Adult Development 012144
Adolescent and Adult Development 015070
Adult Career Development 013215
Adult Career Guidance and Counselling 013217
Adult Communication Management 1 013343
Adult Communication Management 2 013344
Adult Education 015132
Adult Education and Social Action 015078
Adult Education and Social Movements 013352
Adult Education and the Aged 015079
Adult Education and the Unemployed 015081
Adult Learning and Community Action 011003
Adult Learning and Program Development 013333
Adult Learning and Teaching 016002
Adult Learning in Social Context 015007
Adult Teaching and Learning 010123
Adult Teaching and Learning 015002
Advanced Children's Literature 024705
Advanced Courseware Engineering 016712
Advanced Curriculum Design 015378
Advanced English for Classroom Purposes 1 015266
Advanced English for Classroom Purposes 2 015268
Advanced English for Classroom Purposes 3 015270
Advanced English for Classroom Purposes 4 015272
Advanced Mathematics Teaching 025701
Advanced Science Education 028981
Analysing Classroom Interaction 023613
Analysing Current Issues in Australian Education 015009
Analysing Current Issues in Australian Education (revised) 023620
Analysing Professional Practice 016715
Applying Experiential Learning in the Workplace 015095
Approaches to the Teaching of English 024701
Approaches to the Teaching of English (revised) 024711
Art and Craft Education 2 020202
Art Major Study 1: People in Art 020411
Art Major Study 2: A Sense of Place 020412
Art Major Study 3: Stories, Myths and Truth 020413
Art Major Study 4: Design and Power 020414
Art Studies 2 020402
Art Studies 3 020403
Art Studies 4 020404
Art Studies 5 020405
Asian Study, Thailand, An 029303
Aspects of Art/Craft Education 020701
Aspects of Australian Art 020301
Assessment, Programming and Evaluation 015122
Australian Adult Education: Influences and Tendencies 013335
Australian Natural History 028301
Australian Studies 029302
Australian Studies (revised) 029312
Australian Studies 2 029302
Basic Principles in Educational Research 023302
Campaigning and Public Education 015080
Case Studies in Public Education 011004
Catering for Individual Learning Needs (COMM, HRD, LLN, VOC ED) 015037/38/39/40

Children and Physical Activity 027404
Children with Language Delay and the Language of Learning 023890
Children's Literature 1 024901
Children's Literature 2 024902
Communication Strategies for Public Policy 011002
Communication Technology and Distance Learning 016711
Competency-based Training in Vocational Education 012154
Computer-based Adult Education and Training 013346
Computer-based Learning 021701
Computer-based Learning Techniques 012148
Computer-managed Learning 012150
Computer-managed Learning 016708
Computer-mediated Learning 021791
Computing for Adult Educators 015309
Contemporary Issues in Adult Education 013336
Context and Strategy in Adult Education 013334
Continuing Professional Education for Adult Educators 013345
Counselling and Advising Students 012147
Courseware Design and Development 1 016703
Courseware Design and Development 2 016706
Critical Literacy 015129
Cultural Diversity in The Workplace: Management and Learning 013367
Current Issues and Applications in Educational Computing 021702
Current Issues in Australian Education 023600
Curricula and Programs for Students with High Support Needs 023872
Curriculum and Methodology (ABE) 015121
Curriculum and Methodology (TESOL) 015120
Curriculum and Methodology (TLOTE) 015157
Curriculum and Pedagogy 1 015339
Curriculum and Pedagogy 2 015341
Curriculum and Resource Design in Mathematics 025703
Curriculum Design and Management 023970
Curriculum Development and Management 023606
Curriculum Planning in Science and Technology 028701
Dance Method 1: Performance and Teaching 027901
Dance Method 2: Composition and Teaching 027902
Delayed or Disordered Communication: An Educational Approach 023856
Designing and Delivering Open Learning 015069
Designing and Marketing Open Learning 012142
Developing Community Adult Education Programs 015261
Developing Group Communication 015073
Developing Individualised Projects 015135
Developing Interpersonal Communication 015072
Developing Systems Communication 015074
Developing the Learning Organisation 015099
Developng Vocational Education Programs 012140
Development, Growth and Education in South-East Asia 015082
Developmental Psychology 023511
Discourse Analysis 015277
Dissertation Development and Appraisal 016714
Drama and Theatre Arts 4 022404
Drama and Theatre Arts 5 022405
Drama in Education 022302
Educating Students with Behaviour Disorders 1 023873
Education and Technology 01013
Education for Gifted and Talented Students 023987
Education Major Study 1: History of Australian Education 023411
Education Major Study 2 : Moral Development 023412
Education Major Study 3: Changing Schools 023413
Education Major Study 4: Educational Policy Studies 023414

Educational and Psychological Testing 015133
Educational Computing 2 021402
Educational Computing 3 021403
Educational Computing 4 021404
Educational Computing 5 021405
Educational Computing Major Study 1 021411
Educational Computing Major Study 2 021412
Educational Computing Major Study 3 021413
Educational Computing Major Study 4 021414
Educational Dimensions of Community and Youth Work 015077
Educational Drama 022701
Educational Evaluation 023603
Educational Leadership in a Technological Society 023961
Educational Perspectives on the Management of Challenging Behaviours 023851
Educational Research 023505
English 2: Form and Meaning 024402
English 3: The Victorians and After 024403
English 4: Revolution and Romanticism 024404
English 5: Elizabethans and Jacobeans: The Emergence of Modern Language and Literature 024405
English Education 1 024211
English Education 2 024212
English Education 2A 024222
English Education 3: Teaching ESL 024213
English Education 4: Educational Drama 024214
English Education: Drama 024405
English Education: Reading 024203
English Education: Teaching English as a Second Language 024204
English for Academic and Teaching Purposes 015170
English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare 024411
English Major Study 2: Images of Australia: The Place and the People. Literary Representations in Prose, Poetry and Drama 024412
English Major Study 3: The Literature of Protest: Changing the World 024413
English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices.024414
English Teaching Issues 024961
Enrichment Tradition in Adult Education, The 013353
Environmental Education 028703
Environmental Education (revised) 028713
Ethics and Leadership in Adult Education Administration 013342
Ethics, Workplaces and the HRD Function 015093
Evaluation and Assessment 015255
Examining the Organisational Context (COMM, HRD, LLN, VOC ED) 015053/54/55/56
Experience-based Learning 1 013358
Experience-based Learning 2 013359
Experiential Learning Strategies 015375
Exploring Adult Basic Education Practice 010113
Facilitating Adult Learning at Work 015377
Family History 029304
Family History (revised) 029703
Field Practice 1 012159
Field Practice 2 012161
Field of Practice Specialist Knowledge 1 (COMM, HRD, LLN, VOC ED) 015017/18/19/20
Field of Practice Specialist Knowledge 2 (COMM, HRD, LLN) 015029/30/31
Field of Practice Specialist Knowledge 3 (COMM, HRD, LLN) 015041/42/43
Field of Practice Specialist Knowledge 4 (COMM, HRD, LLN) 015057/58/59
Foundations of Adult Education 010120
Foundations of Adult Education 015254
Foundations of Experiential Learning 015374
Foundations of Interactive Learning 1 016701
Foundations of Interactive Learning 2 016704
Foundations of Language Teaching 1 015265
Foundations of Language Teaching 2 015288

Foundations of TESOL 1 015154
Foundations of TESOL 2 015156
Foundations of TESOL 3 015159
Foundations of TESOL 4 015161
Freire's Influence in Adult Education 013354
Functional Grammar 015340
Gender at Work 015355
Gender, Power and Education 023963
Grammar and the Construction of Meaning 015127
Higher Level Competencies in Adult Education 013340
Historical Perspectives: Appreciation of Dance in the 20th Century 027903
History 4 029404
History 5 029405
History Major Study 1: Australia to 1900 029411
History Major Study 2: Australia in the 20th Century 029412
History Major Study 3: Europe in the 20th Century 029413
History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past 029414
Honours Seminar 023698
Honours Thesis 023699
HRD Strategies for Individual Development 015097
Implementing Educational Change 023608
Independent Project 016710
Independent Study 022602
Independent Study Project 1/2 013356/7
Independent Study Project in Communication 015075
Individualised Project A/B/C/D 015098/107/108/109
Individualising Learning 023610
Industry-focused HRD strategies 015092
Information Technology 021311
Instructional Issues in the Education of Students with Moderate and High Support Needs 023855
Integration 023876
Interactive Multimedia 016709
International Perspectives on Education 015012
International Perspectives on Education 023614
International Trends in Workplace Education 015094
Interpersonal Skills: Working with People 012137
Internet and Electronic Information Networking 021703
Intepersonal Skills: Working in an Organisation 012138
Introducing Aboriginal Cultures and Philosophies 015115
Introduction to Educational Research 023965
Introduction to Developmental and Educational Psychology, An 023500
Introduction to Language 015086
Introduction to LOTE Methodology 023301
Introduction to Personal Development, Health and Physical Education (K–6) 027201
Introduction to Research Methods in Teaching and Learning 012146
Issues for Adult Education Researchers 013348
Issues in Aboriginal Education 015111
Issues in Adult Education Evaluation 013350
Issues in Art Education 020703
Issues in Children's Literature and Literacy 024904
Issues in Computer-based Adult Education and Training 013347
Issues in Dance Education 027904
Issues in Language Planning 015257
Issues in Mathematics Education 025961
Issues in Music Education 1 026931
Issues in Music Education 2 026932
Issues in Music Education 3 026933
Issues in Music Education 4 026934
Issues in Physical Education 027701
Issues in Researching Second Language Learning and Teaching in Context 015275
Issues in School and Community Relations 023971
Issues in Science Education 028984
Issues in the Teaching of English (K–6) 024702
Language and Education Honours 023690
Language and Interpersonal Skills 012139
Language and Learning 015338
Language and Schooling 023604
Language, Culture and Communication 016003

Language, Culture and Communication 1 015001
Language, Culture and Communication 2 015004
Language Development 015158
Language for Specific Purposes 015123
Language in Social Context 015152
Language Policy and Planning 015130
Language, Literacy and Education 024711
Language, Literacy and Power 1 013360
Language, Literacy and Power 2 013369
Leadership in Art Education 020961
Learner Assessment 016004
Learner Assessment in Vocational Education 012141
Learning and Communication Disorders 023874
Learning and Teaching Literacy 015153
Learning Beyond the Classroom 022601
Learning Difficulties and Learning to Read and Spell 023871
Learning in Mathematics 025001
Learning in Personal Development, Health and Physical Education 027001
Learning in Science 1 028001
Learning in Science 2 028002
Learning in Science and Technology 028961
Learning Journal 1 015245
Learning Styles, Cognitive Processing and Adaptive Teaching 012145
Lifelong Education, Research and Practice 016713
Lifestyle and Fitness 027402
Literacy 1 024911
Literacy 2 024912
Literary Theory and Children's Literature 024913
Mainstreaming 023800
Major Independent Study 023992
Major Study 024914
Managing Change in Education 023901
Managing Change in Educational Settings 023972
Managing Education Programs 015083
Managing Innovations: Curriculum Changes 023903
Managing Innovations: Managing Changes in Assessment and Reporting 023907
Managing Innovations: New Approaches to Teaching and Learning 023905
Managing Innovations: New Technologies in Education 023904
Managing Innovations: Teaching and Learning for Informed Citizenship 023906
Managing Program Change in Adult Education 013337
Managing the Development of Computer-based Learning 016705
Marketing Vocational Education Programs 012143
Mathematical Communication 025962
Mathematics Education 1 025211
Mathematics Education 2 025202
Mathematics Education 2 (revised) 025212
Mathematics Education 3 025203
Mathematics Education 3 (revised) 025213
Mathematics Education 4 025204
Mathematics Major Study 1: Statistics 025411
Mathematics Major Study 2: Finite Mathematics 025412
Mathematics Major Study 3: The Historical ad Societal Context of Mathematics 025413
Mathematics Major Study 4: An Introduction to Graph Theory 025414
Mathematics Studies 3: The Historical and Societal Context of Mathematics 025413
Meeting Special Needs in the Secondary School 023002
Minor Independent Study 023991
Motor Skill Acquisition and Analysis 027405
Multi-literacies in the Workplace 015100
Multimedia in Learning Project 01014
Music and Society 026301
Music and Society (revised) 026702
Music Education 1 026201
Music Education 1 (revised) 026211
Music Education 2 026202
Music Education 2 (revised) 026212
Music Major Study 1 026411
Music Major Study 2 026412
Music Major Study 3 026413

Music Major Study 4	026414
Music Skills 1	026911
Music Skills 2	026912
Music Skills 3	026913
Music Skills and Application 4	026914
Music Studies 4	026404
Music Studies 5	026405
Music Therapy Practice 1	026901
Music Therapy Practice 2	026902
Music Therapy Practice 3	026903
Music Therapy Practice 4	026904
Musical Skill Development in the K-6 Classroom	026701
Musicianship 1	026921
Musicianship 2	026922
Musicianship 3	026923
Musicianship 4	026924
Numeracy Awareness	015089
Numeracy Instruction for Students with Learning Difficulties and Disabilities	023854
Numeracy-related Programming for Students with Intellectual Disabilities	023875
Organisational Theory and Community-based Adult Education	013355
Organising Community Adult Education	015084
PDHPE Major Study 1: Fundamental Principles of Sports Coaching	027411
PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education	027412
PDHPE Major Study 3: Advanced Principles of Coaching	027413
PDHPE Major Study 4: Sports Administration in the School	027414
People, Technology and Science	028404
Performance Studies 1	026941
Performance Studies 2	026942
Performance Studies 3	026943
Personal Development and Health (K-6)	027204
Personal Development, Health and Physical Education 1	027211
Personal Development, Health and Physical Education 2	027212
Personal Development, Health and Physical Education Research Project	027703
Perspectives on Public Education	011001
Philosophical Bases of Education	023503
Philosophical Bases of Education (revised)	023503
Philosophy of Adult Education	013364
Phonology and Pronunciation	015125
Physical Education Teaching and Learning 1	027202
Physical Education Teaching and Learning 2	027203
Planet Earth	028405
Policy Analysis in Adult Education	013341
Policy and Planning Issues in TESOL	015276
Politics in Education	023976
Portfolio Development	015003
Practicum	015273
Practicum 1	015250
Practicum 1: Beginning Teaching – Issues in the Primary School	023111
Practicum 1: Exceptional Teaching	023861
Practicum 2	015253
Practicum 2: Developing Classroom Management	023112
Practicum 2: Future Directions in Special Education Service Delivery	023862
Practicum 3	015256
Practicum 3: Promoting Learner Interaction	023103
Practicum 3: Promoting Student-centred Learning	023113
Practicum 4	015259
Practicum 4: Managing Learning Difficulties	023104
Practicum 4: Managing Learning Difficulties	023114
Practicum 5: Designing and Implementing Educational Programs for Learners	023105
Practicum 5: Designing Educational Programs	023115
Practicum 6: Assessing and Evaluating in Education	023116
Practicum 6: Providing for Individual Differnces in Learners	023106
Practicum 7: Reflecting on Educational Practice	023117

Preventing and Remediating Difficulties in Reading and Spelling 023822
Principles and Practice of Vocational Teaching 1 012158
Principles and Practice of Vocational Teaching 2 012160
Principles of Computer Education 016707
Principles of Instructional Design 016702
Problem-based Learning 023978
Problem-based Learning U/G 023605
Professional Ethics 023615
Professional Practitioner, The 016006
Professional Practitioner (COMM, HRD, LLN, VOC ED), The 015049/50/51/52
Professional Skills 1 015117
Program Design and Evaluation 016007
Program Design, Implementation and Evaluation of Experiential Learning 1 015376
Program Design, Implementation and Evaluation of Experiential Learning 2 015379
Program Development and Needs Analysis 015006
Program Development, Implementation and Evaluation 010122
Program Development in Adult Career Education 013216
Program Development Workplace Project 012155
Programming and Assessment in Language, Literacy and Numeracy 015090
Programming for Diabetes Education 015342
Project 015116
Project 015278
Promoting Workplace Learning 015091
Psychological Perspectives on Adult Learning 015005
Psychology of Adult Development, The 013368
Psychology and Sociology of Learning 1 012127
Psychology and Sociology of Learning 2 012128
Psychology of Secondary Students 023001
Qualitative Research in Education 023981
Reading and Spelling Instruction for Students with Special Education Needs 023852
Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties 023877
Reflective Practitioner in the School F/T, The 023107
Reflective Practitioner in the School P/T, The 023108
Remedial Mathematics 025702
Research and Inquiry 015011
Research in Science Education 028982
Research Literacies 023999
Research Methodologies 015126
Research Methodologies for Adult Educators 013349
Research Methodology 024903
Research Project 028991
Researching Educational Practice 013362
Researching Practice in Special Education 023870
School and Community Relations 023601
School and Community Relations (revised) 023621
School, Sport and Society 027965
Science and Technology Education 1 (revised) 028211
Science and Technology Education 2 028202
Science and Technology Education 2 (revised) 02812
Science and Technology Education 3 028203
Science and Technology Education 4 028204
Science and Technology in Australia 028302
Science and Technology Major Study 1: The Human Body 028411
Science and Technology Major Study 2: Science and Technology in Daily Life 028412
Science and Technology Major Study 3: Issues in Science, Technology and Society 028413
Science and Technology Major Study 4: Planet Earth 028414
Science and Technology Major Study 5: Knowledge Engineering 028415
Secondary Practicum 1 023191
Secondary Practicum 2 023192
Secondary School: Social Bases and Critical Issues, The 023003
Simulations and Games: Theory and Design 015096

Skill Formation, Technological Change and Adult Education 013339
Skill Learning and the Development of Expertise 013210
Social and Environmental Education 029211
Social Bases of Education 023502
Social Context of Childhood Stress, The 023602
Social Context of Physical Education 027403
Social Education in Community Settings 015076
Social Perspectives on Language, Literacy and Numeracy 015087
Social Reasoning: Creating New Frames for Thinking 015134
Social Studies Education 2 029202
Sociological Bases of Education 023512
Sociological Context of Vocational Education, The 012156
Sociopolitical Contexts of Language Education 015128
Special Education 1: Managing Challenging Behaviours 023821
Special Education 2: Preventing and Remediating Difficulties in Reading and Writing 023822
Special Education 3: Educating Students Who Have Difficulties with Written Text 023823
Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities 023824
Special Education 5: Educating Students with Moderate and High Support Needs 023825
Special Education 6: Educating Students with Delayed or Disordered Communication 023826
Special Education Practicum 1: Assessment, Programming and Education 023831
Special Education Practicum 2: Collaborative Participation in Inclusive Service Models 023832
Sports Science and Education 027706
Structures and Processes in Community Education 015085
Student Learning and Evaluation 01012
Studies in the History of Science and Science Education 028983
Studio Practice in Visual Arts 020704
Supervision in the Practicum 023611
Supervision: The Developing Teacher 023973
Supporting Workplace Learning and Reform 013363
Teachers as Professionals 023607
Teaching Aboriginal Studies 015113
Teaching Across the Curriculm 022603
Teaching and Learning in Adult Numeracy 010157
Teaching and Learning in Diabetes Education 015343
Teaching and Learning in Practice (COMM, HRD, LLN, VOC ED) 015021/22/23/24
Teaching Controversial Issues in Personal Development, Health and Physical Education 027962
Teaching English to International Students 024703
Teaching English to International Students (revised) 024713
Teaching in the Multicultural Classroom 012153
Teaching Language and Literacy 015088
Teaching LOTE Major Study 1: Second Language Development 024451
Teaching LOTE Major Study 2: LOTE Curriculum and Methodology 024452
Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language 024453
Teaching LOTE Major Study 4: Planning and Evaluation in Second Language Teaching 024454
Teaching Others to Use Technology 012151
Teaching Practice 1 015372
Teaching Practice 2 015373
Teaching Science and Technology 028702
Teaching Social Studies: An Intercultural Approach 029702
Teaching Visual Arts 020702
Technology and Media 1 012129
Technology and Media 2 012130
Technology and Music Education 026944
Technology for Open Learning 012149
TESOL Curriculum and Methodology 1 015368
TESOL Curriculum and Methodology 2 015369

TESOL Curriculum and Methodology 3 015370
TESOL Curriculum and Methodology 4 015371
TESOL Program Design 015258
Theories of Learning 023504
Theories of Numeracy 015119
Theory and Practice of Language Teaching 1 015267
Theory and Practice of Language Teaching 2 015269
Theory and Practice of Language Teaching 3 015271
Theory and Practice of Language Teaching 4 015274
Training and Development Practicum 015336
Understanding Adult Education and Training 013332
University Teaching and Learning 01010
Urban Studies 029305
Values Education in Personal Development, Health and Physical Education 027963
Values Education in the Primary School 027702
Visual Arts and Craft Education 020211
Women and Adult Education 013361
Women and Education 015071
Women and Education 015344
Women and Learning 013331
Workers' Education: Comparative Perspectives 013365
Workplace Context 016008
Workplace Context of Vocational Education 1, The 012135
Workplace Context of Vocational Education 2, The 012136
Workplace Practice 1 016001
Workplace Practice 2 016005
Workplace Reform & Changing Structures in Education 023902
Workshop 1 015118
Writing for Specific Purposes 012152
Written Text and Students with Learning Difficulties 023853

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
Information Methods 3C 55350
Information Science 1 55431
Information Science 2 55432
Information Science 3 55433

Information Science 4	55434
Information Science 5	55435
International Management	21591
Introducing Aboriginal Social and Political History	54232
Introduction to Computer Systems Architecture	31942
Introduction to Information Systems	31943
Introduction to Systems Modelling	31940
Issues in Teacher Librarianship 1 (revised)	55440
Issues in Teacher Librarianship 2 (revised)	55441
Issues in Teacher Librarianship 3	55438
Issues in Teacher Librarianship 3 (revised)	55438
Issues in Teacher Librarianship 4	55439
Law for Managers	79749
Leisure and Tourism Futures	27945
Leisure and Tourism Planning	27711
Leisure Management	27713
Management Development Outdoors	26702
Marketing Legislation in Australia	79741
Mass Media in Education	56902
Operations Management	21131
Organisational Behaviour	21130
Organisational Change and Adaption	21725
Organisational Design and Change	21221
Organisational Diagnosis and Evaluation	21321
Personality and Development	21426
Practicum 7: Managing Information Services in the School Library	55108
Primary Health Care	92845
Psychology of Communication	21427
Strategic Human Resource Management	21407
System Analysis and Design	31531
Victim-Offender Dispute Resolution	77748
Video in Education	56903

Note: Not all subjects listed by other faculties are described in this handbook. For full details, check the handbook for the relevant faculty.

Boards and committees

FACULTY BOARD MEMBERSHIP

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 M Coupland, Faculty of Mathematical and Computing Sciences

Ms J Houghton, Faculty of Humanities and Social Sciences

Elected faculty staff members

School of Adult Education

Academic staff

Mr W Ardler
Mr R B Gowing
Dr J Hammond
Ms M Newman
Ms H Scheeres
Ms R Wickert

Support staff (City campus)

Ms S Buck

School of Teacher Education

Academic staff

Mr G Foley
Dr L Ljungdahl
Ms M McClung
Dr S Schuck
Dr G Segal
Dr H Sharp

Support staff (Kuring-gai campus)

Ms A Symons

Faculty of Education

Academic staff

Mr J Eklund
Dr J Jardine
Dr A Lee
Associate Professor R K J Morris
Ms J Sampson
Dr K Walker

Elected student members

School of Adult Education

Vacant

School of Teacher Education

Ms A Lockwood

Postgraduate students from the faculty (2)

Mr J O'Shannassy
Vacant

SCHOOL BOARDS MEMBERSHIP

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, the Faculty Liaison Librarian 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

Dr S Schuck

Mr A Scully

Dr G Segal

Ms H Sharp

Ms A Symons

Mr D Taylor

Dr 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 Gonczi

Academic staff members

Ms R Cohen

Ms S Knights

Dr B Pithers

Dr H Schaafsma

Ms H Scheeres

Ms L Spindler

External members

Ms Sam Thomas (Chair), Director, BACE

Ms Robyn Alexander, 16 Chester Parade, Bronte

Ms Wendy Brady, Wallatuka Aboriginal Education Centre, University of Newcastle

Ms Judy Byrne, Manager, Quality Assurance Division, 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

Mr Kevin Heys, Head of Studies, Granville College of 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, NSW Education Coordinator, Securities Institute Education

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 L 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

STAFF RESEARCH INTERESTS AND EXPERTISE

School of Adult Education

Adult learning and development

David Boud

Kate Collier

Ian Cornford

John Garrick

Bob Gowing

Michael Kaye

Sue Knights

Elyssebeth Leigh

Alex Nelson

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

Tony Brown

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
Andrew Gonczi
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

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
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

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
Merilyn 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
Merilyn 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

Faculty Office

Associate Professor and Dean of Education
A Gonczi, MA, MEd (Hons) (Syd)

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

Executive Officer
H D McCuaig, BA (UWS)

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

Centre for Training and Development Services

Director
Vacant

Principal Consultants
A Groat, GradDipComp (Business) (LaT), GradCertTrainingMgt (Swinburne)
A Hallard, MEd, BTeach (Hons) (UTS), DipFashionTech (TAFE)

Office Manager
C McGregor

Administrative Assistants
K Hutchinson
S Pawluk
R Rolli
C Ryan

Centre for Language and Literacy

Director
M J Baynham, MA (Camb), PhD (R'dg), RSA Cert TEFL, RSACertLit

Administrative Assistant
R Atkins

Research Centre for Vocational Education and Training

Director
R J McDonald, BSc, PhD (ANU)

Alternate Director
J A McIntyre, BEd, MA (Hons) (Syd)

Senior Research Fellows
J Freeland, BEc, BEd, DipEd (Q'ld)
G E Hayton, BSc (UNSW), MEd (Syd)
G Hawke, BA (Syd)
N Solomon, BA, MA (Syd), DipEd (Syd Teach Coll)

Research Manager
D Mazzina, BA, DipEd (Syd), MEdAdmin (UNSW)

Centre Administrator
M Egg, BEd (UTS)

Research Officer
M Paxman, BEc (Syd), MA (UNSW)

Project Manager
K Todd-Smith, BEc (Hons) (UNE), GradDipHRM (Mitchell CAE)

Finance Officer
J Groves, BEc (Hons) (Syd)

Senior Research Assistant
J Stone, BEc (SocSc) (Syd)

Research Assistant
B Melville, BEd, DipTeach (UTS)

Executive Assistant to the Director
C Kendal

Centre for Popular Education

Director
G Foley, BA, MEd, PhD (Syd), DipEd (EAf)

Alternate Director
R Flowers, BA (Lond), MA (Freiburg), GradDipAdultEd (UTS)

Research Coordinator
N Kambouris, BSW (UNSW), MEd (UTS)

Administrative Assistant
B Saunders, BA (UNSW)

Centre for Research in Education and the Arts

Director
J S Lloyd, BMusEd (NSWSCM), MMus (UNSW), TeachCert (Syd)

School of Adult Education

Head of School
R Cohen, BA (Macq), MEd (UNSW), DipEd (SCAE)

Adjunct Professor in Adult Education
G Woodburne, PSM, MA (Syd)

Adjunct Professor in Vocational Education
R Sweet, BA (Syd)

Professors of Adult Education
D J Boud, BSc, PhD (Surrey), CPhys, FSRHE, FRSA, MInstP
R J McDonald, BSc, PhD (ANU)
M C Tennant, BA (Hons), DipEd (Syd), PhD (Macq)

Associate Professors
J A Athanasou, BA (UNSW), LittB (UNE), MA (Syd), PhD (UNE), 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 (UNE), MEd (Syd), PhD (Minn), GradDipAdultEd (SCAE), MACEA
G R Scott, BA, DipEd (Syd), MEd, EdD (Tor), MACE

Senior Lecturers
M J Baynham, MA (Camb), PhD (R'dg), RSA, CertTEFL, RSACertLit
J C Bright, BA (Syd), MPhil (Lond), DipEd (UNE), MACE
C S Chappell, BSc (Brist), MEd (UNSW), GradCertSE (Lond)
I R Cornford, BA (Hons), PhD (Syd), DipEd (Syd Teach Coll)
E L Dawes, BA (Hons) (UNSW), PhD (Macq), MAPsS
R Forman, BA (Exe), MA (Syd), DipEd (SCAE)
P Gibbons, BA (Wales), MA (Penn), MA (Syd), CertTESL (Lond),
J Hammond, BA, MA (AppLing), PhD (Syd), DipEd (Syd)
G E Hayton, BSc (UNSW), MEd (Syd)
V Jakupec, BEd (Adel CAE), MEd (Hons) (James Cook), PhD (F U Hagen), DipTeach (Syd Teach Coll)
S M King, BA, DipEd (UNSW), MA (Syd), GradDipTESOL (SCAE)
S M Knights, BA (York), MSc (Edin), GradDipEmpRels (NSWIT)
A Lee, BA (Hons), MEd (Tas), PhD (Murd)
J A McIntyre, BEd, MA (Hons) (Syd)
M S Newman, BA (Syd)
R T Pithers, MA (Hons), PhD, DipEd (Syd), MAPsS
P M Russell, BA (UNE), MEd (Syd), DipTeach (Tech) (Syd Teach Coll)
S D Saunders, MA (Hons) (UNSW), PhD (Syd), GradDipAdultEd (SCAE)
H A Schaafsma, BEd, BA (Q'ld), MEd (Hons), PhD (Syd)
H Scheeres, MA (Syd), DipEd (Syd Teach Coll), GradDipTESOL (SCAE)
D Slade, BA (Adel), MA (Lond), DipEd (Murray Park CAE)
N Solomon, MA (Syd), DipEd (Syd Teach Coll)
Z M Wagner, BVSc (Syd), MScSoc (UNSW), DipEd (SCAE), MRCVS
R A Wickert, BSc (Aston), GradDipAdultEd (SCAE), GradCertFE (Lond)

Lecturers
G Anderson, BA (Hons) (UNSW), MEd, DipEd (Syd)
W Ardler, BSocSc, AssocDipSocWelf (UWS)
A J Brown, BA (Macq), BEc (Syd), MEd (UTS), DipEd (Syd Teach Coll)
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)
E M Ellis, BA (Syd), MEd (W'gong), DipTEFLA (UCLES), Dip Spanish (Salamanca), Cert RSA
L D Field, BSc (Syd), MEd, DipContEd (UNE)
R Flowers, BA (Lond), MA (Freiburg), GradDipAdultEd (UTS)
J Garrick, BSW (UNSW), MSocStud (Syd), DipEd (SCAE), PhD (UTS)
J Godfrey, BA (Syd), MA (Macq), MA (UTS), DipEd (Syd Teach Coll)
R B Gowing, BA (UNE), MEd (Syd), DipTeach (Syd Teach Coll)
A M Holland, BSc (Hons) (UNSW), BA, MEd (Hons), PhD (W'gong), DipEd (SCAE), DipEd (Comp) (SAustCAE)
B Johnston, MA (Well), GradCertEd (Leic)
S Kelly, MEd (Deakin), GradDipReadingEd (Adel), GradDipTESOL (SCAE)
E E Leigh, BA, DipEd (Syd), MEd (UNSW), GDE (HAC)

R Macken-Horarik, BA, DipEd (UNSW), MEd (Deakin), DipTEFLA (Syd)
L Metcalf, BA (VisArts) (UNSW), DipEd (Syd)
B G Mitchell, BEd (UTS)
L A Morgan, MA, MPhil, DipEd (Syd)
A C Nelson, STL, BA (Hons) (Macq), PhD (UTS), MAPS
J Newman, BA (UWS)
K G Nicoll, BEd (Edin), MPH (Dund)
C Nesbitt, BA (Hons), PhD (Syd)
J H Sampson, BA (ANU), DipContEd (UNE)
S Saunders, BA (UNE), MEd (UTS)
C Schwenke, BEd (Vic State Coll), MEd (UWA), Higher DipSecTeach (Melb State Coll), Higher Teachers Cert (UWA)
L Spindler, BA, MA (Ed) (Macq), TeachCert (Syd Teach Coll), ATSIEN
J Walsh, BEd (Leeds), MA (Syd), GradDipTESOL (SAust)

Associate Lecturer
C Satewerawat, BSc (Songkla), MEd (Syd), GradDipLangTeach (UTS)

School Administrator
C Kirk

Secretary to the Head of School
M Joulian

Administrative Officer, Research Degrees
M M McGrath, BA, DipEd (NUI)

Administrative Officer, Undergraduate Courses
S Buck

Administrative Officer, Aboriginal Unit
K Vaughan

Administrative Assistant, Aboriginal Unit
M Briggs

Administrative Assistants
C Bradshaw, BBus, GradDipOHS (UTS)
A Brown
S Brown

School Services Officer
P Weinrauch

School Assistant
D McCrory

Information Assistant
Vacant

Faculty Educational Multimedia Unit

Manager, Educational Multimedia Unit
J Sawers, BA (SCA)

Manager, Graphic and Technical Services
R O'Brien, BA (VisArts) (SCAE)

Data Network Administrator
M S Johnson, BA (UNE)

Administrative Assistant
A Kearney

Technical Officer
G Clark

Study Skills Unit

Coordinator
T Morley-Warner, BA, DipEd (Syd), MA (UTS), GradDipEdStudies (Reading) (KCAE)

School of Teacher Education

Associate Professor in Science and Technology Education and Head of School
M M Cosgrove, BSc (Cant), MSc, DipEdAdmin (Well), DPhil (Waik), DipTeach (Christchurch Teach Coll), FNZIC, CChem, MRSC

Professor of Teacher Education
C E Deer, BA, MTCP, DipEd (Syd), PhD (Macq), FACE

Associate Professor in Education
L I Brady, MA, MEd, DipEd (Syd), PhD (Macq), FTCL, FACE

Senior Lecturers
K W Amos, BA, MLitt, PhD (UNE), TeachCert (Bathurst Teach Coll)
G J Barnsley, BSc, PhD, DipEd (UNSW), MLitt (UNE), MACE
R M Brill, BEd, GradDipEdStudies (KCAE), MEd (Syd), DipSpecEd (AMCAE), Teach Cert (Armidale Teach Coll)
G W Foley, BA, MEd (UNSW), MA (Macq), DipEd (N'cle)
K M Forster, BA, DipEd (Melb), BEd, PhD (Monash), MEd (Harv)
S E Gerozisis, MA (Syd), AMusA (NSWSCM), TeachCert (Syd Teach Coll)
J C Jardine, BA (Syd), MA (SpecEd), PhD (Macq), DipEd (UNE)
L Ljungdahl, BA (Hons), PhD (UNSW), MA (Concordia), MLS (McG), MA (Hons) (Syd), DipEd (Syd Teach Coll), DipLib (Lond), GradDipEdStudESL (W'gong) RSA, CertTEFL
J S Lloyd, BMusEd (NSWSCM), MMus (UNSW), Teach Cert (Syd)
P March, MLitt (UNE), MA (Hons) (Syd), LTCL, FESB, FRSA, MACE

J McFarlane, BA (UNE), HonBEd (Pranakorn), MEd (Syd), MACE
S Schuck, BA (Witw), TTHD (JCE), BA (Hons) (SA), GradDipEdComputer Studies (CSturt), PhD (UTS)
G Segal, MSc (UNSW), PhD (UTS), TeachCert (WBTC)
K Walker, BEdSt (Hons) (Q'ld), PhD (UTS), DipTeach (Newcastle CAE), TeachCert (Newcastle Teach Coll)

Lecturers
J R Atherton, BA (Hons), DipEd (UNSW)
A K Bamford, BEd (Armidale CAE), MEd CA (UNSW), DipTeach (KCAE)
J Eklund, BSc, DipEd (W'gong), MEd (Syd), GradDipEd Stud (SCAE)
M J Goninan, BA (Hons), MEd (Hons), DipEd (UNSW)
J M Griffin, BA, DipEd (Macq), DipSpecEd (Mitchell CAE), GradDipCommM (UTS)
R R Johnston, BA, DipEd (Syd), MA, PhD (Macq)
R H Lees, BA (Educ) (Macq), MSpSc (UNSW), DipTeach (PhysEd) (SCAE)
M A McClung, BEd (SocSc) (Newcastle CAE), MA (Educ) (Macq), DipTeach, GradDipEdStudies (Newcastle CAE)
N A Ostoja, BA (Q'ld), BEd (UWA), MA (Macq)
L R Schaverien, BEd (Hons) (Syd), MA (Educ) (Lond), PhD (UTS)
A K Scully, BEd (CCAE), MEd (Syd), DipTeach (KCAE)
H Sharp, BSc, MA (Macq), TeachCert (Goulburn Teach Coll)

School Administrator
A B Symons, BSc, MEnvEd (Macq)

Secretary to the Head of School
P Gartung

Administrative Assistants
S Hodgson, BA (UNE)
M Juckes
H Larcombe
A McKay

Administrative Assistant, Practical Experience
W Johnston

Senior Technical Officer
A Atkin, BSc (Urban Horticulture) (UTS), AssocDipEnvControl (Mitchell CAE), BioTechCert (Syd TAFE)

Technical Officer
P Williams

Laboratory Attendant
R Allam

PE Attendant
Vacant

Index

A

Aborginal Cultures and Philosophies 77
Aboriginal and Torres Strait Islander History and Cultures 165
Aboriginal Education 24
Aboriginal Initiatives in Education: Towards Community Control 77
Aboriginal Studies 77, 166
Aboriginality, Power and Education 167
Academic Profession, the 20, 59
Action Inquiry into Classroom Discourses 141
Action Research in Adult Education 69
Addresses 6
Adolescent and Adult Development 62, 72
Adult Career Development 65
Adult Career Guidance and Counselling 65
Adult Communication Management 1 67
Adult Communication Management 2 67
Adult Education 80
Adult Education and Social Action 74
Adult Education and Social Movements 68
Adult Education and the Aged 74
Adult Education and the Unemployed 74
Adult Education, School of 24
Adult Learning and Community Action 61
Adult Learning and Program Development 66
Adult Learning and Teaching 88
Adult Learning in Social Context 71
Adult Teaching and Learning 60, 70
Advanced Children's Literature 146
Advanced Courseware Engineering 92
Advanced Curriculum Design 87
Advanced English for Classroom Purposes 1 83
Advanced English for Classroom Purposes 2 83
Advanced English for Classroom Purposes 3 83
Advanced English for Classroom Purposes 4 83
Advanced Mathematics Teaching 150
Advanced Science Education 163
Analysing Classroom Interaction 132
Analysing Current Issues in Australian Education 71
Analysing Current Issues in Australian Education (revised) 133
Analysing Professional Practice 90
Application procedures 11
Applying Experiential Learning in the Workplace 76
Application procedures 11
Approaches to the Teaching of English 146
Approaches to the Teaching of English (revised) 146
Art and Craft Education 2 118
Art Major Study 1: People in Art 119
Art Major Study 2: A Sense of Place 119
Art Major Study 3: Stories, Myths and Truth 119
Art Major Study 4: Design and Power 120
Art Studies 2 118
Arts Studies 3 119
Arts Studies 4 119
Arts Studies 5 119
Asian Study: Thailand, An 165
Aspects of Art/Craft Education 120
Aspects of Australian Art 118
Assessment, Programming and Evaluation 78
Australian Adult Education: Influences and Tendencies 66
Australian Natural History 161
Australian Studies (revised) 165
Australian Studies 2 165
Austudy, eligibility for 15

B

Bachelor of Education (Honours) 107
Bachelor of Education (Honours) in Adult Education 34
Bachelor of Education in Adult Education 29
Bachelor of Education in Primary Education 94, 105
Bachelor of Education in Special Education 95, 104
Bachelor of Education in Teacher Librarianship 96
Bachelor of Education/Bachelor of Arts in International Studies 97
Bachelor of Teaching in Adult Vocational Education 35
Basic Principles in Educational Research 128
Boards and committees 182

C

Calendar and Practicum dates 171
Campaigning and Public Education 74
Case Studies in Public Education 61
Centre for Learning and Teaching 20
Children and Physical Activity 157
Children with Language Delay and the Language of Learning 138
Children's Literature 1 147
Children's Literature 2 147
Clinical Studies 1: People and Health Care 170
Clinical Studies 2: Health, Illness and Disability 170
Clinical Studies 3: Interventions in Health Care 170
Communication Strategies for Public Policy 60
Communication Technology and Distance Learning 89
Community and Aboriginal Education 24
Competency-based Training in Vocational Education 64
Computer-based Adult Education and Training 67
Computer-based Learning 122
Computer-based Learning Techniques 63

Computer-managed Learning 63, 89
Computer-mediated Learning 123
Computing for Adult Educators 84
Contacts, Faculty 16
Contemporary Issues in Adult Education 66
Context and Strategy in Adult Education 66
Continuing Professional Education for Adult Educators 67
Conversion courses for qualified teachers 104
Counselling and Advising Students 63
Course titles and abbreviations 17
Courses, School of Adult Education 28
Courses, School of Teacher Education 92
Courseware Design and Development 1 89
Courseware Design and Development 2 89
Critical Literacy 79
Cultural Diversity in the Workplace: Management and Learning 70
Current Issues and Applications in Educational Computing 122
Current Issues in Australian Education 131
Curricula and Programs for Students with High Support Needs 137
Curriculum and Methodology (ABE) 78
Curriculum and Methodology (TESOL) 78
Curriculum and Methodology (TLOTE) 81
Curriculum and Pedagogy 1 85
Curriculum and Pedagogy 2 85
Curriculum and Resource Design in Mathematics 151
Curriculum Design and Management 140
Curriculum Development and Management 131
Curriculum Planning in Science and Technology 163

D

Dance Method 1: Performance and Teaching 159
Dance Method 2: Composition and Teaching 159
Dean's Message 14
Delayed or Disordered Communication: An Educational Approach 136
Designing and Delivering Open Learning 72
Designing and Marketing Open Learning 62
Developing Community Adult Education Programs 83
Developing Group Communication 73
Developing Individualised Projects 80
Developing Interpersonal Communication 73
Developing Systems Communication 73
Developing the Learning Organisation 76
Developing Vocational Education Programs 62
Development, Growth and Education in South-East Asia 74
Developmental Psychology 130
Discourse Analysis 84
Dissertation Development and Appraisal 90
Doctor of Education 58, 117
Doctor of Philosophy 57, 116
Drama and Theatre Arts 4 123
Drama and Theatre Arts 5 123
Drama in Education 123

E

Educating Students with Behaviour Disorders 1 137
Education and Technology 59
Education for Gifted and Talented Students 141
Education Major Study 1: History of Australian Education 128
Education Major Study 2: Moral Development 129
Education Major Study 3: Changing Schools 129
Education Major Study 4: Educational Policy Studies 129
Educational and Psychological Testing 80
Educational Computing 2 121
Educational Computing 3 121
Educational Computing 4 121
Educational Computing 5 121
Educational Computing Major Study 1 124
Educational Computing Major Study 2 122
Educational Computing Major Study 3 122
Educational Computing Major Study 4 122
Educational Dimensions of Community and Youth Work 74
Educational Drama 124
Educational Evaluation 131
Educational Leadership in a Technological Society 139
Educational Perspectives on the Management of Challenging Behaviours 135
Educational Research 130
English 2: Form and Meaning 143
English 3: The Victorians and After 143
English 4: Revolution and Romanticism 144
English 5: Elizabethans and Jacobeans: The Emergence of Modern Language and Literature 144
English Education 1 142
English Education 2 142
English Education 2A 143
English Education 3: Teaching ESL 143
English Education 4: Educational Drama 143
English Education: Drama 142
English Education: Reading 142
English Education: Teaching English as a Second Language 142
English for Academic and Teaching Purposes 81
English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare 144
English Major Study 2: Images of Australia: The Place and the People. Literary Representations in Prose, Poetry and Drama. 144
English Major Study 3: The Literature of Protest: Changing the World 145
English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices 145
English Teaching Issues 148
Enrichment Tradition in Adult Education, the 68
Environmental Education 163
Ethics and Leadership in Adult Education Administration 67

Ethics, Workplaces and the HRD Function 76
Evaluation and Assessment 82
Examining the Organisational Context (COMM, HRD, LLN, VOC ED) 72
Experience-based Learning 1 68
Experience-based Learning 2 68
Experiential Learning Strategies 87
Exploring Adult Basic Education Practice 60

F

Facilitating Adult Learning at Work 87
Faculty Board membership 184
Faculty Mission Statement 14
Family History 165
Family History (revised) 167
Field of Practice Specialist Knowledge 1 (COMM, HRD, LLN, VOC ED) 71
Field of Practice Specialist Knowledge 2 (COMM, HRD, LLN) 72
Field of Practice Specialist Knowledge 3 (COMM, HRD, LLN) 72
Field of Practice Specialist Knowledge 4 (COMM, HRD, LLN) 72
Field Practice 1 64
Field Practice 2 65
Foundations of Adult Education 60, 82
Foundations of Experiential Learning 86
Foundations of Interactive Learning 1 89
Foundations of Interactive Learning 2 89
Foundations of Language Teaching 1 83
Foundations of Language Teaching 2 84
Foundations of TESOL 1 81
Foundations of TESOL 2 81
Foundations of TESOL 3 81
Foundations of TESOL 4 81
Freire's Influence in Adult Education 68
Functional Grammar 85

G

Gender at Work 86
Gender, Power and Education 139
Graduate Certificate in Adult Education in Community Education 40
Graduate Certificate in Adult Education in Training 39
Graduate Certificate in Dance Education 108
Graduate Certificate in Diabetes Education and Management 43
Graduate Certificate in Experiential Learning 42
Graduate Certificate in Higher Education 20
Graduate Certificate in Language and Learning 41
Graduate Certificate in Learning and Technology in Higher Education 21,
Graduate Certificate in Management Development 43
Graduate Certificate in Managing Change in Education 108
Graduate Certificate in Public Education 38
Graduate Certificate in Teaching English to Speakers of Other Languages 37
Graduate Certificate in Teaching Languages Other than English 37
Graduate Diploma in Adult Basic Education 45
Graduate Diploma in Adult Education (Teaching English to Speakers of Other Languages) 48
Graduate Diploma in Children's Literature and Literacy 109
Graduate Diploma in Computer-based Learning 47
Graduate Diploma in Education 110
Graduate Diploma in Language Teaching 49
Graduate Diploma in Music Therapy 112
Graduate Diploma in Primary Music 111
Graduate Diploma in Special Education 111
Graduate Diploma in Teaching English to Speakers of Other Languages 46
Graduate Diploma in Teaching Languages Other than English 49
Graduate Diploma in Vocational Education and Training 44
Grammar and the Construction of Meaning 79

H

Higher Level Competencies in Adult Education 66
Historical Perspectives: Appreciation of Dance in the 20th Century 159
History 4 166
History 5 166
History Major Study 1: Australia to 1900 166
History Major Study 2: Australia in the 20th Century 166
History Major Study 3: Europe in the 20th Century 166
History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past 166
Honours Seminar 133
Honours Thesis 133
HRD Strategies for Individual Development 76
Human Resource Development 27

I

Implementing Educational Change 132
Independent Project 89
Independent Study 123
Independent Study Project 1/2 68
Independent Study Project in Communication 73
Individualised Project 76
Individualising Learning 132
Industry-focused HRD Strategies 76
Information centres 11
Information, Faculty 14
Information for students 15
Information Science 1 168
Information Science 2 168
Information Science 3 168
Information Science 4 168
Information Science 5 168
Information Technology 121
Information, University 5

Instructional Issues in the Education of Students with Moderate and High Support Needs 136
Integration 138
Interactive Multimedia 89
International Perspectives on Education 71, 132
International Studies electives 101
International Studies majors 101
International Trends in Workplace Education 76
Internet and Electronic Information Networking 123
Interpersonal Skills: Working in an Organisation 62
Interpersonal Skills: Working with People 62
Introducing Aboriginal Cultures and Philosophies 77
Introduction to Developmental and Educational Psychology, An 129
Introduction to Educational Research 140
Introduction to Language 75
Introduction to LOTE Methodology 128
Introduction to Personal Development, Health and Physical Eduction 156
Introduction to Research Methods in Teaching and Learning 63
Issues for Adult Education Researchers 67
Issues in Aboriginal Education 77
Issues in Adult Education Evaluation 68
Issues in Art Education 120
Issues in Children's Literature and Literacy 147
Issues in Computer-based Adult Education and Training 67
Issues in Dance Education 159
Issues in Language Planning 82
Issues in Mathematics Education 151
Issues in Music Education 1 155
Issues in Music Education 2 155
Issues in Music Education 3 155
Issues in Music Education 4 155
Issues in Physical Education 158
Issues in Researching Second Language Learning and Teaching in Context 84
Issues in School and Community Relations 140
Issues in Science Education 164
Issues in Teacher Librarianship 1 (revised) 169
Issues in Teacher Librarianship 2 (revised) 169
Issues in Teacher Librarianship 3 (revised) 170
Issues in Teacher Librarianship 3 169
Issues in Teacher Librarianship 4 169
Issues in the Teaching of English (K–6) 146

L

Language and Education Honours 133
Language and Interpersonal Skills 62
Language and Learning 85
Language and Literacy Education 25
Language and Schooling 131
Language, Culture and Communication 88
Language, Culture and Communication 1 70
Language, Culture and Communication 2 70
Language Development 81
Language for Specific Purposes 78
Language in Social Context 80
Language, Literacy and Education 147
Language, Literacy and Power 1 69
Language, Literacy and Power 2 70
Language Policy and Planning 79
Leadership in Art Education 121
Learner Assessment 88
Learner Assessment in Vocational Education 62
Learning and Communication Disorders 137
Learning and Teaching Literacy 80
Learning Beyond the Classroom 123
Learning Difficulties and Learning to Read and Spell 137
Learning in Mathematics 148
Learning in Personal Development, Health and Physical Education 156
Learning in Science 1 160
Learning in Science 2 160
Learning in Science and Technology 163
Learning Journal 1 81
Learning Styles, Cognitive Processing and Adaptive Teaching 63
Lifelong Education, Research and Practice 90
Lifestyle and Fitness 157
Literacy 1 147
Literacy 2 148
Literary Theory and Children's Literature 148

M

Mainstreaming 133
Major Independent Study 141
Major Study 148
Managing Change in Education 138
Managing Change in Educational Settings 140
Managing Education Programs 74
Managing Innovations: Curriculum Changes 139
Managing Innovations: Managing Changes in Assessment and Reporting 139
Managing Innovations: New Approaches to Teaching and Learning 139
Managing Innovations: New Technologies in Education 139
Managing Innovations: Teaching and Learning for Informed Citizenship 139
Managing Program Change in Adult Education 66
Managing the Development of Computer-based Learning 89
Maps 7
Marketing Vocational Education Programs 62
Master of Arts in Children's Literature and Literacy (by coursework) 113
Master of Arts in Language and Literacy (by coursework) 54
Master of Arts in Teaching English to Speakers of Other Languages 53
Master of Education (by thesis) 56, 113
Master of Education (Honours) 57

Master of Education in Adult Education (by coursework) 51
Master of Education in Teacher Education (by coursework) 114
Master of Teaching in Science Teaching (by coursework) 115
Mathematical Communication 151
Mathematics Education 1 149
Mathematics Education 2 149
Mathematics Education 2 (revised) 149
Mathematics Education 3 149
Mathematics Education 3 (revised) 149
Mathematics Education 4 149
Mathematics Major Study 1: Statistics 150
Mathematics Major Study 2: Finite Mathematics 150
Mathematics Major Study 3: The Historical and Societal Context of Mathematics 150
Mathematics Major Study 4: An Introduction to Graph Theory 150
Meeting Special Needs in the Secondary School 124
Minor Independent Study 141
Motor Skill Acquisition and Analysis 158
Multi-literacies in the Workplace 77
Multimedia in Learning Project 59
Music and Society 151
Music and Society (revised) 151
Music Education 1 151
Music Education 1 (revised) 151
Music Education 2 151
Music Education 2 (revised) 151
Music Major Study 1 152
Music Major Study 2 152
Music Major Study 3 152
Music Major Study 4 153
Music Skills 1 154
Music Skills 2 154
Music Skills 3 154
Music Skills and Application 4 154
Music Studies 4 152
Music Studies 5 152
Music Therapy Practice 1 153
Music Therapy Practice 2 153
Music Therapy Practice 3 153
Music Therapy Practice 4 153
Musical Skill Development in the K–6 Classroom 153
Musicianship 1 154
Musicianship 2 154
Musicianship 3 155
Musicianship 4 155

N

Numeracy Awareness 75
Numeracy Instruction for Students with Learning Difficulties and Disabilities 136
Numeracy-related Programming for Students with Intellectual Disabilities 138

O

Organisational Theory and Community-based Adult Education 68
Organising Community Adult Education 74

P

PDHPE Major Study 1: Fundamental Principles of Sports Coaching 158
PDHPE Major Study 2: Issues in Sport, Personal Development, Health, and Physical Education 158
PDHPE Major Study 3: Advanced Principles of Coaching 158
PDHPE Major Study 4: Sports Administration in the School 158
People, Technology and Science 162
Performance Studies 1 155
Performance Studies 2 155
Performance Studies 3 156
Personal Development and Health (K–6) 157
Personal Development, Health and Physical Education 1 157
Personal Development, Health and Physical Education 2 157
Personal Development, Health and Physical Education Research Project 159
Perspectives on Public Education 60
Philosophical Bases of Education 129
Philosophical Bases of Education (revised) 130
Philosophy of Adult Education 69
Phonology and Pronunciation 78
Physical Education Teaching and Learning 1 156
Physical Education Teaching and Learning 2 156
Planet Earth 162
Policy Analysis in Adult Education 67
Policy and Planning Issues in TESOL 84
Politics in Education 141
Portfolio Development 70
Postgraduate courses 20, 37, 108
Postgraduate degrees 51
Practicum 84
Practicum 1 81
Practicum 1: Beginning Teaching – Issues in the Primary School 126
Practicum 1: Exceptional Teaching 136
Practicum 2 82
Practicum 2: Developing Classroom Management 127
Practicum 2: Future Directions in Special Education Service Delivery 137
Practicum 3 82
Practicum 3: Promoting Learner Interaction 125
Practicum 3: Promoting Student-centred Learning 127
Practicum 4 83
Practicum 4: Managing Learning Difficulties 125, 127
Practicum 5: Designing and Implementing Educational Programs for Learners 125

Practicum 5: Designing Educational Programs 127
Practicum 6: Assessing and Evaluating in Education 127
Practicum 6: Providing for Individual Differences in Learners 125
Practicum 7: Managing Information Services in the School Library 168
Practicum 7: Reflecting on Educational Practice 128
Practicum Dates 173
Preface 5
Preventing and Remediating Reading Difficulties in Reading and Spelling 134
Principal dates for 1997 12
Principles and Practice of Vocational Teaching 1 64
Principles and Practice of Vocational Teaching 2 64
Principles of Computer Education 89
Principles of Instructional Design 89
Prizes and awards 15
Problem-based Learning 141
Problem-based Learning (U/G) 131
Professional Ethics 133
Professional Practitioner, the 88
Professional Practitioner (COMM, HRD, LLN, VOC ED), the 72
Professional Skills 1 77
Program Design and Evaluation 89
Program Design, Implementation and Evaluation of Experiential Learning 1 89
Program Design, Implementation and Evaluation of Experiential Learning 2 89
Program Development and Needs Analysis 71
Program Development, Implementation and Evaluation 60
Program Development in Adult Career Education 65
Program Development Workplace Project 64
Programming and Assessment in Language, Literacy and Numeracy 75
Programming for Diabetes Education 85
Project 77, 84
Promoting Workplace Learning 75
Psychological Perspectives on Adult Learning 71
Psychology and Sociology of Learning 1 61
Psychology and Sociology of Learning 2 61
Psychology of Adult Development, the 70
Psychology of Secondary Students 124

Q

Qualitative Research in Education 141

R

Reading and Spelling Instruction for Students with Special Education Needs 135
Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties 138
Reflective Practitioner in the School F/T, the 125
Reflective Practitioner in the School P/T, the 126
Remedial Mathematics 150
Research and Inquiry 71
Research in Science Education 164
Research Literacies 142
Research Methodologies 79
Research Methodologies for Adult Educators 68
Research Methodology 147
Researching Educational Practice 69
Researching Practice in Special Education 137

S

School Advisory Committees 183
School and Community Relations 131
School and Community Relations (revised) 133
School boards membership 183
School of Adult Education 24
School of Teacher Education 91
School, Sport and Society 160
Science and Technology Education 1 (revised) 161
Science and Technology Education 2 160
Science and Technology Education 2 (revised) 161
Science and Technology Education 3 160
Science and Technology Education 4 161
Science and Technology in Australia 161
Science and Technology Major Study 1: The Human Body 162
Science and Technology Major Study 2: Science and Technology in Daily Life 162
Science and Technology Major Study 3: Issues in Science, Technology and Society 162
Science and Technology Major Study 4: Planet Earth 162
Science and Technology Major Study 5: Knowledge Engineering 163
Secondary Practicum 1 128
Secondary Practicum 2 128
Secondary School: Social Bases and Critical Issues, the 124
Simulations and Games: Theory and Design 76
Skill Formation, Technological Change and Adult Education 66
Skill Learning and the Development of Expertise 65
Social and Environmental Education 164
Social Bases of Education 129
Social Context of Childhood Stress, the 131
Social Context of Physical Education 157
Social Education in Community Settings 74
Social Perspectives on Language, Literacy and Numeracy 75
Social Reasoning: Creating New Frames for Thinking 80
Social Studies Education 2 164
Sociological Bases of Education 130
Sociological Context of Vocational Education, the 64
Sociopolitical Contexts of Language Education 79
Special Education 1: Managing Challenging Behaviours 134

Special Education 2: Preventing and Remediating Difficulties in Reading and Writing 134
Special Education 3: Educating Students who have Difficulties with Written Text 134
Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities 134
Special Education 5: Educating Students with Moderate and High Support Needs 135
Special Education 6: Educating Students with Delayed or Disordered Communication 135
Special Education Practicum 1: Assessment, Programming and Evaluation 135
Special Education Practicum 2: Collaborative Participation in Inclusive Service Models 135
Sports Science and Education 159
Staff list 189
Staff research interests and expertise 184
Structures and Processes in Community Education 75
Student Learning and Evaluation 20, 21, 59
Studies in the History of Science and Science Education 164
Studio Practice in Visual Arts 120
Subject descriptions 59, 118
Subjects, Alphabetical list of 172
Subjects offered by other faculties 168
Supervision in the Practicum 132
Supervision: The Developing Teacher 140
Supporting Workplace Learning and Reform 69

T

Teachers as Professionals 132
Teaching Aboriginal Studies 77
Teaching Across the Curriculum 124
Teaching and Learning in Adult Numeracy 60
Teaching and Learning in Diabetes Education 85
Teaching and Learning in Practice (COMM, HRD, LLN, VOC ED) 72
Teaching Controversial Issues in Personal Development, Health and Physical Education 159
Teaching English to International Students 146
Teaching English to International Students (revised) 147
Teaching in the Multicultural Classroom 64
Teaching Language and Literacy 75
Teaching LOTE Major Study 1: Second Language Development 145
Teaching LOTE Major Study 2: LOTE Curriculum and Methodology 145
Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language 145
Teaching LOTE Major Study 4: Planning and Evaluation in Second Language Teaching 146
Teaching Others to Use Technology 63
Teaching Practice 1 86
Teaching Practice 2 86
Teaching Science and Technology 163
Teaching Social Studies: An Intercultural Approach 167
Teaching Visual Arts 120
Technology and Media 1 61
Technology and Media 2 61
Technology and Music Education 156
Technology for Open Learning 63
Telephone numbers 6
TESOL Curriculum and Methodology 1 86
TESOL Curriculum and Methodology 2 86
TESOL Curriculum and Methodology 3 86
TESOL Curriculum and Methodology 4 86
TESOL Program Design 82
Theories of Learning 130
Theories of Numeracy 78
Theory and Practice of Language Teaching 1 83
Theory and Practice of Language Teaching 2 83
Theory and Practice of Language Teaching 3 83
Theory and Practice of Language Teaching 4 84
Thesis 164
Training and Development Practicum 84

U

Undergraduate courses 29, 93
Understanding Adult Education and Training 65
University Teaching and Learning 20, 59
Urban Studies 165

V

Values Education in Personal Development, Health and Physical Education 160
Values Education in the Primary School 159
Visual Arts and Craft Education 118
Vocational Education and Human Resource Development 26

W

Women and Adult Education 69
Women and Education 73, 86
Women and Learning 65
Workers' Education: Comparative Perspectives 69
Workplace Context 89
Workplace Context of Vocational Education 1, the 61
Workplace Context of Vocational Education 2, the 61
Workplace Practice 1 87
Workplace Practice 2 88
Workplace Reform and Changing Structures in Education 138
Workshop 1 78
Writing for Specific Purposes 63
Written Text and Students with Learning Difficulties 136

University of Technology, Sydney
PO Box 123
Broadway NSW 2007
Australia
Telephone (02) 9514 2000

Course inquiries within Australia
Information Service (02) 9514 1222
e-mail info.office@uts.edu.au

International inquiries
International Programs +61 2 9514 1531
e-mail intlprograms@uts.edu.au

World Wide Web http://www.uts.edu.au

ISSN 1036-0662

Price $