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Faculty of
Education
Handbook



University of Technology, Sydney

1999

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***UTS Faculty of
Education
Handbook
1998***

The University attempts to ensure that the information contained in this handbook is correct as at 28 November 1997. 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,
Registrar's Division

Cover

UTS – The Global Classroom
UTS congratulates our first group of International Studies students who will spend 1998 studying overseas in the country of their choice.

External Relations Unit

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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 multicampus 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; Mathematical 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 application 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 and Harris Streets, 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 and Buckland Steets,
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

Australian Technology Park Sydney Ltd

Institute for Sustainable Futures

- Suite 213
National Innovation Centre
Cnr Garden, Cornwallis and Boundary
Streets
Eveleigh NSW 1430
Telephone: (02) 9209 4350
Fax: (02) 9209 4351

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 Building, Centenary
Lecture Theatre and West Wing
Reserve Rd, Royal North Shore Hospital
- Gore Hill Research Laboratories
Royal North Shore Hospital

Yarrowood conference and research centre

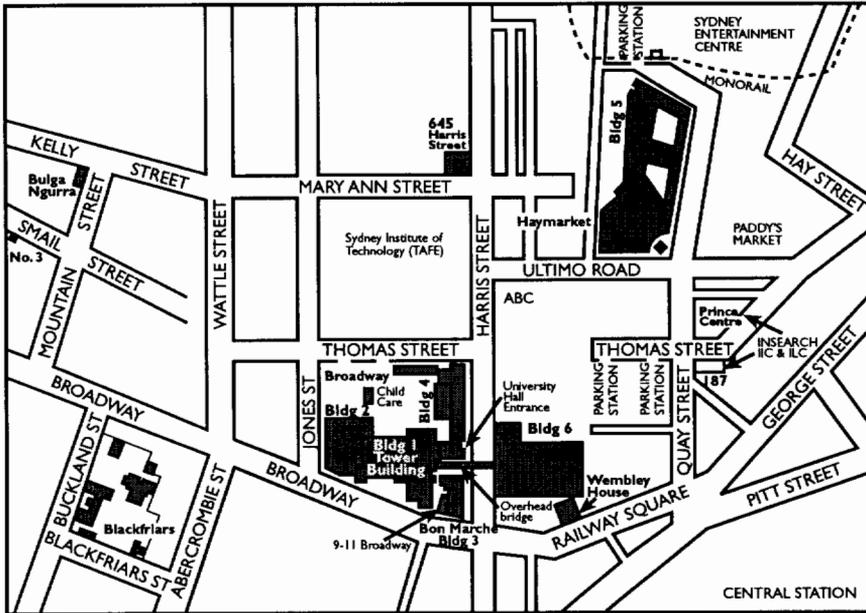
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Yarramundi NSW 2753

Stroud Field Station

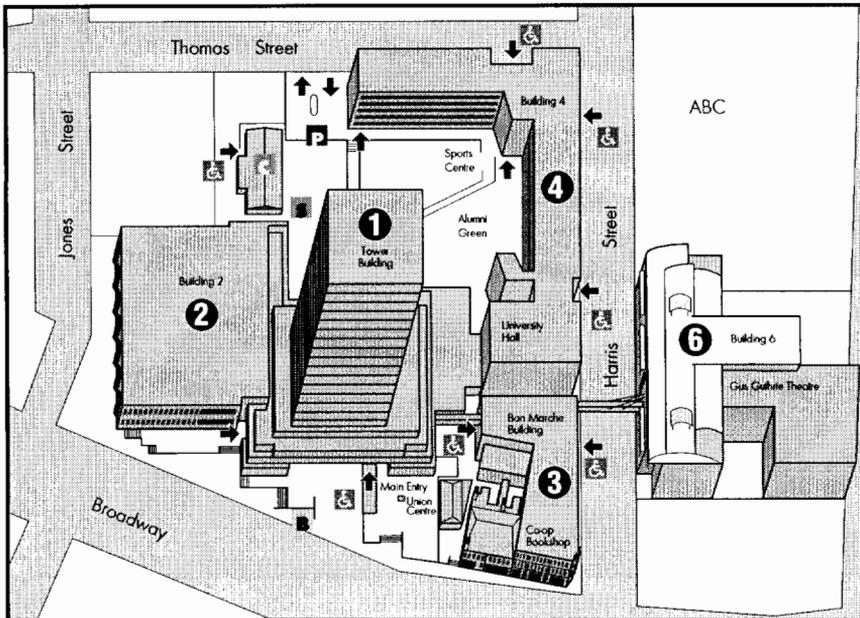
- 2605 The Bucketts Way
Booral NSW 2425

CAMPUS MAPS

City campus

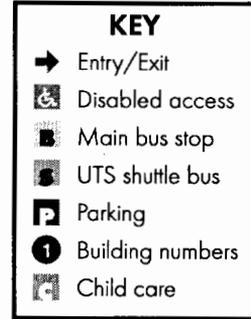
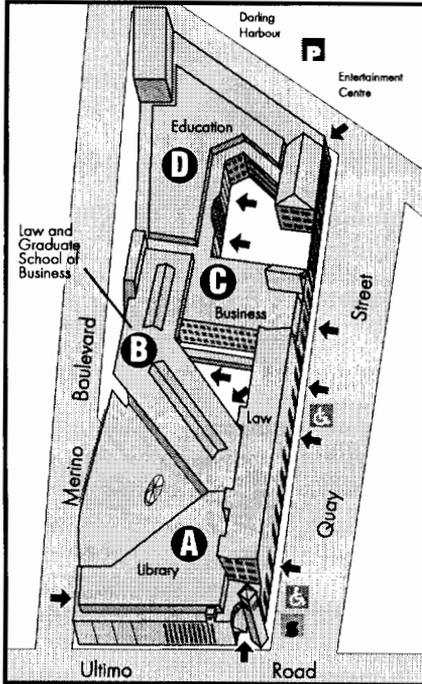


Broadway

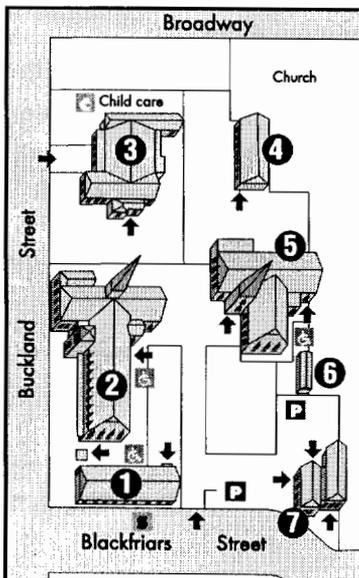


8 GENERAL UNIVERSITY INFORMATION

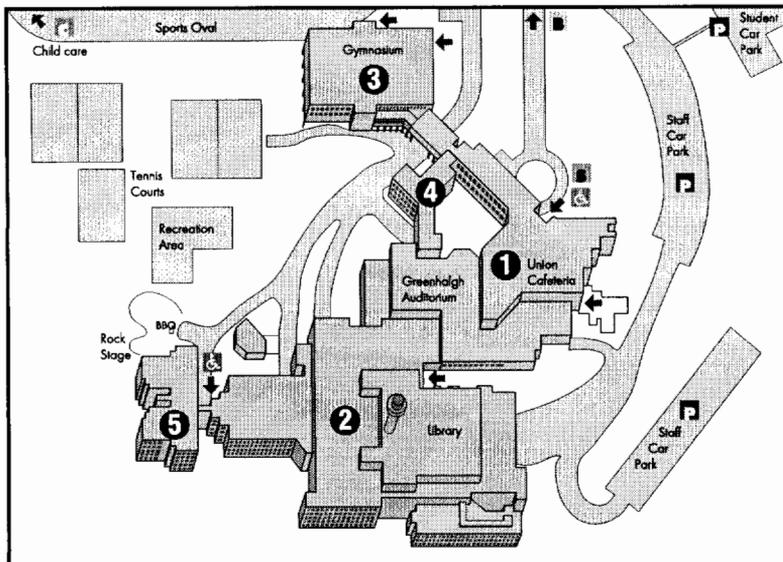
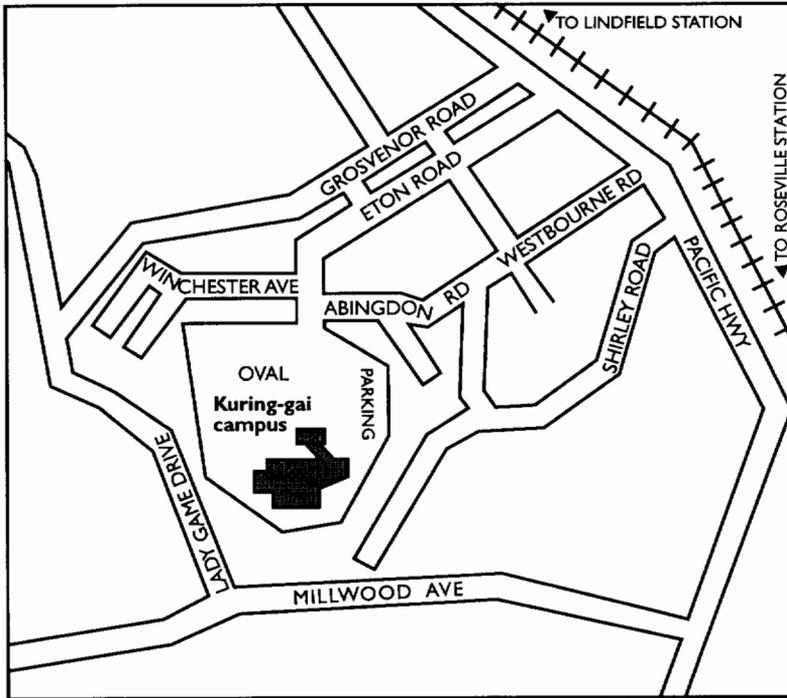
Haymarket



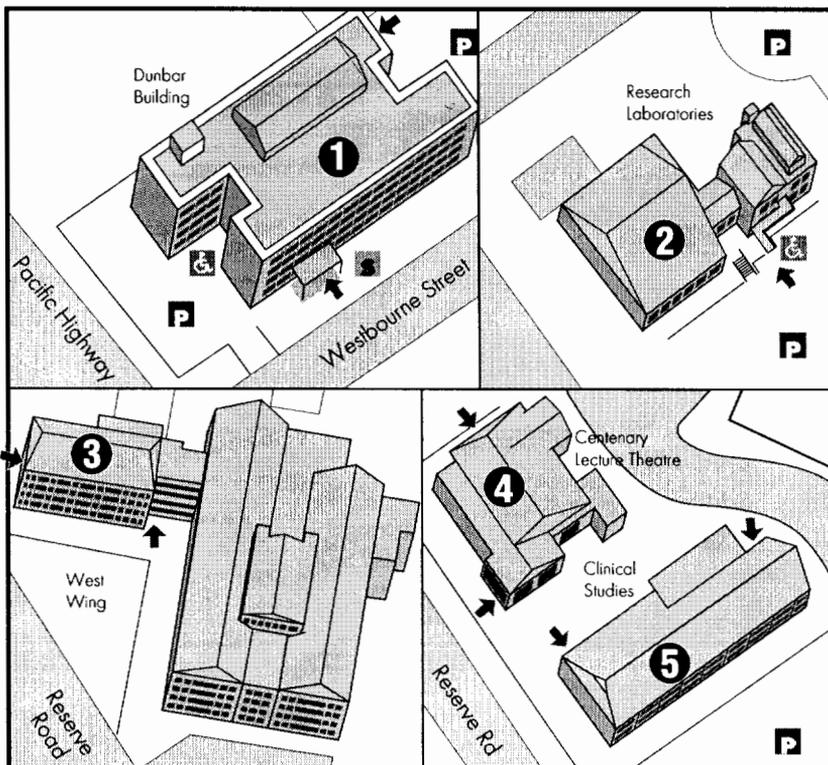
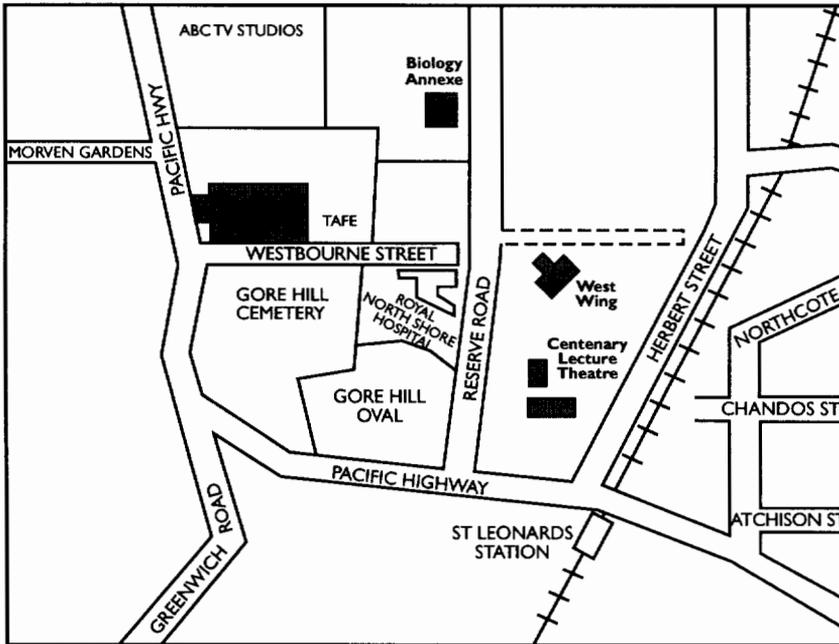
Blackfriars



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 |
|---|---|--|
| <i>City campus</i> | | |
| Foyer, Tower Building 1 Broadway | UTS Information Service PO Box 123 Broadway NSW 2007 | Telephone: (02) 9514 1222 Fax: (02) 9514 1200 |
| <i>Kuring-gai campus</i> | | |
| 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 |
| <i>International Programs</i> | | |
| Level 5, Tower Building 1 Broadway | International Programs PO Box 123 Broadway NSW 2007 | Telephone: (02) 9514 1531 Fax: (02) 9514 1530 |

Email inquiries

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

International – intlprograms@uts.edu.au

PRINCIPAL DATES FOR 1998

Autumn semester

January

- 2 Release of HSC results
- 9 Formal supplementary examinations for 1997 Spring semester students
- 9 Closing date for changes of preference to UAC from 1997 NSW and ACT HSC applicants
- 16 Final examination timetable for Summer session
- 23 Main round of offers to UAC applicants
- 26 Australia Day – public holiday
- 26 Public school holidays end
- 28 Closing date for changes of preference to UAC for final round offers
- 28-30 Enrolment of new undergraduate students at City campus (and 2-4 February)

February

- 2 Last day for continuing students to pay their 1998 service fees
- 2-4 Enrolment of new undergraduate students at City campus (and 28-30 January)
- 6 Final round of offers (UAC)
- 2-13 Formal examinations for Summer session
- 23 Release of results for Summer session
- 5-26 Enrolment of students at City campus

March

- 2 Classes begin
- 4-5 Enrolment (External award, Non-award and Exchange students)
- 13 Last day to enrol in a course or add subjects
- 20 Last day to pay HECS
- 30 Last day to apply to graduate in Spring semester 1998
- 31 Last day to apply for leave of absence without incurring student fees/charges¹
- 31 Last day to withdraw from a subject without financial penalty¹
- 31 HECS census date

April

- 9 Last day to withdraw from a course or subject without academic penalty¹
- 9 Public school holidays begin
- 10 Good Friday
- 13-17 Vice-Chancellors' Week (non-teaching)
- 14-17 Graduation (Kuring-gai)
- 24 Provisional examination timetable available
- 25 Anzac Day – public holiday
- 27 Public school holidays end

May

- 1 Applications available for undergraduate courses where applicable
- 1 Applications open for available postgraduate courses for Spring semester 1998
- 4-15 Graduation (City)
- 15 Examination masters due
- 29 Closing date for undergraduate and postgraduate applications for Spring semester
- 29 Final examination timetable

June

- 8 Queen's Birthday – public holiday
- 12 Last teaching day of Autumn semester
- 13-30 Formal examination period (and 1-3 July)

July

- 1-3 Formal examination period (and 13-30 June)
- 3 Autumn semester ends
- 3 Public school holidays begin
- 6-10 Vice-Chancellors' Week (non-teaching)
- 13-17 Formal alternative examination period for Autumn semester students
- 20 Public school holidays end
- 24 Release of Autumn semester examination results; two days earlier via UniPhone™
- 27 Formal supplementary examinations for Autumn semester students

Spring semester

August

- 3 Classes begin
- 3 Applications available for undergraduate and postgraduate courses for Autumn semester 1999
- 7 Last day to withdraw from full year subjects without academic penalty¹
- 14 Last day to enrol in a course or add subjects
- 31 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)¹
- 31 Last day to withdraw from a subject without financial penalty¹
- 31 Last day to apply to graduate in Autumn semester 1999
- 31 HECS census date

September

- 11 Last day to withdraw from a course or subject without academic penalty¹
- 25 Provisional examination timetable available
- 25 Public school holidays begin
- 28 Vice-Chancellors' Week (non-teaching) begins
- 28-30 Graduation (City)
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for inpUTS Special Admission Scheme applications

October

- 1-2 Graduation (City)
- 2 Vice-Chancellors' Week (non-teaching) ends
- 5 Labour Day – public holiday
- 12 Public school holidays end
- 16 Examination masters due
- 30 Final examination timetable available
- 30 Closing date for undergraduate applications via UAC (with late fee)

- 30 Closing date for undergraduate applications direct to UTS (without late fee)
- 30 Closing date for most postgraduate courses for Autumn semester 1999 (some courses may have earlier closing dates in September)
- 30 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral scholarships

November

- 13 Last teaching day of Spring semester
- 14-30 Formal examination period (and 1-4 December)
- 30 Closing date for Undergraduate applications via UAC (with late fee)

December

- 1-4 Formal examination period (and 14-30 November)
- 4 Spring semester ends
- 14-18 Formal alternative examination period for Spring semester students
- 18 Public school holidays begin
- 21 Release of Spring semester examination results; two days earlier via UniPhone™

¹ HECS/Postgraduate course fees will apply after the HECS census date (31 March and 31 August or last working day before).

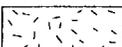
Note: Information is correct as at 6 November 1997. The University reserves the right to vary any information described in Principal Dates for 1998 without notice.

Teacher Education 1998 CALENDAR AND PRACTICUM DATES

Copies of this calendar are available from the Practicum Office: Room: 2.276 Phone: 9514 5353 Fax: 9514 5347

| January (Monday) | | | | | February | | | | March | | | | April | | | May | | | | June | | | | July | | | | August | | | | September | | | | October | | | | November | | | | December | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|---|----|----|----|----------|----|----|----|-------|-------------------|----|----|-------|----|----|-----|----|---|----|------|----|-----------------|----|------|-----|----|----|--------|------------------------|----|---|-----------|-----------------|----|----|---------|-------------------|----|----|----------|-----------------|----|----|----------|------------------------|----|----|----|-----------------|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 4 | 11 | 18 | 25 | 1 | 8 | 15 | 22 | 29 | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | | | | | | | | | | | | | | | | | | |
| SCHOOL VACATION | | | | | ATP | | | | | Semester 1 begins | | | | | | | | | | | | SCHOOL VACATION | | | ATP | | | | Optional Teaching Week | | | | SCHOOL VACATION | | | | Semester 2 begins | | | | SCHOOL VACATION | | | | Optional Teaching Week | | | | SCHOOL VACATION | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | VC | | | | | | | | | | | | | VC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 6 | 13 | 20 | 27 | 4 | 11 | 18 | 25 | | | | | | | | | | | | | | | |

(Friday)

| | | | | | | | | | |
|---|---|---|--|---|---|-------------------------|----------------------------------|--|---------------------|
|  | Graduate Diploma in Education (PDVHPE and Science) |  | Bachelor of Education (Associate Teacher Program) |  | University Vacation | Public Holidays: | 10 April 13 April 25 April | | 8 June 5 October |
|  | BTeach, BTeach/BA, BEd/BA, BEd SpecEd, BEd (Prim), BEd T/Librarianship (exceptions - 1st years in Semester 1) |  | Franakom practicum (Thailand) | VC | Vice-Chancellor's Week (non-teaching) | ATS | Alternate Teaching Strategies | | |
|  | Special Ed - Conversion 1 day visits - Wednesdays |  | NSW Department of School Education 1998 School Vacations |  | NSW Department of School Education Education Week | | | | |

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.



Professor 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 Bachelor's 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 the Adult Education and Teacher Education Programs, 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 an Information Office on either campus for course inquiries and general advice on your studies in the Faculty.

INFORMATION FOR STUDENTS

The Faculty of Education is located at two different campuses of the University.

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.

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

Centres

The Faculty has 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 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 Haymarket computer labs** provide all Faculty staff and students with computer facilities and training and there are also audiovisual facilities available.

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.

The first AITD award is given to the student who is judged to have presented the best thesis project of the Bachelor of Education (Honours) in Adult Education.

The second AITD award is open to all final year students enrolled in the Bachelor of Education in Adult Education in the major of human resource development 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 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.

Keith Foster 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 |
|--|-------|------|
| <i>Dean of Education</i> | | |
| Andrew Gonczi | D101D | 3777 |
| <i>Acting Faculty Administrator</i> | | |
| Carole Kirk | D101E | 3881 |
| <i>Executive Officer</i> | | |
| Hugh McCuaig | D103B | 3867 |
| <i>Executive Assistant to the Dean</i> | | |
| Connie Errazo | D101B | 3808 |
| <i>Executive Assistant, Faculty Office</i> | | |
| Vacant | D101A | 3805 |
| <i>Budget Officer</i> | | |
| Vacant | D124 | 3889 |
| <i>Special Accounts Officer</i> | | |
| Prisca Yip | D124 | 3902 |
| <i>Faculty Assistant</i> | | |
| 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 (Honours) | TA83 | 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 |
| Applied Linguistics | TA73 | Master of Arts | MA | Master of Arts in Applied Linguistics |
| 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 (Special Ed. specialisation) | TE82 | Master of Education | MEd | Master of Education in Teacher Education |
| Teacher Education | TE84 | Master of Education | MEd | Master of Education in Teacher Education |
| Teacher Education (Visual Arts specialisation) | TE85 | 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 | | | | |
| Adult Education (TESOL) ² | 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 | GradDipCompBasedLearning | 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 |

| Course | Code | Degree/Diploma/Certificate | Abbreviation | Testamur title |
|--|------|--|-------------------------|--|
| Primary Music ² | 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 |
| <i>Secondary Education</i> | | | | |
| Mathematics ² | TE56 | Graduate Diploma in Education | GradDipEd | Graduate Diploma in 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 of Other Languages (TESOL) | 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 courses¹ | | | | |
| 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 |
| 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 |
| Flexible Learning | TA62 | Graduate Certificate in Flexible Learning | | Graduate Certificate in Flexible Learning |
| Language and Learning ² | TA67 | Graduate Certificate in Language and Learning | | Graduate Certificate in Language and Learning |

| Course | Code | Degree/Diploma/Certificate | Abbreviation | Testamur title |
|---|------|---|--------------|---|
| Management Development | TA69 | Graduate Certificate in Management Development | | Graduate Certificate in Management Development |
| 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 ³ | 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 ² | TE14 | Bachelor of Education | BEd | Bachelor of Education in Teacher Librarianship |
| Advanced Diplomas | | | | |
| Adult Education | | Advanced Diploma | DipAdultEd | Advanced Diploma in Adult Education |

¹ No award abbreviation for Graduate Certificate courses

² Not offered in 1998

³ Only offered in off-shore mode

POSTGRADUATE COURSE

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

Graduate Certificate in Higher Education

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

Course code: T050

Course coordinator: Jo McKenzie

Course aims and structure

This course aims to foster university teachers' critical reflections on their teaching and subjects from the perspectives of: their own experience; the experiences of their students; the insights of their peers; the research on teaching and learning in higher education. It encourages teachers to develop a greater understanding of student learning in higher education and use this understanding to develop effective approaches to teaching including monitoring students' learning, assessment, curriculum design and evaluation with a variety of students and in a range of contexts. The course is designed to enhance university teachers' skills in, and attitudes towards, self-directed continuing professional development, and their understanding of the academic and higher education contexts within which teaching and learning occur. Participants in the course undertake negotiated projects and may choose to focus on a wide range of aspects of teaching and learning, including flexible and workplace learning.

It is a part-time course involving the equivalent of eight weeks' full-time study which may be completed over two, three or four semesters. Participants may commence the course in either Autumn or Spring semester.

The course consists of three compulsory subjects which will comprise smaller modules:

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

01010

University Teaching and Learning

6cp

This subject will enable participants to develop and critically reflect on their professional expertise by enhancing their confidence and skills in fostering educational change. Participants will develop their understanding of university teaching and learning including: teaching methods and learning activities; assessment; course design; flexible learning. Participants will be encouraged to reflect on their own teaching 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 designed to develop an insight into the academic profession and foster an appreciation of the broader context within which university learning and teaching occurs. It aims to encourage participants to reflect on their own academic roles, careers and discipline areas and their understanding of higher education issues in the light of recent developments and perspectives offered by the literature. Participants can use a negotiated assignment to explore issues of relevance to their own academic careers and interests within the broad context of the subject, and are required to further develop their academic portfolios.

01012

Student Learning and Evaluation

3cp

This subject is in two modules. The Student Learning module will encourage participants to reflect on 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. Assessment involves participants investigating aspects of their students' learning. The Evaluating to Improve Student Learning module will enable participants to use this knowledge, and a range of other evaluative approaches, to thoughtfully

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evaluate their teaching and to modify where appropriate aspects of their teaching and subjects. Participants in this module 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 on average completion of the course over two semesters will involve participating in 16–18 face-to-face sessions spread throughout the year. Some subject components may involve online interaction as an alternative, or in addition to, face-to-face sessions but it is not intended to replace all face-to-face contact. The first course sessions are held before the beginning of Autumn and Spring semesters.

Admission requirements

The course involves participants in reflecting on their own practice in a university context. For this reason, 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 course enrolment. UTS full-time and fractional staff and participants in the Internship program are exempt from paying course fees through sponsorship by the University. UTS casuals with ongoing contracts should phone the course coordinator to inquire about their fee status. All other participants are expected to pay full fees.

Adult Education

GENERAL INFORMATION

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

A full range of courses are available leading to awards at the Advanced Diploma, Bachelor, Graduate Certificate, Graduate Diploma, Master's and Doctoral levels across its three core areas of operation:

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

The Faculty of Education believes that the development of the professional educator has two fundamental and interrelated components. The first is to promote the development of those competencies essential for the design, implementation, assessment and evaluation of effective and worthwhile learning activities appropriate to particular settings. The second is to encourage the development of an appreciation of the broader philosophical, political, social and economic issues which shape the content of the practitioner's work. By offering a comprehensive perspective on the nature and process of the practitioner's work, the Faculty's courses not only meet immediate practical needs, they provide a firm basis for continuing professional and personal growth.

The Faculty of Education, City campus, is divided into three academic fields: Vocational Education and Human Resource Development, Community and Aboriginal Education, and Language and Literacy Education. While each field has its own specialist subjects, research and consultancy projects, there are no hard boundaries and they cooperate in the teaching of the Faculty's courses and in a range of research projects. There are four centres at the Faculty's City campus: 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

Community and Aboriginal Education is the academic field within the Faculty 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 these courses work in evening colleges, local learning centres and community-based services which perform an adult education role. Some of these participants are entering university study for the first time as mature age students, others as graduates, all seeking an appropriate qualification as practitioners in adult education. Aboriginal staff members work mainly with the Aboriginal and Torres Strait Islander students who are enrolled in a mixed mode version of the Bachelor of Education in Adult Education.

Staff in Community and Aboriginal Education have teaching strengths in such areas as adult learning methodologies, program development and evaluation, research and policy, and political, historical and philosophical studies.

They reflect a commitment to the professional development of practitioners and to educational work with the disempowered individuals or groups – the unemployed, prisoners, the aged, youth and migrants – who are clients of community-based adult education.

This field makes a significant contribution to adult education research in Australia. Besides the continuing need to document Australian practice, research projects have focused on such interests as adult learning and development, the professional development of adult educators, the adult education dimension of activism, vocational outcomes of ACE and a national project on the training needs of Aboriginal community adult educators. Current research interests include the nature of negotiated learning, team teaching, adult education and the labour

movement, autobiographical and transformative learning and the educational dimension of community work.

Community and Aboriginal Education actively supports the emerging professional associations in the field through joint activities with organisations such as the Australian Association of Adult and Community Education and the Evening and Community Colleges Association. They maintain close links with adult education colleagues in Australia and in the UK, Europe, the Americas and the Asia-Pacific region.

Ms Susan Knights is the Head of Community and Aboriginal Education.

Language and Literacy Education

The focus of the staff in the **Language and Literacy** field is teaching, research and consultancy in the broad area of language, literacy and numeracy education. Client groups are generally teachers of English to Speakers of Other Languages (TESOL), Adult Basic Education (ABE) and Languages Other than English (LOTE) from both adult and school sectors, within Australia and from overseas. An increasing part of the Division's work is with mainstream teachers/trainers in school and post-school sectors, as well as in the workplace, who are concerned with the role of language in education.

Teaching Programs

The Language and Literacy field is unique in the strength of connections made between educational and linguistic theory, and excellent teaching practice. The UTS postgraduate program in language, literacy and numeracy is the largest in Australia. Courses are offered at Bachelor, Graduate Certificate, Graduate Diploma, Master's, EdD and PhD levels. Breadth of client groups has led to delivery of courses in a variety of modes – weekly, block, off-campus, offshore and, from 1998, by distance mode – and with options either to specialise in TESOL, ABE or TLOTE, or to multiskill across these areas. Teachers might choose, for example, to specialise in one of the fields of practice; or to multiskill with numeracy plus TESOL; or perhaps combine TESOL plus TLOTE.

Programs have been internationalised to meet the needs of overseas teachers of English. Currently we have programs in Laos and Thailand as well as a number of overseas

students studying with us here on campus. We offer extensive academic and language support to both international and local students. Members of staff are bilingual in the following languages: Thai, Lao, Japanese, German, French, Spanish and Arabic.

Research

The Centre for Language and Literacy was established jointly with the Faculty of Humanities and Social Sciences at UTS in 1990. It holds regular series of research seminars in Language in Education, which feature national and international presenters. The NSW Adult Literacy Research Network, funded by the National Languages and Literacy Institute of Australia, is located within the Centre. In 1996 the Centre was honoured to host the prestigious 23rd International Systemic Functional Congress.

Recent research projects include:

- The role of classroom talk in the construction of curriculum knowledge
- Effective communication in the restructured workplace
- An integrated national research strategy for adult ESL, literacy and numeracy
- Quoting, attribution and reference in academic discourse
- Effective pedagogy in numeracy for unemployed young people
- Teacher education and professional development in adult literacy and adult ESL

Staff members' research interests lie within the following fields:

- Discourse Analysis Development
- First and Second Language
- Literacy and Critical Literacy
- Classroom Discourse
- Curriculum and Methodology
- Numeracy and Mathematics
- Language and Gender
- Maths and Gender
- CALL
- Development Studies
- Conversational Analysis
- Corpus Studies
- Computational Linguistics

Consultancy

A range of consultancies have been carried out on behalf of the NSW Department of School Education, the Catholic Education Office, TAFE, AMES, the Australian Languages and Literacy Council, AusAID, and various industry bodies. Funding in excess of \$5 million has been generated in 1995–97. Staff have been centrally involved in professional associations including the Association of Teachers of English to Speakers of Other Languages (ATESOL); Primary English Teachers' Association (PETA); Modern Language Teachers' Association (MLTA); and Australian Council for Adult Literacy (ACAL) and regularly contribute to the formation of government policy and planning in the area of language education.

Recent national projects include:

- Adult numeracy teaching: national professional development package
- How do adults develop literacy? Tracking and mapping language development
- Auslan teacher training: national workshops

Recent international projects include:

- Laos: Lao–Australia English Language Project
- Cambodia: Computerisation project at the Royal University of Phnom Penh
- Thailand: English language teacher training at Ubon Ratchatani University

Dr Diana Slade is the Head of Language and Literacy.

Vocational Education and Human Resource Development

The two fields of Vocational Education and Human Resource Development provide a range of courses at undergraduate and postgraduate level to meet the needs of trainers, vocational educators, human resource personnel and consultants employed in private and public enterprises. The Faculty also has a number of Doctoral students researching vocational education and human resource development. A recent addition is the development of a vocational education course for high school teachers. The main areas for teaching and research focus on training trainers in industry, government departments and various kinds of organisations. Within the field, staff have interests in adult teaching and

learning, program development, competency-based training and assessment, recognition of prior learning, experiential learning, workplace learning, work-based learning, skill formation and technological change, vocational education and training policy, management of education and training, organisational development, lifelong learning, program evaluation and an understanding of the process of innovation and change as this impacts on all of the above.

Staff in this field have developed a broad-based model of competency-based training that integrates a number of competing perspectives. Such a framework includes a commitment to examining the social, political and economic and cultural contexts in which training is occurring and a realisation that this framework needs to be expanded into higher order key competencies such as critical thinking and problem solving.

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

This specialist field provides a range of subjects that deal with the theory and practice of human resource development (HRD) and vocational education and training (VET) in a variety of organisational contexts. The subjects acknowledge the new forms of learning within and between organisations, and flexible modes of delivery for a number of the courses have been developed which enable students from other states and overseas to enrol. In addition, a client-focused approach to course development has been implemented in this field and therefore changes in its subjects and courses will reflect some of the major technological, economic and social changes occurring in the Australian and international workforce today. Students include international students. Many of the staff have published internationally and worked nationally and internationally on development projects.

There are substantial links between the staff in Vocational Education and Human Resource Development and the Research Centre for Vocational Education and Training (RCVET). Staff have worked on a number of research themes in conjunction with the RCVET.

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Current works in progress and recently completed research projects have focused on:

- Skill formation in organisations and relationship with organisational culture
- Case studies of industry training
- Key competencies in industry training
- Management skills in the housing industry
- Models of competency standards and developing competency standards in the professions;
- The learning contract as teaching tool
- Competency-based assessment in the workplace
- Recognition of prior learning and experiential 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

All these projects are carried out in collaboration with the Research Centre for Vocational Education and Training (RCVET).

Staff research interests lie in the following areas:

- Competency-based training and assessment
- Workplace learning
- Industry training
- Vocational education
- Vocational and education training policies
- Access and equity
- Adults as learners
- Language of learning
- Cultural differences in training
- Internationalisation of VET
- Communication education in vocational education and training

Ms Nicky Solomon is the Head of the fields of Vocational Education and Human Resource Development.

ADULT EDUCATION COURSES AVAILABLE IN 1998

| 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 (TESOL) | TA54 |
| Graduate Certificate in Teaching Languages Other than English (TLOTE) | 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 | TA67 |
| Graduate Certificate in Experiential Learning | TA68 |
| Graduate Certificate in Management Development | TA69 |
| Graduate Certificate in Diabetes Education and Management | KN92 |
| Graduate Certificate in Flexible Learning | TA62 |
| 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 (TESOL) | TA53 |
| Graduate Diploma in Language Teaching | TA60 |
| Graduate Diploma in Teaching Languages Other than English (TLOTE) | TA82 |
| Master of Education in Adult Education (by coursework) | TA70 |
| Master of Arts in Teaching English to Speakers of Other Languages (by coursework) | TA71 |
| Master of Arts in Language and Literacy (by coursework) | TA72 |
| Master of Arts in Applied Linguistics | TA73 |
| Master of Education (by thesis) | TA81 |
| Master of Education (Honours) | TA83 |
| Doctor of Philosophy | TA95 |
| Doctor of Education | TA96 |
| The following course is offered by the UTS Centre for Learning and Teaching via the Faculty of Education Haymarket campus: | |
| Graduate Certificate in Higher Education | T050 |

Note: The course Bachelor of Teaching in Adult Vocational Education (TT24) will only be offered offshore. Please refer to the 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. Underpinning this course are twin developmental themes of the student as learner and the student as professional practitioner in their own workplace. Students identify the major in which to apply their learning in relation to their workplace, in addition to studying the core subjects and choosing from the electives. The course is designed to be both flexible and responsive. Students will engage in a variety of learning activities, work with academic advisers, workplace practitioners and undertake individual and group learning projects. Theory and practice are integrated in the learning tasks, many of which are negotiated to meet individual needs, are oriented to their current and future needs and important for their professional and personal development.

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, implement 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;
- are interested to increase/improve the standing of the profession.

Course structure

The Bachelor of Adult Education is a three-year degree comprising 144 credit points which full-time students 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 the majors. Core subjects are compulsory and integrate elements related to cultural issues, respect for diversity, communication skills and skills for developing a reflective and responsive practitioner. They will deliberately contrast a range of perspectives in the area. They provide a foundational theoretical base which is then applied in the more specific settings of each major and/or further developed in the electives.

2 Major subjects (48 credit points)

Students select one of the following majors: **Aboriginal Program** – a specialised program for Indigenous students which combines Aboriginal studies with the Community major and core subjects.

Community Adult Education – for people working with adults in evening colleges, local learning centres, Neighbourhood centres, refuges and many other community-based services which perform an adult education role.

Human Resource Development – which meets the needs of trainers, human resource personnel and consultants employed in private and government enterprises.

Language, Literacy and Numeracy – for educators who work in a variety of public and private adult education institutions offering adults opportunities to learn and build on basic language, literacy and numeracy skills.

Vocational Education – which provides specialised courses for teachers in the TAFE sector and the armed forces who have trade qualifications and five years industrial experience or equivalent.

Majors 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 large component of the majors are the learning themes of the supervised field experience identified as the semester's focus. These themes complement the understanding gained 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 major includes a teaching practicum.

3 Electives (48 credit points)

3a Individual program (48 credit points)

Electives, 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 electives. University majors in Aboriginal 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

Students in Language, Literacy and Numeracy Education will be required to take the subjects: Introduction to Language; Numeracy Awareness; Programming and Assessment in Language, Literacy and Numeracy; and Individualised Project 1 as part of their 48 credit points.

Advanced Diploma

Students in the Community Adult Education and Human Resource Development major may be able to exit with an Advanced Diploma in Adult Education after a structured sequence of studies of 96 credit points.

Assessment

Assessment will be criterion referenced and on a pass/fail basis.

Admission

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

In addition, applicants will need to have access to an appropriate workplace for supervised work experience in their major.

Applicants whose qualifications and experience differ from those 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

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

Community Adult Education

- Full-time evening (2 nights per week plus 3 to 4 Saturday workshops)
- Full-time afternoon (1 afternoon plus 3 to 4 Saturday workshops)
- Part-time evening (1 night per week plus 2 to 3 Saturday workshops)
- Full-time Aboriginal block (5 weekdays, 3 times per semester) open to Aboriginal and Torres Strait Islander students only

Human Resource Development

- Full-time evening (2 nights per week plus 3 to 4 Saturday workshops)
- Full-time afternoon (1 afternoon plus 3 to 4 Saturday workshops)
- Part-time evening (1 night per week plus 2 to 3 Saturday workshops)
- Full-time block (5 weekdays, 3 times per semester)
- Full-time block (4 long weekends per semester) held off-campus at the Police Academy at Goulburn

Language, Literacy and Numeracy

- Full-time afternoon (1 afternoon plus 3 to 4 Saturday workshops)

Vocational Education

- Full-time day (2 days per week)
- Full-time block, residential (5 weekdays 3 times per semester)

Aboriginal Community program

Year 1 Autumn semester

| | | | |
|--------|---|---------------------------------------|-----|
| 015001 | C | Language, Culture and Communication 1 | 6cp |
| 015017 | F | Community Practicum | 6cp |
| 015003 | F | Portfolio Development | 6cp |
| 015110 | A | Aboriginal Cultures and Philosophies | 8cp |

Year 1 Spring semester

| | | | |
|--------|---|---|-----|
| 015004 | C | Language, Culture and Communication 2 | 6cp |
| 015002 | C | Adult Teaching and Learning | 6cp |
| 015021 | F | Adult Education Practices 1 | 6cp |
| 54230 | A | Aboriginal Social and Political History | 8cp |

Year 2 Autumn semester

| | | | |
|--------|---|--|-----|
| 015006 | C | Program Development | 6cp |
| 015083 | F | Managing Education Programs | 6cp |
| 015189 | F | Adult Education Practices 2 | 6cp |
| 015112 | A | Aboriginal Initiatives in Education: Towards Community Control | 8cp |

Year 2 Spring semester

| | | | |
|--------|---|--|-----|
| 015007 | C | Adult Learning in Social Context | 6cp |
| 015005 | C | Psychological Perspectives on Adult Learning | 6cp |
| 015033 | F | Program Planning in Community Settings | 6cp |
| 015111 | A | Issues in Aboriginal Education | 8cp |

Year 3 Autumn semester

| | | | |
|--------|---|--|-----|
| 015009 | C | Analysing Current Issues in Australian Education | 6cp |
| 015144 | F | Educational and Cultural Diversity | 6cp |
| 015113 | A | Teaching Aboriginal Studies | 8cp |

Year 3 Spring semester

| | | | |
|--------|---|---|-----|
| 015011 | C | Research and Inquiry | 6cp |
| 015012 | F | International Perspectives on Education | 6cp |
| 015140 | A | Aboriginal Studies Project | 8cp |

C = Core Subjects

F = Field of Practice

A = Aboriginal Program

Community Adult Education major

Year 1 Autumn semester

| | | | |
|--------|---|---------------------------------------|-----|
| 015001 | C | Language, Culture and Communication 1 | 6cp |
| 015002 | C | Adult Teaching and Learning | 6cp |
| 015017 | F | Community Practicum | 6cp |
| 015021 | F | Adult Education Practices 1 | 6cp |

Year 1 Spring semester

| | | | |
|--------|---|--|-----|
| 015004 | C | Language, Culture and Communication 2 | 6cp |
| 015005 | C | Psychological Perspectives on Adult Learning | 6cp |
| 015033 | F | Program Planning in Community Settings | 6cp |
| 015189 | F | Adult Education Practices 2 | 6cp |

Year 2 Autumn semester

| | | | |
|--------|---|-----------------------------|-----|
| 015006 | C | Program Development | 6cp |
| 015083 | F | Managing Education Programs | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 2 Spring semester

| | | | |
|--------|---|------------------------------------|-----|
| 015007 | C | Adult Learning in Social Context | 6cp |
| 015144 | F | Educational and Cultural Diversity | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Autumn semester

| | | | |
|--------|---|--|-----|
| 01500 | C | Analysing Current Issues in Australian Education | 6cp |
| 015142 | F | Participatory Action Research Project | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Spring semester

| | | | |
|--------|---|-------------------------------------|-----|
| 015011 | C | Research and Inquiry | 6cp |
| 015143 | F | Context and Strategies in Education | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

C = Core Subjects
F = Field of Practice

Human Resource Development major

Year 1 Autumn semester

| | | | |
|--------|---|---------------------------------------|-----|
| 015001 | C | Language, Culture and Communication 1 | 6cp |
| 015002 | C | Adult Teaching and Learning | 6cp |
| 015018 | F | Workplace Practicum 1 | 6cp |
| 015022 | F | HRD Practices | 6cp |

Year 1 Spring semester

| | | | |
|--------|---|--|-----|
| 015004 | C | Language, Culture and Communication 2 | 6cp |
| 015005 | C | Psychological Perspectives on Adult Learning | 6cp |
| 015141 | F | HRD Strategies | 6cp |
| 015162 | F | Competency Assessment in the Workplace | 6cp |

Year 2 Autumn semester

| | | | |
|--------|---|---------------------------------|-----|
| 015006 | C | Program Development | 6cp |
| 015034 | F | Program Delivery and Evaluation | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 2 Spring semester

| | | | |
|--------|---|--|-----|
| 015007 | C | Adult Learning in Social Context | 6cp |
| 015046 | F | Influences on the Contemporary Workplace | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Autumn semester

| | | | |
|--------|---|--|-----|
| 015009 | C | Analysing Current Issues in Australian Education | 6cp |
| 015066 | F | Leading and Facilitating Change | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Spring semester

| | | | |
|--------|---|--|-----|
| 015011 | C | Research and Inquiry | 6cp |
| 015054 | F | Organisational Learning – an Experiential Approach | 6cp |
| xxxxx | | Elective | 6cp |
| xxxxx | | Elective | 6cp |

C = Core Subjects
F = Field of Practice

Language, Literacy and Numeracy major

Year 1 Autumn semester

| | | | |
|--------|---|---|-----|
| 015001 | C | Language, Culture and Communication 1 | 6cp |
| 015002 | C | Adult Teaching and Learning | 6cp |
| 015019 | F | The Language, Literacy and Numeracy Learner | 6cp |
| 015023 | F | Teaching and Learning in Practice (LLN) | 6cp |

Year 1 Spring semester

| | | | |
|--------|---|--|-----|
| 015004 | C | Language, Culture and Communication 2 | 6cp |
| 015005 | C | Psychological Perspectives on Adult Learning | 6cp |
| 015023 | F | Teaching and Learning in Practice (LLN) | 6cp |
| 015047 | F | Workplace Context LLN | 6cp |

Year 2 Autumn semester

| | | | |
|--------|---|--------------------------|-----|
| 015006 | C | Program Development | 6cp |
| 015086 | X | Introduction to Language | 6cp |
| 015089 | X | Numeracy Awareness | 6cp |
| xxxxx | | Elective | 6cp |

Year 2 Spring semester

| | | | |
|--------|---|---|-----|
| 015007 | C | Adult Learning in Social Context | 6cp |
| 015031 | F | Language, Literacy and Numeracy Practicum 1 | 6cp |
| 015088 | F | Teaching Language and Literacy | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Autumn semester

| | | | |
|--------|---|--|-----|
| 015009 | C | Analysing Current Issues in Australian Education | 6cp |
| 015087 | F | Social Perspectives on LLN | 6cp |
| 015090 | X | Programming and Assessment in LLN | 6cp |
| xxxxx | | Elective | 6cp |

Year 3 Spring semester

| | | | |
|--------|---|---|-----|
| 015011 | C | Research and Inquiry | 6cp |
| 015043 | F | Language, Literacy and Numeracy Practicum 2 | 6cp |
| 015124 | X | Individualised Project 1 | 6cp |
| xxxxx | | Elective | 6cp |

C = Core Subjects

F = Field of Practice

X = LLN Extension Program

Vocational Education major

In order to enrol in this major students must have a trade qualification and five years' industrial experience.

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

| | | | |
|--------|---|---|-----|
| 015007 | C | Adult Learning in Social Context | 6cp |
| 015006 | C | Program Development | 6cp |
| 015044 | F | Field of Practice Specialist Knowledge 3 (Voc Ed) | 6cp |
| 015052 | F | The Professional Practitioner (Voc Ed) | 6cp |

Year 2 Spring semester

| | | | |
|--------|---|---|-----|
| 015009 | C | Analysing Current Issues in Australian Education | 6cp |
| 015011 | C | Research and Inquiry | 6cp |
| 015056 | F | Examining the Organisational Context (Voc Ed) | 6cp |
| 015060 | F | Field of Practice Specialist Knowledge 4 (Voc Ed) | 6cp |

C = Core Subjects

F = Field of Practice

Electives

| | | | | | |
|--------|--|-----|--------|---|-----|
| 015110 | Aboriginal Cultures and Philosophies | 8cp | 015355 | Gender at Work | 4cp |
| 015112 | Aboriginal Initiatives in Education: Towards Community Control | 8cp | 54313 | Gender, Culture and Power (offered by the School of Humanities) | 8cp |
| 54230 | Aboriginal Social and Political History (offered by the School of Humanities) | 8cp | 015097 | HRD Strategies for Individual Development | 6cp |
| 015114 | Aboriginal Studies | 4cp | 015075 | Independent Study Project in Communication | 6cp |
| 015140 | Aboriginal Studies Project | 8cp | 015124 | Individualised Project 1 | 6cp |
| 015183 | Administration of the Training Function | 6cp | 015131 | Individualised Project 2 | 6cp |
| 015070 | Adolescent and Adult Development | 6cp | 015138 | Individualised Project 3 | 6cp |
| 015078 | Adult Education and Social Action | 6cp | 015145 | Individualised Project 4 | 6cp |
| 015079 | Adult Education and the Aged | 6cp | 015323 | Individualised Project 5 | 6cp |
| 015081 | Adult Education and the Unemployed | 6cp | 015324 | Individualised Project 6 | 6cp |
| 015095 | Applying Experiential Learning in the Workplace | 6cp | 015092 | Industry-focused HRD Strategies | 6cp |
| 015080 | Campaigning and Public Education | 6cp | 015012 | International Perspectives on Education | 6cp |
| 015309 | Computing for Adult Educators | 6cp | 015094 | International Trends in Workplace Education | 6cp |
| 015069 | Designing and Delivering Open Learning | 6cp | 015115 | Introducing Aboriginal Cultures and Philosophies | 6cp |
| 015073 | Developing Group Communication | 6cp | 54232 | Introducing Aboriginal Social and Political History (offered by the School of Humanities) | 6cp |
| 015135 | Developing Individualised Projects | 6cp | 015111 | Issues in Aboriginal Education | 8cp |
| 015072 | Developing Interpersonal Communication | 6cp | 015083 | Managing Education Programs | 6cp |
| 015074 | Developing Systems Communication | 6cp | 015100 | Multiliteracies in the Workplace | 6cp |
| 015099 | Developing the Learning Organisation | 6cp | 015084 | Organising Community Adult Education | 6cp |
| 015082 | Development, Growth and Education in South-East Asia | 6cp | 015003 | Portfolio Development | 6cp |
| 015133 | Educational and Psychological Testing | 6cp | 015091 | Promoting Workplace Learning | 6cp |
| 015077 | Educational Dimensions of Community and Youth Work | 6cp | 015096 | Simulations and Games – Theory and Design | 6cp |
| 014100 | Educational Media | 6cp | 015076 | Social Education in Community Settings | 6cp |
| 015104 | Educational Multimedia Design 1 | 6cp | 015085 | Structures and Processes in Community Education | 6cp |
| 015105 | Educational Multimedia Design 2 | 6cp | 015113 | Teaching Aboriginal Studies | 6cp |
| 015106 | Educational Multimedia Design 3 | 6cp | 015336 | Training and Development Practicum | 8cp |
| 015093 | Ethics, Workplaces and the HRD Function | 6cp | 015071 | Women and Education | 4cp |
| 015101 | Foundations of Educational Multimedia 1 | 6cp | 015344 | Women and Education | 8cp |
| 015102 | Foundations of Educational Multimedia 2 | 6cp | | | |
| 015103 | Foundations of Educational Multimedia 3 | 6cp | | | |

Aboriginal Studies major

The Faculty of Education, City campus, offers an Aboriginal Studies major in conjunction with Jumbunna Centre for Australian Indigenous People's Studies, Education and Research, and the Faculty of Humanities and Social Sciences. Six subjects are taken as a major sequence of 48 credit points within the elective stream available in Years 2 and 3 of the Bachelor of Education in Adult Education.

| | | |
|--------|---|-----|
| 015110 | Aboriginal Cultures and Philosophies | 8cp |
| 015112 | Aboriginal Initiatives in Education: Towards Community Control | 8cp |
| 54230 | Aboriginal Social and Political History ¹ | 8cp |
| 015140 | Aboriginal Studies Project | 8cp |
| 015111 | Issues in Aboriginal Education | 8cp |
| 015113 | Teaching Aboriginal Studies | 8cp |

Elective Option

Students who do not wish to complete the major but would like to take the subjects may enrol in the following reduced credit point versions of the above subjects. These subjects are not available to students enrolled in the Aboriginal Studies major.

| | | |
|--------|---|-----|
| 015114 | Aboriginal Studies | 4cp |
| 015115 | Introducing Aboriginal Cultures and Philosophies | 6cp |
| 54232 | Introducing Aboriginal Social and Political History ¹ | 6cp |

Women's Studies major

The Faculty of Education, City campus, offers a Women's Studies major in conjunction with the School of Humanities. For Adult Education students these subjects are taken as a major sequence of 24 credit points within the elective stream available in Years 2 and 3 of the Bachelor of Education in Adult Education.

| | | |
|--------|--|-----|
| 54313 | Gender, Culture and Power ¹ | 8cp |
| 54214 | Gender at Work ¹ | 8cp |
| 015344 | Women and Education | 8cp |

Elective Option

Women and Education and Gender at Work are also offered as 4 credit point subjects for Adult Education students who do not wish to complete the 24 credit point major sequence but would like to take subjects as electives.

| | | |
|--------|---------------------|-----|
| 015071 | Women and Education | 4cp |
| 015355 | Gender at Work | 4cp |

¹ Offered by the Faculty of Humanities and Social Sciences.

Bachelor of Business Human Resource Development sub-major

Adult Education is offering Business students who wish to pursue a career in human resource development (as trainers, staff development consultants, course designers etc.) the opportunity to complete formal studies in this area as part of the Bachelor of Business.

To complete a sub-major in HRD students must complete:

| | | |
|--------|---|-----|
| 015022 | Human Resource Development Practices | 6cp |
| 015006 | Program Development and Needs Analysis | 6cp |

and two subjects from the following:

| | | |
|--------|--|-----|
| 015141 | Human Resource Development Strategies | 6cp |
| 015034 | Program Delivery and Evaluation | 6cp |
| 015018 | Workplace Practicum ¹ | 6cp |
| 015162 | Competency Assessment in the Workplace ¹ | 6cp |
| 015166 | Leading and Facilitating Change | 6cp |
| 015054 | Organisational Learning: An Experiential Approach | 6cp |

¹ Students completing these units are required to arrange and complete a practicum component in the workplace.

Bachelor of Education (Honours) in Adult Education

Course code: TA24

Course coordinator: Dr Bob Pithers

Participants

This one-year full-time or two-year part-time course will allow students to work at a higher level of academic study. Many of the students who complete the Honours program may like to proceed to Doctoral programs or to the Master of Education (Honours).

Course aims

The course aims to provide via coursework and supervision the basic research competency skills and knowledge as well as critical feedback and collegiate support necessary to enable the development and completion of an honours thesis. It also allows study in a particular relevant area of student interest.

Admission

Applicants must have completed at least three years of the equivalent of a Bachelor's degree in education.

- Subjects in the Bachelor of Education in Adult Education are not graded. For this reason applicants from within the Faculty 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 Faculty 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 examiner comments on work completed during the last year of their Bachelor course (especially for research subjects).

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 the field under examination, one of which may be the student'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 student, coordinator and the preferred supervisor and approved by the Honours Committee. The selection of an Honours supervisor involves consultations involving the student, 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

Students 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

Course coordinator: Vacant

This course is now only offered in an offshore mode.

This course is the equivalent of a three-year full-time initial teacher education degree and has been 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.

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- 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 (TESOL)

Course code: TA54

Academic coordinators:

Adults strand: to be advised

Schools strand: Dr Jenny Hammond

Participants

This course is designed for students who have an undergraduate qualification or equivalent, a recognised tertiary teaching qualification, and who are either already working in or wish to work in the TESOL field.

Admission

Entry requirements are:

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

Course aims

- To enable students to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development.
- To provide students with the relevant theoretical underpinning to this professional competence and critical reflection on it.
- To develop students' 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

There are two strands in the Graduate Certificate in TESOL: the adults strand and the schools strand. The adults strand is for students working in or wishing to work in the adult sector, and the schools strand is for students working in or wishing to work in the school sector.

Attendance for the adults strand is on Thursday 2.00 – 6.30 p.m. and attendance for the schools strand is on Thursday 4.30 – 9.00 p.m. 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. Students must complete subjects totalling 24 credit points to be eligible for the award of Graduate Certificate in TESOL.

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015158 | Language Development | 6cp |

Graduate Certificate in Teaching Languages Other than English (TLOTE)

Course code: TA63

Course coordinator: Mr Liam Morgan

Participants

This course is designed for students who have an undergraduate qualification or equivalent, a recognised tertiary teaching qualification, and who are already working in or wish to work in the TLOTE field.

Admission

Entry requirements are:

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

Course aims

- To enable students to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development.
- To provide students with the relevant theoretical underpinning to this professional competence and critical reflection on it.
- To develop students' 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 on Thursday 4.30 – 9.00 p.m.

Course structure

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

Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015157 | Curriculum and Methodology (TLOTE) | 6cp |

Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015158 | Language Development | 6cp |

Graduate Certificate in Public Education

Course code: TA64

Course 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

- To develop the theoretical understanding and professional practice of graduates working in public education.
- To develop perspectives on public education drawn from policy analysis, public relations and communication management theory, adult learning and community education.
- To 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.
- To encourage the critical analysis of public education activities through appropriate case studies.

- To 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.

Autumn semester

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

Spring semester

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

Graduate Certificate in Adult Education in Training

Course code: TA65

Course coordinator: Dr John Garrick

Participants

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

Articulation

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

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

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 – 9.00 p.m. (usually Wednesday). A minimum of 85 per cent attendance is required for satisfactorily completing this course. Compulsory attendance at two weekend (Saturday) workshops per semester is also required.

Course structure

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

Autumn semester

| | |
|------------------------------------|-----|
| 016001 Workplace Practice 1 | 6cp |
| 016002 Adult Learning and Teaching | 6cp |

Spring semester

| | |
|--------------------------------------|-----|
| 016005 Workplace Practice 2 | 6cp |
| 016007 Program Design and Evaluation | 6cp |

Graduate Certificate in Adult Education in Community Education

Course code: TA66

Course coordinator: Ms Jane Sampson

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 Faculty in the following way:

- you may apply for and enrol in the Graduate Certificate and complete the course after one year,

- once you have completed the Graduate Certificate you may apply to enter the Master of Education in Adult Education. Subjects completed in the Graduate Certificate cannot be credited towards the Master of Education in Adult Education. If accepted you may exit either at the end of the first year with a Graduate Diploma in Adult Education (Community) or at the end of the second year with a Master of Education in Adult Education. As a result the Graduate Certificate is designed to offer you a one-year introduction to the field of community adult education in a way that will relate to your immediate professional needs. This may be all you want. However, if at the end of the course you feel you would like to continue studying community adult education as a field of academic inquiry, then the opportunity is there.

Course aims

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

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

Process

Some of the course is prescribed and some learner-directed. This means that there are opportunities for 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 that informs community adult education practice. In Autumn semester

the seminars are entitled Adult Teaching and Learning. You will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning techniques that place an emphasis on facilitation and dialogue, and draw on the theory and practice of educators with experience in the fields of community development and social action. In Spring semester the seminars are entitled Developing Community Adult Education Programs. You will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in differing kinds of community. By looking at the work of a number of adult educators you will be encouraged to develop your own theoretical framework to guide your practice.

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

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

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

Assessment

Assessment is 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 you do directly relevant to your own professional interests and work. You are required to complete four learning contracts during the course negotiated with your study group supervisor and with the seminar leaders.

Attendance

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

Course structure

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

Autumn semester

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

Spring semester

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

Graduate Certificate in Language and Learning

Course code: TA67

Course coordinator: Ms Pauline Gibbons

This course will not be offered in 1998.

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

Course 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 student or through responsibility for implementation of experiential learning, and an undergraduate degree.

Course aims

The course aims to introduce students 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 students become more effective in their practice of experiential teaching and learning by understanding the nature and theory of experiential learning. Students 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.

Autumn semester

| | | |
|--------|--|-----|
| 015374 | Foundations of Experiential Learning | 6cp |
| 015376 | Program Design, Implementation and Evaluation of Experiential Learning 1 | 6cp |

Spring semester

| | | |
|--------|--|-----|
| 015375 | Experiential Learning Strategies | 6cp |
| 015379 | Program Design, Implementation and Evaluation of Experiential Learning 2 | 6cp |

Assessment

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

Course coordinator: to be advised

This course aims to provide students 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 students, 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 students 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 students 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 students with a range of options around which they can complete a course that best meets their personal and professional needs.

Students must complete the two core subjects, one from each faculty, and two electives, one from each faculty, totalling 24 credit points.

Autumn semester

| | | |
|--------|-------------------------------------|-----|
| 015377 | Facilitating Adult Learning at Work | 6cp |
| 021555 | Australian Management ¹ | 6cp |

Spring semester

| | | |
|-------|--------------------------------------|-----|
| xxxxx | Education Elective (a) | 6cp |
| xxxxx | Management Elective (b) ¹ | 6cp |

¹ Offered by the Faculty of Business.

Education electives

| | | |
|--------|--|-----|
| 013337 | Managing Change in Adult Education and Training | 6cp |
| 013363 | Supporting Workplace Learning and Reform | 6cp |
| 013339 | Skills, Technology and Workplace Learning | 6cp |
| 013343 | Adult Communication Management 1 | 6cp |
| 013366 | Action Research in the Workplace | 6cp |
| | <i>or</i> | |
| | 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 |
| | <i>or</i> | |
| | Any other subject from the Faculty of Business approved by the Academic Coordinator | |

Graduate Certificate in Diabetes Education and Management

Course code: KN92

Course coordinator: Ms Linda Soars (Faculty of Nursing)

Participants

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

| | | |
|--------|------------------------------------|-----|
| 02845 | Primary Health Care ¹ | 6cp |
| 015342 | Programming for Diabetes Education | 6cp |

¹ Offered by the Faculty of Nursing.

Graduate Certificate in Flexible Learning

Course code: TA62

Course coordinator: Dr Viktor Jakupec

Participants

This course responds directly to the needs of practising teachers, trainers, instructors and academics. Against the background of rapid educational, training and structural changes in public and private enterprise in the last few years this course will enable teachers and trainers to learn how to design, implement and facilitate innovative learning effectively. It will provide those who are concerned with changes in curriculum, delivery modes and assessment strategies with the ability to use technology as a tool to facilitate learning in a variety of educational and training settings including the workplace. This course is designed for teachers and trainers who are looking for the opportunity to address how they will facilitate flexible learning.

Admission

Applicants will need an undergraduate degree or a three-year diploma from a recognised tertiary institution, or such other qualification acceptable by the Faculty as equivalent. There is a provision for special admission for applicants who, while not meeting the requirements for admission on the basis of educational qualifications, can demonstrate appropriate prior knowledge and capacity for postgraduate study.

Course aims

The course aims to enable appropriately qualified students to develop:

- a working knowledge and understanding of major factors and strategies required to plan, develop and implement flexible learning in a variety of educational and training environments and organisations;
- an enhanced capability to contribute to workplace and organisational changes through flexible delivery of courses;
- the ability to competently act as flexible learning resources in a variety of organisational, training and educational settings;
- professional qualifications necessary for provision of flexible learning which will enable them to continue their professional development following the completion of this course.

Assessment

Assessment is either 'pass' or 'fail'. Two specific forms of assessment will be used in each subject. These are:

- Discussion and literature review paper(s) based on learning tasks incorporated in the flexible learning materials provided for each subject. Students will be given flexibility to choose from a number of options.
- A negotiated learning project using the learning contract method as developed already within the Faculty.

Attendance

- One block meeting totalling two days' attendance either in Sydney or at another designated venue in order for students to familiarise themselves with the content, structure, assessment strategies, and communication technologies used in this course; and/or
- tele-tutorials to be held at designated times; and/or
- synchronous and asynchronous electronic conferencing providing students have access to appropriate computer technology.

Students will be required to attend workshops in the form of computer laboratory sessions for the electives Computer Mediated Communication and/or Principles of Interactive Multimedia.

Course structure

Autumn semester

| | | |
|--------|--|-----|
| 014102 | Foundations of Flexible Learning | 6cp |
| 014103 | Educational Development and Instructional Design for Flexible Learning | 6cp |

Spring semester

| | | |
|--------|------------------------------------|-----|
| 014105 | Technologies for Flexible Learning | 6cp |
| xxxxx | Elective | 6cp |

Electives

| | | |
|--------|--------------------------------------|-----|
| 014107 | Principles of Interactive Multimedia | 6cp |
| 014108 | Computer Mediated Communication | 6cp |
| 016710 | Independent Project | 6cp |

Fees

Postgraduate course fees apply.

Graduate Diploma in Vocational Education and Training

Course code: TA50

Course coordinator: Ms Zita Wagner

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 students 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

Autumn semester

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

Spring semester

| | | |
|--------|-------------------------------|-----|
| 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. Other subjects are graded.

Graduate Diploma in Adult Basic Education

Course code: TA52

Course coordinator: Ms Betty Johnston

Participants

This is a two-year part-time course for people wishing to gain a specialist qualification in the field of adult basic education. The course consists of eight subjects of which five are core. Applicants must have a degree, diploma or equivalent qualification. Successful applicants who are not teacher trained will have to undertake the two practicum subjects which can be studied with the other subjects in the first year of the course. Graduates of the course work 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.

Articulation

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

- students in the second year of the course may choose elective subjects from other courses offered by the Faculty;
- students may apply at the end of the first year to transfer into the Master of Arts in Language and Literacy;
- 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.

Course aims

The course is designed to help you:

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

Assessment

Assessment is on a 'pass'/'fail' basis and is related to attendance, participation in all components of the course and completion of learning assignments and contracts. There are some set assignments and some assignments which students can negotiate with a staff adviser to meet both their own professional needs and the requirements of the course.

Attendance

The course will be delivered in both block and weekly mode if there are sufficient numbers.

The weekly mode involves attending one day a week in the first year (Thursday 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 on the following dates:

- 23–27 February
- 20–24 April
- 13–17 July
- 6–10 October

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 |
| 015250 | Practicum 1 ¹ | 6cp |
| 015253 | Practicum 2 ¹ | 6cp |

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

Year 2

| | | |
|--------|---|-----|
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy | 6cp |
| xxxxx | Elective | |
| xxxxx | Elective | |
| xxxxx | Elective | |

Electives include

| | | |
|--------|--|-----|
| 010113 | Exploring ABE Practice | 6cp |
| 013332 | Understanding Adult Education and Training | 6cp |
| 013346 | Computer-based Adult Education and Training | 6cp |
| 013367 | Cultural Diversity in the Workplace: Management and Learning | 6cp |
| 015119 | Theories of Numeracy | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |
| 015122 | Assessment, Programming and Evaluation | 6cp |
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015129 | Critical Literacies | 6cp |
| 015130 | Language Policy and Planning | 6cp |

The full range of electives may not be available every year. Other electives from the Master of Education in Adult Education can also be chosen.

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 and/or Year 2
- learning contracts – two or three per subject
- field work – various
- peer group work

Course structure for 1998 continuing participants

Attendance

Attendance will be in block mode.

Year 2

| | | |
|-------|----------|-----|
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

Recommended list of ABE electives available in Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015119 | Theories of Numeracy | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |

Recommended ABE elective available in Spring semester

| | | |
|--------|---|-----|
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
|--------|---|-----|

Other electives include

| | | |
|--------|---|-----|
| 010113 | Exploring ABE Practice | 6cp |
| 013332 | Understanding Adult Education and Training | 6cp |
| 013346 | Computer Mediated Adult Education and Training | 6cp |
| 013367 | Cultural Diversity in the Workplace | 6cp |
| 015119 | Theories of Numeracy | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |
| 015122 | Assessment, Programming and Evaluation | 6cp |
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
| 015129 | Critical Literacies | 6cp |

The full range of electives may not be available every year. Other electives from the Master of Education in Adult Education can also be chosen.

Fees

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

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

Course code: TA53

Academic coordinators:

Adults strand: to be advised

Schools strand: Dr Jenny Hammond

Participants

This course is designed for students 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 or without a recognised tertiary teaching qualification, who wish to gain a comprehensive postgraduate specialist qualification in teaching English to speakers of other languages.

There are two strands offered: one for students who are working or wish to work in the adult sector and the second strand for students 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 (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 students to achieve or consolidate specialist, professional

competence as practitioners in teaching and programming for spoken and written language development.

- To provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
- To develop students' capacity for theoretically informed reflective practice.
- To develop students' understanding of the linguistic demands of teaching and learning, and of issues in language development.
- To develop students' critical understanding of the socio-political 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 for Year 1 of the adults strand is on Thursday 2.00 – 6.30 p.m. and for Year 1 of the schools strand on Thursday 4.30 – 9.00 p.m.

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 student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TESOL.

Pathway for students with a recognised tertiary teaching qualification

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015158 | Language Development | 6cp |

Year 2

| | | |
|--------|--|-----|
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education ¹ | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

¹ Overseas students would study 015130 Language Policy and Planning 6cp.

Pathway for students without a recognised tertiary teaching qualification who wish to work in the TESOL field

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015250 | Practicum 1 ¹ | 6cp |

Year 2

| | | |
|--------|--------------------------|-----|
| 015158 | Language Development | 6cp |
| 015253 | Practicum 2 ¹ | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

¹ Practicum subject will be negotiated with the coordinator and an adviser.

Course structure for 1998 continuing students

Attendance

Attendance for the adults strand is on Wednesday 2.00 – 6.30 p.m. and the schools strand on Wednesday 4.30 – 9.00 p.m.

Year 2

| | | |
|-------|----------|-----|
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

Recommended list of TESOL electives available in Autumn semester

| | | |
|--------|---|-----|
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015132 | Assessment, Programming and Evaluation | 6cp |

Recommended list of TESOL electives available in Spring semester

| | | |
|--------|---|-----|
| 015123 | Language for Specific Purposes | 6cp |
| 015125 | Phonology and Pronunciation | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |

Electives

| | | |
|--------|--------------------------------------|-----|
| 010157 | Teaching and Learning Adult Numeracy | 6cp |
|--------|--------------------------------------|-----|

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

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

Graduate Diploma in Language Teaching

Course code: TA60

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

- To develop sound teaching practice in program design, lesson planning and delivery, and materials development.
- To develop competencies in the applications of technology to language learning.

Assessment

Students are assessed in the following ways:

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

Assessment is either 'pass' or 'fail'.

Attendance

Attendance is 15 hours per week for lectures and five hours per week for designated school attachment days. There is a 45-day practicum which involves full-time attendance at schools.

Course structure

There will be regular school attachments involving a total of 25 days (including a two-week practicum) in Semester 1 and a four-week practicum in Semester 2.

Autumn semester

| | | |
|--------|--|-----|
| 015157 | Curriculum and Methodology TLOTE | 6cp |
| 023002 | Meeting Special Needs in the Secondary School | 3cp |
| 015170 | English for Academic and Teaching Purposes | 6cp |
| 015250 | Practicum 1 | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |

Spring semester

| | | |
|--------|--|-----|
| 015158 | Language Development | 6cp |
| 015122 | Programming Assessment and Evaluation | 6cp |
| 015164 | Technology Based Language Learning | 6cp |
| 015253 | Practicum 2 | 6cp |
| 023001 | Psychology of Secondary Students | 3cp |

Graduate Diploma in Teaching Languages Other than English (TLOTE)

Course code: TA82

Course coordinator: Mr Liam Morgan

Participants

This course is designed for students 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.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (desirable)
- At least two 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 students 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 provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
- To develop students' capacity for theoretically informed reflective practice.
- To develop students' understanding of the linguistic demands of teaching and learning and of issues in language development.

- To develop students' critical understanding of the socio-political 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 on Thursday 4.30–9.00 p.m. 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 student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TLOTE.

Pathway for students with a recognised tertiary teaching qualification

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015157 | Curriculum and Methodology (TLOTE) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015158 | Language Development | 6cp |

Year 2

| | | |
|--------|--|-----|
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education ¹ | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

¹ Overseas students would study 015130 Language Policy and Planning 6cp.

Pathway for students without a recognised tertiary teaching qualification who wish to work in the TLOTE field

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015157 | Curriculum and Methodology (TLOTE) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015250 | Practicum 1 ¹ | 6cp |

Year 2

| | | |
|--------|--------------------------|-----|
| 015158 | Language Development | 6cp |
| 015253 | Practicum 2 ¹ | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

¹ Practicum subject will be negotiated with the coordinator and an adviser.

Course structure for 1998 continuing students

Attendance

Attendance for continuing students is on Wednesday 4.30–9.00 p.m.

Year 2

| | | |
|-------|----------|-----|
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

Electives

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

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

POSTGRADUATE DEGREES

Unsatisfactory progress

Candidates are requested to note that in accordance with University Rule 3.2.6.2 and 3.3.7.2 any postgraduate coursework candidate in the Faculty of Education who records failures in any one subject twice or in any two subjects will be deemed to be making unsatisfactory progress and may have his/her registration discontinued by the Faculty Board.

Master's degree (by thesis) – unsatisfactory progress

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

Master of Education in Adult Education (by coursework)

Course code: TA70

Course coordinator: Ms Rosie Wickert

Participants

This two-year part-time course is designed to meet the specific educational development needs of a broad range of adult education practitioners. The open structure of the course allows flexible patterns of study. Candidates may pursue concentrated study in one of a number of specialist majors or more generalist individually determined patterns of study. The course is designed for adult educators and trainers who wish to reflect critically and systematically on their practice. It is designed to broaden and deepen professional skills and knowledge.

The course is appropriate for people occupying strategic positions or aspiring to higher level positions in adult education and training. Students in the course come from a diverse range of fields of practice including human

resource development, community adult education, TAFE, TESOL, international development, non-formal education, adult basic education, higher education, religious education, career education, health services, vocational education and training. The course is offered by weekly lectures, block attendance and by distance mode.

Applicants will need a Bachelor's degree or equivalent and have an active interest in adult education and training.

Course aims

Underlying this course is a coherent pedagogy, which is practitioner-centred and geared towards education at the post-compulsory level. The aims of the course are for the student to:

- develop expertise in understanding and managing adult learning;
- acquire new and more advanced knowledge in designing, implementing, and evaluating educational programs for adults;
- use adult education to contribute to the development of a democratic and socially just society;
- expand and evaluate the personal capacity to be self-directed in learning;
- develop an analysis of the social, political and economic context of adult education;
- develop and apply techniques of critical inquiry to their adult education practice;
- conceptualise and criticise epistemological frameworks underlying theory and practice in adult education;
- exhibit scholarly rigour in research, critique, evaluation, design and implementation of adult learning;
- be a force for innovation in adult education;
- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of their gender, ethnicity, class, age, sexuality and/or physical abilities.

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. Subjects are normally held on Tuesday from 4.30 – 6.30 p.m. and 7.00 – 9.00 p.m. and Thursdays from 4.30 – 6.30 p.m. and 7.00 – 9.00 p.m. A minimum of 85 per cent attendance is required for most subjects. A block program is also available.

Course structure

- Students must complete a total of eight subjects comprising 48 credit points including two core subjects: Understanding Adult Education, and Training, and Research Perspectives in Education.
- Four subjects within a major will constitute a major. The majors are:
 Career Education/Counselling
 Educational Leadership
 Experience-based Learning
 Higher and Professional Education
 Human Resource Development
 Language and Literacy
 Open, Flexible and Distance Education
 Policy Studies
 Popular Education
 Post-Compulsory and Vocational Education and Training
- Availability of subjects will depend on resources and student numbers.

Career Education/Counselling major

| | |
|--|-----|
| 013215 Adult Career Development | 6cp |
| 013216 Program Development in Adult Career Education | 6cp |
| 013217 Adult Career Guidance and Counselling | 6cp |
| 013356 Independent Study Project 1 | 6cp |
| 013357 Independent Study Project 2 | 6cp |
| 013368 The Psychology of Adult Development | 6cp |

Educational Leadership major

| | |
|--|-----|
| 013319 Educational and Organisational Leadership 1 | 6cp |
| 013320 Educational and Organisational Leadership 2 | 6cp |
| 013337 Managing Change in Education and Training | 6cp |
| 013341 Policy Analysis in Adult Education | 6cp |
| 013342 Ethics and Leadership in Adult Education Administration | 6cp |
| 013356 Independent Study Project 1 | 6cp |
| 013357 Independent Study Project 2 | 6cp |

Experience-Based Learning major

| | |
|---|-----|
| 013315 Autobiography and Lifelong Learning | 6cp |
| 013330 Transformative Learning and Spiritual Traditions | 6cp |
| 013353 The Enrichment Tradition in Adult Education | 6cp |
| 013356 Independent Study Project 1 | 6cp |
| 013357 Independent Study Project 2 | 6cp |
| 013358 Experience-based Learning 1: Learners' Perspectives | 6cp |
| 013359 Experience-based Learning 2: Facilitators' and Animators' Perspectives | 6cp |
| 013360 Language and Power | 6cp |
| 013362 Improving Educational Practice | 6cp |

Higher and Professional Education major

| | |
|---|-----|
| 013313 Academic and Professional Literacies | 6cp |
| 013317 Course Development in Higher and Professional Education | 6cp |
| 013340 Higher Level Competencies in Adult Education | 6cp |
| 013356 Independent Study Project 1 | 6cp |
| 013357 Independent Study Project 2 | 6cp |
| 013358 Experience-based Learning 1: Learners' Perspectives | 6cp |
| 013359 Experience-based Learning 2: Facilitators' and Animators' Perspectives | 6cp |
| 013362 Improving Educational Practice | 6cp |

Human Resource Development major

| | |
|--|-----|
| 013205 Adult Communication Management 3 | 6cp |
| 013206 Adult Communication Management 4 | 6cp |
| 013318 Culture, Difference and Curriculum | 6cp |
| 013325 Issues in Assessment | 6cp |
| 013337 Managing Change in Adult Education and Training | 6cp |
| 013339 Skills, Technology and Workplace Learning | 6cp |
| 013343 Adult Communication Management 1 | 6cp |
| 013344 Adult Communication Management 2 | 6cp |
| 013356 Independent Study Project 1 | 6cp |
| 013357 Independent Study Project 2 | 6cp |
| 013360 Language and Power | 6cp |
| 013363 Supporting Workplace Learning and Reform | 6cp |
| 013367 Cultural Diversity in the Workplace | 6cp |
| 013368 The Psychology of Adult Development | 6cp |

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Language and Literacy major

| | | |
|--------|---|-----|
| 013313 | Academic and Professional Literacies | 6cp |
| 013318 | Culture, Difference and Curriculum | 6cp |
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |
| 013360 | Language and Power | 6cp |
| 013367 | Cultural Diversity in the Workplace | 6cp |
| 013369 | Critical Literacies | 6cp |
| 015123 | Language for Specific Purposes | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
| 015130 | Language Policy and Planning | 6cp |

Open, Flexible and Distance Learning major

| | | |
|--------|--|-----|
| 013316 | Concepts of Flexible, Open and Distance Learning | 6cp |
| 013322 | Flexible, Open and Distance Learning | 6cp |
| 013329 | Text, Media and Technologies | 6cp |
| 013346 | Computer Mediated Adult Education and Training | 6cp |
| 013347 | Issues in Computer Mediated Adult Education and Training | 6cp |
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |

Policy Studies major

| | | |
|--------|--|-----|
| 013327 | Post-Compulsory and Vocational Education and Training Reform | 6cp |
| 013334 | The Economics and Politics of Adult Learning | 6cp |
| 013341 | Policy Analysis in Adult Education | 6cp |
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |
| 013360 | Language and Power | 6cp |

Popular Education major

| | | |
|--------|---|-----|
| 013318 | Culture Difference and Curriculum | 6cp |
| 013323 | Forms and Traditions in Popular Education | 6cp |
| 013324 | International Perspectives on Education and Development | 6cp |
| 013328 | Practice and Pedagogy in Popular Education | 6cp |
| 013334 | The Economics and Politics of Adult Learning | 6cp |
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |
| 013369 | Critical Literacies | 6cp |

Post-Compulsory and Vocational Education and Training major

| | | |
|--------|--|-----|
| 013210 | Skill Learning and the Development of Expertise | 6cp |
| 013325 | Issues in Assessment | 6cp |
| 013327 | Post-Compulsory and Vocational Education and Training Reform | 6cp |
| 013339 | Skills, Technology and Workplace Learning | 6cp |

| | | |
|--------|--|-----|
| 013340 | Higher Level Competencies in Adult Education | 6cp |
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |
| 013363 | Supporting Workplace Learning and Reform | 6cp |

Other General Adult Education subjects – not forming a part of a specified major

| | | |
|--------|---|-----|
| 013214 | Adult Education Evaluation Plans and Procedures | 6cp |
| 013314 | Adult Development and Learning | 6cp |
| 013326 | Lifelong Learning: Psychological Perspectives | 6cp |
| 013331 | Women and Learning | 6cp |
| 013332 | Understanding Adult Education and Training | 6cp |
| 013333 | Adult Learning and Program Development | 6cp |
| 013335 | Australian Adult Education | 6cp |
| 013336 | Contemporary Issues in Adult Education | 6cp |
| 013348 | Research Perspectives in Education | 6cp |
| 013349 | Research Methodologies for Adult Educators | 6cp |
| 013350 | Issues in Educational Evaluation | 6cp |
| 013361 | Women and Adult Education | 6cp |
| 013364 | Philosophy of Adult Education | 6cp |
| 013365 | Workers' Education: Comparative Perspectives | 6cp |

Independent Study Projects

| | | |
|--------|-----------------------------|-----|
| 013356 | Independent Study Project 1 | 6cp |
| 013357 | Independent Study Project 2 | 6cp |

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;
- must relate to an aspect of adult education not dealt with in other subjects in the course.

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

Course code:TA71

Course coordinator: to be advised

Participants

The course is designed for trained, experienced teachers and consultants who wish to gain a higher degree focusing on second language learning and teaching as well as language planning and policy issues with a particular focus on ESOL.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (one year) (essential)
- At least three years' relevant teaching experience (essential)
- Evidence of academic and professional record (essential)

Diploma in TESOL (UTS) or equivalent may be granted advanced standing.

Course aims

- To enable students 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 provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
- To develop students' capacity for theoretically informed reflective practice.
- To develop students' understanding of the linguistic demands of teaching and learning and of issues in language development.
- To develop students' critical understanding of the socio-political context of their work and its impact on their practice.
- To develop or strengthen students' 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.
- To 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.
- To equip students with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in their field(s) of practice.

Assessment

Assessment is either 'pass' or 'fail'.

Attendance

Students completing the course through part-time study would attend in Year 1 on a Thursday afternoon or evening. Students working in the adults sector would attend on Thursday 2.00 – 6.00 p.m. and students working in the schools sector would attend on Thursday 4.30 – 6.30 p.m.

Students completing the course full-time in one year would attend on a Thursday afternoon or evening as well as attending on a further one or two afternoons or evenings a week depending on timetabling.

Course structure

The Master of Arts in TESOL would normally be completed in two years of part-time study. In some circumstance it may be possible to complete the degree in one year of full-time study. Students must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in TESOL.

Part-time attendance over two years

Year 1 Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |

Year 1 Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| 015158 | Language Development | 6cp |

Year 2 Autumn semester

| | | |
|--------|---|-----|
| 015126 | Research Methodologies | 6cp |
| 015127 | Grammar and the Construction of Meaning | |

Year 2 Spring semester

| | |
|------------------------------------|-----|
| 015116 Project | 6cp |
| 015277 Discourse Analysis | 6cp |
| <i>or</i> | |
| 015125 Phonology and Pronunciation | 6cp |

Full-time attendance over one year**Autumn semester**

| | |
|--|-----|
| 015152 Language in Social Context | 6cp |
| 015120 Curriculum and Methodology (TESOL) | 6cp |
| 015126 Research Methodologies | 6cp |
| 015127 Grammar and the Construction of Meaning | 6cp |

Spring semester

| | |
|---------------------------------------|-----|
| 015153 Teaching and Learning Literacy | 6cp |
| 015158 Language Development | 6cp |
| 015116 Project | 6cp |
| 015277 Discourse Analysis | 6cp |
| <i>or</i> | |
| 015125 Phonology and Pronunciation | 6cp |

Master of Arts in Language and Literacy (by coursework)

Course code: TA72

Course coordinator: to be advised

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. Students may focus on language, literacy or numeracy in one or more of the following areas: 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)
- Teaching qualification (essential)
- At least three years' relevant teaching experience (essential)
- Concurrent relevant teaching experience (desirable)

Candidates who have completed the Graduate Certificate in TESOL or TLOTE (UTS) or equivalent may also be granted advanced standing of up to 12 credit points. Candidates who have completed the Graduate Diploma in TESOL, ABE or TLOTE (UTS) or equivalent may be granted advanced standing up to 24 credit points.

Course aims

- To enable students 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 provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
- To develop students' capacity for theoretically informed reflective practice.
- To develop students' understanding of the linguistic demands of teaching and learning and of issues in language development.
- To develop students' critical understanding of the socio-political context of their work and its impact on their practice.
- To develop or strengthen students' 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.
- To 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.
- To equip students 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

TESOL and TLOTE pathways

In Year 1, students completing the course through part-time study would attend on a Thursday afternoon or evening. Students working in the adults sector would attend on Thursday 2.00 – 6.30 p.m. and students working in the schools sector would attend on Thursday 4.30 – 9.30 p.m.

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 students will attend two hours a week for each lecture-based subject and by negotiation for other subjects.

ABE pathway

Depending on demand, this pathway will be available in Year 1 in two modes: by block attendance four times a year or by weekly attendance on Thursday 9.30 a.m. – 3.30 p.m.

Attendance in Year 2 will be on a Tuesday, Wednesday or Thursday evening, depending on the student's choice of electives. Certain electives in Year 2 may be available by block mode.

Course structure

The Master of Arts in Language and Literacy 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 student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Language and Literacy.

Year 1 (TESOL and TLOTE pathways)

Autumn semester

| | | |
|--------|------------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |
| | <i>or</i> | |
| 015157 | Curriculum and Methodology (TLOTE) | 6cp |

Year 1 (TESOL and TLOTE pathways)

Spring semester

| | | |
|--------|--------------------------------|-----|
| 015153 | Teaching and Learning Literacy | 6cp |
| xxxxx | Elective | 6cp |

Recommended list of electives available Spring semester

| | | |
|--------|--------------------------------------|-----|
| 010157 | Teaching and Learning Adult Numeracy | 6cp |
| 015158 | Language Development | 6cp |

| | | |
|--------|---|-----|
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
| 015125 | Phonology and Pronunciation | 6cp |

Year 1 (ABE pathway)

| | | |
|--------|----------------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015121 | Curriculum and Methodology (ABE) | 6cp |
| 015153 | Teaching and Learning Literacy | 6cp |
| xxxxx | Elective | 6cp |

Recommended elective available in Year 1

| | | |
|--------|--------------------------------------|-----|
| 010157 | Teaching and Learning Adult Numeracy | 6cp |
|--------|--------------------------------------|-----|

Year 2 (all pathways) Autumn semester

| | | |
|--------|------------------------|-----|
| 015126 | Research Methodologies | 6cp |
| xxxxx | Elective | 6cp |

Year 2 (all pathways) Spring semester

| | | |
|--------|-----------|------|
| 015116 | Project | 6cp |
| xxxxx | Elective | 6cp |
| | <i>or</i> | |
| 015278 | Project | 12cp |

Electives

| | | |
|--------|---|-----|
| 010157 | Teaching and Learning Adult Numeracy | 6cp |
| 015119 | Theories of Numeracy | 6cp |
| 015120 | Curriculum and Methodology (TESOL) | 6cp |
| 015121 | Curriculum and Methodology (ABE) | 6cp |
| 015122 | Assessment, Programming and Evaluation | 6cp |
| 015123 | Language for Specific Purposes | 6cp |
| 015125 | Phonology and Pronunciation | 6cp |
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
| 015129 | Critical Literacy | 6cp |
| 015130 | Language Policy and Planning | 6cp |
| 015132 | Adult Education | 6cp |
| 015157 | Curriculum and Methodology (TLOTE) | 6cp |
| 015158 | Language Development | 6cp |
| 015170 | English for Academic and Teaching Purposes | 6cp |
| 015277 | Discourse Analysis ¹ | 6cp |
| 015378 | Advanced Curriculum Design | 6cp |

¹ Prerequisite subject 015127 Grammar and the Construction of Meaning 6cp.

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

Students following particular pathways will be advised regarding recommended electives.

Master of Arts in Applied Linguistics

Course code: TA73

Course coordinator: Dr Christopher Nesbitt

Participants

This course is designed for experienced language educators and other professionals who wish to gain a firm theoretical grounding in applied linguistics and explore its relevance to their professional practice.

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Overseas candidates whose language background is not English need a score of 6.5 on the IELTS, with a minimum of band 6.0 in the writing component.

Course aims

The course is designed:

- to provide a rigorous theoretical grounding in applied linguistics relevant to the needs of language educators and other professional groups;
- to increase students' understanding of the linguistic dimensions of cultural diversity, globalisation and social change;
- to develop skills in the application of the insights of linguistic theory to a range of professional practice.

Assessment

Assessment is criterion referenced and on a 'pass'/'fail' basis.

Attendance

Days and times will depend on students' choice of electives and timetabling.

Course Structure

The Master of Arts in Applied Linguistics would normally be completed in one year of full-time study or part-time study over three to four semesters. Students must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Applied Linguistics.

A possible full-time program

Year 1 Autumn semester

| | | |
|--------|----------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| 015126 | Research Methodologies | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

A possible full-time program

Year 2 Spring semester

| | | |
|--------|--|-----|
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015163 | Phonology & Sociolinguistic Variation in Spoken Language | 6cp |
| xxxxx | Elective | 6cp |
| 015116 | Project | 6cp |

A possible part-time program

Year 1 Autumn semester

| | | |
|--------|----------------------------|-----|
| 015152 | Language in Social Context | 6cp |
| xxxxx | Elective | 6cp |
| xxxxx | Elective | 6cp |

A possible part-time program

Year 1 Spring semester

| | | |
|--------|--|-----|
| 015127 | Grammar and the Construction of Meaning | 6cp |
| 015126 | Research Methodologies | 6cp |
| xxxxx | Phonology & Sociolinguistic Variation in Spoken Language | 6cp |

Year 2 Autumn semester

| | | |
|--------|-----------|------|
| xxxxx | Elective | 6cp |
| 015116 | Project | 6cp |
| | <i>or</i> | |
| 015278 | Project | 12cp |

Group 1: Electives with a theoretical focus

| | | |
|--------|---|------|
| 013360 | Language and Power | 6cp |
| 013367 | Cultural Diversity in the Workplace | 6cp |
| 013369 | Critical Literacies | 6cp |
| 015128 | Socio-Political Contexts of Language, Literacy and Numeracy Education | 6cp |
| 015129 | Critical Literacy | 6cp |
| 015130 | Language Policy and Planning | 6cp |
| 015158 | Language Development | 6cp |
| 015277 | Discourse Analysis | 6cp |
| 015165 | Project | 18cp |

Students must include in their program at least one elective from Group 1.

Group 2: Electives with a pedagogical focus

| | | |
|--------|--|-----|
| 015120 | Curriculum and Methodology TESOL | 6cp |
| | <i>or</i> | |
| 015157 | Curriculum and Methodology TLOTE | 6cp |
| | <i>or</i> | |
| 015121 | Curriculum and Methodology ABE | 6cp |
| 015122 | Assessment, Programming and Evaluation | 6cp |

| | | |
|--------|--------------------------------|-----|
| 015378 | Advanced Curriculum Design | 6cp |
| 015125 | Phonology and Pronunciation | 6cp |
| 015153 | Teaching and Learning Literacy | 6cp |

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

Master of Education (by thesis)

Course code: TA81

This course is for students 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 'Staff research interests and expertise' at the back of this handbook. There are no coursework requirements. However, some may be prescribed for some students as a condition of their candidature.

Eligibility for admission (under University Rule 3.4.2.1)

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

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

The Master of Education (by thesis) was superseded by the Master of Education (Honours) in 1997.

Master of Education (Honours)

Course code: TA83

Course coordinator: Professor David Boud

The Master of Education (Honours) is a two-year full-time equivalent research degree. The program comprises research coursework, participation in Faculty research seminars and a thesis of 50,000 words. The thesis work of MEd (Honours) candidates is generally closely related to the research interests of supervising members of staff in the Faculty's areas of research strength. Entry to the MEd (Honours) is by direct admission or through a 'research pathway' from the Master of Education in Adult Education by coursework. Direct admission requires the minimum of a Bachelor's degree, preferably with Honours or its equivalent. Entry from the Master of Education in Adult Education by coursework is based on the candidate demonstrating research potential in the research subjects and completing preparatory work for the thesis in consultation with a potential supervisor.

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 Research Perspectives in Education
- 013349 Design and Method in Educational Research

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.

Admission requirements

Honours Bachelor degree or equivalent.

Current students in the Master of Education in Adult Education by coursework may transfer to the Master of Education (Honours) by completing the research subjects listed above and by demonstrating research potential.

Doctor of Philosophy

Course code: TA95

Course 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 'Staff research interests and expertise' at the back of this handbook. There are no coursework requirements; however, coursework may be prescribed for some students as a condition of their candidature.

Eligibility for admission (under University Rule 3.5.3)

1. To qualify for admission to a Doctoral degree program applicants shall:
 - a. hold from this University a Bachelor's degree with First or Second Class Honours (Division 1) or a Master's degree;
 - or*
 - b. hold from this University or another tertiary educational institution a 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 Bachelor's degree with First Class Honours or Second Class Honours (Division 1) or a Master's degree approved by the Academic Board as a sufficient qualification for admission as a candidate;

or

- d. be a graduate of this university or another tertiary educational institution and have after at least one year's study in this University as a Master's or Master's qualifying student reached a standard equivalent to that of a Bachelor's degree with Honours;

or

- e. be a graduate of at least two years' standing of this university or another tertiary educational institution whose research publications and written reports on work carried out by the applicant satisfy the Academic Board that he/she has the ability and experience to pursue his/her proposed course of study;
 - or*
 - f. transfer from a Master's degree.
2. a. Applicants will be required to provide satisfactory evidence of their ability to undertake advanced research appropriate to their Doctoral program.
 - b. Where such evidence is not available the candidate will be required to undertake a prescribed course in research methodology appropriate to the relevant discipline.

Doctor of Education

Course code: TA96

Course coordinator: Dr Alison Lee

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

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

The four compulsory subjects in the degree are:

| | | |
|--------|--|-----|
| 016715 | Analysing Professional Practice | 9cp |
| 016713 | Lifelong Education, Research and Practice | 9cp |
| 023999 | Research Literacies ¹ | 9cp |
| 016714 | Dissertation Development and Appraisal | 9cp |

¹ See the 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 educational 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, and the number of credit points for the subject (e.g. 3cp). 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 Adult Education are listed first, followed by those offered by other faculties. Subjects offered by 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.

01013

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 is explored. Participants undertake a limited field study in their own classrooms in which they explore some aspect of the impact of the wider society on their own practice.

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.

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 then 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 pro-active 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: 012158 *Principles and Practice of Vocational Teaching 1*; 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 video tapes, 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.

013205**Adult Communication Management 3**

6cp

In this subject the adult communication management perspective is used to examine applied theory and research on developing a team-focused, contemporary organisation. In particular, team leadership and strategies for building and maintaining best performing teams are investigated.

013206**Adult Communication Management 4**

6cp

In this subject the adult communication management perspective is used to examine the applicability of a select number of organisational frames for mapping and transforming the culture of human systems. In particular, variables influencing the successful implementation of specific frames for organisational design and analysis are investigated.

013210**Skill Learning and the Development of Expertise**

6cp

Skill learning and effective performance are important concerns of all adult learners but particularly those engaged in vocational education. This subject aims to provide insights into the different 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.

013214**Education Evaluation – Plans and Procedures**

6cp; prerequisite: 013350 *Issues in Educational Evaluation*

This subject is designed to provide opportunities for students to develop the practical skills needed to conduct a theoretical understanding of program evaluations across a range of adult education and training contexts.

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.

013313**Academic and Professional Literacies**

6cp

The subject will cover the broad debates within the field of literacy studies with a particular focus on literacy within university teaching and learning and literacy practices in professional settings, as well as on the relationship between these. The subject aims to develop students' understandings of the centrality of reading and writing practices to learning and work. It seeks to broaden students' understandings of literacy away from a notion of generic skills towards a more contextualised and integrated conceptualisation. This shift, in turn, has important implications for teaching in all areas. The impact of new technologies and in particular the new information technologies on literacy in learning in universities and workplaces will be an important focus.

013314**Adult Development and Learning**

6cp

This subject aims to help students to engage critically with the psychological literature on the development of identity during adulthood. The subject is motivated by a concern with how adult education can effect both personal and social change, but with an emphasis on individual subjective change and the extent to which it is intertwined with social change. The central theme is the nature of identity change and transformation and the role of education in this process. The subject explores the way in which psychology has attempted to introduce the social into its theorising. Early attempts in developmental psychology and psychoanalysis are evaluated. Recent work is analysed which attempts to respond to the critique of post-modern theory. A link is then made with existing practices in adult education which, intentionally or otherwise, imply a view

of the process of identity change and the role of educational intervention. The potential of adult education as a vehicle for self-transformation is then explored.

013315

Autobiography and Lifelong Learning

6cp

This subject is designed to provide students with the opportunity to become familiar with current thinking about autobiographical approaches to lifelong learning and to experience the process of writing and reflecting on their own educational life history.

013316

Concepts of Flexible, Open and Distance Learning

6cp

This subject introduces students to theoretical and practical concepts of flexible, open and distance education. It encourages the process of critical self-reflection which is important to good educational practice. Through the concept of critical self-reflection this subject enables the students to understand other students in the learning process in a context of various institutions and organisations in which they work. The subject has the broad aim of developing awareness of the wide diversity of people and practices involved in flexible, open and distance education through a critical study of some of its literature. The idea of flexible, open and distance education raised in this subject enables students to address theoretical and practical issues and processes relevant to interaction in educational and training settings.

013317

Course Development in Higher and Professional Education

6cp

This subject is designed to further develop students' knowledge and skills in the design, implementation and evaluation of educational programs in higher and professional education contexts.

013318

Culture Difference and Curriculum

6cp

Planning education and training for people with different needs is a central political challenge for those concerned in building a just

and democratic society. It is a popular assumption that people of 'different' cultural backgrounds have different educational needs. This subject critically examines this notion that difference can usefully be defined by culture, and looks also at such factors as class, history, identity, gender and politics. The subject links debates about culture and difference directly to the practice of planning curriculum which will meet the needs of groups with marginal or minority status.

013319

Educational and Organisational Leadership 1

6cp

This subject should enable students to develop their understanding of current educational and organisational leadership as applied to a range of people and contexts. Effective leadership is required to meet most educational and organisational challenges, including learning and other forms of change management; otherwise, the organisation may not stay competitive. This subject is one of the core subjects for this major and it may also be taken alone.

013320

Educational and Organisational Leadership 2

6cp; prerequisite: *Educational and Organisational Leadership 1*

The subject Educational and Organisational Leadership 2 should continue to enable students to develop their understanding of current educational and organisational leadership as applied to a range of people and contexts. Its focus is educational and organisational leadership in practice, including strategies and tactics. This subject is the second of the core subjects for this major.

013322

Flexible, Open and Distance Learning

6cp

This subject provides students with the necessary understanding of issues concerning learning and teaching in flexible, open and distance education. The subject is structured so that learning and teaching are problematised and at the same time it allows students to reflect on their own practice and the position they wish to take in flexible, open and distance education. Students will be introduced to the nature of education and to competing

perspectives on teaching and learning, ranging from vocational education to liberal and humanistic concepts of education and subsequently to the critical social perspective of education. Students will be encouraged to review and reflect on their own learning experiences and to debate various models of student learning.

013323

Forms and Traditions in Popular Education

6cp

Popular education refers to education and learning which serve the interests of ordinary people and are controlled by them. It includes education and learning associated with social movements of all kinds, such as the women's, workers', indigenous people's and environmental movements. It embraces education and learning connected with social justice and social action. This subject will examine contemporary manifestations of popular education and learning as well as earlier traditions, especially those connected with the great emancipatory movements of the 19th and 20th centuries: the workers', women's, anti-colonial, environmental and peace movements.

Popular education is an underdeveloped area of study. Consequently this subject is explicitly theoretical and scholarly. One of its purposes is to provide preparation for research degrees in the field. An associated subject, Pedagogy and Curriculum in Popular Education, will focus on popular education practice. These two subjects, together with three others – The Economics and Politics of Adult Learning, International Perspectives on Education and Development, and Culture, Difference and Curriculum – provide a concentrated course of study in popular education designed for both Australian and international students.

013324

International Perspectives on Education and Development

6cp

The subject will examine relationships of education, learning and economic and social development from a global perspective, focusing in particular on the distribution of wealth and poverty. The subject will examine competing meanings given to the notion of development and a range of perspectives on how education does and can contribute to

development. Emphasis will be placed on studying experiences and issues of development and education from the perspective of majority Third World peoples.

013325

Issues in Assessment

6cp

The subject is designed to provide educators occupying strategic and higher level positions with a theoretical framework so that they can evaluate assessment practices and policies in their own context. Students will be able to systematically and critically reflect on assessment practices in their chosen field and learn from their experience and that of others.

013326

Lifelong Learning: Psychological Perspectives

6cp

Maintenance of currency of knowledge and skills has been made difficult by technological and economic revolutions. This subject aims to create awareness of a range of cognitive learning strategies needed for effective lifelong learning. It will examine the interlink between skill, will and self-regulation and provide the knowledge and skills to assist adult educators to teach selected cognitive learning strategies necessary for effective lifelong learning to their students and to use these strategies themselves.

013327

Post-Compulsory and Vocational Education and Training Reform

6cp

This subject aims to provide an overview of recent policy developments in the areas of post-compulsory and vocational education. It is also intended to develop critical skills of analysis and evaluation in order that those taking the subject are better equipped to implement relevant new policies and engage in informed debate in policy development stages.

013328

Practice and Pedagogy in Popular Education

6cp

Much is said and written in popular education circles about the virtues of working in participatory ways and pursuing

emancipatory goals. Less is said about the complexities of engaging with the practice and pedagogy of popular education. In this subject students will study and practise a range of pedagogical strategies and tools used by people and groups who engage in popular education. Particular attention will be paid to the theoretical influence of Paulo Freire and the strategies and tools he advocated and inspired.

013329

Text, Media and Technologies

6cp

This subject provides students with an understanding of issues concerning texts, media and technologies in flexible, open and distance education. Its aim is to enable students to conceptualise these issues and to provide them with the skills required to become a critical practitioner, interested in what is represented and produced in flexible, open and distance education. It will focus on flexibility and openness in education and training in broad national and social contexts in which texts, media and technologies are used in education and training for socially disadvantaged students, as well as in the industrialised world.

013330

Transformative Learning and Spiritual Traditions

6cp

Theories and practices of adult learning offer diverse explanations for personal and social transformation. Likewise, major spiritual traditions, indigenous spiritualities, feminist and environmental spiritualities, religious cults, and New Age theories and practices also propose ways of transformative learning. This subject provides scope for adult educators to appreciate and critically evaluate diverse approaches in both these domains of learning and education, and to explore the relation of tradition and experience in transformative learning. Students will have an opportunity to explore questions of significance for personal and social transformation in their learning and teaching experience and to integrate their learning.

013331

Women and Learning

6cp

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

013332

Understanding Adult Education and Training

6cp

The subject aims to assist adult educators to think more clearly about their work and to act on it more effectively. The subject begins with an exploration of students' practical theories and conceptual frameworks. Students are then introduced to a variety of theories relating to the core activities of teaching, group work, learning facilitation, program design and evaluation, policy formation and implementation. The subject also examines debates related to such significant contemporary issues as the relationship of adult education and workplace change, and the mass media as a force for propaganda or education. The subject enables students to make the transition to postgraduate study by providing them with opportunities to write in both experiential and scholarly ways.

013333

Adult Learning and Program Development

6cp

This subject allows students to explore the skills needed to become competent in designing and facilitating adult learning experiences and to become familiar with significant literature in this area. It provides an introduction to the areas of adult learning and program development for students with no previous academic experience in these areas.

013334

The Economics and Politics of Adult Learning

6cp

This subject is designed to help people to understand the impact of politics, economics and sociology on adult education and learning. Particular attention will be paid to the following issues: the historical development of economic theory and policy; human capital theory and vocational education; economic crisis, globalisation and adult education; workplace learning; the mass media, consumerism and adult learning; popular movements and adult learning.

013335

Australian Adult Education: Influences and Tendencies

6cp

This subject is designed to enable students 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*

This subject is designed to provide an opportunity for the student 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 Change in Adult Education and Training

6cp

This subject will enable teachers, trainers and managers in a range of educational contexts to manage the change process in education more efficiently and effectively. Practice-based research on effective management of program change and on how best to develop a workplace supportive of continuous improvement and innovation will be outlined, illustrated and tested. The attributes of effective change leaders will be discussed and the implications for students identified. The

subject addresses the urgent need to enhance educators' capability to manage the relentless demands for change now faced by all educational institutions and groups across Australia.

013339

Skills, Technology and Workplace Learning

6cp

This subject examines a number of issues relating to the links between skill formation and changing workplace technologies. Specific focuses include changing skill requirements, the social dimension of skill, factors that influence choices about technology and ways in which technology is used to control us to facilitate learning.

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 to do with economic and workplace restructuring and educational accountability dominate the adult education agenda in Australia over the next decade. This subject will develop students' capacity to design and critically analyse competency-based adult education programs.

013341

Policy Analysis in Adult Education

6cp

The subject aims to increase students' ability to analyse policy and critically respond to policy changes in adult education by having students deepen their understanding of the policy process, develop frameworks for the critical analysis of policy activity and carry out policy-related research.

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

In this subject participants develop their ability to apply the adult communication management conceptual framework to professional practice. Particular attention is given to core abilities: language, nonverbal communication, listening, assertiveness and inter-cultural communication competence.

013344

Adult Communication Management 2

6cp; *prerequisite: 013343 Adult Communication Management 1*

In this subject the adult communication management perspective is used to examine applied theory and research on management practices and organisational development strategies. In particular, the various roles of the communication manager in learning organisations and systems are investigated.

013346

Computer Mediated Adult Education and Training

6cp

In this subject students are introduced to various concepts, approaches and research findings in Computer Mediated Communication. The aim is to enable students to develop a conceptual understanding of computer mediated communication used in adult education and training. This subject examines various types of CMC and their respective features and will focus on conceptual, generic and specific features of CMC as a tool for education and training in various settings. It will promote the understanding and critical analysis of types of CMC application, emphasising its educational features and effective utilisation in various education and training settings.

013347

Issues in Computer Mediated Adult Education and Training

6cp

This subject is designed to provide students with an understanding of computer mediated communication enabling them to critically

evaluate technological, social, educational, historical and gender-based issues involved in new information technologies in education and training. Particular emphasis will be given to the analysis of equity and access issues.

013348

Research Perspectives in Education

6cp

This subject introduces students to ways of approaching educational research through two strands which inform each other. Strand 1 is a personal exploration of interests in and understandings of educational inquiry in the student's context of practice, while Strand 2 develops formal knowledge of research perspectives in educational research and introduces students to key debates regarding the nature of educational inquiry. This subject is a requirement for the MEd (Honours).

013349

Design and Method in Educational Research

6cp; *prerequisite: 013348 Research Perspectives in Education*

This subjects builds on Research Perspectives on Education by developing competencies in designing and conducting research in education. It has three strands: developing research competence in tools and techniques; designing a research project, examining major relevant research traditions and methodologies of educational research; and raising and discussing key questions about the philosophies, ethics and politics of research. This subject is a requirement for the MEd (Honours).

013350

Issues in Educational Evaluation

6cp; *prerequisite: 013348 Research Perspectives in Education*

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

013353**The Enrichment Tradition in Adult Education**

6cp

Proponents of 19th century liberal and humanistic adult education valued the enrichment of learners' lives and the realisation of their potential. Changes in Western society's understanding of human potential and enrichment have altered adult education practices in the fields of community education, human resources development and training. Is enrichment both a valid purpose and necessary constituent of adult education? Dilemmas and opportunities facing adult educators who use processes drawn from therapeutic practice are critically evaluated.

013356**Independent Study Project 1**

6cp; prerequisites: 013348 *Research Perspectives in Education*; 013332 *Understanding Adult Education and Training*

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

013357**Independent Study Project 2**

6cp; prerequisites: 013348 *Research Perspectives in Education*; 013332 *Understanding Adult Education and Training*

This subject will enable students to further develop higher level skills and knowledge in an aspect of adult education not dealt with in depth in other subjects in the course. The Independent Study Project 2 continues the work of Independent Study Project 1. It is conducted in consultation with a member of academic staff and involves an individual course of study or a field-based project dealing in further depth with an aspect of adult education.

013358**Experience-based Learning 1: Learners' Perspectives**

6cp; prerequisite: 013332 *Understanding Adult Education and Training*

This subject is designed to explore ways in which adults learn from experience in a variety of educational and non-educational settings and how this process might be enhanced. It will examine issues from the learners' perspective and focus on the learner in context.

013359**Experience-based Learning 2: Facilitators' and Animators' Perspectives**

6cp; prerequisite: 013358 *Experience-based Learning 1: Learners' Perspectives*

This subject is designed to explore ways in which adults learn from experience in a variety of educational and non-educational settings and how this process might be enhanced. It will examine issues from the perspective of the facilitation of learning and focus on facilitation in context.

013360**Language and Power**

6cp

The subject will cover work within critical linguistics, social semiotics, and post-structuralist theories of discourse and language. The focus is on how discourses work in the construction and maintenance of relations of power in society. 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.

013361**Women and Adult Education**

6cp

This subjects 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 relating to women's participation in adult education in

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

013362

Improving Educational Practice

6cp; prerequisite: 013332 Understanding Adult Education and Training

The emphasis of this subject is on ways to improve educational practice through small-scale, local investigations. A range of models and frameworks suitable for researching one's own practice will be examined and discussed in the light of the particular interests and working contexts of participants. The subject is not about educational research methods in general or about research aimed to further wider understanding of educational phenomena. However, it draws upon ideas and concepts from both the research and evaluation literature and professional practice.

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.

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 and sociological. This subject will develop students' 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 focuses on the historical development of workers' education from 1890

to the present in Australia, Britain and North America. Particular attention is paid to the following issues: the nature of historical inquiry and its role in the study of adult education; the nature and purpose of the comparative perspective; themes in worker education, e.g. control of the educational process; pluralism of ideology among adult educators; and the adaptation of imported structures to meet local needs.

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

Cultural diversity is a critical issue in the contemporary workplace. This is in part due to the rapid pace of globalisation and the increasing local demographic diversity as a result of immigration and a more fluid international labour market. 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 workplace learning whether located in education institutions or in the workplace.

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 useful and relevant to the teaching – learning process. It will examine some of the current myths about adult development and ageing using research findings. No prior knowledge of developmental psychology is required, although completion of a prior subject such as Educational Psychology would be useful.

013369**Critical Literacies**

6cp

This subject draws on what might loosely be termed the sociology of reading and literacy education. In so doing it explores the kinds of claims made for literacy and how these figure in the various literacy debates. Concepts such as multiliteracies and literacy practices will be examined. Students will be introduced to a range of techniques to develop their own critical literacy. Theoretical perspectives are drawn from critical linguistics, social semiotics and post-structuralist theories of discourse and language. Texts for analysis will include policy reports, classroom and workplace interaction, official documents, the spoken and written language of the workplace, research reports, the media and multimedia. Students will develop materials and negotiate assignments appropriate to their work contexts.

014100**Educational Media**

6cp

This course examines the usage of audiovisual media in the classroom and in other learning contexts, and the roles that audiovisual media play as tools for effective communication and learning. Production methods for many types of audiovisual resources will be explored, and skills will be introduced in the areas of computer-based presentation and basic video production.

014102**Foundations of Flexible Learning**

6cp

This subject is designed to introduce students to important concepts and relevant paradigms, epistemologies and strategies in flexible learning settings. Its aim is to develop an understanding of educational and training issues focusing on a variety of perspectives on flexible learning and learners' experiences of learning.

014103**Educational Development and Instructional Design for Flexible Learning**

6cp

This subject focuses on course development employing a range of educational development and instructional design

principles. The aim of this subject is to provide students with an understanding of generic instructional design and educational development features and practices for the purpose of planning, designing and developing flexible learning materials.

014105**Technologies for Flexible Learning**

6cp

This subject introduces students to a variety of contemporary technologies used in flexible learning settings. The aim is to provide learners with an understanding of characteristics of educational technologies including the advantages and disadvantages. Its purpose is to provide a framework in which educational technologies and their role can be examined in a context of supporting flexible learning.

014107**Principles of Interactive Multimedia**

6cp

This subject introduces students to a range of theoretical concepts and practical applications in interactive multimedia. The aim of the subject is to allow students to explore principles of interactive multimedia in a context of education and training and to develop a basic understanding of its advantages and disadvantages. The purpose of this subject is to provide students with the knowledge about using interactive multimedia in such ways as to bring about optimal levels of interactivity and synchronicity for a flexible learning situation. It is envisaged that this subject will be developed and offered jointly with the Institute of Interactive Multimedia.

014108**Computer Mediated Communication**

6cp

In this subject students are introduced to various concepts of computer mediated communication. The aim is to enable students to develop a basic understanding of computer-based approaches used in support of flexible learning. This subject will examine various types of CMC and their respective features and will focus on generic and specific features of CMC. It will promote the understanding that each type of application emphasises certain features and ways of working with learners in flexible delivery settings. It is envisaged that this subject will be jointly developed and delivered with the Institute of Interactive Multimedia.

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; consider how these are reflected in educational policy and practice across the sectors throughout the life span; and provide frameworks for the critical analysis of these issues and policies to give 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 Asia-Pacific region.

015017

Community Practicum

6cp

This subject helps students survey and examine the range of practice in adult and community education. This subject will help you identify and study the range of ways practitioners teach and learn and plan programs in community settings.

015018

Workplace Practicum

6cp

This subject draws on theoretical principles and practical skills considered in other subjects to further develop practical HRD skills. A

major component of this subject is the requirement for students to successfully complete an observed practicum conducted in their workplace working with a group of trainees/ staff members. Students will develop skills in reflecting on and critically analysing aspects of their own practice and will enhance their own skills in and understandings of the nature of effective HRD practice.

015019

The Language Literacy and Numeracy Learner

6cp

This subject focuses on the factors which influence individual adult learners of language and numeracy. These factors are studied in four areas: social, cultural, psychological and educational. In this subject participants will explore influences on their own learning and will research and describe the experience of an individual learner in the field of language literacy and numeracy. In exploring their own learning, participants will consider the literacy demands of university study and will develop their skills in reading and writing for academic purposes.

015020

Field of Practice Specialist Knowledge I (VOC ED)

6cp each

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 a focus 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

Adult Educational Practices I

6cp

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 community educators.

015022**Human Resource Development Practices***6cp*

This subject will extend students' understanding of the theoretical principles which inform human resource development practice. It will allow participants to apply their understandings and develop their practical training, development and facilitation skills. The relationship of teaching to learning will be explored in the context of participants' concurrent role in the workplace and as teachers and learners.

015023/24**Teaching and Learning in Practice (LLN, VOC ED)***6cp 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 sessions.

015031**Language Literacy and Numeracy Practicum 1***6cp*

This subject aims to develop initial practical teaching skills with a focus on classroom management, lesson planning and evaluation. The development of these skills is assisted by observation and analysis of lessons given by experienced teachers in the field of language literacy and numeracy, by self-evaluation and peer evaluation, by discussion with cooperating teachers before and after teaching sessions and by the keeping of a reflective journal.

015032**Field of Practice Specialist Knowledge 2 (VOC ED)***6cp*

This subject enables the student to explore the field of practice from the perspective of practitioner and educator in the field. Students

will examine current developments in the nature and scope of their specialism and how this relates to their role as adult educators and reflective practitioners. Students will review the diversity of roles within their field of practice, the range of practices and the diversity of clients.

015033**Program Planning in Community Settings***6cp*

This subject introduces students working in community settings to the practice of planning strategies and programs to help people learn. Students will study various methods for identifying education needs in community settings and a wide range of possible teaching and learning strategies. Emphasis will be placed on helping students make informed decisions about choosing an appropriate combination of needs analysis techniques and teaching and learning strategies. This subject has a focus on practice and is a stepping stone to the more theoretical core subject Program Development.

015034**Program Delivery and Evaluation***6cp*

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

015043**Language Literacy and Numeracy Practicum 2***6cp*

This subject provides students with an opportunity to extend the expertise developed in Practicum 1. It focuses on practical teaching skills including classroom management, 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 classroom teaching and complete a reflective practicum journal.

015044

Field of Practice Specialist Knowledge 3 (LLN, VOC ED)

6cp

This subject enables students to develop greater understanding of the competencies of a practitioner and adult educator by supporting them in critically examining 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, explore fields of practice which differ from their own specialism, and provide further opportunities for applying methods of program delivery and assessment of learning in specific learning contexts.

015046

Influences on the Contemporary Workplace

6cp

This subject investigates some current issues impacting on Australian organisations and on human resource development practice. Students will examine the implications of such trends for their own practice within organisations and identify competencies required of experienced HRD practitioners to meet the challenges of the working place context. Students will also have the opportunity to participate in a workplace-based project addressing an issue currently confronting their organisation.

015047

Workplace Context (LLN)

6cp

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

015052

The Professional Practitioner (VOC ED)

6cp

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.

015054

Organisational Learning: An Experiential Approach

6cp

This subject is the 'capstone' subject for the HRD strand of the Bachelor of Education. As such it provides an interactive learning environment, using a structured simulation to represent a hypothetical organisational setting within which students work together to develop an understanding of the forces at work within groups and organisations. It provides resources for learning about professional development and organisational learning interventions to support and sustain continuous improvement and lifelong learning.

015056

Examining the Organisational Context (VOC ED)

6cp

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.

015060

Field of Practice Specialist Knowledge 4 (VOC ED)

6cp

This subject extends the participant's 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.

015066**Leading and Facilitating Change**

6cp

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

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 also 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, providing 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, providing 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, providing 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, providing 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 the 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 are acknowledged as vital components 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 form. 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.

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.

015101**Foundations of Educational Multimedia 1**

6cp

This subject will introduce the broad field of educational multimedia. Topics will focus on the history of the field (from overhead projector to Internet), basic theory and models (behaviourism, cognitivism, instructional design), tools for development (authoring tools, application packages), elements of educational multimedia and essential skills for its development. This subject will introduce approaches to using educational multimedia

from the teacher's perspective, examining the options for curriculum, instructional development and presentation and emphasising the opportunities provided by multimedia which can enhance the teaching and learning process.

015102**Foundations of Educational Multimedia 2**

6cp; prerequisite: 015101 Foundations of Educational Multimedia 1

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

015103**Foundations of Educational Multimedia 3**

6cp; prerequisites: 015101 Foundations of Educational Multimedia 1; 015102 Foundations of Educational Multimedia 2

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

015104**Educational Multimedia Design 1**

6cp

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

015105**Educational Multimedia Design 2**

6cp; prerequisite: 015103 Educational Multimedia Design 1

This subject will address issues in technology design, including development and delivery configurations, cross-platform implications, colour and resolution, CD-ROM production, Internet design, sound engineering, video capture and performance. Participants will work with the integration of multimedia elements (graphics, audio, video, animation) into sample applications, including communications systems such as traditional distance education, open learning, satellite, interactive television, local networks and the Internet.

015106**Educational Multimedia Design 3**

6cp; prerequisites: 015104 Educational Multimedia Design 1; 015106 Educational Multimedia Design 2

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

015110**Aboriginal Cultures and Philosophies**

8cp

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

015111**Issues in Aboriginal Education**

8cp; prerequisite: 015110 Aboriginal Cultures and Philosophies

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

015112**Aboriginal Initiatives in Education: Towards Community Control**

8cp; prerequisite: 015111 Issues in Aboriginal Education

This subject provides opportunities for participants to explore critically Aboriginal initiatives in education. The major thrust of this subject will be carried out by field visits and 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 it. 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 in 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.

**015124/015131/015138/015148/
015323/4****Individualised Project 1/2/3/4/5/6**

6cp; prerequisite: 015135 Developing Individualised Projects

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

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 as 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 in the effective teaching of language, literacy and numeracy.

015128**Socio-Political Contexts of Language, Literacy and Numeracy 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 015130 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 socio-political 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 Socio-Political Contexts of Language, Literacy and Numeracy 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.

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.

015140

Aboriginal Studies Project

8cp

This subject provides an opportunity for students to carry out a major project in Aboriginal studies under the supervision of a member of academic staff, either in groups or individually. Students negotiate the project through a learning contract.

015141

Human Resource Development Strategies

6cp

This subject examines the diversity of practices that contribute to effective human resource development in organisational settings. It extends students' skills in developing practical targeted human resource development strategies which are appropriate for individual, team and organisational development. It also introduces concepts of learner and performance assessment.

015142

Participatory Action Research Project

6cp

Participatory action research combines three main activities: research, education and action. Participatory action research has a rich tradition in adult education and draws on a range of drama and art tools and strategies that educators can use when helping people address issues in the community.

015143

Context and Strategies in Education

6cp

A challenge for adult and community educators is how to use education as a way to help people critically evaluate and understand themselves, and the world around them, and to see themselves as active participants in that world. Community educators often work to help disempowered individuals and groups – for example, the unemployed, young people, prisoners, the aged, victims of discrimination – come to see themselves as creators of culture, history and an alternative social vision. This subject aims to help educators to develop their capacity to work with critical and activist forms of education and learning which contribute to social justice.

015144

Education and Cultural Diversity

6cp

Australia is one of the most culturally and linguistically diverse countries in the world and is still in the process of developing appropriate ways of responding to this diversity in terms of equity and social justice and valuing and maximising the advantages of such diversity. Adult educators working in a range of community and Aboriginal contexts need therefore to develop an understanding of their own and others' cultures in order to operate effectively and flexibly within such a culture of change.

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 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' role as liaison, resource and counselling personnel, addressing aspects which go beyond language teaching.

015162

Competency Assessment in the Workplace

6cp

This subject aims to provide participants with the knowledge and skills to develop and implement workplace assessment strategies in order to measure both the achievement of learning outcomes and competent performance in the workplace.

015163

Phonetics and Phonology and Sociolinguistic Variation in Spoken Language

6cp

This subject is an introduction to the phonetic and phonological structure of language. It introduces students to the basic conventions

and skills in the transcription of spoken language data. Students will develop practical expertise in working with the data of spoken language. The subject also introduces students to the sociolinguistic study of the speech variation in modern urban societies.

015164

Technology Based Language Learning

6cp

This subject provides students with the initial computing and multimedia competencies applicable to the teaching and learning of language. Participants will learn skills in the application and evaluation of a range of computer-based technology within the specific context of language learning. The emphasis is on learning through experience and participants will be expected to undertake projects relating to the classroom applications of the technologies to which they are introduced.

015165

Project

18cp

This elective subject provides an opportunity for students to undertake an in-depth investigation of an issue or question that is of interest and relevance to them in their professional role. It draws on work undertaken in the subject 015126 Research Methodologies in assisting students to refine a research proposal and then to carry out an investigative study under the guidance of a supervisor. This subject is particularly relevant to students who are thinking of undertaking an EdD or PhD and wish to demonstrate their capacity to undertake research.

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.

015183

Administration of the Training Function

6cp

This subject deals with the coordination and administration of training. It covers training policy formulation, budgeting, scheduling of programs, workshop administration and database management. The issue of change management is also covered, and a number of general human resource issues that constitute the context of training (such as wages and salaries, EEO regulations, appraisal and occupational health) are introduced.

015189

Adult Education Practices 2

6cp

In this subject, the relationship of teaching to learning will be explored in the contexts 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.

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-evaluation 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.

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.

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.

015289**Teaching Practice***6cp*

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

- develop participants' appreciation of the role of critical reflection on practice in the context of their own professional development;
- provide opportunities for participants to engage in the process of reflective practice with other experienced adult basic education practitioners.

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

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 I***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 1998 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 programs as strategic interventions which are aimed at degendering 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

Parts 1 and 2 of the two subjects under this title are linked and comprise a study of the methods and values characteristic of experiential learning, and the constraints and opportunities for implementation in specific settings. Part 1 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-assessment 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 provides a foundation in adult learning theory as well as opportunities to link it to other educational electives.

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 in 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.

16004**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 affect 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.

016710**Independent Project**

4cp

This subject is designed to be responsive to individual needs of the learner. The purpose of this subject is to allow students to develop a specific project in the field of flexible learning, with the aim to increase their understanding of theoretical and practical aspects of flexible delivery and at the same time develop skills in implementing flexible learning.

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, proof-reading, 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.

Teacher Education

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

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 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 Ms Caroline San Miguel or Ms Terri Morley-Warner 9514 5160. For inquiries regarding mathematics, science and learning, please contact Dr Jules Harnett 9514 5186.

Computing facilities for Teacher Education students

There are five computer laboratories for students' use. Four of these have Windows-based machines installed and offer an excellent range of software. The largest lab is the Macintosh lab in which many of the courses are conducted. It uses a large-screen display for demonstration purposes. This lab contains 30 new networked multimedia computers, a laser printer and a colour scanner. Students have free access to this lab and a large range of software, when classes are not in progress. There is also a small collection of educational software and a digital camera. Students have access to the Internet and their own email account from all the computers in the facility.

Referencing procedures

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.

TEACHER EDUCATION COURSES AVAILABLE IN 1998

| Course name | Course code |
|---|-------------|
| Bachelor of Education in Primary Education | TE19 |
| Bachelor of Education in Special Education | TE20 |
| Bachelor of Education/Bachelor of Arts in International Studies | TE21 |
| Bachelor of Education in Special Education (4th year conversion) | TE12 |
| Bachelor of Education in Primary Education (4th year conversion) | TE16 |
| 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 (Personal Development/ Health/Physical Education) | TE58 |
| Graduate Diploma in Special Education | TE53 |
| Graduate Diploma in Music Therapy | TE59 |
| Master of Arts in Children's Literature and Literacy (by coursework) | TE75 |
| Master of Education in Teacher Education (by coursework) | TE84 |
| Master of Education in Teacher Education (Special Education Specialisation) | TE82 |
| Master of Education (Visual Arts Specialisation) | TE85 |
| Master of Education (Honours) | TA83 |
| Master of Teaching in Science Teaching (by coursework) | TE83 |
| Doctor of Philosophy | TE95 |
| Doctor of Education | TE96 |
| <i>The following courses are offered jointly with other faculties</i> | |
| Bachelor of Education in Teacher Librarianship | TE14 |
| Bachelor of Education/Bachelor of Arts in International Studies | TE21 |
| Graduate Diploma in Music Therapy | TE59 |
| Bachelor of Science in Science Education ¹ | N003 |
| Bachelor of Arts in Human Movement Studies/ Graduate Diploma in Education ² | BL14 |

¹ For course information refer to the 1998 *Faculty of Science Handbook*.

² For course information refer to the 1998 *Faculty of Business Handbook*.

Undergraduate courses

INITIAL TEACHER EDUCATION COURSES

Four new courses were 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.

All students participating in internship or associate teacher programs which require them to supervise students without the presence of a qualified teacher will be subject to a criminal records check by the NSW Department of Education. The Department, on the basis of the criminal records check, reserves the right to reject or suspend the participation of any student in such programs. It is expected that such security checks will also apply to schools other than NSW departmental schools.

Criminal records checks will be carried out only with a student's consent. Each student will be requested to complete a form which authorises a criminal records check for them to be undertaken. Any refusal by the student to undergo the check may result in that student being unable to complete the course requirements.

People with a criminal record may be denied employment in schools. Such a decision would seriously affect the person's career and future employment prospects.

The Bachelor of Education in Primary Education; Bachelor of Education in Special Education; Bachelor of Education in Teacher Librarianship; and Bachelor of Education/Bachelor of Arts in International Studies 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.

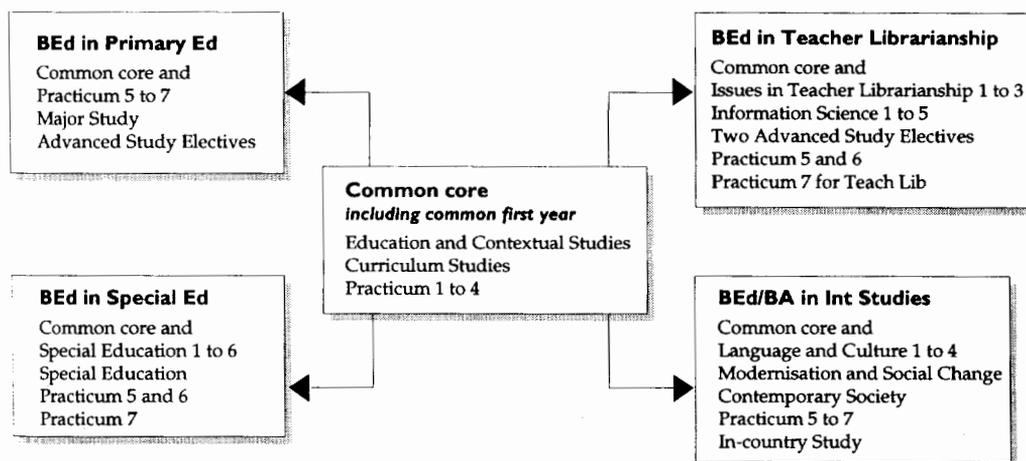
The diagram below shows how the four initial Teacher Education courses are related.

Each course has five strands:

- Practicum Studies
- Curriculum Studies
- Education and Contextual Studies
- Major Study
- Advanced Study Electives

Practicum Studies

The Practicum curriculum contains two elements which are interlinked. These are (i) the campus-based studies which examine the range of theoretical issues, skills and procedures central to effective pedagogical practice, and (ii) field experiences wherein students engage in a variety of professional interactions in schools and other educational settings. These combined elements foster the



development of professional knowledge, skills and attitudes reflective of attributes desirable for beginning teachers.

Placement in a range of Sydney metropolitan schools will be a feature of all students' experience. In addition, reciprocal arrangements with other universities (e.g. Charles Sturt) provide optional access in the third year to more remote rural settings.

As an alternative to the arrangements specified for the fourth year, students may apply to complete their field experience in one of Teacher Education's existing international practicum programs: Project Pranakorn (Thailand), Inner Mongolia or the Lao People's Democratic Republic.

The Practicum Curriculum accords with the aims of the course as a whole through its continuing emphasis on pedagogical knowledge and skill development, reflection and self-evaluation. Through its provision of developmentally sequenced, integrated campus- and field-based experience, it promotes learning about learning, learning about self, learning about school life and learning about teaching. The Practicum Curriculum is inquiry-based and collaborative. It engages students, campus-based and school-based teacher educators, in forms of critical inquiry which lead to better understanding of the phenomena encountered. Through this, it seeks to develop in students a commitment to career-long professional development.

Curriculum Studies

The Curriculum Studies strand is designed to assist students in the development of a strong background of pedagogical content knowledge, specifically reflecting the second of our guiding principles: that beginning teachers need an understanding of children's learning, with an effective and developing knowledge of what they have to teach and how the subject matter changes over time. The subjects in this strand fall into the following curriculum areas:

- English Education
- Mathematics Education
- Music Education
- Personal Development, Health and Physical Education
- Science and Technology Education
- Social and Environmental Education
- Visual Arts and Craft Education.

Education and Contextual Studies

Subjects within the Education and Contextual Studies strand contribute to the aims and underlying developmental philosophy of the four BEd degrees by assisting students to develop qualities of lifelong learning, thinking and decision making in educational contexts throughout the four years of their theoretical study and practice. These subjects provide students with cyclical opportunities to make explicit and to interrogate their personal theories of learning through gradual consideration of the assumptions that underpin their beliefs. The subjects encourage students to draw on perspectives gained from all strands of their degree, so that in the latter part of their degree, students increasingly engage in refining and articulating their personal theories of learning, are able to justify them with reference to research evidence from classroom practice and can use supporting theoretical insights. With each opportunity to examine their beliefs about learning, students are expected to engage in analysis with increasing insight and commitment.

The subjects in this strand fall into two groups: Education Studies and Contextual Studies.

Education Studies

Students in all four courses will study the following subjects in their first and second years:

- Developmental Psychology
- Sociological Bases of Education
- Philosophical Bases of Education

Contextual Studies

Students in all four courses will study the following subjects in their first and second years:

- Aboriginal and Torres Strait Islander History and Cultures
- Australian Studies
- Information Technology
- Educational Research

During study of the range of subjects in the Educational and Contextual Studies strand, students will have opportunities to synthesise their practical and theoretical understandings, analyse their views, test them, generate new positions and continually redevelop and retest their ideas, with deeper and deeper understandings of the philosophy, history and sociology of education emerging both through the curriculum areas as well as through the specifically designated Education Studies

subjects. By the end of the fourth year, those students who anticipate further study should be at the cutting edge of thought in most of their subjects, ready to engage in MEd subjects or in a PhD or EdD if they are so inclined.

Major Study electives

The Major Study component of this course provides students with the opportunity to acquire some scholarly expertise and experience in a field of their own choice such that it might enrich both their teaching and their lives.

Undertaking a Major Study sequence requires the development of certain professional and scholarly skills. As each discipline has its own evolving language, there is a need to develop a fluency with respect to the technical terms and idioms peculiar to it. Students will become familiar with the literature of their chosen discipline and further develop their research skills.

The values, knowledge, competencies and skills acquired by students in the Major Study will be relevant to their professional teaching capacity, their personal achievement and their lifelong learning aspirations.

Not all Major Studies listed will be offered each year.

Some of the Major Study subjects have a prerequisite. Such subjects form part of a developmental sequence. The Major Study areas are:

- Art
- Children's Theatre and the Creative Arts¹
- Educational Computing
- Education
- English
- History
- Teaching LOTE
- Mathematics
- Music
- PDHPE
- Science and Technology

¹ Subject to approval.

Art Major Study

Art theory with associated practical work will be explored through a thematic approach covering a range of times and cultures culminating in a self-directed unit of research. This Major Studies unit is aimed at developing awareness of the complexities of thought

processes and the diversities of visual expression associated with art. Through detailed and scholarly investigation, this Major Studies sequence aims ultimately to improve the students' ability to understand, make and appreciate art in its many forms both as a basis for future specialisation in the field and as enrichment in this vital area of classroom practice.

Art learning will be arranged under the following semester titles:

Art Major Study 1: People in Art

Art Major Study 2: A Sense of Place

Art Major Study 3: Stories, Myths and Truth

Art Major Study 4: Design and Power

Each semester will also highlight a particular aspect of art making and appraisal.

This Major Studies sequence is available to students within the Faculty of Education and from other faculties. External students may also take this Major Study on a fee-paying basis. While it is intended that the set of four subjects are taken in sequence, students may be given entry to Art Major Studies 2, 3 or 4 if they can demonstrate, to the art lecturer and Head of School, relevant background and expertise in visual arts.

Educational Computing Major Study

The nature of teaching and learning with and about IT links with studies in educational psychology and teaching methodology. Much of the individual content of the courses changes from year to year in order to maintain currency with latest developments in educational computing, so the course outlines should be considered as guidelines which suggest content of the course as it is currently run, rather than prescriptive as to what the course will contain in the future.

The subject sequence is as follows:

021411 Educational Computing Major Study 1

021412 Educational Computing Major Study 2

021413 Educational Computing Major Study 3

021414 Educational Computing Major Study 4

Education Major Study

The Major Study in education will involve students in the critical scrutiny of educational research, policy and practice. As students move through the semesters, the subjects will increasingly build on the foundational education disciplines that they will have encountered in the Education and Contextual Studies strand, namely, developmental and educational psychology, educational sociology

and educational philosophy. The orientation of the studies will continually emphasise the students' future role as educational professionals committed to lifelong learning, searching scrutiny of current policy and practice, and continuous improvement, and this perspective will be increasingly emphasised.

The subject sequence is as follows:

- 023411 Education Major Study 1: History of Education
- 023412 Education Major Study 2: Moral Development Education
- 023413 Education Major Study 3: Changing Schools
- 023414 Education Major Study 4: Educational Policy Studies

English Major Study

From earliest times, humankind has sought to express its own story. The art of storytelling has its genesis in an oral culture, and is a part of all cultures. Storytelling inherently reflects the culture of which it is a part – its ideology (that is, its values, attitudes and beliefs) and its sense of identity. It serves to perpetuate those ideologies, and to 'pass them on' to those following.

However, as storytelling became a written art form, each culture developed its own patterns of narrative, that is, its own ways of telling a story. Western culture creates a narrative with an introduction, a middle and an end. This is not the pattern of, for example, Aboriginal storytelling, which remained an oral form and which achieves unity not with a conclusion but by being cyclical and repetitive. Nor is it true of the literature of some African cultures. So different cultures have different understandings – not so much of what literature is, but of the forms which it should take.

Not only that, but as world literature became more sophisticated, and accessible to a greater number of people, literature not only served to perpetuate cultural ideals and mores but to interrogate them. The 'power of the pen' is a reality that has become even more relevant in the contemporary world, especially if we read 'pen' as a metaphor for all forms of script including the visual media, which usually begins with some form of a written script. Literature gives voice; it also gives agency.

The continuum of texts that represent literature not only reflect culture however, they also show language in context. They are examples of language being used for a particular purpose. They are a model of functional

language. Teachers in particular need to understand at a deep level how language works, so that they may teach it in a meaningful way to their students.

English is unique as an area of study in that it reaches into all other learning areas. It is a tool and a language resource. To an English speaker, it is necessary for every learning activity. Yet *language* finds its strongest and most coherent voice in *literature*, and the texts of literature – books, poems, plays and essays – extend language study into the arts. Language then becomes more than a craft and a logistical tool, it becomes an expression of deep human thoughts and aspirations. It is in the texts of literature that language can be seen at its most meaningful and its most purposeful. The study of the textual artefacts of literature enables students to observe how culture, time and world events influence both how we read and how we write.

The foundation aim of each of the Major Studies in English is to develop a lifelong love of literature.

The subject sequence is as follows:

- 024411 English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare
- 024412 English Major Study 2: Images of Australia: The Place and the People. Literary representations in prose, poetry and drama
- 024413 English Major Study 3: The Literature of Protest: Changing the World
- 024414 English Major Study 4: Cultural and Textual Cross-Currents: New Representations and New Voices

History Major Study

The history sequence commences with the study of Australian history from its beginnings through to the twentieth century. It then looks at the broader canvas of European history in the twentieth century, before turning the attention of students to Asian history by selecting aspects of the Asian past which show continuities with the present and by extension links with multicultural Australian society.

The subject sequence is as follows:

- 029411 History Major Study 1: Australia to 1900
- 029412 History Major Study 2: Australia in the Twentieth Century
- 029413 History Major Study 3: Europe in the Twentieth Century
- 029414 History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

Teaching LOTE Major Study

The subject sequence is as follows:

- 024451 Teaching LOTE Major Study 1: Second Language Development
- 024452 Teaching LOTE Major Study 2: LOTE Curriculum and Methodology
- 024453 Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language
- 024454 Teaching LOTE Major Study 4: Planning and Evaluation in Second Language Teaching

Mathematics Major Study

The Mathematics Major Study elective comprises a set of subjects which are intended to increase students' understandings of the nature of mathematics and its applications; to enhance students' mathematical thinking; and to promote awareness of the historical and social context in which mathematics is developed. The subjects chosen for this Major Study have been selected on the assumption that students studying these subjects may be expected to assume leadership roles in the area of mathematics education in the primary school and that these students will act as mathematics resource teachers in their schools. The content and approaches to these subjects reflect the context of learning in the primary school as well as providing students with a deeper insight and understanding of the complexity of advanced mathematical thought.

The content covered will encompass those areas which are regarded as most appropriate in a modern, technological world: the study of topics in discrete mathematics, statistics, and the social and historical context in which mathematics occurs.

Students electing to study the mathematics major will be required to have a minimum of 2 Unit Common Mathematics in their HSC, or equivalent. The mathematics studies, while having clear applications to the primary school, will be at an advanced level.

The subject sequence is as follows:

- 025411 Mathematics Major Study 1: Statistics
- 025412 Mathematics Major Study 2: Finite Mathematics
- 025413 Mathematics Major Study 3: The Historical and Social Context of Mathematics
- 025414 Mathematics Major Study 4: An Introduction to Graph Theory

Music Major Study

This subject provides the opportunity for students to undertake an in-depth study within a chosen field. It is especially relevant to the aims of the course in that this discipline forms an intrinsic part of a learning area in the primary school curriculum. The Music Major Study exposes students to the professional sphere of thought and practice within the discipline of music. The subject is relevant to the aims of the course in that its purpose is to produce, for the benefit of the teaching profession, graduates who have extended competencies and interests in the subject, such that they can be relied upon to organise and sustain the practice and teaching of music within a school or institute with some authority. It is concerned with an understanding of artistic trends and philosophical perspectives in relation to music, including socio-historical movements, contemporary idioms and the evolving languages peculiar to the field. It is also concerned with an understanding of the function of music in the ethnological and educational spheres.

The strands in this subject are Musicianship, Computer Studies in Music, History and Style, Practical Music and an Applied Study. Musicianship is concerned with the establishment of a thorough grounding in the basic skills, abilities and understandings, fundamental to the musician and the music educator. It offers the opportunity to develop competencies with respect to literacy, aural perception and keyboard awareness. History and Style takes an overall view of the history of music in Western civilisation and then looks at major trends, developments and influences relating to the art as well as practices in musical composition and analysis both past and present.

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. While Practical Studies in Music focuses upon developing skills relating to the rehearsing and conducting of ensembles, the Applied Study allows the student to undertake a unit of work in an area of personal interest.

The subject sequence is as follows:

- 026411 Music Major Study 1
- 026412 Music Major Study 2
- 026413 Music Major Study 3
- 026414 Music Major Study 4

Personal Development, Health and Physical Education (PDHPE) Major Study

The PDHPE Major Study subjects are designed to equip students with learning experiences appropriate for those with special interest in this key learning area. The subjects will cover a range of topics which are applicable to the school setting and which extend past the teaching of PDHPE to include wider issues relevant to PDHPE in the primary school, personal development and health issues, sports administration and sports coaching.

The subject sequence is as follows:

- 027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching
- 027412 PDHPE Major Study 2: Issues in Personal Development, Health and Physical Education and Sport
- 027413 PDHPE Major Study 3: Advanced Principles of Coaching
- 027414 PDHPE Major Study 4: Sports Administration in the School

Science and Technology Major Study

The Major Studies subjects in science and technology have been developed to reflect the principles of science and technology in the primary school. They provide students with a solid content base from which to draw as well as a working understanding of the processes and skills of science. The emphasis is on broadening and extending the student's learning and understanding in science and technology through an integrated approach which removes the discipline boundaries. Each subject examines understandings about the world around us from a different perspective: the human body and how it works, the natural environment, the science and technology that we use in everyday life, the social and historical perspective of the interrelationship between science and technology, and the planet as a whole.

In and through all of these subjects a number of issues will be continuous – the relevance of science and technology to teachers and students at the primary level, gender, multicultural and environmental issues, the importance of Australian research and development in a world context.

As they are listed here the subjects follow a developmental sequence: from science immediately relevant to the student and moving eventually to a global view. There are no prerequisites which dictate a sequence of

study, and therefore it is not essential that they be studied in any particular order.

Five subjects are presented.

Four of the five will be offered to each cohort.

The subject sequence is as follows:

- 028411 Science and Technology Major Study 1: The Human Body
- 028412 Science and Technology Major Study 2: Science and Technology in Daily Life
- 028413 Science and Technology Major Study 3: Issues in Science, Technology and Society
- 028414 Science and Technology Major Study 4: Planet Earth
- 028415 Science and Technology Major Study 5: Knowledge Engineering

Advanced Study Electives

The provision of Advanced Study Electives in the final semester of the Bachelor of Education in Primary Education and the Bachelor of Education in Teacher Librarianship programs provides students with a flexible approach to the selection of subjects which affords them opportunities to study an area of interest which may have developed as a result of studies in the previous three years. Students are able to specialise in an area of interest or select a range of subjects which will give them a broader perspective on education and teaching.

Students will select subjects from three strands which have been designed to cover a variety of disciplines and broad education contexts. Subjects have been divided into the appropriate strand.

Students must select one subject from Strand A, one subject from Strand B and one subject from Strand A, B or C. One subject may be taken from the Major Study electives or from outside Teacher Education with permission from the Associate Dean. Not all subjects will be offered each year. Third year Bachelor of Education students will be surveyed in Semester 6, when they will be asked to give preferences for subjects they would like to take as electives in their final year of the Bachelor of Education. This information, along with staff availability, will be used to determine which subjects will be offered in the final year.

Strand A: Advanced Education Studies

Subjects included in this strand aim to allow students to study areas of interest across a range of educational contexts, e.g. historical, social, comparative and technological. They cover aspects of research, practice and policy within an educational framework.

Subjects included in this strand are:

Current Issues in Applied Educational Computing
 International Perspectives in Education
 Language, Literacy in Education
 Professional Ethics
 School and Community Relations
 Advanced Research Methods in Education
 Early Learning in the Primary School
 Education of Gifted and Talented Students
 Education Policy Studies
 Mentoring Programs in Primary Education
 The Culture of Childhood

Strand B: Advanced Teaching Studies

These subjects provide for a degree of specialisation in a curriculum discipline area in which students have a particular interest.

Subjects included in this strand are:

Advanced Children's Literature
 Approaches to the Teaching of English
 Family History
 Internet and Electronic Information Networking
 Issues in Art Education
 Music and Society
 Teaching English to International Students
 Creativity: the Child and the Teacher
 Introduction to Teaching Movement Skills
 Mathematics: Gifted and Talented Students
 Mathematics: Remediation
 School Science and Technology Education
 Selected Topics in Science Education

Strand C: Interdisciplinary Studies

These subjects provide students with a broad range of contexts and perspectives on education and processes of education.

Subjects included in this strand are:

Environmental Education
 Independent Study
 Learning Beyond the Classroom
 Sports Science and Education
 Studio Practice in Visual Arts
 Teaching Across the Curriculum
 Dance Education
 Feminist Studies in Science
 Music Education and the Computer
 Probability
 Initiatives and Innovations in Aboriginal and Torres Strait Islander Education

Students engaging in an International Practicum are required to complete the Advanced Study Elective Teaching English to International Students in Semester 7. In Semester 8 these students will complete two Advanced Study Electives and the subject Analysing Current Issues in Australian Education.

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 Study Elective** is a set of three subjects of particular interest to the student which may be taken from Teacher Education or, if from outside the Faculty, with permission of the Associate Dean.

Course structure

Semester 1

| | | |
|--------|---|-----|
| 021311 | Information Technology (FY) | — |
| 023111 | Practicum 1: Beginning Teaching – Issues in the Primary School | 8cp |
| 023512 | Sociological Bases of Education | 4cp |
| 024211 | English Education 1 (FY) | — |
| 029311 | Aboriginal and Torres Strait Islander History and Cultures | 4cp |
| 029312 | Australian Studies (FY) | — |

Semester 2

| | | |
|--------|---|-----|
| 021311 | Information Technology (FY) | 4cp |
| 023112 | Practicum 2: Developing Classroom Management | 8cp |
| 023511 | Developmental Psychology | 4cp |
| 024211 | English Education 1 (FY) | 6cp |
| 025211 | Mathematics Education 1 | 4cp |
| 027211 | PDHPE Education 1 | 4cp |
| 029312 | Australian Studies (FY) | 4cp |

Semester 3

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

Semester 4

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

Semester 5

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

Semester 6

| | | |
|--------|---|-----|
| 023116 | Practicum 6: Assessing and Evaluating in Education | 6cp |
| 023506 | Philosophical Bases of Education | 4cp |
| 023505 | Educational Research (FY) | 4cp |
| 028212 | Science and Technology Education 2 | 4cp |

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

Semester 7

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

Semester 8

| | | |
|--------|--|--------------------------|
| 023117 | Practicum 7: Reflecting on Educational Practice (FY) Advanced Study Elective Advanced Study Elective Advanced Study Elective | 8cp 6cp 6cp 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 enables teachers to work 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 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) | — |
| 023111 | Practicum 1: Beginning Teaching – Issues in the Primary School | 8cp |
| 023512 | Sociological Bases of Education | 4cp |
| 024211 | English Education 1 (FY) | — |
| 029311 | Aboriginal and Torres Strait Islander History and Cultures | 4cp |
| 029312 | Australian Studies (FY) | — |

Semester 2

| | | |
|--------|---|-----|
| 021311 | Information Technology (FY) | 4cp |
| 023112 | Practicum 2: Developing Classroom Management | 8cp |
| 023511 | Developmental Psychology | 4cp |
| 024211 | English Education 1 (FY) | 6cp |
| 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) | — |
| 023113 | Practicum 3: Promoting Student-centred Learning | 8cp |
| 024212 | English Education 2 (FY) | — |
| 025212 | Mathematics Education 2 (FY) | — |
| 027212 | Personal Development, Health and Physical Education 2 | 4cp |
| 028211 | Science and Technology Education 1 | 4cp |

Semester 4

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

Semester 5

| | | |
|--------|---|-----|
| 023505 | Educational Research (FY) | — |
| 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) | — |

Semester 6

| | | |
|--------|----------------------------------|-----|
| 023505 | Educational Research (FY) | 4cp |
| 023506 | Philosophical Bases of Education | 4cp |
| 023823 | Special Education 3 | 6cp |

| | | |
|--------|--|-----|
| 023832 | Special Education Practicum 2: Collaborative Participation in Inclusive Service Models | 6cp |
| 028212 | Science and Technology Education 2 | 4cp |
| 029211 | Social and Environmental Education (FY) | 6cp |

Semester 7

| | | |
|--------|---|-----|
| 023117 | Practicum 7: Reflecting on Educational Practice (FY) ¹ | — |
| 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) | 8cp |
| 023600 | Analysing Current Issues in Australian Education | 4cp |
| 023826 | Special Education 6 Advanced Study Elective | 6cp 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

Not offered in 1998.

This is a four-year full-time course offered jointly by Teacher Education and the Faculty of Humanities and Social Sciences. It prepares graduates for careers as primary school teachers, teacher librarians in primary schools, or as information professionals.

The course has the following components, **Practicum Studies, Curriculum Studies, Education and Contextual Studies, Advanced Elective Studies** (see Bachelor of Education in Primary Teaching) and **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.

This program 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 course. Students develop competencies in education, librarianship and administration. Theory is complemented by practice in a practicum program which provides experience in both the roles of a student teacher and a student teacher librarian.

Course structure

Semester 1

| | | |
|--------|--|-----|
| 021311 | Information Technology (FY) | — |
| 023111 | Practicum 1: Beginning Teaching – Issues in the Primary School | 8cp |
| 023512 | Sociological Bases of Education | 4cp |
| 024211 | English Education 1 (FY) | — |
| 029311 | Aboriginal and Torres Strait Islander History and Cultures | 4cp |
| 029312 | Australian Studies (FY) | — |

Semester 2

| | | |
|--------|---|-----|
| 021311 | Information Technology (FY) | 4cp |
| 023112 | Practicum 2: Developing Classroom Management | 8cp |
| 023511 | Developmental Psychology | 4cp |
| 024211 | English Education 1 (FY) | 6cp |
| 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) | — |
| 023113 | Practicum 3: Promoting Student-centred Learning | 8cp |
| 024212 | English Education 2 (FY) | — |
| 025212 | Mathematics Education 2 (FY) | — |
| 028211 | Science and Technology Education 1 | 4cp |
| 55431 | Information Science 1 | 4cp |
| 55441 | Issues in Teacher Librarianship 1 (FY) | — |

Semester 4

| | | |
|--------|---|-----|
| 020211 | Visual Art and Craft Education (FY) | 6cp |
| 023114 | Practicum 4: Managing Learning Difficulties | 8cp |
| 024212 | English Education 2 (FY) | 4cp |
| 025212 | Mathematics Education 2 (FY) | 4cp |
| 026211 | Music Education 1 | 4cp |
| 55432 | Information Science 2 | 4cp |
| 55441 | Issues in Teacher Librarianship 1 (FY) | 4cp |

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) | — |
| 55433 | Information Science 3 | 4cp |
| 55442 | Issues in Teacher Librarianship 2 (FY) | — |

Semester 6

| | | |
|--------|--|-----|
| 023116 | Practicum 6: Assessing and Evaluating in Education | 6cp |
| 023506 | Philosophical Bases of Education | 4cp |
| 028212 | Science and Technology Education 2 | 4cp |
| 029211 | Social and Environmental Education (FY) | 6cp |
| 55434 | Information Science 4 | 4cp |
| 55442 | Issues in Teacher Librarianship 2 (FY) | 6cp |

Semester 7

| | | |
|--------|---|-----|
| 023505 | Educational Research (FY) | — |
| 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) | — |
| 55435 | Information Science 5 | 4cp |
| 55443 | Issues in Teacher Librarianship 3 (FY) | — |

Semester 8

| | | |
|--------|---|-----|
| 023505 | Educational Research (FY) | 4cp |
| 55108 | Practicum 7: Managing Information Services in the School Library (FY) | 8cp |
| | Advanced Study Elective ¹ | 4cp |
| | Advanced Study Elective ¹ | 6cp |
| 55443 | Issues in Teacher Librarianship 3 (FY) | 6cp |

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 Study Elective 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 Teacher 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 Social Change; 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 1998, the following majors will be offered: Argentina, Australia and the Asia-Pacific Region, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Mexico, Poland, Russia, 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 Greece, Poland, 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. Students should be aware that the cost

of living in some countries – notably in Argentina, Japan, Taiwan, Hong Kong, France and Germany – is higher than in Sydney.

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 1998, 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, Slovenian, Thai and Ukrainian. Again, the selection of a Language and Culture program is determined by the student's choice of major.

Modernisation and Social Change

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 Social Change, 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 Europe |
| 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 |
| 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 Social Change 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.

Students should be aware that the cost of living in some countries – notably in Argentina, Japan, Taiwan, Hong Kong, France and Germany – is higher than in Sydney.

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

| | | |
|--------|--|-----|
| 021311 | Information Technology (FY) | — |
| 023111 | Practicum 1: Beginning Teaching – Issues in the Primary School | 8cp |
| 023512 | Sociological Bases of Education | 4cp |
| 024211 | English Education 1 (FY) | — |
| 029311 | Aboriginal and Torres Strait Islanders History and Cultures | 4cp |
| 029312 | Australian Studies (FY) | — |

Semester 2

| | | |
|--------|---|-----|
| 021311 | Information Technology (FY) | 4cp |
| 023112 | Practicum 2: Developing Classroom Management | 8cp |
| 023511 | Developmental Psychology | 4cp |
| 024211 | English Education 1 (FY) | 6cp |
| 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 | 8cp |
| 971xxx | Language and Culture 1 | 8cp |
| 025212 | Mathematics Education 2 (FY) | — |
| 027212 | Personal Development, Health and Physical Education 2 | 4cp |
| 028211 | Science and Technology Education 1 | 4cp |

Semester 4

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

Semester 5

| | | |
|--------|---|-----|
| 020211 | Visual Art and Craft Education (FY) | — |
| 023115 | Practicum 5: Designing Educational Programs | 6cp |
| 024213 | English Education 3: ESL | 4cp |
| 973xxx | Language and Culture 3 | 8cp |
| 50140 | Modernisation and Social Change | 8cp |

Semester 6

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

Semester 7

| | | |
|--------|--------------------|------|
| 977xxx | In-country Study 1 | 24cp |
|--------|--------------------|------|

Semester 8

| | | |
|--------|--------------------|------|
| 978xxx | In-country Study 2 | 24cp |
|--------|--------------------|------|

Semester 9

| | | |
|--------|---|-----|
| 023117 | Practicum 7: Reflecting on Educational Practice (FY) ¹ | — |
| 024222 | English Education 2A (FY) | — |
| 024214 | English Education 4 | 4cp |
| 025213 | Mathematics Education 3 | 4cp |
| 026212 | Music Education 2 | 4cp |
| 029211 | Social and Environmental Education (FY) | — |

Semester 10

| | | |
|--------|--|-----|
| 023117 | Practicum 7: Reflecting on Educational Practice (FY) | 8cp |
| 023506 | Philosophical Bases of Education | 4cp |
| 024222 | English Education 2A (FY) | 6cp |
| 028212 | Science and Technology Education 2 | 4cp |
| 029211 | Social and Environmental Education (FY) | 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 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.

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 with other Sydney universities. It is also 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.

For more information contact the Institute for International Studies, 9–11 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 |
| 50140 | Modernisation and Social Change | 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 |
| 50140 | Modernisation and Social Change | 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 | |
| | <i>or</i> | |
| 971101 | Modern Standard Chinese Language and Culture 1 | 8cp |
| 972111 | Chinese Language and Culture 2 | |
| | <i>or</i> | |
| 972101 | Modern Standard Chinese Language and Culture 2 | 8cp |

| | | |
|--------|--|------|
| 973111 | Chinese Language and Culture 3 | |
| | <i>or</i> | |
| 973101 | Modern Standard Chinese Language and Culture 3 | 8cp |
| 974111 | Chinese Language and Culture 4 | |
| | <i>or</i> | |
| 974101 | Modern Standard Chinese Language and Culture 4 | 8cp |
| 50140 | Modernisation and Social Change | 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976501 | Contemporary Society: Contemporary Latin America | 8cp |

Option 1

| | | |
|--------|---------------------------|------|
| 97752x | In-country Study 1: Chile | 24cp |
| 97852x | In-country Study 2: Chile | 24cp |

Option 2

| | | |
|--------|-------------------------------|------|
| 977530 | In-country Study 1: Mexico | 24cp |
| 97851x | In-country Study 2: Argentina | 24cp |

Option 2

| | | |
|--------|----------------------------|------|
| 977530 | In-country Study 1: Mexico | 24cp |
| 97852x | In-country Study 2: Chile | 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 |

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| | | | | | |
|--------------------|---|------|------------------------|---|------|
| 50140 | Modernisation and Social Change | 8cp | 974121 | Cantonese Language and Culture 4 | |
| 976301 | Contemporary Society: Contemporary South-East Asia | 8cp | | <i>or</i> | |
| 977331 | In-country Study 1: Malaysia | 24cp | 974111 | Chinese Language and Culture 4 | |
| 978331 | In-country Study 2: Malaysia | 24cp | | <i>or</i> | |
| Poland | | | 974101 | Modern Standard Chinese Language and Culture 4 | 8cp |
| 971764 | Polish 1 | 8cp | 50140 | Modernisation and Social Change | 8cp |
| 972764 | Polish 2 | 8cp | 976101 | Contemporary Society: Chinese East Asia | 8cp |
| 973764 | Polish 3 | 8cp | 97712x | In-country Study 1: Hong Kong or Guangzhou | 24cp |
| 973764 | Polish 4 | 8cp | 97812x | In-country Study 2: Hong Kong or Guangzhou | 24cp |
| 50140 | Modernisation and Social Change | 8cp | South-East Asia | | |
| 976401 | Contemporary Society: Contemporary Europe | 8cp | 971331 | Malaysian Language and Culture 1 | 8cp |
| 977760 | In-country Study 1: Poland | 24cp | 972331 | Malaysian Language and Culture 2 | 8cp |
| 978760 | In-country Study 2: Poland | 24cp | 973331 | Malaysian Language and Culture 3 | 8cp |
| Russia | | | 974331 | Malaysian Language and Culture 4 | 8cp |
| 971734 | Russian 1 | 8cp | | <i>or</i> | |
| 972734 | Russian 2 | 8cp | 971311 | Indonesian Language and Culture 1 | 8cp |
| 973734 | Russian 3 | 8cp | 972311 | Indonesian Language and Culture 2 | 8cp |
| 974734 | Russian 4 | 8cp | 973311 | Indonesian Language and Culture 3 | 8cp |
| 50140 | Modernisation and Social Change | 8cp | 974311 | Indonesian Language and Culture 4 | 8cp |
| 976401 | Contemporary Society: Contemporary Europe | 8cp | 50140 | Modernisation and Social Change | 8cp |
| 977730 | In-country Study 1: Russia | 24cp | 976301 | Contemporary Society: Contemporary South-East Asia | 8cp |
| 978730 | In-country Study 2: Russia | 24cp | | <i>either</i> | |
| Slovenia | | | 977331 | In-country Study 1: Malaysia | 24cp |
| 971754 | Slovenian 1 | 8cp | 978311 | In-country Study 2: Indonesia | 24cp |
| 972754 | Slovenian 2 | 8cp | | <i>or</i> | |
| 973754 | Slovenian 3 | 8cp | 977311 | In-country Study 1: Indonesia | 24cp |
| 974754 | Slovenian 4 | 8cp | 978331 | In-country Study 2: Malaysia | 24cp |
| 50140 | Modernisation and Social Change | 8cp | Spain | | |
| 976401 | Contemporary Society: Contemporary Europe | 8cp | 971501 | Spanish Language and Culture 1 | 8cp |
| 977750 | In-country Study 1: Slovenia | 24cp | 972501 | Spanish Language and Culture 2 | 8cp |
| 978750 | In-country Study 2: Slovenia | 24cp | 973501 | Spanish Language and Culture 3 | 8cp |
| South China | | | 974501 | Spanish Language and Culture 4 | 8cp |
| 971121 | Cantonese Language and Culture 1 | | 50140 | Modernisation and Social Change | 8cp |
| | <i>or</i> | | 976401 | Contemporary Society: Contemporary Europe | 8cp |
| 971111 | Chinese Language and Culture 1 | | 977451 | In-country Study 1: Spain | 24cp |
| | <i>or</i> | | 978451 | In-country Study 2: Spain | 24cp |
| 971101 | Modern Standard Chinese Language and Culture 1 | 8cp | Taiwan | | |
| 972121 | Cantonese Language and Culture 2 | | 971111 | Chinese Language and Culture 1 | |
| | <i>or</i> | | | <i>or</i> | |
| 972111 | Chinese Language and Culture 2 | | 971101 | Modern Standard Chinese Language and Culture 1 | 8cp |
| | <i>or</i> | | 972111 | Chinese Language and Culture 2 | |
| 972101 | Modern Standard Chinese Language and Culture 2 | 8cp | | <i>or</i> | |
| 973121 | Cantonese Language and Culture 3 | | 972101 | Modern Standard Chinese Language and Culture 2 | 8cp |
| | <i>or</i> | | 973111 | Chinese Language and Culture 3 | |
| 973111 | Chinese Language and Culture 3 | | | <i>or</i> | |
| | <i>or</i> | | 973101 | Modern Standard Chinese Language and Culture 3 | 8cp |
| 973101 | Modern Standard Chinese Language and Culture 3 | 8cp | | | |

| | | |
|--------|--|------|
| 974111 | Chinese Language and Culture 4 | |
| | <i>or</i> | |
| 974101 | Modern Standard Chinese Language and Culture 4 | 8cp |
| 50140 | Modernisation and Social Change | 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976301 | Contemporary Society: Contemporary 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 |
| 50140 | Modernisation and Social Change | 8cp |
| 976401 | Contemporary Society: Contemporary Europe | 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 9–11 Broadway (next door to the Co-op Bookshop).

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

CONVERSION COURSES FOR QUALIFIED TEACHERS

Bachelor of Education in Special Education

Course code: TE12

Course coordinator: Joan Jardine

4th year conversion

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 of 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 enables teachers to work 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 <i>(includes field experience)</i> | 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 (includes field experience) | 6cp |

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 Teacher Education Courses section of this book.

There are three 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

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.

Strand A (compulsory subjects)

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 |
| | <i>or</i> | |
| 023108 | The Reflective Practitioner in the School (for experienced teachers) | 8cp |
| 023600 | Current Issues in Australian Education | 5cp |

These four subjects are normally completed in Semester 1.

Part-time students

| | | |
|--------|--|-----|
| 023600 | Current Issues in Australian Education | 5cp |
| 023108 | The Reflective Practitioner in the School (Modes B or C or D or E) | 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 five 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 seven 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 Teaching program – for students who come from other countries and need to upgrade their qualifications to be able to teach in NSW. (Please note, students with overseas qualifications **must** discuss their qualifications with the NSW Department of School

Education before enrolling in the Bachelor of Education conversion course.)

Practice Teaching: As there are often considerable cultural, linguistic and managerial style differences between NSW and overseas schools, overseas-trained teachers can benefit considerably from a practice teaching session in a NSW school. Accordingly, as part of the compulsory subject *The Reflective Practitioner in the School*, these students are required to complete practicums with a specially chosen teacher. The same standards and competencies are required of these students as are required from all students in the B Ed program.

Mode E: Secondary or TAFE teachers with relevant teaching experience.

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

The Associate Teacher program is for a period of seven weeks in the same school. In the first phase students will be allocated to a school for the first two weeks of the new school year. During the second phase, students will return to the same school for a further five weeks. In between these two phases students will visit their school for five days which are negotiated by the student and colleague teacher.

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 except where indicated. 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
- 023801 Preventing and Remediating Reading Difficulties
- 023813 Managing Behavioural 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
- 027703 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
- 95556 Technology, Society and Change

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

To complete the BEd course, a student must complete a minimum of nine subjects. In addition to these, some students whose qualifications and experience are not recent or who have specialised in secondary rather than primary teaching for example, may have to do

extra elective subjects. Overseas-trained students, whose knowledge of current NSW curricula may be lacking, may be required to take up to six subjects from a range of appropriate key learning areas (including Maths and English) in the initial Bachelor of Education degree. This is designed to ensure that graduates are familiar with, and competent in, using current key learning area syllabuses.

Admission Requirements for Mode D

The minimum requirements for overseas-trained teachers requesting admission into the BEd program are:

- appropriate overseas teaching qualifications
- competence in both English and another language
- demonstrated efficiency in the English language with a score of at least 7.0 in the International Language Testing System (IELTS) or 70 per cent in the Combined Universities Language Test (CULT). An added component of 7.0 or 70 per cent in writing is required.

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 Associate Dean 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 7.0 is required, with the added component of a 6.0 score in writing.
- (c) Admission with advanced standing may be granted with permission of the Associate Dean.

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 Associate Dean, with a value of five credit points.

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: Merylyn 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 Associate Dean; 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 and Teaching | 6cp |
| 027902 | Dance Method 2 Composition and Teaching | 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

Course code: TE61

Course coordinator: Christine E 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: (a) attend two block meetings totalling six 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 one-to-one 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 to 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 | 6cp |
| 023904 | Managing Innovations: New Technologies in Education | 6cp |
| 023905 | Managing Innovations: New Approaches to Teaching and Learning | 6cp |
| 023906 | Managing Innovations: Teaching and Learning for Informed Citizenship | 6cp |
| 023907 | Managing Innovations: Changes in Assessment and Reporting | 6cp |
| | <i>or</i> | |

(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 there are sufficient numbers of students wishing to enrol.

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. In 1998, it is possible that a flexible mode of delivery may apply. Coursework subjects are the same for both the Graduate Diploma and the Master of Arts (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 codes: Science TE51;
Mathematics¹ TE56; Personal
Development, Health and Physical
Education 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 lifelong learning. Interviews may be part of the selection procedure. Students need to satisfy requirements in the following three strands.

Curriculum Studies

Elective Curriculum Studies are available in these secondary school key learning areas: Mathematics (TE56)¹, Personal Development and Health and Physical Education (TE58), and Science (TE51). These subjects aim to prepare students to become effective educators in their key learning area, and to develop the professional insights and competencies necessary for a reflective practitioner teaching in the secondary school.

Students must elect to undertake studies in the area in which they have academic qualifications at degree level. Mathematics elective requires at least $\frac{2}{9}$ of a degree in Mathematics (preferably a full major). Admission to the PDHPE elective requires a degree in Human Movement Studies or equivalent; and

admission to the Science elective requires $\frac{2}{9}$ of a degree in one Science discipline and $\frac{1}{9}$ of a degree in another, provided that Physics and/or Chemistry are included.

¹ Not offered in 1998.

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**

| | |
|--|-----|
| 025001 Learning in Mathematics (FY) | — |
| 027001 Learning in Personal Development, Health and Physical Education (FY) | — |
| <i>or</i> | |
| 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 <i>(includes campus-based work and five weeks of practical experience in two blocks)</i> | 12cp |
|--|------|

Semester 2**Curriculum areas**

| | |
|---|------|
| 025001 Learning in Mathematics | 14cp |
| 027001 Learning in Personal Development, Health and Physical Education (FY) (cont.) | 14cp |
| <i>or</i> | |
| 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. The Graduate Diploma in Special Education enables teachers to work 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****Course code:TE54**

Course coordinator: Graham Barnsley

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 Education 4 3cp

026944 Technology and Music Education 6cp

Graduate Diploma in Music Therapy

Course code: TE59

Course coordinator: TBA

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

Course code: TE75

Course coordinator: Rhondda Brill

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

This is a part-time program normally extending over four semesters. In 1998, 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 Master of Arts (MA), but MA students will be required to attain at least a credit average in the subjects studied in Semesters 1, 2 and 3. In Semester 4, Graduate Diploma students will complete an individual piece of work of approximately 5,000 words; MA students will complete a major study of approximately 15,000 words.

The course is designed for teachers, librarians, youth workers and others with a special interest in children's literature and literacy. It will be of value to teachers involved in the implementation of literature programs, teachers wishing to take up positions as reading specialists or curriculum advisers, school and children's librarians, and writers, editors and publishers of children's literature.

Entry requirements to the Graduate Diploma are a Diploma of Teaching or relevant degree and approximately two years' professional experience. Entry requirements to the MA are a relevant degree and approximately two years' professional experience. Applicants with a Diploma of Teaching may qualify for entry to the MA by successful completion of one year of the BEd.

Course structure

Semester 1

| | |
|--------------------------------|-----|
| 024901 Children's Literature 1 | 6cp |
| 024911 Literacy 1 | 6cp |

Semester 2

| | |
|--------------------------------|-----|
| 024902 Children's Literature 2 | 6cp |
| 024912 Literacy 2 | 6cp |

Semester 3

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

Semester 4

Graduate Diploma

| | |
|---|------|
| 024904 Issues in Children's Literature and Literacy | 12cp |
|---|------|

or

Master of Arts

| | |
|--------------------|------|
| 024914 Major Study | 12cp |
|--------------------|------|

Students must decide at the end of Semester 2 if they wish to transfer from the Graduate Diploma to the MA or vice versa. Later transfers cannot be accepted.

MA students are required to achieve at least a credit average in Semesters 1, 2 and 3.

Master of Education in Teacher Education (by coursework)

Course code: TE84
(Coursework)

Course coordinator: G Barnsley

Course code: TE82
(Special Education Specialisation)

Course coordinator: J Jardine

Course code: TE85
(Visual Arts Specialisation)

Course coordinator: A Bamford

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.

The structure of the course is designed to cater for various needs and interests. Students may specialise in educational policy; planning and curriculum; special education; or visual arts.

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 exceptions 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 |
| 020962 | Visual Arts Practice | 6cp |
| 020963 | Arts in the Community | 6cp |
| 020964 | Visual Arts Method | 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's degree (by coursework) – unsatisfactory progress

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

Master of Education (Honours)

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 'Staff research interests and expertise' at the end of the handbook. There are no coursework requirements; however, coursework may be prescribed for some participants as a condition of their candidature.

Eligibility for admission (under University Rule 3.4.2.1)

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

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

The Master of Education (by thesis) was superseded by the Master of Education (Honours) in 1997.

Master's degree (by thesis) – unsatisfactory progress

Candidates who are enrolled in either the Master's degree (by thesis) or the Master's degree (Honours) are requested to note that in accordance with University Rule 3.4.11.2 any Master's degree (by thesis) candidate who has been required to undertake a program of subjects concurrently with his/her

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

Master of Teaching in Science Teaching (by coursework)

Course code: TE83

Course coordinator: Mark Cosgrove

Participants

This course is three years part-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 may be offered in flexible mode (during school holidays and weekends).

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 Associate Dean 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 'Staff research interests and expertise' 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 Bachelor's degree with First or Second Class Honours (Division 1) or a Master's degree;
 - or*
 - b. hold from this University or another tertiary educational institution a Bachelor's degree with Second Class Honours for which there is no division of Second Class Honours,

and the Academic Board is satisfied that the standard attained by the candidate is equivalent to that which is required at this University for Second Class Honours (Division 1) or equivalent;

or

- c. hold from another tertiary educational institution a Bachelor's degree with First Class Honours or Second Class Honours (Division 1) or a Master's degree approved by the Academic Board as a sufficient qualification for admission as a candidate;

or

- d. be a graduate of this University or another tertiary educational institution and have, after at least one year's study in this University as a Master's or Master's qualifying student, reached a standard equivalent to that of a Bachelor's degree with Honours;

or

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

or

- f. transfer from a Master's degree.
2. a. Applicants will be required to provide satisfactory evidence of their ability to undertake advanced research appropriate to their Doctoral program.
- b. Where such evidence is not available the candidate will be required to undertake a prescribed course in research methodology appropriate to the relevant discipline.

Doctor of Education

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 Bachelor's degree the minimum period of study is six semesters full-time or the part-time equivalent. For candidates who hold a Master's degree the minimum period of study is four semesters full-time or the part-time equivalent. The maximum period of study is nine semesters full-time or its part-time equivalent.

The four compulsory subjects in the degree are:

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

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

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 the 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 Teacher Education are listed first, followed by those offered by other faculties. Subjects offered by 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 three-dimensional art through a range of group and individual experiences. Problem-solving techniques involving new materials will be acquired, adapted and used. Drawing skills and the development of sequential learning programs will be extended. Students will appreciate 3D art forms in the community. Assessment will be in both their and practical work.

020211

Visual Arts and Craft Education

BEd Prim, BEd Spec Ed, BEd T Lib, BTeach/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: A Bamford

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.

020404

Art Studies 4

BTeach/BEd T Lib

elective major; compulsory attendance

4cp; 3hpw; prerequisites: 020401 Art Studies 1;

020402 Art Studies 2; 020403 Art Studies 3

subject coordinator: A Bamford

Developing scholarly insights and understanding of aspects of Asian art (with specific reference to Australia's near neighbours) will be the focal point of this subject. Intellectual, practical and artistic content will be explored, as will aspects of cultural forces that may relate to the teacher in a multicultural society.

Assessment will be in both theory and practical work.

020405**Art Studies 5***BTeach/BEd T Lib**elective major; compulsory attendance**4cp; 3hpw; prerequisite: 020404 Art Studies 4**subject coordinator: A Bamford*

Students should develop a basic understanding of aesthetics relating to art by investigating the validity of, and exploring the possibility of, applying such concepts to art. An educated awareness and understanding of the various concepts of art should allow concise and critical judgment to occur, both in theoretical discussion and in practical application to art forms. Assessment will be in both theory and practical work.

020406**Art Studies 6***BEd Prim F/T**elective major; flexible delivery**5cp; 3hpw; prerequisite: 020405 Art Studies 5**subject coordinator: A Bamford*

Allows students the professional freedom to explore and research one area of art in depth and to present these findings both as a written paper and as a seminar presentation or exhibition to introduce the rigours of professional research in art studies; to have the opportunity to develop and present a program of practical activity that will allow ultimate presentation of a major art form.

Assessment will be in both theory and practical work.

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 an 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: A Bamford

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: A Bamford

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 syllabuses; 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; 2hpw

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.

020962**Visual Arts Practice***MEd**advanced teaching study**6cp; 2hpw**subject coordinator: A Bamford*

Through involvement in the making of artwork for exhibition, students will critically appraise various pedagogies related to the practice of art making. Students will examine the merits of an artist-based approach within art education and art research. The emphasis on practice within this subject will allow students to extend personal capabilities in art making and exhibition and critically examine the issues of discourse and critique related to visual arts practice. It is intended that students entering this subject have advanced experience in art making in a range of forms.

020963**Arts in the Community***MEd**advanced teaching study**6cp; 2hpw**subject coordinator: A Bamford*

Students will access and evaluate a range of community groups and organisations involved both directly and indirectly in arts education. Students will study local, national and international projects where the arts community has worked collaboratively with an arts education provider. Students will develop analytical skills in determining the success of community initiatives in an art education context.

020964**Visual Arts Method***MEd**advanced teaching study**6cp; 2hpw**subject coordinator: A Bamford*

Students will be expected to research in-depth current national and international models for arts teaching and to use the information gained to formulate significant models teaching visual arts. Students will use the latest technologies to access peak bodies in visual arts teaching and to apply this knowledge to develop enhanced teaching skills in secondary and primary schools and in non-school educational situations.

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.

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 primary classroom; and 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 environment; develops programming skills in a real-time environment; considers the relationship between artificial intelligence and robotics; further develops skills in the high-level language LOGO through the study of list processing.

021411**Educational Computing Major Study 1***BEd Prim**6cp; prerequisite: 021311 Information Technology or equivalent**subject coordinator: J Eklund*

This subject 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. It 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 as an educational philosophy based on the LOGO language. Student-centred learning is featured through the development of a major project linked to 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. It 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 four 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 subject 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.

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.

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) FIT PIT

*5cp; 2hpw
subject coordinator: P March*

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: N Todd

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.

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, D and E 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

For students who come from other countries and need to upgrade their qualifications to be

able to teach in NSW. (Please note, students with overseas qualifications **must** discuss their qualifications with the NSW Department of School Education before enrolling in the Bachelor of Education conversion course.)

Mode E: Secondary or TAFE teachers with relevant teaching experience.

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 experience 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 Spec Ed, BEd T Lib, BEd/BA
8cp; 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
6cp; 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 lifelong 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 activities. 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.

023303**Basic Principles in Educational Research***BTeach**general studies elective**3cp; 2hpw over one-semester**subject coordinator: L Schaverien*

This subject is the same as 023302 except that it is studied for 2hpw over one semester.

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 across both 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 that 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) FIT**4cp; 3hpw**subject coordinator: A Scully*

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***BEd T Lib, BTeach/BA**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; and the part that the socialisation process plays in shaping educational outcomes. Students will 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***BEd T Lib, BTeach/BA**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.

023505**Educational Research***BEd Prim, BEd Spec Ed, BEd T Lib, BTeach/BA**4cp; 2hpw**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.

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.

023511**Developmental Psychology**

*BEd Prim, BEd Spec Ed, 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.

023600**Current Issues in Australian Education**

*BEd Prim FIT 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 FIT 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 FIT 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 FIT 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.

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-semester subject 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 Spec Ed, 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.

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 are 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: to be advised

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) FIT 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 FIT 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.

023813

Managing Behavioural Difficulties

BEd Spec Ed

5cp; 3hpw

subject coordinator: M Goninan

Participants will identify classroom conditions that promote on-task behaviour; design behavioural programs using research-based technology; monitor and evaluate programs intended to increase appropriate behaviour.

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 Spec Ed

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**subject coordinator: N Todd*

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**subject coordinator: N Todd*

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 students' 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**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; and 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 Spec Ed**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

BEEd 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.

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

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

subject coordinator: N Todd

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**subject coordinator: N Todd*

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 students' 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**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 Spec Ed**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: Practicum 1: Exceptional Teaching (includes field experience), 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**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**subject coordinator: N Todd*

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 I***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**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**subject coordinator: N Todd*

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***GradCert 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***GradCert 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 Change***GradCert in Managing Change in Education**6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education**subject coordinator: L Brady*

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 Teacher Education subjects will be redeveloped to match the mode of delivery in this course.

023904**Managing Innovations: New Technologies in Education***GradCert 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***GradCert in Managing Change in Education**6cp; 2hpw; prerequisites: 023901 Managing Change in Education; 023902 Workplace Reform and Changing Structures in Education**subject coordinator: J Griffin/G Segal*

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 innovative teaching and learning strategy in their school context.

023906**Managing Innovations: Teaching and Learning for Informed Citizenship***GradCert 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: Changes in Assessment and Reporting

GradCert 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 the knowledge and skills 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 helps 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 the 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 that 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 students' understanding of the issues relating to the evaluation of educational innovations and develops their ability to effectively evaluate a specific innovation; develops or extends students' skills in negotiation, team building, conflict resolution and submission writing, in order to effectively address change; and teaches them to apply 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 the 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 model 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.

023979**Special Study in Education***MEd**6cp; 2hpw**subject coordinator: various*

After consultation with a full-time member of staff who agrees to advise and examine the student, and subject to certain conditions, a student may study a selected topic in education which is not available in any other subject.

This subject may be taken only in exceptional circumstances. It does not belong to any of the categories identified above, and students may only undertake **one** such study.

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 to individually analyse and evaluate a study pertinent to the student's field of practice.

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; prerequisite:**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.

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.

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.

024222**English Education 2A**

*BEd/BA
6cp; 2hpw; prerequisite: 024211 English
Education I*

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.

024404**English 4: Revolution
and Romanticism**

BTeach/BEd T Lib

*elective major; 4cp; 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 Jacobean:
The Emergence of Modern Language
and Literature**

BTeach/BEd T Lib

elective major

4cp; prerequisite: 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 I:
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.

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.

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 Solzhenitsyn.

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.

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.

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 are 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*

Offered Autumn semester only.

Compulsory for students wishing to teach English in Inner Mongolia, China and Laos.

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.

024705**Advanced Children's Literature**

BEd Prim, BEd Spec Ed, BEd T Lib
 6cp; 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.

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.

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.

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.

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.

025203**Mathematics Education 3***BTeach, BEd T 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.

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 develops an awareness of their implications for the teaching and learning of mathematics.

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; and 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, develop greater understanding of the relationships between different branches of mathematics, and 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: acquire a knowledge of the nature and common causes of children's learning difficulties in mathematics; develop an awareness of various methods of identifying specific concept and skill deficits; 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 I

BTeach/BEd T Lib

3cp; 3hpw; prerequisite: 024200 Primary

Curriculum Orientation I

subject coordinator: to be advised

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: to be advised*

Students will develop further skills in music literacy and performance skills; gain an understanding of how skills are acquired; and 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: to be advised*

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: to be advised*

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: to be advised*

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.

026411**Music Major Study 1***BEd Prim**6cp; prerequisite: HSC 2-unit Music (or higher or equivalent)**subject coordinator: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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 20th 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 FIT PIT**advanced teaching study**5cp; 2hpw**subject coordinator: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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 the subject
subject coordinator: to be advised*

This subject addresses 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. The subject involves 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: to be advised*

This subject addresses the development of those skills essential to the practice of music therapy. It looks at the effects of certain harmonic progressions, and 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 in 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: to be advised*

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 between 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: to be advised*

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. The subject deals 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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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: to be advised*

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

027001**Learning in Personal Development, Health and Physical Education***GradDipEd**14cp; 8hpw**subject coordinator: M McClung*

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/BE d T Lib**3cp; 2hpw**subject coordinator: B Tremayne*

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: B Tremayne*

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: B Tremayne*

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; and 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: B Tremayne*

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: B Tremayne*

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.

027404**Children and Physical Activity***BTeach, BEd T Lib, BTeach/BA**elective study major**4cp; prerequisite: 027401 Personal Health or**equivalent**subject coordinator: B Tremayne*

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. The subject 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: B Tremayne

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: B Tremayne

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; 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: B Tremayne

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.; and 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 FIT PIT

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: B Tremayne*

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: B Tremayne*

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; over 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; over 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; over 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; over 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 critically review 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 the 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; to design, organise and evaluate methods and materials for science teaching; and to use the theoretical framework as a basis for their future careers in science teaching.

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 and 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

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

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 lifelong 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 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.

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***MTeach**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***MTeach**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***MTeach**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 others 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***MTeach**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**Research Project***MTeach**8cp; 2hpw; prerequisites: 028981 Advanced Science Education; 028982 Research in Science Education; 028984 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 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.

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 Spec Ed, 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 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 Spec Ed, 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.

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 study 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 FIT PIT
5cp; 2hpw;
subject coordinator: K Amos

This subject explores the Aboriginal experience in Australia from the time of earliest known habitation to the present day, to provide an enhanced understanding of Aboriginal history, culture and race relations with non-Aboriginal Australians. Knowledge and attitudes so gained are applied to the task of developing a range of strategies and awareness of suitable resources to teach Aboriginal studies at the K-6 level.

Assessment: objective test 30 per cent; essay 20 per cent; assignment 50 per cent.

029702**Teaching Social Studies:
An Intercultural Approach***BEd (Prim) FIT PIT**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; critically evaluate existing programs and resources; and develop a set of teaching resources for use in the multicultural classroom.

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.

029704**Initiatives and Innovations in
Aboriginal and Torres Strait Islander
Education***BEd Prim, BEd T Lib, BEd Spec Ed**6cp; 2hpw; subject coordinator: J Lukabyo*

Initiatives and Innovations in Aboriginal and Torres Strait Islander Education will provide substantial insight into the current issues, policies and pedagogy in the field of Aboriginal and Torres Strait Islander education. The aim of the subject is to provide knowledge and essential support for the teacher in the field of indigenous education and to invite the teacher to use this insight to reconceptualise their own perspective and understanding of knowledge sharing within the context of culture.

Students will explore the history of Aboriginal and Torres Strait Islander Education in Australia and be made aware of the supportive role of various Aboriginal and Torres Strait Islander educational organisations and networks. The role of teachers as change agents and associated responsibilities of the educator in relation to Aboriginal and Torres Strait Islander community consultation will be addressed, emphasising the observance of cultural protocols and how teachers can be collaborative learners in the enterprise of education.

A comparative overview of developments in indigenous education in countries such as Canada, USA and New Zealand will assist students in understanding the global indigenous education experience and how indigenous scholars and educators have contributed to education generally.

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*

This subject 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*

This subject 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**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 the Internet into a school setting.

55441**Issues in Teacher Librarianship 1 (revised)***BEd T Lib**4cp; 2hpw over two semesters; corequisites:**55431 Information Science 1; 55432 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.

55442**Issues in Teacher Librarianship 2 (revised)***BEd T Lib**6cp; 3hpw over two semesters; prerequisite:**55441 Issues in Teacher Librarianship 1;**corequisites: 55433 Information Science 3; 55434 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.

55443**Issues in Teacher Librarianship 3 (revised)***BEd T Lib**6cp; 3hpw over two semesters; prerequisites:**Issues in Teacher Librarianship; corequisite: 55435 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 life span, 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 also addressed.

95556**Technology, Society and Change**

BEd Prim, BEd Spec Ed, BEd T Lib
6cp; weekly and/or flexible mixed mode delivery;
pre/corequisite: 48cp or permission of subject
coordinator
subject coordinator: M Cosgrove

This subject will consist of three or four modules each of which examines and illustrates the interdependence and tensions between technology, society and change. Students will identify the need, power and limitations of theories which explain and shape interfaces between technology and society. Critical analyses of case studies which illustrate the two objectives stated above will provide a base on which to construct a conceptual framework which enables them to evaluate social and technological developments and change.

Alphabetical list of subjects

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| Aboriginal Initiatives in Education: Towards Community Control | 015112 | Applying Experiential Learning in the Workplace | 015095 |
| Aboriginal Studies | 015114 | Approaches to the Teaching of English (revised) | 024712 |
| Aboriginal Studies | 029701 | Approaches to the Teaching of English | 024701 |
| Aboriginal Studies Project | 015140 | Art and Craft Education 2 | 020202 |
| Aboriginality, Power and Education | 029901 | Art Major Study 1: People in Art | 020411 |
| Academic and Professional Literacies | 013313 | Art Major Study 2: A Sense of Place | 020412 |
| Action Inquiry into Classroom Discourses | 023977 | Art Major Study 3: Stories, Myths and Truth | 020413 |
| Action Research in Adult Education | 013366 | Art Major Study 4: Design and Power | 020414 |
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| Adult Career Guidance and Counselling | 013217 | Asian Study: Thailand, An | 029303 |
| Adult Communication Management 1 | 013343 | Aspects of Art/Craft Education | 020701 |
| Adult Communication Management 2 | 013344 | Aspects of Australian Art | 020301 |
| Adult Communication Management and Organisational Frames | 013206 | Assessment, Programming and Evaluation | 015122 |
| Adult Communication Management and Team Work | 013205 | Australian Adult Education: Influences and Tendencies | 013335 |
| Adult Development and Learning | 013314 | Australian Natural History | 028301 |
| Adult Education | 015132 | Australian Studies (revised) | 029312 |
| Adult Education and Social Action | 015078 | Australian Studies | 029302 |
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| Adult Education Evaluation: Plans and Procedures | 013214 | Basic Principles in Educational Research (one semester subject) | 023303 |
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| Adult Educational Practices 2 | 015189 | Case Studies in Public Education | 011004 |
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| Adult Learning and Program Development | 013333 | Children with Language Delay and the Language of Learning | 023890 |
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| Adult Learning in Social Context | 015007 | Children's Literature 2 | 024902 |
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| Advanced Curriculum Design | 015378 | Computer-based Learning | 021701 |
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| Advanced English for Classroom Purposes 2 | 015268 | Computer Mediated Communication | 014108 |
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| Designing and Delivering Open Learning | 015069 | and Literature | 024405 |
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| Administration | 013342 | Implementing Educational Change | 023608 |
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|---|--------|--|--------|
| PDHPE Major Study 1: Fundamental Principles of Sports Coaching | 027411 | Practicum 6: Assessing and Evaluating in Education | 023116 |
| PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education | 027412 | Practicum 6: Providing for Individual Differences in Learners | 023106 |
| PDHPE Major Study 3: Advanced Principles of Coaching | 027413 | Practicum 7: Reflecting on Educational Practice | 023117 |
| PDHPE Major Study 4: Sports Administration in the School | 027414 | Preventing and Remediating Difficulties in Reading and Spelling | 023822 |
| Performance Studies 1 | 026941 | Preventing and Remediating Reading Difficulties | 023801 |
| Performance Studies 2 | 026942 | Principles of Interactive Multimedia | 014107 |
| Performance Studies 3 | 026943 | Problem-based Learning | 023978 |
| Personal Development and Health (K–6) | 027204 | Professional Ethics | 023615 |
| Personal Development, Health and Physical Education 1 | 027211 | Professional Practitioner, The | 016006 |
| Personal Development, Health and Physical Education 2 | 027212 | Professional Practitioner (VOC ED), The | 015052 |
| Personal Development, Health and Physical Education Research Project | 027703 | Professional Skills 1 | 015117 |
| Perspectives on Public Education | 011001 | Program Delivery and Evaluation | 015034 |
| Philosophical Bases of Education (revised) | 023506 | Program Design and Evaluation | 016007 |
| Philosophical Bases of Education | 023503 | Program Design, Implementation and Evaluation of Experiential Learning 1 | 015376 |
| Philosophy of Adult Education | 013364 | Program Design, Implementation and Evaluation of Experiential Learning 2 | 015379 |
| Phonetics and Phonology and Sociolinguistic Variation in Spoken Language | 015163 | Program Development | 015006 |
| Phonology and Pronunciation | 015125 | Program Development in Adult Career Education | 013216 |
| Physical Education Teaching and Learning 1 | 027202 | Program Planning in Community Settings | 015033 |
| Physical Education Teaching and Learning 2 | 027203 | Programming and Assessment in Language, Literacy and Numeracy | 015090 |
| Policy Analysis in Adult Education | 013341 | Programming for Diabetes Education | 015342 |
| Policy and Planning Issues in TESOL | 015276 | Project | 015116 |
| Politics in Education | 023976 | Project | 015165 |
| Portfolio Development | 015003 | Project | 015278 |
| Post-Compulsory and Vocational Education and Training Reform | 013327 | Promoting Workplace Learning | 015091 |
| Practice and Pedagogy in Popular Education | 013328 | Psychological Perspectives on Adult Learning | 015005 |
| Practicum | 015273 | Psychology of Adult Development, The | 013368 |
| Practicum 1 | 015250 | Psychology of Secondary Students | 023001 |
| Practicum 1: Beginning Teaching – Issues in the Primary School | 023111 | Qualitative Research in Education | 023981 |
| Practicum 1: Exceptional Teaching | 023861 | Reading and Spelling Instruction for Students with Special Education Needs | 023852 |
| Practicum 2 | 015253 | Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties | 023877 |
| Practicum 2: Developing Classroom Management | 023112 | Reflective Practitioner in the School F/T, The | 023107 |
| Practicum 2: Future Directions in Special Education Service Delivery | 023862 | Reflective Practitioner in the School P/T, The | 023108 |
| Practicum 3: Promoting Student-centred Learning | 023113 | Remedial Mathematics | 025702 |
| Practicum 4 | 015259 | Research and Inquiry | 015011 |
| Practicum 4: Managing Learning Difficulties | 023114 | Research in Science Education | 028982 |
| Practicum 5: Designing and Implementing Educational Programs for Learners | 023105 | Research Literacies | 023999 |
| Practicum 5: Designing Educational Programs | 023115 | Research Methodologies | 015126 |
| | | Research Methodology | 024903 |
| | | Research Perspectives in Education | 013348 |
| | | Research Project | 028991 |
| | | Researching Practice in Special Education | 023870 |
| | | School and Community Relations (revised) | 023621 |
| | | School and Community Relations | 023601 |

188 ALPHABETICAL LIST OF SUBJECTS

| | | | |
|--|--------|--|-----------|
| School, Sport and Society | 027965 | Special Education Practicum 1: Assessment, Programming and Education | 023831 |
| Science and Technology Education 1 (revised) | 028211 | Special Education Practicum 2: Collaborative Participation in Inclusive Service Models | 023832 |
| Science and Technology Education 2 (revised) | 028212 | Special Study in Education | 023979 |
| Science and Technology Education 3 | 028203 | Sports Science and Education | 027706 |
| Science and Technology Education 4 | 028204 | Structures and Processes in Community Education | 015085 |
| Science and Technology Major Study 1: The Human Body | 028411 | Studies in the History of Science and Science Education | 028983 |
| Science and Technology Major Study 2: Science and Technology in Daily Life | 028412 | Studio Practice in Visual Arts | 020704 |
| Science and Technology Major Study 3: Issues in Science, Technology and Society | 028413 | Supervision in the Practicum | 023611 |
| Science and Technology Major Study 4: Planet Earth | 028414 | Supervision: The Developing Teacher | 023973 |
| Science and Technology Major Study 5: Knowledge Engineering | 028415 | Supporting Workplace Learning and Reform | 013363 |
| Secondary Practicum 1 | 023191 | Teachers as Professionals | 023607 |
| Secondary Practicum 2 | 023192 | Teaching Aboriginal Studies | 015113 |
| Secondary School: Social Bases and Critical Issues, The | 023003 | Teaching Across the Curriculum | 022603 |
| Simulations and Games: Theory and Design | 015096 | Teaching and Learning in Adult Numeracy | 010157 |
| Skill Learning and the Development of Expertise | 013210 | Teaching and Learning in Diabetes Education | 015343 |
| Skills, Technology and Workplace Learning | 013339 | Teaching and Learning in Practice (LLN, VOC ED) | 015023/24 |
| Social and Environmental Education | 029211 | Teaching Controversial Issues in Personal Development, Health and Physical Education | 027962 |
| Social Bases of Education | 023502 | Teaching English to International Students (revised) | 024713 |
| Social Context of Childhood Stress, The | 023602 | Teaching English to International Students | 024703 |
| Social Education in Community Settings | 015076 | Teaching in the Multicultural Classroom | 012153 |
| Social Perspectives on Language, Literacy and Numeracy | 015087 | Teaching Language and Literacy | 015088 |
| Social Reasoning: Creating New Frames for Thinking | 015134 | Teaching LOTE Major Study 1: Second Language Development | 024451 |
| Social Studies Education 2 | 029202 | Teaching LOTE Major Study 2: LOTE Curriculum and Methodology | 024452 |
| Socio-Political Contexts of Language, Literacy and Numeracy Education | 015128 | Teaching LOTE Major Study 3: Developing Communicative Skills in a Second Language | 024453 |
| Sociological Bases of Education | 023512 | Teaching LOTE Major Study 4: Planning and Evaluation in Second Language Teaching | 024454 |
| Special Education 1: Managing Challenging Behaviours | 023821 | Teaching Practice | 015289 |
| Special Education 2: Preventing and Remediating Difficulties in Reading and Writing | 023822 | Teaching Science and Technology | 028702 |
| Special Education 3: Educating Students Who Have Difficulties with Written Text | 023823 | Teaching Social Studies: An Intercultural Approach | 029702 |
| Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities | 023824 | Teaching Visual Arts | 020702 |
| Special Education 5: Educating Students with Moderate and High Support Needs | 023825 | Technology and Music Education | 026944 |
| Special Education 6: Educating Students with Delayed or Disordered Communication | 023826 | Technology Based Language Learning | 015164 |
| | | Technologies for Flexible Learning | 014105 |
| | | 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 |
| | | Text, Media and Technologies | 013329 |
| | | 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 |
| Transformative Learning and Spiritual Traditions | 013330 |
| 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 |
| Visual Arts Method | 020964 |
| Visual Arts Practice | 020962 |
| Women and Adult Education | 013361 |
| Women and Education | 015071 |
| Women and Education | 015344 |
| Women and Learning | 013331 |
| Workers' Education: Comparative Perspectives | 013365 |
| Workplace Context (LLN) | 015047 |
| Workplace Context | 016008 |
| Workplace Practice 1 and 2 | 016001/016005 |
| Workplace Practicum 1 | 015018 |
| Workplace Reform and Changing Structures in Education | 023902 |
| Workshop 1 | 015118 |
| 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 Management of Diabetes | 92844 |
| Clinical Studies 1: People and Health Care | 92814 |
| Clinical Studies 2: Health, Illness and Disability | 92815 |
| Clinical Studies 3: Interventions in Health Care | 92816 |
| 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 |
| Internet and Electronic Information Networking | 55440 |
| 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) | 55441 |

190 ALPHABETICAL LIST OF SUBJECTS

| | | | |
|--|-------|---|-------|
| Issues in Teacher Librarianship 2 (revised) | 55442 | Organisational Diagnosis and Evaluation | 21321 |
| Issues in Teacher Librarianship 3 | 55438 | Personality and Development | 21426 |
| Issues in Teacher Librarianship 3 (revised) | 55443 | Practicum 7: Managing Information | |
| Issues in Teacher Librarianship 4 | 55439 | Services in the School Library | 55108 |
| Law for Managers | 79749 | Primary Health Care | 92845 |
| Leisure and Tourism Futures | 27945 | Psychology of Communication | 21427 |
| Leisure and Tourism Planning | 27711 | Strategic Human Resource Management | 21407 |
| Leisure Management | 27713 | System Analysis and Design | 31531 |
| Management Development Outdoors | 26702 | Technology, Society and Change | 95556 |
| Marketing Legislation in Australia | 79741 | Victim–Offender Dispute Resolution | 77748 |
| Mass Media in Education | 56902 | Video in Education | 56903 |
| Operations Management | 21131 | | |
| Organisational Behaviour | 21130 | | |
| Organisational Change and Adaption | 21725 | | |
| Organisational Design and Change | 21221 | | |

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
Associate Professor A P Gonczi (Chair)
Adult Education
Ms R Cohen
Teacher Education
Associate Professor M M Cosgrove

Professors

Professor D J Boud
Professor R J McDonald

Faculty administrator

Vacant

Nominated members

Associate Professor K Trigwell, Centre for Learning and Teaching
Ms C Langeveldt, University Library
Dr R Sleet, Faculty of Science
Ms L Wood, Faculty of Mathematical and Computing Sciences
Ms J Houghton, Faculty of Humanities and Social Sciences

Elected faculty staff members

Adult Education

Academic staff

Mr W Ardler
Associate Professor Roger Morris
Dr J Hammond
Ms M Newman
Ms H Scheeres
Ms R Wickert

Support staff (City campus)

Ms S Buck

Teacher Education

Academic staff

Mr G Foley
Dr L Ljungdahl
Ms M McClung
Dr S Schuck
Dr G Segal
Ms 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

Adult Education

Mr J Hamilton

Teacher Education

Ms A Lockwood

Postgraduate students from the faculty (2)

Mr J O'Shannassy
Vacant

STAFF RESEARCH INTERESTS AND EXPERTISE

Adult Education

Adult and vocational education policy

Tony Brown
Griff Foley
Andrew Gonczi
Paul Hager
Geoff Hayton
Viktor Jakupec
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

Adult learning and development

David Boud
Kate Collier
Ian Cornford
John Garrick
Bob Gowing
Sue Knights
Elyssebeth Leigh
Alex Nelson
Bob Pithers
Peter Russell
Jane Sampson
Laraine Spindler
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

Analysis of competence

Geoff Anderson
Clive Chappell
Laurie Field
Andrew Gonczi
Paul Hager
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

Credit transfer/articulation; recognition of prior learning

Ruth Cohen
Lann Dawes
Rick Flowers
Mark Tennant

Educational management

Andrew Gonczi
Bob Pithers
Shirley Saunders
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
 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

Flexible, open and distance education

Tony Holland
 Viktor Jakupec
 Kathy Nicoll
Flexible learning and delivery
Open and distance education
Computer mediated communication
Policy studies in open and distance education

Historical, philosophical and social foundations

Joe Bright
 Griff Foley
 Ross Forman
 Andrew Gonczi
 Paul Hager
 Viktor Jakupec
 Sue Knights
 Roger Morris

Mike Newman
 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 Hammond
 Betty Johnston
 Sheilagh Kelly
 Alison Lee
 Liam Morgan
 Chris Nesbitt
 Hermine Scheeres
 Diana Slade
 Nicky Solomon
 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
Viktor Japukec
Sue Knights
John McIntyre
Tony Morris
Mike Newman

Professional development

David Boud
Ross Forman
John Garrick
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
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
Diana Slade
Nicky Solomon
Zita Wagner
Skill formation
Industrial training
Evaluation of educational and training programs
Competency-based education
Workplace reform and training

Teacher Education

Art Education

Ms Anne Bamford

Attitudes and Beliefs about Teaching

Dr Sandy Schuck

Australian Studies

Dr Keith Amos
Mr John Atherton

Cognitive Science

Associate Professor Mark Cosgrove
Dr Lynette Schaverien
Mr John Eklund

Computer Education

Dr Graham Barnsley
Mr Gerry Foley
Mr John Eklund
Dr Lynette Schaverien

Cooperative Learning

Associate Professor Laurie Brady
Ms Janette Griffin
Dr Sandy Schuck
Mr Alan Scully
Dr Gilda Segal

Creativity in the Arts

Mr John Lloyd

Curriculum Studies

Associate Professor Laurie Brady

Professor Christine E Deer

Education Planning, Policy Making and Implementation

Professor Christine E Deer

Dr Kathie Forster

Embryonic Emergence of Tourism

Dr Keith Amos

Environmental Education

Professor Christine E Deer

Ms Helen Sharp

Dr Kim Walker

Gender and Education

Dr Gilda Segal

Gifted and Talented Students

Dr Graham Barnsley

Ms Merilyn McClung

History of Education

Mr John McFarlane

Human Society in its Environment, K-6

Dr Keith Amos

Information Technology

Mr John Eklund

Key Competencies in Education

Associate Professor Laurie Brady

Professor Christine E Deer

Dr Gilda Segal

Dr Kim Walker

Language, Literature and Literacy Education**Academic Writing**

Dr Lesley Ljungdahl

Australian Literature

Dr Rosemary Johnston

Dr Lesley Ljungdahl

Children's Literature

Dr Rosemary Johnston

Mr Paul March

English as a Second or Other Language

Dr Rosemary Johnston

Dr Lesley Ljungdahl

Mr Paul March

English Literature

Dr Rosemary Johnston

Language and Education

Ms Rhondda Brill

Dr Joan Jardine

Mr Paul March

Language and Literacy Difficulties and Delay

Dr Joan Jardine

Literacy Development

Dr Joan Jardine

Remedial Reading and Spelling

Dr Joan Jardine

Learning in Informal Settings

Ms Janette Griffin

Mathematics Education

Dr Graham Barnsley

Mr Gerry Foley

Dr Sandy Schuck

Moral Development and Values Education

Associate Professor Laurie Brady

Music Education

Ms Suzanne Gerozisis

Mr John Lloyd

Outcomes-based Education

Associate Professor Laurie Brady

Dr Kathie Forster

Parental Involvement

Dr Kathie Forster

Dr Joan Jardine

Personal Development, Health and Physical Education

Ms Merilyn McClung

Mr Bob Tremayne

Ms Deborah Clarke

Post-Compulsory Schooling

Professor Christine E Deer

Dr Kim Walker

Practice-based Learning

Ms Margaret Goninan

Ms Janette Griffin

Mr Alan Scully

Dr Sandy Schuck

Ms Helen Sharp

Professional Development

Of Principals

Associate Professor Laurie Brady

Of Teachers

Associate Professor Laurie Brady

Ms Rhondda Brill

Professor Christine E Deer

Ms Janette Griffin

Ms Marilyn McClung

Dr Lynette Schaverien

Dr Gilda Segal

Dr Sandy Schuck

Research Methods

Action Research

Ms Rhondda Brill

Ms Janette Griffin

Dr Sandy Schuck

Dr Gilda Segal

Dr Lyn Schaverien

Case Studies and Grounded Theorising

Dr Sandy Schuck

Dr Gilda Segal

Problem-based Methodology

Dr Kim Walker

School to Work Links

Dr Kim Walker

Science and Technology Education

Associate Professor Mark Cosgrove

Ms Janette Griffin

Dr Lyn Schaverien

Dr Gilda Segal

Ms Helen Sharp

Special Education

Ms Margaret Goninan

Dr Joan Jardine

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C Errazo

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Vacant

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Centre for Training and Development Services

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S M Knights, BA (York), MSc (Edin), GradDipEmpRels (NSWIT)

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J A McIntyre, BEd, MA (Hons) (Syd)

M S Newman, BA (Syd), PhD (UTS)

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 Scheeres, MA (Syd), DipEd (Syd Teach Coll), GradDipTESOL (SCAE)

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)

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)

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