UTS

Faculty of
Education

Handbook

University of Technology, Sydney

1999

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U|T|S|

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.

1999 UTS FACULTY OF EDUCATION HANDBOOK

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.

Course structure

Semester 1

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

Semester 2

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

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[1]   Fee paying/HECS.

General information

WELCOME

Welcome to the University of Technology, Sydney (UTS), one of the largest universities in New South Wales – a university with an international reputation for quality programs and flexible learning. UTS develops, and regularly revises its programs of study in partnership with industry, government and professional bodies, so that its degrees are based on the latest professional standards and current practices. As a result, UTS produces graduates who are ready for work, and this is demonstrated in the high numbers of its students who enter the workforce within four months of finishing their degree.

UTS offers its 24,000 students a lively, supportive and diverse learning environment across three campuses, and a range of social, cultural and sporting facilities to enrich each student's experience. UTS regards learning as a lifelong experience, and offers a range of programs to cater for the educational needs of people at a variety of stages in their lives, and from diverse backgrounds and cultures. UTS welcomes school leavers and re-enrolling students, those returning to study after a break, those seeking to add to their existing qualifications, and those who wish to change direction or begin a new career.

ABOUT UTS

UTS offers over 100 undergraduate degrees and more than 280 postgraduate degrees, which are developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematical and Computing Sciences; Nursing; and Science. Each of these faculties is responsible for a range of programs across a number of key disciplines, and many offer courses in conjunction with one another, or with the Institute for International Studies.

ABOUT THE UTS HANDBOOKS

Every year UTS produces 10 faculty/institute handbooks which provide the latest information on approved courses and subjects to be offered in the following year. These handbooks include comprehensive details about course content and structure, subject and elective choices, attendance patterns, credit point requirements, and important faculty and student information. Many of them also contain faculty policies and guidelines for participation in specific courses. This provides students with the necessary information to meet the requirements of the course, complete a program of study, and receive a degree.

UTS also produces a companion volume to these handbooks every year. The *UTS Calendar* contains the University Act, By-law and Rules, a list of courses offered across the University, and other useful University information. Copies of the faculty/institute handbooks and the *UTS Calendar* are held in the University's libraries and faculty offices and can be purchased at the Co-op Bookshop.

The handbooks and Calendar are also published on the World Wide Web at:

http://www.uts.edu.au/div/publications/

UTS PRIORITIES FOR THE FUTURE

Flexible learning

The University of Technology, Sydney has made it a priority to develop a more flexible and responsive learning environment for its students. One of the ways UTS has achieved this is by restructuring some of its courses, giving students the opportunity to combine core studies with sub-majors or electives from across the University. This means that some students now have a choice of learning pathways (or subject combinations) which lead to a degree.

In an increasing number of UTS courses, some students also have a choice in the method of learning. For example, some subjects offer campus tutorials and lectures, others a mixed mode setting which combines intensive workshops, self-managed learning booklets, an interactive web site and phone links to other students.

UTS has also introduced greater flexibility in the time, rate and location at which students can learn, so that now many courses are offered in summer and winter schools, others allow students to use self-managed learning tools to learn in their own time. The implementation of **work-based learning** means that UTS is developing courses in conjunction with industry and business, so that students can learn at work, and be assessed on participation and proficiency in the work place.

Flexible learning at UTS is also reflected in changes which have been made to assessment, enrolment and fee payments, which are being geared to make the systems more user-friendly. For more information about flexible learning alternatives, contact your Faculty Student Centre.

Internationalisation

At UTS students receive an education of international standing, because the University is committed to providing increased awareness and understanding of international issues for its students and staff. It achieves this by delivering and sharing its educational and research expertise overseas, expanding links with industry and business to include international relationships, and inviting students from overseas to gain a UTS award in Australia.

Some UTS students also have the opportunity to live and study overseas. Through the Institute for International Studies, students can study the language and culture of a non-English-speaking country or region of the world. Undergraduate and postgraduate programs in International Studies can be combined with a range of degrees from faculties across the University. For more information contact the **Institute for International Studies**.

telephone 9514 1574
email iisinfo@uts.edu.au

Alternatively, students can undertake part of a degree overseas through the exchange student program. Contact the Faculty Student Centre or the International Programs Office for more information.

Overseas students who want to study at UTS must meet the normal entry requirements for the course and be proficient in English. For details about courses, fees and application procedures, contact the **International Programs Office**.

telephone 9514 1531
email Intlprograms@uts.edu.au

Research

UTS has developed a lively research culture which encourages interdisciplinary research and contributes to issues of international, national and local significance. UTS offers a choice of over 280 postgraduate courses including PhDs and Professional Doctorates. UTS promotes the formation of strategic partnerships with appropriate external organisations, and this helps students to make important links with the workplace before completing their studies.

Because UTS focuses on the needs of industry, business, the professions, cultural organisations and the community, its postgraduate courses are extremely attractive to employers and students alike. Postgraduate students are encouraged to be innovative and flexible in applying the knowledge gained during studies here, and these attributes make graduates well placed to handle the increasing complexities of globalisation, technological change and the workplace.

HOW TO APPLY TO STUDY AT UTS

Undergraduate applications

The NSW and ACT Universities Admissions Centre (UAC) processes most applications for undergraduate courses which start at the beginning of the year. Students are required to lodge these UAC application forms between August and October. To find out more about these courses and the application procedures, check the *UAC Guide*. Students can also apply for entry to some UTS courses by lodging a UTS application form directly with the University. 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. For more information contact the UTS Information Centres at the City campus on 9514 1222 or Kuring-gai campus on 9514 5555.

Postgraduate applications

Applications for postgraduate courses should be made directly 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. For more information contact the UTS Information Centres at the City campus on 9514 1222 or Kuring-gai campus on 9514 5555.

International student applications

International student's applications for both postgraduate and undergraduate courses can be made either directly to the International Programs Office or through one of the University's registered agents. For courses starting at the beginning of the year, applications should be received by 31 December of the previous year. For courses starting in the middle of the year, applications should be received by 31 May of that year. For more information please contact the International Programs Office on 9514 1531.

Applications for non-award and external award study

Students who want to study a single subject at UTS which is not part of a UTS degree or qualification, must apply for non-award or external award study. There are four application periods, and closing dates vary for each semester. Some faculties may have special application procedures which will depend on the subjects chosen. For more information contact the UTS Information Centres or the appropriate faculty office.

STUDENT INQUIRIES

City campus

UTS Information Office
Foyer, Tower Building
1 Broadway

Postal address
PO Box 123
Broadway NSW 2007
Telephone: 9514 1222
Fax: 9514 1200

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

Kuring-gai campus

Kuring-gai Student Centre
Level 6, Main Building
Eton Road
Lindfield

Postal Address
PO Box 222
Lindfield NSW 2070
Telephone: 9514 5555
Fax: 9514 5032

International Programs

10 Quay Street, Sydney

Postal Address
PO Box 123
Broadway NSW 2007
Telephone: 9514 1531
Fax: 9514 1530

Email inquiries
International – *intlprograms@uts.edu.au*

World wide web address

http://www.uts.edu.au

Transition to university programs

UTS offers a free 'Study Success' program of integrated lectures and activities before semester begins, to help new students manage the transition to university study. Students are informed of academic expectations, the skills needed to be an independent learner, and learning strategies which can help them successfully manage the work load. To help students adjust to university life, they are familiarised with the campus, the services available, the learning assistance programs available and valuable information about how the university and faculties operate.

The program is run by university staff with assistance from current students and recent graduates. For more information contact Student Services Unit.

telephone: 9514 1177 (City)
or 9514 5342 (Kuring-gai)

FINANCIAL HELP

Austudy/Youth Allowance

Students under 25 years old, may be eligible to receive financial assistance in the form of the Youth Allowance, which replaced AUSTUDY for people in this age group from 1998.

Full-time students over 25 years old, may be eligible to receive Austudy which provides financial help to students who meet its income and assets requirements. Application forms and information about eligibility for Austudy are available from Student Services at Kuring-gai or City campuses.

Federal legislation sets strict requirements over which the University has no control. It is important for the students concerned to understand these requirements.

Students who receive Austudy and decide to drop subjects during the semester, need to be aware that to remain eligible for Austudy they must be enrolled in a minimum of 18 credit points, or have a HECS liability for the semester of .375. The only exceptions made are for students with disabilities which interfere with their studies, students who are single supporting parents or those who have been directed by the University to reduce their study load.

For more information, talk to a student welfare officer in the Student Services Unit.

telephone: 9514 1177 (City)
or 9514 5342 (Kuring-gai)

Application forms for both schemes should be lodged as soon as possible with any Centrelink office, or:

Centrelink Student Services
Parker Street, Haymarket
Locked Bag K710
Haymarket NSW 2000

Abstudy

Abstudy assists Aboriginal and Torres Strait Islander tertiary students by providing income support and other assistance. For more information about Abstudy, contact the staff at Jumbunna Centre for Australian Indigenous Studies, Education and Research.

Level 17, Tower Building
telephone 9514 1905.

HECS (Higher Education Contribution Scheme)

HECS is a financial contribution paid to the Commonwealth Government by tertiary students towards the cost of their education. HECS is payable each teaching period as a proportion of the standard annual charges set by the Commonwealth Government, and the amount paid will vary according to the number of credit points undertaken and the method of payment nominated. Many students choose to defer their payment until they have finished their degree and are participating in the work force. However, some pay the amount in full (up front) or pay part of the amount (partial payment). Some tertiary students are not required to pay HECS.

Federal legislation sets strict conditions for HECS over which the University has no control. HECS charges are based on the subjects in which students are enrolled on the HECS Census Date. It is important for students to realise that any reductions in their academic workload after the census date for a particular semester (e.g. by withdrawals or substitution of subjects with a lower credit point value) will not reduce their HECS liability.

For Autumn Semester the HECS Census Date is 31 March, and for Spring Semester the HECS Census Date is 31 August. HECS Census Dates for other teaching periods can be obtained from the UTS Information Centre.

EQUITY AND DIVERSITY

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. UTS has a strong commitment to ensure that the diverse nature of the Australian society is reflected in all aspects of its employment and education.

The Equity and Diversity Unit provides a range of services for students and prospective students. These include community outreach programs to support the participation of disadvantaged students/under-represented groups; coordination of the inpUTS Educational Access Scheme for students who have experienced long-term educational disadvantage; coordination of financial scholarships and awards for commencing low-income students; coordination of the Women's Re-Entry Scholarships for women who have been out of the workplace due to family responsibilities; and the provision of confidential advice and assistance with the resolution of equity-related student grievances, including complaints about racism, sexism, sex-based harassment, homophobia, pregnancy/family responsibilities, or other equity issues. The Unit also undertakes research, conducts training and develops policy and programs relating to equity, diversity and social justice issues.

Equity and Diversity Unit
Level 17, Tower Building
telephone 9514 1084

SUPPORT FOR STUDENT LEARNING

The following services and facilities are available to all UTS students.

UTS Library

The University Library collections are housed in three campus libraries which contain over 600,000 books, journals and audiovisual items as well as a large range of electronic citation and full-text databases. Services for students include assistance in finding information through Inquiry and Research Help Desks and training programs, loans, reservations, reciprocal borrowing and copying. The Library provides as much information as possible electronically so that users can also access it from home. More information about the Library can be found at:

http://www.lib.uts.edu.au

City Campus Library

Corner Quay Street and Ultimo Road, Haymarket
telephone 9514 3388

Kuring-gai Campus Library

Eton Road, Lindfield
telephone 9514 5234

Gore Hill Library

Corner Pacific Highway and Westbourne Street, Gore Hill
telephone 9514 4088

Student Services

The Health, Counselling, Special Needs and Welfare Services are located on Level 3A Tower Building and Level 5, Kuring-gai campus. The Careers Service is located on Level 5 Tower Building and the Housing Service on Level 6 Tower Building. Careers and Housing information is also available from the Student Services Unit office on Level 5 and from the noticeboards on Level 4, Kuring-gai campus.

Careers Service

The Careers Service offers career guidance, and assists with job placement for students seeking permanent or casual employment.

telephone 9514 1471 (City campus)

Counselling

Counsellors are available at the City and Kuring-gai campuses for individual consultation, and group programs are also held throughout the year.

telephone 9514 1471 (City campus)
or 9514 5342 (Kuring-gai campus)

Health

The Health Service offers a bulk billing practice to students at two locations:

telephone 9514 1166 (City campus)
or 9514 5342 (Kuring-gai campus)

Housing

University Housing provides assistance to students in locating private accommodation. Limited UTS-owned housing is also available.

telephone 9514 1509 (listings)
or 9514 1199 (UTS accommodation)

Special Needs Coordinator

Support is also available for students with special needs. Students with a physical, sensory or learning disability can contact the Special Needs Coordinator for information and advice.

telephone 9514 1177

Welfare

Welfare officers assist students with personal financial matters, including loan and financial counselling, Youth Allowance, Austudy and other Social Security claims and appeals advice.

telephone 9514 1177

Chemistry Learning Resources Centre

Room 211, Building 4, City campus.

Dr Ray Sleet
telephone 9514 1739
email r.sleet@uts.edu.au

or

Rosemary Ward
telephone 9514 1729
email rosemary.ward@uts.edu.au

WWW address
http://www.science.uts.edu.au/depts/chem/clrc/index.html

English Language Study Skills Assistance (ELSSA) Centre

ELSSA Centre provides free English language and study skills courses for all UTS students.

ELSSA Centre
Alex Barthel (Director)
Level 19, Tower Building
telephone 9514 2325
email alex.barthel@uts.edu.au
or
Room 2-522
Kuring-gai campus
telephone 9514 5160

WWW address
http://www.uts.edu.au/div/elssa/

Physics Learning Centre

Level 11, Tower Building (with an adjoining computer laboratory).

Peter Logan
telephone 9514 2194
email peter@phys.uts.edu.au

Mathematics Study Centre

Level 16, Tower Building; and at Kuring-gai campus, Room 2-522.

City campus
Leigh Wood (Director)
telephone 9514 2268
email leigh@maths.uts.edu.au

Kuring-gai campus
Dr Jules Harnett
telephone 9514 5186
email jules@maths.uts.edu.au

Computer laboratories

There are 22 computer laboratories throughout the University which are available for all students and staff to use. Details of locations and availability of the computer laboratories may be obtained from the Information Technology Division Resource Centre, telephone 9514 2118.

Jumbunna Centre for Australian Indigenous Studies, Education and Research (CAISER)

Jumbunna CAISER is run by a predominantly Australian indigenous staff who provide specialist advice and a broad range of services to assist Aboriginal and Torres Strait Islander students.

Jumbunna CAISER
Level 17, Tower Building
telephone 9514 1902

OTHER UNIVERSITY SERVICES

Child care

UTS Child Care Inc. (UTSCC) coordinates all child care services at UTS. Child care is available from 8.00 a.m. to 10.00 a.m. at both City and Kuring-gai campuses.

Students and staff of UTS receive priority access and a small rebate on fees. Normal Government assistance is available to low and middle income families.

telephone 9514 1456 (City)
or 9514 2960 (Blackfriars)
or 9514 5105 (Kuring-gai)

The Co-op Bookshop

The Co-op Bookshop stocks the books on student's reading lists, and a variety of general titles and computer software. It has branches at the City and Kuring-gai campuses (Room 2.401), and, at the start of semester, at Haymarket and Gore Hill.

City campus
telephone 9212 3078
email uts@mail.coop-bookshop.com.au

Kuring-gai campus
telephone 9514 5318
email kuringai@mail.coop-bookshop.com.au

WWW address
http://www.coop-bookshop.com.au

Freedom of Information

Under the *Freedom of Information Act 1989* (NSW), students have the right to apply for access to information held by the University.

George Bibicos
FOI Coordinator
Level 4A, Tower Building
telephone 9514 1280
email George.Bibicos@uts.edu.au

Student Ombudsman

Enrolled or registered students with a complaint against decisions of University staff may seek assistance from the Student Ombudsman.

All matters are treated in the strictest confidence and in accord with proper processes.

Room 402, Building 2
City campus, Broadway
telephone 9514 2575
email ombuds@uts.edu.au

Students' Association

The Students' Association (SA) is the elected representative body of students at UTS: it is an organisation run by students for students. UTS students have the right to stand for election of the SA and to vote in the annual elections.

The main office of the Students' Association is located on Level 3 of the Tower Building, City campus, Broadway.

City campus office:
telephone 9514 1155

Kuring-gai campus office:
(next to the cashier service)
telephone 9514 5237

UTS Union

The UTS Union is the community centre for the University. It provides food and drink services, lounges and recreational areas, comprehensive social and cultural programs, sports facilities and programs, stationery shops, a newsagency, ski lodge and resource centres.

Union Office   9514 1444
Haymarket   9514 3369
Kuring-gai   9514 5011

Union Sports Centre

The centre contains a gymnasium, squash courts, weights rooms, climbing wall, and saunas.

Lower ground floor, Building 4
telephone 9514 2444

UTS Rowing Club

Dobroyd Parade, Haberfield
telephone 9797 9523

Radio Station 2SER-FM

2SER-FM is a community radio station run by hundreds of volunteers who are involved in producing and presenting a smorgasbord of programs focusing on education, information, public affairs and specialist music. Students interested in community media, are welcome to visit the 2SER studios or to attend a volunteer recruitment meeting. Contact the station for more details.

Level 26, Tower Building
telephone 9514 9514

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery located on Level 4, Building 6, City campus, 702 Harris Street, Ultimo. The UTS Gallery presents regularly changing exhibitions of art and design from local, interstate and international sources.

The UTS Art Collection comprises a diverse range of paintings, prints, photographs and sculptures which are displayed throughout the University and, at times, in the UTS Gallery.

Tony Geddes, Curator
telephone 9514 1284
fax 9514 1228
email tony.geddes@uts.edu.au

PRINCIPAL DATES FOR 1999

January

2	Release of HSC results
8	Formal supplementary examinations for 1998 Spring semester students
8	Closing date for changes of preference to the Universities Admissions Centre (UAC)
15	Final examination timetable for Summer session
15	Last day to submit appeal against exclusion from Spring 1998
22	Main Round of offers to UAC applicants
22	Last day to submit 'Show Cause' appeal for Spring 1998
26	Australia Day – public holiday
26	Public school holidays end
27	Closing date for changes of preference to Universities Admissions Centre (UAC) for final round offers
29	Last day to submit application for Postgraduate Equity Scholarships for Autumn Semester 1999
29-30	Enrolment of new undergraduate students at City campus (and 1-4 February)
30	Summer session ends for subjects with formal exams

February

1	Last day for continuing students to pay their 1999 Service Fees
1-4	Enrolment of new Undergraduate students at City campus (and 28-30 January)
1-12	Formal examinations for Summer session
1-12	Intensive Academic English course (ELSSA Centre)
5	Final round of offers (UAC)
6	Last day to lodge a Stage 2 appeal against assessment for Spring semester 1998
22	Release of results for Summer session
5-26	Enrolment of students at City campus

March

1	Classes begin
4-5	Enrolment (external award, non-award and exchange students)
12	Last day to enrol in a course or add subjects
19	Last day to pay HECS or postgraduate course fees for Autumn semester 1999
30	Last day to apply to graduate in Spring semester 1999
31	Last day to apply for leave of absence without incurring student fees/charges[1]
31	Last day to withdraw from a subject without financial penalty[1]
31	HECS Census Date

April

2	Good Friday – public holiday
2	Public school holidays commence
5	Easter Monday – public holiday
5-9	Vice-Chancellors' Week (non-teaching)
9	Last day to withdraw from a course or subject without academic penalty[1]
13-16	Graduation (Kuring-gai)
16	Public school holidays end
16	Last day for changes involving subsitution of one subject for another, with the same credit point value, to be processed without charge to the student
16	Last day for changes involving deletion of one or more subjects
16	Last day for changes involving the addition of a subject to be processed –the student will be required to enrol in and incur HECS liability for the subject in Summer session
23	Provisional examination timetable available
23	Public school holidays end
25	Anzac Day – public holiday

May

3   Applications available for undergraduate courses where applicable

3   Applications open for available postgraduate courses for Spring semester 1999

3-14 Graduation (City)

14   Examination masters due

28   Closing date for undergraduate and postgraduate applications for Spring semester

28   Final examination timetable

June

7   Queen's Birthday – public holiday

11   Last teaching day of Autumn semester

12-30 Formal examination period (and 1-2 July)

30   Last day to submit application for Postgraduate Equity Scholarships for Spring semester 1999

July

1-2 Formal examination period (and 12-30 June)

2   Autumn semester ends

5   Public school holidays commence

5-9 Vice-Chancellors' Week (non-teaching)

12-16 Formal alternative examination period for Autumn semester students

16   Public school holidays end

19-30 Intensive Academic English course (ELSSA Centre)

23   Release of Autumn semester examination results; two days earlier via UniPhone™

26   Formal supplementary examinations for Autumn semester students

August

2   Applications available for undergraduate and postgraduate courses for Autumn semester 2000

2   Classes begin

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

13   Last day to enrol in a course or add subjects

13   Last day to submit 'Show Cause' appeal for Autumn semester 1999

20   Last day to pay HECS or postgraduate course fees for Spring semester 1999

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 penalty[1]

31   Last day to apply to graduate in Autumn semester 2000

31   HECS census date

September

1   Applications for Postgraduate Scholarships available

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

13   Last day for changes involving subsitution of one subject for another, with the same credit point value, to be processed without charge to the student

13   Last day for changes involving deletion of one or more subjects to be processed as 'late withdrawal without academic penalty', however, the student's liability for HECS or course fees liability for HECS or course fees will be unchanged

13   Last day for changes involving the addition of a subject to be processed – the student will be required to enrol in and incur HECS liability for the subject in Summer session

24   Provisional examination timetable available

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

27   Public school holidays commence

27-29 Graduation (City)

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

30   Closing date for inpUTS Equity Access Scheme via UAC

October

1   Graduation (City)

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

4   Labour Day – public holiday

8   Public school holidays end

15   Examination masters due

29   Final examination timetable available

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

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

29   Closing date for most postgraduate courses for Autumn 2000 (some courses may have earlier closing dates in September)

29   Closing date for Australian Postgraduate Awards , the R L Werner and University Doctoral scholarships

29   Last day to submit application for Postgraduate Equity Scholarships for Summer session 2000

November

12   Last teaching day of Spring semester

13-30 Formal examination period (and 1-3 December)

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

December

1-3   Formal examination period (and 13-30 November)

3   Spring semester ends

13-17 Formal alternative examination period for Spring semester students

20   Release of Spring semester examination results; two days earlier via UniPhone™

20   Public school holidays commence

25   Christmas Day – public holiday

26   Boxing Day – public holiday

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

Note: Information is correct as at 29 June 1998. The University reserves the right to vary any information described in Principal Dates for 1999 without notice.

January (Mondays)	February	March	April	May	June	July	August	September	October	November	December
4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27

Semester weeks: Autumn Semester 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 — Spring Semester 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Autumn Semester Spring Semester

TAFE Holidays

Teaching weeks

Formal Examinations Periods (non-teaching)

Vacation

Vice-Chancellors' Week (non-teaching)

Directed Activities Week

Easter Break:	2–9 April
School Holidays:	20.12.98–25.1.99
	12.4.99–23.4.99
	5.7.99–16.7.99
	27.9.99–8.10.99

BLOCK DATES

Bachelor of Education in Adult Education

Block residential: Autumn semester: 15–19 February, 12–16 April, 10–14 May. Spring semester: 2–6 August, 6–10 September, 18–22 October.

Aboriginal program: Year 1 Autumn semester: 8–12 February, 22–26 March, 17–21 May. Spring semester: 9–13 August, 13-17 September, 8–12 November.
Year 2 Autumn semester: 15–19 February, 19–23 April, 24–28 May. Spring semester: 16–20 August, 20-24 September, 8–12 November.
Year 3 Autumn semester: 15–19 February, 26–30 April, 31 May–4 June. Spring semester: 23–27 August, 11-15 October, 8–12 November.
1998 Aboriginal Intake Assessment Workshop: 22–26 November.

Goulburn: Autumn semester: 5–7 March, 9–11 April, 7–9 May, 4–6 June. Spring semester: 6–8 August, 10-12 September, 15–17 October, 5–7 November.

Graduate Certificate in TESOL:
Autumn semester: 23–26 February, 13–16 April. Spring semester: 13-16 July, 5–8 October.

Master of Education in Adult Education:
Autumn semester: 23–26 February, 13–16 April. Spring semester: 13-16 July, 5–8 October.

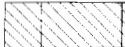**TEACHER EDUCATION 1999 CALENDAR AND PRACTICUM DATES**

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

January (Mondays)	February	March	April	May	June	July	August	September	October	November	December
4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27

ATP

SCHOOL VACATION — Semester 1 begins — SCHOOL VACATION — ATP — Optional Teaching Week — SCHOOL VACATION — Semester 2 begins — SCHOOL VACATION — Optional Teaching Week — SCHOOL VACATION

VC   ATS   VC   Exams Exams   VC   ATS   Exams Exams

| 1 8 15 22 29 | 5 12 19 26 2 | 5 12 19 26 2 | 9 16 23 30 | 7 14 21 28 4 | 11 18 25 2 | 9 16 23 30 | 6 13 20 27 3 | 10 17 24 1 | 8 15 22 29 | 5 12 19 26 3 | 10 17 24 31 |

(Fridays)

Legend:
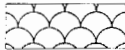
- Graduate Diploma in Education (PD/H/PE and Science)
- ATP — Bachelor of Education (Associate Teacher Program)
- Special Ed TE12, TE53 and BEd SpecEd TE20 3rd Years (1 day visits)
- Special Ed TE12 – BLOCK
- BEd/BA and language majors from 2nd year. (Alternative arrangements will be made where necessary)
- Pranakom practicum (Thailand)
- Teaching English in Lao Project
- BEd SpecEd 1st & 2nd yrs, BEd (Prim) BEd T/Librarianship, BEd/BA & language majors 1st Yrs (exceptions – 1st years in Semester 1, who undertake 1/2 day visits in week denoted by *)
- NSW Department of School Education 1999 School Vacations
- NSW Department of School Education Education Week
- University Vacation
- VC — Vice-Chancellor's Week (non-teaching)
- ATS — Alternate Teaching Strategies

Public Holidays:
2 April   14 June
5 April   4 October
25 April

Faculty information

MESSAGE FROM THE DEAN

Welcome to the Faculty of Education.

The UTS 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, art, special education, flexible learning, literacy and numeracy, TESOL, TLOTE, vocational education, community education, human resource development and Aboriginal education. We are the only faculty in Australia which has this range of courses. By offering students 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.

The Faculty has recently developed its triennial plan 1998-2000 which is available on our web site http://www.education.uts.edu.au. The key directions outlined there include the development of flexible learning, workplace learning and internationalisation. We anticipate offering all our postgraduate courses in flexible mode by the end of the triennium. This will mean that all students will be offered the mode or modes of their choice – from weekly attendance to block attendance to fully distance mode using self-managed learning materials, supplemented by the use of the www. We envisage that students will be able to change their learning mode during their course as their circumstances dictate.

Developments in learning theory over recent years support the view that workplace and experiential learning are fundamentally important to the development of understanding. We believe that it is both possible and desirable to marry a university education with the specific objectives of organisations. For this reason we hope to be offering a number of our courses in and for particular institutions and firms within the triennium.

Over recent years we have attracted a quite large number of international students from Japan, Thailand, Korea, Singapore, Laos, Vietnam, China, amongst other countries. We also have courses running in Kuwait, Laos and Mexico. These students contribute to our own understanding of educational issues and help us to realise our aim to be global in outlook and we welcome them warmly.

The traditional barriers between the educational sectors are breaking down as are the divisions between higher education and the communities it serves. We believe with our unique range of courses, our international focus, our commitment to workplace learning and the offering of courses in flexible mode that we are in a good position to contribute to the education profession, broadly defined, as it seeks to meet the challenges of the changing global environment.

We have within the faculty Jumbunna CAISER, a centre with special responsibility for supporting Aboriginal students across the University. The University as a whole and this faculty in particular have a proud record of achievement with respect to graduating Aboriginal students – the highest number in Australia.
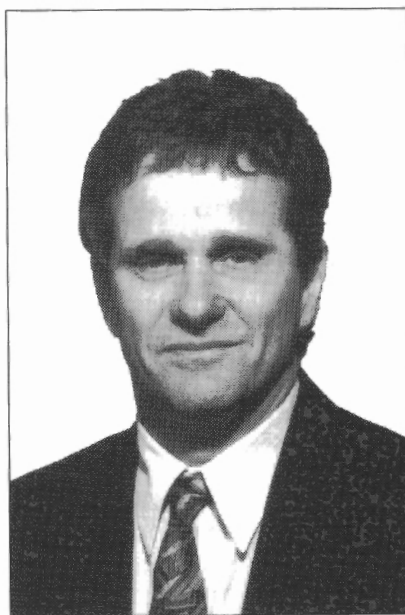
Professor Andrew Gonczi
Dean

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.

INFORMATION FOR EDUCATION 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.

Telephone: 9514 3900

Fax: 9514 3939

email: Information.Assistant@uts.edu.au

www: http://www.education.uts.edu.au

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

Telephone: 9514 5621

Fax: 9514 5556

email: Maureen.Juckes@uts.edu.au

www: http://www.education.uts.edu.au

Centres

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

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 Centres** at the Kuring-gai campus (provide 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.

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 interest 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.

COURSE TITLES AND ABBREVIATIONS

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Doctoral degrees	TA95	Doctor of Philosophy	PhD	Doctor of Philosophy
	TA96	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)				
Applied Linguistics	TA73	Master of Arts	MA	Master of Arts in Applied Linguistics
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
Indigenous Social Policy	TA74/76	Master of Arts	MA	Master of Arts in Indigenous Social Policy
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
Adult Education	TA70	Master of Education	MEd	Master of Education in Adult Education
Teacher Education (Special Ed. specialisation)[2]	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 Basic Education	TA52	Graduate Diploma in Adult Basic Education	GradDip AdultBasicEd	Graduate Diploma in Adult Basic Education
Children's Literature and Literacy	TE50	Graduate Diploma in Children's Literature and Literacy	GradDipChildLit	Graduate Diploma in Children's Literature and Literacy
Mathematics[2]	TE56	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Science	TE51	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

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
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
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)
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
Teaching English to Speakers of Other Languages (TESOL)	TA53	Graduate Diploma in Teaching English to Speakers of Other Languages	GradDipTESOL	Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL)
Vocational Education	TA50	Graduate Diploma in Vocational Education and Training	GradDipVET	Graduate Diploma in Vocational Education and Training

Graduate Certificate courses[1]

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
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
Numeracy Teaching	TA86	Graduate Certificate in Adult Numeracy Teaching		Graduate Certificate in Adult Numeracy Teaching
Dance Education	TE60	Graduate Certificate in Dance Education		Graduate Certificate in Dance 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
Higher Education	T050	Graduate Certificate in Higher Education		Graduate Certificate in Higher Education
Language and Learning[2]	TA67	Graduate Certificate in Language and Learning		Graduate Certificate in Language and Learning
Management Development	TA69	Graduate Certificate in Management Development		Graduate Certificate in Management Development

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Managing Change in Education	TE61	Graduate Certificate in Managing Change in Education		Graduate Certificate in Managing Change in Education
Public Education	TA64	Graduate Certificate in Public Education		Graduate Certificate in Public Education
Teaching English to Speakers of Other Languages (TESOL)	TA54	Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)		Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
Teaching Languages Other than English (TLOTE)	TA63	Graduate Certificate in Teaching Languages Other than English (TLOTE)		Graduate Certificate in Teaching Languages Other than English (TLOTE)
Undergraduate degree courses				
Honours	TE17	Bachelor of Education (Honours)	BEd (Hons)	Bachelor of Education (Honours)
Honours	TA24	Bachelor of Education (Honours) in Adult Education	BEd (Hons)	Bachelor of Education (Honours) in Adult Education
Adult Education	TA21	Bachelor of Education	BEd	Bachelor of Education in Adult Education
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
Primary Education	TE21	Bachelor of Education/Bachelor of Arts in International Studies	BEd/BA	Bachelor of Education/Bachelor of Arts in International Studies
Adult Vocational Education[3]	TT24	Bachelor of Teaching	BTeach	Bachelor of Teaching in Adult Vocational Education
Advanced Diplomas				
Adult Education		Advanced Diploma	DipAdultEd	Advanced Diploma in Adult Education

1   No award abbreviation for Graduate Certificate courses

2   Not offered in 1999

3   Only offered in off-shore mode

ADULT EDUCATION

The adult education program comprises research, consulting, continuing professional education, and coursework in the fields of vocational education and training and Aboriginal and community education.

The coursework program provides 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.

Participants in courses in the field of **community and Aboriginal education** 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 who work in the field of 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 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.

Staff working in the field of community and Aboriginal education actively support the emerging professional associations in the field through joint activities with organisations such as the Australian Association of Adult and Community Education, the Asian and South Pacific Bureau of Adult 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. Many staff are involved in the variety of research and consulting activities conducted through the Centre for Popular Education.

The field of **vocational education and training** provides 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 main areas for teaching and research focus on training trainers in industry, commerce, 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 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.

Many of the staff have published internationally and worked nationally and internationally on development projects. 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

There are substantial links between the staff in the field of vocational education and training and the Research Centre for Vocational Education and Training (RCVET).

There are three centres located at the Faculty's City campus: The Research Centre for Vocational Education and Training (RCVET); the Centre for Popular Education (CPE); and the Centre for Training and Development Services (CTDS). They engage in research, consultancy, and continuing professional education in the fields of vocational education and training, human resource development, and Aboriginal and community education.

The RCVET provides a focus for research, teaching and the development of policy advice on vocational education and training.

In 1995 the RCVET was awarded recognition and funding as a national research centre, by the Australian National Training Authority (ANTA). This support has enabled the Centre to broaden the overall scope of its research activities, and also to develop a focus on workplace learning and assessment. This specific area of research includes:

workplace training practices

workplace assessment

assurance of quality in workplace training

access and equity in workplace training

integration of different forms of training.

The Centre for Popular Education at UTS was set up in mid-1996 to do research, consultancy and advocacy related to 'popular education'. This term, which may be new to many Australians, refers to education and learning which expands public knowledge of important social issues, extends democratic participation in all spheres of life and furthers social justice goals. It includes education and learning associated with social movements (for example, women's, workers', indigenous people's and environmental movements), social justice issues (for example, gender and sexuality, anti-racism, human rights) and particular sites (for example, women's and indigenous people's organisations, workplaces, schools). Around the world, the term 'popular education' is increasingly being used by people who are interested in the role of learning and education in emancipatory social action.

The major current research interests of Centre members are:

- Workers' learning and education
- Adult learning and social action. (e.g. women's, environmental, indigenous people's movements, the struggle against HIV-AIDS, and urban resident action.)
- The mass media and adult learning

The Centre for Training and Development Services is a leading provider in Australia and abroad of continuing professional education courses and consultancy services in the field of training, adult learning and human resource development. Through the provision of education services and consultancy, it has developed strong working relationships with:

management

HRD (Human Resource Development) professionals

relevant government departments and agencies

professional associations and other universities in the human resource development field.

Training and Development Services has gained a wide range of experience in consultancy in training and development over the last decade. We have developed particular expertise in the fields of:

competency-based training

competency standards development

the development and quality auditing of competency-based assessment systems

performance management

management development

approaches for developing learning organisations – including coaching, mentoring and work-based teams.

The Centre facilitates the exchange of knowledge and expertise between the academic community and human resource development professionals.

Language and Literacy Education

The Language and Literacy Program comprises 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 (TLOTE) from both adult and the school sectors, within Australia and from overseas. An increasing part of the Program's work is with mainstream teachers/trainers in the 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 Program 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. The range of client groups has led to delivery of courses in a variety of modes – weekly, block, off-campus, offshore and, since 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. 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 provides a research and development focus for the program. 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 hosted 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

Language and Literacy staff are active in research. Their research interests include:

- 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

In 1998, Language and Literacy research was designated a Faculty Research Strength.

Consultancy

Staff carry out consultancies on behalf of organisations such as 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); the Association Internationale de Linguistique Appliquée (AILA) and the 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 and international projects include:

- Adult numeracy teaching: national professional development package
- How do adults develop literacy? Tracking and mapping language development
- Auslan teacher training: national workshops
- 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 Mike Baynham is Director of the Language and Literacy Program.

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 Centres

The ELSSA (English Language and Study Skills Assistance) and Mathematics Study Centres serve students from all faculties at the Kuring-gai campus. They provide free academic support in the fields of language and learning, and mathematics and science. The Centres' aims are to help students realise their academic potential, and to become self-reliant learners through using appropriate learning strategies.

Students can visit the Centres 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 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.

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.

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.
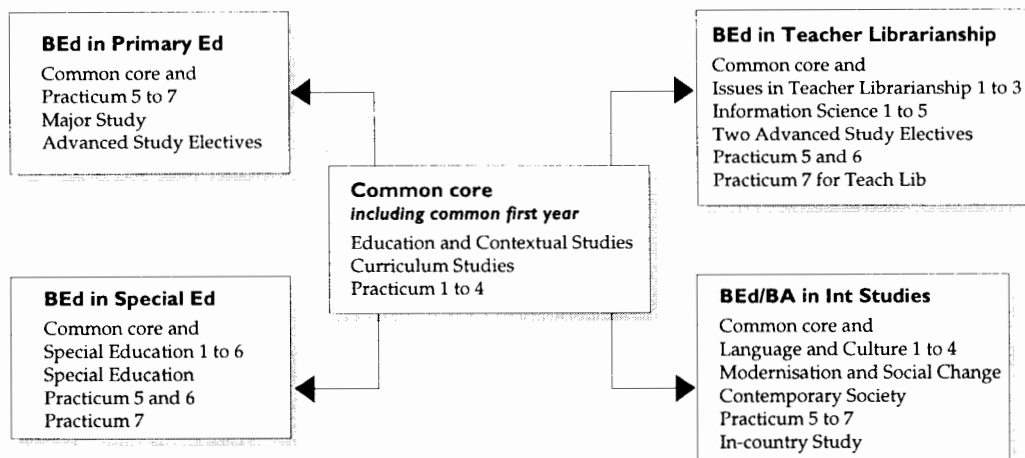
Each course has five strands:

- 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 with which teachers should begin their careers.

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) or the Lao People's Democratic Republic.

BEd in Primary Ed

Common core and
Practicum 5 to 7
Major Study
Advanced Study Electives

BEd in Teacher Librarianship

Common core and
Issues in Teacher Librarianship 1 to 3
Information Science 1 to 5
Two Advanced Study Electives
Practicum 5 and 6
Practicum 7 for Teach Lib

Common core
including common first year
Education and Contextual Studies
Curriculum Studies
Practicum 1 to 4

BEd in Special Ed

Common core and
Special Education 1 to 6
Special Education
Practicum 5 and 6
Practicum 7

BEd/BA in Int Studies

Common core and
Language and Culture 1 to 4
Modernisation and Social Change
Contemporary Society
Practicum 5 to 7
In-country Study

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.

Faculty of Education – Teacher Education rules specify that failing teaching practicum for the first time should place a student on probation and failing teaching practicum for the second time should lead to exclusion. (FED/92/94)

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.

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 Arts

Educational Computing

Education

English

History

International Study

Teaching LOTE

Mathematics

Music

PDHPE (Personal Development, Health and Physical Education)

Science and Technology

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 Associate Dean, relevant background and expertise in visual arts.

Children's Theatre and the Creative Arts Major Study

Children's Theatre and the Creative Arts aims to develop knowledge and understandings of drama as a distinctive way of expressing and examining human behaviour. This essentially practical course is conceptualised within a theoretical framework which includes the study of drama as creative achievement and as the articulation of cultural and ideological aspirations and ideas. Its focus will be multi-disciplinary and it will incorporate related creative arts including script-writing and adaptation, music in the theatre, visual arts as part of presentation, dance and movement, and multi-media. The primary focus will be on production, and on theatre as collaboration. The sequence of subjects will culminate in a performance for children which will not only be a valuable theatre experience for our

students but will also serve as an important part of building and extending relationships between the University and the community.

Drama is a part of all cultures. Through drama people learn to communicate with and understand others. This communication and understanding can be cross-cultural. Drama is a significant key learning area for students and theatre and the creative arts have an important part to play in the life of a school. As well as major productions, teachers may need to be responsible for class presentation, and presentations for assembly and other special events.

Children's Theatre and the Creative Arts is based on the assumption that the acquisition of skills and understandings of this subject requires a disciplined, imaginative and intellectual approach that combines teaching/learning episodes with practical experience through rehearsal and performance. Students will study the theory of acting, the history of the theatre and stage-craft. Drama and theatre skills will whenever possible be practised in a context of authentic communication, not as isolated exercises.

Students will become familiar with a range of theatre techniques and styles which they may use for themselves in performance, in their teaching and as a valuable form of self-expression and communication with others.

Students may whenever possible be offered the option of studying the English major study subject 024414 Cultural and Textual Cross Currents: New Representations and New Voices which focuses on film adaptations of literary texts, as part of Children's Theatre and the Creative Arts major study sequence.

The subject sequence is as follows:

024421 Children's Theatre & the Creative Arts 1: Overview of World Theatre; Production Roles; Script-writing
024422 Children's Theatre & the Creative Arts 2: Acting & Performing Skills; Genres for Children - pantomime, fairy tale etc
024423 Children's Theatre & the Creative Arts 3: Production and Direction - lighting, scenery, costuming etc
024424 Children's Theatre & the Creative Arts 4: Staging Performances - a performance for children

Educational Computing Major Study

The nature of teaching and learning with and about IT links this subject 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 guidelines 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

International Major Study

The International Major Study offers students who wish to enhance their cultural awareness and understanding the opportunity to study at an overseas university for one semester. The content of the program at the overseas university will include:

- Study of the history, culture and society of the host country
- Study of the language of the host country
- Study of Education subjects offered by the host institution in the English language
- Visits to primary schools
- Teaching English language classes.

The International Major Study comprises one subject worth 24 credit points undertaken in Semester 5. A prerequisite for this subject is the satisfactory completion of all Semester 1, 2, 3 and 4 subjects. Travel, accommodation and living costs overseas are the responsibility of the student who will be provided with advice about estimated costs prior to enrolling in the International Major Study subject. The host universities for the International Major Study are in Sweden and Slovenia.

The subject is:

029410 International Major

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' understanding 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 provide students with the opportunity to further develop their practical skills in teaching PDHPE in the primary school context. The subjects further enable students to explore the socio-cultural variables which influence participation in physical activity. By integrating micro teaching opportunities with research interests, students will develop the ability to undertake action research. Personal Development and Health issues will be explored as a medium for broadening students' repertoire of teaching and learning strategies and to enhance their capacity to integrate syllabus content areas.

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 the world around us from different perspectives: 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 group of students.

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.

Undergraduate courses

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.

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[1]   In Semester 1 only 5cp are allocated to the thesis as students will be doing initial work on their thesis. The remaining 15cp are allocated to Semester 2 when the bulk of the thesis is completed.

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 Education in Adult Education

Course code: TA21

Course coordinator: Mr Clive Chappell

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 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 I 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 I Spring semester

015004	C	Language, Culture and Communication 2	6cp
015002	C	Adult Teaching and Learning	6cp
015021	F	Adult Education Practices 1	6cp
52220	A	Aboriginal Social and Political History	8cp

Year 2 Autumn semester

015006	C	Program Development and Needs Analysis	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	Education 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 I 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 I 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	Education and Cultural Diversity	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

Year 3 Autumn semester

015009	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 I 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 I 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 and Needs Analysis	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 I 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 I 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 and Needs Analysis	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	Organisational Learning: An Experiential Approach (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
015112	Aboriginal Initiatives in Education: Towards Community Control	8cp
52220	Aboriginal Social and Political History (offered by the Faculty of Humanities and Social Sciences)	8cp
015114	Aboriginal Studies	4cp
015140	Aboriginal Studies Project	8cp
015183	Administration of the Training Function	6cp
015070	Adolescent and Adult Development	6cp
015078	Adult Education and Social Action	6cp
015079	Adult Education and the Aged	6cp

015081	Adult Education and the Unemployed	6cp
015095	Applying Experiential Learning in the Workplace	6cp
015080	Campaigning and Public Education	6cp
015309	Computing for Adult Educators	6cp
015069	Designing and Delivering Open Learning	6cp
015073	Developing Group Communication	6cp
015135	Developing Individualised Projects	6cp
015072	Developing Interpersonal Communication	6cp
015074	Developing Systems Communication	6cp
015099	Developing the Learning Organisation	6cp
015082	Development, Growth and Education in South-East Asia	6cp
015133	Educational and Psychological Testing	6cp
015077	Educational Dimensions of Community and Youth Work	6cp
014100	Educational Media	6cp
015104	Educational Multimedia Design 1	6cp
015105	Educational Multimedia Design 2	6cp
015106	Educational Multimedia Design 3	6cp
015093	Ethics, Workplaces and the HRD Function	6cp
015101	Foundations of Educational Multimedia 1	6cp
015102	Foundations of Educational Multimedia 2	6cp
015103	Foundations of Educational Multimedia 3	6cp
015355	Gender at Work	4cp
52306	Gender, Culture and Power (offered by the Faculty of Humanities and Social Sciences)	8cp
015097	HRD Strategies for Individual Development	6cp
015075	Independent Study Project in Communication	6cp
015124	Individualised Project 1	6cp
015131	Individualised Project 2	6cp
015138	Individualised Project 3	6cp
015145	Individualised Project 4	6cp
015323	Individualised Project 5	6cp
015324	Individualised Project 6	6cp
015092	Industry-focused HRD Strategies	6cp
015012	International Perspectives on Education	6cp
015094	International Trends in Workplace Education	6cp
015115	Introducing Aboriginal Cultures and Philosophies	6cp
015111	Issues in Aboriginal Education	8cp
015083	Managing Education Programs	6cp
015100	Multiliteracies in the Workplace	6cp
015084	Organising Community Adult Education	6cp
015003	Portfolio Development	6cp

015091	Promoting Workplace Learning	6cp
015096	Simulations and Games – Theory and Design	6cp
015076	Social Education in Community Settings	6cp
015085	Structures and Processes in Community Education	6cp
015113	Teaching Aboriginal Studies	6cp
015336	Training and Development Practicum	8cp
015071	Women and Education	4cp
015344	Women and Education	8cp

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
52220	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

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.

52306	Gender, Culture and Power[1]	8cp
52221	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 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)	4cp
023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
023512	Sociological Bases of Education	4cp
024211	English Education 1 (FY)	6cp
029311	Aboriginal and Torres Strait Islander History and Cultures	4cp
029312	Australian Studies (FY)	4cp

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

Semester 4

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

Semester 5

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

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	6cp
023506	Philosophical Bases of Education (revised)	4cp
023505	Educational Research (FY)	4cp

028212	Science and Technology Education 2	
	(revised)	4cp
029211	Social and Environmental	
	Education (FY)	6cp
	Major Study (3 of set of 4)	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational	
	Practice (FY)[1]	8cp
026212	Music Education 2	4cp
024214	English Education 4: Educational	
	Drama	4cp
023620	Analysing Current Issues in	
	Australian Education	4cp
	Major Study (4 of a set of 4)	6cp

Semester 8

023117	Practicum 7: Reflecting on Educational	
	Practice (FY)	8cp
	Advanced Study Elective	6cp
	Advanced Study Elective	6cp
	Advanced Study Elective	6cp

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

Bachelor of Education in 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
	or	
023108	The Reflective Practitioner in the	
	School (for experienced teachers)	8cp
023600	Current Issues in Australian	
	Education	5cp

These four subjects are normally completed in Semester 1.

Part-time students

023600	Current Issues in Australian Education	5cp
023108	The Reflective Practitioner in the School	
	(Modes B or C or D 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.)* (Not offered in 1999.)

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. (Not offered in 1999.)

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
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
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.

Note: Modes D and E are not offered in 1999.

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 Arts 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 Arts 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: Teaching 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
023620 Analysing Current Issues in Australian
Education   4cp
023826 Special Education 6   6cp
Advanced Study Elective   6cp

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[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 1999.

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 Arts 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 Arts 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: Teaching 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: Educational
        Drama   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

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[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 1999, the following majors will be offered: Argentina, Australia and the Asia-Pacific Region, Chile, China, Croatia, East Asia, France, Germany, Greece, Indonesia, Italy, Japan, Korea, Malaysia, Mexico, Poland, Russia, Slovenia, South China, South-East Asia, Spain, Taiwan, Thailand, Ukraine and Vietnam.

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 Poland, Slovenia, Ukraine and Vietnam majors are restricted to students with a sound working knowledge of the language of their specialisation. The East Asia major is restricted to students with a sound working knowledge of one of the Cantonese, Chinese, Japanese or Korean languages. 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 1999, 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
East Asia	two of Contemporary China
	Contemporary Japan
	Contemporary Korea
	Contemporary Chinese East Asia
France	Contemporary Europe
Germany	Contemporary Europe
Greece	Contemporary Europe
Indonesia	Contemporary South-East Asia
Italy	Contemporary Europe
Japan	Contemporary Japan
Korea	Contemporary Korea
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 Culture	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 Arts and Craft Education (FY)	—
023115	Practicum 5: Designing Educational Programs	6cp
024213	English Education 3: Teaching 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 Arts 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: Educational Drama	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, 10 Quay Street, 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	
	or	
971101	Modern Standard Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	
	or	
972101	Modern Standard Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	
	or	
973101	Modern Standard Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	
	or	
974101	Modern Standard Chinese Language and Culture 4	8cp
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

East Asia

32 (4 x 8cp per unit) credit points of one Language & Culture program, chosen according to specialisation from:

97x111	Chinese Language and Culture 1-4	8cp
97x121	Cantonese Language and Culture 1-4	8cp
97x211	Japanese Language and Culture 1-4	8cp
97x221	Korean Language and Culture 1-4	8cp

two subjects from

976111	Contemporary China	8cp
976211	Contemporary Japan	8cp
976221	Chinese East Asia	8cp
97721x	In-country Study 1: Japan	24cp
	or	
97722x	In-country Study 1: Korea	24cp
	or	
977132	In-country Study 1: Taiwan	24cp
	or	
97721	In-country Study 1: Hong Kong	24cp
	or	
97711x	In-country Study 1: China	24cp
97821x	In-country Study 2: Japan	24cp
	or	
97822x	In-country Study 2: Korea	24cp
	or	
978132	In-country Study 2: Taiwan	24cp
	or	
978121	In-country Study 2: Hong Kong	24cp
	or	
97811x	In-country Study 2: China	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

Korea

971221	Korean Language and Culture 1	8cp
972221	Korean Language and Culture 2	8cp
973221	Korean Language and Culture 3	8cp
974221	Korean Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976221	Contemporary Korea	8cp
977220	In-country Study 1: Korea	24cp
978220	In-country Study 2: Korea	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
50140	Modernisation and Social Change	8cp
976301	Contemporary Society: Contemporary South-East Asia	8cp
977331	In-country Study 1: Malaysia	24cp
978331	In-country Study 2: Malaysia	24cp

Poland

971764	Polish 1	8cp
972764	Polish 2	8cp
973764	Polish 3	8cp
973764	Polish 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Society: Contemporary Europe	8cp
977760	In-country Study 1: Poland	24cp
978760	In-country Study 2: Poland	24cp

Russia

971734	Russian 1	8cp
972734	Russian 2	8cp
973734	Russian 3	8cp
974734	Russian 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Society: Contemporary Europe	8cp
977730	In-country Study 1: Russia	24cp
978730	In-country Study 2: Russia	24cp

Slovenia

971754	Slovenian 1	8cp
972754	Slovenian 2	8cp
973754	Slovenian 3	8cp
974754	Slovenian 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Society: Contemporary Europe	8cp
977750	In-country Study 1: Slovenia	24cp
978750	In-country Study 2: Slovenia	24cp

South China

971121	Cantonese Language and Culture 1	
	or	
971111	Chinese Language and Culture 1	
	or	
971101	Modern Standard Chinese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	
	or	
972111	Chinese Language and Culture 2	
	or	
972101	Modern Standard Chinese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	
	or	
973111	Chinese Language and Culture 3	
	or	
973101	Modern Standard Chinese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	
	or	
974111	Chinese Language and Culture 4	
	or	
974101	Modern Standard Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976101	Contemporary Society: Chinese East Asia	8cp
97712x	In-country Study 1: Hong Kong or Guangzhou	24cp
97812x	In-country Study 2: Hong Kong or Guangzhou	24cp

South-East Asia

971331	Malaysian Language and Culture 1	8cp
972331	Malaysian Language and Culture 2	8cp
973331	Malaysian Language and Culture 3	8cp
974331	Malaysian Language and Culture 4	8cp
	or	
971311	Indonesian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Society: Contemporary South-East Asia	8cp
	either	
977331	In-country Study 1: Malaysia	24cp
978311	In-country Study 2: Indonesia	24cp
	or	
977311	In-country Study 1: Indonesia	24cp
978331	In-country Study 2: Malaysia	24cp

Spain

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Society: Contemporary Europe	8cp
977451	In-country Study 1: Spain	24cp
978451	In-country Study 2: Spain	24cp

Taiwan

971111	Chinese Language and Culture 1 *or*	
971101	Modern Standard Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2 *or*	
972101	Modern Standard Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3 *or*	
973101	Modern Standard Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4 *or*	
974101	Modern Standard Chinese Language and Culture 4	8cp
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

Ukraine

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 10 Quay Street (opposite Her Majesty's Theatre).

For more information on the International Studies program:
Telephone 9514 1574
Fax 9514 1578
Email iisinfo@uts.edu.au

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 and adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self-reliant, innovative and reflective.

- The development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups.

- The provision of a sound basis of professional competence that will lead to an ongoing and integrated program of development throughout the careers of vocational teachers and trainers linked both to the range of tasks they are expected to perform and to their career options.

Course structure

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

Year 1

Semester 1

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

Semester 2

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

Year 2

Semester 1

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

Semester 2

012160	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

COURSES OFFERED IN CONJUNCTION WITH OTHER FACULTIES

Bachelor of Arts in Human Movement Studies/Graduate Diploma in Education

Course code: BL14

This is a four year full-time course offered jointly by the Faculty of Education and the Faculty of Business. The first three years of the degree run concurrently with the Bachelor of Arts in Human Movement Studies and the fourth year runs concurrently with the Graduate Diploma in Education. Admission to the Graduate Diploma in Education may be subject to a quota and therefore offered on merit.

The course is designed for students wishing to undertake a career in the teaching of personal development, health and physical education. Graduates find employment in both private and public schools. The degree is fully recognised by the NSW Department of Education and Training.

Details and program outlines are contained in the *1999 Faculty of Business Handbook.*

Bachelor of Science in Science Education

Course code: N003

This is a four year full-time course offered jointly by the Faculty of Education and the Faculty of Science. The course provides students with a degree in Science and a professional qualification in Education. The degree comprises three-and-a-half years' academic studies and science education, and one-half year's industrial training in a scientific discipline. The normal pattern is for students to spend semesters 5 and 8 at the Kuring-gai campus studying education subjects, and the remainder of their degree is based at the Broadway campus.

The course is primarily a preparation for secondary school science teachers of chemistry, physics and geology. The degree is fully recognised by the NSW Department of Education and Training.

Details and program outlines are contained in the *1999 Faculty of Science Handbook.*

Bachelor of Arts in Adult Education and Community Management/ Advanced Diploma in Adult Education and Community Management

Course code: tba

This is a three-year full-time course offered jointly by the Faculty of Education and the Faculty of Business. The development of a joint undergraduate award course for Aboriginal and Torres Strait Islander people has been undertaken to address the professional development needs of indigenous people who are involved in community education and the management of community-based organisations. The course is underpinned by a coherent pedagogy which is practitioner centred and geared towards education at the post-compulsory level. It is designed for community practitioners who wish to reflect critically and systematically on their practice and to enlarge their professional knowledge.

The course comprises a total of 144 credit points and has the capacity to award an Advanced Diploma on exit after two-years full-time study of 96 credit points.

The course has been designed in two stages. Stage 1 comprises the first 96 credit points of the course and includes 30 credit points in Adult Education; 30 credit points in Community Management and 36 credit points in Aboriginal Studies. Students may elect to exit after successful completion of stage 1 with an Advanced Diploma in Adult Education and Community Management.

In Stage 2 of the course students complete 12 credit points in Aboriginal Studies and elect a further 36 credit points from either Adult Education or Community Management in any combination.

Postgraduate courses

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 (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.

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 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.

016105 Thesis (Education) F/T
016106 Thesis (Education P/T

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.

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.

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

Eligibility for admission (University Rule 3.4.2.1)

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

a. (i) possess a Bachelor's degree of the University of Technology, Sydney

    or

    (ii) possess an equivalent qualification

    or

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

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

Master'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 Arts in Applied Linguistics

Course code: TA73

Course coordinator: Dr Mike Baynham

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 and 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
015163	Phonology and Sociolinguistic Variation in Spoken Language	6cp

Year 2 Autumn semester

xxxxx	Elective	6cp
015116	Project	6cp
	or	
015278	Project	12cp

Group 1: Electives with a theoretical focus

013360	Language and Power	6cp
013367	Cultural Diversity in the Workplace: Management and Learning	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
	or	
015157	Curriculum and Methodology (TLOTE)	6cp
	or	
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 Arts in Children's Literature and Literacy (by coursework)

Course code: TE75

Course coordinator: Ms 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 1999, 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 Arts in Indigenous Social Policy

Course codes: (TA74) Fee Paying; (TA76) HECS

Coordinator: Ms Susan Knights

Participants

This one and a half year full-time or three year part-time course is offered jointly by the Faculty of Education, Faculty of Humanities and Social Sciences and Jumbunna, Centre for Australian Indigenous Studies, Education and Research. The course is designed to provide opportunities for those involved in Indigenous social policy process in community and government settings to broaden and deepen their professional skills and knowledge. The Master of Arts provides exit points at the Graduate Certificate and Graduate Diploma levels.

Admission

Applicants require an undergraduate degree or three-year diploma from recognised tertiary institution plus work experience in Indigenous community organisations especially in the research and policy analysis area.

Course aims

The course is designed to produce graduates with skills, capacity and knowledge to address issues relating to the analysis, development and implementation of Indigenous Social Policy.

Assessment

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

Attendance

The course is offered in block attendance mode with two five-day blocks each semester.

Course structure

Year I Autumn Semester

015384	Issues in Indigenous Social Research	8cp
50290	Australian Indigenous Social Policy	8cp
50291	Australian Political and Social Systems	8cp
	(exit point for Graduate Certificate)	

Year I Spring Semester

015385	Research Methods for Social Policy	8cp
050292	Policy Processes in Australian Indigenous Settings	8cp
	plus one elective from the following list	
015386	Indigenous Social Policy: International Experiences	8cp
015387	Research Design and Appraisal	8cp
015388	Independent Subject A	8cp
	Elective from another course	
	(exit point for Graduate Diploma)	

Year 2 Autumn Semester

015390	Project 1	8cp
	plus 2 electives from the following list	
015391	Project 2	8cp
015389	Independent Subject B	8cp
	Elective from another course	
015392	Extension Elective	
	(is available to students taking 6 credit point subjects from other courses)	

Master of Arts in Language and Literacy (by coursework)

Course code: TA72

Course coordinator: Dr Mike Baynham

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 under-standing 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 under-pinning 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
	or	
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
	or	
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 Teaching English to Speakers of Other Languages (by coursework)

Course code: TA71

Course coordinator: Dr Mike Baynham

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 those 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 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	6cp

Year 2 Spring semester

015116	Project	6cp
	or	
xxxxx	Elective	6cp
015277	Discourse Analysis	6cp
	or	
015125	Phonology and Pronunciation	6cp
	or	
xxxxx	Elective	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
	or	
015125	Phonology and Pronunciation	6cp
	or	
xxxxx	Elective	6cp

Master of Education in Adult Education (by coursework)

Course code: TA70

Course coordinator: Ms Susan Knights

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 Adult 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 and Team Work	6cp
013206	Adult Communication Management and Organisation Frames	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

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	Learning in Flexible, Open and Distance Education	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: Influences and Tendencies	6cp
013336	Contemporary Issues in Adult Education	6cp
013348	Research Perspectives in Education	6cp
013349	Design and Method in Educational Research	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 Education in Teacher Education (by coursework)

Course code: TE84
(Coursework)

Course coordinator: Dr G Barnsley

Course code: TE82
(Special Education Specialisation)

Course coordinator: Dr J Jardine

Not offered in 1999.

Course code: TE85
(Visual Arts Specialisation)

Course coordinator: Ms 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

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 Teaching in Science Teaching (by coursework)

Course code: TE83

Course coordinator: Associate Professor 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
028991	Research Project	16cp

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

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

Attendance

The course will be delivered in distance mode and weekly mode, and sometimes in block mode. The weekly mode involves attending one day a week in the first year (Thursdays 9.30 am-3.30 pm). Attendance in the second year depends on the subjects chosen and may involve day or evening classes across the week.

Course structure

Pathway for students with a recognised tertiary teaching qualification

Year I

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

Year 2

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

[1]   Participants without relevant teaching experience will be expected to complete a Practicum subject as one elective.

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

Year 1

015152	Language in Social Context	6cp
015153	Teaching and Learning Literacy	6cp
010157	Teaching and Learning Adult Numeracy	6cp
015250	Practicum 1	6cp

Year 2

015128	Socio-Political Contexts of Language, Literacy and Numeracy	6cp
015121	Curriculum and Methodology (ABE)	6cp
015253	Practicum 2	6cp
xxxxx	Elective	

Electives

010113	Exploring ABE Practice	6cp
013332	Understanding Adult Education and Training	6cp
015119	Theories of Numeracy	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015129	Critical Literacy	6cp

The full range of electives may not be available every year. Other electives from the Master of Education in Adult Education, or from the Master of Arts in Language and Literacy can 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

Fees

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

Graduate Diploma in Children's Literature and Literacy

Course code: TE50

Course coordinator: Ms 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 1999, 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; Mathematics TE56 (not offered in 1999); Personal Development, Health and Physical Education TE58

Course coordinator: Dr Janette Griffin

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 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 2/9 of a degree in one Science discipline and 1/9 of a degree in another, provided that Physics and/or Chemistry are included.

Education Studies

Within the context of a study of the principles and patterns of human growth and development in the secondary years, Education Studies subjects in Semester 1 emphasise the ways in which learning occurs, students and teachers interact effectively and teachers best provide for special needs of students. In Education Studies subjects in Semester 2, students will acquire the knowledge and skills needed to understand and respond effectively to critical educational issues and to acknowledge and respond effectively to education as a social enterprise.

Practicum

The Practicum component includes both campus-based and field-based experiences. Students will be introduced to professional practice in the secondary school by drawing together the theory and practice necessary for an effective educational practitioner.

Course structure

Semester 1

Curriculum areas

025001 Learning in Mathematics (FY)	—
027001 Learning in Personal Development, Health and Physical Education (FY)	—

or

028001 Learning in Science 1	7cp

Education Studies

023001 Psychology of Secondary Students	3cp
023002 Meeting Special Needs in the Secondary School	3cp

Practicum

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

Semester 2

Curriculum areas

025001 Learning in Mathematics (cont.)	14cp
027001 Learning in Personal Development, Health and Physical Education (cont.)	14cp

or

028002 Learning in Science 2	7cp

Education Studies

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

Practicum

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

Graduate Diploma in 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	Assessment, Programming and Evaluation	6cp
015164	Technology Based Language Learning	6cp
015253	Practicum 2	6cp
015393	Psychology of Secondary Students	3cp

Graduate Diploma in Music Therapy

Course code:TE59

Course coordinator: Dr Rosemary Johnston

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

Further details of Nursing subjects may be found in the *1999 Faculty of Nursing Handbook*.

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 I Autumn semester

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

Year I 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.

Graduate Diploma in Primary Music

Course code:TE54

Course coordinator: Dr Graham Barnsley

This course will not be offered in 1999.

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 Special Education

Course code:TE53

Course coordinator: Dr 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 I

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 Teaching English to Speakers of Other Languages (TESOL)

Course code: TA53

Academic coordinators:
Adults strand: to be advised
Schools strand: Ms Pauline Gibbons

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. or 4.30 - 9.00 for students without a recognised tertiary teaching qualifications, 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 I Autumn semester

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

Year I Spring semester

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

Year 2

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

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

Year I Autumn semester

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

Year I 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.

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 will not be available every year.

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 Certificate in Higher Education

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

Course code: TO50

Course coordinator: Ms 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; and 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

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 contact the course coordinator to inquire about their fee status. All other participants are expected to pay full fees.

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 Adult Education in Training

Course code: TA65

Course coordinator: Ms Kate Collier

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 Numeracy Teaching

Course code: TA86

Course Coordinator: Ms Betty Johnston

Participants

This one-year part-time course is designed for students who have an undergraduate degree or equivalent, and a teaching qualification. It is primarily intended for those people who have experience in education or training in some area, particularly but not only in the language and literacy area, and are interested in developing their knowledge and skills in adult numeracy teaching.

Admission

Entry requirements are:

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

Articulation

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

- all graduates from the course can apply for entry into the Master of Arts in Language and Literacy. If accepted, applicants can apply for advanced standing.
- all participants in the course may apply for entry to the GradDip AdultBasicEd. If accepted, applicants can apply for a maximum of 24 credit points advanced standing.

Course aims

The course aims to extend the skills and knowledge of teachers relating to two main areas, namely:

- a theoretical foundation of numeracy including -
    - i) knowledge and conceptual understanding of mathematics relevant to the learners;
    - ii) an awareness of numeracy as a critical social tool;
    - iii) an appreciation of the nature of mathematics and its uses in society;
- practical methodologies for numeracy teaching based on -
    - i) understanding of theories of mathematics teaching and learning and their implications in practice;
    - ii) familiarity with numeracy teaching and learning resources and strategies.

Assessment

Assessment in the course will be on a criterion-referenced pass/fail basis consistent with all other courses offered by the School. There will be scope in many of the assessments for individually negotiated learning contracts, both as a means of encouraging self-directed learning, and of meeting participants' individual needs.

Attendance

The course is delivered in a combination of weekly, block and distance modes. Under some conditions, students may be able to do almost all the course by distance mode.

Course structure

The course will require successful completion of four 6 credit point subjects:

010157	Teaching and Learning in Adult Numeracy	6cp
015290	Mathematics for Numeracy Teachers (new)	6cp
015253	Practicum 2	6cp
015291	Mathematics in Social Contexts (new)	6cp
	or	
015119	Theories of Numeracy	

The course is designed to be flexible in its delivery. One of the subjects is currently available in distance mode, and three others are being developed to be available by distance. The enrolment requirements of Teaching and Learning in Adult Numeracy (010157) can be satisfied by attendance at the BEd Ad Ed subject Numeracy Awareness (015089), with assessment tasks varied to be in keeping with the graduate status of the Certificate.

Graduate Certificate in Dance Education

Course code: TE60

Course coordinator: Ms Deborah Clarke

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 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

92844	Clinical Management of Diabetes[1]	6cp
015343	Teaching and Learning in Diabetes Education	6cp

Spring semester

92845	Primary Health Care[1]	6cp
015342	Programming for Diabetes Education	6cp

[1] Offered by the Faculty of Nursing.

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 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 provide 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 Certificate in Language and Learning

Course code: TA67

Course coordinator: Ms Pauline Gibbons
This course will not be offered in 1999.

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 I

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 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
21555	Australian Management[1]	6cp

Spring semester

xxxxx	Education Elective (a)	6cp
xxxxx	Management Elective (b)[1]	6cp

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

or

Any other subject from the Faculty of Education approved by the Academic Coordinator

Management electives

21716	International Management[1]	6cp
21719	Organisational Behaviour[1]	6cp
21720	Employment Relations[1]	6cp
21724	Human Resource Management[1]	6cp
21725	Organisational Change and Adaptation[1]	6cp

26702	Management Development Outdoors[1]	6cp

or

Any other subject from the Faculty of Business approved by the Academic Coordinator[1]

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[1] Offered by the Faculty of Business.

Graduate Certificate in Managing Change in Education

Course code: TE61

Course coordinator: Professor 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 1999–2000, 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
       or

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

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

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

Subjects will only be run, however, if there are sufficient numbers of students wishing to enrol.

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 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

Subject descriptions

The subject descriptions 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 Teacher Education and then those offered by other faculties.

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

UNDERGRADUATE SUBJECTS

012127

Psychology and Sociology of Learning 1

BTeach, Adult Vocational Education
4cp; 2hpw
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012127 Psychology and Sociology of Learning 1
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
5cp; 4hpw
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012129 Technology and Media 1
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012135 The Workplace
Context of Vocational Education 1
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012139 Language and
Interpersonal Skills
subject coordinator: Lann Dawes

This subject extends and develops the skills necessary for understanding and dealing with the various types of interpersonal 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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012139 Language and
Interpersonal Skills
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
5cp; 2hpw
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
5cp; 2hpw
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
5cp; 2hpw
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; corequisite: 012149 Technology for
Open Learning (recommended, but not
compulsory)
subject coordinator: Lann Dawes

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

012143

Marketing Vocational Education Programs

B Teach, Adult Vocational Education
4cp; 2hpw; 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
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012127/012128 Psychology and Sociology of Learning 1 and 2
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012129/012130 Technology and Media 1 and 2
subject coordinator: Lann Dawes

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

B Teach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012129/012130 Technology and Media 1 and 2; corequisite: 012142 Designing and Marketing Open Learning (recommended but not compulsory)
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisites: 012129/012130
Technology and Media 1 and 2
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012129 Technology and Media 1
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012139 Language and Interpersonal Skills
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012139 Language and Interpersonal Skills
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012140 Developing Vocational Education Programs
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012140 Developing Vocational Education Programs
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012135 The Workplace Context of Vocational Education 1
subject coordinator: Lann Dawes

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 I

BTeach, Adult Vocational Education
9cp; 4hpw
subject coordinator: Lann Dawes

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 I

BTeach, Adult Vocational Education
21cp; 4hpw
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
8cp; 2hpw
subject coordinator: Lann Dawes

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

BTeach, Adult Vocational Education
12cp; 2hpw
subject coordinator: Lann Dawes

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.

014100

Educational Media

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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.

015001

Language, Culture and Communication I

BEd (Adult Ed)
6cp
subject coordinator: R Wickert

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

BEd (Adult Ed)
6cp
subject coordinator: M Newman

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp; prerequisite: 015001 Language, Culture and Communication 1 (or equivalent)
subject coordinator: S Saunders

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: Z Wagner

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

BEd (Adult Ed)
6cp
subject coordinator: S Saunders

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
BEd (Adult Ed)
6cp
subject coordinator: K Nicoll

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
BEd (Adult Ed)
6cp
subject coordinator; B Pithers

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
BEd (Adult Ed)
6cp
subject coordinator: P Russell

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
BEd (Adult Ed)
6cp
subject coordinator: M Newman

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

015018
Workplace Practicum
BEd (Adult Ed)
6cp
subject coordinator: T Holland

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
BEd (Adult Ed)
6cp
subject coordinator: J Widin

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. 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 develop skills in reading and writing for academic purposes.

015020

Field of Practice Specialist Knowledge 1 (VOC ED)

BEd (Adult Ed)
6cp
subject coordinator: B Gowing

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 1

BEd (Adult Ed)
6cp
subject coordinator: M Newman

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

BEd (Adult Ed)
6cp
subject coordinator: T Holland

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)

BEd (Adult Ed)
6cp each
subject coordinators: J Widin/B Gowing

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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)

BEd (Adult Ed)
6cp
subject coordinator: B Gowing

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

BEd (Adult Ed)
6cp
subject coordinator: M Newman

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

BEd (Adult Ed)
6cp
subject coordinator:T Holland

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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)

BEd (Adult Ed)
6cp
subject coordinator: B Gowing

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

BEd (Adult Ed)
6cp
subject coordinator:T Holland

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)

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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)

BEd (Adult Ed)
6cp
subject coordinator: B Gowing

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

BEd (Adult Ed)
6cp
subject coordinator: E Leigh

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

Organisational Learning: An Experiential Approach (VOC ED)

BEd (Adult Ed)
6cp
subject coordinator: E Leigh

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)

BEd (Adult Ed)
6cp
subject coordinator: B Gowing

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 specialisms, and on helping the participant develop their own skills as contributor to this aspect of their specialism.

015066

Leading and Facilitating Change

BEd (Adult Ed)
6cp
subject coordinator: T Holland

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: S Knights

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 implications 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

BEd (Adult Ed)
6cp; prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)
subject coordinator: S Saunders

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

BEd (Adult Ed)
6cp; prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)
subject coordinator: S Saunders

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

BEd (Adult Ed)
6cp; prerequisites: 015001 Language, Culture and Communication 1 (or equivalent); 015004 Language, Culture and Communication 2 (or equivalent)
subject coordinator: S Saunders

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

BEd (Adult Ed)
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)
subject coordinator: S Saunders

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

BEd (Adult Ed)
6cp;
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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

BEd (Adult Ed)
6cp
subject coordinator: J Widin

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 methods and procedures to use in developing coherent programs.

015091
Promoting Workplace Learning

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

015097

HRD Strategies for Individual Development

BED (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp; prerequisite: 015101 Foundations of Educational Multimedia 1
subject coordinator: P Russell

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

BEd (Adult Ed)
6cp; prerequisites: 015101 Foundations of Educational Multimedia 1; 015102 Foundations of Educational Multimedia 2
subject coordinator: P Russell

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
BEd (Adult Ed)
6cp
subject coordinator: P Russell

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
BEd (Adult Ed)
6cp
subject coordinator: P Russell
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
BEd (Adult Ed)
6cp; prerequisites: 015104 Educational Multimedia Design 1; 015106 Educational Multimedia Design 2
subject coordinator: P Russell

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
BED (Adult Ed)
8cp
subject coordinator: J Newman

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 an assertion of cultural empowerment.

015111
Issues in Aboriginal Education
BEd (Adult Ed)
8cp; prerequisite: 015110 Aboriginal Cultures and Philosophies
subject coordinator: J Newman

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
BEd (Adult Ed)
8cp; prerequisite: 015111 Issues in Aboriginal Education
subject coordinator: J Newman

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
BEd (Adult Ed)
8cp
subject coordinator: J Newman

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

BEd (Adult Ed)
4cp
subject coordinator: J Newman

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

BEd (Adult Ed)
6cp
subject coordinator: J Newman

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.

015124/015131/015138/015148/ 015323/4

Individualised Project 1/2/3/4/5/6

BEd (Adult Ed)
6cp; prerequisite: 015135 Developing Individualised Projects
subject coordinator: S Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. 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.

015133

Educational and Psychological Testing

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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

at work and in 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 tests which measure intelligence, achievement, vocational interests and personality types. 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

BEd (Adult Ed)
6cp
subject coordinator: P Russell

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 chosen 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

BEd (Adult Ed)
8cp
subject coordinator: J Newman

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

BEd (Adult Ed)
6cp
subject coordinator: T Holland

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
BEd (Adult Ed)
6cp
subject coordinator: M Newman

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
BEd (Adult Ed)
6cp
subject coordinator: M Newman

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
BEd (Adult Ed)
6cp
subject coordinator: M Newman

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 in terms of 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.

015162
Competency Assessment in the Workplace
BEd (Adult Ed)
6cp
subject coordinator: T Holland

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.

015183
Administration of the Training Function
DipAdultEd (Training)
6cp; 2hpw

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
BEd
6cp; 2hpw
subject coordinator: Mike Newman

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.

015290
Mathematics for Numeracy Teachers
GradCertAdultNumeracyTeaching
6cp
subject coordinator: B Johnston

This subject enables participants to revisit basic mathematical concepts such as numeration and the decimal system, measurement, chance and data, algebraic expressions and elementary functions in a learner-centred, self-paced manner in order to develop participants confidence and strategies in learning mathematics. A short introduction to standard spreadsheet package will be included.

Participants in this subject will be able to experience models of good numeracy teaching practice which they will be able to critique and adapt in their other subjects and in their own practice.

015291
Mathematics in Social Contexts

GradCertAdultNumeracyTeaching
6cp
subject coordinator: B Johnston

This subject takes participants on a journey through theories about numeracy, with a particular focus on numeracy as a critical social tool. It examines evidence through case studies of how numeracy practices are socially situated, and the games of power around numeracy practices.

015309
Computing for Adult Educators

BEd (Adult Ed)
4cp
subject coordinator: P Russell

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

BEd (Adult Ed)
8cp
subject coordinator: T Holland

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

015338
Language and Learning

6cp

This subject will cover:

- the socio-cultural issues involved in teaching in linguistically and culturally diverse classrooms;

- an introduction to the language of education;

- theories of language development and learning.

015339
Curriculum and Pedagogy 1

6cp

This subject will cover:

- the pedagogical issues involved in teaching in linguistically, culturally and socially diverse classrooms;

- issues in curriculum planning, programming, organising and assessing learning in such classrooms;

- the role of the teacher and models of teaching and learning in such classrooms.

015340
Functional Grammar

6cp

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

- show how linguistic choices are related to the context in which they occur;

- describe aspects of context (genre and register) in detail;

- show how texts are structured to achieve social purposes.

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

015341
Curriculum and Pedagogy 2

6cp

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

015344
Women and Education
BEd (Adult Ed)
8cp
subject coordinator: S Knights

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 implications 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
BEd (Adult Ed)
4cp
subject coordinator: S Knights

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.

015380
Thesis
BEd(Hons)
30cp
Thesis.

015381
Thesis development and Appraisal
BEd(Hons)
6cp; 3hpw
subject coordinator: Dr R Pithers

This subject is designed to develop the competencies necessary to plan and write an Honours thesis. It also aims to critically develop the knowledge and skills required to critique research proposals, plans and outcomes. I contributes to the course aim by developing critical thinking about applied research as well as academic thesis writing skills.

015382
Research in Practice
BEd(Hons)
6cp; 3hpw
subject coordinator: Dr R Pithers

This subject aims to provide participants with the basic research competencies necessary to devise, plan, carry out and report on a small scale research study in adult education. As such it is a subject which focuses on the practical research knowledge (eg. construction of a survey) and skills (eg. 'data' analysis) deemed necessary to achieve the production of an honours thesis.

020202
Art and Craft Education 2
BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 020201 Art and Craft Education 1
subject coordinator: Anne Bamford

Students will explore three-dimensional art through a range of group and individual experiences. They will examine cross-art links with special emphasis on art and drama, including puppetry, costumes and masks. 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 theory 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/BA
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. Not offered in 1999.

020405

Art Studies 5

BTeach/BA
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.

Not offered in 1999.

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 respond creatively 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 a 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) BEdT 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.

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 the computer 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.

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

This is a hands-on workshop-based subject which introduces the LOGO-based authoring environment Microworlds Project Builder.

Students gain skills in using the application and develop a 'project', a LOGO-based teaching and learning package which is suitable for a primary class. This project is situated in the context of the primary key learning area, literature on LOGO and learning, and a unit or lesson plan.

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, training 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: L Schaverien

This subject extends students' understanding of learning by considering the possibilities in computer-mediated learning offered by advanced technologies. Students will explore a range of advanced technologies for learning (including the Internet, the World Wide Web, email, computer-based games, toys, simulations and tutoring systems) and develop their insights into the implications of these technologies for what it might mean, now and in the future, to know and understand.

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. Research increasingly 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; normal 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 where the different disciplines connect. Ways in which cross-curricular teaching can be programmed and evaluated will also be explored.

022701

Educational Drama

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

023105

Practicum 5: Designing and Implementing Educational Programs for Learners

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.

Not offered in 1999.

023106

Practicum 6: Providing for Individual Differences in Learners

BTeach/BA
5cp; 2hpw; plus practical experience; prerequisites: 023105 Practicum 5; 023511 Developmental Psychology
subject coordinator: A Scully

Assists students to become aware of 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 the students' knowledge of and understanding of relevant government policy statements; and guides student practice in planning, teaching and managing individuals within the context of a whole class.

Not offered in 1999.

023107

The Reflective Practitioner in the School F/T

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

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 insights that develop.

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 (Not offered in 1999)

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. (Not offered in 1999)

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 relationship of teacher to 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;
023511 Developmental Psychology
subject coordinator: A Scully

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 of the 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: N Todd

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 to the field.

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: K Forster

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.

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

BEdTLib,BTeach/BA
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 develop their 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

BEdTLib,BTeach/BA
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: to be advised

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 with which to conduct an analysis of policy; and evaluate current educational policy as a strategy to solve educational problems.

023500

An Introduction to Developmental and Educational Psychology

BA(HMS) F/T
4cp; 3hpw
subject coordinator: 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.

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 research by doing it, the subject will deepen their understanding of the broad spectrum of educational research paradigms. This subject is designed as an essential preparation for the BEd Honours course but is available to all third year Bachelor of Education students.

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 social theories; understand how social characteristics influence the educational outcomes of certain social groups; understand the part that the socialisation process plays in shaping educational outcomes; 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) F/T P/T
5cp; 2hpw
subject coordinator: K Forster

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

023601

School and Community Relations

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

This subject analyses the concept of community and its relevance to Australian society and education; gives the student an understanding of policies of community involvement and participation in Australian schools by examining their social context; explores the implications of community involvement and participation with regard to school governance; and develops an understanding of the process of relating to the wider community.

023602

The Social Context of Childhood
Stress

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

This subject recognises the rights of children and their care providers; identifies potential stress-making conditions for children in contemporary Australian society; analyses the theory and implications of social reports, policy documents and the law relating to particular groups of children; and identifies government and community agencies providing child support services.

023603

Educational Evaluation

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

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: P March

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 E 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 characteristics of the learner; and plan appropriate intervention strategies based upon assessment of the 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.

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)
4cp; 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; 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 necessary for teachers to develop links with the community.

023690

Language and Education Honours

BEd(Hons)
5cp; 2hpw; prerequisite: admission to BEd(Hons)
subject coordinator: P March

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

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

023801
Preventing and Remediating Reading Difficulties

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

In this subject students will examine a range of instructional approaches to reading, at the word, sentence and discourse level, which have been shown to be effective in preventing and remediating reading difficulties in the classroom. Students will also analyse causal

accounts of reading failure, address the issues associated with assessing reading ability and performance, and investigate the validity of alternative 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 the 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
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. The assessment of 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

BEd (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.

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.

024205

English Education: Drama

BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisites: 024202 English Education:Writing; 024203 English Education: Reading
subject coordinator: P March

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/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/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 1
subject coordinators: 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 develop-ment 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.

Not offered in 1999.

024405
English 5: Elizabethans and Jacobeans: The Emergence of Modern Language and Literature
BTeach/BEd T Lib
elective major
4cp; prerequisites: two of 024401–024404
English 1/2/3/4
subject coordinator: R Johnston

This subject introduces students to the pre-Renaissance 'world picture', and considers the social and intellectual forces which began to modify this picture in England in the 16th and 17th centuries, leading to modern concepts of the nature of human beings, society and the universe. It also studies some of the major works of English literature of the Elizabethan and Jacobean periods, in this context, and brings out their relevance for an understanding of modern society, and considers some of the

major critical approaches to Elizabethan and Jacobean literature (especially Shakespeare), thus developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

Not offered in 1999.

024411

English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare

BEd (Prim)
6cp
subject coordinator: R Johnston

This one-semester subject will introduce the concept of literature as a continuum which includes the fairy tales of the Brothers Grimm and the novels of the Bronte sisters, the children's stories of Maurice Sendak and the plays of William Shakespeare. It will develop and encourage theoretical understandings of literary concepts, of narrative, and of narrative and character patterns and archetypes. A wide range of children's books and other literary texts will be studied, with particular reference to the prescribed texts. Students will be expected to develop and demonstrate an understanding of a range of literary concepts abd research skills in the fields 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 an understanding of a range of literary concepts abd research skills in the fields of literature and literary theory.

024413

English Major Study 3: The Literature of Protest: Changing the World

BEd (Prim)
6cp
subject coordinator: R Johnston

This one-semester subject will introduce considerations of literature not just as art but as agency. The voices of writers have not only changed old worlds, they have shaped new worlds. This course will focus on such changes. Texts as diverse as *Hard Times* (Dickens) and *One Flew over the Cuckoo's Nest* (Kesey) will be studied, as will the Romantic poets, T. S. Eliot, George Orwell and Alexander Solzenhenitsyn. Two Shakespearian plays will also be studied within a framework of Elizabethan concepts of world order. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate an understanding of a range of literary concepts abd research skills in the fields of literature and literary theory.

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 an understanding of a range of literary concepts abd research skills in the fields of literature and literary theory.

024421

Children's Theatre and the Creative Arts 1

BEd (Prim)
6cp; 2hpw
subject coordinators: P March and R Johnston

This one semester subject will introduce knowledge and understanding of drama in an historical and cultural context. Its focus is practical and multi-disciplinary and will include the study of the roles of a production process, as well as script-writing and adaptation.

024422

Children's Theatre and the Creative Arts 2

BEd (Prim)
6cp; 2hpw
subject coordinators: P March and R Johnston

This one semester subject will introduce the student to acting techniques and skills required to perform for children at different stages of development: developing imagination, audibility, voice production, concentration and an awareness of the skills involved in interpreting a role and developing a character. It will also examine some of the genres suitable for presenting to children: pantomime, fable, fairy tale and modern social realism.

024423

Children's Theatre and the Creative Arts 3

BEd (Prim)
6cp; 2hpw
subject coordinators: P March and R Johnston

This one semester subject will develop understanding about the roles of the producer and the director in the performance process. Other creative arts skills will also be developed as students explore the use of lighting, scenery and costuming for performance. A cross-discipline approach will be utilised as the notion of theatre as collaboration will be highlighted.

024424

Children's Theatre and the Creative Arts 4

BEd (Prim)
6cp; 2hpw
subject coordinators: P March and R Johnston

This one semester subject will focus on working towards and presenting a performance for children. The performance may include the multi-disciplinary skills of dance and music and will partially involve the children in the performance so that they will be able to have a total theatre experience. The performance will bring together the students' acting skills, knowledge of theatre forms and expertise in stage management, lighting, scenery and costuming.

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 understanding 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 an understanding of a range of literary concepts abd research skills in the fields of literature and literary theory.

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.

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

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

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

025702
Remedial Mathematics
BEd (Prim) 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.

026202
Music Education 2
BEd T Lib, BTeach/BA
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
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
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) F/T P/T
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 of and a product of the society from which it comes. Music genres and traditions from a variety of musical cultures will be studied.

027203

Physical Education Teaching and Learning 2

BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 027202 Physical
Education Teaching and Learning 1 or equivalent
subject coordinator: B Tremayne

This subject is designed to develop students' understanding of the NSW K–6 Personal Development, Health and Physical Education (PDHPE) syllabus, specifically in the areas of content strands 7 (Gymnastics) and 8 (Dance). This understanding will involve a knowledge of these two strands, and a development of skills of teaching and classroom management. Students will be expected to be able to integrate these two specialised areas with the rest of the curriculum area, and with education generally.

027204

Personal Development and Health (K–6)

BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 027201 Introduction to
Personal Development, Health and Physical
Education (K–12)
subject coordinator: D Clarke

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 develop students' understanding of and positive attitudes to Personal Development, Health and Physical Education (PDHPE) in primary schools. This will involve a thorough analysis of the NSW K–6 PDHPE syllabus, consideration of children's growth and development, and discussion of the relevance of the subject to community health. Flexible learning is accommodated by recognition of students'

involvement in syllabus-related topics and/or completion of coaching sessions.

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 is specifically designed to build upon the experience of PDHPE 1 and allow students to experiment in completing presentations using innovative teaching strategies and resources in an area of their own choice. It deals with topics that are generally considered to be sensitive and difficult to teach, giving students insights into developing teaching skills and analysing their own values. Flexible learning is achieved by students selecting, designing, implementing and reflecting upon their own research project associated with the NSW K–6 PDHPE syllabus.

027411

PDHPE Major Study 1: Fundamental Principles of Sports Coaching

BEd (Prim)
6cp
subject coordinator: D Clarke

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: D Clarke

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) F/T P/T
5cp; 2hpw
subject coordinator: D Clarke

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: D Clarke

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.

028203

Science and Technology Education 3

BTeach, BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 028202 Science and
Technology Education 2
subject coordinator: to be advised

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.

Not offered in 1999.

028204

Science and Technology Education 4

BEd T Lib, BTeach/BA
3cp; 2hpw; prerequisite: 028203 Science and
Technology Education 3
subject coordinator: J Griffin

This subject helps students to select appropriate teaching and learning strategies for selected topics; investigate different programs for science and technology in the primary school and plan a full years' program for a specified grade; plan enrichment activities to cater for the needs of all the children in the class; and build assessment and evaluation procedures into the classroom program.

028211

Science and Technology Education 1 (revised)

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd/BA
4cp; 4hpw
subject coordinator: G Segal

This semester-long subject assists students to learn and teach science and technology in the primary school. Throughout this subject, students will be encouraged to articulate, reflect on and develop their personal theories of learning and teaching science and technology in the primary school. Students will develop their understanding of the nature of science and technology, of modern theories of learning and teaching science and technology, and of research that informs those understandings. Students will learn how to access information in a variety of forms from a range of sources and how to critically evaluate information and ideas – a preparation for lifelong learning and for developing scientific, technological, information and language literacies. Science and Technology Education locates learning and teaching in intellectual, practical, creative, social, gender-inclusive and culturally sensitive contexts.

028212

Science and Technology Education 2 (revised)

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd/BA
4cp; 4hpw; prerequisite: 028211 Science and
Technology Education 1
subject coordinator: J Griffin

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 locates 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
general elective
3cp; 2hpw
subject coordinator: to be advised

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

BEd T Lib, BTeach/BA
general elective
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: G Segal

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: G Segal

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 come to 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: J Griffin

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: K Walker

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: 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.

029202

Social Studies Education 2

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.

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

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

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, customs 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.

029410

International Major

BEd (Prim)
24cp; one complete semester
subject coordinator: R Brill

The International Major is designed to enhance students' cultural awareness and understanding through first hand experience of living and studying in a non-English

speaking culture. It provides students with the opportunity to spend one semester at an overseas university studying the language and culture of the host country and participating in Education subjects which are taught in the English language. Students will visit schools in the host country as well as undertaking excursions to places of cultural and historical significance.

The number of places available in the International Major will be determined by the number of overseas students wishing to spend an equivalent semester on exchange studying at UTS. If there are more applications for the International Major than there are places available a ballot will be held to allocate places.

Students undertaking the International Major will be responsible for meeting their own travel and living expenses for the semester abroad. Normal HECS arrangements apply but there are no extra tuition fees. Host institutions include Jonkoping University and Linkoping University in Sweden and the University of Maribor in Slovenia. The International Major takes place in Semester 5 of the Bachelor of Education program.

Not offered in 1999.

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: K Amos

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: K Amos

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) F/T P/T
5cp; 2hpw
subject coordinator: K Amos

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

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

029702

Teaching Social Studies: An Intercultural Approach

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

This subject focuses on the attitudes, knowledge and skills required to design, implement and evaluate programs for intercultural understanding. It enables students to: gain knowledge of the multicultural nature of Australian society and the classroom; understand the psychological, cultural and linguistic needs of children in the multicultural classroom; clarify objectives for classroom policies (including policies in language across the curriculum) which will promote intercultural understanding; acquire skills in programming social studies in the culturally diverse classroom; evaluate critically existing programs and resources; and develop a set of teaching resources for use in the multicultural classroom.

029703

Family History

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 agents of change and the 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.

POSTGRADUATE SUBJECTS

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; and 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 evaluate their teaching and, where appropriate to aspects of their teaching and subjects. Participants in this module complete a negotiated evaluation project.

010113

Exploring Adult Basic Education Practice

GradDipABE
6cp; 2hpw

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

GradDipABE
6cp; 2hpw

This subject aims to bring together the theories 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

GradCert AdultEd Community
6cp; 2hpw

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

GradDipABE
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

GradCert in Public Education
6cp; 2hpw; 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

GradCert in Public Education
6cp; 2hpw; 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

GradCert in Public Education
6cp; 2hpw; 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

GradCert in Public Education
6cp; 2hpw; 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.

013205

Adult Communication Management and Team Work

MEd
6cp; 2hpw
subject coordinator: Carl Rhodes

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 and Organisation Frames

MEd
6cp; 2hpw
subject coordinator: Carl Rhodes

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
MEd
6cp; 2hpw
subject coordinator: Ian Cornford

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
MEd
6cp; 2hpw; prerequisite: 013350 Issues in Educational Evaluation
subject coordinator: James Athanasou

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
MEd
6cp; 2hpw
subject coordinator: James Athanasou

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
MEd
6cp; 2hpw
subject coordinator: Malcolm McKenzie

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
MEd
6cp; 2hpw
subject coordinator: Lann Dawes

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
MEd
6cp; 2hpw
subject coordinator: Alison Lee

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

MEd
6cp; 2hpw
subject coordinator: Mark Tennant

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

MEd
6cp; 2hpw

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

MEd
6cp; 2hpw
subject coordinator: Viktor Jakupec

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

MEd
6cp; 2hpw
subject coordinator: David Boud

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

MEd
6cp; 2hpw
subject coordinator: Rick Flowers

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 I

MEd
6cp; 2hpw
subject coordinator: Bob Pithers

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

MEd
6cp; 2hpw
subject coordinator: Bob Pithers

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

Learning in Flexible, Open and Distance Education

MEd
6cp; 2hpw
subject coordinator: Viktor Jakupec

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

MEd
6cp; 2hpw
subject coordinator: Mike Newman

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

MEd
6cp; 2hpw
subject coordinator: Rick Flowers

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 Third World peoples.

013325

Issues in Assessment

MEd
6cp; 2hpw
subject coordinator: Tony Holland

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

MEd
6cp; 2hpw
subject coordinator: Ian Cornford

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 links 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

MEd
6cp; 2hpw
subject coordinator: Ian Cornford

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

MEd
6cp; 2hpw
subject coordinator: Mike Newman

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

MEd
6cp; 2hpw
subject coordinator: Viktor Jakupec

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 critical practitioners, 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

MEd
6cp; 2hpw
subject coordinator: Alex Nelson

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

MEd
6cp; 2hpw
Sue Knights

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
MEd
6cp; 2hpw
subject coordinator: Griff Foley

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
MEd
6cp; 2hpw
subject coordinator: Sue Knights

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
MEd
6cp; 2hpw
subject coordinator: Griff Foley

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
MEd
6cp; 2hpw
subject coordinator: Roger Morris

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
MEd
6cp; 2hpw; 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
MEd
6cp; 2hpw
subject coordinator: Geoff Scott

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

MEd
6cp; 2hpw
subject coordinator: Laurie Field

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

MEd
6cp; 2hpw
subject coordinator: Paul Hager

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

MEd
6cp; 2hpw
subject coordinator: John McIntyre

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

MEd
6cp; 2hpw
subject coordinator: Andrew Gonczi

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

MEd
6cp; 2hpw
subject coordinator: Carl Rhodes

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

MEd
6cp; 2hpw;

subject coordinator: Carl Rhodes

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

MEd
6cp; 2hpw
subject coordinator: Viktor Jakupec

In this subject students are introduced to various concepts, approaches and research findings in 014108 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

MEd
6cp; 2hpw
subject coordinator: Viktor Jakupec

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

MEd
6cp; 2hpw
subject coordinator: John McIntyre

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

MEd
6cp; 2hpw; prerequisite: 013348 Research Perspectives in Education
subject coordinator: John McIntyre

This subjects builds on its pre-requisite by developing competencies in designing and conducting research in education. Whereas 'Research Perspectives in Education' introduced participants to the range of perspectives or frameworks for research, this subject aims to deepen their understanding of research practice and methodological issues in educational research.

The subject makes a number of assumptions about the teaching of research to postgraduate students. It emphasises learning to design research as well as the exploration of methodology. It assumes that methodology encompasses more than technique, raising important questions about the philosophies,

ethics and politics of research. The subject is designed in three concurrent strands which will: ensure that researchers develop expertise in using a range of appropriate research techniques; assist them to propose, develop and critique a research design employing at least one major research method; and require them to identify a range of methodological issues raised by their proposed research.

Through exploration of relevant research perspectives and traditions and their associated methodologies, participants will define a research problematic and draw out the research issues this problematic implies. They will design research to investigate these issues, seeking insights from different fields and identifying the methodological issues raised by the research approach taken. This thinking will be brought together in a formal research proposal.

This subject contributes to the aim of deepening knowledge of research design and methodology. In doing so, it also contributes one of the components in a pathway to the M Ed Honours research degree.

013350

Issues in Educational Evaluation

MEd
6cp; 2hpw; prerequisite: 013332 Understanding Adult Education and Training
subject coordinator: James Athanasou

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

MEd
6cp; 2hpw
subject coordinator: Alex Nelson

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

MEd
6cp; 2hpw; 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

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

This subject will enable students to further develop higher level skills in and knowledge of 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

MEd
6cp; 2hpw
subject coordinator: Ruth Cohen

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

MEd
6cp; 2hpw; prerequisite: 013358 Experience-based Learning 1: Learners' Perspectives
subject coordinator: Ruth Cohen

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

MEd
6cp; 2hpw
subject coordinator: Alison Lee

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

MEd
6cp; 2hpw
subject coordinator: Sue Knights

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
MEd
6cp; 2hpw

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 foster 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
MEd
6cp; 2hpw
subject coordinator: Laurie Field

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
MEd
6cp; 2hpw
subject coordinator: Paul Hager

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
MEd
6cp; 2hpw
subject coordinator: Roger Morris

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
MEd
6cp; 2hpw

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
MEd
6cp; 2hpw
subject coordinator: Nicky Solomon

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
MEd
6cp; 2hpw
subject coordinator: Bob Pithers

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
MEd
6cp; 2hpw
subject coordinator: Rosie Wickert

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.

014102
Foundations of Flexible Learning
GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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
GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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
GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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
GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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.

015116

Project

MA AppLing Lang and Lit, TESOL
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

GradCert AdultEd Community
4cp; 2hpw

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

GradCert AdultEd Community
4cp; 2hpw

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

GradDip ABE, TESOL TLOTE MA Lang & Lit
6cp; 2hpw

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)

GradCert TESOL, GradDip TESOL, ABE MA TESOL;
MA Lang and Lit, AppLang
6cp; 2hpw

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)

GradDip ABE, TLOTE, TESOL; MA Lang and Lit,
AppLing
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

GradDip JapLangTech, TLOTE TESOL, ABE, MA Lang and Lit, AppLing
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

GradDip TESOL, TLOTE, MA Lang and Lit MEd
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.

015125

Phonology and Pronunciation

GradDip TESOL, TLOTE, MA TESOL, Lang and Lit
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

MA TESOL, Lang and Lit, AppLing
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

GradDip TESOL, TLOTE, ABE, MA TESOL, Lang and Lit Appling
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

GradDip JapLang Teach, TESOL, TLOTE ABE MA Lang and Lit, AppLing
6cp; 2hpw

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

GradDip TESOL,TLOTE,ABE, MA Lang and Lit, AppLing
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

GradDip TESOL,TLOTE,ABE MEd MA Lang and Lit
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

GradDip TESOL,TLOTE, MA Lang and Lit
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.

015152

Language in Social Context

GradCert TLOTE,TESOL, GradDip TESOL,TLOTE, MA TESOL, Lang and Lit,AppLang
6cp; 2hpw

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

Teaching and Learning Literacy

GradDip TESOL,TLOTE ABE, MA TESOL, Lang and Lit,AppLang; GradCert TESOL,TLOTE
6cp; 2hpw

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.

015157
Curriculum and Methodology (TLOTE)
GradCert TLOTE; GradDip TLOTE, JapLang Teach, MA Lang and Lit, AppLang
6cp; 2hpw

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
GradCert TLOTE; MA TESOL, Lang and Lit, AppLang, GradDip TLOTE, TESOL
6cp; 2hpw

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.

015163
Phonetics and Phonology and Sociolinguistic Variation in Spoken Language
MA AppLang
6cp; 2hpw

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
GradDip JapLang Teach
6cp; 2hpw

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
MA AppLang
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
GradDip JapLang Teach, TESOL, TLOTE, MA Lang and Lit
6cp; 2hpw

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 in Australian and overseas contexts.

015245

Learning Journal 1

GradCert AdultEd Community
4cp; 2hpw

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

GradDip JapLang Teach, ABE, TESOL, TLOTE
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

GradDip JapLang Teach, ABE, TESOL, TLOTE
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

GradCert AdultEd Community
6cp; 2hpw

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.

015277

Discourse Analysis

MA AppLing, Lang and Lit, TESOL
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

MA AppLing, Lang and Lit
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.

015342

Programming for Diabetes Education

GradCert Diabetes Ed and Mgt
6cp; 2hpw; 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

GradCert Diabetes Ed and Mgt
6cp; 2hpw; 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.

015374

Foundations of Experiential Learning

GradCert in Experiential Learning
6cp; 2hpw
subject coordinator: Ruth Cohen

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

GradCert in Experiential Learning
6cp; 2hpw
subject coordinator: Ruth Cohen

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 develop-ment, 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 I

GradCert in Experiential Learning
6cp; 2hpw
subject coordinator: Ruth Cohen

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

GradCert Mgt Development
6cp; 2hpw

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

MA LangLit, MA Applied Linguistics
6cp; 2hpw

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

GradCert in Experiential Learning
6cp; 2hpw

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.

015384

Issues in Indigenous Social Research Ethics

MA in Indigenous Social Policy
8cp

This subject explores issues surrounding social research ethics where research involves Indigenous communities. It aims to develop in students a deeper understanding and appreciation of the goals which Indigenous communities might wish to achieve when they initiate or agree to participate in research. Students will be made aware of the impact of research upon Indigenous communities through exposure to issues such as Indigenous intellectual and cultural property rights, responsibilities and custodianship in relation to cultural heritage and the concept of collective ownership. The history and nature of the participation of Indigenous and non-Indigenous peoples within the area of social research will be explored as a means of

providing an informed context for contemporary research partnerships.

015385

Research Methods for Social Policy

MA in Indigenous Social Policy
8cp

This subject aims to equip students with competencies in designing and conducting research related to social policy. The approach taken in the subject assumes that methodology encompasses more than technique and raises questions about the philosophies, ethics and politics of research relating to Indigenous social policy.

015386

Indigenous Social Policy: International Experiences

MA in Indigenous Social Policy
8cp

This subject will facilitate comparative study of the relationship between Indigenous communities and social policy process in countries such as Canada, USA, Aotearoa (New Zealand) and Australia. Contemporary perspectives will recognise the increased participation by Indigenous communities in policy process as governments acknowledge Indigenous people's rights to self-determination and self-governance. Critical analysis of past government policies in these countries will heighten student awareness of international trends and diversity within the area of Indigenous social policy process.

015387

Research Design and Appraisal

MA in Indigenous Social Policy
8cp

This subject is designed to assist students in the development of a research design for a substantial project at Masters level (subjects Project 1 and Project 2). The elements of research design and strategies for implementing it will be clarified and analysed. Topics addressed will include identifying a problem or issue for investigation, conducting a literature review, critiquing existing studies and adopting an appropriate methodology. Participants will be required to develop a proposal and critique the proposals of some other participants in the class.

015388/015389

Independent Subject A/B

MA in Indigenous Social Policy
8cp each

These elective subjects enable a student to design and carry out an individual study project relating to Indigenous social policy on a topic not dealt with in depth in other subjects in the course. Examples of projects might include a detailed literature survey in a particular area, a work-based project applying theoretical or analytical tools developed in earlier subjects in the course or an interdisciplinary study using approaches from a number of different subjects.

015390

Project 1

MA in Indigenous Social Policy
8cp; prerequisites: 015384 Issues in Indigenous Social Research Ethics; 015385 Research Methods for Social Policy

Building on the knowledge and skills developed in the subjects Issues in Indigenous Social Research Ethics and Research Methods for Social Policy students will design and carry out a project investigating an area of Indigenous social policy.

015391

Project 2

MA in Indigenous Social Policy
8cp; prerequisites: 015387 Research Design and Appraisal

This subject offers students the opportunity to extend their work for Research Project 1 into a more substantial research project.

015392

Extension Elective

MA in Indigenous Social Policy
2cp

This two credit point subject allows students taking 6 credit subjects from other courses to undertake an additional assessment task which will bring their total credit points to 8 as required for the MA or Graduate Diploma in Indigenous Social Policy.

015393

Psychology of Secondary Students

GradDipEd, GradDip JapLang Teach
3cp; 3hpw
subject coordinator: M Goninan

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.

016001

Workplace Practice 1

GradCert in Adult Education Training, GradDip VET
6cp; 2hpw

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

GradCert in Adult Education and Training, GradDip VET
8cp; 2hpw

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
GradDip VET
6cp; 2hpw

This subject aims to provide participants with an understanding of:

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

016004
Learner Assessment
GradDip VET
6cp; 2hpw

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
GradCert in Adult Education and Training, GradDip VET
6cp; 2hpw

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
GradDip VET
6cp; 2hpw

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
GradDip VET
6cp; 2hpw

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
GradDip VET
6cp; 2hpw

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
GradCert Flexible Learning
6cp
subject coordinator:Viktor Jakupec

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

EdD
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

EdD
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

EdD
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.

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 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 for 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.

023001
Psychology of Secondary Students
GradDipEd, GradDip JapLang Teach
3cp; 3hpw
subject coordinator: M Goninan

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, GradDip JapLang Teach
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.

023191
Secondary Practicum 1
GradDipEd
12cp; 4hpw plus practical experience
subject coordinator: J Griffin

This subject introduces students to professional practice in the secondary school by combining the theory and practice necessary for effective practitioners. It enables students to examine skills, understandings, procedures and policy issues which are essential for effective practice. The subject further assists students in combining the knowledge and insights which are provided by their experiences in the other subjects undertaken in the program.

023192
Secondary Practicum 2
GradDipEd
12cp; 3hpw plus practical experience
subject coordinator: G Segal

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. An emphasis is placed upon 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.

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.

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 1

MEd
6cp; 2hpw
subject coordinator: M Goninan

This subject describes the factors which indicate the need for a change in managing student behaviour; discusses the relevance of different theoretical approaches to behavioural intervention; discusses the 'preventive' versus 'remedial' approach to behavioural programming; identifies principles that are successful in changing mild behavioural difficulties in the regular classroom; and analyses the ethical and practical issues that arise in implementing behaviour change programs.

023874

Learning and Communication Disorders

MEd
6cp; 2hpw
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: 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: 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: K Forster

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 coordinators: 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 innovatory 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; to assist them to critically analyse and evaluate these developments; and to 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; to assist them to critically analyse and evaluate these developments; and to 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: to be advised

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 Schaverien

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
subject coordinator: K Forster

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 E 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: G Barnsley

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 understanding 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: A Lee

This subject will enable participants to become competent, sophisticated readers of commissioned research which is intended to inform the teacher 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.

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.

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.

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 I

GradDip Music Therapy
3cp; I hpw; 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; I hpw; prerequisite: 026911 Music Skills I
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; I hpw; 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; I hpw; 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 this 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 I

GradDip in Primary Music
3cp; I hpw
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; I hpw; prerequisite: 026921 Musicianship I
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: D Clarke

This subject provides students with the opportunity to examine relevant school syllabuses and policies and apply these documents in their preparation of programs and lessons. It develops students' professional understanding and skills and encourages them to develop as reflective practitioners by providing models of teaching excellence. The subject comprises compulsory modules which enhance students' ability to teach PDHPE.

027901

Dance Method 1: Performance and Teaching

GradCert in Dance Education P/T
6cp; over one semester
subject coordinator: D Clarke

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. The emphasis of the subject is on teaching dance in the school context.

027902

Dance Method 2: Composition and Teaching

GradCert in Dance Education P/T
6cp; over one semester
subject coordinator: D Clarke

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: D Clarke

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: D Clarke

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: D Clarke

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: B Tremayne

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: to be advised

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: J Griffin

This subject aims to prepare proficient beginning teachers in science. It is intended as a foundation for continuing professional development. On completion of this subject students will 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.

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.

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

21717
International Management
Postgraduate
6cp

Encourages participants to study how people in other countries go about conducting business and managing their enterprises; ascertain the reasons behind their various management practices; assess their effectiveness; and determine the implications for Australian managers. Helps develop an integrated world view to provide a better basis for decision making within the international business arena.

21719
Organisational Behaviour
Postgraduate
6cp

Uses research and theory from the behavioural sciences to explore human behaviour at work. Introduces students to the basics of individual psychology which is then critically applied to the fields of motivation and job design. Applies social psychology's work on group dynamics to the management of work groups and committees. Various theories of leadership are examined and critically addressed. The question of intergroup behaviour and organisational conflict is discussed. The subject takes a more critical approach to management theory and practice.

21720
Employment Relations
Postgraduate
6cp

This subject presents an introduction to the areas of industrial relations and human resource management. Topics covered include historical steps in the development of the human resource function and the forces that have shaped its development; major functions of employment relations managers; the relationship between the human resource and industrial relations functions in the modern organisation; the nature of industrial relations and the contribution to understanding made by several conflict theorists; the structure and functioning of formal industrial relations; the form and function of the employer and employee organisations, parties to employment relations; and the nature of efficiency restructuring and enterprise bargaining and their impact upon the management of employment relations.

21724
Human Resource Management
Postgraduate
6cp

Develops the ability to locate, critically analyse and explain the relevance of the recent literature in key areas of Human Resource Management (HRM). Emphasises strategic models of HRM, and the links between HRM and recent trends in management theory and practice.

21725
Organisational Change and Adaptation
Postgraduate
6cp

Develops an understanding of strategies, methodologies, and intervention techniques and skills in managing planned or adaptive organisational change. Consists of two components – a knowledge component and a skills component. The former will be presented through normal lecture discussions. The skills component will be covered through group involvement in an ongoing or potential organisational change problem, through which a group will act as a team of change agents. Results of their efforts will be presented in a two-day non-residential workshop at the end of the semester.

21755
Australian Management
Postgraduate
6cp; for Master of Business in Management students only

Provides an appreciation of the management processes and frameworks through an examination of various theoretical and empirical studies, with special consideration of developments within the Australian business environment. Students are given the opportunity to apply their understanding of management to Australian case studies. Based on a consideration of the skills, knowledge and resources required for effective management, students will prepare an action plan for their own development as managers.

50140

Modernisation and Social Change

(Faculty of Humanities and Social Sciences)
8cp; 4hpw

The aim of this subject is to provide students with an understanding of the processes of modernisation and social change in a comparative context using case studies in countries of Western Europe, Latin America, East and South-East Asia. The lectures will highlight a number of key issues, for example whether the processes of social change are universal or specific; the consequences of modernisation in and for the economy, politics, society, culture and ideology of non-Western societies; and whether the established Eurocentric analytical models are still useful in understanding the modern world. It will be emphasised that differing interpretations of modernisation flow from various relations of power which lead to a multiplicity of views on its meanings and significance.

50290

Australian Indigenous Social Policy

8cp

This subject will introduce students to the goals and initiatives which Aboriginal communities in Australia have demonstrated over time as they have tried to establish meaningful survival strategies in colonised Australia. Students will develop skills in analysing the interactions between Aboriginal community policies and initiatives and those of their colonisers, from the initial invasion and 'dispersal' through the management of pastoral labour, the removal of children and enforced moves away from country, to the more recent conflicts over the meaning of 'self-determination', 'native title' and 'reconciliation'. The differences and contradictions between the policies of various states and later between Federal and state governments will be studied to investigate how Aboriginal people have pursued their goals in the face of sustained repression and conflicting, complex policy environments.

50291

Australian Political and Social Systems

8cp

In this subject students will become familiar with the broad structures of contemporary Australian political, legal and social systems, in both the public and private spheres.

Students will strengthen their skills in identifying social groups and their interrelationships, as well as learning to utilise the tools of class, gender and ethnicity analysis to understand power relationships across the many formations in Australian societies. Indigenous people's relationships with the colonising society in Australia will be studied in relation to these broader patterns, to identify the unique aspects of those relationships but also to locate commonalities with the experiences of other social groups.

50292

Policy Processes in Australian Indigenous Settings

8cp

This subject offers the opportunity to study the development and implementation of a number of social policy initiatives in Australian Indigenous settings. Using case study material, field visits where possible and input from visiting speakers with first hand experience of the implementation and impact of different social policies students will be encouraged to apply a critical approach to Indigenous social policy management in its cultural and social setting.

52220

Aboriginal Social and Political History

8cp; prerequisites: Aboriginal Cultures and Philosophies or Social and Political Theory

This subject is a campus-wide elective and also a second core subject for the Aboriginal Studies major. It will examine and analyse the impact of colonialism on indigenous peoples, with particular reference to the Aboriginal inhabitants of this region. The emergence of Aboriginal social and political movements will be presented as the basis for repossession of traditional heritages in land and culture.

52221

Gender at Work

8cp

Gender is a central organising principle of work. This subject examines patterns of women's and men's participation in paid work and the social, historical, economic and political factors implicated in these patterns. Segmentation in the labour market and segregation in the workplace are analysed with particular reference to gender inequalities and relations of power. Taken for granted assumptions about gender fundamental to the

way work is organised at the wider social level, and to how individual jobs are designed, are examined and various explanations for the gendered nature of work are critically evaluated. Particular emphasis is given to the experiences and meanings of work in men's and women's lives, and to the relationship between work and gendered personal identity. The subject evaluates anti-discrimination legislation, and equal employment opportunity and affirmative action programs as strategic interventions aimed at de-gendering the institutions and conditions of work. How the principles of gendered work organisation operate will be studied in various workplace settings, enabling students to relate theory to practice.

52306

Gender, Culture and Power

8cp; prerequisite: Gender at Work or 16cp at the 200 Level in the major

This subject addresses the social and historical construction of gender and sexuality, and the relation between social structure, cultural practices and power relations. Strategic points for the operation of power – such as the family, work and sexual relations – are examined and analysed from a range of perspectives and in terms of interactions with representational and discursive practices.

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.

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, relevant to music therapy practice across a range of settings.

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.

92844

Clinical Management of Diabetes

6cp; workshop

This subject aims to help participants base their understanding of the clinical management of diabetes upon a sound theoretical foundation in the pathophysiology of the disease process; relate physiological processes of diet, exercise, foot care and medication to the clinical assessment and management of diabetes; appreciate the psychological, social and spiritual aspects of living with a chronic illness such as diabetes.

92845

Primary Health Care

Postgraduate
6cp; workshop; prerequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants to understand the influence and impact of cultural, political and socioeconomic systems on individual's and communities' health and wellbeing; examine ways of developing partnerships within a primary health care framework in relationship to diabetes education; and apply research principles in the investigation and examination of resources for the education and treatment of diabetes.

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: L Schaverien

This interdisciplinary subject, offered to students across the University and taught by a cross-Faculty teaching team, 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 for, the power of and the limitations of theories which explain and shape interfaces between technology and society. Critical analyses of well-chosen case studies will provide students with a basis for constructing a conceptual framework with which to evaluate social and technological developments and change.

Alphabetical list of subjects

Subjects offered by other faculties

Boards and committees

FACULTY BOARD MEMBERSHIP

Ex officio members

Dean of Faculty
Associate Professor A P Gonczi (Chair)

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
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

Vacant

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

Adult development
Cooperative education
Games and simulations in training
Learning styles
Motivation studies

Development and counselling
Skills acquisition
Transfer of learning

Analysis of competence

Clive Chappell
Laurie Field
Andrew Gonczi
Paul Hager
Diana Slade
Hermine Scheeres
Zita Wagner

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
Zita Wagner

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

Zita Wagner

Models of program development

Needs assessment

Collaborative processes of program design

Implementation strategies

Instructional design

Evaluation models and procedures

Training and development: skill formation

Laurie Field

John Garrick

Andrew Gonczi

Paul Hager

Geoff Hayton

Robyn Johnston

Rod McDonald

Mike Newman

Diana Slade

Nicky Solomon

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

Cognitive science

Associate Professor Mark Cosgrove

Dr Lynette Schaverien

Mr John Eklund

Computer education

Dr Graham Barnsley

Mr John Eklund

Mr Gerry Foley

Dr Lynette Schaverien

Cooperative learning

Associate Professor Laurie Brady

Dr Janette Griffin

Dr Sandy Schuck

Mr Alan Scully

Dr Gilda Segal

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

Flexible learning and teaching

Mr John Eklund

Mr Gerry Foley

Dr Janette Griffin

Dr Sandy Schuck

Dr Gilda Segal

Dr Kim Walker

Gender and education

Ms Deborah Clarke

Dr Gilda Segal

Gifted and talented students

Dr Graham Barnsley

Ms Deborah Clarke

Human society in its environment, K–6

Dr Keith Amos

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 difficulties

Ms Nicole Todd

Learning in informal settings

Dr Janette Griffin

Mathematics education

Dr Graham Barnsley

Mr John Eklund

Mr Gerry Foley

Dr Sandy Schuck

Moral development and values education

Associate Professor Laurie Brady

Outcomes-based education

Associate Professor Laurie Brady

Dr Kathie Forster

Parental involvement

Dr Kathie Forster

Perceptions of Learning

Dr Janette Griffin

Personal development, health and physical education

Ms Deborah Clarke

Mr Bob Tremayne

Post-compulsory schooling

Professor Christine E Deer

Dr Kim Walker

Practice-based learning

Ms Margaret Goninan

Dr Janette Griffin

Mr Alan Scully

Dr Sandy Schuck

Professional development

Of Principals

Associate Professor Laurie Brady

Of Teachers

Associate Professor Laurie Brady

Ms Rhondda Brill

Professor Christine E Deer

Dr Janette Griffin

Dr Lynette Schaverien

Dr Gilda Segal

Dr Sandy Schuck

Research methods

Qualitative research

Ms Rhondda Brill

Associate Professor Mark Cosgrove

Dr Janette Griffin

Dr Lynette Schaverien

Dr Sandy Schuck

Dr Gilda Segal

Dr Kim Walker

Action research

Ms Rhondda Brill

Dr Janette Griffin

Dr Sandy Schuck

Dr Gilda Segal

Case studies and grounded theorising

Dr Sandy Schuck

Dr Gilda Segal

Problem-based methodology

Dr Kim Walker

Quantitative research

Mr John Eklund

School culture

Ms Nicole Todd

School to work links

Dr Kim Walker

Science and technology education

Associate Professor Mark Cosgrove

Dr Janette Griffin

Dr Lyn Schaverien

Dr Gilda Segal

Self-study of practice

Dr Sandy Schuck

Dr Gilda Segal

Dr Kim Walker

Sociology of sport

Ms Deborah Clarke

Special education

Ms Margaret Goninan

Dr Joan Jardine

Ms Nicole Todd

Transition to first-year teaching

Dr Sandy Schuck

Dr Gilda Segal

Staff list

Professor and Dean of Education
A Gonczi, MA, MEd (Hons) (Syd), PhD (UTS)

Professor of Adult Education and Associate Dean, Research
D J Boud, BSc, PhD (Sur), CPhys, FSRHE, FRSA, MInstP

Associate Professor and Associate Dean, Teaching and Learning
D Slade, BA (Adel), MA (Lond), PhD (Syd), DipEd (Murray Park CAE)

Director, Organisational Development
R A Wickert, BSc (Aston), GradDipAdultEd (SCAE), GradCertFE (Lond)

Academic Staff

Professors of Adult Education
R J McDonald, BSc (Hons), PhD (ANU)
M C Tennant, BA (Hons), DipEd (Syd), PhD (Macq)

Professor of Teacher Education
C E Deer, BA, MTCP, DipEd (Syd), PhD (Macq), FACE

Adjunct Professor in Adult Education
G Woodburne, PSM, MA (Syd)

Adjunct Professor in Language and Literacy
J LoBianco, BEd(LaT), GradDip Migrant Studies, BEcon (Monash), MA (Melb)

Adjunct Professors in Research
R Usher, BA (Hons), MA (Oxf), PhD (S'ton)
J Freeland, BEc, DipEd, BE (Q'ld)
J C Walker, BA, DipEd, MEd, Phd (Syd)

Adjunct Professor in Vocational Education
R Sweet, BA (Syd)

Associate Professors
J A Athanasou, BA (UNSW), LittB (UNE), MA (Syd), PhD (UNE), DipEd (Armidale CAE), MAPsS, MACE
L I Brady, MA, MEd, DipEd (Syd), PhD (Macq), FTCL, FACE
G Foley, BA, MEd, PhD (Syd), DipEd (EAf)
P J Hager, BSc (Hons), BA (Hons), PhD (Syd), DipEd (Tech) (Syd Teach Coll)
R K J Morris, BA, MLitt (UNE), MEd (Syd), PhD (Minn), GradDipAdultEd (SCAE), MACEA
B Poston-Anderson, BA (Carthage), MA (Rhetoric and Public Address), MA (LibSc), PhD (Iowa), MA (Medieval Studies))(Macq), ALAA

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I R Cornford, BA (Hons), PhD (Syd), DipEd (Syd Teach Coll)
E L Dawes, BA (Hons) (UNSW), PhD (Macq), MAPsS
R Flowers, BA (Lond), MA (Freiburg), GradDipAdultEd (UTS)
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N A Todd, BA (Q'ld), BEd (UWA), MA (Macq)

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Due to restructuring, the administrative staff list was not available at the time of printing. For more information please contact the Faculty Manager.

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C McGregor

Production Coordinator
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Administrative Assistants
P Richards
W Wickham

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Alternate Director
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Administrative Assistant
R Atkins

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P March, MLitt (UNE), MA (Hons) (Syd), LTCL, FESB, FRSA, MACE

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Coordinator
S Kelly, MEd (Deakin), GradDipReadingEd (Adel), GradDipTESOL (SCAE)

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T

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Fax: 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 Sreet and Broadway, Ultimo
- Building 4
  Cnr Thomas and Harris Streets, Ultimo
- Building 6
  702–730 Harris Street, Ultimo
- Broadway Terraces
  9, 11 and 13 Broadway, Ultimo
- Magic Pudding Childcare Centre,
  Thomas Street, Ultimo

Haymarket

- Building 5
  Cnr Quay Street and Ultimo Rd, Ultimo

Blackfriars

- Cnr Blackfriars and Buckland Streets,
  Chippendale
- Blackfriars Childrens Centre
  Buckland Street, Chippendale

Smail Street

- 3 Smail Street, Ultimo

Quay Street

- 10 Quay Street, Sydney
- Prince Centre
- Cnr Quay and Thomas Streets

Wembley House

- 839–847 George Street, Sydney

Harris Street

- 645 Harris Street, Ultimo

Student housing

- Bulga Ngurra
  23–27 Mountain Street, Ultimo
- Geegal
  82–84 Ivy Street, 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: 9209 4350
  Fax: 9209 4351

Kuring-gai campus

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

St Leonards campus

- Dunbar Building
  Cnr Pacific Highway and
  Westbourne Street, Gore Hill
- Clinical Studies Building, Centenary
  Lecture Theatre and West Wing
  Reserve Road, Royal North Shore Hospital
- Gore Hill Research Laboratories
  Royal North Shore Hospital
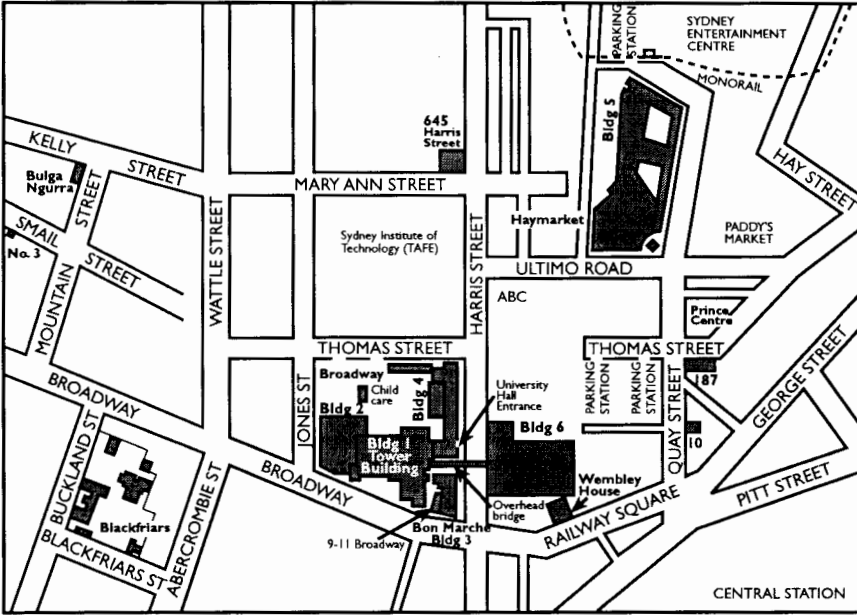
Yarrawood conference and research centre

- 689 Springwood Road
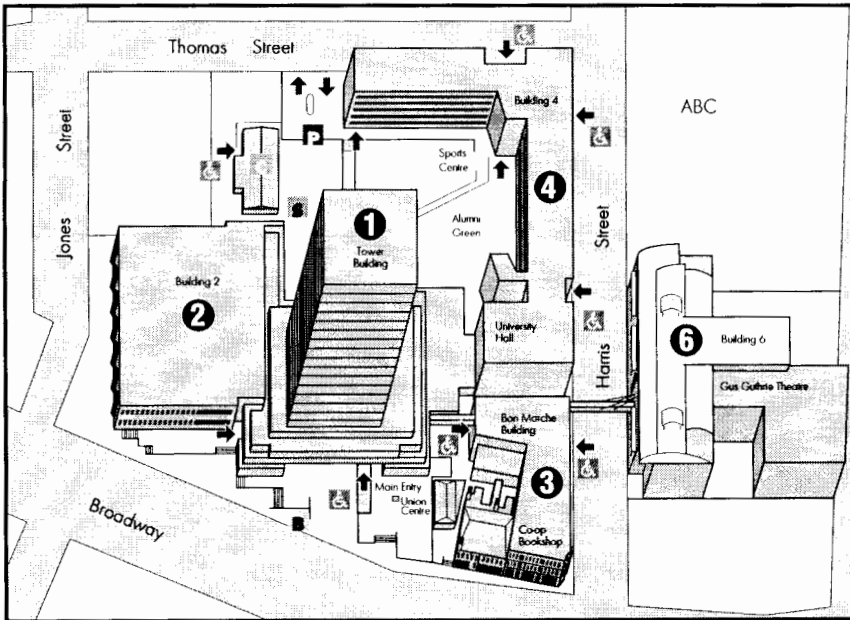 Yarramundi, NSW, 2753

Stroud Field Station

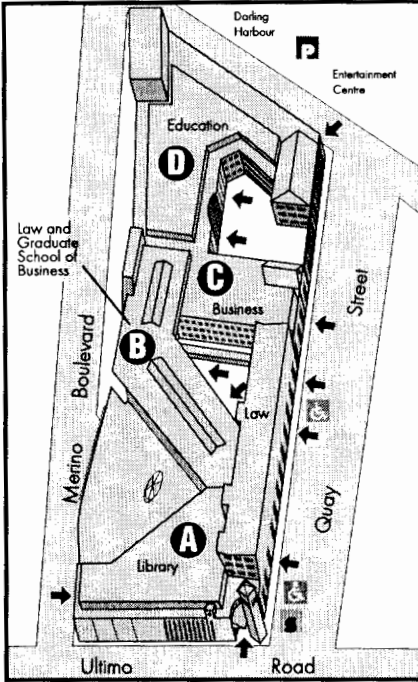- 2605 The Bucketts Way
  Booral, NSW, 2425

Maps

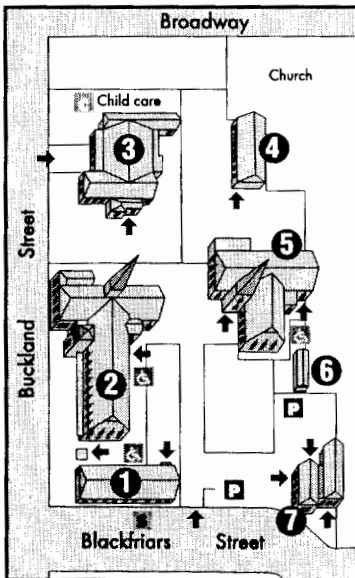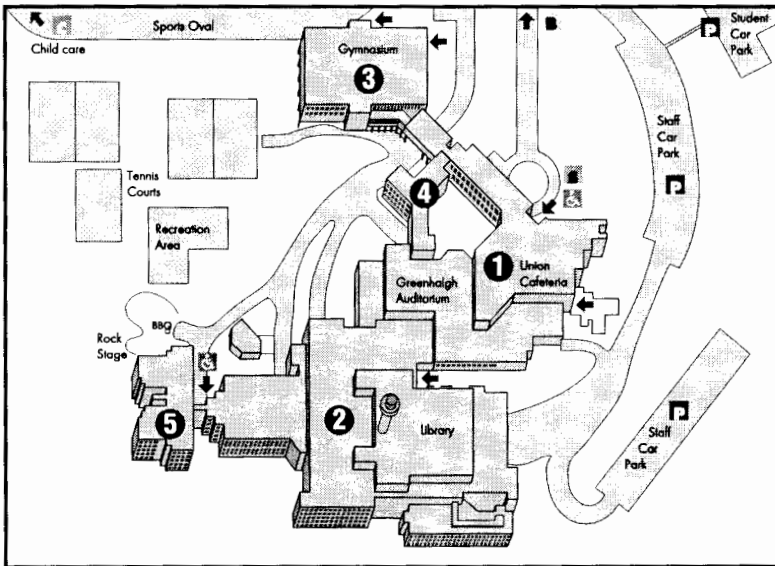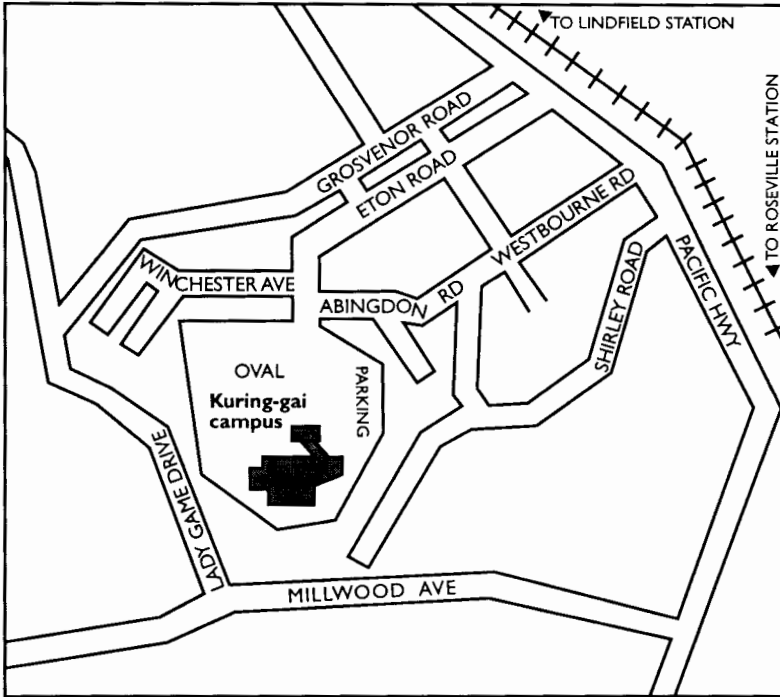## City campus

Broadway

Haymarket

KEY
→ Entry/Exit
🖿 Disabled access
🅱 Main bus stop
🅂 UTS shuttle bus
🄿 Parking
❶ Building numbers
🖿 Child care

Blackfriars

Kuring-gai campus

St Leonards campus

Price $10