IMPORTANT YEAR 2000 NOTICE

The University of Technology, Sydney is taking all reasonable steps to identify and remedy any Year 2000 problems which might interfere with the courses and subjects it is proposing to offer during the Year 2000. Students and prospective students are advised that the University may still find it necessary in responding to any Year 2000 problem, to change the details of any course, subject, or class described in this or any other University publication. This could include not offering subjects in a particular teaching period, altering the mode of delivery for teaching, and changing assessment requirements. The University will endeavour:

• to confine such changes to the minimum necessary to address the Year 2000 problem
• to provide advance notice to students to the full extent possible, and
• where possible, to make other reasonable arrangements to minimise any disadvantage to students.

Students and prospective students should make appropriate inquiries to determine whether a course or subject has been affected by a Year 2000 problem by contacting the relevant Faculty Office.

DISCLAIMER

This publication contains information which was current at 20 August 1999. Changes in circumstances after this date may impact upon the accuracy or currency of the information. The University takes all due care to ensure that the information contained here is accurate, but reserves the right to vary any information described in this publication without notice. Readers are responsible for verifying information which pertains to them by contacting the Faculty or the UTS Information Service.

University of Technology, Sydney. Faculty of Education Handbook
Received on: 03-11-99
CITY CAMPUS
University of Technology, Sydney Library
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.

ACCESS UTS ON THE WEB
http://www.uts.edu.au
Faculty Handbooks and Calendar
UTS Rules and Policies

EDITORIAL AND PRODUCTION
Publications Branch,
Secretariat and Corporate Affairs Unit,
Registrar's Division

COVER
Design by
UTS External Relations Unit

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# TABLE OF CONTENTS

## GENERAL INFORMATION
- Welcome
- About the UTS Handbooks
- Student inquiries
- Applications
- Fees and costs
- HECS
- Financial Help
- UTS Library
- Research Office
- University Graduate School
- Support for student learning
- Equity and diversity
- Other services
- Principal dates for 2000

## ADULT EDUCATION 2000 ACADEMIC YEAR PATTERN

## TEACHER EDUCATION 2000 CALENDAR AND PRACTICUM DATES

## FACULTY INFORMATION
- Message from the Dean
- Information for Education Students
- Faculty Mission Statement
- Adult Education
- Teacher Education
- Prizes and awards
- Centres
- Student Support
- Course titles and abbreviations

## ADULT EDUCATION
### Undergraduate courses
- Bachelor of Education in Adult Education
- Bachelor of Education (Honours) in Adult Education
- Bachelor of Education in Adult Education/Bachelor of Arts in International Studies
- Bachelor of Teaching in Adult Vocational Education
- Bachelor of Arts in Adult Education and Community Management (Aboriginal and Torres Strait Islander Program)

### Postgraduate courses
- Graduate Certificate in Adult Education in Community Education
- Graduate Certificate in Adult Education in Drug and Alcohol Education
- Graduate Certificate in Adult Education in Training
- Graduate Certificate in Diabetes Education and Management
- Graduate Certificate in Experiential Learning
- Graduate Certificate in Flexible Learning
- Graduate Certificate in Higher Education
- Graduate Certificate in Numeracy Teaching
- Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Graduate Certificate in Teaching Languages Other than English (TLOTE)
### Adult Education postgraduate courses (cont.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Vocational Education and Training</td>
<td>47</td>
</tr>
<tr>
<td>Graduate Diploma in Adult Education and Training</td>
<td>47</td>
</tr>
<tr>
<td>Graduate Diploma in Adult Basic Education</td>
<td>48</td>
</tr>
<tr>
<td>Graduate Diploma in Language Teaching</td>
<td>50</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching Languages Other than English (TLOT)</td>
<td>50</td>
</tr>
<tr>
<td>Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL)</td>
<td>52</td>
</tr>
<tr>
<td>Master of Arts in Applied Linguistics</td>
<td>53</td>
</tr>
<tr>
<td>Master of Arts in Indigenous Social Policy</td>
<td>54</td>
</tr>
<tr>
<td>Master of Arts in Language and Literacy (by coursework)</td>
<td>55</td>
</tr>
<tr>
<td>Master of Arts in Teaching English to Speakers of Other Languages (by coursework)</td>
<td>57</td>
</tr>
<tr>
<td>Master of Arts in Training and Human Resource Development</td>
<td>59</td>
</tr>
<tr>
<td>Master of Education in Adult Education (by coursework)</td>
<td>60</td>
</tr>
<tr>
<td>Master of Education (Honours)</td>
<td>63</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>64</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>65</td>
</tr>
</tbody>
</table>

### TEACHER EDUCATION

#### Undergraduate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education in Primary Education</td>
<td>58</td>
</tr>
<tr>
<td>Bachelor of Education in Special Education</td>
<td>72</td>
</tr>
<tr>
<td>Bachelor of Education/Bachelor of Arts in International Studies</td>
<td>73</td>
</tr>
<tr>
<td>Bachelor of Education in Primary Education</td>
<td>78</td>
</tr>
<tr>
<td>Bachelor of Education in Special Education</td>
<td>78</td>
</tr>
<tr>
<td>Bachelor of Education (Honours)</td>
<td>79</td>
</tr>
</tbody>
</table>

#### Postgraduate courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Dance Education</td>
<td>80</td>
</tr>
<tr>
<td>Graduate Diploma in Children's Literature and Literacy</td>
<td>80</td>
</tr>
<tr>
<td>Graduate Diploma in Education</td>
<td>81</td>
</tr>
<tr>
<td>Bachelor of Arts in Human Movement Studies/Graduate Diploma in Education</td>
<td>82</td>
</tr>
<tr>
<td>Graduate Diploma in Music Therapy</td>
<td>82</td>
</tr>
<tr>
<td>Graduate Diploma in Special Education</td>
<td>83</td>
</tr>
<tr>
<td>Master of Arts in Children's Literature and Literacy (by coursework)</td>
<td>84</td>
</tr>
<tr>
<td>Master of Education in Teacher Education (by coursework)</td>
<td>85</td>
</tr>
<tr>
<td>Master of Education in Teacher Education (Special Education)</td>
<td>85</td>
</tr>
<tr>
<td>Master of Education in Teacher Education (Visual Arts)</td>
<td>85</td>
</tr>
</tbody>
</table>

### SUBJECT DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate subjects</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate subjects</td>
<td>122</td>
</tr>
<tr>
<td>Subjects offered by other faculties</td>
<td>153</td>
</tr>
</tbody>
</table>

### ALPHABETICAL LIST OF SUBJECTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOARDS AND COMMITTEES</td>
<td>156</td>
</tr>
<tr>
<td>Faculty Board Membership</td>
<td>161</td>
</tr>
<tr>
<td>STAFF RESEARCH INTERESTS AND EXPERTISE</td>
<td>162</td>
</tr>
<tr>
<td>STAFF LIST</td>
<td>169</td>
</tr>
<tr>
<td>INDEX</td>
<td>173</td>
</tr>
<tr>
<td>UTS CONTACTS</td>
<td>180</td>
</tr>
<tr>
<td>MAPS</td>
<td>181</td>
</tr>
</tbody>
</table>
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 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 offers a range of undergraduate and 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, Midwifery and Health; 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. Courses developed and delivered by these UTS faculties reflect the University’s commitment to providing a relevant education to students through flexible and work-based modes of learning and through the ongoing internationalisation of the curriculum.

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 information contained in the UTS Handbooks and Calendar is correct at the time of printing. However, UTS is continuously updating and reviewing courses and services to ensure that they meet the needs of students and industry, and as a result information contained in these publications may be subject to change.

For the latest information check with the information service, or on the website at: http://www.uts.edu.au/div/publications/
STUDENT INQUIRIES

City campus
UTS Information Service
Foyer, Tower Building
1 Broadway
Postal address
PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1222
fax: (02) 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: (02) 9514 1222
fax: (02) 9514 5032

International Programs
10 Quay Street, Sydney
Postal Address
PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1531
fax: (02) 9514 1530
Email inquiries
International – intlprograms@uts.edu.au

World wide web address
http://www.uts.edu.au

APPLICATIONS

Undergraduate
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, or the UAC website at: www.uac.edu.au
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 recent school leavers.

Postgraduate
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 about applying to study at UTS, contact the UTS Information Service.

International students
International students’ 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 contact the International Programs Office.

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 appropriate faculty office or the UTS Information Service.

FEES AND COSTS

Service Fees
Service Fees are charged to students to contribute to the cost of a range of facilities and services which are generally available to all students during the course of their study.

Variations and exemptions
Fees and charges may vary from year to year. In certain circumstances, students may not be required to pay all or part of one or more of the different components of the Service Fees.
For full details of variations and exemptions to the fees listed below, contact the UTS Information Service.
Fee Components

Union Entrance Fee
a once-only charge for new students $20

Union Fee
a semester-based charge for currently enrolled students $100 per semester

Students' Association Fee
a yearly charge for currently enrolled students $48 per year

Student Accommodation Levy
a yearly charge for currently enrolled students $56 per year

Student Identification Card Charge
a yearly charge for students enrolled on a tuition fee basis $15 per year

Course Fees

Some courses (not local undergraduate courses) at UTS attract a course fee. This is charged to students for the course itself, in addition to the Service Fees outlined above. The level of such fees is calculated by individual faculties on a course by course basis. Payment of course fees may vary depending on a student's status, and on conditions laid down by the faculty. Please contact your faculty office for full details.

Details of course fees are outlined under each course entry in this Handbook, but are subject to change. Always check with the faculty for the latest information.

Course Fees for International Students

Annual Course Fees for undergraduate international students range from A$11,500 to A$16,500, and for postgraduate international students from A$12,000 to A$16,500. For more information contact the International Programs Office.

Other costs

Students may incur other costs while they study at UTS. These may include books, photocopying, equipment hire, the purchase of computer software and hardware, and email and internet services.

The University’s recommended internet service provider currently charges $20 per month for 30 hours access or $30 per month for $70 hours access. These prices are subject to change.

HECS

(Higher Education Contribution Scheme)

HECS is a financial contribution paid to the Commonwealth Government by tertiary students towards the cost of their education. It is payable each teaching period and the amount paid will vary according to the number of credit points undertaken and the method of payment nominated by the student.

Most students have three choices in the way they pay HECS:

1. Paying all of the HECS up front and receiving a 25% discount
2. Deferring all payment until a student’s income reaches a certain level, or
3. Paying at least $500 of the HECS contribution up front and deferring the remainder.

Note: these options may not apply to New Zealand citizens and Permanent Residents.

Commonwealth 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 will not reduce their HECS liability.

Students who defer their HECS payments become liable to commence repayment once their taxable income reaches the repayment threshold. This does not necessarily mean at the conclusion of their studies - a student’s income may reach this threshold before then.

New students, students returning from leave and students who are commencing a new or second course, must complete a Payment Options Declaration Form. This form must be lodged with the University by the census date and should show a valid Tax File Number.

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 Service.

There are a number of variations to these guidelines. It is the responsibility of each student to find out which HECS conditions apply to them. Information can be obtained from the booklet HECS Your Questions Answered, which is available from the HECS office on 1800 020 108 or the UTS Information Service.
FINANCIAL HELP

Austudy/Youth Allowance

Students under 25 years old, may be eligible to receive financial assistance in the form of the Youth Allowance.

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.

Commonwealth 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 16 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, in some exceptional cases, 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: (02) 9514 1177 (City)
or (02) 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 (02) 9514 1905

UTS LIBRARY

The University Library collections are housed in three campus libraries which contain over 650,000 books, journals and audiovisual materials 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 remotely. 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 (02) 9514 3388

Kuring-gai Campus Library
Eton Road, Lindfield
telephone (02) 9514 5234

Gore Hill Library
Corner Pacific Highway and Westbourne Street, Gore Hill
telephone (02) 9514 4088

RESEARCH OFFICE

The Research Office is responsible for ensuring that the University develops its research potential. It provides a broad range of services aimed at meeting the research goals of the University and its staff.

The main objectives of the Research Office include ensuring that a deep understanding of the research priorities, interests and capacity of the University, its research teams, centres and individual academics is maintained. It is involved in formulating policy and monitoring national trends in research policy and funding to position the University so that it can react to opportunities and challenges in key fields of research.

Research Office
Level 7, Tower Building
telephone (02) 9514 1252/1264/1419
UNIVERSITY GRADUATE SCHOOL

The University Graduate School is a pan-university organisation which enhances the quality of graduate courses and supports research degree students, providing leadership in framing policy for postgraduate development in partnership with the faculties. It provides a contact point for postgraduate students and supports them in their studies.

The University Graduate School is located in Building B2, Blackfriars, City campus.

telephone (02) 9514 1336
http://www.gradschool.uts.edu.au

SUPPORT FOR STUDENT LEARNING

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

Student Services

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. They are also provided with valuable information about how the university and its faculties operate, and the services provided.

For more information contact Student Services Unit.

telephone (02) 9514 1177 (City)
or (02) 9514 5342 (Kuring-gai)

Careers Service

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

telephone (02) 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 (02) 9514 1471 (City campus)
or (02) 9514 5342 (Kuring-gai campus)

Health

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

telephone (02) 9514 1166 (City campus)
or (02) 9514 5342 (Kuring-gai campus)

Housing

University Housing provides assistance to students in locating private accommodation. A limited amount of UTS-owned housing is also available.

telephone (02) 9514 1509 (listings)
or (02) 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 (02) 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 (02) 9514 1177

Chemistry Learning Resources Centre

Room 211, Building 4, City campus.
Rosemary Ward
telephone (02) 9514 1729
email rosemary.ward@uts.edu.au

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 (02) 9514 2325
collox.alex.barthel@uts.edu.au
or
Room 2-522
Kuring-gai campus
telephone (02) 9514 5160
Physics Learning Centre
Level 11, Tower Building (with an adjoining computer laboratory).
Peter Logan
telephone (02) 9514 2194
e-mail 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 (02) 9514 2268
e-mail leigh@maths.uts.edu.au
Kuring-gai campus
Dr Jules Hamett
telephone (02) 9514 5186
e-mail jules@maths.uts.edu.au

Computer laboratories
Computer laboratories are located throughout the University and 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 (02) 9514 2118

Computer training
In general, where computer training is necessary as part of a course that attracts HECS, it is provided.

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; 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.

EQUITY AND DIVERSITY Unit
Level 17, Tower Building
telephone (02) 9514 1084

OTHER SERVICES

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 and resource centres. Off campus the Union provides access to a ski lodge, rowing club, sailing club, athletics club and basketball stadium.

Union Office (02) 9514 1444
Haymarket (02) 9514 3369
Kuring-gai (02) 9514 5011

Union Sports Centre
The centre contains multi-purpose spaces, squash courts, weights rooms, circuit training room and climbing wall.
Lower ground floor, Building 4
telephone (02) 9514 2444
UTS Rowing Club
Dobroyd Parade, Haberfield
telephone (02) 9797 9523

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 (02) 9514 1456 (City)
or (02) 9514 2960 (Blackfriars)
or (02) 9514 5105 (Kuring-gai)

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 (02) 9212 3078
e-mail uts@mail.coop-bookshop.com.au
Kuring-gai campus
telephone (02) 9514 5318
e-mail kuringai@mail.coop-bookshop.com.au
http://www.coop-bookshop.com.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.
City campus office:
Level 3 of the Tower Building
telephone (02) 9514 1155
Kuring-gai campus office:
(next to the cashier service)
telephone (02) 9514 5237

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 (02) 9514 1280
email George.Bibicos@uts.edu.au

Student Ombud
Enrolled or registered students with a
complaint against decisions of University staff
may seek assistance from the Student Ombud.
All matters are treated in the strictest
confidence and in accord with proper
processes.
Room 402, Building 2
City campus, Broadway
telephone (02) 9514 2575
e-mail ombuds@uts.edu.au

Radio Station 2SER (107.3 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 (02) 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.
telephone (02) 9514 1284
fax (02) 9514 1228
http://www.utsgallery.uts.edu.au
# PRINCIPAL DATES FOR 2000

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>UTS Advisory Day</td>
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<td>7</td>
<td>Closing date for changes of preference to the Universities Admissions Centre (UAC), by mail or in person</td>
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<td>8</td>
<td>Closing date (midnight) for changes of preference UAC Infoline</td>
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<tr>
<td>10</td>
<td>Formal supplementary examinations for 1999 Spring semester students</td>
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<tr>
<td>14</td>
<td>Final examination timetable for Summer session</td>
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<tr>
<td>14</td>
<td>Last day to submit appeal against exclusion from Spring 1999</td>
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<tr>
<td>21</td>
<td>Main Round of offers to UAC applicants</td>
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<tr>
<td>21</td>
<td>Last day to submit ‘Show Cause’ appeal for Spring 1999</td>
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<tr>
<td>24-29</td>
<td>Enrolment of new main round UAC Undergraduate students at City campus</td>
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<tr>
<td>25</td>
<td>Closing date for changes of preference to Universities Admissions Centre (UAC) for final round offers</td>
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<td>26</td>
<td>Australia Day – public holiday</td>
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<td>27</td>
<td>Public school holidays end</td>
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<tr>
<td>28</td>
<td>Last day to submit application for Postgraduate Equity Scholarships for Autumn semester 2000</td>
</tr>
<tr>
<td>28</td>
<td>Summer session ends (commenced 29 November 1999) for subjects with formal exams</td>
</tr>
<tr>
<td>31</td>
<td>Summer session examinations commence (to 11 February)</td>
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## February

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<tr>
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<tr>
<td>3-16</td>
<td>Enrolment of new Undergraduate students at City campus (and 24-29 January)</td>
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<tr>
<td>1-11</td>
<td>Formal examinations for Summer session</td>
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<tr>
<td>4</td>
<td>Final round of offers (UAC)</td>
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<td>4</td>
<td>Last day to lodge a Stage 2 appeal against assessment for Spring semester 1999</td>
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## March

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<th>Date</th>
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<tbody>
<tr>
<td>10</td>
<td>Last day to enrol in a course or add subjects</td>
</tr>
<tr>
<td>17</td>
<td>Last day to pay upfront HECS or Postgraduate Course fees for Autumn semester 2000</td>
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<tr>
<td>31</td>
<td>Last day to apply to graduate in Spring semester 2000</td>
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<tr>
<td>31</td>
<td>Last day to apply for leave of absence without incurring student fees/charges</td>
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<tr>
<td>31</td>
<td>Last day to withdraw from a subject without financial penalty</td>
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<td>31</td>
<td>HECS census date</td>
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</tbody>
</table>
April
7 Last day to withdraw from a course or subject without academic penalty
17 Public School holidays commence
20 Provisional examination timetable available
21 Good Friday – public holiday
24-28 Vice-Chancellors' Week (non-teaching)
24 Easter Monday – public holiday
25 Anzac Day – public holiday
27-28 Graduation ceremonies (Kuring-gai)
28 Public School holidays end

May
1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2000
15-26 Graduation ceremonies (City)
31 Closing date for undergraduate and first round postgraduate applications for Spring semester

June
2 Final examination timetable available
9 Last teaching day of Autumn semester
10-26 Formal examinations
12 Queen’s Birthday – public holiday
29 Last day to submit application for Postgraduate Equity Scholarships for Spring semester 2000
30 Closing date second round Postgraduate applications for Spring semester

July
3 Public School holidays commence
3-7 Vice-Chancellors' Week (non-teaching)
3-7 Formal alternative examination period for Autumn semester students
4-13 Enrolments for Spring semester
10-14 International Students' Orientation Program
13 Study Success Learning Skills Program

August
1 Applications available for undergraduate and postgraduate courses for Autumn semester 2001
18 Last day to pay upfront HECS or Postgraduate Course Fees for Spring semester 2000
31 Last day to withdraw from a course, a subject, or apply for leave of absence without academic or financial penalty
31 Last day to apply to graduate in Autumn semester 2001
31 HECS census date (to be confirmed)

September
1 Applications for Postgraduate Scholarships available
8 Provisional examination timetable available
8 Last day of teaching before AVCC week/Olympics break
11 AVCC week/Olympics break (to 6 October)
11 Public School Holidays commence (to 2 October)
29 Closing date for undergraduate applications via UAC (without late fee)
29 Closing date for inpUTS Equity Access Scheme via UAC
**General information**

### October

- **2** Labour Day – public holiday
- **2** Public school holidays end
- **8** Provisional examination timetable available
- **9** Spring semester classes recommence
- **30** Graduation ceremonies (City) (to 3 November)
- **31** Closing date for undergraduate applications via UAC (with late fee)
- **31** Closing date for undergraduate applications direct to UTS (without late fee)
- **31** Closing date for most postgraduate courses for Autumn 2000 (some courses may have earlier closing dates in September)
- **31** Closing date for Australian Postgraduate Awards, the R. L. Werner and University Doctoral scholarships
- **31** Last day to submit application for Postgraduate Equity Scholarships for Summer semester 2001

### November

- **1-3** Graduation ceremonies (City)
- **3** Final examination timetable available
- **17** Last teaching day of Spring semester
- **18-30** Formal examination period (and 1-4 December)
- **30** Closing date for Undergraduate applications via UAC (with late fee)

### December

- **1-4** Formal examination period (and 13-30 November)
- **4** Summer session commences (ends 2 February 2001)
- **11-15** Formal alternative examination period for Spring semester students
- **20** Release of Spring semester examination results
- **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 24 August 1999. The University reserves the right to vary any information described in Principal Dates for 2000 without notice.
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<th>January (Mondays)</th>
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**Autumn semester**
- Directed Activities
- Formal Examinations
- Vice-Chancellor's Week
- School Holidays:
  - 20 December 1999–28 January 2000
  - 17 April 2000–28 April 2000
  - 3 July 2000–14 July 2000
  - 20 December 2000–26 January 2001

**Spring Semester**
- Directed Activities
- Formal Examinations
- Oompics and Panolympics
- School Holidays:
  - 20 December 1999–28 January 2000
  - 17 April 2000–28 April 2000
  - 3 July 2000–14 July 2000
  - 20 December 2000–26 January 2001

**BLOCK DATES**

**Bachelor of Education in Adult Education:**
- Block residential: Autumn semester: tba
- Aboriginal program:

**Goulburn:**
- Autumn semester: tba

**Master’s Block weeks:**
Copies of this calendar are available from the Practicum Office:

Room: 2.276  Phone: 9514 5353  Fax: 9514 5347

### 2000 Calendar and Practicum Dates

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<th>January</th>
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- **4th Year 3 day Interphase 1**
- **4th Year 4 day Interphase 2**

**Graduate Diploma in Education (PD/H/PE and Science)**

- **BEd SpEd TE12 and BEd SpEd TE20 3rd Years** (1 day visits on Wednesdays)
- **BEd SpEd TE12 and BEd SpEd TE20 3rd Years (Block)**
- **BEd SpEd 1st & 2nd yrs & BEd (Prim) 1st, 2nd & 3 yrs** - but Lang. Majors only in 1st year. BEd/BA only in 1st year.
  - (Exceptions - all 1st years in Semester 1, who undertake 6xhalf-day visits on Wednesdays over 1st semester.)
- **BEd (Prim) Language Majors and BEd/BA** - in 2nd and 3rd year.

**NSW Department of Education and Training 2000 School Vacations**

**NSW Department of Education and Training - Education week (tba)**

**University Vacation**

**4th Year**
- BEd 4th Year. NB: 3 day Interphase 1 between Phases 1&2; 4 day Interphase 2 between Phases 2&3
  - (subject to Dean's approval)
- **VC** Vice-Chancellor's Week (non-teaching)
- **ATS** Alternate Teaching Strategies
- **PRANAKORN** Pranakorn Practicum (Thailand)
- **CHINA** China Practicum
- **LAOS** Laos Practicum
Welcome to the Faculty of Education at UTS. The Faculty offers programs that prepare students for professional practice in the full range of educational contexts: primary and secondary teaching, community education, Aboriginal education, vocational education, language and literacy education at school and adult levels, and human resource development. Our adult education program is the largest in the world with over 50 academics involved in a variety of fields. The primary program offers the full range of curriculum areas and we have specialist secondary programs in personal development, health and physical education and science.

The Faculty is situated on two sites: adult, vocational and language and literacy education in the central area of the city next to Chinatown and primary and secondary teacher education on the north shore at its Kuring-gai campus set at the edge of a national park, 20 minutes from the city centre.

The Faculty has around 150 research students. The Faculty houses six centres: The Research Centre for Vocational Education and Training, a national centre funded by the Australian National Training Authority, The Centre for Language and Literacy, The Centre for Popular Education, The Centre for Research and Education in the Arts, Jumbunna CAISER, the University's Indigenous support centre and the Centre for Training and Development Services.

The Faculty houses the Research in Adult and Vocational Learning group, a key university research strength. It also has research strengths in the areas of language and policy and in educational change.

The Faculty is distinguished by its global operations and its commitment to internationalism. Over recent years we have run courses and other projects in a variety of off-shore locations including Laos, Mexico, Japan, Oman, and Kuwait. In addition, teaching experience practicums in the primary program are offered in China, Laos and Thailand.

With the Institute for International Studies the Faculty offers a combined Bachelor of Arts/Bachelor of Education in International Studies. Over recent years we have increased the flexibility of our modes of delivery and most of our courses are available through distance mode or through some combination of distance, block and weekly attendance. All of the distance courses are supported by web-based conferencing tools.

We are committed to a practice-based orientation to our work and are currently offering courses using workplaces as the site of learning. Work-based learning offers students the opportunity to marry their own and their organisation's goals with the objectives and outcomes of the University's courses.

Please peruse our web site and feel free to contact us if you want further information about any of our activities. UTS Faculty of Education on the web:

http://www.education.uts.edu.au
INFORMATION FOR EDUCATION STUDENTS

The Faculty of Education at UTS is unique in Australia because it covers the professional development of educational practitioners across the broadest educational range from primary through to adult workplace teaching and learning. Undergraduate courses in both teacher education and adult education provide a rich program combining theory and practice with unique opportunities to discover more about learning in a variety of contexts – in specialist schools and community organisations, in corporations and in learning organisations in Australia and overseas.

Faculty Mission Statement

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.

International links

Over the past ten years the Faculty has built strong links internationally. Faculty staff are engaged in a variety of research and consulting activities overseas, particularly in the Asia-Pacific region. The Faculty has been commissioned to offer teaching programs in Laos, Cambodia, Vietnam, Thailand, Japan, the South Pacific region, Europe, the Middle East and South Africa.

Increasing numbers of international students from Japan, Thailand, Korea, Singapore, Laos, Vietnam and China participate in Adult Education courses and offshore courses are currently running in Mexico, the Middle East, China and Japan.

In Teacher Education courses overseas practicums are offered in Thailand, Laos and China. The international major study available as part of the four year Bachelor of Education offers students the opportunity to live and study in Sweden for one semester.

The Faculty is located at two campuses – City Campus (Haymarket) and Kuring-gai campus

Adult Education
(City campus – Haymarket)

Adult Education provides undergraduate and postgraduate courses for people who work, or wish to work, as:

• human resource developers,
• education and learning consultants,
• community educators,
• vocational educators and trainers,
• language, literacy and numeracy educators, and
• Aboriginal educators and community managers.

tel (02) 9514 3900
fax (02) 9514 3939
email education@uts.edu.au
http://www.education.uts.edu.au

Adult Education courses are shaped by the following educational principles derived from adult learning theory:

• Learning is a collaborative endeavour involving the mutual negotiation of meaning and understanding.
• Learning is enhanced through the recognition and use of experience and the acquisition and application of knowledge in practice based activities.
• Learning is a life-long and socially embedded activity, dependent on mutual respect, diversity of approach and the recognition of relevance to learning.
• Learning involves the appreciation and application of theories in the different and changing contexts of professional practice.
• Learning is enhanced through discussion, critical thinking and reflection on taken-for-granted assumptions and practices.
• Learning involves mutual obligations based on the valuing of difference, respect for diversity, responsible and ethical self-management.
• Learning is a developmental process involving the recognition, articulation and transformation of knowledge, personal values and theoretical frameworks.
Workplace/flexible learning

Recognising the competing demands of work and home life for students, the Faculty offers adult education courses in a variety of study modes which can be tailored to meet student needs. Students can choose to study full-time or part-time on campus or off-campus. Many subjects are offered in a variety of learning modes including weekly classes, 'blocks' (intensive face-to-face learning programs conducted over a number of consecutive days each semester, often in school holidays) and weekend workshops.

Many postgraduate adult education courses are offered in distance mode supported by email and phone contact with lecturers and web-based conferencing tools, which keep students in touch with others in their course.

Academics – research interests

The Faculty has established itself as one of the most productive and exciting centres for learning and research in a range of areas associated with adult education. It has the largest number of academic staff in any English-speaking university concerned with the education and training of adults. Adult and vocational learning has been identified as one of the first Key University Research strengths.

Teacher education (Kuring-gai campus)

Teacher education provides pre-service courses for beginner teachers and postgraduate programs for experienced teachers, in addition to a number of specialist courses in the field of creative arts including Music Therapy and Dance Education. Courses are designed for people who work or wish to work as:

- Primary school teachers
- Secondary school teachers of Science
- Secondary teachers of Personal Development, Health and Physical Education (PDHPE)
- Special educators
- Dance educators
- Music therapists
- Visual arts educators
- Children’s literature specialists

The Faculty offers a set of three Bachelors degrees in Education at Kuring-gai campus which prepare students for teaching in primary schools and in special education settings. Graduate Diplomas in secondary education are available in two specialised areas — Science and PDHPE. Other postgraduate courses are designed for qualified and experienced teachers who wish to extend their professional skills.

Academics – research interests

Academics in Teacher Education are active researchers in a number of related areas. The Change in Education research group (CERG) comprises people within the faculty who have an interest in researching effective responses to educational change. This interest encompasses both the process and product of educational change, and involves empowering educational practitioners with an understanding of the change process so that they can promote change; and assisting them to respond appropriately to trends and initiatives for change.

Responding to the breadth and frequency of change initiatives, the group has undertaken a variety of research projects. These include:

- examining assessment by outcomes in New South Wales primary schools;
- identifying the constraints and challenges that beginning teachers meet in implementing reform visions in maths and science;
- investigating mentoring work-based supervision;
- changing mathematics through flexible learning; and
- relating theory and practice in the practicum.

The success of the group’s inaugural international conference Challenge of Change in Education has resulted in the commitment to holding an annual conference.
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 two subjects in the Science Education sequence in the Bachelor of Education in Primary Education. 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.
CENTRES

Research Centre for Vocational Education and Training
The Centre informs and supports policy development for vocational training in Australia by disseminating research findings to industry, government, training providers and other researchers.
tel (02) 9514 3700
fax (02) 9514 3737
e-mail rcvet@uts.edu.au

Centre for Language, Literacy and Numeracy
The Centre supports innovative research and curriculum developments, disseminates research outcomes, provides policy advice, consultancies and effective professional development in areas of language, literacy and numeracy.
tel (02) 9514 3853
fax (02) 9514 3939
e-mail renata.atkin@uts.edu.au

Centre for Popular Education
The Centre fosters links among educators and activists nationally and internationally and conducts research and consultancy related to all aspects of adult education and training, youth work, community work and social activism.
tel (02) 9514 3843
fax (02) 9514 3939
e-mail cpe@uts.edu.au

Training and Development Services
Training and Development Services provides consultancy services and workplace training programs in the fields of training and human resource development.
tel (02) 9514 3888
fax (02) 9514 3811
e-mail wendy.wickham@uts.edu.au

Centre for Research and Education in the Arts
The Centre promotes excellence in research, education and practice in arts fields for UTS and the broader community and investigates the role of arts across the disciplines and in sustainable futures.
tel (02) 9514 5289
fax (02) 9514 5556
e-mail susanne.hodgson@uts.edu.au

STUDENT SUPPORT

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

The Study Skills Unit (City Campus – Haymarket)
Many students enrolled in the Faculty of Education are returning to study after a long break or are undertaking a university course for the first time. The University recognises that students may need a (re-)orientation to the academic reading and writing demands of their disciplines and it provides a study skills assistance program through its Study Skills Unit. The Study Skills Unit offers short courses and one to one service. Students studying by distance may receive assistance by phone fax or email contact. Students seeking assistance may:
• contact their lecturer or
• contact the Study Skills Unit directly by phone, fax or email.
tel (02) 95143707
fax (02) 95143914
e-mail sskills@uts.edu.au

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
tel (02) 9514 5160.

For inquiries regarding mathematics, science and learning, please contact:
Dr Jules Harnett
tel (02) 9514 5186
Academic Liaison Officers for students with disabilities and other special needs

As part of the Faculty’s equity plan an Academic Liaison Officer is available at each campus to help students with physical, psychiatric and medical issues. The Liaison Officers negotiate with lecturers on students’ behalf for reasonable adjustments required to ensure equity of educational opportunity. This may include provision of signers, notetakers, extensions of time, alternative assessment tasks and special exam conditions.

Kuring-gai: Keith Amos
tel (02) 9514 5285
Haymarket: Laraine Spindler
tel (02) 9514 3821

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.

Computing facilities for Adult Education students

At the Haymarket campus, the Faculty of Education has an iMac Laboratory with 15 computers, up-to-date software printing and scanning facilities available exclusively for enrolled Education students. PC Labs for general student use are also available on the Haymarket campus. A number of mini studios with camera, lighting and playback facilities allow students to videotape and review presentations.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Degree/Diploma/Certificate</th>
<th>Abbreviation</th>
<th>Testamur title</th>
</tr>
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<tbody>
<tr>
<td>Doctoral degrees</td>
<td></td>
<td></td>
<td></td>
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<td>Doctoral degrees TA95</td>
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<td>Doctor of Philosophy</td>
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<td>Doctor of Education</td>
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</tr>
<tr>
<td>Master's degrees (by thesis)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (Honours) TA83</td>
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<tr>
<td>Master's degrees (by coursework)</td>
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<td>Master of Arts in Applied Linguistics</td>
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<td>Master of Arts in Indigenous Social Policy</td>
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<tr>
<td>Teaching English to Speakers of Other Languages TESOL TA71</td>
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<td>Master of Arts in TESOL</td>
</tr>
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<td>Adult Education TA70</td>
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<td>MEd</td>
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<td><strong>Graduate Diploma courses</strong></td>
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<tr>
<td>Adult Basic Education</td>
<td>TA52</td>
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<td>Children's Literature and Literacy</td>
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<tr>
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<tr>
<td>Personal Development, Health and Physical Education</td>
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<tr>
<td>Language Teaching</td>
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<td>GradDipLangTeach</td>
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<tr>
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<td>GradDipMusTh</td>
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<td>Graduate Diploma in Teaching Languages Other than English</td>
<td>GradDipTLOTE</td>
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<td>Special Education</td>
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<td>Training</td>
<td>TA58</td>
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<td>GradDipVET</td>
<td>Graduate Diploma in Vocational Education and Training</td>
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<td>Community Education</td>
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<tr>
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<td>Abbreviation</td>
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<td>Numeracy Teaching</td>
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<td>TE60</td>
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<td>Drug and Alcohol Education and Management</td>
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<td>Experiential Learning</td>
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<td>Flexible Learning</td>
<td>TA62</td>
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<td>Higher Education</td>
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<tr>
<td>Teaching Languages Other than English (TLOTE)</td>
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**Undergraduate degree courses**

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<th>Course</th>
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<th>Degree/Diploma/Certificate</th>
<th>Abbreviation</th>
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<tr>
<td>Honours</td>
<td>TE17</td>
<td>Bachelor of Education (Honours)</td>
<td>BEd (Hons)</td>
<td>Bachelor of Education (Honours)</td>
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<tr>
<td>Honours in Adult Education</td>
<td>TA24</td>
<td>Bachelor of Education (Honours) in Adult Education</td>
<td>BEd (Hons)</td>
<td>Bachelor of Education (Honours) in Adult Education</td>
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<tr>
<td>Adult Education</td>
<td>TA21</td>
<td>Bachelor of Education</td>
<td>BEd</td>
<td>Bachelor of Education in Adult Education</td>
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<tr>
<td>Course</td>
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<td>Degree/Diploma/Certificate</td>
<td>Abbreviation</td>
<td>Testamur title</td>
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<tr>
<td>Adult Education</td>
<td>TA25</td>
<td>Bachelor of Education in Adult Education/Bachelor of Arts in International Studies</td>
<td>BEd BA</td>
<td>Bachelor of Education in Adult Education/Bachelor of Arts in International Studies</td>
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<tr>
<td>Primary Education</td>
<td>TE19</td>
<td>Bachelor of Education</td>
<td>BEd</td>
<td>Bachelor of Education in Primary Education</td>
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<tr>
<td>Primary Education</td>
<td>TE16</td>
<td>Bachelor of Education</td>
<td>BEd</td>
<td>Bachelor of Education in Primary Education</td>
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<td>Special Education</td>
<td>TE20</td>
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<tr>
<td>Special Education</td>
<td>TE12</td>
<td>Bachelor of Education</td>
<td>BEd</td>
<td>Bachelor of Education in Special Education</td>
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<tr>
<td>Primary Education</td>
<td>TE21</td>
<td>Bachelor of Education in Bachelor of Arts in International Studies</td>
<td>BEd BA</td>
<td>Bachelor of Education in Bachelor of Arts in International Studies</td>
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<tr>
<td>Adult Vocational Education&lt;sup&gt;3&lt;/sup&gt;</td>
<td>TT24</td>
<td>Bachelor of Teaching</td>
<td>BTeach</td>
<td>Bachelor of Teaching in Adult Vocational Education</td>
</tr>
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</table>

**Advanced Diplomas**

<table>
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<tr>
<th>Course</th>
<th>Code</th>
<th>Degree/Diploma/Certificate</th>
<th>Abbreviation</th>
<th>Testamur title</th>
</tr>
</thead>
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<td>Adult Education</td>
<td>TA23</td>
<td>Advanced Diploma</td>
<td>DipAdultEd</td>
<td>Advanced Diploma in Adult Education</td>
</tr>
</tbody>
</table>

1. No award abbreviation for Graduate Certificate courses
2. Offered in conjunction with industry
3. Only offered in off-shore mode
ADULT EDUCATION

UNDERGRADUATE COURSES

Bachelor of Education in Adult Education

- Course code: TA21
- Testamur title: Bachelor of Education in Adult Education
- Abbreviation: BEd
- Course coordinator: Mr Clive Chappell
- Course fee: HECS

This course provides a coherent sequence of study to fulfill the theoretical and practical requirements for people who wish to develop their knowledge and skills as adult educators. 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, and which are 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 per semester.

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 areas studied. 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 in health care, community development, youth work, supported accommodation and many other community based services which perform a community education role.

**Human Resource Development** – for trainers, human resource personnel and consultants employed in private and government enterprises in areas related to enhancing learning and performance.

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

**Vocational Education** – 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 faculties in the University provide a rich and diverse source for other learning. Students may choose electives from their own or other fields of practice. However, students in the Aboriginal block mode 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 program**

Students in Language, Literacy and Numeracy Education will be required to take 24 credit points of designated field of practice subjects and 24 credit points of electives.

**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. In the case of the Language, Literacy and Numeracy program, workplaces may be nominated by the practicum coordinators.

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 afternoon (1 afternoon plus 3 to 4 Saturday workshops)
• Part-time afternoon (1 afternoon 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 (4 long weekends per semester) held off-campus at the Police Academy at Goulburn

Language, Literacy and Numeracy
• Full-time evening (1 evening plus 3 to 4 Saturday workshops)

Vocational Education
• Full-time day (2 days per week)
• Full-time block

Aboriginal Community program

Year 1 Autumn semester
015004 C Communication and Learning 6cp
015017 M Community Practicum 6cp
015003 M Portfolio Development 6cp
015110 A Aboriginal Cultures and Philosophies 8cp

Year 1 Spring semester
015001 C Language, Culture and Communication 6cp
015002 C Adult Teaching and Learning 6cp
015021 M 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 M Managing Education Programs 6cp
015189 M Adult Teaching 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 M 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 M Education and Cultural Diversity 6cp
015113 A Teaching Aboriginal Studies 8cp

Year 3 Spring semester
015011 C Research and Inquiry 6cp
015012 M International Perspectives on Education 6cp
015149 A Aboriginal Studies Project 8cp

C = Core Subjects
M = Major
A = Aboriginal Program

Community Adult Education major

Year 1 Autumn semester
015004 C Communication and Learning 6cp
015002 C Adult Teaching and Learning 6cp
015017 M Community Practicum 6cp
015021 M Adult Teaching Practices 1 6cp

Year 1 Spring semester
015001 C Language, Culture and Communication 6cp
015005 C Psychological Perspectives on Adult Learning 6cp
015162 M Competency Assessment in the Workplace 6cp
015189 M Adult Teaching Practices 2 6cp

Year 2 Autumn semester
015006 C Program Development 6cp
015083 M Managing Education Programs 6cp
xxxxxx Elective 6cp

Year 2 Spring semester
015007 C Adult Learning in Social Context 6cp
015144 M Education and Cultural Diversity 6cp
xxxxxx Elective 6cp

Year 3 Autumn semester
015009 C Analysing Current Issues in Australian Education 6cp
015142 M Experiential Learning and Cultural Action 6cp
xxxxxx Elective 6cp

Year 3 Spring semester
015011 C Research and Inquiry 6cp
015143 M Context and Strategies in Community Education 6cp
xxxxxx Elective 6cp

C = Core Subjects
M = Major
Human Resource Development major

Year 1 Autumn semester
015004 C Communication and Learning 6cp
015002 C Adult Teaching and Learning 6cp
015018 M Workplace Practicum 1 6cp
015022 M HRD Practices 6cp

Year 1 Spring semester
015001 C Language, Culture and Communication 6cp
015005 C Psychological Perspectives on Adult Learning 6cp
015141 M HRD Strategies 6cp
015162 M Competency Assessment in the Workplace 6cp

Year 2 Autumn semester
015006 C Program Development and Needs Analysis 6cp
015034 M Program Delivery and Evaluation 6cp
xxxxx Elective 6cp
xxxxx Elective 6cp

Year 2 Spring semester
015007 C Adult Learning in Social Context 6cp
015046 M 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 M Leading and Facilitating Change 6cp
xxxxx Elective 6cp
xxxxx Elective 6cp

Year 3 Spring semester
015011 C Research and Inquiry 6cp
015054 M Organisational Learning – An Experiential Approach 6cp
xxxxx Elective 6cp
xxxxx Elective 6cp

Language, Literacy and Numeracy major

Year 1 Autumn semester
015002 C Adult Teaching and Learning 6cp
015004 C Communication and Learning 6cp
015020 M Field of Practice Specialist Knowledge 1 (VOC ED) 6cp
015024 M Teaching and Learning in Practice (VOC ED) 6cp

Year 1 Spring semester
015001 C Language, Culture and Communication 6cp
015005 C Psychological Perspectives on Adult Learning 6cp
015019 M The Language, Literacy and Numeracy Learner 6cp
015031 M Language, Literacy and Numeracy Practicum 1 6cp

Year 2 Autumn semester
015006 C Program Development and Needs Analysis 6cp
015086 M Introduction to Language 6cp
015089 M Numeracy Awareness 6cp
xxxxx Elective 6cp

Year 2 Spring semester
015007 C Adult Learning in Social Context 6cp
015043 M Language, Literacy and Numeracy Practicum 2 6cp
015088 M Teaching Language and Literacy 6cp
xxxxx Elective 6cp

Year 3 Autumn semester
015009 C Analysing Current Issues in Australian Education 6cp
015398 M Teaching Spoken Language 6cp
015090 M Programming and Assessment in LLN 6cp
xxxxx Elective 6cp

Year 3 Spring semester
015011 C Research and Inquiry 6cp
015087 M Social Contexts of LLN 6cp
xxxxx Elective 6cp
xxxxx Elective 6cp

C = Core Subjects
M = Major

Vocational Education major

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

Year 1 Autumn semester
015004 C Communication and Learning 6cp
015002 C Adult Teaching and Learning 6cp
015020 M Field of Practice Specialist Knowledge 1 (VOC ED) 6cp
015024 M Teaching and Learning in Practice (VOC ED) 6cp

Year 1 Spring semester
015001 C Language, Culture and Communication 6cp
015005 C Psychological Perspectives on Adult Learning 6cp
015024 M Teaching and Learning in Practice (VOC ED) 6cp
015032 M Field of Practice Specialist Knowledge 2 (VOC ED) 6cp
Undergraduate courses

Year 2 Autumn semester

015007 C Adult Learning in Social Context 6cp
015006 C Program Development and Needs Analysis 6cp
015044 M Field of Practice Specialist Knowledge 3 (VOC ED) 6cp
015052 M 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 M Organisational Learning: An Experiential Approach (VOC ED) 6cp
015162 M Competency Assessment in the Workplace 6cp

C = Core Subjects
M = Major

Electives

015110 Aboriginal Cultures and Philosophies 8cp
015112 Aboriginal Initiatives in Education: Towards Community Control 8cp
5220 Aboriginal Social and Political History (offered by the Faculty of Humanities and Social Sciences) 8cp
015114 Aboriginal Studies 4cp
015140 Aboriginal Studies Project 8cp
015070 Adolescent and Adult Development 6cp
015078 Adult Education and Social Action 6cp
015081 Adult Education and the Unemployed 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
014100 Educational Media 6cp
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
015115 Introducing Aboriginal Cultures and Philosophies 6cp
015111 Issues in Aboriginal Education 8cp
015083 Managing Education Programs 6cp
015100 Multiliterties 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
015113 Teaching Aboriginal Studies 6cp

Aboriginal Studies major

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

015110 Aboriginal Cultures and Philosophies 8cp
015112 Aboriginal Initiatives in Education: Towards Community Control 8cp
015395 Aboriginal Social and Political History 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
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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>015022</td>
<td>Human Resource Development Practices</td>
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<tr>
<td>015006</td>
<td>Program Development and Needs Analysis</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td><em>and two subjects from the following:</em></td>
<td></td>
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<tr>
<td>015162</td>
<td>Competency Assessment in the Workplace¹</td>
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<tr>
<td>015141</td>
<td>Human Resource Development Strategies</td>
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<tr>
<td>015166</td>
<td>Leading and Facilitating Change</td>
<td>6cp</td>
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<td>015054</td>
<td>Organisational Learning: An Experiential Approach</td>
<td>6cp</td>
</tr>
<tr>
<td>015034</td>
<td>Program Delivery and Evaluation</td>
<td>6cp</td>
</tr>
<tr>
<td>015018</td>
<td>Workplace Practicum¹</td>
<td>6cp</td>
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¹ Students completing these units are required to arrange and complete a practicum component in the workplace.

Bachelor of Education (Honours) in Adult Education

- Course code: TA24
- Testamur title: Bachelor of Education (Honours) in Adult Education
- Abbreviation: BEd(Hons)
- Course coordinator: Associate Professor Barbara Poston-Anderson
- Course fee: HECS

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 program

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>015382</td>
<td>Research in Practice</td>
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<tr>
<td>015381</td>
<td>Thesis Development and Appraisal</td>
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<tr>
<td>015380</td>
<td>Thesis</td>
<td>30cp</td>
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<td>xxxx</td>
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</table>

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 between 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:
• First Class
• Second Class, Division 1
• Second Class, Division 2
• Third Class

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

Bachelor of Education in Adult Education/Bachelor of Arts in International Studies

- Course code: TA25
- Testamur title: Bachelor of Education in Adult Education
  Bachelor of Arts in International Studies
- Abbreviation: BEd Ad/BA
- Course fee: HECS

Introduction
This five-year degree program combines the current Bachelor of Education in Adult Education program with the Bachelor of Arts in International Studies program. It provides students in Adult Education with additional international experience and exposure as well as providing them with the opportunity to acquire a knowledge and understanding of a language and culture other than English. As with all combined degree programs involving International Studies, there may be limits to the numbers of students who can be accepted to study specific majors in the International Studies Program.

Course structure
The structure of the degree in Adult Education and International Studies is derived from the combination of the Bachelor of Education in Adult Education and the Bachelor of Arts in International Studies. Entry can either be direct into Year One or into Year Two for students already enrolled in the Bachelor of Education in Adult Education. The length of the combined degree program is five years equivalent of full-time academic work.

All arrangements currently in force for both the BEd in Adult Education and the BA in International Studies apply equally to the proposed combined degree program in Adult Education and International Studies (e.g. admission requirements; prerequisite subjects; structure of majors; forms of assessment).

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

Adult Education program
The Bachelor of Education in Adult Education is a three-year degree comprising 144 credit points. There are three components to this course.
1. Core subjects (48 credit points)
2. Specialist subjects for each major (48 credit points)
3. Elective subjects (48 credit points)

This design enables all participants to study the core theoretical subjects that underpin the field of adult education while at the same time providing participants with the specialist knowledge of the various fields of practice. The electives also provide an opportunity for individual participants to pursue particular areas of interest within the diverse field of adult education.

The program is also designed so that exemptions can be granted through credit transfer arrangements and through RPL (Recognition of Prior Learning).

International Studies program
The International Studies Program requires undergraduates to study a major – a region or country specialisation – over a minimum of three years. Students study language and culture for at least two years in Sydney, followed by a period of study overseas. In 2000 majors will include: Argentina, Australia and the Asia-Pacific Region, Chile, China, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Russia, South China, Spain, Taiwan, Thailand and Vietnam.

Each of the specialisations within the International Studies Program is 96 credit points, and includes 32 credit points (four subjects) of instruction in a specific Language and Culture; 16 credit points (two subjects) of study of Contemporary Society and its context; and 48 credit points (two semesters) of study at a university or institution of higher education in the culture of specialisation.
The International Studies subjects listed in the course structure are subjects of enrolment referring to common units of instruction across the University.

Course program

Year 1 Autumn semester

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<td>Community Practicum</td>
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Year 1 Spring semester

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<td>015189 F</td>
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Year 2 Autumn semester

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<td>50140</td>
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Year 2 Spring semester

Aboriginal Community program

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Community major

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Human Resource Development major

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Language, Literacy and Numeracy major

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Vocational Education major

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Year 3 Autumn semester

Aboriginal Community program

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Community major

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Human Resource Development major

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### Language, Literacy and Numeracy major

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<th>Course Title</th>
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### Vocational education major

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### Year 3 Spring semester

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<td>976xxx CY</td>
<td>Contemporary Society</td>
<td>8cp</td>
</tr>
</tbody>
</table>

### Language, Literacy and Numeracy major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015011 C</td>
<td>Research and Inquiry</td>
<td>6cp</td>
</tr>
<tr>
<td>015012 F</td>
<td>International Perspectives on Education</td>
<td>6cp</td>
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</table>

### Year 4 Autumn semester

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Community program</td>
<td>In-Country Study 1</td>
<td>24cp</td>
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</table>

### Year 4 Spring semester

<table>
<thead>
<tr>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal Community program</td>
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</table>

### Year 5 Autumn semester

<table>
<thead>
<tr>
<th>Program</th>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Community program</td>
<td>Research and Inquiry</td>
<td>6cp</td>
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### Year 5 Spring semester

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Community program</td>
<td>Research and Inquiry</td>
<td>6cp</td>
</tr>
</tbody>
</table>

### Human Resource Development major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015009 C</td>
<td>Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015054 F</td>
<td>Organisational Learning: an Experiential Approach</td>
<td>6cp</td>
</tr>
<tr>
<td>015162 F</td>
<td>Competency Assessment in the Workplace</td>
<td>6cp</td>
</tr>
<tr>
<td>973xxx CY</td>
<td>Language and Culture 3</td>
<td>8cp</td>
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</table>

### Language, Literacy and Numeracy major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015009 C</td>
<td>Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015011 C</td>
<td>Research and Inquiry</td>
<td>6cp</td>
</tr>
<tr>
<td>015012 F</td>
<td>International Perspectives on Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015013 F</td>
<td>Context and Strategies in Education</td>
<td>6cp</td>
</tr>
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</table>

### Vocational Education major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015011 C</td>
<td>Research and Inquiry</td>
<td>6cp</td>
</tr>
<tr>
<td>015054 F</td>
<td>Organisational Learning: an Experiential Approach</td>
<td>6cp</td>
</tr>
<tr>
<td>015135 X</td>
<td>Developing Individualised Projects</td>
<td>6cp</td>
</tr>
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</table>

### Language, Literacy and Numeracy major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015009 C</td>
<td>Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015011 C</td>
<td>Research and Inquiry</td>
<td>6cp</td>
</tr>
<tr>
<td>015087 X</td>
<td>Social Contexts in Language, Literacy and Numeracy</td>
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### Aboriginal Community program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015009 C</td>
<td>Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015144 F</td>
<td>Educational and Cultural Diversity</td>
<td>6cp</td>
</tr>
<tr>
<td>015113 A</td>
<td>Teaching Aboriginal Studies</td>
<td>8cp</td>
</tr>
<tr>
<td>015009 C</td>
<td>Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
</tbody>
</table>

### Notes:
- C = Core
- CY = Country
- F = Major
- A = Aboriginal major
- X = LLN major
Bachelor of Teaching in Adult Vocational Education

- **Course code:** TT24
- **Testamur title:** Bachelor of Teaching in Adult Vocational Education
- **Abbreviation:** BEd
- **Course coordinator:** Dr Lann Dawes
- **Course fee:** negotiated with offshore sponsor

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 program**

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

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>012158 Principles and Practice of Vocational Teaching 1</td>
<td>4.5cp</td>
</tr>
<tr>
<td>012127 Psychology and Sociology of Learning 1</td>
<td>4cp</td>
</tr>
<tr>
<td>012139 Language and Interpersonal Skills 1</td>
<td>5cp</td>
</tr>
<tr>
<td>012129 Technology and Media 1</td>
<td>5cp</td>
</tr>
<tr>
<td>012159 Field Practice 1</td>
<td>10.5cp</td>
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<table>
<thead>
<tr>
<th>Year 1 Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>012158 Principles and Practice of Vocational Teaching 2</td>
<td>4.5cp</td>
</tr>
<tr>
<td>012128 Psychology and Sociology of Learning 2</td>
<td>4cp</td>
</tr>
<tr>
<td>012130 Technology and Media 2</td>
<td>4cp</td>
</tr>
<tr>
<td>012159 Field Practice 1</td>
<td>10.5cp</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 Semester 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>012160 Principles and Practice of Vocational Teaching 2</td>
<td>4cp</td>
</tr>
<tr>
<td>012140 Developing Vocational Education Programs</td>
<td>4cp</td>
</tr>
<tr>
<td>012135 The Workplace Context of Vocational Education 1</td>
<td>4cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
<td>4cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
<td>4cp</td>
</tr>
<tr>
<td>012161 Field Practice 2</td>
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<table>
<thead>
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<th>Year 2 Semester 2</th>
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<tbody>
<tr>
<td>012160 Principles and Practice of Vocational Teaching 2</td>
<td>4cp</td>
</tr>
<tr>
<td>012141 Learner Assessment in Vocational Education</td>
<td>4cp</td>
</tr>
<tr>
<td>012136 The Workplace Context of Vocational Education 2</td>
<td>4cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
<td>4cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
<td>4cp</td>
</tr>
<tr>
<td>012161 Field Practice 2</td>
<td>6cp</td>
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**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>012137</td>
<td>Interpersonal Skills: Working with People</td>
</tr>
<tr>
<td>012138</td>
<td>Interpersonal Skills: Working in an Organisation</td>
</tr>
<tr>
<td>012142</td>
<td>Designing and Marketing Open Learning</td>
</tr>
<tr>
<td>012143</td>
<td>Marketing Vocational Education Programs</td>
</tr>
<tr>
<td>012144</td>
<td>Adolescent and Adult Development</td>
</tr>
<tr>
<td>012145</td>
<td>Learning Styles, Cognitive Processing and Adaptive Teaching</td>
</tr>
<tr>
<td>012146</td>
<td>Introduction to Research Methods in Teaching and Learning</td>
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</tbody>
</table>
Bachelor of Arts in Adult Education and Community Management
( Aboriginal and Torres Strait Islander Program)

- Course code: B009
- Testamur title: Bachelor of Arts in Adult Education and Community Management
- Abbreviation: BA Ad Ed Comm Mgmt
- Course coordinator: Ms Sonya Pearce
- Course fee: HECS

This course is offered in conjunction with the Faculty of Business.

The Bachelor of Arts in Adult Education and Community Management is a three year full-time course offered jointly by the Faculty of Education and the Faculty of Business. The course addresses the professional development needs of indigenous people who are involved in community education and the management of community-based organisations.

The course provides an understanding of the context of community and non-profit organisations, and the theoretical frameworks underpinning the role of these organisations in the political and economic environment. Key concepts are introduced and students are assisted in situating their organisations and interests within the wider environments in which they operate.

Admission requirements

The course assumes a basic familiarity with non-profit and community organisations that requires applicants to have been involved in the sector for a minimum of one year in either a paid or unpaid capacity. As a consequence, all students will enter as mature age students. Course entry is not based on UAI.

Students who have completed the TAFE Advanced Certificate in Community Management in the three years prior to entry to these courses will be eligible to apply for a block of exemptions that includes up to three subjects. Students should provide a TAFE Statement of Attainment attached to an Application for Exemption form.

Course structure

The Bachelor of Arts in Adult Education and Community Management comprises 144 credit points and is completed in 3 years full-time or six years part-time. Subjects are run in block release format requiring students to attend for one week or two weeks at a time.

An Advanced Diploma may be awarded to students who choose to exit the program after successful completion of 96 credit points of core subjects.

Further information is available from Sonya Pearce, Lecturer and Indigenous Programs Coordinator, telephone (02) 9514 3774 or email sonya.pearce@uts.edu.au.
Graduate Certificate in Adult Education in Community Education

- Course code: TA66
- Testamur title: Graduate Certificate in Adult Education in Community Education
- Abbreviation: none
- Course coordinator: Ms Jane Sampson
- Course fee: HECS

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, local councils, 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:

- students may apply for and enrol in the Graduate Certificate and complete the course after one year;
- once students have completed the Graduate Certificate they may apply to enter the Master of Education in Adult Education. The Graduate Certificate is credited towards the Master of Education in Adult Education (12 credit points). If accepted students 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 a one-year introduction to the field of community adult education in a way that will relate to students' immediate professional needs. However, if at the end of the course students feel they would like to continue studying community adult education as a field of academic inquiry, then the opportunity is there.

Course aims
The course trains students to become informed and effective community adult educators. By the end of the course they should be able to:

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

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. Students will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning techniques 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. Students will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in differing kinds of community. By looking at the work of a number of adult educators students will be encouraged to develop their own theoretical framework to guide their practice.
Community Workplace Practice is a composite activity requiring attendance on the same weekday evening as the seminars. Sessions last one-and-a-half hours. A member of staff will work with students using lectures and exercises to help develop facilitation and teaching skills. Participants will also be allocated into semi-autonomous study groups and asked to work on a number of learning projects which, within given parameters, they will be able to choose and design themselves.

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 a learning journal overview, 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 students do directly relevant to their own professional interests and work. Students are required to complete four learning contracts during the course negotiated with a study group supervisor and with the seminar leaders.

Attendance

Attendance is one evening a week from 5.00 p.m. - 9.00 p.m. (usually Wednesday) and four one-day workshops which are normally held on Saturdays during the semester. In addition students will need to put aside a significant amount of time to research, read and write material related to their 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 which enables students to design and develop their own learning can be difficult at first and if students have not experienced this kind of learning program before they may need to be ready for an initial period of adjustment.

Course program

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

Autumn semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>010123</td>
<td>Adult Teaching and Learning</td>
<td>6cp</td>
</tr>
<tr>
<td>015396</td>
<td>Community Workplace Practice 1</td>
<td>6cp</td>
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Spring semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>015261</td>
<td>Developing Community Adult Education Programs</td>
<td>6cp</td>
</tr>
<tr>
<td>015397</td>
<td>Community Workplace Practice 2</td>
<td>6cp</td>
</tr>
</tbody>
</table>

Graduate Certificate in Adult Education in Drug and Alcohol Education

- Course code: TAA77
- Testamur title: Graduate Certificate in Adult Education in Drug and Alcohol Education
- Abbreviation: none
- Course coordinator: Ms Kate Collier
- Course fee: $1,000 per subject

Introduction

This fee-for-service course is currently run in-house for Life Education Australia, and is designed to upgrade the knowledge, skills, and qualifications of staff who undertake drug and alcohol education programs in schools and community settings.

The course focuses on the work being undertaken by participants in the program and incorporates these activities into the learning process. It has been designed to provide participants with the theoretical base that underpins their professional work as educators, while at the same time using their workplace to link this with their practice. If other organisations are interested in running this program in-house or through the University, they are invited to contact the Course Coordinator.

1 Participants may be eligible to claim a tax rebate for these fees, and are advised to contact the Australian Tax Office for further details.
Course aims
As part of this 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;
- 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.

Course structure
The course is offered over one year of part-time study face to face, although students completing the course by distance mode may take longer to complete their studies. In the Workplace Practice subjects, students negotiate learning contracts with tutors and with workplace cooperative trainers provided by Life Education NSW.

Course program
Autumn Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>016002</td>
<td>Adult Learning and Teaching</td>
<td>6cp</td>
</tr>
<tr>
<td>016001</td>
<td>Workplace Practice 1</td>
<td>6cp</td>
</tr>
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</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>016007</td>
<td>Program Design and Evaluation</td>
<td>6cp</td>
</tr>
<tr>
<td>016005</td>
<td>Workplace Practice 2</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>(completed in-house with Life Education Australia)</td>
<td></td>
</tr>
</tbody>
</table>

Modes of delivery
This course is offered either by weekly face-to-face mode, or as a distance learning package. Students studying face to face will join the Graduate Certificate in Adult Education in Training class, which is held one evening a week, 5.00 p.m. – 9.00 p.m. (usually Wednesdays). The Workplace Practice 2 element of the course will be completed by Life Education Australia as an in-house training program.

Entry requirements
Participants must have an undergraduate degree or equivalent.

Assessment
Assessment is criterion referenced. This means that students will be assessed on whether they meet the 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.

Graduate Certificate in Adult Education in Training

- Course code: TA65
- Testamur title: Graduate Certificate in Adult Education in Training
- Abbreviation: none
- Course coordinator: Ms Kate Collier
- Course fee: HECS

Participants
This one-year part-time course is for practising trainers and adult educators who already have a degree or equivalent 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 ways:

- students may apply for and enrol in the Graduate Certificate and complete the course after one year;
- once students have completed the Graduate Certificate course they may apply for and enrol in the Graduate Diploma in Education Training (VET/Adult Education). The Graduate Certificate is equivalent to half of a Graduate Diploma, so students need to complete four more subjects in order to qualify. These four subjects are usually organised so that they run on the same evening as the Graduate Certificate.
- once students have completed the Graduate Certificate they may apply to enter for the Master of Education in Adult Education. The Graduate Certificate is worth 12 credit points towards a Master’s qualification.
• the Graduate Certificate in conjunction with a recognised Workplace Assessor qualification enables students to apply to UTS' Training and Development Services for a Certificate IV Assessment and Workplace Training qualification.

Course aims

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

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 p.m. – 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 to have a 'mentor' who will be responsible for assisting them in their workplace learning.

Course program

<table>
<thead>
<tr>
<th>Autumn semester</th>
<th>6cp</th>
</tr>
</thead>
<tbody>
<tr>
<td>016001 Workplace Practice 1</td>
<td>6cp</td>
</tr>
<tr>
<td>016002 Adult Learning and Teaching</td>
<td>6cp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring semester</th>
<th>6cp</th>
</tr>
</thead>
<tbody>
<tr>
<td>016005 Workplace Practice 2</td>
<td>6cp</td>
</tr>
<tr>
<td>016007 Program Design and Evaluation</td>
<td>6cp</td>
</tr>
</tbody>
</table>

Graduate Certificate in Diabetes Education and Management

• Course code: KN92
• Testamur title: Graduate Certificate in Diabetes Education and Management
• Abbreviation: none
• Course coordinator: Ms Sue Dean (Faculty of Nursing, Midwifery and Health)
• Course fee: $875 per subject

This course is offered in conjunction with the Faculty of Nursing.

Participants

This one-year part-time course is offered jointly by the Faculty of Nursing, Midwifery and Health 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.

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.

**Course program**

**Autumn semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92844</td>
<td>Clinical Management of Diabetes</td>
<td>6cp</td>
</tr>
<tr>
<td>015343</td>
<td>Teaching and Learning in Diabetes Education</td>
<td>6cp</td>
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</table>

**Spring semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92845</td>
<td>Primary Health Care</td>
<td>6cp</td>
</tr>
<tr>
<td>015342</td>
<td>Programming for Diabetes Education</td>
<td>6cp</td>
</tr>
</tbody>
</table>

1. Offered by the Faculty of Nursing, Midwifery and Health.

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**Graduate Certificate in Experiential Learning**

- **Course code:** TA68
- **Testamur title:** Graduate Certificate in Experiential Learning
- **Abbreviation:** none
- **Course coordinator:** Ms Ruth Cohen
- **Course fee:** $1,050 per subject

**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 program**

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

**Autumn semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>015374</td>
<td>Foundations of Experiential Learning</td>
<td>6cp</td>
</tr>
<tr>
<td>015376</td>
<td>Program Design, Implementation and Evaluation of Experiential Learning</td>
<td>6cp</td>
</tr>
</tbody>
</table>
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 program

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
xxxxxx Elective 6cp

Electives

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

Graduate Certificate in Higher Education

- Course code: T050
- Testamur title: Graduate Certificate in Higher Education
- Abbreviation: none
- Course coordinator: Ms Jo McKenzie
- Course fee: $250 per subject

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

Course aims and structure

The course aims to help university teachers to reflect critically on their teaching and subjects in ways which are underpinned by their experiences and those of their students and colleagues, and by the research on learning and teaching in higher education. It aims to enable university teachers to enhance: their understanding of different ways of thinking about university teaching and the consequences for student learning, which enables them to make informed decisions about approaches to teaching, course and subject design and assessment in a variety of contexts and with a diversity of students; their ability to reflect critically on and evaluate your own teaching and subjects and make changes aimed at improving your students’ learning; their commitment to scholarship in teaching and to self-directed continuing teaching development; their broader awareness of the higher education, university and academic career contexts in which they work, to assist them to develop their academic potential more effectively.

The course is a modular part-time program, equivalent to eight weeks full-time study. The course consists of a series of 1.5 credit point modules, of which eight must be completed to be eligible for the award. The course may be completed over two semesters, but participants may also choose to complete by taking modules over a longer period of time.

The modules offered are:

Student Learning (underpinning)
Reflective Practice (underpinning)
Teaching for Flexible Learning (core)
Assessment (core)
Course Design (core)
Evaluating Practice (core)
The Academic Professional/Mentor (core)
Face to Face Teaching Approaches (elective)
Flexible Learning Issues (elective)
Research Supervision (elective)
Negotiated Project or Course Design Project (elective)

The underpinning modules Student Learning and Reflective Practice introduce the key themes which underpin all other modules in the course. Other modules may be developed and offered in negotiation with Faculty groups.

Assessment

Participants are encouraged to achieve the course aims through engaging in learning tasks which are directly related to their own academic work and interests. While there are some required learning tasks, most assessment is negotiated using individual learning contracts. Participants may choose to complete a small assignment task for each module or may engage in larger teaching development or action learning tasks which integrate their learning across several modules. As they progress through the course, participants will develop a Reflective Portfolio which includes all of the learning tasks they undertake during the course and which is designed to encourage critical reflection on and integration of their experiences across course modules. Participants’ work is self-assessed and assessed by staff against criteria which are part provided and part individually negotiated. Some modules also involve peer assessment. All work is assessed on a satisfactory/not yet satisfactory basis.

Attendance pattern and modes of offering

Modules vary in their modes of offering, but a typical module would involve two face to face interactive workshops, some online discussion using Topclass and some individually negotiated learning tasks. There is no regular attendance pattern. The timing of face to face
sessions is negotiated to suit participants' teaching timetables as far as possible, with more than half the sessions being offered outside regular university teaching weeks. Some modules are also offered in distance mode, involving paper-based and video resources with online discussion.

**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-time 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-time 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 Numeracy Teaching**

- **Course code:** TA86
- **Testamur title:** Graduate Certificate in Numeracy Teaching
- **Abbreviation:** none
- **Course coordinator:** Dr Betty Johnston
- **Course fee:** HECS

**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 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 GradDipAdultBasicEd. 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 program
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 6cp
015253 Practicum 2 6cp
015291 Mathematics in Social Contexts 6cp

The course is designed to be flexible in its delivery. All of the subjects are currently available in distance mode. Subjects 010157 and 015291 are also offered by weekly attendance. 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.

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 p.m. - 6.30 p.m. and attendance for the schools strand is on Thursday 4.30 p.m. - 9.00 p.m.

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.

Course program
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
- Testamur title: Graduate Certificate in TLOTE
- Abbreviation: none
- Course coordinator: Mr Liam Morgan
- Course fee: HECS

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 p.m. – 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.

Course program

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

Spring semester
- 015153 Teaching and Learning Literacy 6cp
- 015158 Language Development 6cp

Graduate Diploma in Vocational Education and Training

- Course code: TA50
- Testamur title: Graduate Diploma in Vocational Education and Training
- Abbreviation: GradDipVet
- Course coordinator: Kate Collier
- Course fee: HECS

Graduate Diploma in Adult Education and Training

- Course code: TA58
- Testamur title: Graduate Diploma in Adult Education and Training
- Abbreviation: GradDipAdultEd
- Course coordinator: Ms Kate Collier
- Course fee: HECS

These courses follow the same curriculum and allow students to specialise in VET or Adult Education in Training, in Workplace Practice 1 and 2.

Participants
The Graduate Diploma in Vocational Education and Training is a one-year full-time course developed to meet the needs of graduate vocational and adult educators and trainers. Applicants must have either an appropriate degree from a university or college of advanced education, or an appropriate diploma at an approved tertiary institution or equivalent. In addition, applicants should be
concurrently engaged either on a part-time or full-time basis as a trainer/teacher/facilitator in a vocational or adult education setting. Applicants with qualifications and experience other than those described above may be considered for special admission.

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

- Once students have completed the Graduate Diploma they may apply for and enter the Master of Education in Adult Education. The Graduate Diploma is worth 24 credit points towards a Master's qualification.
- the Graduate Diploma enables students to apply to UTS' Training and Development Services for a Certificate IV Assessment and Workplace Training qualification.

Course aims
The course aims to develop:

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

Attendance
The mode of attendance offered is weekly. It consists of one evening and one afternoon per week (plus one day independent study per week).

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

Course program
Autumn semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>016001</td>
<td>Workplace Practice 1</td>
<td>6cp</td>
</tr>
<tr>
<td>016002</td>
<td>Adult Learning and Teaching</td>
<td>6cp</td>
</tr>
<tr>
<td>016003</td>
<td>Language, Culture and Communication</td>
<td>6cp</td>
</tr>
<tr>
<td>016004</td>
<td>Learner Assessment</td>
<td>6cp</td>
</tr>
</tbody>
</table>

Spring semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>016005</td>
<td>Workplace Practice 2</td>
<td>6cp</td>
</tr>
<tr>
<td>016006</td>
<td>The Professional Practitioner</td>
<td>6cp</td>
</tr>
<tr>
<td>016007</td>
<td>Program Design and Evaluation</td>
<td>6cp</td>
</tr>
<tr>
<td>016008</td>
<td>Workplace Context</td>
<td>5cp</td>
</tr>
</tbody>
</table>

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

Graduate Diploma in Adult Basic Education

- Course code: TA52
- Testamur title: Graduate Diploma in Adult Basic Education
- Abbreviation: MA
- Course coordinator: Dr Betty Johnston
- Course fee: HECS

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 participants:

- 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 depending on demand. The weekly mode involves attending one day a week in the first year (Thursdays 9.30 a.m. - 3.30 p.m.). Attendance in the second year depends on the subjects chosen and may involve day or evening classes across the week.

**Course program**

Pathway for students with a recognised tertiary teaching qualification

**Year 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>015152</td>
<td>Language in Social Context</td>
<td>6cp</td>
</tr>
<tr>
<td>015153</td>
<td>Teaching and Learning Literacy</td>
<td>6cp</td>
</tr>
<tr>
<td>015121</td>
<td>Curriculum and Methodology (ABE)</td>
<td>6cp</td>
</tr>
<tr>
<td>010157</td>
<td>Teaching and Learning Adult Numeracy</td>
<td>6cp</td>
</tr>
<tr>
<td>015250</td>
<td>Practicum 1</td>
<td>6cp</td>
</tr>
</tbody>
</table>

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

**Year 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>015128</td>
<td>Socio-Political Contexts of Language, Literacy and Numeracy</td>
<td>6cp</td>
</tr>
<tr>
<td>xxxx</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>xxxx</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>xxxx</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

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

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
Graduate Diploma in Language Teaching

- Course code: TA60
- Testamur title: Graduate Diploma in Language Teaching
- Abbreviation: GradDipLangTeach
- Course coordinator: Mr Liam Morgan
- Course fee: HECS

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.

Course program

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 Teaching Languages Other than English (TLOTE)

- Course code: TA82
- Testamur title: Graduate Diploma in TLOTE
- Abbreviation: GradDipTLOTE
- Course coordinator: Mr Liam Morgan
- Course fee: HECS

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 p.m. – 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.

Course program

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 6cp
xxxx Elective 6cp
xxxx Elective 6cp
xxxx Elective 6cp

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

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

Year 1 Autumn semester

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

Year 1 Spring semester

015153 Teaching and Learning Literacy 6cp
015250 Practicum 6cp

Year 2

015158 Language Development 6cp
015253 Practicum 6cp
xxxx Elective 6cp
xxxx Elective 6cp

1 Practicum subject will be negotiated with the coordinator and an adviser.
Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL)

- Course code: TA53
- Testamur title: Graduate Diploma in TESOL
- Abbreviation: GradDipTESOL
- Course coordinator:
  - Adults strand: to be advised
  - Schools strand: Dr Jenny Hammond
- Course fee: HECS

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 p.m. - 6.30 p.m. or 4.30 p.m. - 9.00 p.m. for students without a recognised tertiary teaching qualifications, and for Year 1 of the schools strand on Thursday 4.30 p.m. - 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.

Course program

Pathway for students with a recognised tertiary teaching qualification

Year 1 Autumn semester
015152 Language in Social Context 6cp
015120 Curriculum and Methodology (TESOL) 6cp

Year 1 Spring semester
015153 Teaching and Learning Literacy 6cp
015158 Language Development 6cp

Year 2
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 1 Autumn semester**
- 015152 Language in Social Context 6cp
- 015120 Curriculum and Methodology (TESOL) 6cp

**Year 1 Spring semester**
- 015153 Teaching and Learning Literacy 6cp
- 015250 Practicum 1* 6cp

**Year 2**
- 015158 Language Development 6cp
- 015253 Practicum 2* 6cp
- xxxx Elective 6cp
- xxxx Elective 6cp

* 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
- 015167 Japanese Language Analysis 6cp

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

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**Master of Arts in Applied Linguistics**

- **Course code**: TA73
- **Testamur title**: Master of Arts in Applied Linguistics
- **Abbreviation**: MA
- **Course coordinator**: Dr Mike Baynham
- **Course fee**: HECS

**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.

The Master of Arts in Applied Linguistics is also available in distance mode.

**Course program**

A possible full-time program Year 1 Autumn semester

015152 Language in Social Context 6cp  
015126 Research Methodologies 6cp  
xxxx Elective 6cp  
xxxx 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  
xxxx Elective 6cp  
015116 Project 6cp

A possible part-time program Year 1 Autumn semester

015152 Language in Social Context 6cp  
xxxx Elective 6cp  
xxxx 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  
xxxx Elective 6cp  
015116 Project 6cp

A possible part-time program Year 2 Autumn semester

xxxx Elective 6cp  
015116 Project 6cp  
015278 Project 12cp

Group 2: Electives with a pedagogical focus

015120 Curriculum and Methodology (TESOL) 6cp  
015157 Curriculum and Methodology (TLOTE) 6cp  
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.

The Faculty of Education at UTS and the Institute of Education, University of London have a Memorandum of Understanding which allows students in the MA TESOL, Language and Literacy, Applied Linguistics programs to take up to one-quarter of their degree from the other institution. For UTS students this means that credit transfer can be obtained for two subjects taken from the Institute of Education, University of London. Subjects can be taken either in London or in some cases through distance mode. For more information contact the Academic Coordinator.

**Master of Arts in Indigenous Social Policy**

- **Course code:** TA74 (fees); TA76 (HECS)  
- **Testamur title:** Master of Arts in Indigenous Social Policy  
- **Abbreviation:** MA  
- **Course coordinator:** Ms Sallie Sounders  
- **Course fee:** TA74 $1,165 per subject  
  TA76 HECS

**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 program
Year 1 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 1 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
  (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 2cp
  (this is available to students taking 6cp subjects from other courses)

Master of Arts in Language and Literacy
(by coursework)
- Course code: TA72
- Testamur title: Master of Arts in Language and Literacy
- Abbreviation: MA
- Course coordinator: Dr Mike Baynham
- Course fee: HECS

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

Admission
Entry requirements are:
- Undergraduate degree or equivalent (essential)
- Teaching qualification (essential)
- At least three years’ relevant teaching experience (essential)
- Concurrent relevant teaching experience (desirable)

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

Course aims
- To enable students to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in a language other than English.
- To provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
• To develop students' capacity for theoretically informed reflective practice.
• To develop students' understanding of the linguistic demands of teaching and learning and of issues in language development.
• To develop students' critical understanding of the socio-political context of their work and its impact on their practice.
• To develop or strengthen students' capacity to undertake a range of leadership roles in their field(s) of practice whether as curriculum developers, researchers, program managers, advisers or exemplary teachers.
• To provide a relevant theoretical underpinning to these roles, including an in-depth understanding of the role of language in educational practices and current issues in social policy.
• To equip students with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in their field(s) of practice.

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

Attendance

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

TESOL and ABE strands of the MA Language and Literacy are also available in distance 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.

**Course program**
**Year 1 (TESOL and TLOTE pathways) Autumn semester**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>015152</td>
<td>Language in Social Context</td>
<td>6cp</td>
</tr>
<tr>
<td>015120</td>
<td>Curriculum and Methodology (TESOL)</td>
<td>6cp</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>015157</td>
<td>Curriculum and Methodology (TLOTE)</td>
<td>6cp</td>
</tr>
</tbody>
</table>

**Year 1 (TESOL and TLOTE pathways) Spring semester**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>015153</td>
<td>Teaching and Learning Literacy</td>
<td>6cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
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</tbody>
</table>

**Recommended list of electives available Spring semester**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>010157</td>
<td>Teaching and Learning Adult Numeracy</td>
<td>6cp</td>
</tr>
<tr>
<td>015158</td>
<td>Language Development</td>
<td>6cp</td>
</tr>
<tr>
<td>015128</td>
<td>Socio-Political Contexts of Language, Literacy and Numeracy Education</td>
<td>6cp</td>
</tr>
<tr>
<td>015125</td>
<td>Phonology and Pronunciation</td>
<td>6cp</td>
</tr>
</tbody>
</table>

**Year 1 (ABE pathway)**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>015152</td>
<td>Language in Social Context</td>
<td>6cp</td>
</tr>
<tr>
<td>015121</td>
<td>Curriculum and Methodology (ABE)</td>
<td>6cp</td>
</tr>
<tr>
<td>015153</td>
<td>Teaching and Learning Literacy</td>
<td>6cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
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</tbody>
</table>

**Recommended elective available in Year 1**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>010157</td>
<td>Teaching and Learning Adult Numeracy</td>
<td>6cp</td>
</tr>
</tbody>
</table>

**Year 2 (all pathways) Autumn semester**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>015126</td>
<td>Research Methodologies</td>
<td>6cp</td>
</tr>
<tr>
<td>xxxx Elective</td>
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</tr>
</tbody>
</table>
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (by coursework)

- Course code: TA71
- Testamur title: Master of Arts in TESOL
- Abbreviation: MA
- Course coordinator: Dr Mike Baynham
- Course fee: HECS

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 TESOL.

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 p.m. – 6.00 p.m. and those working in the schools sector would attend on Thursday 4.30 p.m. – 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.

The MA TESOL is also available in distance mode.

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.

Course program
Part-time attendance over two years

<table>
<thead>
<tr>
<th>Year 1 Autumn semester</th>
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</thead>
<tbody>
<tr>
<td>015152 Language in Social Context 6cp</td>
</tr>
<tr>
<td>015120 Curriculum and Methodology (TESOL) 6cp</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015153 Teaching and Learning Literacy 6cp</td>
</tr>
<tr>
<td>015158 Language Development 6cp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Autumn semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015126 Research Methodologies 6cp</td>
</tr>
<tr>
<td>015127 Grammar and the Construction of Meaning 6cp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>015116 Project 6cp</td>
</tr>
<tr>
<td>xxxxx Elective 6cp</td>
</tr>
</tbody>
</table>

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 |
| xxxxx Elective 6cp |

The Faculty of Education at UTS and the Institute of Education, University of London have a Memorandum of Understanding which allows students in the MA TESOL, Language and Literacy, Applied Linguistics programs to take up to one-quarter of their degree from the other institution. For UTS students this means that credit transfer can be obtained for two subjects taken from the Institute of Education, University of London. Subjects can be taken either in London or in some cases through distance mode. For more information contact the Academic Coordinator.
Master of Arts in Training and Human Resource Development

- Course code: TA79
- Testamur title: Master of Arts in Training and Human Resource Development
- Abbreviation: MA
- Course coordinator: Mr Joe Bright
- Course fee: vary by subject

Participants
This two-year part-time course is offered in distance mode to international students who are training professionals or human resource development managers. The course has been designed in collaboration with the Hong Kong Management Association (HKMA). The course is appropriate for people who are managing and working in strategic positions or aspiring to higher level positions in adult education, training and human resources departments and who wish to further develop their knowledge and competence in the theory and practice of HRD.

Aims
The course aims to provide students with an increased knowledge to make informed judgements on adult education and human resource development issues. The course content and teaching/learning practices aim for the student to:

- develop expertise in understanding and managing adult learning and organisational learning
- acquire new and more advanced knowledge in designing, implementing and evaluating training programs for employees and organisations;
- develop an understanding of the social, political and economic context of training and HRD;
- expand and evaluate the personal capacity to be self-directed in learning
- understand the emerging roles of HRD, in relation to their personal strengths and interests;
- understand the relationship of adult education and training theory and organisational practices in order to implement training and to make career and organisational interventions that enhance organisational effectiveness;
- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of their gender, ethnicity, class and age.

Assessment
Assessment is criterion referenced. This means that students will be assessed on whether they meet certain criteria, and graded ‘pass’ or ‘fail’ accordingly. All work will be judged against the following criteria:

- clarity of argument
- depth of analysis and degree of synthesis
- organisation of ideas
- use of literature and other materials to support argument
- use of accepted referencing procedures.

Attendance
The course is offered in distance mode which includes:

- A two-day seminar for each subject at or near the beginning of each semester;
- Use of Topclass computer program to enable one to one and study group;
- Provision of a distance learning Study Package for each subject which includes learning activities and readings communication for students and teachers.

Course structure
The course will comprise eight semester-long subjects structured for part-time study over a two-year period.
Course program
Semester 1
013332 Understanding Adult Education and Training
016007 Program Design and Evaluation
Semester 2
013337 Managing Change in Education and Training
013339 Skills, Technology and Workplace Learning
Semester 3
013368 The Psychology of Adult Development
013363 Supporting Workplace Learning and Reform

The remaining two subjects are electives which are to be approved by HKMA and UTS. These electives include subjects from the HKMA Professional Diploma programs.

Course numbers
A minimum cohort of 30 students is required for commencement.

Master of Education in Adult Education
(by coursework)

+ Course code: TA70
+ Testamur title: Master of Education in Adult Education
+ Abbreviation: MA
+ Course coordinator: Ms Susan Knights
+ Course fee: HECS

Participants
The Master of Education in Adult Education is designed to meet the specific educational development needs of a broad range of practitioners whose work includes helping adults to learn. Students in the course come from a diverse range of fields of practice including human resource development, community adult education, TAFE, non-formal education, health education, community services, adult basic education, career education, higher education, adult religious education, vocational education and training and the armed forces.

The open structure of the course allows flexible patterns of study enabling students to choose a pathway through the subjects on offer which fits their particular interests and career needs.

Entry to the program requires a Bachelor’s degree and evidence of involvement in adult education in either a professional or voluntary capacity.

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 criterion referenced and on a ‘pass’/‘fail’ basis.

Modes and length of study
Subjects are offered in weekly classes (Tuesday or Thursday evenings), intensive block mode (4 day blocks twice a semester) and by distance. Not all subjects are available in every mode. Students need to consult the timetable available from the Student Information Office for details of subjects offered each semester. Subject availability depends on resources and student numbers.
Most students complete the eight subjects required for the Master of Education in Adult Education in two years of part-time study. Others study full-time and complete in one year. Students may vary their subject load from semester to semester if required.

Course structure
Students must complete a total of eight 6 credit point subjects. There are two compulsory core subjects: Understanding Adult Education and Training, and Research Perspectives in Education. Students with previous academic studies in adult education at undergraduate or postgraduate level may substitute another subject for Understanding Adult Education and Training.

Apart from the requirement to include the two core subjects there is no set pattern to a student’s choice of subjects unless they wish to follow one of the two designated majors, human resource development or career counselling. Areas of interest included in the degree cover human resource development, informal or popular education, career education, educational leadership, experience-based learning, distance education and vocational education and training.

Subjects available in 2000 and 2001
In addition to the core subjects Understanding Adult Education and Training and Research Perspectives in Education it is expected that the following subjects will be available as electives during the academic years 2000–2001. This will depend to some extent on the availability of staff and on expressed student interest. Not all subjects are available in weekly, block and distance modes.

013314 Identity, Adult Development and Learning
013331 Women and Learning
013333 Adult Learning and Program Development
013336 Contemporary Issues in Australian Education
013349 Design and Method in Educational Research
013361 Women and Education
013363 Supporting Workplace Learning and Reform
013339 Skills, Technology and Workplace Learning
013337 Managing Change in Adult Education and Training
013367 Cultural Diversity in the Workplace
013318 Culture Difference and Curriculum
013343/4 Adult Communication Management 1/2
013205 Adult Communication Management and Teamwork
013206 Adult Communication Management and Organisational Frames
013325 Issues in Assessment
013350 Issues in Educational Evaluation
013368 The Psychology of Adult Development
013210 Skill, Learning and the Development of Expertise
013329 Text, Media and Technologies
013316 Concepts of Flexible, Open and Distance Learning
013322 Learning in Flexible, Open and Distance Education
013346 Computer-Mediated Adult Education and Training
013347 Issues in Computer-Mediated Adult Education and Training
013327 Post-Compulsory and Vocational Education and Training Reform
013334 The Economics and Politics of Adult Learning
013360 Language and Power
013369 Critical Literacies
013323 Forms and Traditions in Popular Education
013324 International Perspectives on Education and Development
013328 Practice and Pedagogy in Popular Education
013215 Adult Career Development
013216 Program Development in Adult Career Education
013217 Adult Career Guidance and Counselling
013319/20 Educational and Organisational Leadership 1/2
013315 Autobiography and Lifelong Learning
013330 Transformative Learning and Spiritual Traditions
013353 The Enrichment Tradition in Adult Education
013358 Experience-based Learning 1: Learners’ Perspectives
013359 Experience-based Learning 2: Facilitators’ Perspectives
013313 Academic and Professional Literacies
013324 International Perspectives on Education and Development
013328 Practice and Pedagogy in Popular Education
013340 Higher Level Competencies in Adult Education
013356 Independent Study Project 1
013357 Independent Study Project 2
HRD major
Students wishing to graduate with a major in human resource development (HRD) need to include at least four subjects from the following list among the subjects they take:

- 013363 Supporting Workplace Learning and Reform
- 013339 Skills, Technology and Workplace Learning
- 013333 Adult Learning and Program Development
- 013337 Managing Change in Adult Education and Training
- 013367 Cultural Diversity in the Workplace
- 013318 Culture Difference and Curriculum
- 013343/4 Adult Communication Management 1/2
- 013205 Adult Communication Management and Teamwork
- 013206 Adult Communication Management and Organisational Frames
- 013325 Issues in Assessment
- 013350 Issues in Educational Evaluation
- 013368 The Psychology of Adult Development
- 013210 Skill, Learning and the Development of Expertise

Career Education Counselling major
Students wishing to graduate with a major in Career Education need to take all of the following subjects in addition to the two core subjects:

- 013215 Adult Career Development
- 013216 Program Development in Adult Career Education
- 013217 Adult Career Guidance and Counselling
- 013368 The Psychology of Adult Development
- 013356/7 Independent Study Project 1/2 (the Independent Study subjects need to be supervised by the Career Education major coordinator, Associate Professor James Athanasou)

Interest areas
Students wishing to select a number of topics from particular areas of interest should seek advice from subject lecturers or the course coordinator. The following list gives an indication of subjects relating to a particular area of adult education.

Educational Leadership
- 013319/20 Educational and Organisational Leadership 1/2
- 013337 Managing Change in Adult Education and Training
- 013341 Policy Analysis in Adult Education

Experience-Based Learning
- 013315 Autobiography and Lifelong Learning
- 013330 Transformative Learning and Spiritual Traditions
- 013353 The Enrichment Tradition in Adult Education
- 013358 Experience-based Learning 1: Learners’ Perspectives
- 013359 Experience-based Learning 2: Facilitators’ Perspectives
- 013333 Adult Learning and Program Development

Language and Literacy
- 013313 Academic and Professional Literacies
- 013360 Language and Power
- 013369 Critical Literacies
- 013318 Culture Difference and Curriculum
- 013367 Cultural Diversity in the Workplace
- 013329 Text, Media and Technologies

Open, Flexible and Distance Learning
- 013329 Text Media and Technologies
- 013316 Concepts of Flexible, Open and Distance Learning
- 013322 Learning in Flexible, Open and Distance Education
- 013346 Computer-Mediated Adult Education and Training
- 013347 Issues in Computer-Mediated Adult Education and Training
- 014103 Educational Development and Instructional Design for Flexible Learning

Popular Education
- 013318 Culture Difference and Curriculum
- 013323 Forms and Traditions in Popular Education
- 013324 International Perspectives on Education and Development
- 013328 Practice and Pedagogy in Popular Education
- 013334 The Economics and Politics of Adult Education

Adult Learning and Program Development
- 013333 Adult Learning and Program Development
- 013350 Issues in Educational Evaluation
- 013331 Women and Learning
- 013210 Skill Learning and the Development of Expertise
- 013325 Issues in Assessment
- 013340 Higher Level Competencies in Adult Education
Research Pathway

Students intending to proceed to a higher degree by research (MEd(Hons), EdD or PhD) should include the subject Design and Method in Educational Research among their subjects as well as the core subject Research Perspectives in Education.

Independent Study Projects

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 (Honours)

- Course code: TAB3
- Testamur title: Masters of Education (Honours)
- Abbreviation: MEd(Hons)
- Course coordinator: Associate Professor Alison Lee
- Course fee: HECS

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

(or demonstrate equivalence)

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’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.
Doctor of Philosophy

- Course code: TA95
- Testamur title: Doctor of Philosophy
- Abbreviation: PhD
- Course coordinator: Associate Professor Alison Lee
- Course fee: HECS exempt/scholarship

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 course coordinator 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;
   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
- Testamur title: Doctor of Education
- Abbreviation: EdD
- Course coordinator: Associate Professor Alison Lee
- Course fee: HECS exempt/scholarship

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 ten semesters full-time or its part-time equivalent.

The four compulsory subjects in the degree are:

016715 Analysing Professional Practice 9cp
016716 Introduction to the Doctor of Education 9cp
023999 Research Literacies 1 9cp
016714 Dissertation Development and Appraisal 9cp

1 See the Teacher Education section of this handbook for subject description.

Two six credit point negotiated research subjects are also required.

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.
TEACHER EDUCATION

UNDERGRADUATE COURSES

At Kuring-gai campus the Faculty of Education offers a suite of three Bachelor of Education courses designed for people seeking initial qualifications in primary education or special education. Students can graduate with a pass degree or with honours. Two further Bachelor programs provide qualified teachers with the opportunity to upgrade their professional qualifications to four year status.

Initial Teacher Education courses

The three courses listed below are designed to prepare students for teaching in primary schools.

- The Bachelor of Education in Primary Education enables students to choose a Major Study elective, that is, a set of related subjects which enables in-depth study of an area relevant to primary school education.
- The Bachelor of Education in Special Education enables students to qualify as both a mainstream primary school teacher and as a special education teacher.

Teacher Education courses

BEd in Primary Ed
Common core and Practicum 5 to 7 Major Study Advanced Study Electives

BEd in Special Ed
Common core and Special Education 1 to 6 Special Education Practicum 5 and 6 Practicum 7

- The Bachelor of Education/Bachelor of Arts in International Studies enables students to combine preparation for primary school teaching with an opportunity to acquire knowledge and understanding of another language and culture.

Each course has the following strands:

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

Practicum Studies

The Practicum Curriculum contains two interlinked elements:

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.

Students may apply to conduct a field experience in one of Teacher Education's existing international practicum programs: Project Pranakorn (Thailand), a site in China, or the Lao People's Democratic Republic.

Through its provision of developmentally sequenced, integrated campus- and field-based experience, the Practicum Curriculum promotes learning about learning, learning about self, learning about school life and learning about teaching.
Faculty of 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 and Training. 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.

**English Proficiency Test**

If your tertiary education was conducted in a language other than English you will be required to demonstrate proficiency in the English language. If suitable evidence of English proficiency is not forwarded with the application for admission, the applicant will be requested to complete an English Test by the UTS Admissions Branch. UTS uses the International English Language Testing System (IELTS). For Teacher Education courses a minimum pass mark of 7 is required. Currently the test is offered through Australian Education Centres and British Council offices overseas. The IELTS test is available in Australia in all capital cities and many regional centres.

An application for admission will not be considered until proficiency in English has been demonstrated.

For further information on IELTS contact International Programs, UTS, Broadway: telephone (02) 9514 1531, (02) 9514 1536

**Curriculum Studies**

The subjects in this strand fall into the following curriculum areas:

- English Education
- Information Technology
- 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 sequence encourages 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.

Students in all three courses study the following subjects:

- Aboriginal and Torres Strait Islander History and Cultures
- Developmental Psychology
- Philosophical Bases of Education
- Sociological Bases of Education
- Educational Research (option)

**Major Study electives**

The Major Study component provides students in the Bachelor of Education in Primary Education (TE19) with the opportunity to acquire some scholarly expertise and experience in a field of their own choice. Students in the Bachelor of Education in Special Education (TE20) and the Bachelor of Education/Bachelor of Arts in International Studies (TE21) are required to complete subjects in the course.
Bachelor of Education in Primary Education

- Course code: TE19
- Testamur title: Bachelor of Education in Primary Education
- Abbreviation: BEd
- Course coordinator: Dr Joan Jardine
- Course fee: HECS

The Bachelor of Education in Primary Education consists of four years of full-time study or part-time equivalent. It combines theory and practice in a course which prepares students for a career in education and, specifically, teaching in primary schools. Its innovative practicum program integrates academic study with practical experience in schools. Students also have the opportunity to graduate with a Major Study of their choice.

Course program

The Bachelor of Education in Primary Education comprises the following strands: Practicum Studies, Curriculum Studies, Education and Contextual Studies, Major Study and Advanced Study Techniques

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>023111</td>
<td>Practicum 1: Beginning Teaching</td>
<td>8cp</td>
</tr>
<tr>
<td>024211</td>
<td>English Education I</td>
<td>6cp</td>
</tr>
<tr>
<td>023511</td>
<td>Development Psychology</td>
<td>4cp</td>
</tr>
<tr>
<td>029311</td>
<td>Aboriginal and Torres Strait Islander History and Culture</td>
<td>6cp</td>
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Semester 2

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<tr>
<td>023112</td>
<td>Practicum 2: Developing Classroom Management</td>
<td>8cp</td>
</tr>
<tr>
<td>021311</td>
<td>Information Technology</td>
<td>4cp</td>
</tr>
<tr>
<td>025211</td>
<td>Mathematics Education 1</td>
<td>6cp</td>
</tr>
<tr>
<td>027211</td>
<td>Personal Development, Health and Physical Education 1</td>
<td>6cp</td>
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Semester 3

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<tr>
<td>023113</td>
<td>Practicum 3: Promoting Student-centred Learning</td>
<td>8cp</td>
</tr>
<tr>
<td>028211</td>
<td>Science and Technology Education 1</td>
<td>4cp</td>
</tr>
<tr>
<td>025212</td>
<td>Mathematics Education 2 (FY)</td>
<td></td>
</tr>
<tr>
<td>024212</td>
<td>English Education 2 (FY)</td>
<td></td>
</tr>
<tr>
<td>020211</td>
<td>Visual Art and Craft Education (FY)</td>
<td></td>
</tr>
<tr>
<td>029211</td>
<td>Social and Environmental Education (FY)</td>
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Semester 4

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</thead>
<tbody>
<tr>
<td>023114</td>
<td>Practicum 4: Managing Learning Difficulties</td>
<td>8cp</td>
</tr>
<tr>
<td>025212</td>
<td>Mathematics Education 2 (FY)</td>
<td>6cp</td>
</tr>
<tr>
<td>024212</td>
<td>English Education 2 (FY)</td>
<td>6cp</td>
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<tr>
<td>020211</td>
<td>Visual Art and Craft Education (FY)</td>
<td>6cp</td>
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<td>029211</td>
<td>Social and Environmental Education (FY)</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>Major Study (1 of set of 4)</td>
<td>6cp</td>
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Semester 5

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<tbody>
<tr>
<td>023115</td>
<td>Practicum 5: Designing Educational Programs</td>
<td>8cp</td>
</tr>
<tr>
<td>024213</td>
<td>English Education 3: ESL</td>
<td>6cp</td>
</tr>
<tr>
<td>025213</td>
<td>Mathematics Education 3</td>
<td>4cp</td>
</tr>
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<td>Major Study (2 of set of 4)</td>
<td>6cp</td>
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Semester 6

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<th>Credits</th>
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<tbody>
<tr>
<td>023116</td>
<td>Practicum 6: Assessing and Evaluating in Education</td>
<td>8cp</td>
</tr>
<tr>
<td>023512</td>
<td>Sociological Bases of Education</td>
<td>4cp</td>
</tr>
<tr>
<td>023505</td>
<td>Educational Research or elective</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>Major Study (3 of set of 4)</td>
<td>6cp</td>
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Semester 7

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<th>Credits</th>
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<tbody>
<tr>
<td>023117</td>
<td>Practicum 7: Reflecting on Educational Practice</td>
<td>8cp</td>
</tr>
<tr>
<td>023506</td>
<td>Philosophical Bases of Education</td>
<td>4cp</td>
</tr>
<tr>
<td>026211</td>
<td>Music Education</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>Major Study (4 of set of 4)</td>
<td>6cp</td>
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</tbody>
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Semester 8

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>023118</td>
<td>Practicum 8: Analysing Current Issues in Australian Education</td>
<td>6cp</td>
</tr>
<tr>
<td>028212</td>
<td>Science and Technology Education 2</td>
<td>4cp</td>
</tr>
<tr>
<td></td>
<td>Advanced Study Elective</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>Advanced Study Elective</td>
<td>6cp</td>
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Major Study sequence

- Art
- Children's Theatre and the Creative Arts
- Educational Computing
- Education
- English
- History
- International Study (Sweden)
- Languages
- Mathematics
- Music
- PDHPE (Personal Development, Health and Physical Education)
- Science and Technology
Art Major Study
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:
- 020411 Art Major Study 1: People in Art
- 020412 Art Major Study 2: A Sense of Place
- 020413 Art Major Study 3: Stories, Myths and Truth
- 020414 Art Major Study 4: Design and Power

Children’s Theatre and the Creative Arts Major Study
This Major Study sequence is multidisciplinary and incorporates 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 is on production, and on theatre as collaboration.
Students 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:
- 024411 Children’s Theatre & the Creative Arts 1: Overview of World Theatre; Production Roles; Script-writing
- 024412 Children’s Theatre & the Creative Arts 2: Acting & Performing Skills; Genres for Children – pantomime, fairy tale etc.
- 024413 Children’s Theatre & the Creative Arts 3: Production and Direction – lighting, scenery, costuming etc.
- 024414 Children’s Theatre & the Creative Arts 4: Staging Performances – a performance for children

Educational Computing Major Study
Much of the individual content of the subjects within this Major Study sequence changes from year to year in order to maintain currency with latest developments in educational computing.
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 sequence in education involves students in the critical scrutiny of educational research, policy and practice with an emphasis on lifelong learning and continuous improvement.
The subject sequence is as follows:
- 023411 Education Major Study 1: History of Australian Education
- 023412 Education Major Study 2: Moral Development
- 023413 Education Major Study 3: Changing Schools
- 023414 Education Major Study 4: Educational Policy Studies

English Major Study
The foundation aim of each of the Major Studies in English is to develop a lifelong love of literature.
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. In the texts of literature language can be seen at its most meaningful and 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 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 20th century. It then looks at the European history in the 20th century, before turning to Asian history by and its 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 20th Century
029413 History Major Study 3: Europe in the 20th Century
029414 History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

International Major Study (Sweden)
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 includes:

- 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.

The subject is:
029410 International Major (Sweden)

Languages Major Study
Students can choose to study a sequence of language and culture subjects offered by the Institute for International Studies.

The level of language study is determined by the language proficiency of the students and is suitable to beginners and post-HSC levels, and more advanced levels.

Contact Institute for International Studies, 10 Quay Street, Haymarket or telephone (02) 9514 1574. Faculty permission is required to undertake a Major Study in the particular language. All enrolments in language and culture programs must be done through the Institute for International Studies.

Mathematics Major Study
The Mathematics Major Study sequence of subjects 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.

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 Societal Context of Mathematics
025414 Mathematics Major Study 4: An Introduction to Graph Theory

Music Major Study
The Music Major Study sequence exposes students to the professional sphere of thought and practice within the discipline of music.

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 Studies sequence enables students to explore the socio-cultural variables which influence participation in physical activity. By integrating micro teaching opportunities with research interests, students develop the ability to undertake action research. Personal development and health issues are explored as a medium for broadening students’ repertoire of teaching and learning strategies.

The subject sequence is as follows:

027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching
027412 PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education
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 Study sequence focuses on broadening and extending the student’s learning and understanding in science and technology through an integrated approach. 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.

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 enables students to select subjects which afford them opportunities to study an area of interest which may have developed as a result of studies in the previous three years.

Students will select subjects from three strands which have been designed to cover a variety of disciplines and broad education contexts.

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 Program Director.

Strand A: Advanced Education Studies

Subjects included in this strand cover aspects of research, practice and policy within an educational framework:

021702 Current Issues and Applications in Educational Computing
023614 International Perspectives on Education
024711 Language, Literacy and Education
023615 Professional Ethics
023621 School and Community Relations

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:

024705 Advanced Children’s Literature
024712 Approaches to the Teaching of English
029703 Family History
021703 Internet and Electronic Information Networking
020703 Issues in Art Education
026702 Music and Society
024713 Teaching English to International Students

Strand C: Interdisciplinary Studies

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

028713 Environmental Education
022602 Independent Study
029704 Initiatives and Innovations in Aboriginal and Torres Strait Islander Education
022601 Learning Beyond the Classroom
027706 Sports Science and Education
020704 Studio Practice in Visual Arts
022603 Teaching Across the Curriculum

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

- Course code: TE20
- Testamur title: Bachelor of Education in Special Education
- Abbreviation: BEd
- Course coordinator: Dr Joan Jardine
- Course fee: HECS

The Bachelor of Education in Special Education consists of four years' full-time study or part-time equivalent. 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 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 preschool to adult.

Course structure

Three of the strands in the Bachelor of Education in Special Education have been described in the preceding section: Practicum Studies, Curriculum Studies and Educational and Contextual Studies. There is no Major Study Sequence or Advanced Study Elective strand in this course because Special Education subjects have replaced them. Practicums in semesters 5 and 6 are in Special Education settings. Practicums in semesters 7 and 8 may be located in Special Education settings.

Course program

Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credit Points</th>
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Semester 2

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<td>Personal Development, Health and Physical Education 1</td>
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Semester 3

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Semester 4

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<td>023821</td>
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Semester 5

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Semester 6

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<td>023512</td>
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<td>023505</td>
<td>Educational Research or elective</td>
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Semester 7

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<td>023506</td>
<td>Philosophical Bases of Education</td>
<td>4cp</td>
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<td>Music Education</td>
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Semester 8

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Bachelor of Education/Bachelor of Arts in International Studies

- Course code: TE21
- Testamur title: Bachelor of Education Bachelor of Arts in International Studies
- Abbreviation: BEd BA
- Course coordinator: Ms Rhondda Brill
- Course fee: HECS

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 Comparative 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, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, South China, Spain, Taiwan, Thailand, 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 Greece and Vietnam majors are restricted to students with a sound working knowledge of the language of their specialisation. Students are admitted to the International Studies program with no guarantee of entry to a specific major, although every effort is made in trying to meet students' preferences.

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

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

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

The Institute for International Studies makes the arrangements for students to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition and travel are borne by
UTS. Students should be aware that the cost of living in some countries – notably in Argentina, Japan, Taiwan, Hong Kong, France and Germany – is higher than in Sydney.

**Language and Culture**

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

In 2000, the following Language and Culture programs are available at UTS: Cantonese, Chinese, Italian, Japanese 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: Greek, Indonesian, Malaysian, Russian, and Thai. Again, the selection of a Language and Culture program is determined by the student's choice of major.

**Comparative Social Change and 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 Comparative Social Change, which provides an introduction to comparative social change in Europe, Latin America, 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
- **France** Contemporary Europe
- **Germany** Contemporary Europe
- **Greece** Contemporary Europe
- **Indonesia** Contemporary South-East Asia
- **Italy** Contemporary Europe
- **Japan** Contemporary Japan
- **Malaysia** Contemporary South-East Asia
- **Russia** Contemporary Europe
- **South China** Chinese East Asia
- **Spain** Contemporary Europe
- **Taiwan** Chinese East Asia
- **Thailand** Contemporary South-East Asia
- **Vietnam** Contemporary South-East Asia

Comparative 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 program

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<td>English Education 1</td>
<td>6cp</td>
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<tr>
<td>023511</td>
<td>Developmental Psychology</td>
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<td>029311</td>
<td>Aboriginal and Torres Strait Islander History and Culture</td>
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#### Semester 2

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<td>Information Technology</td>
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#### Semester 3

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<tr>
<td>971xxx</td>
<td>Language and Culture 1</td>
<td>8cp</td>
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<td>025212</td>
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#### Semester 4

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<td>(full year)</td>
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<td>Language and Culture 4</td>
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<td>Contemporary Society</td>
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<td>Visual Art and Craft Education (full year)</td>
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<td>Philosophical Bases of Education</td>
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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 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 them to use and further develop their knowledge of a language and culture.

**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 Comparative Social Change 8cp
- 976501 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 Comparative Social Change 8cp
- 976501 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 8cp
- 972111 Chinese Language and Culture 2 8cp
- 973111 Chinese Language and Culture 3 8cp
- 974111 Chinese Language and Culture 4 8cp
- 50140 Comparative Social Change 8cp
- 976111 Contemporary China 8cp
- 977111 In-country Study 1: China 24cp
- 978111 In-country Study 2: China 24cp

**France**
- 971414/5 French Language and Culture 1 8cp
- 972414/5 French Language and Culture 2 8cp
- 973414/5 French Language and Culture 3 8cp
- 974414/5 French Language and Culture 4 8cp
- 50140 Comparative Social Change 8cp
- 976401 Contemporary Europe 8cp
- 97741x In-country Study 1: France 24cp
- 97841x In-country Study 2: France 24cp

**Germany**
- 971424/5 German Language and Culture 1 8cp
- 972424/5 German Language and Culture 2 8cp
- 973424/5 German Language and Culture 3 8cp
- 974424/5 German Language and Culture 4 8cp
- 50140 Comparative Social Change 8cp
- 976401 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 Comparative Social Change 8cp
- 976401 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 Comparative Social Change 8cp
- 976301 Contemporary Southeast Asia 8cp
- 977311 In-country Study 1: Indonesia 24cp
- 978311 In-country Study 2: Indonesia 24cp

**Italy**
- 971434/5 Italian Language and Culture 1 8cp
- 972434/5 Italian Language and Culture 2 8cp
- 973434/5 Italian Language and Culture 3 8cp
- 974434/5 Italian Language and Culture 4 8cp
- 50140 Comparative Social Change 8cp
- 976401 Contemporary Europe 8cp
- 977431 In-country Study 1: Italy 24cp
- 978431 In-country Study 2: Italy 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 Comparative Social Change 8cp
- 976211 Contemporary Japan 8cp
- 97721x In-country Study 1: Japan 24cp
- 97821x In-country Study 2: Japan 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 Comparative Social Change 8cp
- 976301 Contemporary Southeast Asia 8cp
- 977331 In-country Study 1: Malaysia 24cp
- 978331 In-country Study 2: Malaysia 24cp
Mexico

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 Comparative Social Change 8cp
976501 Contemporary Latin America 8cp
977530 In-country Study 1: Mexico 24cp
978530 In-country Study 2: Mexico 24cp

Russia

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

South China

971121 Cantonese Language and Culture 1 8cp
971111 Chinese Language and Culture 1 8cp
972121 Cantonese Language and Culture 2 8cp
972111 Chinese Language and Culture 2 8cp
973121 Cantonese Language and Culture 3 8cp
973111 Chinese Language and Culture 3 8cp
974121 Cantonese Language and Culture 4 8cp
974111 Chinese Language and Culture 4 8cp
50140 Comparative Social Change 8cp
976301 Contemporary Southeast Asia 8cp
977730 In-country Study 1: Guangdong, Hong Kong 24cp
978730 In-country Study 2: Guangdong, Hong Kong 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 Comparative Social Change 8cp
976401 Contemporary Europe 8cp
977451 In-country Study 1: Spain 24cp
978451 In-country Study 2: Spain 24cp

Taiwan

971111 Chinese Language and Culture 1 8cp
972111 Chinese Language and Culture 2 8cp
973111 Chinese Language and Culture 3 8cp
974111 Chinese Language and Culture 4 8cp
50140 Comparative Social Change 8cp
976101 Chinese East Asia 8cp
97713x In-country Study 1: Taiwan 24cp
97813x In-country Study 2: Taiwan 24cp

Thailand

971320 Thai 1 8cp
972320 Thai 2 8cp
973320 Thai 3 8cp
974320 Thai 4 8cp
50140 Comparative Social Change 8cp
976301 Contemporary Southeast Asia 8cp
977322 In-country Study 1: Thailand 24cp
978322 In-country Study 2: Thailand 24cp

Vietnam

971121 Cantonese Language and Culture 1 8cp
972121 Cantonese Language and Culture 2 8cp
973121 Cantonese Language and Culture 3 8cp
974121 Cantonese Language and Culture 4 8cp
50140 Comparative Social Change 8cp
976301 Contemporary Southeast Asia 8cp
977xxx In-country Study 1: Vietnam 24cp
978xxx In-country Study 2: Vietnam 24cp

Further details of International Studies subjects may be found in the 2000 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 (02) 9514 1574
dax (02) 9514 1578
eemail iisinfo@uts.edu.au
Bachelor of Education in Primary Education

- Course code: TE16
- Testamur title: Bachelor of Education in Primary Education
- Abbreviation: BEd
- Course coordinator: Mr Paul March
- Course fee: HECS

One year of full-time study or part-time equivalent.

The Bachelor of Education consists of one year full-time (or part-time equivalent) study. It is designed to enable teachers to build upon their initial preparation for teaching by providing them with the opportunity to analyse and critique issues and problems in education.

Admission requirements

The course is available only to qualified teachers. School leavers and others beginning their tertiary studies should refer to the Bachelors of Education in Primary Education (TE19, TE20, TE21).

There are three points of entry to the course:

1. Current Diploma of Teaching or Bachelor of Teaching.
   Students with one of these qualifications must complete eight subjects including the compulsory subject Current Issues in Australian Education: A Critical Analysis.

2. Pre-1983 Diploma of Teaching.
   Students with this qualification must complete two additional subjects (10 subjects in all).

3. Two-year Teacher’s Certificate.
   Students with this qualification must complete four additional subjects (12 subjects in all).

Course structure

Normally, the course consists of eight subjects, each worth six credit points (48 credit points in total). One subject is compulsory – 023616 Current Issues in Australian Education: A Critical Analysis. The other seven subjects can be chosen from the list below. Students can also select two subjects from major study sequences in TE19 or from other courses in the University with the permission of the Program Director, Dr Joan Jardine.

Students must complete at least 40 continuous days or 60 non-continuous days of teaching in order to graduate from the course.

Subjects offered each year will be drawn from the following list. Not all subjects will be available each year.

024705 Advanced Children’s Literature
024712 Approaches to the Teaching of English
029602 Colonial Australian History
021702 Current Issues and Applications in Educational Computing
028713 Environmental Education
029703 Family History
023617 Implementing Educational Change
022602 Independent Study
029704 Initiatives and Innovations in Aboriginal and Torres Strait Islander Education
023614 International Perspectives on Education
021703 Internet and Electronic Information Networking
020703 Issues in Art Education
027704 Issues in PDHPE
024711 Language, Literacy and Education
022601 Learning Beyond the Classroom
026702 Music and Society
027707 PDHPE Research Project
023615 Professional Ethics
023621 School and Community Relations
023612 Social Context of Childhood Stress
027706 Sports Science and Education
020704 Studio Practice in Visual Arts
022603 Teaching Across the Curriculum
024713 Teaching English to International Students

Bachelor of Education in Special Education

- Course code: TE12
- Testamur title: Bachelor of Education in Special Education
- Abbreviation: BEd(Hons)
- Course coordinator: Dr Joan Jardine
- Course fee: HECS

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 the 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 program
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

Bachelor of Education (Honours)
- Course code: TE17
- Testamur title: Bachelor of Education (Honours)
- Abbreviation: BEd(Hons)
- Course coordinator: Associate Professor Barbara Poston-Anderson
- Course fee: HECS

The Bachelor of Education (Honours) is a one-year full-time program for graduates of the Bachelor of Education 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 of a 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 an Educational Research subject 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.

Course program
Semester 1

Compulsory subjects
023698 Honours Seminar (FY) 3cp
015382 Research in Practice 6cp
xxxxx Elective 5cp
xxxxx Additional subject to be advised 8cp
015382 Research in Practice 6cp

Semester 2

Compulsory subjects
023698 Honours Seminar (FY) (cont.) 2cp
023699 Honours Thesis (FY) (cont.) 12cp

Elective subject
Any other related subject approved by the Associate Dean, with a value of five credit points.
POSTGRADUATE COURSES

Graduate Certificate in Dance Education

- Course code: TE60
- Testamur title: Graduate Certificate in Dance Education
- Abbreviation: none
- Course coordinator: Dr Rosemary Johnston
- Course fee: $700 per subject

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).

Course program

027901 Dance Method 1: Performance and Teaching 6cp
027902 Dance Method 2: Composition and Teaching 6cp

Graduate Diploma in Children’s Literature and Literacy

- Course code: TE50
- Testamur title: Graduate Diploma in Children’s Literature and Literacy
- Abbreviation: GradDipChildLit
- Course coordinator: Dr Rosemary Johnston
- Course fee: $950 per subject

See also Master of Arts in Children’s Literature and Literacy (TE75).

This is a part-time program extending over four semesters. In 2000, 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 Bachelor of Education program.

Course program

Semester 1

024901 Children’s Literature 1 6cp
024911 Literacy 1 6cp

Semester 2

024902 Children’s Literature 2 6cp
024912 Literacy 2 6cp
Semester 3
024903 Research Methodology 6cp
024913 Literary Theory and Children’s Literature 6cp

Semester 4

Graduate Diploma
024904 Issues in Children’s Literature and Literacy 12cp

or

Master of Arts
024914 Major Study 12cp

Students must decide at the end of Semester 2 if they wish to transfer from the Graduate Diploma to the MA or vice versa. Later transfers cannot be accepted. MA students are required to achieve at least a credit average in Semesters 1, 2 and 3.

Graduate Diploma in Education
- Course code: TE51 Science; TE58 Personal Development, Health and Physical Education
- Testamur title: Graduate Diploma in Education
- Abbreviation: GradDipEd
- Course coordinator: Dr Janette Griffin
- Course fee: TE51 HECS; TE58 HECS

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.

English requirements
Short-listed applicants for the Graduate Diploma in Education course who have studied at a university in a country where English is not the first language will be required to demonstrate proficiency in the English language with a score of at least 8.0 on the International English Language Testing System (IELTS). An equivalent score on the TOEFL/TWE test will be acceptable for applicants coming from countries where IELTS is not readily available.

Curriculum Studies
Elective Curriculum Studies are available in these secondary school key learning areas: Mathematics (TE56), 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 program

Semester 1

Curriculum areas
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
Graduate Diploma in Music Therapy

- **Course code:** TE59
- **Testamur title:** Graduate Diploma in Music Therapy
- **Abbreviation:** GradDipMusTh
- **Course coordinator:** Dr Rosemary Johnston
- **Course fee:** $975 per subject

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, Midwifery and Health.

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 program
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 2000 Faculty of Nursing, Midwifery and Health Handbook.

Graduate Diploma in Special Education
- Course code: TE53
- Testamur title: Graduate Diploma in Special Education
- Abbreviation: GradDipSpecEd
- Course coordinator: Dr Joan Jardine
- Course fee: HECS

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

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

Semester 2
023851 Educational Perspectives on the Management of Challenging Behaviours 6cp
023854 Numeracy Instruction for Students with Learning Difficulties and Disabilities 6cp
Master of Arts in Children’s Literature and Literacy (by coursework)

- Course code: TE75
- Testamur title: Master of Arts in Applied Linguistics
- Abbreviation: MA
- Course coordinator: Dr Rosemary Johnston
- Course fee: $950 per subject

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

This is a part-time program normally extending over four semesters. In 2000, 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 Bachelor or Education program.

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<tr>
<th>Course program</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>024901 Children’s Literature 1</td>
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<td>024911 Literacy</td>
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<td><strong>Semester 2</strong></td>
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<td>024902 Children’s Literature 2</td>
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<td>024912 Literacy</td>
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<td><strong>Semester 3</strong></td>
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<td>024903 Research Methodology</td>
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<td>024904 Issues in Children’s Literature</td>
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<td>or</td>
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<tr>
<td><strong>Master of Arts</strong></td>
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<tr>
<td>024914 Major Study</td>
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</tbody>
</table>

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

MA students are required to achieve at least a credit average in Semesters 1, 2 and 3.
Master of Education in Teacher Education (by coursework)

- Course code: TE84
- Testamur title: Master of Education in Teacher Education
- Abbreviation: MA
- Course coordinator: Dr Graham Barnsley
- Course fee: HECS

Master of Education in Teacher Education (Special Education)

- Course code: TE82
- Testamur title: Master of Education in Teacher Education
- Abbreviation: MA
- Course coordinator: Dr Joan Jardine
- Course fee: HECS

Master of Education in Teacher Education (Visual Arts)

- Course code: TE85
- Testamur title: Master of Education in Teacher Education
- Abbreviation: MA
- Course coordinator: Ms Anne Bamford
- Course fee: HECS

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
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
- **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
- **023979** Special Study in Education  6cp

### 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.
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; 2hsw
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; 2hsw; 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; 4hsw
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; 2hsw; 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; 2hsw
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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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
BTeach, 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.
90  Subject descriptions

012150  
Computer-managed Learning  
*BTech, 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  
*BTech, 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  
*BTech, 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  
*BTech, 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  
*BTech, 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  
*BTech, 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  
*BTech, 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 1
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 1
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
BEd (Adult Ed)
6cp
subject coordinator: Hermine Scheeres
This subject discusses and critiques notions of culture and diversity. It examines what it means to take on a cultural perspective in adult education and training.
The subject also 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.

The subject will consider the implications of these understandings for curriculum and assessment and the need to integrate these understandings in all fields of practice.

015002

Adult Teaching and Learning

*BEd* (Adult Ed)

6cp

*subject coordinator:* Mike 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


6cp

*subject coordinator:* Peter Russell

This subject is designed to provide participants with the knowledge and skills to identify, document and present their prior and current learning in a portfolio. This subject while providing participants with a tangible record of their personal learning achievements also models the process of portfolio development that is now a common feature of monitoring and recording workplace learning in organisational contexts.

015004

Communication and Learning


6cp; prerequisite: 015001 Language, Culture and Communication (or equivalent)

*subject coordinator:* Shirley Saunders

This subject focuses on the professional development of students as communicators in organisations. It is designed to develop and extend students' language and cultural knowledge and skills by focusing on the spoken and written communication necessary for students to become effective members of organisations. The main emphasis will be on communication in the learning context; the presentation of the subject will therefore reflect the view of learning as a process in a problem-solving environment such as an organisation.

015005

Psychological Perspectives on Adult Learning

*BEd* (Adult Ed)

6cp

*subject coordinator:* Ian Cornford

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:* Clive Chappell

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:* Sallie 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

TA21 BEd (Adult Ed), TA25 BEd (Adult Ed)/BA Int.Studies, TA26 BA (Learning in Orgs) 6cp
subject coordinator: Roger Morris

This subject examines key issues that impact on adult learning in the contemporary Australian context. It is designed to give an overview of the relationship of these issues to developments in the wider Australian society. Participants will critically analyse these issues in terms of current educational and economic policies and their impact on educational practices and contemporary debates.

015011
Research and Inquiry

BEd (Adult Ed) 6cp
subject coordinator: Bob Pithers

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

015017
Community Practicum

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

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: Robyn Johnston

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: Sheilagh Kelly

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: Laraine Spindler

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 Teaching Practices 1

BEd (Adult Ed) 6cp
subject coordinator: Jane Sampson

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: Tony 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:
Keiko Yasukawa (LLN)/Bob Gowing (Voc Ed)
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: Hermine Scheeres
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: Laraine Spindler
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 explore the diversity of roles within their field of practice, the range of practices and the diversity of clients and appropriate strategies to build an inclusive learning environment.

015033
Program Planning in Community Settings
BEd (Adult Ed)
6cp
subject coordinator: Rick Flowers
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: Tony 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: Hermine Scheeres
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
(VOC ED)
BEd (Adult Ed)
6cp
subject coordinator: Laraine Spindler
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 and critique a range of delivery strategies for practical specialisations, and provide further opportunities for applying methods of program delivery and assessment of learning in specific learning contexts.

015046
Influences on the Contemporary Workplace
TA21 BEd (Adult Ed), TA25 BEd (Adult Ed)/BA Int.Studies, TA26 BA (Learning in Orgs)
6cp
subject coordinator: Joe Bright
This subject investigates some current issues impacting on organisations and on human resource development practices. Participants will examine the implications of such trends on the nature and organisation of learning at work. They will be presented with case studies that illustrate the impact of these trends on work and work organisation and will be provided with opportunities to critically examine the responses of organisations to these emergent issues.

015052
The Professional Practitioner
(VOC ED)
BEd (Adult Ed)
6cp
subject coordinator: Bob 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.
It will identify the professional forces which provide support for the field, examine career options both within participants’ fields and in the fields of others and develop greater awareness of the role of continuing professional education to specialisms.

015054
Organisational Learning: An Experiential Approach
BEd (Adult Ed)
6cp
subject coordinator: Elyssebeth 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: Elyssebeth 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.
015066
Leading and Facilitating Change
BEd (Adult Ed)
6cp
subject coordinator: Tony 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: Peter 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: Peter 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.

015072
Developing Interpersonal Communication
BEd (Adult Ed)
6cp; prerequisites: 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)
subject coordinator: Shirley Sounders
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 (or equivalent); 015004 Communication and Learning (or equivalent)
subject coordinator: Shirley Sounders
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 (or equivalent); 015004 Communication and Learning (or equivalent)
subject coordinator: Shirley Sounders
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 (or equivalent); 015004 Communication and Learning (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: Shirley 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: Peter 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.

015078
Adult Education and Social Action
BEd (Adult Ed)
6cp
subject coordinator: Mike Newman
This subject examines the ways adult education can grow out of, give rise to, and play a part in, community, social and political action.

015081
Adult Education and the Unemployed
BEd (Adult Ed)
6cp
subject coordinator: Rick Flowers
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: Rick Flowers
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: Sallie Saunders
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: Sallie Saunders
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.
015086
Introduction to Language
*BEd (Adult Ed)*
6cp
subject coordinator: Chris Nesbitt
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 Contexts of Language, Literacy and Numeracy
*BEd (Adult Ed)*
6cp
subject coordinator: Mike Baynham
This subject aims to provide an introduction to key concepts in social approaches to language, literacy and numeracy, providing students with the opportunity to relate the theoretical material to their own language, literacy and numeracy practices, and explore the implications for teaching. Students will also have the opportunity to examine the impact of social, industrial and political influences on the teaching contexts.

015088
Teaching Language and Literacy
*BEd (Adult Ed)*
6cp; prerequisites: 015086 Introduction to Language; 015087 Social Contexts of Language Literacy and Numeracy; 015001 Language, Culture and Communication
subject coordinator: Sheilagh Kelly
This subject introduces participants to the range of written and spoken text types relevant to the needs of their participants. The focus is 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: Betty Johnston
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: Sheilagh Kelly
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: Peter 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.

015096
Simulations and Games: Theory and Design
*BEd (Adult Ed)*
6cp
subject coordinator: Elyssebeth Leigh
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: Peter 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: Peter 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: Peter 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.

015110
Aboriginal Cultures and Philosophies
BEd (Adult Ed)
8cp
subject coordinator: Jennifer 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: Jennifer 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: Jennifer 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: Jennifer 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: Jennifer 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: Jennifer 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: Susan 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 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: Jennifer 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: Tony 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

Experiential Learning and Cultural Action

*BEd (Adult Ed)*

6cp

*subject coordinator: Susan Knights/Kate Collier*

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 Community Education

*BEd (Adult Ed)*

6cp

*subject coordinator: Mike 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: Barbara Mitchell*

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: Tony 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

*subject coordinator: Bob Gowing*

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 Teaching Practices 2

*BEd*

6cp; 2hpw

*subject coordinator: Jane Sampson*

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.

015309

Computing for Adult Educators

*BEd (Adult Ed)*

4cp

*subject coordinator: Mez Egg*

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.
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.

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 2000 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.

015380
Thesis
BEd (Hons)
30cp
Thesis.

015381
Thesis Development and Appraisal
BEd (Hons)
6cp; 3hpw
subject coordinator: Bob 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. It 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: Bob 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 (e.g. construction of a survey) and skills (e.g. ‘data’ analysis) deemed necessary to achieve the production of an honours thesis.

015398
Teaching Spoken Language
BEd (Adult Ed)
6cp; prerequisites: 015086 Introduction to Language Teaching; 015088 Language and Literacy
subject coordinator: Pauline Gibbons
This subject aims to provide an integrated approach to the teaching of spoken English which is informed by a systematic description of spoken English as well as first and second language acquisition and research. It will provide students with an opportunity to examine current methodology for teaching spoken English.
020211
Visual Arts and Craft Education
BEd (Prim), BEd (Spec Ed), BEd T Lib, BTeach
BA
6cp; 3hpw for two semesters
subject coordinator: Anne 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 appreciation 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.

020411
Art Major Study 1: People in Art
BEd (Prim)
6cp; 3hpw
subject coordinator: Anne 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: Anne 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; 3hpw; prerequisites: 020411 Art Major Study 1 and/or 020412 Art Major Study 2
subject coordinator: Anne Bamford

All people seem to have a need to tell stories through 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; 3hpw; prerequisites: 020411 Art Major Study 1; 020412 Art Major Study 2 and/or 020413 Art Major Study 3
subject coordinator: Anne 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 students will research one interest area of art in depth and present these findings in a written paper and a major work exhibition.
020703

Issues in Art Education

BEd (Prim), BEd (Spec Ed), BEd T Lib
6cp; 2hpw
subject coordinator: Anne 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)
6cp; 2hpw
subject coordinator: Anne 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)
subject coordinator: Matthew Kearney

This 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. 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, spread sheets, databases, and using software across the curriculum. Values and ethics relevant to computer use in educational contexts are considered.

021411

Educational Computing Major Study 1

BEd (Prim)
6cp; 3hpw; prerequisite: 021311 Information Technology or equivalent
subject coordinator: Matthew Kearney

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; 3hpw; prerequisite: 021311 Information Technology or equivalent
subject coordinator: Matthew Kearney

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; 3hpw; prerequisite: 021311 Information Technology
subject coordinator: Matthew Kearney

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 through 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; 3hpw; prerequisite: 021411/2/3
Educational Computing Major Study 1, 2 or 3
subject coordinator: Matthew Kearney

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.

021703
Internet and Electronic Information Networking
BEd T Lib
advanced study elective
4cp; 2hpw
subject coordinator: Matthew Kearney

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

022601
Learning Beyond the Classroom
BEd (Prim), BEd (Spec Ed), BEd T Lib,
advanced study elective
6cp; 2hpw
subject coordinator: Janette 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: 023505 Educational Research
subject coordinator: Joan Jardine

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: Rosemary 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.

023111
Practicum 1: Beginning Teaching – Issues in the Primary School
BEd (Prim), BEd (Spec Ed), BEd BA
8cp; 2hpw
subject coordinator: Sandy 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 BA
8cp; 3hpw; prerequisite: 023111 Practicum 1: Beginning Teaching – Issues in the Primary School; 023511 Developmental Psychology
subject coordinator: Alan 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 BA
8cp; 3hpw; prerequisite: 023112 Practicum 2: Developmental Psychology
subject coordinator: Laurie 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 BA
8cp; 3hpw; prerequisite: 023113 Practicum 3: Promoting Student-centred Learning
subject coordinator: Nicole 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 BA
6cp; 2hpw; prerequisite: 023114 Practicum 4: Managing Learning Difficulties
subject coordinator: Laurie 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 BA
6cp; 2hpw; prerequisite: Practicum 5: Designing Educational Programs
subject coordinator: Kathie 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: Kim 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.

023118
Practicum 8: Analysing Current Issues in Australian Education
BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Kathie 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.

023411
Education Major Study 1: History of Australian Education
BEd (Prim)
6cp; 3hpw
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; 3hpw
subject coordinator: Laurie 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; 3hpw
subject coordinator: Kathie 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; 3hpw
subject coordinator: Kathie 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.

023505
Educational Research
BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Margaret Goninan

This subject aims to develop students’ understanding of research through their active participation in it. With the support of the lecturer, 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. 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 both as an essential preparation for the BEd Honours course and as a core subject for third year Bachelor of Education students.

023506
Philosophical Bases of Education
BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 2hpw
subject coordinator: Kathie 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 BA
4cp; 3hpw
subject coordinator: Alan 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: Kathie Forster

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.

023612

The Social Context of Childhood Stress

*BE* (Prim), *BE* (Spec Ed)

5cp; 2hpw

*subject coordinator: Barbara Poston-Anderson*

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.

023614

International Perspectives on Education

*BE* (Prim), *BE* (Spec Ed)

6cp; 3hpw

*subject coordinator: Lynette 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.

023615

Professional Ethics

*BE* (Prim), *BE* (Spec Ed)

6cp; 2hpw

*subject coordinator: Kathie 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.

023616

Current Issues in Australian Education: A Critical Analysis

*BE* (Prim)

6cp; 2hpw

*subject coordinator: Kathie 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.

023617

Implementing Educational Change

*BE* (Prim), *BE* (Spec Ed)

6cp; 2hpw

*subject coordinator: Kathie 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 acknowledgement 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.

023621

School and Community Relations

*BE* (Prim), *BE* (Spec Ed)

6cp; 2hpw

*subject coordinator: Kathie 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.
023698
Honours Seminar
BEd(Hons)
5cp; 1hpw equivalent for two semesters;
corequisite: 023699 Honours Thesis
subject coordinator: Barbara Poston-Anderson
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)
24cp; 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).

023822
Special Education 2: Preventing and Remediating Difficulties in Reading and Writing
BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Joan 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: Joan 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: Nicole 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: Nicole 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: Joan 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; 3hpw
subject coordinator: Margaret 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; 3hpw
subject coordinator: Margaret 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.

024211
English Education 1
BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 4hpw
subject coordinators: Rosemary Johnston, Paul March
This 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
6cp; 2hpr; for two semesters; prerequisite:
024211 English Education 1
subject coordinator: Paul March; Lesley Ljungdahl

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 BA
4cp; 2hpr; prerequisite: either 024211 English Education 1 or 024212 English Education 2
subject coordinators: Lesley Ljungdahl, Paul March

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.

024411

English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare
BEd (Prim)
6cp; 3hpr
subject coordinator: Rosemary 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 and 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; 3hpr
subject coordinator: Rosemary 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 and 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; 3hpw

_subject coordinator: Rosemary 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 Aleksandr Solzhenitsyn. Two Shakespearian plays will also be studied within a framework of Elizabethan concepts of world order. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate an understanding of a range of literary concepts and 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; 3hpw

_subject coordinator: Rosemary 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 and research skills in the fields of literature and literary theory.

**024421**

Children’s Theatre and the Creative Arts 1

_BEd (Prim)_

6cp; 3hpw

_subject coordinator: Barbara Poston-Anderson_

This one semester subject will introduce knowledge and understanding of drama in an historical and cultural context. Its focus is practical and multidisciplinary 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; 3hpw

_subject coordinator: Barbara Poston-Anderson_

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; 3hpw

_subject coordinator: Barbara Poston-Anderson_

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; 3hpw

_subject coordinator: Barbara Poston-Anderson_

This one semester subject will focus on working towards and presenting a performance for children. The performance may include the multidisciplinary 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.

**024705**

**Advanced Children's Literature**

*BEd (Prim), BEd (Spec Ed)*  
6cp; 2hpw; prerequisites: 024211 English Education 1; 024212 English Education 2  
subject coordinator: Rosemary 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 and 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: Paul March

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**

*BEd (Prim), BEd (Spec Ed), BEd T Lib*  
6cp; 2hpw  
subject coordinator: Paul 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**

*BEd (Prim), BEd (Spec Ed)*  
6cp; 2hpw  
subject coordinator: Rhondda 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.

**025211**

**Mathematics Education 1**

*BEd (Prim), BEd (Spec Ed), BEd BA*  
6cp; 3hpw  
subject coordinator: Sandy 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 BA*  
6cp; 2hpw; for two semesters  
subject coordinator: Sandy 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 BA*

4cp; 3hpw; prerequisite: 025212 Mathematics Education 2

*subject coordinator: Gerry 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; 3hpw

*subject coordinator: Graham 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; 3hpw

*subject coordinator: Gerry 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; 3hpw

*subject coordinator: Sandy 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; 3hpw

*subject coordinator: Sandy 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.
026211
Music Education 1
BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 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.

026411
Music Major Study 1
BEd (Prim)
6cp; 3hpw; 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 considers 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.

026412
Music Major Study 2
BEd (Prim)
6cp; 3hpw; 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 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.

026413
Music Major Study 3
BEd (Prim)
6cp; 3hpw; 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; 3hpw; 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.
026702
Music and Society
BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: to be advised
The subject develops an awareness that music is both a reflection and a product of the society from which it comes. Music genres and traditions from a variety of musical cultures will be studied.

027211
Personal Development, Health and Physical Education 1
BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
6cp; 3hpw
subject coordinator: Bob 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.

027411
PDHPE Major Study 1: Fundamental Principles of Sports Coaching
BEd (Prim)
6cp; 3hpw
subject coordinator: Bob Tremayne
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; 3hpw
subject coordinator: Bob Tremayne
This subject is designed to challenge assumptions that underlie students' beliefs and ethical principles associated with the practice of PDHPE 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; 3hpw; prerequisite: 027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching
subject coordinator: Bob 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: School/Community Project
BEd (Prim)
6cp; 3hpw; prerequisites: 027412 PDHPE Major Study 2 and 027413 PDHPE Major Study 3
subject coordinator: Bob Tremayne
Subject to approval.
This subject aims to utilise the skills, knowledge and values developed in the earlier electives in PDHPE to identify needs and/or problems related to topics in the NSW K–6 PDHPE syllabus that exist within a school and/or community setting. After identification, students will design, implement and evaluate projects to address such needs and/or problems. The subject is presented in a flexible manner to allow students to implement their own projects in a variety of areas.

027703
Personal Development, Health and Physical Education Research Project
BEd (Prim), BEd (Spec Ed)
5cp; 3hpw
subject coordinator: Bob Tremayne
Subject to approval.
This subject helps students to develop fundamental research skills in the investigation of a chosen project associated with PDHPE. This
may involve students working in areas in which they already have considerable expertise. Students will be expected to make a scholarly delivery of the project's findings, and an evaluation of the process of investigation.

027704
Issues in PDHPE
BEd (Prim) F/T P/T
6cp; 2hpw
subject coordinator: Bob Tremayne
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.

027707
Personal Development, Health and Physical Education Research Project
BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Bob Tremayne
Subject to approval.
This subject helps students to develop fundamental research skills in the investigation of a chosen project associated with PDHPE. This may involve students working in areas in which they already have considerable expertise. Students will be expected to make a scholarly delivery of the project's findings, and an evaluation of the process of investigation.

028212
Science and Technology Education 2
BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 3hpw; prerequisite: 028211 Science and Technology Education 1
subject coordinator: Janette 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.

028411
Science and Technology Major Study 1: The Human Body
BEd (Prim)
6cp; 3hpw
subject coordinator: Janette 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; 3hpw
**subject coordinator: Janette 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; 3hpw
**subject coordinator: Gilda 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; 3hpw
**subject coordinator: Gilda 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.

028713
Environmental Education
**BED (Prim), BED (Spec Ed)**
6cp; 2hpw
**subject coordinator: Gilda Segal**
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.
029211

Social and Environmental Education

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
6cp; 2hpw for two semesters

subject coordinator: Keith 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 BA
6cp; 2hpw

subject coordinator: James 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.

029410

International Major

BEd (Prim)
24cp; one complete semester

subject coordinator: Rhondda 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. The International Major takes place in Semester 5 of the Bachelor of Education program.

029411

History Major Study 1: Australia to 1900

BEd (Prim)
6cp; 3hpw

subject coordinator: Keith 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; 3hpw; prerequisite: 029411 History Major Study 1: Australia to 1900

subject coordinator: Keith 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; 3hpw
subject coordinator: Keith 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; 3hpw
subject coordinator: Keith 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.

029602
Colonial Australian History
BEd (Prim); BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Keith Amos
This advanced study elective is the same subject as History Major Study 1: Australia to 1900, for students who have not studied the History major elective sequence. The subject uses the approaches and methods of history as a discipline to examine the foundations of Australian society, pre-1788 to 1901. It is designed to foster competence and confidence in teaching about Australian colonial history in ways appropriate to curriculum recommendations for K–6 and junior secondary.

029703
Family History
BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Keith Amos
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 (Spec Ed)
6cp; 2hpw
subject coordinator: James 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.

01013
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.

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 Numeracy
GradDipABE
6cp
subject coordinator: Betty Johnson
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.
013205
Adult Communication Management and Team Work
MEd
6cp; 2h pw
subject coordinator: Shirley Saunders
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 Organisational Frames
MEd
6cp; 2h pw
subject coordinator: Shirley Saunders
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; 2h pw
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.

013215
Adult Career Development
MEd
6cp; block (2 x 4 days)
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; block (2 x 4 days)
subject coordinator: James Athanasou
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; block (2 x 4 days)
subject coordinator: James Athanasou
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; block (2 x 4 days)
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
Identity, Adult Development and Learning
MEd
6cp; 2hpw; block (2 x 4 days); distance
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-trans-
formation is then explored.

013315
Autobiography and Lifelong Learning
MEd
6cp; weekend workshops
subject coordinator: Susan Knights

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; distance
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.

013318
Culture Difference and Curriculum
MEd
6cp; 2hpw; block (2 x 4 days); distance
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 1
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; distance
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; block (2 x 4 days); distance
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; block (2 x 4 days); distance
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.

013328
Practice and Pedagogy in Popular Education
MEd
6cp; block (2 x 4 days); distance
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; distance
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.

013331
Women and Learning
MEd
6cp; 2hpw; block (2 x 4 days)
subject coordinator: Susan 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 implications of feminist approaches to learning and the implications for their own practice as adult educators.

013332
Understanding Adult Education and Training (core subject)
MEd
6cp; 2hpw; block (2 x 4 days); distance
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; block (2 x 4 days); distance
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.
013336
Contemporary Issues in Australian Education
Med
6cp; one-day conference; 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 education. Skill in critically analysing significant issues in the field will be promoted.

013337
Managing Change in Adult Education and Training
Med
6cp; 2hpw; block (2 x 4 days); distance
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; block (2 x 4 days); distance
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.

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. Students deepen their understanding of the policy process, develop frameworks for critical analysis of policy activity and carry out policy-related research.

013343
Adult Communication Management 1
Med
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Shirley Saunders
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 intercultural communication competence.

013344
Adult Communication Management 2
Med
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Shirley Saunders
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; distance
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; distance  
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**  
(core subject)  
*MEd*  
6cp; distance  
subject coordinator: John McIntyre

This subject introduces students to ways of approaching educational research through two strands which inform each other. The first strand is a personal exploration of interests in and understandings of educational inquiry in the student’s context of practice, while the second strand 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**  
(core subject)  
*MEd*  
6cp; 2hpw; block (2 x 4 days); distance  
prerequisite: 013348 Research Perspectives in Education  
subject coordinator: John McIntyre

This subject builds on its prerequisite by developing competencies in designing and conducting research in education. Whereas 013348 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 MEd (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.
013356
Independent Study Project 1
MEd
6cp
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
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; block (2 x 4 days); distance
subject coordinator: David Boud
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; block (2 x 4 days); prerequisite: 013358 Experience-based Learning 1: Learners’ Perspectives
subject coordinator: David Boud
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; block (2 x 4 days)
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 site 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: Susan 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.

013363
Supporting Workplace Learning and Reform
MEd
6cp; 2hpw; block (2 x 4 days); distance
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.
Cultural Diversity in the Workplace: Management and Learning

*MEd*

6cp; 2hpw; block (2 x 4 days); distance

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 educational institutions or in the workplace.

The Psychology of Adult Development

*MEd*

6cp; block (2 x 4 days); distance

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.

Critical Literacies

*MEd*

6cp; 2hpw; block (2 x 4 days)

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.

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.

Educational Development and Instructional Design for Flexible Learning

*MEd; 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.

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 for 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 for Interactive Multimedia.

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, AppLang
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 LangTeach, TLOTE, TESOL, ABE, MA Lang and Lit, AppLang
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, Long 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 Lang 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.

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 TLOTE 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.

015152
Language in Social Context
GradCert TLOTE, TESOL, GradDip TESOL, TLOTE, MA TESOL, Lang and Lit, AppLing
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, AppLing, 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, Lang Teach, MA Lang and Lit, AppLing
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, AppLing, GradDip TLOTE, TESOL, Lang Teach
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 AppLing
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 Lang 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 AppLing
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.

015167
Japanese Language Analysis
MA AppLing
6cp
subject coordinator: Liam Morgan
This subject is an introduction to the nature and organisation of the Japanese language and the relationship between text and context in Japanese for teachers in the LOTE field. Participants are expected to possess an appropriate level of competence in written and spoken Japanese. It will make use of a range of approaches in analysing written and spoken language and will include aspects of sociolinguistics as well as exploring the generic organisation of texts in Japanese. The subject aims to develop practical skills in the analysis of written and spoken Japanese relevant to the classroom contexts.

015170
English for Academic and Teaching Purposes
GradDip Lang 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.

015250
Practicum 1
GradDip Lang 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 Lang 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.

015290
Mathematics for Numeracy Teachers
GradCert Numeracy, GradDip ABE
6cp
subject coordinator: Betty 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
GradCert Numeracy, GradDip ABE, TESOL,
MA Lang and Lit
6cp
subject coordinator: Betty 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.

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.
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 development, workplace learning, leisure and tourism, art and the theatre. Participants will be required to: develop a resources package aimed at the development of high quality practice within their own area of work; document a learning event; maintain a reading log; and develop strategies for peer appraisal.

Program Design, Implementation and Evaluation of Experiential Learning 1
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.

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.

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 Master's 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 015384 Issues in Indigenous Social Research Ethics and 015385 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; prerequisite: 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 Lang 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.

015396
Community Workplace Practice 1
GradCert Adult Ed Community
6cp; 1.5hpw; 2 x 1 day workshops
This subject is designed to assist participants in the development of their professional skills as community adult educators, helping adults learn. Participants will explore issues in structuring and facilitating learning experiences, working with learning groups, peer learning and negotiated learning. Within the subject participants will engage in peer learning processes and through the use of a learning journal they will be encouraged to critically reflect on their current practices.

015397
Community Workplace Practice 2
GradCert Adult Ed Community
6cp; 1.5hpw; 2 x 1 workshops
In this subject participants will continue to develop their professional skills as community adult educators. Participants will have an opportunity to explore teaching and learning approaches identified with popular education, experience-based learning and transformative learning while also examining issues within community education and cultural diversity, learning networks and learning communities. In this subject participants will engage in some peer learning approaches and work with a negotiated learning contract.

016001
Workplace Practice 1
GradCert in Adult Education Training, GradDip VET
6cp; 2hpw
The purpose of this subject is to assist participants to develop professional skills through reflective learning and critical thinking. The subject considers how the theories and principles encountered within the course impact upon relevant practices within participants' workplaces. Specific content is generated by the participants, according to their emerging needs and interests. Participants will work closely with a mentor (either workplace or academic) to document their own work experiences, and to develop new skills as professional educators. Reflective practice will be encouraged through the use of learning journals, learning partners, self-evaluation and peer feedback, 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. They will explore their educational values and examine how these affect the teaching and learning process.

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 extends the developmental strategies encountered in Workplace Practice 1. It uses an action learning/action research methodology to support participants’ exploration of relevant issues in their workplaces. The purpose of using this approach is to extend participants’ capabilities as developers, managers and supporters of learning goals and functions within particular settings. The subject continues the use of a range of learning processes including reflective practice, negotiated learning and mentoring.

016006
The Professional Practitioner
GradDip VET
6cp; 2hpw
This subject is designed to provide participants with an understanding of the theory and practice underlying the professional field of vocational education and training. The subject critically examines the ways practitioners acquire knowledge in a variety of workplace contexts. The subject focuses on the various roles, functions and groups that a vocational educator/trainer may undertake or belong to in the course of their professional practice. Such functions as subject matter expert, consultant, assessor, evaluator, team member, performance manager and promoter are examined critically through use of case studies, workplace action research, reflective practice and 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.

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, proofreading, data analysis and
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.

**016716**

**Introduction to the Doctor of Education**

*EdD*

9cp

This subject explores recent research into professional doctorates to enable participants to understand the goals of EdD and to develop their skills as doctoral researchers. It further introduces participants to discussion and debate around relationships between research and policy and research ethics. The subject introduces participants to some of the specific learning strategies to be undertaken during the coursework phase.

**020961**

**Leadership in Art Education**

*MEd*

6cp; 2hpw

*subject coordinator: Anne 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*

6cp; 2hpw

*subject coordinator: Anne 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 some experience in art making in a range of forms.

**020963**

**Arts in the Community**

*MEd*

6cp; 2hpw

*subject coordinator: Anne 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. Students will explore the role of the arts in issues of access and equity.

**020964**

**Visual Arts Method**

*MEd*

6cp; 2hpw

*subject coordinator: Anne 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 Lang Teach
3cp; 3hpw
subject coordinator: Margaret 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 Lang Teach
3cp; 3hpw
subject coordinator: Nicole 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: Kathie 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; 1hpw plus practical experience
prerequisite/corequisite: 027001 Learning in PDHPE or 028001 Learning in Science 1
subject coordinator: Jannette 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; 1hpw plus practical experience
prerequisite: 023191 Secondary Practicum 1; corequisite: 02700 Learning in PDHPE or 028002 Learning in Science 2
subject coordinator: Gilda 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: Margaret 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: Joan 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: Joan 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: Nicole 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: Nicole 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: Joan Jardine
In this subject participants acquire an understanding of language delays and deficits in the context of current theories of language acquisition in oral and non-oral forms. They also learn to evaluate the validity, reliability and educational usefulness of commonly used methods of assessment, consider the issues and procedures involved in the choice of a communication system, and identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.
023861
Practicum 1: Exceptional Teaching
GradDip Spec Ed
6cp; 3hpw
subject coordinator: Margaret Goninan
This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023862
Practicum 2: Future Directions in Special Education Service Delivery
GradDip Spec Ed
6cp; 3hpw
subject coordinator: Margaret Goninan
This subject examines ways in which services are provided to students with special needs. It utilises practicum experiences and lecture/workshop sessions to explore delivery systems. In addition, it focuses on how service deliverers and clients can work together to achieve optimum results. There is 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/corequisite: Practicum 1: Exceptional Teaching (includes field experience), or equivalent
subject coordinator: Margaret 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: Joan 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: Nicole 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: Margaret 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: Joan 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: Nicole 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: Margaret 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: Joan 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: Joan 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: Geoff 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: Geoff Scott
This subject identifies the attributes of an educational workplace which actively supports the process of continuous quality improvement and innovation.

023961
Educational Leadership in a Technological Society
MEd
6cp; 2hpw
subject coordinator: Laurie Brady
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: Lynette 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: Laurie 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: Kathie 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: Kathie 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 edu-
subject descriptions

cation, 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: Alan 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.

023974
Professional Ethics for Educators
MEd
6cp; 2hpw
subject coordinator: Kathie Forster

This subject is designed to enable educators to become aware of the ethical implications of their professional role by critically examining alternative ethical theories as a basis for professional decision-making and resolving ethical dilemmas. Students will learn to apply ethical perspectives to specific cases which challenge their responsibilities to their clients, employers/employees and the general public. They will also address the need for and nature of an appropriate code of ethics for educators.

023976
Politics in Education
MEd
6cp; 2hpw
subject coordinator: Kathie 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.

023979
Special Study in Education
MEd
6cp; 2hpw
subject coordinator: Graham Barnsley

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: Laurie 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.
Education for Gifted and Talented Students

MEd
6cp; 2hpw
subject coordinator: Graham 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.

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: Gilda 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.

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: Gilda 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.

Research Literacies

EdD
9cp; 2hpw
subject coordinator: Alison Lee

This subject will enable participants to become competent, sophisticated readers of research by examining the conventions and assumptions within the different research traditions. 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.

Children’s Literature 1

GradDip/MA Children’s Literature and Literacy
6cp; 2hpw
subject coordinator: Rosemary 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.

Children’s Literature 2

GradDip/MA Children’s Literature and Literacy
6cp; 2hpw; prerequisite: 024901 Children’s Literature 1
subject coordinator: Rosemary 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.

Research Methodology

GradDip/MA Children’s Literature and Literacy
6cp; 2hpw
subject coordinator: Rhondda 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 their major study (024904 or 024914).
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: Rosemary 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: Rhondda 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: Rhondda 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: Rosemary 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: Rhondda 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: Rhondda 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: Gerry 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: Gerry 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: Sandy 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 1
GradDip Music Therapy
3cp; 1hpw; prerequisite: music skills as required for entry to the subject
subject coordinator: to be advised
This subject addresses the consolidation and extension of music knowledge and practical music skills peculiar and essential to the study
and practice of music therapy. It is concerned with the student’s ability to theoretically and practically harmonise melodies, memorise melodies, construct songs and transpose music. The subject involves the student’s ability to accompany songs using a portable instrument. It is also concerned with the development of a personal folio of works suitable for therapeutic application with the young.

026912
Music Skills 2
GradDip Music Therapy
3cp; 1hpw; prerequisite: 026911 Music Skills 1
subject coordinator: to be advised

This subject addresses the development of those skills essential to the practice of music therapy. It looks at the effects of certain harmonic progressions, and at cohesion in tonal and atonal music. It is concerned with the development of skills in basic improvisation. The subject involves the development of basic skills in the use of movement with music. It is also concerned with the development of a personal folio of works suitable for therapeutic application with adolescents.

026913
Music Skills 3
GradDip Music Therapy
3cp; 1hpw; prerequisite: 026912 Music Skills 2
subject coordinator: to be advised

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with formal structures and techniques in improvisation, and song composition for specific objectives. Relationships between music and movement are investigated, and sensitivity in improvisatory accompaniment of movement is developed. The subject is also concerned with the development of a personal folio of works suitable for therapeutic application with adults.

026914
Music Skills and Application 4
GradDip Music Therapy
3cp; 1hpw; prerequisite: 026913 Music Skills 3
subject coordinator: to be advised

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with the development of the facility to notate and chord from memory and to extend 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.

027001
Learning in Personal Development, Health and Physical Education
GradDipEd
14cp; 8hpw
subject coordinator: Bob Tremayne

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
6cp
subject coordinator: to be advised

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
6cp
subject coordinator: to be advised

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.
Historical Perspectives: Appreciation of Dance in the 20th Century
GradCert in Dance Education
6cp
subject coordinator: to be advised
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.

Issues in Dance Education
GradCert in Dance Education
6cp
subject coordinator: to be advised
This subject explores issues related to the variety and quality of dance education offered in schools in NSW, K–12.

Teaching Controversial Issues in Personal Development, Health and Physical Education
MEd
6cp; 2hpw
subject coordinator: Bob Tremayne
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.

Values Education in Personal Development, Health and Physical Education
MEd
6cp; 2hpw
subject coordinator: Bob 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.

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.

Learning in Science 1
GradDipEd
7cp; 8hpw
subject coordinator: Gilda 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.

Learning in Science 2
GradDipEd
7cp; 8hpw
prerequisite: 028001 Learning in Science 1
subject coordinator: Janette 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: Gilda 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.

029901

Aboriginality, Power and Education

MED
6cp; 2hpw
subject coordinator: Joan 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

Comparative Social Change

8cp; 4hpw

(Faculty of Humanities and Social Sciences)

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 repossessing of traditional heritages in land and culture.

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; and 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
undergraduate
6cp; weekly and/or flexible mixed mode delivery; prerequisite/corequisite: 48cp or permission of subject coordinator
subject coordinator: to be advised
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander History and Cultures</td>
<td>029311</td>
</tr>
<tr>
<td>Aboriginal Cultures and Philosophies</td>
<td>015110</td>
</tr>
<tr>
<td>Aboriginal Initiatives in Education: Towards Community Control</td>
<td>015112</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>015114</td>
</tr>
<tr>
<td>Aboriginal Studies Project</td>
<td>015140</td>
</tr>
<tr>
<td>Aboriginality, Power and Education</td>
<td>029901</td>
</tr>
<tr>
<td>Academic and Professional Literacies</td>
<td>013313</td>
</tr>
<tr>
<td>Academic Profession, The</td>
<td>01011</td>
</tr>
<tr>
<td>Administration of the Training Function</td>
<td>015183</td>
</tr>
<tr>
<td>Adolescent and Adult Development</td>
<td>012144</td>
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<tr>
<td>Adolescent and Adult Development Program</td>
<td>015076</td>
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<tr>
<td>Adult Career Development</td>
<td>013215</td>
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<tr>
<td>Adult Career Guidance and Counselling</td>
<td>013217</td>
</tr>
<tr>
<td>Adult Communication Management 1</td>
<td>013343</td>
</tr>
<tr>
<td>Adult Communication Management 2</td>
<td>013344</td>
</tr>
<tr>
<td>Adult Communication Management and Organisational Frames</td>
<td>013206</td>
</tr>
<tr>
<td>Adult Communication Management and Team Work</td>
<td>013205</td>
</tr>
<tr>
<td>Adult Education and Social Action</td>
<td>015078</td>
</tr>
<tr>
<td>Adult Education and the Unemployed</td>
<td>015081</td>
</tr>
<tr>
<td>Adult Learning and Program Development</td>
<td>013333</td>
</tr>
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<td>Adult Learning and Teaching</td>
<td>016002</td>
</tr>
<tr>
<td>Adult Learning in Social Context</td>
<td>015007</td>
</tr>
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<td>Adult Teaching and Learning</td>
<td>010123</td>
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<td>Adult Teaching and Learning Program</td>
<td>015002</td>
</tr>
<tr>
<td>Adult Teaching Practices 1</td>
<td>015021</td>
</tr>
<tr>
<td>Adult Teaching Practices 2</td>
<td>015189</td>
</tr>
<tr>
<td>Advanced Children's Literature</td>
<td>024705</td>
</tr>
<tr>
<td>Advanced Curriculum Design</td>
<td>015378</td>
</tr>
<tr>
<td>Analysing Current Issues in Australian Education</td>
<td>015009</td>
</tr>
<tr>
<td>Analysing Professional Practice</td>
<td>016715</td>
</tr>
<tr>
<td>Approaches to the Teaching of English</td>
<td>024712</td>
</tr>
<tr>
<td>Art Major Study 1: People in Art</td>
<td>020411</td>
</tr>
<tr>
<td>Art Major Study 2: A Sense of Place</td>
<td>020412</td>
</tr>
<tr>
<td>Art Major Study 3: Stories, Myths and Truth</td>
<td>020413</td>
</tr>
<tr>
<td>Art Major Study 4: Design and Power</td>
<td>020414</td>
</tr>
<tr>
<td>Arts in the Community</td>
<td>020963</td>
</tr>
<tr>
<td>Assessment, Programming and Evaluation</td>
<td>015122</td>
</tr>
<tr>
<td>Autobiography and Lifelong Learning</td>
<td>013315</td>
</tr>
<tr>
<td>Children with Language Delay and the Language of Learning</td>
<td>023890</td>
</tr>
<tr>
<td>Children's Literature 1</td>
<td>024901</td>
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<tr>
<td>Children's Literature 2</td>
<td>024902</td>
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<tr>
<td>Children's Theatre and the Creative Arts 1</td>
<td>024421</td>
</tr>
<tr>
<td>Children's Theatre and the Creative Arts 2</td>
<td>024422</td>
</tr>
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<td>Children's Theatre and the Creative Arts 3</td>
<td>024423</td>
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<td>Children's Theatre and the Creative Arts 4</td>
<td>024424</td>
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<tr>
<td>Colonial Australian History</td>
<td>029602</td>
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<tr>
<td>Communication and Learning</td>
<td>015004</td>
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<tr>
<td>Community Practice</td>
<td>015017</td>
</tr>
<tr>
<td>Community Workplace Practice 1</td>
<td>015396</td>
</tr>
<tr>
<td>Community Workplace Practice 2</td>
<td>015397</td>
</tr>
<tr>
<td>Competency-based Training in Vocational Education</td>
<td>012154</td>
</tr>
<tr>
<td>Competency Assessment in the Workplace</td>
<td>013162</td>
</tr>
<tr>
<td>Computer-based Learning Techniques</td>
<td>012148</td>
</tr>
<tr>
<td>Computer-managed Learning</td>
<td>012150</td>
</tr>
<tr>
<td>Computer-Mediated Adult Education and Training</td>
<td>013346</td>
</tr>
<tr>
<td>Computer-Mediated Communication</td>
<td>014108</td>
</tr>
<tr>
<td>Computing for Adult Educators</td>
<td>015309</td>
</tr>
<tr>
<td>Concepts of Flexible, Open and Distance Learning</td>
<td>013316</td>
</tr>
<tr>
<td>Contemporary issues in Australian Education</td>
<td>013336</td>
</tr>
<tr>
<td>Context and Strategies in Community Education</td>
<td>015143</td>
</tr>
<tr>
<td>Counselling and Advising Students</td>
<td>012147</td>
</tr>
<tr>
<td>Critical Literacies</td>
<td>013369</td>
</tr>
<tr>
<td>Cultural Diversity in the Workplace: Management and Learning</td>
<td>013367</td>
</tr>
<tr>
<td>Culture Difference and Curriculum</td>
<td>013318</td>
</tr>
<tr>
<td>Current Issues and Applications in Educational Computing</td>
<td>021702</td>
</tr>
<tr>
<td>Current Issues in Australian Education: A Critical Analysis</td>
<td>023616</td>
</tr>
<tr>
<td>Curricula and Programs for Students with High Support Needs</td>
<td>023872</td>
</tr>
<tr>
<td>Curriculum and Methodology (ABE)</td>
<td>015121</td>
</tr>
<tr>
<td>Curriculum and Methodology (TESOL)</td>
<td>015120</td>
</tr>
<tr>
<td>Curriculum and Methodology (TLOTE)</td>
<td>015157</td>
</tr>
<tr>
<td>Curriculum and Pedagogy 1</td>
<td>015339</td>
</tr>
<tr>
<td>Curriculum and Pedagogy 2</td>
<td>015341</td>
</tr>
<tr>
<td>Curriculum Design and Management</td>
<td>023970</td>
</tr>
<tr>
<td>Dance Method 1: Performance and Teaching</td>
<td>027901</td>
</tr>
<tr>
<td>Dance Method 2: Composition and Teaching</td>
<td>027902</td>
</tr>
<tr>
<td>Delayed or Disordered Communication: An Educational Approach</td>
<td>023856</td>
</tr>
<tr>
<td>Design and Method in Educational Research</td>
<td>013349</td>
</tr>
<tr>
<td>Designing and Delivering Open Learning</td>
<td>015069</td>
</tr>
<tr>
<td>Designing and Marketing Open Learning</td>
<td>012142</td>
</tr>
<tr>
<td>Developing Community Adult Education Programs</td>
<td>015261</td>
</tr>
<tr>
<td>Developing Group Communication</td>
<td>015073</td>
</tr>
<tr>
<td>Developing Individualised Projects</td>
<td>015135</td>
</tr>
<tr>
<td>Developing Interpersonal Communication</td>
<td>015072</td>
</tr>
<tr>
<td>Developing Systems Communication</td>
<td>015074</td>
</tr>
<tr>
<td>Developing the Learning Organisation</td>
<td>015099</td>
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<td>Subject</td>
<td>Code</td>
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<td>Developing Vocational Education Programs</td>
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<td>Development, Growth and Education in South-East Asia</td>
<td>015082</td>
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<tr>
<td>Developmental Psychology</td>
<td>023511</td>
</tr>
<tr>
<td>Discourse Analysis</td>
<td>015277</td>
</tr>
<tr>
<td>Dissertation Development and Appraisal</td>
<td>016714</td>
</tr>
<tr>
<td>Educating Students with Behaviour Disorders 1</td>
<td>023873</td>
</tr>
<tr>
<td>Education and Cultural Diversity</td>
<td>015144</td>
</tr>
<tr>
<td>Education for Gifted and Talented Students</td>
<td>023987</td>
</tr>
<tr>
<td>Education Major Study 1: History of Australian Education</td>
<td>023411</td>
</tr>
<tr>
<td>Education Major Study 2: Moral Development</td>
<td>023412</td>
</tr>
<tr>
<td>Education Major Study 3: Changing Schools</td>
<td>023413</td>
</tr>
<tr>
<td>Education Major Study 4: Educational Policy Studies</td>
<td>023414</td>
</tr>
<tr>
<td>Educational and Organisational Leadership 1</td>
<td>013319</td>
</tr>
<tr>
<td>Educational and Organisational Leadership 2</td>
<td>013320</td>
</tr>
<tr>
<td>Educational and Psychological Testing</td>
<td>015133</td>
</tr>
<tr>
<td>Educational Computing Major Study 1</td>
<td>021411</td>
</tr>
<tr>
<td>Educational Computing Major Study 2</td>
<td>021412</td>
</tr>
<tr>
<td>Educational Computing Major Study 3</td>
<td>021413</td>
</tr>
<tr>
<td>Educational Computing Major Study 4</td>
<td>021414</td>
</tr>
<tr>
<td>Educational Development and Instructional Design for Flexible Learning</td>
<td>014103</td>
</tr>
<tr>
<td>Educational Leadership in a Technological Society</td>
<td>023961</td>
</tr>
<tr>
<td>Educational Media</td>
<td>014100</td>
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<tr>
<td>Educational Perspectives on the Management of Challenging Behaviours</td>
<td>023851</td>
</tr>
<tr>
<td>Educational Research</td>
<td>023501</td>
</tr>
<tr>
<td>English Education 1</td>
<td>024211</td>
</tr>
<tr>
<td>English Education 2</td>
<td>024212</td>
</tr>
<tr>
<td>English Education 3: Teaching ESL</td>
<td>024213</td>
</tr>
<tr>
<td>English Education 4: Educational Drama</td>
<td>024214</td>
</tr>
<tr>
<td>English for Academic and Teaching Purposes</td>
<td>015170</td>
</tr>
<tr>
<td>English Major Study 1: Shapes and Patterns in Literary Narrative from</td>
<td>024411</td>
</tr>
<tr>
<td>Sendak to Shakespeare</td>
<td></td>
</tr>
<tr>
<td>English Major Study 2: Images of Australia: The Place and the People.</td>
<td>024412</td>
</tr>
<tr>
<td>Literary Representations in Prose, Poetry and Drama</td>
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</tr>
<tr>
<td>English Major Study 3: The Literature of Protest: Changing the World</td>
<td>024413</td>
</tr>
<tr>
<td>English Major Study 4: Cultural and Textual Cross-currents: New</td>
<td>024414</td>
</tr>
<tr>
<td>Representations and New Voices</td>
<td></td>
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<tr>
<td>English Teaching Issues</td>
<td>024961</td>
</tr>
<tr>
<td>Environmental Education</td>
<td>028713</td>
</tr>
<tr>
<td>Experience-based Learning 1: Learners' Perspectives</td>
<td>013358</td>
</tr>
<tr>
<td>Experience-based Learning 2: Facilitators' and Animators' Perspectives</td>
<td>013359</td>
</tr>
<tr>
<td>Experiential Learning and Cultural Action</td>
<td>015142</td>
</tr>
<tr>
<td>Experiential Learning Strategies</td>
<td>015375</td>
</tr>
<tr>
<td>Exploring Adult Basic Education Practice</td>
<td>010113</td>
</tr>
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<td>Extension Elective</td>
<td>015392</td>
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<td>Family History</td>
<td>029705</td>
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<td>Field Practice 1</td>
<td>012159</td>
</tr>
<tr>
<td>Field Practice 2</td>
<td>012161</td>
</tr>
<tr>
<td>Field of Practice Specialist Knowledge 1</td>
<td>015020</td>
</tr>
<tr>
<td>Field of Practice Specialist Knowledge 2</td>
<td>015032</td>
</tr>
<tr>
<td>Field of Practice Specialist Knowledge 3</td>
<td>015044</td>
</tr>
<tr>
<td>Forms and Traditions in Popular Education</td>
<td>013323</td>
</tr>
<tr>
<td>Foundations of Experiential Learning</td>
<td>015374</td>
</tr>
<tr>
<td>Foundations of Flexible Learning</td>
<td>014102</td>
</tr>
<tr>
<td>Gender, Power and Education</td>
<td>023963</td>
</tr>
<tr>
<td>Grammar and the Construction of Meaning</td>
<td>015127</td>
</tr>
<tr>
<td>Historical Perspectives: Appreciation of Dance in the 20th Century</td>
<td>027903</td>
</tr>
<tr>
<td>History Major Study 1: Australia to 1900</td>
<td>029411</td>
</tr>
<tr>
<td>History Major Study 2: Australia in the 20th Century</td>
<td>029412</td>
</tr>
<tr>
<td>History Major Study 3: Europe in the 20th Century</td>
<td>029413</td>
</tr>
<tr>
<td>History Major Study 4: Aspects of Asia from Ancient Times to the More</td>
<td>029414</td>
</tr>
<tr>
<td>Recent Past</td>
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</tr>
<tr>
<td>Honours Seminar</td>
<td>023698</td>
</tr>
<tr>
<td>Honours Thesis</td>
<td>023699</td>
</tr>
<tr>
<td>HRD Strategies for Individual Development</td>
<td>015097</td>
</tr>
<tr>
<td>Human Resource Development Practices</td>
<td>015022</td>
</tr>
<tr>
<td>Human Resource Development Strategies</td>
<td>015141</td>
</tr>
<tr>
<td>Identity, Adult Development and Learning</td>
<td>013314</td>
</tr>
<tr>
<td>Implementing Educational Change</td>
<td>023617</td>
</tr>
<tr>
<td>Independent Project</td>
<td>016710</td>
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<tr>
<td>Independent Study</td>
<td>022602</td>
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<tr>
<td>Independent Study Project 1</td>
<td>013356</td>
</tr>
<tr>
<td>Independent Study Project 2</td>
<td>013357</td>
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<tr>
<td>Independent Study Project in Communication</td>
<td>015075</td>
</tr>
<tr>
<td>Independent Subject A</td>
<td>015388</td>
</tr>
<tr>
<td>Independent Subject B</td>
<td>015389</td>
</tr>
<tr>
<td>Indigenous Social Policy: International Experiences</td>
<td>015386</td>
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<tr>
<td>Individualised Project 1/2/3/4/5/6</td>
<td>015124/131/138/148/323/324</td>
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<tr>
<td>Influences on the Contemporary Workplace</td>
<td>015046</td>
</tr>
<tr>
<td>Information Technology</td>
<td>021311</td>
</tr>
<tr>
<td>Initiatives and Innovations in Aboriginal and Torres Strait Islander Education</td>
<td>029704</td>
</tr>
<tr>
<td>Instructional Issues in the Education of Students with Moderate and High Support Needs</td>
<td>023855</td>
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</tbody>
</table>
Integration  023876
International Major  029410
International Perspectives on Education  023614
International Perspectives on Education and Development  013324
Internet and Electronic Information Networking  021703
Interpersonal Skills: Working in an Organisation  012138
Interpersonal Skills: Working with People  012137
Introducing Aboriginal Cultures and Philosophies  015115
Introduction to Educational Research  025965
Introduction to Language  015086
Introduction to Research Methods in Teaching and Learning  012146
Introduction to the Doctor of Education  016716
Issues in Aboriginal Education  015111
Issues in Art Education  020703
Issues in Assessment  013325
Issues in Children's Literature and Literacy  024904
Issues in Computer-Mediated Adult Education and Training  013347
Issues in Dance Education  027940
Issues in Educational Evaluation  013350
Issues in Indigenous Social Research Ethics  015384
Issues in Mathematics Education  025961
Issues in PDHPE  027704
Issues in School and Community Relations  023971
Japanese Language Analysis  015167
Language and Interpersonal Skills  012139
Language and Learning  015338
Language and Power  013360
Language, Culture and Communication  016003
Language, Culture and Communication  018001
Language Development  015158
Language for Specific Purposes  015123
Language in Social Context  015152
Language, Literacy and Education  024711
Language, Literacy and Numeracy Learner, The  015019
Language, Literacy and Numeracy Practicum 1  015031
Language, Literacy and Numeracy Practicum 2  015043
Language Policy and Planning  015130
Leadership in Art Education  020961
Leading and Facilitating Change  015066
Learner Assessment  016004
Learner Assessment in Vocational Education  012141
Learning and Communication Disorders  023874
Learning Beyond the Classroom  022601
Learning Difficulties and Learning to Read and Spell  023871
Learning in Flexible, Open and Distance Education  013322
Learning in Mathematics  025001
Learning in Personal Development, Health and Physical Education  027001
Learning in Science 1  028001
Learning in Science 2  028002
Learning in Science and Technology  028961
Learning Styles, Cognitive Processing and Adaptive Teaching  012145
Lifelong Learning: Psychological Perspectives  013326
Literacy 1  024911
Literacy 2  024912
Literary Theory and Children's Literature  024913
Major Independent Study  023992
Major Study  024914
Managing Change in Adult Education and Training  013337
Managing Change in Education  023901
Managing Change in Educational Settings  023972
Managing Education Programs  015083
Marketing Vocational Education Programs  024914
Mathematical Communication  025962
Mathematics Education 1  025211
Mathematics Education 2  025212
Mathematics Education 3  025213
Mathematics for Numeracy Teachers  015290
Mathematics in Social Contexts  015291
Mathematics Major Study 1: Statistics  024510
Mathematics Major Study 2: Finite Mathematics  025412
Mathematics Major Study 3: The Historical and Societal Context of Mathematics  025413
Mathematics Major Study 4: An Introduction to Graph Theory  025414
Meeting Special Needs in the Secondary School  023002
Minor Independent Study  023991
Multi-literacies in the Workplace  015100
Music and Society  026702
Music Education 1  026211
Music Major Study 1  026411
Music Major Study 2  026412
Music Major Study 3  026413
Music Major Study 4  026414
Music Skills 1  026911
Music Skills 2  026912
Music Skills 3  026913
Music Skills and Application 4  026914
Music Therapy Practice 1  026901
Music Therapy Practice 2  026902
Music Therapy Practice 3  026903
Music Therapy Practice 4  026904
Numeracy Awareness  015089
Numeracy Instruction for Students with Learning Difficulties and Disabilities  023854
Numeracy-related Programming for Students with Intellectual Disabilities  023875
Organisational Learning: An Experiential Approach  015054
<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Learning: An Experiential Approach (VOC ED)</td>
<td>015056</td>
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<tr>
<td>Organising Community Adult Education</td>
<td>015084</td>
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<tr>
<td>PDHPE Major Study 1: Fundamental Principles of Sports Coaching</td>
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<tr>
<td>PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education</td>
<td>027412</td>
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<tr>
<td>PDHPE Major Study 3: Advanced Principles of Coaching</td>
<td>027413</td>
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<tr>
<td>PDHPE Major Study 4: School/Community Project</td>
<td>027414</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
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<td>Personal Development, Health and Physical Education Research Project</td>
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<td>027707</td>
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<tr>
<td>Philosophical Bases of Education</td>
<td>023506</td>
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<tr>
<td>Phonetics and Phonology and Sociolinguistic Variation in Spoken Language</td>
<td>015163</td>
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<td>Phonology and Pronunciation</td>
<td>015125</td>
</tr>
<tr>
<td>Policy Analysis in Adult Education</td>
<td>013341</td>
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<tr>
<td>Politics in Education</td>
<td>023976</td>
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<td>Portfolio Development</td>
<td>015003</td>
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<td>Practice and Pedagogy in Popular Education</td>
<td>013328</td>
</tr>
<tr>
<td>Practicum 1</td>
<td>015250</td>
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<tr>
<td>Practicum 1: Beginning Teaching – Issues in the Primary School</td>
<td>023111</td>
</tr>
<tr>
<td>Practicum 1: Exceptional Teaching</td>
<td>023861</td>
</tr>
<tr>
<td>Practicum 2</td>
<td>015253</td>
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<tr>
<td>Practicum 2: Developing Classroom Management</td>
<td>023112</td>
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<tr>
<td>Practicum 2: Future Directions in Special Education Service Delivery</td>
<td>023862</td>
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<tr>
<td>Practicum 3: Promoting Student-centred Learning</td>
<td>023113</td>
</tr>
<tr>
<td>Practicum 4: Managing Learning Difficulties</td>
<td>023114</td>
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<tr>
<td>Practicum 5: Designing Educational Programs</td>
<td>023115</td>
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<tr>
<td>Principles of Interactive Multimedia</td>
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<td>Program Design, Implementation and Evaluation of Experiential Learning 1</td>
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<td>Program Planning in Community Settings</td>
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<td>Programming for Diabetes Education</td>
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<td>Psychological Perspectives on Adult Learning</td>
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<td>Psychology and Sociology of Learning 1</td>
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<td>Psychology of Adult Development, The</td>
<td>013368</td>
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<td>Psycholgy of Secondary Students</td>
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<td>Qualitative Research in Education</td>
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<td>Reading and Spelling Instruction for Students with Special Education Needs</td>
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<td>Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties</td>
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<td>Research and Inquiry</td>
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<td>Research Design and Appraisal</td>
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<td>Science and Technology Major Study 1: The Human Body</td>
<td>028411</td>
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<td>Science and Technology Major Study 2: Science and Technology in Daily Life</td>
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<td>Science and Technology Major Study 3: Issues in Science, Technology and Society</td>
<td>028413</td>
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<td>Science and Technology Major Study 4: Planet Earth</td>
<td>028414</td>
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<td>Secondary Practicum 1</td>
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<td>Simulations and Games: Theory and Design</td>
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<td>Skill Learning and the Development of Expertise</td>
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<td>Social Education in Community Settings</td>
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<td>Special Education 1: Managing Challenging Behaviours</td>
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<td>Special Education 5: Educating Students with Moderate and High Support Needs</td>
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<td>Special Education 6: Educating Students with Delayed or Disordered Communication</td>
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<td>Special Education Practicum 1: Assessment, Programming and Education</td>
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<td>Studio Practice in Visual Arts</td>
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<td>Teaching and Learning in Practice (L.LN, VOC ED)</td>
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<td>Teaching Controversial Issues in Personal Development, Health and Physical Education</td>
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<td>Teaching Spoken Language</td>
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<td>Technology, Society and Change</td>
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<td>University Teaching and Learning</td>
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<td>Written Text and Students with Learning Difficulties</td>
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<td>Writing for Specific Purposes</td>
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**Subjects offered by other faculties**

| Aboriginal Social and Political History | 92220 |
| Australian Indigenous Social Policy | 50290 |
| Australian Management | 21755 |
| Australian Political and Social Systems | 50291 |
| Clinical Management of Diabetes | 92844 |
| Clinical Studies 1: People and Health Care | 92814 |
| Clinical Studies 2: Health, Illness and Disability | 92815 |
| Clinical Studies 3: Interventions in Health Care | 92816 |
| Comparative Social Change | 50140 |
| Employment Relations | 21720 |
| Human Resource Management | 21724 |
| International Management | 21717 |
| Organisational Behaviour | 21719 |
| Organisational Change and Adaption | 21725 |
| Policy Processes in Australian Indigenous Settings | 50292 |
| Primary Health Care | 92845 |
| Technology, Society and Change | 95556 |
BOARDS AND COMMITTEES

FACULTY BOARD
MEMBERSHIP

Ex officio members
Dean of the Faculty
Associate Professor A P Gonczi (Chair)
Associate Dean, Teaching and Learning
Associate Professor D Slade
Associate Dean, Research
Professor D J Boud
Director, Organisational Development
Dr R Wickert
Professors
Professor R J McDonald
Professor M Tennant
Professor A Pennycook
Director, Junbunna CAISER
Mr B Morgan
Faculty Manager
Mr H McCuaig
Chair of the Staff Meetings
(alternates between two Chairs)
Dr K Forster
Vacant

Nominated members
One nominee of the University Librarian
Mr C Langeveldt
One nominee of the Director, CLT
Dr D Green
One member of the academic staff from a faculty board of a faculty that contributes to the teaching programs of the Faculty
Vacant

Elected members
16 members of the academic staff of the Faculty
Dr K Amos
Dr J Griffin
Dr J Jardine
Dr S Schuck
Mrs A Bannford
Dr G Barnsley
Dr K Forster
Ms S Saunders (for Assoc Prof R Morris)
Dr R Johnston (for Dr K Walker)
Mr L Morgan (for Dr A Lee)
Ms H Scheeres
Mr C Chappell
Associate Professor J Athanasou
Dr J Hammond (for Dr P Gibbons)
Associate Professor P Hager
Ms N Solomon
Two members of the support staff of the Faculty
(one from each campus)
Ms S Buck
Mrs P Yip
Two undergraduate students of the Faculty,
with one member each from Haymarket and Kuring-gai campuses
Ms J Gerrard
Mr J Hawkins
Two postgraduate students of the Faculty
Ms J Molan
Vacant

Term due to finish 31 October 1999.
Principal Supervisor of doctoral students, or person qualified to take on this role, indicated by (P).

**Academic and workplace literacies**
- Academic writing
- Studies in cultural diversity
- Studies of language and literacy in workplaces
- Workplace communication
- Mike Baynham (P)
- Alison Lee (P)
- Alastair Pennycook (P)
- Hermine Scheeres
- Diana Slade (P)
- Nicky Solomon
- Rosie Wickert (P)

**Adult basic education**
- ABE curriculum assessment and evaluation
- Philosophy, policy and history of ABE
- Betty Johnston (P)
- Sheilagh Kelly
- Hermine Scheeres
- Rosie Wickert (P)
- Keiko Yasukawa (P)

**Adult learning and development**
- Adult development
- Cooperative education
- Learning styles
- Memory
- Motivation studies
- Development and counselling
- Identity and learning
- Skills acquisition
- Transfer of learning
- James Athanasou (P)
- David Boud (P)
- Clive Chappell
- Ian Cornford (P)
- Lann Dawes (P)
- Griff Foley (P)
- John Garrick (P)
- Bob Gowing
- Geof Hawke
- Susan Knights
- Elyssebeth Leigh
- Bob Pithers (P)
- Peter Russell
- Jane Sampson
- Laraine Spindler
- Mark Tennant (P)

**Analysis of competence**
- Higher level competencies especially critical thinking
- Assessment of competence
- Establishment of competency standards
- Analysis of changes in competence
- Nature of generic competencies
- Clive Chappell
- Andrew Gonczi (P)
- Paul Hager (P)
- Geof Hawke
- Tony Holland (P)
- Robyn Johnston
- Diana Slade (P)
- Zita Wagner
- Kim Walker (P)

**Assessment of learning**
- Assessment and accreditation of prior learning
- Self, peer and collaborative processes
- Assessment of skills and competencies
- Assessment of vocational interests and abilities
- Outcomes based learning in the school curriculum
- Jim Athanasou (P)
- David Boud (P)
- Ruth Cohen
- Ian Cornford (P)
- Kathie Forster (P)
- Andrew Gonczi (P)
- Bob Gowing
- Paul Hager (P)
- Geof Hawke
- Tony Holland (P)
- Bob Pithers (P)
- Laraine Spindler
- Zita Wagner
Change in education
Policy changes in schooling
Change in educational practices
Innovation in education
Links between research and practice in teaching and learning
Use of instructional technology in practice
Laurie Brady (P)
Gerry Foley
Margaret Goninan
Bob Gowing
Janette Griffin (P)
Joan Jardine (P)
Sandy Schuck (P)
Gilda Segal (P)
Kim Walker (P)

Computer-based education and training
Computers in the teaching and learning process
Information technology in education
Designing, implementing and evaluating computer mediated learning environments
Issues in computer education and training
Graham Barnsley (P)
Gerry Foley
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
 Lynette Schaverien (P)
Sandy Schuck (P)

Cooperative learning
Reciprocal peer learning
Collaborative learning
David Boud (P)
Laurie Brady (P)
Bob Gowing
Janette Griffin (P)
Susan Knights
Elyssebeth Leigh
Jane Sampson
Sandy Schuck (P)
Alan Scully
Gilda Segal (P)
Laraine Spindler

Creative and performing arts education
Children's theatre
Educational drama
Storytelling
Music education
Drama in education
Creative writing
Integrated arts
Art education
Dance education
Music therapy
Drama therapy
Anne Bamford
Kate Collier
Rick Flowers
Rosemary Johnston (P)
Paul March
Barbara Poston-Anderson (P)
Robyn Staveley

Curriculum studies
Curriculum design
Contemporary curriculum issues
Curriculum management
Curriculum evaluation
Curriculum theory in adult education
Construction of knowledge
Sociology of curriculum change
Laurie Brady (P)
Clive Chappell
Rick Flowers
Viktor Jakupec (P)
Laraine Spindler

Discourse analysis
Approaches to discourse analysis
Critical discourse analysis
Studies of classroom interaction
Studies of spoken language corpus
Analysis of casual conversation
Ethnography of communication
Discourse and policy
Mike Baynham (P)
Pauline Gibbons (P)
Jenny Hammond (P)
Alison Lee (P)
Chris Nesbitt (P)
Alastair Pennycook (P)
Hermine Scheeres
Diana Slade (P)
Mary Macken-Horarik (P)
Rosie Wickert (P)
Education and social action

Parental involvement and participation
Empowerment in education
Community organisations and learning
Community development
Activism
Learning in social contexts
Popular education
Social movements
Trade union education
Aboriginal adult education
Community adult education
Rick Flowers
Griff Foley (P)
Kathie Forster (P)
Viktor Jakupec (P)
John McIntyre (P)
Mike Newman (P)
Jane Sampson
Sallie Saunders

Experience-based and practice-based learning

Action learning
Games and simulations in training
Learning in informal settings
Learning in the workplace
Models of learning
Problem-based learning
Role of reflection
Self-directed learning
Work-based learning
Autobiography and learning
The practicum
Museums and learning
David Boud (P)
Kate Collier
Ian Cornford (P)
Lann Dawes (P)
Griff Foley (P)
John Garrick (P)
Margaret Goninan
Bob Gowing
Janette Griffin (P)
Paul Hager (P)
Geoff Hawke
Betty Johnston (P)
Susan Knights
Elyssebeth Leigh
Mike Newman (P)
Jane Sampson
Sallie Saunders
Sandy Schuck (P)
Alan Scully
Laraine Spindler
Mark Tennant (P)
Kim Walker (P)

First and second language development

Bilingual education
Mother tongue development
Second language development
Second language literacy development
Studies in cultural diversity
Mike Baynham (P)
Ross Forman
Pauline Gibbons (P)
Jenny Hammond (P)
Liam Morgan
Alastair Pennycook (P)
Flexible, open and distance education
Flexible learning and delivery
Open and distance education
Computer mediated communication
Policy studies in open and distance education
Gerry Foley
Janette Griffin (P)
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
Elysebeth Leigh
Mary Macken-Horarik (P)
Kathy Nicoll
Lyn Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Laraine Spindler

Gender and education
Gender equity in education
Women and learning
Feminist pedagogy
Language, literacy and gender
Gender as practice
Sociology of gender
Betty Johnston (P)
Susan Knights
Alison Lee (P)
Alastair Pennycook (P)
Jane Sampson
Sallie Saunders
Gilda Segal (P)
Hermine Scheeres
Nicky Solomon

Higher and professional education
David Boud (P)
Viktor Jakupec (P)
Alison Lee (P)
Keith Trigwell (P)

Historical, philosophical and social perspectives
Australian studies
Philosophy of adult and vocational education
History of adult education
Sociology of education
Cultural theory
International/comparative adult education
Adult education in the Third World
Language and globalisation
Comparative adult and vocational education
Keith Amos (P)
Joe Bright
Ian Cornford (P)
Rick Flowers
Griff Foley (P)
Kathie Forster (P)
Andrew Gonczi (P)
Paul Hager (P)
Viktor Jakupec (P)
Susan Knights
Roger Morris (P)
Mike Newman (P)
Alastair Pennycook (P)
Barbara Poston-Anderson (P)
Hermine Scheeres
Colin Symes (P)
Kim Walker (P)
Rosie Wickert (P)

Literacy education
Literacy development
Policy development in literacy education
School literacy education
Remedial reading and spelling
Children's literature
Ethnography of literacy practices
Literacy assessment
Policy analysis
Mike Baynham (P)
Rhondda Brill
Pauline Gibbons (P)
Jenny Hammond (P)
Joan Jardine (P)
Rosemary Johnston (P)
Sheilagh Kelly
Alison Lee (P)
Paul March
Alastair Pennycook (P)
Hermine Scheeres
Rosie Wickert (P)
Mary Macken-Horarik (P)
Mathematics education
Mathematics as social practice
Maths anxiety
Beliefs about maths
Attitude to maths
Graham Barnsley (P)
Gerry Foley
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Mentoring
Mentoring students in schools
Mentoring student teachers on practicum
Mentoring beginning teachers
Graham Barnsley (P)
Sandy Schuck (P)
Alan Scully
Gilda Segal (P)

Numeracy education
School numeracy education
Adult numeracy education
Graham Barnsley (P)
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Numeracy practices
Theories of numeracy
Numeracy practices of the young unemployed
Language and mathematics
Graham Barnsley (P)
Mike Baynham (P)
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Organisational learning and change
Organisational development
Human resources development
Organisational planning and learning
Change management
Staff development
Organisational culture
Clive Chappell
Laurie Field
Griff Foley (P)
John Garrick (P)
Tony Holland (P)
Robyn Johnston
Bob Pithers (P)
Geoff Scott (P)
Nicky Solomon

Policy in education and training
Adult and vocational education policy
Politics of adult education
The role of government in adult education and school education
Policy studies in post-secondary education and training
Educational planning and implementation
Politics in school education
Politics of higher education
Language policy and education
Clive Chappell
Ian Comford (P)
Griff Foley (P)
Kathie Forster (P)
Andrew Gonczi (P)
Paul Hager (P)
Geof Hawke
Viktor Jakupec (P)
Susan Knights
John McIntyre (P)
Roger Morris (P)
Mike Newman (P)
Alastair Pennycook (P)
Hermine Scheeres
Colin Symes (P)
Kim Walker (P)
Rosie Wickert (P)

Professional development
Self-study of practice
Self-appraisal for professional development
Staff/professional development
Organisational aspects
Role of supervisors
Professional development of school principals
Development review/appraisal
Professional development of adult educators and teachers
Mentoring beginning teachers
David Boud (P)
Laurie Brady (P)
Rhondda Brill
Ian Comford (P)
Griff Foley (P)
John Garrick (P)
Bob Gowing
Janette Griffin (P)
Susan Knights
Elyssebeth Leigh
Roger Morris (P)
Mike Newman (P)
Jane Sampson
Lynette Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Laraine Spindler
Kim Walker (P)
Program design, implementation and evaluation in adult and vocational education

Models of program development
Needs assessment
Collaborative processes of program design
Implementation strategies
Instructional design
Evaluation models and procedures
Clive Chappell
Ian Cornford (P)
Rick Flowers
Geof Hawke
Tony Holland (P)
Roger Morris (P)
Mike Newman (P)
Jane Sampson
Geoff Scott (P)
Diana Slade (P)
Mark Tennant (P)
Zita Wagner

Recognition and assessment of prior learning

Credit transfer/articulation
Portfolio development
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Research and evaluation strategies

Illuminative/responsive approaches
Cooperative inquiry
Methodological issues
Interpretive research
Ethnography of education settings
Action research
Case studies and grounded theorising
Problem-based methodology
Qualitative research
Quantitative research
Research design and statistical analysis
Social critical research
Narrative enquiry

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Social and environmental education

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Special education
- Special needs education
- Learning difficulties
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Systemic functional linguistics
- Analysis of classroom interaction
- Genre analysis
- Theory of systemic linguistics
- Spoken and written language
- Educational applications of systemic linguistics
- Analysis of spoken language
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TESOL curriculum and methodology
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- Language assessment
- Approaches to TESOL
- Languages other than English
- Program evaluation
- TESOL and cultural difference
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Training and development
- Skill formation
- Industrial training
- Evaluation of educational and training programs
- Competency-based education
- Workplace reform and training
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Work-based learning
- Learning at work
- Links between learning and performance
- Learning and organisational goals
- Capability
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INDEX

A
Aboriginal and Torres Strait Islander History and Cultures 120
Aboriginal Cultures and Philosophies 99
Aboriginal Initiatives in Education: Towards Community Control 99
Aboriginal Social and Political History 154
Aboriginal Studies 100
Aboriginal Studies Project 100
Aboriginality, Power and Education 152
Abstudy 8
Academic Profession, The 122
Academic and Professional Literacies 124
Administration of the Training Function 101
Adolescent and Adult Development 89, 96
Adult Career Development 123
Adult Career Guidance and Counselling 124
Adult Communication Management 1 128
Adult Communication Management 2 128
Adult Communication Management and Organisational Frames 123
Adult Communication Management and Team Work 123
Adult Education 18
Computing facilities 22
Postgraduate Courses 38
Undergraduate courses 27
Adult Education and Social Action 97
Adult Education and the Unemployed 97
Adult Learning and Program Development 127
Adult Learning and Teaching 139
Adult Learning in Social Context 92
Adult Teaching and Learning 92, 123
Adult Teaching Practices 1 93
Adult Teaching Practices 2 101
Advanced Children's Literature 114
Advanced Curriculum Design 136
Analysing Current Issues in Australian Education 93
Analysing Professional Practice 140
Applications 6
Approaches to the Teaching of English 114
Art Collection, UTS 11
Art Major Study 1: People in Art 103
Art Major Study 2: A Sense of Place 103
Art Major Study 3: Stories, Myths and Truth 103
Art Major Study 4: Design and Power 103
Arts in the Community 141
Assessment, Programming and Evaluation 132
Australian Indigenous Social Policy 153
Australian Management 153
Australian Political and Social Systems 153
Austudy 8
Autobiography and Lifelong Learning 124

B
Bachelor of Arts in Adult Education and Community Management (Aboriginal and Torres Strait Islander Program) 37
Bachelor of Arts in Human Movement Studies/Graduate Diploma in Education 82
Bachelor of Education (Honours) 79
Bachelor of Education (Honours) in Adult Education 32
Bachelor of Education in Adult Education 27
Bachelor of Education in Adult Education/Bachelor of Arts in International Studies 33
Bachelor of Education in Primary Education 68, 78
Bachelor of Education in Special Education 72, 78
Bachelor of Education/Bachelor of Arts in International Studies 73
Bachelor of Teaching in Adult Vocational Education 36
Boards and committees 161

C
Careers Service 9
Centre for Language, Literacy and Numeracy 21
Centre for Popular Education 21
Centre for Research and Education in the Arts 21
Centres 21
Centre for Language, Literacy and Numeracy 21
Centre for Popular Education 21
Centre for Research and Education in the Arts 21
Centres 21
English Language and Study Skills Assistance Centre (ELSSA) 21
Mathematics Study Centre 21
Research Centre for Vocational Education and Training 21
Training and Development Services 21
Chemistry Learning Resources Centre 9
Child care 11
Children with Language Delay and the Language of Learning 145
Children's Literature 1 147
Children's Literature 2 147
Children's Theatre and the Creative Arts 1 113
Children's Theatre and the Creative Arts 2 113
Children's Theatre and the Creative Arts 3 113
Children's Theatre and the Creative Arts 4 114
Clinical Management of Diabetes 154
Clinical Studies 1: People and Health Care 154
Clinical Studies 2: Health, Illness and Disability 154
Clinical Studies 3: Interventions in Health Care 154
Co-op Bookshop 11
Colonial Australian History 121
Committees 161
Communication and Learning 92
Community Practicum 93
Community Workplace Practice 1 138
Community Workplace Practice 2 138
Comparative Social Change 153
Competency Assessment in the Workplace 101
Competency-based Training in Vocational Education 90
Computer laboratories 10
Computer-based Learning Techniques 89
Computer-managed Learning 90
Computer-Mediated Adult Education and Training 128
Computer-Mediated Communication 131
Computing facilities
  Adult Education 22
  Teacher Education 22
Computing for Adult Educators 101
Concepts of Flexible, Open and Distance Learning 124
Contemporary Issues in Australian Education 127
Context and Strategies in Community Education 101
Counselling 9
Counselling and Advising Students 89
Critical Literacies 130
Cultural Diversity in the Workplace: Management and Learning 130
Culture Difference and Curriculum 125
Current Issues and Applications in Educational Computing 105
Current Issues in Australian Education: A Critical Analysis 109
Curricula and Programs for Students with High Support Needs 144
Curriculum and Methodology (ABE) 132
Curriculum and Methodology (TESOL) 131
Curriculum and Methodology (TLOTE) 133
Curriculum and Pedagogy 1 102
Curriculum and Pedagogy 2 102
Curriculum Design and Management 146

D
Dance Method 1: Performance and Teaching 150
Dance Method 2: Composition and Teaching 150
Dates for 2000, Principal 12
Dean's message 17
Delayed or Disordered Communication: An Educational Approach 143
Design and Method in Educational Research 128
Designing and Delivering Open Learning 96
Designing and Marketing Open Learning 88
Developing Community Adult Education Programs 135
Developing Group Communication 96
Developing Individualised Projects 100
Developing Interpersonal Communication 96
Developing Systems Communication 96
Developing the Learning Organisation 99
Developing Vocational Education Programs 88
Development, Growth and Education in South-East Asia 97
Developmental Psychology 108
Discourse Analysis 135
Dissertation Development and Appraisal 140
Doctor of Education 65
Doctor of Philosophy 64

E
Educating Students with Behaviour Disorders 1 144
Education and Cultural Diversity 101
Education for Gifted and Talented Students 147
Education Major Study 1: History of Australian Education 107
Education Major Study 2: Moral Development 108
Education Major Study 3: Changing Schools 108
Education Major Study 4: Educational Policy Studies 108
Educational and Organisational Leadership 1 125
Educational and Organisational Leadership 2 125
Educational and Psychological Testing 100
Educational Computing Major Study 1 104
Educational Computing Major Study 2 104
Educational Computing Major Study 3 104
Educational Computing Major Study 4 105
Educational Development and Instructional Design for Flexible Learning 131
Educational Leadership in a Technological Society 145
Educational Media 91
Educational Perspectives on the Management of Challenging Behaviours 142
Educational Research 108
ELSSA. See English Language and Study Skills Assistance Centre
Employment Relations 152
English Education 1 111
English Education 2 112
English Education 3: Teaching ESL 112
English Education 4: Educational Drama 112
English for Academic and Teaching Purposes 134
English Language and Study Skills Assistance Centre (ELSSA) 9, 21
English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare 112
English Major Study 2: Images of Australia: The Place and the People, Literary Representations in Prose, Poetry and Drama 112
English Major Study 3: The Literature of Protest: Changing the World 113
English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices 113
English Teaching Issues 148
Environmental Education 119
Index 175

Equity and Diversity 10
Experience-based Learning 1: Learners’ Perspective 129
Experience-based Learning 2: Facilitators’ and Animators’ Perspectives 129
Experiential Learning and Cultural Action 101
Experiential Learning Strategies 136
Exploring Adult Basic Education Practice 122
Extension Elective 138

F

Faculty Board membership 161
Faculty of Education
    Academic Liaison Officers for students with disabilities and other special needs 22
    Adult Education 18
    Centres 21
    Information 17
    Information for Education students 18
    International links 18
    Message from the Dean 17
    Mission Statement 18
    Prizes and awards 20
    Student support 21
    Teacher Education 19
Family History 121
Fees and costs 6
Field of Practice Specialist Knowledge 1 (VOCED) 93
Field of Practice Specialist Knowledge 2 (VOCED) 94
Field of Practice Specialist Knowledge 3 (VOCED) 95
Field Practice 1 91
Field Practice 2 91
Forms and Traditions in Popular Education 125
Foundations of Experiential Learning 136
Foundations of Flexible Learning 131
Freedom of Information 11

G

Gallery and Art Collection, UTS 11
Gender, Power and Education 145
Graduate Certificate in Adult Education in Community Education 38
Graduate Certificate in Adult Education in Drug and Alcohol Education 39
Graduate Certificate in Adult Education in Training 40
Graduate Certificate in Dance Education 80
Graduate Certificate in Diabetes Education and Management 41
Graduate Certificate in Experiential Learning 42
Graduate Certificate in Flexible Learning 43
Graduate Certificate in Higher Education 44
Graduate Certificate in Numeracy Teaching 45
Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) 46
Graduate Certificate in Teaching Languages Other than English (TLOTE) 47
Graduate Diploma in Adult Basic Education 49
Graduate Diploma in Adult Education and Training 48
Graduate Diploma in Children’s Literature and Literacy 80
Graduate Diploma in Education 81
Graduate Diploma in Language Teaching 50
Graduate Diploma in Special Education 83
Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL) 52
Graduate Diploma in Teaching Languages Other than English (TLOTE) 50
Graduate Diploma in Vocational Education and Training 47
Graduate Diploma in Music Therapy 82
Grammar and the Construction of Meaning 132

H

Health 9
HECS (Higher Education Contribution Scheme) 7
Historical Perspectives: Appreciation of Dance in 20th Century 151
History Major Study 1: Australia to 1900 121
History Major Study 2: Australia in the 20th Century 121
History Major Study 3: Europe in the 20th Century 121
History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past 121
Honours Seminar 110
Honours Thesis 110
Housing 9
HRD Strategies for Individual Development 99
Human Resource Development Practices 94
Human Resource Development Strategies 100
Human Resource Management 153

I

Identity, Adult Development and Learning 124
Implementing Educational Change 109
Independent Project 140
Independent Study 106
Independent Study Project 1 129
Independent Study Project 2 129
Independent Study Project in Communication 97
Independent Subject A/B 137
Indigenous Social Policy: International Experiences 137
Individualised Project 1/2/3/4/5/6 100
Influences on the Contemporary Workplace 95
Information
    Adult Education 18
    Centres 21
    Faculty Mission Statement 18
    Faculty of Education 17
    for Education students 18
    International links 18
    Message from the Dean 17
    Prizes and awards 20
    Student support 21
    Teacher Education 19
Information Technology 104
Initial Teacher Education courses 66
Initiatives and Innovations in Aboriginal and Torres Strait Islander Education 121
Inquiries, Student 6
Instructional Issues in the Education of Students with Moderate and High Support Needs 143
Integration 144
International links 18
International Major 120
International Management 152
International Perspectives on Education 109
International Perspectives on Education and Development 126
Internet and Electronic Information Networking 105
Interpersonal Skills: Working in an Organisation 88
Interpersonal Skills: Working with People 88
Introducing Aboriginal Cultures and Philosophies 100
Introduction to Educational Research 145
Introduction to Language 88
Introduction to Research Methods in Teaching and Learning 89
introduction to the Doctor of Education 140
Issues in Aboriginal Education 99
Issues in Art Education 104
Issues in Assessment 126
Issues in Children's Literature and Literacy 148
Issues in Computer-Mediated Adult Education and Training 128
Issues in Dance Education 151
Issues in Educational Evaluation 129
Issues in Indigenous Social Research Ethics 137
Issues in Mathematics Education 149
Issues in PDHPE 118
Issues in School and Community Relations 146

J

Japanese Language Analysis 134
Jumbunna Centre for Australian Indigenous Studies, Education and Research (CAISER) 10

L

Language and Interpersonal Skills 88
Language and Learning 102
Language and Power 129
Language, Culture and Communication 91, 139
Language Development 134
Language for Specific Purposes 132
Language in Social Context 133
Language, Literacy and Education 114
Language, Literacy and Numeracy Learner, The 93
Language, Literacy and Numeracy Practicum 1 94
Language, Literacy and Numeracy Practicum 2 95
Language Policy and Planning 133
Leadership in Art Education 140
Leading and Facilitating Change 96
Learner Assessment 139
Learner Assessment in Vocational Education 88
Learning and Communication Disorders 144
Learning Beyond the Classroom 105
Learning Difficulties and Learning to Read and Spell 144
Learning in Flexible, Open and Distance Education 125
Learning in Mathematics 148
Learning in Personal Development, Health and Physical Education 150
Learning in Science 1 151
Learning in Science 2 151
Learning in Science and Technology 152
Learning Styles, Cognitive Processing and Adaptive Teaching 89
Library, UTS 8
Lifelong Learning: Psychological Perspectives 126
Literacy 1 148
Literacy 2 148
Literary Theory and Children’s Literature 148

M

Major Independent Study 147
Major Study 148
Major Study electives 67
Managing Change in Adult Education and Training 127
Managing Change in Education 145
Managing Change in Educational Settings 146
Managing Education Programs 97
Maps 181
Marketing Vocational Education Programs 89
Master of Arts in Applied Linguistics 53
Master of Arts in Children's Literature and Literacy (by coursework) 84
Master of Arts in Indigenous Social Policy 54
Master of Arts in Language and Literacy (by coursework) 55
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (coursework) 57
Master of Arts in Training and Human Resource Development 59
Master of Education (Honours) 63
Master of Education in Adult Education (by coursework) 60
Master of Education in Teacher Education (by coursework) 85
Master of Education in Teacher Education (Special Education) 85
Master of Education in Teacher Education (Visual Arts) 85
Mathematical Communication 149
Mathematics Education 1 114
Mathematics Education 2 115
Mathematics Education 3 115
Mathematics for Numeracy Teachers 135
Mathematics in Social Contexts 135
Mathematics Major Study 1: Statistics 115
Mathematics Major Study 2: Finite Mathematics 115
Index

Mathematics Major Study 3: The Historical and Social Context of Mathematics 115
Mathematics Major Study 4: An Introduction to Graph Theory 116
Meeting Special Needs in the Secondary School 141
Minor Independent Study 147
Multi-literacies in the Workplace 99
Music and Society 117
Music Education 1 116
Music Major Study 1 116
Music Major Study 2 116
Music Major Study 3 116
Music Major Study 4 117
Music Skills 1 149
Music Skills 2 150
Music Skills 3 150
Music Skills and Application 4 150
Music Therapy Practice 1 149
Music Therapy Practice 2 149
Music Therapy Practice 3 149
Music Therapy Practice 4 149

N
Numeracy Awareness 98
Numeracy Instruction for Students with Learning Difficulties and Disabilities 142
Numeracy-related Programming for Students with Intellectual Disabilities 144

O
Organisational Behaviour 152
Organisational Change and Adaptation 153
Organisational Learning: An Experiential Approach (VOC ED) 95
Organising Community Adult Education 97

P
PDHPE Major Study 1: Fundamental Principles of Sports Coaching 117
PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education 117
PDHPE Major Study 3: Advanced Principles of Coaching 117
PDHPE Major Study 4: School/Community Project 117
Personal Development, Health and Physical Education Research Project 117, 118
Philosophical Bases of Education 108
Phonetics and Phonology and Sociolinguistic Variation in Spoken Language 134
Phonology and Pronunciation 132
Physics Learning Centre 10
Policy Analysis in Adult Education 127
Policy Processes in Australian Indigenous Settings 154
Politics in Education 146
Portfolio Development 92

Postgraduate Courses
Adult Education 38
Teacher Education 80
Postgraduate subject descriptions 122
Practice and Pedagogy in Popular Education 126
Practicum 1 134
Practicum 1: Beginning Teaching – Issues in the Primary School 106
Practicum 1: Exceptional Teaching 143
Practicum 2 135
Practicum 2: Developing Classroom Management 106
Practicum 2: Future Directions in Special Education Service Delivery 143
Practicum 3: Promoting Student-centred Learning 106
Practicum 4: Managing Learning Difficulties 106
Practicum 5: Designing Educational Programs 107
Practicum 6: Assessing and Evaluating in Education 107
Practicum 7: Reflecting on Educational Practice 107
Practicum 8: Analysing Current Issues in Australia Education 107
Primary Health Care 155
Principles and Practice of Vocational Teaching 1 91
Principles and Practice of Vocational Teaching 2 91
Principles of Interactive Multimedia 131
Prizes and awards 20
Professional Ethics 109
Professional Ethics for Educators 146
Professional Practitioner (VOC ED), The 95
Program Delivery and Evaluation 94
Program Design and Evaluation 139
Program Design, Implementation and Evaluation of Experiential Learning 1 136
Program Design, Implementation and Evaluation of Experiential Learning 2 136
Program Development and Needs Analysis 92
Program Development in Adult Career Education 123
Program Development Workplace Project 90
Program Planning in Community Settings 94
Programming and Assessment in Language, Literacy and Numeracy 98
Programming for Diabetes Education 135
Project 131, 134, 135
Project 1 138
Project 2 138
Promoting Workplace Learning 98
Psychological Perspectives on Adult Learning 92
Psychology and Sociology of Learning 1 87
Psychology and Sociology of Learning 2 87
Psychology of Adult Development, The 130
Psychology of Secondary Students 138, 141

Q
Qualitative Research in Education 147
Radio Station 2SER (107.3 FM) 11
Reading and Spelling Instruction for Students with Special Education Needs 142
Reading Comprehension: An Instructional Approach for primary and Secondary Students with Learning Difficulties 145
Research and Inquiry 93
Research Centre for Vocational Education and Training 21
Research Design and Appraisal 137
Research in Practice 102
Research interests 162
Adult Education staff 19
Teacher Education staff 19
Research Literacies 147
Research Methodologies 132
Research Methodology 147
Research Methods for Social Policy 137
Research Office 8
Research Perspectives in Education 128
Researching Practice in Special Education 143

School and Community Relations 110
School, Sport and Society 151
Science and Technology Education 1 118
Science and Technology Education 2 118
Science and Technology Major Study 1: The Human Body 119
Science and Technology Major Study 2: Science and Technology in Daily Life 119
Science and Technology Major Study 3: Issues in Science, Technology and Society 119
Science and Technology Major Study 4: Planet Earth 119
Secondary Practicum 1 142
Secondary Practicum 2 142
Simulations and Games: Theory and Design 98
Skill Learning and the Development of Expertise 123
Skills, Technology and Workplace Learning 127
Social and Environmental Education 120
Social Context of Childhood Stress, The 109
Social Contexts of Language, Literacy and Numeracy 98
Social Education in Community Settings 97
Socio-Political Contexts of Language, Literacy and Numeracy Education 132
Sociological Bases of Education 109
Sociological Context of Vocational Education, The 90
Special Education 1: Managing Challenging Behaviours 110
Special Education 2: Preventing and Remediating Difficulties in Reading and Writing 110
Special Education 3: Educating Students who have Difficulties with Written Text 110
Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities 111
Special Education 5: Educating Students with Moderate and High Support Needs 111
Special Education 6: Educating Students with Delayed or Disordered Communication 111
Special Education Practicum 1: Assessment, Programming and Evaluation 111
Special Education Practicum 2: Collaborative Participation in Inclusive Service Models 111
Special Needs Coordinator 9
Special Study in Education 147
Staff
Academic 169
Administrative 170
Research interests and expertise 162
Staff list 169
Student Learning and Evaluation 122
Student Ombud 11
Student Services 9
Student support 21
Academic Liaison Officers 22
Computing facilities 22
ELSSA and Mathematics Study Centres 21
Study Skills Unit 21
Students' Association 11
Studio Practice in Visual Arts 104
Study Skills Unit 21
Subjects
Alphabetical list 156
Offered by other faculties 160
Postgraduate subject descriptions 122
Undergraduate subject descriptions 87
Supervision: The Developing Teacher 146
Supporting Workplace Learning and Reform 130

Teacher Education 19
Computing facilities 22
Initial Teacher Education courses 66
Postgraduate courses 80
Undergraduate courses 66
Teaching Aboriginal Studies 99
Teaching Across the Curriculum 106
Teaching and Learning in Diabetes Education 136
Teaching and Learning in Numeracy 123
Teaching and Learning in Practice (LLN, VOC ED) 94
Teaching and Learning Literacy 133
Teaching Controversial Issues in Personal Development, Health and Physical Health 151
Teaching English to International Students 114
Teaching in the Multicultural Classroom 90
Teaching Language and Literacy 98
Teaching Others to Use Technology 90
Teaching Spoken Language 102
Technologies for Flexible Learning 131
Technology and Media 1 87
Technology and Media 2 87
Index 179

Technology for Open Learning 89
Technology, Society and Change 155
Technology-Based Language Learning 134
TESOL. See Graduate Certificate in Teaching
English to Speakers of Other Languages; Graduate Diploma in Teaching
English to Speakers of Other Languages; Master of Arts in Teaching English to Speakers of Other Languages (by coursework)
Text, Media and Technologies 126
Thesis 102
Thesis Development and Appraisal 102
TLOTE. See Graduate Certificate in Teaching
Languages Other than English; Graduate Diploma in Teaching Languages Other than English
Training and Development Services 21

U

Undergraduate courses
Adult Education 27
Teacher Education 66
Undergraduate subject descriptions 87
Understanding Adult Education and Training 126
Union, UTS 10
University Graduate School 9
University Teaching and Learning 122
UTS contacts 180

V

Values Education in Personal Development,
Health and Physical Education 151
Visual Arts and Craft Education 103
Visual Arts Method 141
Visual Arts Practice 140

W

Welfare 9
Women and Adult Education 130
Women and Learning 126
Workplace Context 140
Workplace Context of Vocational Education 1, The 87
Workplace Context of Vocational Education 2, The 88
Workplace Practice 1 138
Workplace Practice 2 139
Workplace Practicum 93
Workplace Reform and Changing Structures in Education 145
Writing for Specific Purposes 90
Written Text and Students with Learning Difficulties 142

Y

Youth Allowance 8
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City campus

Broadway
• Building 1 (Tower Building)
  1 Broadway, Ultimo
• Building 2
  1 Broadway, Ultimo
• Building 3 (Bon Marche Building)
  Cnr Harris St and Broadway, Ultimo
• Building 4
  Cnr Thomas and Harris Streets, Ultimo
• Building 6 (Peter Johnson Building)
  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, Sydney

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

Institute for Sustainable Futures

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
Sydney regional map

KEY
- Entry/Exit
- Disabled access
- Main bus stop
- UITS shuttle bus
- Parking
- Building numbers
- Child care
City campus

Broadway
Kuring-gai campus
St Leonards campus

1. Dunbar Building
2. Research Labs
3. West Wing
4. Centenary Lecture Theatre
5. Clinical Studies
6. Bus Stop - Main

Maps 185