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UNIVERSITY OF
TECHNOLOGY SYDNEY

2001

UTS: EDUCATION HANDBOOK

University of Technology,
Sydney. Faculty of Education
Handbook

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CITY CAMPUS

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Sydney Library



UTS:EDUCATION

HANDBOOK 2001

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EQUAL OPPORTUNITY

It is the policy of UTS to provide equal opportunity for all persons regardless of race, colour, descent, national or ethnic origin, ethno-religious background; sex; marital status, pregnancy; potential pregnancy; family responsibilities, disability, age; homosexuality; transgender status; political conviction; and religious belief.

FREE SPEECH

UTS 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

www.uts.edu.au

Faculty Handbooks and Calendar

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

UTS Rules and Policies

www.uts.edu.au/div/publications/policies/

EDITORIAL AND PRODUCTION

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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 are members of the workforce within a few 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 undergraduate and postgraduate degrees, developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Information Technology; Law; Nursing, Midwifery and Health; and Science. Each of these faculties is responsible for 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 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 2001* 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 2001* are held in the University's libraries and faculty offices and can be purchased at the Co-op Bookshop.

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

For the latest information, see the University's website at:

www.uts.edu.au

STUDENT INQUIRIES

UTS Student Info & Admin Centre

telephone (02) 9514 1222
email info.office@uts.edu.au
www.uts.edu.au

City campus

Level 4 foyer, Building 1 (Tower Building)
1 Broadway, Ultimo

Kuring-gai campus

Level 6, Building K1
Eton Road, Lindfield

Postal address

PO Box 123, Broadway NSW 2007

International Programs Office

10 Quay Street, Haymarket
telephone +61 2 9514 1531
fax +61 2 9514 1530
email intlprograms@uts.edu.au

Faculty student offices

Business

Undergraduate inquiries

Level 1, Building 5
Haymarket, City campus
telephone (02) 9514 3500
Level 5, Building K1
Kuring-gai campus
telephone (02) 9514 5355
email undergraduate.business@uts.edu.au

Postgraduate inquiries

Level 5, Building 5
Haymarket, City campus
telephone (02) 9514 3660
email graduate.business@uts.edu.au

Design, Architecture and Building

Level 5, Building 6 (Peter Johnston Building)
City campus
telephone (02) 9514 8913
email dab.info@uts.edu.au

Education

Room D101, Building 5
Haymarket, City campus
telephone (02) 9514 3900
email education@uts.edu.au
Room 333, Building K2
Kuring-gai campus
telephone (02) 9514 5621
email teached.office@uts.edu.au

Engineering

Level 7, Building 2
City campus
telephone (02) 9514 2666
email upo@eng.uts.edu.au

Humanities and Social Sciences

Faculty Student Centre

Level 2, Building 3 (Bon Marche Building)
City campus
telephone (02) 9514 2300
email fhss.student-centre@uts.edu.au

Faculty Research Office

Level 7, Building 2
City campus
telephone (02) 9514 1959
email research.degrees.hss@uts.edu.au

Information Technology

Level 3, Building 4
City campus
telephone (02) 9514 1803
email info@it.uts.edu.au

Law

Room B303, Building 5
Haymarket, City Campus
telephone (02) 9514 3444
email admingen@law.uts.edu.au

Nursing, Midwifery and Health

Room 397, Building K5
Kuring-gai campus
telephone (02) 9514 5202
email nmh@uts.edu.au

Science

Level 3, Building 4
City campus
Level 2, Dunbar Building
St Leonards campus
telephone (02) 9514 1756
email information@science.uts.edu.au

Institute for International Studies

10 Quay Street
Haymarket, City campus
telephone (02) 9514 1574
email iisinfo@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 December; early closing dates may apply to some courses. 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 and do not have a UAC code.

Postgraduate

Applications for postgraduate courses should be made directly to UTS. For courses starting at the beginning of the year, most applications open in August with a first round closing date of 31 October. For courses starting in the middle of the year, applications open in May.

For more information about applying to study at UTS, contact the UTS Student Info & Admin Centre.

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 30 November 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 cross-institutional 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 cross-institutional study. There are four application periods, and closing dates vary for each semester. For more information contact the appropriate faculty or the UTS Student Info & Admin Centre.

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, some students may be eligible for reduced service fees.

For full details of variations and exemptions to the fees listed below, contact the UTS Student Info & Admin Centre.

Fee components¹

Union Entrance Fee

a once-only charge for new students \$22

Union Fee

a semester-based charge for currently enrolled students \$113 per semester

Students' Association Fee

a yearly charge for currently enrolled students \$54.40 per year

Student Accommodation Levy

a yearly charge for currently enrolled students \$58 per year

Student Identification Card Charge

a yearly charge for students enrolled on a tuition fee basis \$15 per year

¹ Charges have been adjusted to reflect the University's liability for Goods and Services Tax (GST).

Course fees

No course fees are paid by local students undertaking undergraduate studies at UTS. Students are, however, liable for HECS charges (see following page). Many postgraduate courses attract a course fee. These course fees are calculated on a course by course basis and are charged in addition to the service fees outlined above. Payment of course fees may vary depending on a student's status, and on conditions laid down by the faculty. Please contact the relevant faculty for full details.

Details of course fees are outlined under each course entry in this handbook. Readers should note that fees quoted throughout the handbook are correct at the time of publication however they are subject to change and should be confirmed with the Student Info & Admin Centre.

Course fees for international students

At the time of publication, course fees for undergraduate international students range from A\$5,000 to A\$8,250 per semester, and for postgraduate international students from A\$4,000 to A\$8,250 per semester. These vary from time to time and the International Programs Office should be contacted for up-to-date information.

International students in Australia on a student visa are required to undertake full-time study as a condition of their visa.

For more information contact the International Programs Office.

Other costs

Students may incur other costs while they study at UTS. These may include books, printed sets of reading materials, photocopying, equipment hire, the purchase of computer software and hardware, and Internet services.

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 Australian 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 Student Info & Admin Centre.

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 (www.hecs.gov.au) or the UTS Student Info & Admin Centre.

FINANCIAL HELP

Austudy/Youth Allowance

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

Full-time students aged over 25 years 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 the Student Services Unit at Kuring-gai or City campuses.

Commonwealth legislation sets strict requirements for Austudy/Youth Allowance over which the University has no control. It is important that the students concerned understand these requirements.

Students who receive Austudy and decide to drop subjects during the semester, must be aware that to remain eligible for Austudy they must be enrolled in a minimum of 18 credit points, or have a HECS liability for the semester of .375 equivalent full-time student units. 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.

10 General information

For more information, talk to a financial assistance 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 at:

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, Building 1 (Tower Building)
telephone (02) 9514 1902

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 online reference assistance, training programs, Closed Reserve, loans, reciprocal borrowing and photocopying facilities. The Library's extensive range of electronic information resources, such as catalogues, databases and Electronic Reserve, and online services, such as research assistance, online training, loan renewal, reservations and inter-Library requests, can be accessed on campus and remotely 24 hours a day from the Library website.

The Library is open for extended opening hours. More information about the Library can be found at:

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 5313

Gore Hill Library (St Leonards campus)

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

UNIVERSITY GRADUATE SCHOOL

The University Graduate School is a pan-university organisation which enhances the quality of postgraduate research studies 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 research degree students and supports them in their studies.

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

telephone (02) 9514 1336
email ugs@uts.edu.au

www.gradschool.uts.edu.au

SUPPORT FOR STUDENT LEARNING

Student Services Unit

To ensure student success, the University provides a range of professional services to support different aspects of student life and learning at UTS.

These services include:

- orientation and University transition programs
- student housing and assistance in finding private rental accommodation
- workshops and individual counselling to enhance effective learning
- assistance for students with disabilities and other special needs
- student loans and financial assistance
- health services
- personal counselling
- assistance with administrative problems or complaints
- assistance when extenuating circumstances impact on study
- help with getting a job
- campus interview program.

All these services are sensitive to the needs of students from diverse backgrounds and are available at City and Kuring-gai campuses with flexible hours for part-timers.

The Student Services Unit website offers a jobs database, 'where UTS graduates get jobs', virtual counselling and links to the 'student help' website:

www.uts.edu.au/div/ssu

Transition to university programs – Orientation 2001

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. There are specially tailored programs for part-time and international students as well as for recent school leavers. Students are informed of academic expectations, the skills needed to be an independent learner, and learning strategies which can help them successfully manage the workload. 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 can help students make the link between various UTS courses and the careers they can lead to. The Careers Service also offers general career guidance, and assists with job placement for students seeking industry experience or permanent or casual employment. Contact the Careers Service on:

telephone (02) 9514 1471 (City campus)

www.uts.edu.au/div/cas

Counselling

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

For further information, contact:

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

Telephone counselling is available on (02) 9514 1177.

Health

The Health Service offers a bulk billing practice to students at two locations. For appointments, contact:

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 Service

The University has in place a range of services and procedures to improve access for students with disabilities, ongoing illnesses and other special needs. Students who have disabilities or illnesses which may impact on their studies are encouraged to contact the Special Needs Service for a confidential discussion of the assistance available.

telephone (02) 9514 1177
TTY (02) 9514 1164
email special.needs@uts.edu.au

Financial Assistance

Financial Assistance staff assist students with personal financial matters and are the contact point for student loans. They can also advise on Youth Allowance, Austudy and other Centrelink benefits.

telephone (02) 9514 1177

Locations for Student Services

telephone (02) 9514 1177
TTY (02) 9414 1164
fax (02) 9514 1172
email student.services@uts.edu.au
www.uts.edu.au/div/ssu

City campus

Level 6, Building 1 (Tower Building)

- Counselling Service
- Health Service
- Special Needs and Financial Assistance Service

Level 3, Building 1 (Tower Building)

- Careers Service
- 9 Broadway
- Housing Service

Kuring-gai campus

Level 5, Building K1

- Counselling Service
- Health Service

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 (ITD) Support Centre on:

telephone (02) 9514 2222

Student email accounts

UTS provides students with an email account, which gives all students access to email facilities via the web. To find out more about UTS Email, visit the website:

www.uts.edu.au/email/

Alternatively, pick up the brochure *Your UTS Email Account* available in all ITD General Purpose Laboratories and drop-in centres. If you have any problems activating your account or with the use of UTS Email, contact the IT Support Centre on:

telephone (02) 9514 2222

Computer training

In general, where computer training is necessary as part of a course that attracts HECS, it is provided as part of that course. Students can also consult the Computing Study Centre (see below).

STUDENT LEARNING CENTRES

Chemistry Learning Resources Centre

The Chemistry Learning Centre assists students in undergraduate courses in the faculties of Science; Nursing, Midwifery and Health; Engineering; and Business.

Room 211, Building 4
City campus

Rosemary Ward
telephone (02) 9514 1729
email rosemary.ward@uts.edu.au

www.science.uts.edu.au/depts/cmf/chem/clrc/index.html

Computing Study Centre

The Computing Study Centre assists students in developing skills in the use of various standard computer packages.

Level 16, Building 1 (Tower Building)
City campus

John Colville, Director
telephone (02) 9514 1854
email john.colville@uts.edu.au

English Language Study Skills Assistance (ELSSA) Centre

ELSSA Centre provides free English language and study skills courses for all UTS students completing their degree in English.

ELSSA Centre
Alex Barthel (Director)
Level 18, Building 1 (Tower Building)
City campus
telephone (02) 9514 2327

or

Room 522, Building K2
Kuring-gai campus
telephone (02) 9514 5160
email elssa.centre@uts.edu.au
www.uts.edu.au/div/elssa/

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

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

Jumbunna CAISER
Level 17, Building 1 (Tower Building)
City campus
telephone (02) 9514 1902
www.indiginet.com.au/jumbunna

Mathematics Study Centre

The Centre coordinates mathematics assistance across the University and is staffed by lecturers with expertise in mathematics and statistics.

Level 16, Building 1 (Tower Building)
City campus
Leigh Wood (Director)
telephone (02) 9514 2268
email leigh.wood@uts.edu.au
Room 522, Building K2
Kuring-gai campus
telephone (02) 9514 5186

Physics Learning Centre

This is a drop-in centre for first-year physics students.

Level 11, Building 1 (Tower Building)
City campus
(with an adjoining computer laboratory)

Peter Logan
telephone (02) 9514 2194
email peter.logan@uts.edu.au

EQUITY AND DIVERSITY

UTS is committed to equal opportunity and the right of all staff and students to work, study and access services in a university environment which is safe, equitable, free from discrimination and harassment, and in which everybody is respected and treated fairly. The University also aims to assist members of under-represented groups overcome past or present discrimination, and to provide a supportive and open organisational culture in which all students and staff are able to develop to their full potential.

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. It is the policy of UTS to provide equal opportunity for all persons regardless of race, colour, descent, national or ethnic origin, ethno-religious background; sex; marital status, pregnancy; potential pregnancy; family responsibilities, disability, age; homosexuality; transgender status; political conviction; and religious belief.

The Equity & Diversity Unit provides a range of services for students and prospective students. These include 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 discrimination and harassment related grievances.

Equity & Diversity Unit
Level 17, Building 1 (Tower Building)
telephone (02) 9514 1084
email equity.diversity.unit@uts.edu.au
www.equity.uts.edu.au

OTHER SERVICES

Student Ombud

Enrolled or registered students with a complaint against decisions of University staff, or related to the University, 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
telephone (02) 9514 2575
email ombuds@uts.edu.au
www.uts.edu.au/oth/ombuds

Freedom of Information

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

Personal information may also be accessed under the *Privacy and Personal Information Act 1998*. In addition to the requirements of the Act, UTS has a number of policies which govern the collection and use of private information.

David Clarke
FOI Officer
Level 4A, Building 1 (Tower Building)
City campus
telephone (02) 9514 1240
email david.clarke@uts.edu.au

Student complaints

UTS is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties.

All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment at UTS. The University's procedures for handling student complaints are based on confidentiality, impartiality, procedural fairness, protection from victimisation and prompt resolution.

Students should first raise their complaint directly with the person concerned where possible or appropriate, or with an appropriate person in the faculty or administrative unit concerned. To seek advice and assistance in lodging a complaint, contact the Student Services Unit or the Equity & Diversity Unit.

The Policy on Handling Student Complaints is published on the Rules, Policies and Procedures website at:

www.uts.edu.au/div/publications/policies/

CAMPUS LIFE

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 (City campus)
telephone (02) 9514 1444
email Debbie.Anderson@uts.union.uts.edu.au

City campus at Haymarket
telephone (02) 9514 3369

Kuring-gai campus
telephone (02) 9514 5011

Union Sports Centre

The centre contains multi-purpose spaces, squash courts, weights rooms, circuit training room and outdoor basketball court.

Lower ground floor, Building 4
City campus
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 p.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 students' reading lists, and a variety of general titles and computer software. It has branches at the City and Kuring-gai campuses, and, at the start of semester, at Haymarket and Gore Hill (St Leonards campus).

City campus
telephone (02) 9212 3078
email uts@mail.coop-bookshop.com.au

Kuring-gai campus
telephone (02) 9514 5318
email kuringai@mail.coop-bookshop.com.au
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. The SA also employs caseworkers to provide advocacy for students on academic and non-academic matters.

City campus office
Level 3, Building 1 (Tower Building)
telephone (02) 9514 1155

Kuring-gai campus office
Level 4, Building 2
telephone (02) 9514 5237

Radio Station 2SER-FM (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, Building 1 (Tower Building)
City campus
telephone (02) 9514 9514

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery on the City campus. 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.

Level 4, Building 6 (Peter Johnson Building)
City campus
702 Harris Street
telephone (02) 9514 1284
fax (02) 9514 1228
email uts.gallery@uts.edu.au
www.utsgallery.uts.edu.au

PRINCIPAL DATES FOR 2001

January

- 1 New Year's Day – public holiday
- 2 Summer session classes recommence (to 2 February)
- 4 UTS Advisory Day
- 5 Closing date for change of preference to the Universities Admissions Centre (UAC), by mail or in person
- 6 Closing date (midnight) for change of preference to UAC, via UAC Infoline and website (www.uac.edu.au)
- 8 Formal supplementary examinations for 2000 Spring semester students
- 12 Last day to submit appeal against exclusion from Spring 2000
- 19 Final examination timetable for Summer session available
- 19 Main round of offers to UAC applicants
- 22–27 Enrolment of new main round UAC undergraduate students at City campus
- 24 Closing date for change of preference to UAC for final round offers
- 26 Australia Day – public holiday
- 29 Public School holidays end

February

- 2 Final round of offers to UAC applicants
- 2 Summer session ends for subjects with formal exams
- 2 Last day to lodge a Stage 2 appeal against assessment grade for Spring semester 2000
- 5–16 Formal examinations for Summer session
- 5–23 Enrolment of new students at City campus
- 9 Third round closing date for postgraduate applications for Autumn semester 2001 (except Faculty of Business – closing date 16 February)
- 16 Faculty of Business third round closing date for postgraduate applications for Autumn semester 2001
- 26 Orientation week for new students commences (to 2 March)
- 26 Release of results for Summer session
- 28 Union 'O' Day – Clubs and activities day
- 28 Late enrolment day

March

- 5 Autumn semester classes commence
- 7 Late enrolment day
- 9 Last day to lodge a Stage 2 appeal against assessment grade for Summer session
- 16 Last day to enrol in a course or add subjects¹
- 16 Last day to pay upfront HECS or postgraduate course fees for Autumn semester 2001
- 19 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)
- 30 Last day to apply to graduate in Spring ceremonies 2001
- 31 Last day to withdraw from a course or subject without financial penalty¹
- 31 HECS census date

April

- 12 Last day to withdraw from a course or subject without academic penalty¹
- 12–30 Public School holidays
- 13 Good Friday – public holiday
- 16 Easter Monday – public holiday
- 16–20 Vice-Chancellors' Week (non-teaching)
- 18–20 Graduation ceremonies (Kuring-gai campus)
- 25 Anzac Day – public holiday

May

- 1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2001
- 7–18 Graduation ceremonies (City campus)
- 11 Provisional examination timetable available
- 22 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)
- 31 Closing date for undergraduate and first round postgraduate applications for Spring semester 2001
- 31 Closing date for applications for Postgraduate Equity Scholarships for Spring semester 2001

16 General information

June

- 1 Final examination timetable available
- 11 Queen's Birthday – public holiday
- 15 Last teaching day of Autumn semester
- 16 Formal examinations commence (to 6 July)
- 29 Second round closing date for postgraduate applications for Spring semester 2001

July

- 2–6 Vice-Chancellors' Week (non-teaching)
- 6–23 Public School holidays
- 16–20 Formal alternative examination period for Autumn semester students
- 18–26 Enrolment of new students for Spring semester
- 25 Release of Autumn semester examination results
- 26 Formal supplementary examinations for Autumn semester students
- 30 Spring semester classes commence

August

- 1 Applications available for undergraduate and postgraduate courses for Autumn semester 2002
- 1 Applications available for Postgraduate Research Scholarships
- 3 Last day to withdraw from full-year subjects without academic penalty
- 3 Last day to lodge a Stage 2 appeal against assessment grade for Autumn semester 2001
- 10 Last day to enrol in a course or add subjects¹
- 17 Last day to pay upfront HECS or postgraduate course fees for Spring semester 2001
- 30 Last day to apply to graduate in Autumn ceremonies 2002
- 31 Last day to withdraw from a course or subject without financial penalty¹
- 31 HECS census date

September

- 7 Last day to withdraw from a course or subject without academic penalty¹
- 7 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2002)
- 24–28 Vice-Chancellors' Week (non-teaching)
- 24–28 Graduation ceremonies (City campus)
- 28 Applications open for UTS Academic Internships
- 28 Closing date for undergraduate applications via UAC (without late fee)
- 28 Closing date for inpUTS Educational Access Scheme via UAC
- 28 Public School holidays commence

October

- 1 Labour Day – public holiday
- 5 Provisional examination timetable available
- 15 Public School holidays end
- 26 Final examination timetable available
- 31 Closing date for undergraduate applications via UAC (with late fee)
- 31 First round closing date for postgraduate applications for Autumn semester 2002
- 31 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral Scholarships
- 31 Closing date for applications for Postgraduate Equity Scholarships for Summer session

November

- 9 Last teaching day of Spring semester
- 10–30 Formal examination period
- 20 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2002)
- 30 Closing date for applications for UTS Academic Internships
- 30 Closing date for undergraduate applications direct to UTS (without late fee)

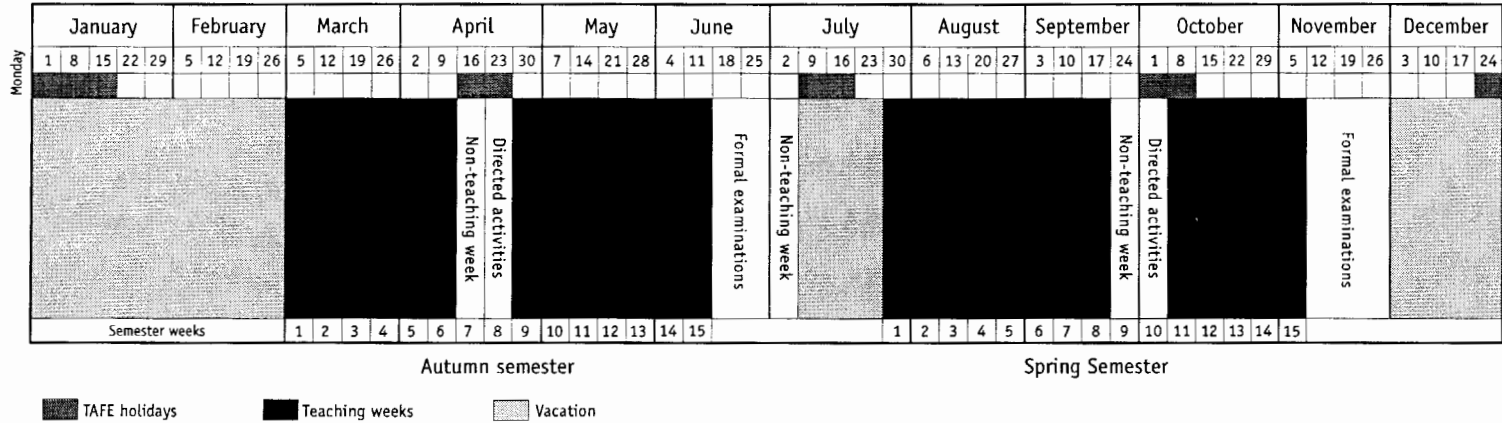
December

- 3 Summer session commences
(to 1 February 2002)
- 7 Closing date for undergraduate
applications via UAC (with late fee)
- 10–14 Formal alternative examination period
for Spring semester students
- 14 Last day for students enrolled in
Summer session to apply to graduate in
Autumn ceremonies 2002
- 19 Release of Spring semester examination
results
- 20 Public School holidays commence
(to 28 January 2002)
- 25 Christmas Day – public holiday
- 26 Boxing Day – public holiday

¹ HECS/Postgraduate course fees will apply after the HECS census dates (31 March and August or last working day before). Contact the relevant Faculty Office for further information about enrolment and withdrawal deadlines for flexible delivery subjects.

Note: Information is correct as at 9 August 2000. The University reserves the right to vary any information described in Principal Dates for 2001 without notice.

ADULT EDUCATION 2001 ACADEMIC YEAR PATTERN



School holidays: 20 December 2000 – 26 January 2001, 13 April – 27 April 2001, 9 July – 20 July 2001, 1 October – 12 October 2001, 21 December – 26 January 2002

BLOCK DATES

Aboriginal and Torres Strait Islander Programs

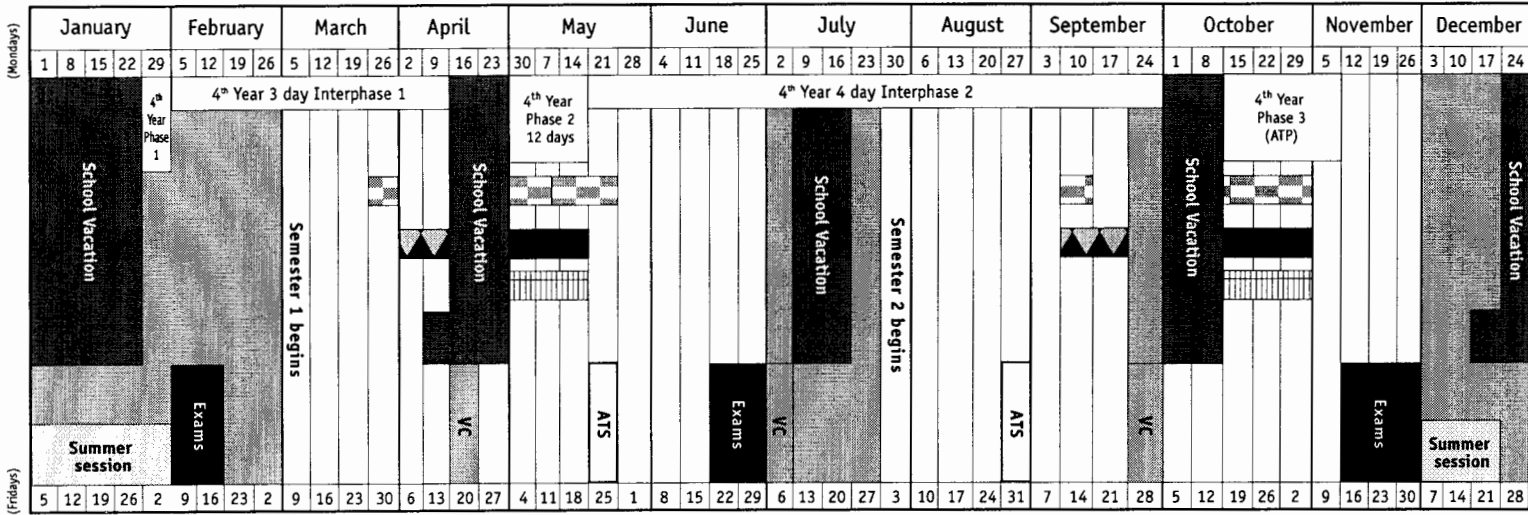
Bachelor of Education in Adult Education

	Year 1	Year 2	Year 3
Orientation	12–16 February		
Block 1	19–23 February	19–23 February	19–23 February
Block 2	26–30 March	2–6 April	2–6 April
Block 3	21–25 May	28 May – 1 June	4–8 June
Block 4	23–27 July	6–10 August	13–17 August
Block 5	3–7 September	10–14 September	17–21 September
Block 6	22–26 October	22–26 October	22–26 October

Master of Arts in Indigenous Social Policy

	Year 2
Block 1	5–9 March
Block 2	30 April – 4 May
Years 1 and 2	
Block 3	30 July – 3 August
Block 4	3–7 September

**TEACHER EDUCATION
2001 CALENDAR AND PRACTICUM DATES**



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. TBA

NSW Department of Education and Training 2001 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

VC Vice-Chancellor's Week (non-teaching)

ATS Alternate Teaching Strategies

PRANAKORN Pranakorn Practicum (Thailand) TBA

CHINA China Practicum TBA

LAOS Laos Practicum TBA

FACULTY INFORMATION

MESSAGE FROM THE DEAN

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.

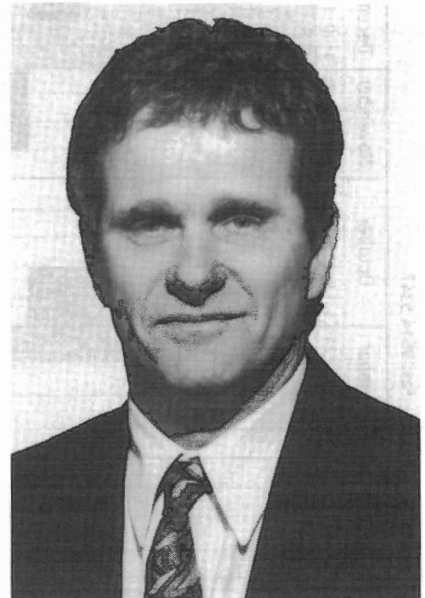
The Faculty has around 150 research students.

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 offshore locations including Laos, Mexico, Japan, Oman, Hong Kong 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 Education/Bachelor of Arts in International



Professor Andrew Goczi
Dean

Studies and Bachelor of Education in Adult Education/Bachelor of Arts 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.

This year we will be commencing a new course – the Bachelor of Arts in Organisational Learning. This degree addresses the increasing need for professionals who can manage the learning process in organisations. There will be a choice of majors in management or in human resource development and this will be the first degree in Australia with a sequence of study in E-learning, one of the most dynamic and exciting fields in today's learning environment.

We are committed to a practice-based orientation 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 website and feel free to contact us if you want further information about any of our activities. The UTS Faculty of Education website is at:

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, and
- 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, Hong Kong, 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.

telephone (02) 9514 3900

fax (02) 9514 3939

email education@uts.edu.au

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.

telephone (02) 9514 5619

fax (02) 9514 5556

email teached.office@uts.edu.au

www.education.uts.edu.au

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. If there is no Science elective strand offered, then the prize

will be awarded to the student with the highest combined mark in 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 graduates of the Bachelor of Education 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.

telephone (02) 9514 3700
fax (02) 9514 3737
email 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.

telephone (02) 9514 3853
fax (02) 9514 3939
email 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.

telephone (02) 9514 3843
fax (02) 9514 3939
email 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.

telephone (02) 9514 3888
fax (02) 9514 3811
email kate.ryan@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.

telephone (02) 9514 5289
fax (02) 9514 5556
email rosemary.ross.johnston@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 telephone, fax or email contact. Students seeking assistance may:

- contact their lecturer, or
- contact the Study Skills Unit directly by telephone, fax or email.

telephone (02) 95143707
fax (02) 95143914
email 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 Kuringgai 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
telephone (02) 9514 5160

For inquiries regarding mathematics, science and learning, please contact:

Dr Jules Harnett
telephone (02) 9514 5186

For information on other student learning centres, see page 12.

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
telephone (02) 9514 5285

Haymarket: Laraine Spindler
telephone (02) 9514 3821

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 City campus at Haymarket. A number of mini studios with camera, lighting and playback facilities allow students to videotape and review presentations.

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.

ADULT EDUCATION

UNDERGRADUATE COURSES

Bachelor of Arts in Organisational Learning

- ◆ *Course code TA26*
- ◆ *UAC code: 602030*
- ◆ *Testamur title: Bachelor of Arts in Organisational Learning*
- ◆ *Abbreviation: BA*
- ◆ *Course Coordinator: Dr Clive Chappell*
- ◆ *Course fee: HECS (local) \$5,000 per semester (international)*

This degree develops the knowledge, skills and attributes required of graduates who intend to work in the public or private sector to support the learning and change management activities of organisations. Learning is now seen as a central feature of both the contemporary world of work, organisational development and change. This new focus on learning in organisational contexts has opened a new career pathway for people who wish to work in this emerging field of practice.

The degree recognises the conjunction of management and adult learning practices in contemporary organisational development. Therefore it integrates a set of **management subjects**, drawn from the Faculty of Business, into the core program. The degree also recognises the increasing importance of information technology in the management and delivery of learning in organisations. It addresses this issue in two ways. First, the degree incorporates a set of **e-learning subjects** into the core. These subjects introduce you to the ways in which information technology is used to manage, deliver and enhance learning in organisations. Secondly, the degree incorporates information technology practices into subjects, with each subject integrating at least one IT related activity into the learning processes used by the subject.

Course aims

The course aims to provide you with the following specific capabilities:

- initiate, design, implement, evaluate and sequence learning strategies that integrate individual, group and organisational learning goals
- recognise and apply theoretical concepts and principles of management and adult learning in organisational settings
- understand and apply the knowledge and skills of online and electronic-learning in organisational learning contexts
- communicate, critically analyse and actively participate in the change management processes in contemporary organisational contexts
- appreciate and apply the principles of teamwork and collaboration in the design and management of learning that takes place in formal structured training and in informal learning embedded in workplace practices
- exercise sound judgment in managing resources and critically appraise, challenge and work within the norms and constraints that influence the implementation of learning strategies in organisations
- appreciate the commercial context of learning in organisational settings and the implications of this on the development and implementation of learning strategies
- recognise the diversity of organisational contexts and the effects of diversity on the possibilities for learning, and
- critically recognise the ethical dimensions of their work within the complex socio-economic conditions of contemporary society.

Course structure

The Bachelor of Arts in Organisational Learning is a three-year degree comprising 144 credit points which you would normally complete in three years of full time study. However, it is possible to complete this degree part-time by taking fewer than the full-time number of credit points per semester.

The degree consists of:

Year 1 Semester 1

015400	Work and People	6cp
015401	Adult Learning and Work	6cp
015407	HRD in Organisations	6cp
21129	Managing People and Organisations	6cp

Year 1 Semester 2

015406	Psychology of Organisational Learning	6cp
015408	Analysing Organisational Learning Needs	6cp
015418	E-portfolio	6cp
21210	Business, Government and Society	6cp

Year 2 Semester 3

015411	Designing and Evaluating Learning	6cp
015066	Leading and Facilitating Change	6cp
015402	E-learning Experiences	6cp
21440	Management Skills	6cp

Year 2 Semester 4

015046	Influences on the Contemporary Workplace	6cp
015417	Strategic HRD	6cp
015403	E-learning Theories	6cp
21555	Human Resource Management	6cp

Year 3 Semester 5

015410	Project Management	6cp
	<i>or</i>	
	one Management subject	6cp
015409	Cultural Diversity at Work	6cp
015404	E-learning Technologies	6cp
015405	E-learning Project Design	6cp

Year 3 Semester 6

015011	Research and Inquiry	6cp
015413	Work Project	6cp
	<i>or</i>	
	one Management subject	6cp
015415	Work Placement	12cp
	<i>or</i>	
	two Management subjects	6cp

Note: You can elect in the third year to take out a major in either Human Resource Development or Business Management.

Assessment

All subject assessment is criterion-referenced.

Admission

- Completion of the Higher School Certificate (HSC) or equivalent
- Completion of an approved certificate or diploma course from TAFE or equivalent
- Adult entry with appropriate work experience

Attendance

- Full-time day (three days per week)

Bachelor of Education in Adult Education

- ♦ *Course code:* TA21
- ♦ *Testamur title:* Bachelor of Education in Adult Education
- ♦ *Abbreviation:* BEd
- ♦ *Course Coordinator:* Robyn Johnston
- ♦ *Course fee:* HECS (local)
\$5,000 per semester (international)

This course provides a coherent sequence of study to fulfil the theoretical and practical requirements for people who wish to develop their knowledge and skills as adult educators. Underpinning this course are twin developmental themes of the student as learner and the student as professional practitioner in their own workplace. You identify the major in which to apply your learning in relation to your workplace, in addition to studying the core subjects and choosing from the electives. The course is designed to be both flexible and responsive. You 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 your 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, and
- 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 you would normally complete in three years of full-time study. 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)

You have a choice of selecting 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. You may choose electives from your 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

If you are enrolled in the Language, Literacy and Numeracy Education major, you will be required to take 24 credit points of designated field of practice subjects and 24 credit points of electives.

Advanced Diploma in Adult Education

If you have enrolled in the Community Adult Education or Human Resource Development major, you 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, you will need to have access to an appropriate workplace for supervised work experience in your major. In the case of the Language, Literacy and Numeracy program, workplaces may be nominated by the practicum coordinators.

If your qualifications and experience differ from those described above you may be considered for special admission. Study and writing skills tutorial assistance is available if you require academic support on your entry to tertiary studies.

Exemptions through Credit Transfer and Recognition of Prior Learning (RPL)

This course recognises that many of you who enrol are already considerably experienced and knowledgeable practitioners in the field. You may already have the content knowledge which is required to satisfy the requirements for the teaching qualification or you 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 (one afternoon plus three to four Saturday workshops)
- Part-time afternoon (one afternoon per week plus two to three Saturday workshops)
- Full-time Aboriginal block (five weekdays, three times per semester) open to Aboriginal and Torres Strait Islander students only

Human Resource Development

- Full-time evening (two nights per week plus three to four Saturday workshops)
- Full-time afternoon (one afternoon plus three to four Saturday workshops)
- Part-time evening (one night per week plus two to three Saturday workshops)

Language, Literacy and Numeracy

- Full-time evening (one evening plus three to four Saturday workshops)

Vocational Education

- Full-time day (two days per week)

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 Education and Learning	6cp
015021	M	Adult Teaching Practices 1	6cp
015395	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
015140	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
015033	M	Program Planning in Community Settings	6cp
015189	M	Adult Teaching Practices 2	6cp

Year 2 Autumn semester

015006	C	Program Development and Needs Analysis	6cp
015083	M	Managing Education Programs	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

Year 2 Spring semester

015007	C	Adult Learning in Social Context	6cp
015144	M	Education and Cultural Diversity	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

Year 3 Autumn semester

015009	C	Analysing Current Issues in Australian Education	6cp
015142	M	Experiential Learning and Cultural Action	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

Year 3 Spring semester

015011	C	Research and Inquiry	6cp
015143	M	Context and Strategies in Community Education	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

C = Core subject
M = Major subject

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	6cp
015022	M	Human Resource Development Practices	6cp

Year 1 Spring semester

015001	C	Language, Culture and Communication	6cp
015005	C	Psychological Perspectives on Adult Learning	6cp
015141	M	Human Resource Development 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

C = Core subject
M = Major subject

Language, Literacy and Numeracy major

Year 1 Autumn semester

015002	C	Adult Teaching and Learning	6cp
015004	C	Communication and Learning	6cp
015023	M	Teaching and Learning in Practice (LLN)	12cp

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
015088	M	Teaching Literacy	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
015089	M	Numeracy Awareness	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 Language, Literacy and Numeracy	6cp
xxxxx		Elective	6cp

Year 3 Spring semester

015011	C	Research and Inquiry	6cp
015087	M	Social Contexts of Language, Literacy and Numeracy	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

C = Core subject
M = Major subject

Vocational Education major

In order to enrol in this major, you 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) (cont.)	6cp
015032	M	Field of Practice Specialist Knowledge 2 (VOC ED)	6cp

Year 2 Autumn semester

015009	C	Analysing Current Issues in Australian Education	6cp
015006	C	Program Development and Needs Analysis	6cp
015162	M	Competency Assessment in the Workplace	6cp
015052	M	The Professional Practitioner (VOC ED)	6cp

Year 2 Spring semester

015007	C	Adult Learning in Social Context	6cp
015011	C	Research and Inquiry	6cp
015056	M	Examining the Organisational Context (VOC ED)	6cp
015044	M	Field of Practice Specialist Knowledge 3 (VOC ED)	6cp

C = Core subject
M = Major subject

Electives

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

If you do not wish to complete the Aboriginal Studies major but would like to take the subjects, you 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 you must complete:

015022	Human Resource Development Practices	6cp
015006	Program Development and Needs Analysis	6cp
	<i>and two subjects from the following:</i>	
015162	Competency Assessment in the Workplace ¹	6cp
015141	Human Resource Development Strategies	6cp
015166	Leading and Facilitating Change	6cp
015054	Organisational Learning: An Experiential Approach	6cp
015034	Program Delivery and Evaluation	6cp
015018	Workplace Practicum ¹	6cp

¹ To complete these units, you 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 (local)*
\$5,000 per semester (international)

Participants

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

Course aims

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

Admission

To apply for this course, you must have completed a Bachelor's degree in Education or equivalent.

- Subjects in the Bachelor of Education in Adult Education are not graded. For this reason if you are applying from within the Faculty you will be assessed on your performance in designated subject/s in the latter part of your Bachelor degree using criteria specifically developed for Honours selection.
- If you are applying from outside the Faculty where Bachelor degree subjects have been graded, you should submit details of all subject grades achieved.
- If you are an external applicant, and your course was not graded you should submit a portfolio of examiner comments on work completed during the last year of your Bachelor course (especially for research subjects).

Attendance

This course is offered in block mode, where you will be required to attend two blocks of classes per semester.

Course program

015382 Research in Practice	6cp
015381 Thesis Development and Appraisal	6cp
015383 Thesis (P/T)	30cp
<i>or</i>	
015380 Thesis (F/T)	30cp
xxxxx Elective	6cp

The elective subject may be taken from the Master of Education in Adult Education (excepting Independent Study Projects), Master of Arts in Language and Literacy or other Honours 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 your supervisor. Coursework subjects will be assessed either 'pass' or 'fail'.

The thesis

Selection and supervision

The topic of the proposed thesis is negotiated between you, the coordinator and the preferred supervisor and approved by the Honours Committee. The selection of an Honours supervisor involves consultations between yourself, the 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.

If you apply for this course, and are in the final year of the Bachelor of Education in Adult Education, you may still 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 BA*
 - ◆ *Course Coordinator: Robyn Johnston*
 - ◆ *Course fee: HECS (local)
\$5,000 per semester (international)*
-

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 you with an Adult Education degree with additional international experience and exposure as well as providing you 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 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. The length of the combined degree program is five years equivalent of full-time academic work.

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

Adult Education component

The Bachelor of Education in Adult Education component comprises 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 component is also designed so that exemptions can be granted through credit transfer arrangements and through Recognition of Prior Learning (RPL).

Institute for International Studies requirements

The Bachelor of Arts in International Studies requires you to study one major – a country or region of specialisation – over a minimum of three years. You will study language and culture for at least two years in Sydney, and this is followed by a period of study overseas.

In the International Studies Program, you will focus on one of the following countries or majors: Argentina, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand. The availability of the Russian major is currently being reviewed. There is also a Heritage Major that permits those of you with previous exposure to a language and culture to continue your study in countries such as Greece, Hong Kong, Korea, Poland, Taiwan and Vietnam.

Australia and the Asia-Pacific is only available as a major to international students. International students may access one of the other majors offered provided that the country they choose as their major is able to grant them a visa to study there. This would need to be determined prior to commencing subjects within the International Studies major. If a visa cannot be granted, then it will not be possible to undertake the chosen major.

You are admitted to the International Studies Program with no guarantee of entry to a specific major, although every effort is made

to meet your preferences. The Institute reserves the right to allocate places in majors according to its resources and arrangements with overseas universities. In general, there are no prior language requirements for the International Studies component of this combined degree. Except for programs within the Heritage major.

Your choice of 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, you 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 *UTS Institute for International Studies Handbook 2001*.

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.

You 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 you to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition in host institutions overseas and travel between Sydney and the designated host institutions are borne by UTS except in cases where a scholarship has been awarded to you with provision for these costs. Under those circumstances, the funds that would have otherwise been allocated towards the your tuition and travel will be redirected to support the In-country Study program in general. In most cases, the cost of living for the period of In-country Study will not exceed the cost of living away from home in Sydney. However, you should be aware that the cost of living in some countries – notably Japan – may be higher than in Sydney.

Course program

Year 1 Autumn semester

015002	C	Adult Teaching and Learning	6cp
015004	C	Communication and Learning	6cp
		<i>and</i>	
015003	M	Portfolio Development	6cp
015110	A	Aboriginal Cultures and Philosophies	8cp
		<i>or</i>	
015017	M	Community Practicum	6cp
015021	M	Adult Teaching Practices 1	6cp
		<i>or</i>	
015018	M	Workplace Practicum	6cp
015022	M	Human Resource Development Practices	6cp
		<i>or</i>	
015023	M	Teaching and Learning in Practice (LLN)	12cp
		<i>or</i>	
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 in Adult Learning	6cp
		<i>and</i>	
015021	M	Adult Teaching Practices 1	6cp
015395	A	Aboriginal Social and Political History	8cp
		<i>or</i>	
015033	M	Program Planning in Community Settings	6cp
015189	M	Adult Teaching Practices 2	6cp
		<i>or</i>	
015141	M	Human Resource Development Strategies	6cp
015162	M	Competency Assessment in the Workplace	6cp
		<i>or</i>	
015019	M	Language, Literacy and Numeracy Learner, The	6cp
015031	M	Language, Literacy and Numeracy Practicum 1	6cp
		<i>or</i>	
015024	M	Teaching and Learning in Practice (VOC ED)	6cp
015032	M	Field of Practice Specialist Knowledge 2 (VOC ED)	6cp

Year 2 Autumn semester

015006	C	Program Development and Needs Analysis	6cp
971xxx	I	Language and Culture 1	8cp
50140	I	Comparative Social Change	8cp

Year 2 Spring semester

Aboriginal Community program

015083	M	Managing Education Programs	6cp
015189	M	Adult Teaching Practices 2	6cp
015112	A	Aboriginal Initiatives in Education	8cp
972xxx	I	Language and Culture 2	8cp

Community major

015083	M	Managing Education Programs	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp
972xxx	I	Language and Culture 2	8cp

Human Resource Development major

015034	M	Program Delivery and Evaluation	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp
972xxx	I	Language and Culture 2	8cp

Language, Literacy and Numeracy major

015043	M	Language, Literacy and Numeracy Practicum 2	6cp
015088	M	Teaching Literacy	6cp
xxxxxx		Elective	6cp
972xx	I	Language and Culture 2	8cp

Vocational Education major

015007	C	Adult Learning in Social Context	6cp
015162	M	Competency Assessment in the Workplace	6cp
015052	M	The Professional Practitioner (VOC ED)	6cp
972xxx	I	Language and Culture 2	8cp

Year 3 Autumn semester

Aboriginal Community program

015007	C	Adult Learning in Social Context	6cp
015033	M	Program Planning in Community Settings	6cp
015111	A	Issues in Aboriginal Education	8cp
973xxx	I	Language and Culture 3	8cp

Community major

015007	C	Adult Learning in Social Context	6cp
015144	M	Education and Cultural Diversity	6cp
xxxxxx		Elective	6cp
973xxx	I	Language and Culture 3	8cp

Human Resource Development major

015007	C	Adult Learning in Social Context	6cp
015046	M	Influences on the Contemporary Workplace	6cp
xxxxxx		Elective	6cp
973xxx	I	Language and Culture 3	8cp

Language, Literacy and Numeracy major

015007	C	Adult Learning in Social Context	6cp
015086	M	Introduction to Language	6cp
015089	M	Numeracy Awareness	6cp
973xxx	CY	Language and Culture 3	8cp

Vocational education major

015009	C	Analysing Current Issues in Australian Education	6cp
015054	M	Organisational Learning: An Experiential Approach	6cp
015044	M	Field of Practice Specialist Knowledge 3 (VOC ED)	6cp
973xxx	I	Language and Culture 3	8cp

Year 3 Spring semester

Aboriginal Community program

015005	C	Psychological Perspectives in Adult Learning	6cp
974xxx	I	Language and Culture 4	8cp
976xxx	I	Contemporary Society	8cp

Community major

xxxxxx		Elective	6cp
974xxx	I	Language and Culture 4	8cp
976xxx	I	Contemporary Society	8cp

Human Resource Development major

xxxxxx		Elective	6cp
974xxx	I	Language and Culture 4	8cp
976xxx	I	Contemporary Society	8cp

Language, Literacy and Numeracy major

xxxxxx		Elective	6cp
974xxx	I	Language and Culture 4	8cp
976xxx	I	Contemporary Society	8cp

Vocational Education major

015011	C	Research and Inquiry	6cp
974xxx	I	Language and Culture 4	8cp
976xxx	I	Contemporary Society	8cp

Year 4 Autumn semester

977xxx	I	In-country Study 1	24cp
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Year 4 Spring semester

978xxx	I	In-country Study 2	24cp
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Year 5 Autumn semester

Aboriginal Community program

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

Community major

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

Human Resource Development major

015009	C	Analysing Current Issues in Australian Education	6cp
015066	M	Leading and Facilitating Change	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp

Language, Literacy and Numeracy major

015009	C	Analysing Current Issues in Australian Education	6cp
015398	M	Teaching Spoken Language	6cp
015090	M	Programming and Assessment in Language, Literacy and Numeracy	6cp
xxxxxx		Elective	6cp

Year 5 Spring semester

Aboriginal Community program

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

Community major

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

Human Resource Development major

015011	C	Research and Inquiry	6cp
015054	M	Organisational Learning: An Experiential Approach	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp

Language, Literacy and Numeracy major

015011	C	Research and Inquiry	6cp
015087	M	Social Contexts of Language, Literacy and Numeracy	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp

C = Core subject

I = International Studies subject

M = Major subject

A = Aboriginal studies subject

Note: A complete list of the International Studies majors can be located on page 81.

Admission requirements and assessment

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 (including admission requirements; prerequisite subjects; structure of majors; attendance and forms of assessment).

Bachelor of Teaching in Adult Vocational Education

- ◆ *Course code: TT24*
- ◆ *Testamur title: Bachelor of Teaching in Adult Vocational Education*
- ◆ *Abbreviation: BTeach*
- ◆ *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. You undertake two years of full-time study while concurrently employed in an appropriate teaching environment. It is anticipated you will have acquired formal vocational qualifications and substantial industrial experience prior to your entry to the course.

Course aims

The course aims to develop the following competencies:

- a foundation of basic teaching skills in beginning vocational teachers
- 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
- 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.

Year 1 Semester 1

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

Year 1 Semester 2

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

Year 2 Semester 1

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

Year 2 Semester 2

012160	Principles and Practice of Vocational Teaching 2	4cp
012141	Learner Assessment in Vocational Education	4cp
012136	The Workplace Context of Vocational Education 2	4cp
xxxxx	Elective	4cp
xxxxx	Elective	4cp
012161	Field Practice 2	6cp

Electives

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

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*
- ♦ *Course Coordinator: Sonya Pearce*
- ♦ *Course fee: HECS (local)*¹

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.

¹ This course is not offered to international students.

The course provides an understanding of the context of community and nonprofit organisations, and the theoretical frameworks underpinning the role of these organisations in the political and economic environment. Key concepts are introduced and you are assisted in situating your organisations and interests within the wider environments in which you operate.

Admission requirements

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

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

Course structure

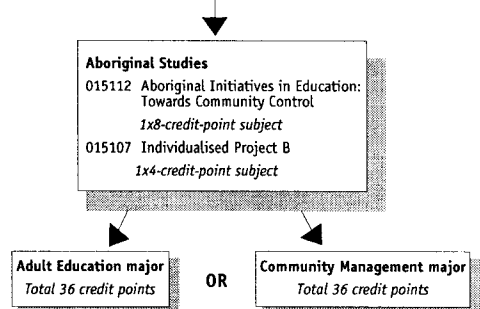
The Bachelor of Arts in Adult Education and Community Management comprises 144 credit points and is completed in three years full-time, or part-time as negotiated. Subjects are run in block release format requiring you to attend three one-week blocks per semester.

An Advanced Diploma in Adult Education may be awarded to you if you choose to exit the program after successful completion of 96 credit points of core subjects.

Further information is available from:

Sonya Pearce
Indigenous Programs Coordinator
telephone (02) 9514 3774
email sonya.pearce@uts.edu.au

Core subjects	
Adult Education	
015002	Adult Teaching and Learning
015021	Adult Teaching Practices 1
015189	Adult Teaching Practices 2
015004	Communication and Learning
015006	Program Development and Needs Analysis
<i>5x6-credit-point subjects</i>	
<i>plus</i>	
Aboriginal Studies	
015110	Aboriginal Cultures and Philosophies
015395	Aboriginal Social and Political History
015111	Issues in Aboriginal Education
015113	Teaching Aboriginal Studies
<i>4x8-credit-point subjects</i>	
<i>and</i>	
015198	Individualised Project A
<i>1x4-credit-point subject</i>	
<i>plus</i>	
Community Management	
21134	Introduction to Community Management
21143	Current Issues in the Community Sector
21225	Managing Human Resources in Indigenous Organisations
21224	Indigenous Community Research
21223	Social Analysis and Indigenous Community Organisations
<i>5x6-credit-point subjects</i>	
<i>Total 96 credit points</i>	



Adult Education Major

- 015004 Communication and Learning
- 015003 Portfolio Development
- 015007 Adult Learning in Social Context
- 015033 Program Planning in Community Settings
- 015009 Analysing Current Issues in Australian Education
- 015011 Research Inquiry

Community Management Major

- 21184 Government and Community Sector
- 22107 Accounting for Business
- 79404 Law for Third Sector Managers
- 21185 Social Change and Community Practice
- 21140 Monitoring Organisational Performance
- 21183 Funds Development

POSTGRADUATE COURSES

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: Jane Sampson*
 - ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*
-

Participants

This one-year part-time course is for people who already have a tertiary qualification or equivalent and who are engaged in helping people learn in a range of community settings. These settings include health education, environmental education, community arts, advocacy work, youth and women's refuges, adult education centres, evening or community colleges, Aboriginal communities and organisations, welfare agencies, charitable 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:

- once you have completed the Graduate Certificate you 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).

As a result, the Graduate Certificate is designed to offer you a one-year introduction to the field of community and popular education in a way that will relate to your immediate professional needs. However, if at the end of the course you feel you would like to continue studying community and popular education as a field of academic inquiry, then the opportunity is there.

Course aims

The course aims to help you become a better informed and effective community adult educator and facilitator of popular education. By the end of the course you should be able to:

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

Process

Some of the course is prescribed and some learner-directed. This means that there are opportunities for you to pool information, your experience and ideas with other participants, and to tailor your study directly to professional, community and personal requirements.

Course components

Seminars are held on a weekday evening. They are usually conducted as lecture discussions and last two hours. The seminars are used to examine the theory that informs community and popular education practice.

In Autumn semester, the seminars are entitled **Adult Teaching and Learning**. You will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning approaches that place an emphasis on facilitation and dialogue, and which 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**. In these seminars you will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in different community contexts. By looking at the work of a number of adult educators you will be encouraged to develop your own theoretical framework to guide your practice.

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 works with you, using lectures and exercises to help develop your facilitation and teaching skills.

You also work with a small group of students in semi-autonomous study groups on a number of learning projects which, within given parameters, the group members are able to choose and design themselves.

Workshops are held on four Saturdays during the year, usually two per semester. The first is the Orientation Workshop which is held on a Saturday shortly before the Autumn semester commences. It provides the opportunity for participants to become familiar with the learning processes used within this course. The second Saturday workshop is a Learning Exchange. The remaining two Saturday workshops are conducted by the Study Groups. Each Study Group designs and presents a workshop for other members of the group. The workshops enable participants to supplement the content of the course and to practise planning, implementing and evaluating an educational activity.

Some workshops concerning social justice and cultural action offered by the Faculty's Centre for Popular Education and the Centre for Community Welfare Training are also integrated into the course. The Centre for Community Welfare Training is the human resource development arm of the Association of Childrens Welfare Agencies. For further information, see the website:

www.acwa.asn.au/ccwt

Learning journals are kept by each participant throughout the year in order to record and reflect on what they are learning from their experiences in the course, and linking their significant learning to their field work and community education practice.

Negotiated learning contracts comprise the major written work for the course. The learning contracts are negotiated by each participant with a member of staff.

The learning contract enables you to link the coursework to your own professional interests and work as a community and popular educator so that you engage in learning within the course that is directly relevant to you. You are required to complete four learning contracts during the course.

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, completion of an assignment and a number of negotiated learning contracts.

Attendance

Attendance is one evening per week from 5.00 p.m. – 9.00 p.m. (usually Wednesdays) and four one-day workshops which are usually held on Saturdays during the semester. The workshops offered by the Centre for Popular Education and the Centre for Community Welfare Training are sometimes held during the day on Wednesdays and Fridays.

In addition, you will need to allow a significant amount of time to research, read and write material related to your learning contracts, your learning journal and your Study Group work. Although staff are there to offer support and advice, the course places some emphasis on self-direction in learning. The process of designing and planning your own learning can be difficult at first, particularly if you have not experienced this approach to learning before, so you may find you experience some disorientation in the initial period of adjustment.

Course structure

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

Course program

Autumn semester

010123	Adult Teaching and Learning	6cp
015396	Community Workplace Practice 1	6cp

Spring semester

015261	Developing Community Adult Education Programs	6cp
015397	Community Workplace Practice 2	6cp

Graduate Certificate in Adult Education in Drug and Alcohol Education

- ◆ *Course code: TA77*
- ◆ *Testamur title: Graduate Certificate in Adult Education in Drug and Alcohol Education*
- ◆ *Abbreviation: none*
- ◆ *Course Coordinator: Kate Collier*
- ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)

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 you with the theoretical base that underpins your professional work as an educator, 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.

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 appropriate presentation and training skills
- gain experience in designing, developing, implementing and evaluating training programs that are based on a competency-based model of training, and
- 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 in either face-to-face or distance mode. In the Workplace Practice subjects, you will negotiate learning contracts with tutors and with workplace cooperative trainers provided by Life Education NSW.

Attendance

This course is offered either by weekly face-to-face mode, or as a distance learning package. If studying face-to-face, you 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.

Course program

Autumn Semester

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

Spring Semester

016007 Program Design and Evaluation	6cp
016005 Workplace Practice 2 (completed in-house with Life Education Australia)	6cp

Admission

You must have an undergraduate degree or equivalent to be eligible for this course.

Assessment

Assessment is criterion-referenced. This means that you will be assessed on whether you meet the criteria and graded 'pass' or 'fail' accordingly. Assessment 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: Kate Collier*
- ◆ *Course fee: HECS (local)*
\$6,000 per semester (international)

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.

Admission

- Undergraduate degree or equivalent
- or
- Demonstration of having reached an equivalent standard through work experience

You must have concurrent work experience as a trainer or adult educator to apply for this course.

Articulation

The Graduate Certificate articulates with other courses offered by the Faculty in the following ways.

- You may apply for and enrol in the Graduate Certificate and complete the course after one year.
- Once you have completed the Graduate Certificate course, you 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 you need to complete four more subjects in order to qualify.
- Once you have completed the Graduate Certificate you may apply to enter for the Master of Education in Adult Education. The Graduate Certificate is worth 12 credit points towards a Masters qualification (a full Master's is 48 credit points).

- The Graduate Certificate in conjunction with a recognised Workplace Assessor qualification enables you 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, you 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, and
- critically evaluate existing training practices.

Assessment

Assessment is criterion-referenced. This means that you will be assessed on whether you 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

This course is offered in either face-to-face or in distant modes. Attendance for face-to-face classes will be one evening per week from 5.00 p.m. – 9.00 p.m. (usually Wednesdays). 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, you will need to have a 'mentor' who will help you with your workplace learning.

Course program

Autumn semester

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

Spring semester

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

Graduate Certificate in Diabetes Education and Management

- ◆ *Course code: KN92*
- ◆ *Testamur title: Graduate Certificate in Diabetes Education and Management*
- ◆ *Abbreviation: none*
- ◆ *Course Coordinator: Sue Dean (Faculty of Nursing, Midwifery and Health)*
- ◆ *Course fee: \$750 per 6-credit-point subject (local)*¹

This course is offered in conjunction with the Faculty of Nursing, Midwifery and Health.

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 you 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

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

Spring semester

92845	Primary Health Care	6cp
015342	Programming for Diabetes Education	6cp

¹ This course is not offered to international students.

Graduate Certificate in E-learning¹

- ◆ *Course code: TA89*
- ◆ *Testamur title: Graduate Certificate in E-learning*
- ◆ *Abbreviation: none*
- ◆ *Course Coordinator: Dr Lyn Schaverien*
- ◆ *Course fee: \$1,250 per subject (local) \$6,000 per semester (international)*

The Graduate Certificate in E-learning recognises the emergence of electronic learning as a new force in Education. The web is now increasingly utilized by a technologically literate population, living and working in an 'information society', expecting access to lifelong learning, and leading a lifestyle in which flexible delivery is essential for formal learning to take place. Electronic teaching and learning are now central to contemporary education and training delivery methods. As a consequence, new opportunities are being created for diverse career paths for educators, new business imperatives for commercial providers, and varied learning environments for students. This course will meet the needs of the emerging market by creating a pool of skilled professionals in the field, people conversant with the ways in which information technology is used to manage, deliver and enhance learning.

Course aims

Over the duration of the course, you will:

- become familiar with a range of diverse technologically mediated environments in different disciplines and designed for different educational purposes
- develop the knowledge and skills required to teach online
- gain confidence in the evaluation of e-learning environments and develop a sense of how to uncover the learning theories implicit in their design
- deepen your understanding of learning and your ability to describe and analyse what it means to learn in an e-learning environment
- develop an understanding of how conventional teaching strategies may be adapted, enhanced and extended or transformed to make use of educational technologies
- develop an understanding of a range of powerful, contemporary educational

perspectives with which to design and critique educational provision in e-learning and elsewhere

- become competent in selected technological skills for e-learning environment design so as to equip you to embark, with understanding, on e-learning environment design in an interdisciplinary project team, and
- engage in a set of increasingly complex e-learning cases.

Admission

For entry into this course, you will need to have completed an undergraduate degree, or equivalent qualification. If you do not have an undergraduate degree, you may be able to apply for special entry into the Graduate Certificate, provided you have workplace experience that is equivalent to an undergraduate degree.

Course structure

The Graduate Certificate in E-learning is part of a suite of E-learning courses comprised around a set of six subjects and a 12-credit-point project. (Refer also to the entries for the Graduate Diploma in E-learning and the Master of Arts in E-learning.) The first four subjects of this suite constitute the Graduate Certificate in E-learning.

The Graduate Certificate in E-learning comprises 24 credit points, and would normally be completed in one year of part-time study.

Course program

Semester 1

013706 E-learning Experiences	6cp
013707 E-learning Theories	6cp

Semester 2

013708 E-learning Technologies	6cp
013709 E-learning Project Design	6cp

Attendance

The mode of delivery for these subjects will be offered in flexible ways.

Assessment

All subjects are criterion-referenced. This means that you will be assessed on whether you meet certain criteria and marked accordingly.

¹ Subject to final approval.

Graduate Certificate in Higher Education

- ◆ *Course Code: T050*
 - ◆ *Testamur Title: Graduate Certificate in Higher Education*
 - ◆ *Abbreviation: none*
 - ◆ *Courses Coordinator: Jo Mackenzie*
 - ◆ *Course Fee: \$250 per 6-credit-point subject (local)*¹
-

Offered by the Institute for Interactive Media and Learning through the Faculty of Education.

Course aims and structure

The course for current university teachers aims to help you to reflect critically on your teaching and subjects in ways which are underpinned by your experiences and those of your students and colleagues, and by the research on learning and teaching in higher education. It aims to enable you to enhance your understanding of different ways of thinking about university teaching and the consequences for student learning, which enables you 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; your ability to reflect critically on and evaluate your own teaching and subjects and make changes aimed at improving your students' learning; your commitment to scholarship in teaching and to self-directed continuing teaching development; your broader awareness of the higher education, university and academic career contexts in which you work, to assist you to develop your 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 you may also choose to complete by taking modules over a longer period of time. The modules offered are:

- Reflective Practice (underpinning)
- Student Learning (underpinning)
- Assessment (core)
- Course Design (core)
- Evaluating Practice (core)
- Teaching for Flexible Learning (core)

- The Academic Professional/Mentor (core)
- Face-to-face teaching approaches (elective)
- Flexible Learning Issues (elective)
- Negotiated project or course design project (elective)
- Research Supervision (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. For the purposes of enrolment, the modules are grouped in different combinations into four 3 credit point subjects.

Assessment

You are encouraged to achieve the course aims through engaging in learning tasks which are directly related to your own academic work and interests. While there are some required learning tasks, most assessment is negotiated using individual learning contracts. You may choose to complete a small reflective task for each module or may engage in larger teaching development or action learning tasks which integrate your learning across several modules. As you progress through the course, you will develop a Reflective Portfolio which includes all of the learning tasks you undertake during the course and which is designed to encourage informed critical reflection on and integration of your experiences across course modules. Your 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 interaction 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 alternative distance mode, involving paper-based and video resources with online discussion.

¹ This course is not offered to international students.

Admission requirements

The course involves you in reflecting on your own practice in a university context. For this reason, you must be a full-time or fractional university academic, or a casual university teacher who can provide evidence that you will have ongoing teaching during your course enrolment.

UTS full-time or fractional-time staff and participants in the Academic Internship program are exempt from paying course fees through sponsorship by the University. If you are a UTS casual teacher with an ongoing contract, you should contact the Course Coordinator to inquire about your fee status. All other participants will be fee paying.

Graduate Certificate in Numeracy Teaching

- ◆ *Course code: TA86*
- ◆ *Testamur title: Graduate Certificate in Numeracy Teaching*
- ◆ *Abbreviation: none*
- ◆ *Course Coordinator: Dr Keiko Yasukawa*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

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 (one year) (essential)
- relevant teaching experience (desirable)
- concurrent relevant teaching experience (desirable).

Articulation

The course articulates with other courses in the Faculty in the following ways.

- As a graduate from the course, you can apply for entry into the Master of Arts in

Language and Literacy. If accepted, you can apply for advanced standing.

- You may apply for entry to the Graduate Diploma in Adult Basic Education. If accepted, you 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, and
- practical methodologies for numeracy teaching based on:
 - (i) understanding of theories of mathematics teaching and learning and their implications in practice, and
 - (ii) familiarity with numeracy teaching and learning resources and strategies.

Assessment

Assessment in the course will be on a criterion-referenced 'pass'/'fail' basis. 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 your individual needs.

Attendance

The course is delivered in distance mode. Under some conditions, you may be able to do some of the subjects in weekly or block mode; this depends on enrolment numbers and availability of staff.

Course program

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

010157 Teaching and Learning in Numeracy	6cp
015290 Mathematics for Numeracy Teachers	6cp
015289 Teaching Practice	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. The enrolment

requirements of 010157 Teaching and Learning in Numeracy can be satisfied by attendance at the Bachelor of Education in Adult Education subject 015089 Numeracy Awareness, with assessment tasks varied to be in keeping with the graduate status of the Certificate.

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

- ◆ *Course code: TA54*
 - ◆ *Testamur title: Graduate Certificate in TESOL*
 - ◆ *Abbreviation: none*
 - ◆ *Course Coordinators:*
Adults strand: Dr Chris Nesbitt
Schools strand: Dr Mary Macken-Horarik
 - ◆ *Course fee: HECS (local)*
\$6,000 per semester (international)
-

Participants

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

Admission

Entry requirements are:

- undergraduate degree or equivalent (essential)
- teaching qualification (essential)
- relevant teaching experience (desirable)
- concurrent relevant teaching experience (desirable).

Course aims

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

Assessment

Assessment is criterion-referenced. This means that you will be assessed on whether you 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 those working in or wishing to work in the adult sector, and the schools strand is for those working in or wishing to work in the school sector.

Days and times will depend on timetabling. For full-time study, attendance would normally be required on two afternoons per week. For part-time study, attendance would normally be required one afternoon or evening per week. Subjects taken in flexible (distant) mode do not require attendance at lectures.

Course structure

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

Course program

The program of each semester will depend on availability of subjects in that semester. However, a typical part-time program would be:

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: Liam Morgan*
 - ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*
-

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

Assessment

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

Attendance

Days and times will depend on timetabling. For full-time study, attendance would normally be required one afternoon or evening per week. For part-time study, attendance would normally be required one afternoon or evening per week. Subjects taken in flexible (distance) mode do not require attendance at lectures.

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

The program of each semester will depend on availability of subjects in that semester. However, a typical part-time program would be:

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 Adult Basic Education

- ◆ *Course code: TA52*
- ◆ *Testamur title: Graduate Diploma in Adult Basic Education*
- ◆ *Abbreviation: GradDipABE*
- ◆ *Course Coordinator: Dr Betty Johnston*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

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 compulsory subjects. You must have a degree, diploma or equivalent qualification to apply. If you are not teacher trained you 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 ways.

- In the second year of the course, you may choose elective subjects from other courses offered by the Faculty.
- You 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, you can apply for a maximum of 12 credit points advanced standing.

Course aims

The course is designed to help you:

- acquire a sound understanding of the teaching of literacy and numeracy to adults
- develop competent adult teaching techniques
- acquire skills in designing/implementing and evaluating a variety of learning activities
- organise, manage and provide advice in the delivery of adult basic education

- critically evaluate research findings and theoretical concepts in adult teaching and learning as they relate to adult basic education
- identify and evaluate the social, political and economic contexts of adult education
- gain a broad understanding of the development of adult education in Australia and overseas, and
- develop the capacity 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. You can negotiate some assignments with a staff adviser to meet with your 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 sometimes in weekly mode and block mode, depending on demand.

Course program

Pathway if you have a recognised tertiary teaching qualification

Year 1

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

Year 2

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

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

Pathway if you do not have a recognised tertiary teaching qualification but wish to work in the ABE field

Year 1

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

Year 2

015128	Socio-political Contexts of Language, Literacy and Numeracy Education	6cp
015121	Curriculum and Methodology (ABE)	6cp
015253	Practicum 2	6cp
xxxxx	Elective	6cp
Electives		
010113	Exploring Adult Basic Education Practice	6cp
013332	Understanding Adult Education and Training	6cp
015291	Mathematics in Social Contexts	6cp
015290	Mathematics for Numeracy Teachers	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015129	Critical Literacy	6cp

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

Graduate Diploma in E-learning¹

- ◆ *Course code: TA90*
- ◆ *Testamur title: Graduate Diploma in E-learning*
- ◆ *Abbreviation: GradDip (E-learning)*
- ◆ *Course Coordinator: Dr Lyn Schaverien*
- ◆ *Course fee: \$1,250 per subject (local) \$6,000 per semester (international)*

The Graduate Diploma in E-learning is part of a suite of E-learning courses comprised around a set of six subject (refer also to the entries for the Graduate Certificate in E-learning and Master of Arts in E-learning). Six subjects will comprise the Graduate Diploma in E-learning.

Course aims

Over the duration of the course, you will:

- become familiar with a range of diverse technologically mediated environments in different disciplines and designed for different educational purposes
- develop the knowledge and skills required to teach online
- gain confidence in the evaluation of e-learning environments and develop a sense of how to uncover the learning theories implicit in their design
- deepen your understanding of learning and your ability to describe and analyse what it means to learn in an e-learning environment
- develop an understanding of how conventional teaching strategies may be adapted, enhanced and extended or transformed, to make use of educational technologies
- develop an understanding of a range of powerful, contemporary educational perspectives with which to design and critique educational provision in e-learning and elsewhere
- become competent in selected technological skills for e-learning environment design so as to equip you to embark, with understanding, on e-learning environment design in an interdisciplinary project team, and
- engage in a set of increasingly complex e-learning cases.

¹ Subject to final approval.

Admission

For entry into this course, you will need to have completed an undergraduate degree, or equivalent qualification.

Course structure

The Graduate Diploma in E-learning comprises 36 credit points, and would normally be completed in one-and-a-half years of part-time study.

Course program

Semester 1

013706	E-learning Experiences	6cp
013707	E-learning Theories	6cp

Semester 2

013708	E-learning Technologies	6cp
013709	E-learning Project Design	6cp

Semester 3

95560	Multimedia Industry and Processes ¹	6cp
95561	Multimedia Products and Technologies ¹	6cp
	<i>or</i>	
01xxxx	Elective ²	6cp

¹ Offered by the Institute for Interactive Media and Learning.

² To be taken from TA70 Master of Education in Adult Education.

Attendance

The mode of delivery for subjects 95560 and 95561 is currently face-to-face.

Assessment

All subjects are criterion-referenced. This means that you will be assessed on whether you meet certain criteria and marked accordingly.

Graduate Diploma in Language Teaching

- ◆ *Course code: TA60*
- ◆ *Testamur title: Graduate Diploma in Language Teaching*
- ◆ *Abbreviation: GradDipLangTeach*
- ◆ *Course Coordinator: Liam Morgan*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Participants

This one-year full-time course is an initial teacher training qualification for people who have an undergraduate degree and want to teach languages in secondary schools in Australia. You must have appropriate levels of proficiency in English and will be assessed by interview.

Course aims

- To develop the skills and knowledge 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 issues in the teaching and learning of languages other than English.
- To understand current 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.

Admission

Entry requirements are:

- an undergraduate degree or equivalent (essential)
- international students whose language is not English need a score of 6.0 on the IELTS with a minimum of 5.5 in the writing component
- proficiency in a language other than English equivalent to two years post elementary tertiary study.

Assessment

You 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

Semester 1

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

Semester 2

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: Liam Morgan*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Participants

This course is designed for people 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:

- an undergraduate degree or equivalent (essential)
- a 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).

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

Course aims

- To enable you 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 you with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.
- To develop your capacity for theoretically informed reflective practice.

- To develop your understanding of the linguistic demands of teaching and learning and of issues in language development.
- To develop your critical understanding of the sociopolitical context of their work and its impact on their practice.

Assessment

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

Attendance

Days and times will depend on timetabling. For full-time study, attendance would be required on two afternoons per week. For part-time study, attendance would normally be required one afternoon or evening per week. 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. You must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TLOTE.

Course program

Pathway if you have 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

015164	Technology-based Language Learning	6cp
015158	Language Development	6cp

Year 2

015128	Socio-political Contexts of Language, Literacy and Numeracy Education ¹	6cp
xxxxx	Elective ²	6cp
xxxxx	Elective ²	6cp
xxxxx	Elective ²	6cp

¹ Overseas students would study 015130 Language Policy and Planning.

² Electives are chosen from the Master of Arts in Language and Literacy or the Master of Education in Adult Education.

Pathway if you do not have recognised tertiary teaching qualification but 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

015164	Technology-based Language Learning	6cp
015250	Practicum 1 ¹	6cp

Year 2

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

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

² Electives are chosen from the Master of Arts in Language and Literacy or the Master of Education in Adult Education.

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

- ◆ *Course code: TA53*
- ◆ *Testamur title: Graduate Diploma in TESOL*
- ◆ *Abbreviation: GradDipTESOL*
- ◆ *Course Coordinators:*
Adults strand: Dr Chris Nesbitt
Schools strand: Dr Jenny Hammond
- ◆ *Course fee: HECS (local)*
\$6,000 per semester (international)

Participants

This course is designed for people 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:

1. for those who are working or wish to work in the adult sector, and
2. for those who have a recognised tertiary teaching qualification and who are working in the schools sector.

Admission

Entry requirements are:

- an undergraduate degree or equivalent (essential)
- teaching qualification (essential for schools strand)
- relevant teaching experience (desirable)
- concurrent relevant teaching experience (desirable).

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

Course aims

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

Assessment

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

Attendance

Days and times will depend on timetabling and availability of electives. For full-time study, attendance would normally be required on two afternoons/evenings per week. For part-time study, attendance would normally be required on one afternoon/evening per week. Subjects taken in flexible (distance) mode do not require attendance at lectures.

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. You must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TESOL.

Course program

Pathway if you have a recognised tertiary teaching qualification

In order to complete the Graduate Diploma in TESOL, you will need to complete four compulsory core subjects and four elective subjects.

Compulsory subjects

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

Electives

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
015157	Curriculum and Methodology (TLOTE)	6cp
015170	English for Academic and Teaching Purposes	6cp
015167	Japanese Language Analysis	6cp

Note: The full range of electives will not be offered every year.

Your program for each semester will depend on availability of subjects in that semester. However, a typical full-time program would be:

Autumn semester

015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
xxxxxx	Elective (e.g. 015127 Grammar and the Construction of Meaning)	6cp
xxxxxx	Elective (e.g. 015125 Phonology and Pronunciation)	6cp

Spring semester

015153 Teaching and Learning Literacy	6cp
015158 Language Development	6cp
xxxxxx Elective (e.g. 015128 Socio-political Context of Language, Literacy and Numeracy)	6cp
xxxxxx Elective (e.g. 015122 Assessment, Programming and Evaluation)	6cp

A typical part-time program would be:

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

xxxxxx Elective (e.g. 015127 Grammar and the Construction of Meaning)	6cp
xxxxxx Elective (e.g. 015125 Phonology and Pronunciation)	6cp

Year 2 Spring semester

xxxxxx Elective (e.g. 015128 Socio-political Context of Language, Literacy and Numeracy)	6cp
xxxxxx Elective (e.g. 015122 Assessment, Programming and Evaluation)	6cp

Pathway if you do not have a recognised tertiary teaching qualification

In order to complete the Graduate Diploma in TESOL you will need to complete six compulsory core subjects and two elective subjects.

Compulsory subjects

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

Electives

The list of electives available are listed above under the pathway if you have a recognised teaching qualification.

Your program for each semester will depend on availability of subjects in that semester.

However, a typical full-time program would be:

Autumn semester

015152 Language in Social Context	6cp
015120 Curriculum and Methodology (TESOL)	6cp
015250 Practicum 1	6cp
xxxxxx Elective (e.g. 015125 Phonology and Pronunciation)	6cp

Spring semester

015153 Teaching and Learning Literacy	6cp
015158 Language Development	6cp
015253 Practicum 2	6cp
xxxxxx Elective (e.g. 015122 Assessment, Programming and Evaluation)	6cp

A typical part-time program would be:

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 Autumn semester

015158 Language Development	6cp
015253 Practicum 2	6cp

Year 2 Spring semester

xxxxxx Elective (e.g. 015125 Phonology and Pronunciation)	6cp
xxxxxx Elective (e.g. 015122 Assessment, Programming and Evaluation)	6cp

Graduate Diploma in Vocational Education and Training

- ◆ *Course code: TA50*
- ◆ *Testamur title: Graduate Diploma in Vocational Education and Training*
- ◆ *Abbreviation: GradDipVocEd&Training*
- ◆ *Course Coordinator: Kate Collier*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

Participants

The Graduate Diploma in Vocational Education and Training is a one-year full-time course or two year part-time course, developed to meet the needs of graduate vocational and adult educators and trainers. It is a teaching qualification that is recognised by TAFE.

Admission

To apply for this course you 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, you 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. If you have qualifications and experience other than those described above you may be considered for special admission.

Articulation

The Graduate Diploma articulates with other courses offered by the Faculty in the following ways.

- Once you have completed the Graduate Diploma, you may apply for and enter the Master of Education in Adult Education. The Graduate Diploma is worth 24 credit points towards a full 48 credit point Master's qualification.
- The Graduate Diploma enables you 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, and

- self-direction in learning which will enable you to continue your professional development following completion of the course.

Attendance

This course can be studied in face-to-face or distance mode. Face-to-face students studying full-time attend either two evenings per week or one evening/one afternoon per week. Part-time students attend one night per week (usually Wednesdays).

Course program

Autumn semester

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

Spring semester

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

Assessment

Assessment is criterion-referenced in all subjects. This means that you will be assessed on whether you meet certain criteria. As part of this course you will need to arrange to have a 'mentor' who will help you with your workplace learning. A number of subjects are 'pass' or 'fail' only. Other subjects are graded.

Master of Arts in Applied Linguistics

- ◆ *Course code: TA73*
- ◆ *Testamur title: Master of Arts in Applied Linguistics*
- ◆ *Abbreviation: MA*
- ◆ *Course Coordinator: Dr Jenny Hammond*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Participants

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

Admission

Entry requirements are:

- an 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
- evidence of academic record (essential).

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 your understanding of the linguistic dimensions of cultural diversity, globalisation and social change, and
- to develop skills in the application of 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 your choice of electives and timetabling.

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

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. You must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Applied Linguistics.

Course program

In order to complete the Master of Arts in Applied Linguistics you will need to complete the five compulsory core subjects and three elective subjects.

Compulsory subjects

015152	Language in Social Context	6cp
015127	Grammar and the Construction of Meaning	6cp
015163	Phonetics, Phonology and Sociolinguistic Variation in Spoken Language	6cp
	<i>or</i>	
015125	Phonology and Pronunciation	6cp
015126	Research Methodologies	6cp
015116	Project	6cp

Electives

Those with a theoretical focus:

013360	Language and Power	6cp
013367	Cultural Diversity in the Workplace: Management and Learning	6cp
013369	Critical Literacies	6cp
015128	Socio-political Contexts of Language, Literacy and Numeracy Education	6cp
015130	Language Policy and Planning	6cp
015277	Discourse Analysis	6cp

Those with a pedagogical focus:

015120	Curriculum and Methodology (TESOL)	6cp
	<i>or</i>	
015157	Curriculum and Methodology (TLOTE)	6cp
	<i>or</i>	
015121	Curriculum and Methodology (ABE)	6cp
015122	Assessment, Programming and Evaluation	6cp
015378	Advanced Curriculum Design	6cp
015153	Teaching and Learning Literacy	6cp

Your program each semester will depend on availability of subjects in that semester, and the full range of electives may not be available every year.

A typical full-time program would be:

Autumn semester

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

Spring semester

015127	Grammar and the Construction of Meaning	6cp
015125	Phonology and Pronunciation	6cp
xxxxx	Elective	6cp
015116	Project	6cp

A typical part-time program would be:

Year 1 Autumn semester

015152	Language in Social Context	6cp
xxxxx	Elective	6cp

Year 1 Spring semester

015127	Grammar and the Construction of Meaning	6cp
015125	Phonology and Pronunciation	6cp

Year 2 Autumn semester

015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Year 2 Spring semester

xxxxx	Elective	6cp
015116	Project	6cp

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 Saunders*
- ◆ *Course fee: TA74 \$1,267 per 8-credit-point
subject TA76 HECS (local)
\$6,000 per semester (international)*

Participants

This four semester full-time or negotiated 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 an option of exit points with a Graduate Certificate in Indigenous Social Policy or a Graduate Diploma in Indigenous Social Policy.

Admission

The course is open to Indigenous and non-Indigenous people who have a Bachelor's Degree or a Diploma level qualification and at least three years experience in a relevant organisation.

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 Spring semester

015384	Issues in Indigenous Social Research Ethics	8cp
50291	Australian Political and Social Systems	8cp
015388	Independent Subject A	2cp

Year 2 Autumn semester

50290	Australian Indigenous Social Policy (exit point for Graduate Certificate)	8cp
015388	Independent Subject A <i>plus one elective from the following list</i>	2cp
015386	Indigenous Social Policy: International Experiences	8cp
015387	Research Design and Appraisal Elective from another course	8cp

Year 2 Spring semester

015385	Research Methods for Social Policy	8cp
50292	Policy Processes in Australian Indigenous Settings	8cp
015388	Independent Subject A (exit point for Graduate Diploma)	2cp

Year 3 Autumn semester

015390	Project 1	8cp
015388	Independent Subject A <i>plus two elective from the following list</i>	2cp
015391	Project 2	8cp
015389	Independent Subject B	8cp
015392	Extension Elective (this is available to students taking 6cp subjects from other courses)	2cp

You may also take an elective subject from any Master's level course in the university.

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 Jenny Hammond*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

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. You 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:

- an undergraduate degree or equivalent (essential)
- a teaching qualification (essential)
- at least three years' relevant teaching experience (essential)
- concurrent relevant teaching experience (desirable)
- evidence of academic and professional record (essential).

If you have a Graduate Diploma in TESOL (UTS) qualification or equivalent you may be granted advanced standing.

Course aims

- To enable you to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in your field of practice.
- To provide you with the relevant theoretical underpinning and a critical perspective to professional competence and reflective practice.
- To develop your capacity for theoretically informed reflective practice.

- To develop your understanding of the linguistic demands of teaching and learning and of issues in language development.
- To develop your critical understanding of the sociopolitical context of work and its impact on your practice.
- To develop or strengthen your capacity to undertake a range of leadership roles in your 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 you with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in your field(s) of practice.

Assessment

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

Attendance

Days and times will depend on your choice of electives and timetabling. However, for full-time study, attendance would normally be required on two afternoons/evenings per week. For part-time study, attendance would normally be required on one afternoon/evening per week.

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 one year of full-time study or two years of part-time study. You must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Language and Literacy.

In order to complete the Master of Arts in Language and Literacy you will need to complete six compulsory core subjects and two electives.

Compulsory core subjects

015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
	<i>or</i>	
015157	Curriculum and Methodology (TLOTE)	6cp
	<i>or</i>	
015121	Curriculum and Methodology (ABE)	6cp
015153	Teaching and Learning Literacy	6cp
015128	Socio-political Contexts of Language, Literacy & Numeracy Education	6cp
015126	Research Methodologies	6cp
015116	Project	6cp

Possible electives

010157	Teaching and Learning in Numeracy	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015121	Curriculum and Methodology (ABE)	6cp
015122	Assessment, Programming and Evaluation	6cp
015123	Language for Specific Purposes	6cp
015125	Phonology and Pronunciation	6cp
015127	Grammar and the Construction of Meaning	6cp
015129	Critical Literacy	6cp
015130	Language Policy and Planning	6cp
015132	Adult Education	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015158	Language Development	6cp
015170	English for Academic and Teaching Purposes	6cp
015277	Discourse Analysis ¹	6cp
015291	Mathematics in Social Contexts	6cp
015378	Advanced Curriculum Design	6cp

¹ Prerequisite subject 015127 Grammar and the Construction of Meaning.

Your program for each semester will depend on the availability of subjects in that semester, and the full range of electives may not be available each year.

However, a typical full-time program would be:

Autumn semester		
015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
	<i>or</i>	
015157	Curriculum and Methodology (TLOTE)	6cp
	<i>or</i>	
015121	Curriculum and Methodology (ABE)	6cp
015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Spring semester		
015153	Teaching and Learning Literacy	6cp
015128	Socio-political Contexts of Language, Literacy & Numeracy Education	6cp
015116	Project	6cp
xxxxx	Elective	6cp

A typical part-time project would be:

Year 1 Autumn semester		
015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
	<i>or</i>	
015157	Curriculum and Methodology (TLOTE)	6cp
	<i>or</i>	
015121	Curriculum and Methodology (ABE)	6cp

Year 1 Spring semester		
015153	Teaching and Learning Literacy	6cp
015128	Socio-political Contexts of Language, Literacy and Numeracy Education	6cp

Year 2 Autumn semester		
015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Year 2 Spring semester		
015116	Project	6cp
xxxxx	Elective	6cp

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 Jenny Hammond*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

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:

- an undergraduate degree or equivalent (essential)
- a teaching qualification (one year) (essential)
- at least three years' relevant teaching experience (essential)
- evidence of academic and professional record (essential).

If you have completed a Graduate Diploma in TESOL (UTS) or equivalent you may be granted advanced standing.

Course aims

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

- To develop or strengthen your capacity to undertake a range of leadership roles in your 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 you with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in your field(s) of practice.

Assessment

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

Attendance

Days and times of attendance will depend on your choice of electives and timetabling. However, for full-time study, attendance would normally be required on two afternoons/evenings per week. For part-time study, attendance would normally be required on one afternoon/evening per week.

The Master of Arts in TESOL is also available in distance mode.

Course structure

The Master of Arts in TESOL would normally be completed in one year of full-time study or two years of part-time study. You must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in TESOL.

In order to complete the Master of Arts in TESOL you will need to complete seven compulsory subjects and one elective subject.

Compulsory subjects

015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015127	Grammar and the Construction of Meaning	6cp
015153	Teaching and Learning Literacy	6cp
015126	Research Methodologies	6cp
015116	Project	6cp
015158	Language Development	6cp

Possible electives

010157	Teaching and Learning in 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
015129	Critical Literacy	6cp
015130	Language Policy and Planning	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015170	English for Academic and Teaching Purposes	6cp
015277	Discourse Analysis	6cp
015291	Mathematics in Social Contexts	6cp
015378	Advanced Curriculum Design	6cp

Your program for each semester will depend on the availability of subjects in that semester, and the full range of electives may not be available each year.

However, a typical full-time program would be:

Autumn semester

015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Spring semester

015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp
015127	Grammar and the Construction of Meaning	6cp
015116	Project	6cp

A typical part-time program would be:

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Year 2 Spring semester

015127	Grammar and the Construction of Meaning	6cp
015116	Project	6cp

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: Associate Professor Roger Morris*
- ◆ *Course fee: vary by subject¹*

Participants

This two-year part-time course is offered in distance mode to international students in Hong Kong 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.

Course aims

The course aims to provide you with an increased knowledge to make informed judgments on adult education and human resource development issues. The course content and teaching/learning practices aim for you 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 your 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, and

- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of their work experience, gender, ethnicity, class and age.

Admission

Undergraduate qualifications are required together with current workplace experience.

In the Faculty of Education there is a Recognition of Prior Learning policy that allows for the consideration of entry into a Master's program based on life and work experiences including non-degree qualifications. The criteria for judging equivalence are as follows.

1. Successful completion of approved non-degree courses: for example, the relevant Professional Diploma programs offered by the HKMA in Hong Kong. Non-graduates who are deemed to be graduate equivalent cannot double count their non-degree qualification for exemption purposes.
2. Relevant work experience: this experience (at least one year) should be in a field of practice relevant to the focus of the Master's degree.
3. Evidence of written language competence that matches academic writing requirements of the Master's degree.
4. Evidence of research skills that match research requirements of the Master's degree.

If you have not undertaken any of the approved non-degree courses, then criteria 2, 3 and 4 have more weighting.

Assessment

Assessment is criterion-referenced. This means that you will be assessed on whether you 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, and
- use of accepted referencing procedures.

¹ Differential fees are charged for core subjects and elective subjects.

Attendance

The course is offered in Hong Kong via distance mode which includes:

- a two-day seminar for each subject at or near the beginning of each semester
- use of computer-mediated learning to enable one-to-one and study groups
- 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 Adult 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: MEd*
 - ◆ *Course Coordinator: Rick Flowers*
 - ◆ *Course fee: HECS (local) \$6,000 per semester (international)*
-

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 typically 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 you to choose a pathway through the subjects on offer which fits your particular interests and career needs.

Admission

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 you 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 your 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, and
- 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.

Attendance and length of study

Subjects are offered in weekly classes (Tuesday or Thursday evenings), by distance and on weekends. Not all subjects are available in every mode. You need to consult the timetable available from the Faculty Student Information Office for details of subjects offered each semester. Subject availability depends on resources and student numbers.

Usually you complete the eight subjects required for the Master of Education in Adult Education over two years of part-time study. Others study full-time and complete in one year. You may vary your subject load from semester to semester if required.

Course structure

You 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. If you have previous academic studies in adult education at undergraduate or postgraduate level you 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 your choice of subjects unless you wish to follow the designated major, human resource development. 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 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. This will depend to some extent on the availability of staff and on expressed student interest. Not all subjects are available in weekly, weekend and distance modes.

- 013313 Academic and Professional Literacies
- 013343 Adult Communication Management and Interpersonal Relations
- 013344 Adult Communication Management and Organisational Development
- 013206 Adult Communication Management and Organisational Frames
- 013205 Adult Communication Management and Teamwork
- 013333 Adult Learning and Program Development
- 013315 Autobiography and Lifelong Learning
- 013215 Career Development
- 013217 Career Guidance and Counselling
- 013346 Computer-mediated Adult Education and Training
- 013316 Concepts of Flexible, Open and Distance Learning
- 013336 Contemporary Issues in Australian Education
- 013369 Critical Literacies
- 013367 Cultural Diversity in the Workplace: Management and Learning
- 013318 Culture Difference and Curriculum
- 013349 Design and Method in Educational Research
- 013319/20 Educational and Organisational Leadership 1/2
- 013214 Educational Evaluation: Plans and Procedures
- 013358 Experience-based Learning 1: Learners' Perspectives
- 013359 Experience-based Learning 2: Facilitators' and Animators' Perspectives
- 013323 Forms and Traditions in Popular Education
- 013340 Higher Level Competencies in Adult Education
- 013314 Identity, Adult Development and Learning
- 013356 Independent Study Project 1
- 013357 Independent Study Project 2
- 013324 International Perspectives on Education and Development
- 013325 Issues in Assessment

- 013347 Issues in Computer-mediated Adult Education and Training
- 013350 Issues in Educational Evaluation
- 013360 Language and Power
- 013322 Learning in Flexible, Open and Distance Education
- 013326 Lifelong Learning: Psychological Perspectives
- 013337 Managing Change in Adult Education and Training
- 013341 Policy Analysis in Adult Education
- 013327 Post-compulsory and Vocational Education and Training Reform
- 013328 Practice and Pedagogy in Popular Education
- 013216 Program Development in Adult Career Education
- 013210 Skill, Learning and the Development of Expertise
- 013339 Skills, Technology and Workplace Learning
- 013363 Supporting Workplace Learning and Reform
- 013329 Text, Media and Technologies
- 013334 The Economics and Politics of Adult Learning
- 013368 The Psychology of Adult Development
- 013361 Women and Adult Education
- 013331 Women and Learning

HRD major

If you wish to graduate with a major in human resource development (HRD) you need to include at least four subjects from the following list among the subjects you take:

- 013343 Adult Communication Management and Interpersonal Relations
- 013344 Adult Communication Management and Organisational Development
- 013206 Adult Communication Management and Organisational Frames
- 013205 Adult Communication Management and Teamwork
- 013333 Adult Learning and Program Development
- 013318 Culture Difference and Curriculum
- 013367 Cultural Diversity in the Workplace
- 013325 Issues in Assessment
- 013350 Issues in Educational Evaluation
- 013337 Managing Change in Adult Education and Training
- 013210 Skill, Learning and the Development of Expertise
- 013339 Skills, Technology and Workplace Learning
- 013363 Supporting Workplace Learning and Reform
- 013368 The Psychology of Adult Development

Interest areas

If you wish to select a number of topics from particular areas of interest, you 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.

Adult Learning and Program Development

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

(Plus some of the subjects in Popular Education, Experience-based Learning, and Open, Flexible and Distance Learning.)

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

- 013333 Adult Learning and Program Development
- 013315 Autobiography and Lifelong Learning
- 013358 Experience-based Learning 1: Learners' Perspectives
- 013359 Experience-based Learning 2: Facilitators' and Animators' Perspectives

Language and Literacy

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

Additional subjects are available from the MA in Language and Literacy.

Learning with Educational Technologies

- 021903 Designing Interactive Multimedia Learning Environments
- 021904 E-learning Research Project
- 021901 Enhancing Learning Environments with Educational Technologies
- 021902 Learning About Educational Technologies

Open, Flexible and Distance Learning

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

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

Research pathway

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

Independent study projects

Independent study projects:

- allow you to design your own learning experiences in negotiation with a member of academic staff
- take a variety of forms e.g. a reading course, a field-based study, an action research project, and
- must relate to an aspect of adult education not dealt with in other subjects in the course.

Master of Education in Adult Learning and Global Change¹

- ◆ *Course code: TA88*
 - ◆ *Testamur title: Master of Education in Adult Learning and Global Change*
 - ◆ *Abbreviation: MEd*
 - ◆ *Course Coordinator: Associate Professor Griff Foley*
 - ◆ *Course fee: \$950 per 6-credit-point subject (local)
\$6,000 per semester (international)*
-

Course aim

This course is a joint initiative of UTS, the University of British Columbia, University of the Western Cape and Linköping University, Sweden. Each of the four universities is the major centre in research and teaching in adult education in their respective countries. The aim of the course is to draw on the strengths of each partner and offer subjects designed and taught by world-leaders in research in each area.

The course will be run simultaneously on four continents where you will be taught in common classes through a mixture of distance learning and local face-to-face activity. You will be involved in both studying issues of global change and adult learning while also experiencing them directly. Tasks in the course will involve you working with peers in other countries.

A particular characteristic of the course is that you will be involved in an international experience without having to relocate to another country. However, the course is designed in such a way that international relocation can be accommodated.

Admission

Undergraduate qualifications are required for entry into this course.

Course structure and delivery

In order to ensure that international cooperation between students is possible, there will be a fixed sequence and timing of courses across all four sites. Student choice is only permitted in the two negotiated subjects.

¹ Subject to final approval.

Course program

Year 1 Semester 1

013705	Locating Oneself in Global Learning (over the two years)	6cp
013701	Adult Learning: Contexts and Perspectives	6cp

Year 1 Semester 2

013703	Fostering Learning in Professional Practice	6cp
013699	Understanding Research	6cp

Year 2 Semester 1

013702	Work and Learning	6cp
xxxxxx	Negotiated Subject 1	6cp

Year 2 Semester 2

013704	Global/Local Learning	6cp
xxxxxx	Negotiated Subject 2	6cp

Half of the program (i.e. four subjects) is to be offered simultaneously in all four institutions with responsibility for teaching each subject taken equally by one of the four. The remaining half of the program is taught locally by each institution. In the case of UTS, three subjects (the research subject, and the two negotiated units) will be taken from existing offerings in Master's programs in the Faculty of Education and the remaining subject, *Locating Oneself in Global Learning*, is jointly designed but will be taught by each institution to their own students.

Special note

UTS reserves the right to change the course design and teaching arrangements according to its resources and arrangements with partner universities.

Master of Arts in E-learning¹

- ◆ *Course code: TA91*
- ◆ *Testamur title: Master of Arts in E-learning*
- ◆ *Abbreviation: MA*
- ◆ *Course Coordinator: Dr Lyn Schaverien*
- ◆ *Course fee: \$1,250 per subject (local)
\$6,000 per semester (international)*

The Master of Arts in E-learning is the third course in the suite of E-learning awards offered by the faculty (Refer also to entries for TA89 Graduate Certificate in E-learning and TA90 Graduate Diploma in E-learning).

This suite of courses recognises the emergence of electronic learning as a new force in Education. The web is now increasingly utilised by a technologically literate population, living and working in an 'information society', expecting access to lifelong learning, and leading a lifestyle in which flexible delivery is essential for formal learning to take place. Electronic teaching and learning are now central to contemporary education and training delivery methods. As a consequence, new opportunities are being created for diverse career paths for educators, new business imperatives for commercial providers, and varied learning environments for students. This course will meet the needs of the emerging market by creating a pool of skilled professionals in the field, people conversant with the ways in which information technology is used to manage, deliver and enhance learning. A major component of the Master's degree is a 12-credit-point project in the final year, where you will have the opportunity as part of a project team, to implement the ideas learnt in the course, by conceptualising, designing and/or building a simple e-learning environment in a particular discipline/field of interest.

Course aims

Over the duration of the course, you will:

- become familiar with a range of diverse technologically mediated environments in different disciplines and designed for different educational purposes
- develop the knowledge and skills required to teach online
- gain confidence in the evaluation of e-learning environments and develop a sense of how to uncover the learning theories implicit in their design

¹ Subject to final approval.

- deepen your understanding of learning and your ability to describe and analyse what it means to learn in an e-learning environment
- develop an understanding of how conventional teaching strategies may be adapted, enhanced and extended to make use of educational technologies
- develop an understanding of a range of powerful, contemporary educational perspectives with which to design and critique educational provision in e-learning and elsewhere
- become competent in selected technological skills for e-learning environment design so as to equip you to embark, with understanding, on e-learning environment design in an interdisciplinary project team
- engage in a set of increasingly complex e-learning cases, and
- engage in an e-learning project which involves collaboration in the conceptualisation, design and development of an e-learning environment appropriate for a particular educational context.

Admission

For entry into this course, you will need to have completed an undergraduate degree, or equivalent qualification.

Course structure

The Master of Arts in E-learning is part of a suite of E-learning courses comprised around a set of six subjects and a 12-credit-point project. (Refer also to the entries for the Graduate Certificate in E-learning and the Graduate Diploma in E-learning.)

The Master of Arts in E-Learning would normally be completed in two years of part-time study.

Course program

Semester 1

013706	E-learning Experiences	6cp
013707	E-learning Theories	6cp

Semester 2

013708	E-learning Technologies	6cp
013709	E-learning Project Design	6cp

Semester 3

95560	Multimedia Industry and Processes ¹	6cp
95561	Multimedia Products and Technologies ¹	6cp
<i>or</i>		
01xxxx	Elective ²	6cp

Semester 4

013710	Project	12cp
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¹ Offered by the Institute for Interactive Media and Learning.

² To be taken from TA70 Master of Education in Adult Education.

Attendance

These subjects will be offered in flexible mode.

Assessment

All subjects are criterion-referenced. This means that you will be assessed on whether you meet certain criteria and marked accordingly.

TEACHER EDUCATION

UNDERGRADUATE COURSES

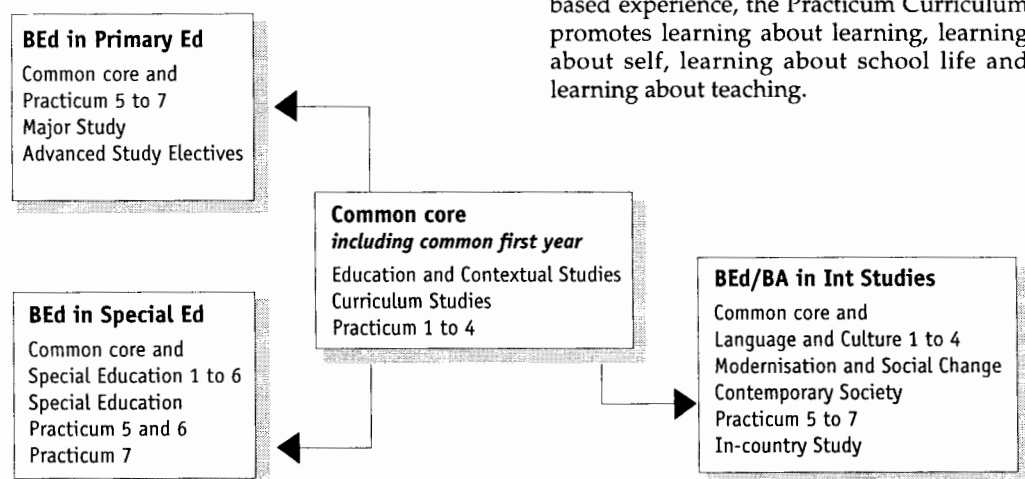
The Teacher Education Program consists of Initial Teacher Education courses for beginning teachers and Post-Initial Teacher courses for qualified teachers who wish to upgrade their qualifications.

Initial Teacher Education courses

There are three interlocking courses which prepare students for teaching in primary schools. All three courses share a common set of first year subjects as well as Curriculum Studies and Education Studies subjects in later years of the course (see diagram below). The common structure enables you to change courses at the end of their first year, subject to places being available. The courses are:

- the Bachelor of Education in Primary Education enables you 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 you to qualify as both a mainstream primary school teacher and as a special education teacher

Undergraduate courses



- the Bachelor of Education/Bachelor of Arts in International Studies enables you 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:

- the campus-based studies which examine the range of theoretical issues, skills and procedures central to effective pedagogical practice, and
- field experiences wherein you 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.

You 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 you on probation and failing teaching practicum for the second time should lead to exclusion (FED/92/94).

Everyone 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 your consent. Everyone will be requested to complete a form which authorises a criminal records check for them to be undertaken. Any refusal by you to undergo the check may result in your being unable to complete the course requirements.

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 you to draw on perspectives gained from all strands of your degree, so that in the latter part of your degree, you increasingly engage in refining and articulating your personal theories of learning, are able to justify them with reference to research evidence from classroom practice and can use supporting theoretical insights.

Everyone in the three courses studies 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) complete their own set of specialised subjects.

Admission

Selection into the three Initial Teacher Education courses is on the basis of performance in the New South Wales Higher School Certificate or equivalent.

English proficiency test

If your previous 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, you will be requested to complete an English Proficiency Test by the UTS Admissions Branch. UTS uses the International English Language Testing System (IELTS). For Teacher Education courses, a minimum pass mark of 7.0 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
10 Quay Street, Haymarket
telephone (02) 9514 1531, (02) 9514 1536

Attendance pattern

You can choose to attend full-time over eight semesters or choose to study part-time for a longer period (up to 16 semesters). Most subjects are scheduled in day-time hours although classes can be scheduled from 9.00 a.m. to 9.00 p.m.

Full-year subjects are indicated with (FY) within the course programs.

Bachelor of Education in Primary Education

- ◆ *Course code: TE19*
- ◆ *UAC code: 602000*
- ◆ *Testamur title: Bachelor of Education in Primary Education*
- ◆ *Abbreviation: BEd*
- ◆ *Course coordinator: To be advised*
- ◆ *Course fee: HECS (local)*
\$5,000 per semester (international)

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 you for a career in education and, specifically, teaching in primary schools. Its innovative practicum program integrates academic study with practical experience in schools. You also have the opportunity to graduate with a Major Study of your 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 Electives.

Semester 1

023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
024211	English Education 1	6cp
023511	Development Psychology	4cp
029311	Aboriginal and Torres Strait Islander History and Cultures	6cp

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Information Technology	4cp
025211	Mathematics Education 1	6cp
027211	Personal Development, Health and Physical Education 1	6cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	8cp
028211	Science and Technology Education 1	4cp
025212	Mathematics Education 2 (FY)	—
024212	English Education 2 (FY)	—
020211	Visual Arts and Craft Education (FY)	—
029211	Social and Environmental Education (FY)	—

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
025212	Mathematics Education 2 (FY)	6cp
024212	English Education 2 (FY)	6cp
020211	Visual Arts and Craft Education (FY)	6cp
029211	Social and Environmental Education (FY)	6cp
02xxxx	Major Study (1 of a set of 4)	6cp

Semester 5

023115	Practicum 5: Designing Educational Programs	8cp
024213	English Education 3: ESL	6cp
025213	Mathematics Education 3	4cp
02xxxx	Major Study (2 of a set of 4)	6cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	8cp
023512	Sociological Bases of Education	4cp
023505	Educational Research (or elective)	6cp
02xxxx	Major Study (3 of a set of 4)	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational Practice	8cp
023506	Philosophical Bases of Education	4cp
026211	Music Education 1	6cp
02xxxx	Major Study (4 of a set of 4)	6cp

Semester 8

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
02xxxx	Advanced Study Elective	6cp
02xxxx	Advanced Study Elective	6cp

Major Study sequence

- Art
- Children's Theatre and the Creative Arts
- Educational Computing
- Education
- English
- History
- International Study (Sweden)
- Languages
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Science and Technology

Art Major Study

This Major Studies sequence aims ultimately to improve your 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 multimedia. The primary focus is on production, and on theatre as collaboration.

You will become familiar with a range of theatre techniques and styles which you may use for yourself in performance, in your teaching and as a valuable form of self-expression and communication with others.

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

The subject sequence is as follows:

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

Educational Computing Major Study

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 you 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 you 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

This Major Study sequence commences with the study of Australian history from its beginnings through to the 20th century. It then looks at 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 you the opportunity to enhance your cultural awareness and understanding by studying 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 your responsibility. You 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

You 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 your language proficiency and is suitable for beginners, post-HSC levels and more advanced levels.

For further information, contact the Institute for International Studies, 10 Quay Street, Haymarket or telephone (02) 9514 1574. Faculty permission is required to undertake a Major Study in 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 is intended to increase your understanding of the nature of mathematics and its applications; to enhance your 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 you may be expected to assume leadership roles in the area of mathematics education in the primary school and that you will act as a mathematics resource teacher in your school.

If you elect to study the Mathematics Major you will be required to have a minimum of 2 Unit Common Mathematics in your 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 you 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 PDHDE Major Study sequence enables you to explore the socio-cultural variables which influence participation in physical activity. By integrating micro teaching opportunities with research interests, you develop the ability to undertake action research. Personal development and health issues are explored as a medium for broadening your 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: School/Community Project

Science and Technology Major Study

This Major Study sequence focuses on broadening and extending your 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.

Four subjects are presented.

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

Advanced Study Electives

The provision of Advanced Study Electives in the final semester of the Bachelor of Education in Primary Education enables you to select subjects which afford you opportunities to study an area of interest which may have developed as a result of studies in the previous three years.

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

You 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 you have a particular interest:

- 024705 Advanced Children's Literature
- 024712 Approaches to the Teaching of English
- 029602 Colonial Australian History 1
- 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 you 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

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

Bachelor of Education in Special Education

- ◆ *Course code: TE20*
- ◆ *UAC code: 602020*
- ◆ *Testamur title: Bachelor of Education in Special Education*
- ◆ *Abbreviation: BEd*
- ◆ *Course coordinator: Dr Joan Jardine*
- ◆ *Course fee: HECS (local)
\$5,000 per semester (international)*

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.

If you choose the degree major in Special Education, you 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 you to teach people with mild to severe difficulties and disabilities, whose ages range from pre-school 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

023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
024211	English Education 1	6cp
023511	Developmental Psychology	4cp
029311	Aboriginal and Torres Strait Islander History and Cultures	6cp

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Information Technology	4cp
025211	Mathematics Education 1	6cp
027211	Personal Development, Health and Physical Education 1	6cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	8cp
028211	Science and Technology Education 1	4cp
025212	Mathematics Education 2 (FY)	6cp
024212	English Education 2 (FY)	6cp
020211	Visual Art and Craft Education (FY)	6cp
029211	Social and Environmental Education (FY)	6cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
025212	Mathematics Education 2 (FY)	6cp
024212	English Education 2 (FY)	6cp
020211	Visual Art and Craft Education (FY)	6cp
029211	Social and Environmental Education (FY)	6cp
023821	Special Education 1: Managing Challenging Behaviours	6cp

Semester 5

023831	Special Education Practicum 1: Assessment, Programming and Education	8cp
024213	English Education 3: Teaching ESL	6cp
025213	Mathematics Education 3	4cp
023822	Special Education 2: Preventing and Remediating Difficulties in Reading and Writing	6cp

Semester 6

023832	Special Education Practicum 2: Collaborative Participation in Inclusive Service Models	8cp
023512	Sociological Bases of Education	6cp
023505	Educational Research (or elective)	4cp
023823	Special Education 3: Educating Students who have Difficulties with Written Text	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational Practice	8cp
023506	Philosophical Bases of Education	4cp
026211	Music Education 1	6cp
023824	Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp

Semester 8

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
023825	Special Education 5: Educating Students with Moderate and High Support Needs	6cp
023826	Special Education 6: Educating Students with Delayed or Disordered Communication	6cp

Bachelor of Education/ Bachelor of Arts in International Studies

- ◆ *Course code: TE21*
- ◆ *UAC code: 609160*
- ◆ *Testamur title: Bachelor of Education Bachelor of Arts in International Studies*
- ◆ *Abbreviation: BEd BA*
- ◆ *Course coordinator: Rhondda Brill*
- ◆ *Course fee: HECS (local)
\$5,000 per semester (international)*

The combined degree in Education and International Studies aims to provide you 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. You 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.

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

Course structure

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

In the first year, you undertake the same core Teacher Education program as other Bachelor of Education students. Then, in the second and third years, you continue your study of Teacher Education while studying a particular

language and culture in preparation for spending your fourth year at a university overseas. The fifth year is spent completing the Teacher Education program. You 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, you do the International Studies program.

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 8 credit point 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.

You are admitted to the International Studies Program with no guarantee of entry to a specific major, although every effort is made to meet your preferences. The Institute reserves the right to allocate places in majors according to its resources and arrangements with overseas universities.

In the International Studies Program, you will focus on one of the following countries or majors: Argentina, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand. The availability of the Russian major is currently being reviewed. There is also a Heritage Major that permits those of you with previous exposure to a language and culture to continue your study in countries such as Greece, Hong Kong, Korea, Poland, Taiwan and Vietnam.

Australia and the Asia-Pacific is only available as a major to international students. International students may access one of the other majors offered provided that the country they choose as their major is able to grant them

a visa to study there. This would need to be determined prior to commencing subjects within the International Studies major. If a visa cannot be granted, then it will not be possible to undertake the chosen major.

There are no prior language requirements for the International Studies component of this combined degree, except for programs within the Heritage major.

Each 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, you may, with the approval of the Board of Studies of the Institute for International Studies, vary the designated subjects in your International Studies major. A list of Approved Substitute Subjects may be found in the 2001 handbook for the Institute for International Studies.

You 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 those with different levels of language proficiency.

The Institute for International Studies makes the arrangements for you to spend two semesters of In-country Study at an institution of higher education in a country of your major. The costs of tuition and travel are borne by UTS. You should be aware that the cost of living in some countries – notably Japan – is higher than in Sydney.

Language and Culture

There are various levels of entry to the Language and Culture programs available, dependent on your level of language ability. Most of the programs are available at the beginners' and post-HSC levels, and some also cater to the needs of more advanced language speakers.

In 2001, the following Language and Culture programs are available at UTS: Chinese, French, German, 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: Indonesian, Malaysian, Russian and Thai. The selection of a Language and Culture program is determined by the student's choice of major.

There are no prior language requirements for the International Studies component of this combined degree, except for programs within the Heritage major.

Comparative Social Change and Contemporary Society

In each major of the International Studies program, you take two specific subjects which provide an introduction to the history, politics, economics and society of the country or region of your 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. You take this subject to help you locate the culture of your 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 you 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
Indonesia	Contemporary South-East Asia
Italy	Contemporary Europe
Japan	Contemporary Japan
Malaysia	Contemporary South-East Asia
Russia	Contemporary Europe
Spain	Contemporary Europe
Thailand	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

Everyone undertaking the combined degree with International Studies spend two semesters of In-country Study at a university or institution of higher education overseas, determined by your International Studies major. The precise study content will vary with each major, your language proficiency, the host institution and the course of study.

Student placements at overseas universities and institutions of higher education are arranged, administered and assessed by the Institute for International Studies. You are

expected to fully complete your program 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 you encounter difficulties during your period of In-country Study, the Institute will maintain a system of pastoral care. In special cases, provision will be made for you to vary your program of study to fit individual circumstances. You would be expected to complete your International Studies program by taking alternative subjects from the list of Approved Substitute Subjects in the 2001 handbook for the Institute for International Studies.

For undergraduates, the two semesters of In-country Study are full-credit subjects at UTS for which HECS is payable. There are no further tuition fees. The Institute has been informed that if you are receiving Austudy in Australia you are still eligible to receive it while you are engaged in a period of In-country Study.

Under normal circumstances, you can only proceed to a period of In-country Study within the International Studies program after you have successfully completed all earlier stages in the combined degree program. If you have not successfully completed all earlier stages you may proceed to a period of In-country Study only in exceptional circumstances and with the permission of both the Dean of the Faculty 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 you engage in a period of In-country Study, you may be required to meet appropriate financial and enrolment requirements. You 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

023111	Practicum 1: Beginning Teaching – Issues in the Primary School	8cp
024211	English Education 1	6cp
023511	Developmental Psychology	4cp
029311	Aboriginal and Torres Strait Islander History and Cultures	6cp

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Information Technology	4cp
025211	Mathematics Education 1	6cp
027211	Personal Development, Health and Physical Education 1	6cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	8cp
971xxx	Language and Culture 1	8cp
025212	Mathematics Education 2 (FY)	3cp
024212	English Education 2 (FY)	3cp
029211	Social and Environmental Education (FY)	3cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
025212	Mathematics Education 2 (FY)	3cp
024212	English Education 2 (FY)	3cp
029211	Social and Environmental Education (FY)	3cp
972xxx	Language and Culture 2	8cp

Semester 5

024213	English Education 3: Teaching ESL	6cp
973xxx	Language and Culture 3	8cp
50140	Comparative Social Change	8cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	8cp
974xxx	Language and Culture 4	8cp
976xxx	Contemporary Society	8cp

Semester 7

977xxx	In-country Study 1	24cp
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Semester 8

978xxx	In-country Study 2	24cp
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Semester 9

023117	Practicum 7: Reflecting on Educational Practice	8cp
026211	Music Education 1	6cp
020211	Visual Arts and Craft Education (FY)	3cp
028211	Science and Technology Education 1	4cp
025213	Mathematics Education 3	4cp

Semester 10

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
020211	Visual Art and Craft Education (FY)	3cp
023512	Sociological Bases of Education	4cp
023506	Philosophical Bases of Education	4cp

Note: If you undertake an International Field Experience in Practicum 7, you will complete the Advanced Study Elective Teaching English to International Students in Semester 9.

International Studies majors

These majors are also applicable for TA25 Bachelor of Education in Adult Education/ Bachelor of Arts in International Studies.

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
977514	In-country Study 1: Argentina	24cp
978514	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
977523	In-country Study 1: Chile	24cp
978523	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
97711x	In-country Study 1: China	24cp
97811x	In-country Study 2: China	24cp

France

971411	French Language and Culture 1	8cp
972411	French Language and Culture 2	8cp
973411	French Language and Culture 3	8cp
974411	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

971421	German Language and Culture 1	8cp
972421	German Language and Culture 2	8cp
973421	German Language and Culture 3	8cp
974421	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

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 South-East Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

Italy

971431	Italian Language and Culture 1	8cp
972431	Italian Language and Culture 2	8cp
973431	Italian Language and Culture 3	8cp
974431	Italian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97743x	In-country Study 1: Italy	24cp
97843x	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
9772xx	In-country Study 1: Japan	24cp
9782xx	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 South-East Asia	8cp
97733x	In-country Study 1: Malaysia	24cp
97833x	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
977532	In-country Study 1: Mexico	24cp
978532	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
977731	In-country Study 1: Russia	24cp
978731	In-country Study 2: Russia	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
97745x	In-country Study 1: Spain	24cp
97845x	In-country Study 2: Spain	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 South-East Asia	8cp
977322	In-country Study 1: Thailand	24cp
978322	In-country Study 2: Thailand	24cp

Further details of International Studies subjects can be found in this handbook on page 181.

You are required to confirm, during the University enrolment period, the subjects you intend to take for the year with the Institute of International Studies, located at 10 Quay Street, Haymarket, Sydney.

For further information on the International Studies program:

telephone (02) 9514 1574
fax (02) 9514 1578
email iisinfo@uts.edu.au

Post-initial Teacher Education courses**Bachelor of Education in Primary Education**

-
- ◆ *Course code: TE16*
 - ◆ *Testamur title: Bachelor of Education in Primary Education*
 - ◆ *Abbreviation: BEd*
 - ◆ *Course coordinator: Paul March*
 - ◆ *Course fee: HECS (local)
\$5,000 per semester (international)*
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The Bachelor of Education in Primary Education 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

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
If you have one of these qualifications you must complete eight subjects including the compulsory subject Current Issues in Australian Education: A Critical Analysis.
2. Pre-1983 Diploma of Teaching
If you have this qualification you must complete two additional subjects (10 subjects in all).
3. Two-year Teacher's Certificate
If you have this qualification you must complete four additional subjects (12 subjects in all).

Attendance pattern

You can study full-time for two semesters or part-time for a longer period. Classes for some subjects are scheduled in the late afternoon and evening.

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. You 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.

You 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
- 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*
- ◆ *Course coordinator: Dr Joan Jardine*
- ◆ *Course fee: HECS (local) \$5,000 per semester (international)*

This course combines academic study and school experience in preparing you 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 you to work in any special education setting other than those for persons with visual and/or aural impairment.

Admission

This 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 but 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) in the Teacher Education Undergraduate Courses section of this handbook.

Course program

You can study full-time for two semesters or part-time for a longer period. There are two parcticums, each of three weeks.

Semester 1

- 023822 Special Education 2:
Preventing and Remediating
Difficulties in Reading and Spelling 6cp
- 023823 Special Education 3:
Educating Students who have
Difficulties with Written Text 6cp
- 023825 Special Education 6:
Educating Students with Moderate
and High Support Needs 6cp
- 023831 Special Education Practicum 1:
Assessment Programming and
Evaluation (includes field experience) 6cp

Semester 2

023821	Special Education 1: Managing Challenging Behaviours	6cp
023824	Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp
023826	Special Education 6: Educating Students with Delayed or Disordered Communication	6cp
023832	Special Education 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 (local) \$5,000 per semester (international)*

The Bachelor of Education (Honours) is a one-year full-time program for graduates of the Bachelor of Teaching in Primary Education and graduates of initial teacher education programs in other universities.

There is also provision for this program to be completed in part-time mode over two years.

Admission

Requirements for admission to the Bachelor of Education (Honours) are:

- (a) Educational qualifications that demonstrate you 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) If your tertiary education was conducted in a language other than English you 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 the permission of the Associate Dean.

Course structure

You 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
023699	Honours Thesis (FY)	12cp
xxxxx	Elective	6cp
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.

Bachelor of Education in Primary Education (Honours)

- ◆ *Course code: TE22*
- ◆ *Testamur title: Bachelor of Education in Primary Education (Honours)*
- ◆ *Abbreviation: BEd(Hons)*
- ◆ *Course coordinator: Associate Professor Barbara Poston-Anderson*
- ◆ *Course fee: HECS (local) \$5,000 per semester (international)*

The Bachelor of Education in Primary Education (Honours) is a one-year full-time program available to high-achieving students and directly links as an integrated fourth year with the undergraduate degree TE19 Bachelor of Education in Primary Education.

Admission requirements

The educational qualifications required for admission to the Bachelor of Education in Primary Education (Honours) are a demonstration that you have:

- (i) successfully completed requirements of the first three years of the TE19 Bachelor of Education in Primary Education course 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.

Course structure

You 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

023627	Advanced Curriculum Study	4cp
023626	Advanced Specialisation Study	6cp
023622	Honours Practicum	6cp
023625	Research Seminar	6cp
023623	Honours Seminar (FY)	3cp

Semester 2

Compulsory subjects

023623	Honours Seminar (FY) (cont.)	3cp
023624	Honours Thesis	20cp

Bachelor of Education in Special Education (Honours)

- ◆ *Course code: TE23*
- ◆ *Testamur title: Bachelor of Education in Special Education (Honours)*
- ◆ *Abbreviation: BEd(Hons)*
- ◆ *Course coordinator: Associate Professor Barbara Poston-Anderson*
- ◆ *Course fee: HECS (local) \$5,000 per semester (international)*

The Bachelor of Education in Special Education (Honours) is a one-year full-time program available to high-achieving students and directly links as an integrated fourth year with the undergraduate degree TE20 Bachelor of Education in Special Education.

Admission requirements

The educational qualifications required for admission to the Bachelor of Education in Special Education (Honours) are a demonstration that you have:

- (i) successfully completed requirements for the first three years of the TE20 Bachelor of Education in Special Education course 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.

Course structure

You 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

023628	Advanced Studies in Special Education 1: Educating Students who have Difficulty with Written Text	6cp
023622	Honours Practicum	6cp
023625	Research Seminar	6cp
023623	Honours Seminar (FY)	3cp
023629	Advanced Studies in Special Education 2: Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp

Semester 2

Compulsory subjects

023623	Honours Seminar (FY) (cont.)	3cp
023624	Honours Thesis	20cp

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: \$950 per 6-credit-point subject (local)
\$6,000 per semester (international)*

The Graduate Certificate in Dance Education is a one-year part-time course 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. You undertake a common core of subjects with opportunities to pursue individual areas of interest within each subject.

The aim of the Graduate Certificate in Dance Education is to develop your 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 your knowledge, skills and experiences.

Attendance pattern

The course will be delivered in a mixed mode, using lectures and workshops including intensive weekend and/or school vacation blocks.

Admission

To be eligible for admission to the Graduate Certificate in Dance Education you must be:

- (a) a graduate 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.

Assessment

Assessment consists of assignments, class presentations and class participation.

Course structure

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

Subjects

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

Graduate Certificate in Children's Art

- ◆ *Course code: TE62*
 - ◆ *Testamur title: Graduate Certificate in Children's Art*
 - ◆ *Abbreviation: none*
 - ◆ *Course coordinator: Anne Bamford*
 - ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)
-

Graduate Certificate in Children's Literature and Literacy

- ◆ *Course code: TE63*
 - ◆ *Testamur title: Graduate Certificate in Children's Literature and Literacy*
 - ◆ *Abbreviation: none*
 - ◆ *Course coordinator: Dr Rosemary Johnston*
 - ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)
-

Graduate Certificate in Children's Music

- ◆ *Course code: TE64*
 - ◆ *Testamur title: Graduate Certificate in Children's Music*
 - ◆ *Abbreviation: none*
 - ◆ *Course coordinator: Dr Peter DeVries*
 - ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)
-

Graduate Certificate in Youth Performance Studies

- ◆ *Course code: TE65*
 - ◆ *Testamur title: Graduate Certificate in Youth Performance Studies*
 - ◆ *Abbreviation: none*
 - ◆ *Course coordinator: Associate Professor Barbara Poston-Anderson*
 - ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)
-

Graduate Certificate in Creative Arts

- ◆ *Course code: TE66*
- ◆ *Testamur title: Graduate Certificate in Creative Arts*
- ◆ *Abbreviation: none*
- ◆ *Course coordinator: Dr Rosemary Johnston*
- ◆ *Course fee: \$950 per 6-credit-point subject (local)
\$6,000 per semester (international)*

The Graduate Certificate courses listed above are one-year part-time programs offered in a variety of flexible learning modes, including full-day block sessions, summer school and online delivery. The courses are designed for teachers, graduate students and community artists practising in art related industries. The courses are oriented towards practical experience and in each course students will complete four subjects.

The aim of the Graduate Certificates is to develop your knowledge and skills in a range of art areas, to expand your critical and creative thinking and practice in the creative arts and to develop your understanding of the inter-relationships within the arts areas and between the arts and other fields of study.

Admission

You will need to have an undergraduate degree in education or your field of creative arts practice. If you consider you have equivalent qualifications you can apply for special entry.

Attendance pattern

Courses are offered in flexible mode through alternative modes of delivery and variety of pathways.

Assessment

As you are a practising professional, many of the tasks and activities will be workplace oriented.

Course structure

Each course consists of four subjects. Subjects will have a weighting of six credit points each (total 24 credit points).

Subjects

Graduate Certificate in Children's Art

020965	Drawing and Young Children	6cp
020966	Painting and Printmaking for Young Children	6cp
020967	Structure and Sequence in 3-Dimensional Art	6cp
020968	Technologies, Resources and Managing Learning in Children's Art	6cp

Graduate Certificate in Children's Literature and Literacy

024915	The Art of the Picture Book	6cp
024916	Myths, Legends, Folk Tales and Fairy Tales	6cp
024917	Children's Literature and Social Issues	6cp
024918	Australian Children's Literature: Tradition and Change	6cp

Graduate Certificate in Children's Music

027915	Movement and Dance	6cp
027916	Vocal Studies	6cp
027917	Ensemble and Technology	6cp
027918	Music Education Practice	6cp

Graduate Certificate in Youth Performance Studies

027905	The Art of Storytelling	6cp
027906	Puppetry in Performance	6cp
027907	Acting and Directing	6cp
027908	Creative Drama	6cp

Graduate Certificate in Creative Arts

This course consists of a total of four subjects taken from more than one of the creative arts specialisations above.

Note: The Faculty offers Graduate Certificate courses according to student demand.

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 6-credit-point subject (local)
\$6,000 per semester (international)*

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

This is a part-time program extending over four semesters. In 2001, 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 are 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.

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.

Attendance pattern

Two evenings per week during semester

Admission

Entry requirements to the Graduate Diploma are a Diploma of Teaching or relevant degree and approximately two years' professional experience.

Assessment

Assessment consists of assignments (practical and theoretical), presentations and class participation.

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

024919 Research in the Arts	6cp
024913 Literary Theory and Children's Literature	6cp

Semester 4

024904 Issues in Children's Literature and Literacy	12cp
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You must decide at the end of Semester 2 if you wish to transfer from the Graduate Diploma to the MA. Later transfers cannot be accepted.

Graduate Diploma in Education

- ◆ *Course code: TE51 Science; TE56 Mathematics; TE58 Personal Development, Health and Physical Education; TE67 Technology and Applied Studies*
- ◆ *Testamur title: Graduate Diploma in Education*
- ◆ *Abbreviation: GradDipEd*
- ◆ *Course coordinator: Dr Janette Griffin*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

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. You need to satisfy requirements in the following three strands.

Curriculum Studies

Elective Curriculum Studies are available in these secondary school key learning areas: Mathematics (TE56); Personal Development and Health and Physical Education (TE58); Science (TE51); Technology and Applied Studies (TE67). These subjects aim to prepare you to become an effective educator in your key learning area, and to develop the professional insights and competencies necessary for a reflective practitioner teaching in a secondary school.

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 the special needs of students. In Education Studies subjects in Semester 2, you 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. You will be introduced to professional practice in the secondary school by drawing together the theory and practice necessary for an effective educational practitioner.

Admission

You must elect to undertake studies in the area in which you have academic qualifications at degree level. Admission to the PDHPE elective requires a degree in Human Movement Studies or equivalent; 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.

Admission to the Mathematics elective requires at least 2/9 of a degree in mathematics (preferably a full major). Admission to the TAS elective requires a degree in industrial design, computing, engineering or equivalent, including a study in a second TAS subject area.

English requirements

If you are short-listed for the Graduate Diploma in Education course, and you have studied at a university in a country where English is not the first language you 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 if you are from a country where IELTS is not readily available.

Course program

Semester 1

Curriculum areas

027001	Learning in Personal Development, Health and Physical Education (FY)	—
	<i>or</i>	
028001	Learning in Science 1	7cp
	<i>or</i>	
021001	Learning in Technological and Applied Studies (FY)	
	<i>or</i>	
025001	Learning in Mathematics (FY)	—

Education Studies

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

Practicum

023191	Secondary Practicum 1 (includes campus-based work and five weeks of practical experience in two blocks)	12cp
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Semester 2

Curriculum areas

027001	Learning in Personal Development, Health and Physical Education (FY) (cont.)	14cp
	<i>or</i>	
028002	Learning in Science 2	7cp
	<i>or</i>	
021001	Learning in Technological and Applied Studies (FY) (cont.)	14cp
	<i>or</i>	
025001	Learning in Mathematics (FY) (cont.)	14cp

Education Studies

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

023192	Secondary Practicum 2 (includes campus-based work and a block of five weeks of practical experience)	12cp
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Bachelor of Arts in Human Movement Studies/ Graduate Diploma in Education

- ◆ *Course code: BL14*
- ◆ *Testamur title: Bachelor of Arts in Human Movement Studies
Graduate Diploma in Education*
- ◆ *Abbreviation: BA GradDipEd*
- ◆ *Course coordinator: Tracy Taylor*
- ◆ *Course fee: HECS (local)
\$5,570 per semester (international)*

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

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

Details and program outlines are contained in the 2001 handbook for the Faculty of Business.

Graduate Diploma in Music Therapy

- ◆ *Course code: TE59*
- ◆ *Testamur title: Graduate Diploma
in Music Therapy*
- ◆ *Abbreviation: GradDipMusTh*
- ◆ *Course coordinator: Dr Rosemary Johnston*
- ◆ *Course fee: \$950 per 6-credit-point
subject (local)
\$6,000 per semester (international)*

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.

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 you 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.

Admission

You must have a degree or equivalent in music, music education, nursing or another relevant field from a recognised tertiary institution. Should you hold a degree in an area other than music, competencies in music must be of an advanced standard. Preference will be given to you if you 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. You will need to attend an interview/audition to determine suitability.

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 pro-

profession. As a Graduate, you will be eligible for registration as music therapists with the Australian Music Therapy Association.

Assessment

Assessment consists of assignments, workshops, practical exams and class participation.

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. In 2001, this course may be offered full-time, subject to Faculty approval.

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 2001 handbook for the Faculty of Nursing, Midwifery and Health.

Graduate Diploma in Special Education

- ◆ *Course code: TE53*
- ◆ *Testamur title: Graduate Diploma in Special Education*
- ◆ *Abbreviation: GradDipSpecEd*
- ◆ *Course coordinator: To be advised*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

This course is one-year full-time or equivalent. Academic study and school experience are combined to prepare you 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 you to work in any special education setting other than those for persons with visual and/or aural impairment.

Admission

You 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
023856	Delayed or Disordered Communication: An Educational Approach	6cp
023862	Practicum 2: Future Directions in Special Education Service Delivery (includes field experience)	6cp

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

- ◆ *Course code: TE75*
- ◆ *Testamur title: Master of Arts in Children's Literature and Literacy*
- ◆ *Abbreviation: MA*
- ◆ *Course coordinator: Dr Rosemary Johnston*
- ◆ *Course fee: \$950 per 6-credit-point subject (local)*
\$6,000 per semester (international)

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

This is a part-time program normally extending over four semesters. In 2001, 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, 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.

Admission

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.

Attendance

- Two evenings per week

Assessment

Assessment consists of assignments (practical and theoretical), presentations and class participation.

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

024919 Research in the Arts	6cp
024913 Literary Theory and Children's Literature	6cp

Semester 4

024914 Major Study	12cp
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You must decide at the end of Semester 2 if you wish to transfer from the MA to the Graduate Diploma. Later transfers cannot be accepted.

As an MA student you 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: MEd*
- ◆ *Course coordinator: Dr Graham Barnsley*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Master of Education in Teacher Education (Special Education)

- ◆ *Course code: TE82*
- ◆ *Testamur title: Master of Education in Teacher Education*
- ◆ *Abbreviation: MEd*
- ◆ *Course coordinator: Dr Joan Jardine*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Master of Education in Teacher Education (Visual Arts)

- ◆ *Course code: TE85*
- ◆ *Testamur title: Master of Education in Teacher Education*
- ◆ *Abbreviation: MEd*
- ◆ *Course coordinator: Anne Bamford*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

Course aims

The two year part-time 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. You may specialise in educational policy; planning and curriculum; special education; or visual arts.

Admission

This course is designed for people in teaching or related professions who wish to engage in further professional development. To apply, you need: (a) a Bachelor of Education degree or equivalent with a major in education; (b) a first degree without an education major, and with a recognised professional qualification (e.g. 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.

Assessment

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

Course structure

You 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.

If you wish to undertake a minor or major independent study you 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

The Faculty is committed to offering the widest range of subjects possible. For this reason, you may be able to choose subjects from across Masters courses in 2001. The subjects listed below should be used as a guide only.

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

023908	Learning Beyond the Classroom	6cp
023909	Mentoring Beginning Teachers	6cp
023910	DET/UTS Beginning Teacher Development	6cp
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
023974	Professional Ethics for Educators	6cp
023976	Politics in Schooling	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 Personal Development, Health and Physical Education	6cp
027963	Values Education in Personal Development, Health and Physical Education	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
024919	Research in the Arts	12cp

**Master's degree (by coursework) –
unsatisfactory progress**

You 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 or her registration discontinued by the Faculty Board.

RESEARCH DEGREES

Master of Education (Honours)

- ◆ *Course code: TA83*
- ◆ *Testamur title: Masters of Education (Honours)*
- ◆ *Abbreviation: MEd(Hons)*
- ◆ *Course Coordinator: Professor Alastair Pennycook*
- ◆ *Course fee: HECS (local) \$5,500 per semester (international)*

Course aim

The Master of Education (Honours) is intended for those who wish to pursue advanced research in one of the areas of Faculty expertise. It can also serve as a pathway into higher research degrees (PhD, EdD) if your research project and progress are considered acceptable at the Master's assessment (see below).

Attendance and course structure

The MEd(Hons) is a two-year full-time or 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(Hons) candidates is generally closely related to the research interests of supervising members of staff in the Faculty's areas of research strength. 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	6cp
013349	Design and Method in Educational Research	6cp
	(or demonstrate equivalence)	

The thesis will constitute 84 credit points.

016105 Thesis (Education) (F/T)

016106 Thesis (Education) (P/T)

Assessment

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. Before or at the end of the first two semesters (full time) or the first three semesters (part time), you will need to present a seminar and written

document as part of the Master's (Research) assessment process. This assessment is generally the key process for students wishing to transfer from a Master-by-Thesis to a doctoral degree.

Admission

Entry to the MEd(Hons) 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. For direct entry you must be able to demonstrate adequate prior research experience. 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.

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

You should be aware 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 or 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 or her registration discontinued by the Faculty Board.

Doctor of Philosophy

- ◆ *Course code: TA95*
 - ◆ *Testamur title: Doctor of Philosophy*
 - ◆ *Abbreviation: PhD*
 - ◆ *Course Coordinator: Professor Alastair Pennycook*
 - ◆ *Course fee: HECS exempt/scholarship (local) \$5,500 per semester (international)*
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Course aim

This course is for those who wish to pursue high level research in one of the areas of research strength within the Faculty. As part of the application process, you should submit a two- to three-page outline of your 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. For further information on preparing a research proposal, please consult the booklet 'Research Study in the Faculty of Education: A guide for students', available from the Faculty Student Information office.

Attendance

You may enrol as either a full-time or a part-time student. As a full-time student, you will be expected to complete the degree in a minimum of four semesters and a maximum of 10 semesters. As a part-time student, you will be expected to complete in a minimum of six semesters and a maximum of 15 semesters. Attendance at the university during this time will depend on arrangements with your supervisor(s), though it will normally involve meeting once or twice a month.

Course structure and assessment

There are no coursework requirements though you may follow courses where useful. In some cases, coursework may be prescribed as a condition of candidature. You will also be expected, where possible, to take an active role in the research culture of the Faculty, attending seminars, presenting your work, and so on. Before, or at the end of, the first two semesters full time or four semesters part time, you will present your work for the doctoral assessment,

which requires a seminar presentation and a developed research proposal of about 10,000 words.

The main focus of the degree is a major thesis of 80,000 – 100,000 words.

Admission

Admission is based on several criteria.

1. Academic qualifications (for full details see University Rule 3.5.3). Generally speaking, you will need a BA with Honours or a Master's degree. It is also possible to transfer from the MEd(Hons) degree.
2. Prior research experience. Usually this will be a major research component in either a BA (Hons) degree or a Master's degree. Other professional research experience, however, may be taken into account.
3. A research proposal that matches a research area of the Faculty and/or a member of staff.

Doctor of Education

- ◆ *Course code: TA96*
 - ◆ *Testamur title: Doctor of Education*
 - ◆ *Abbreviation: EdD*
 - ◆ *Course Coordinator: Professor Alastair Pennycook*
 - ◆ *Course fee: HECS exempt/scholarship (local) \$5,500 per semester (international)*
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Course aim

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.

Course structure and attendance

You will be required to complete four compulsory semester-length subjects (nine credit points each) and an additional two negotiated study subjects (six credit points each). The four compulsory subjects are normally offered in block mode (usually Fridays and Saturdays). The usual attendance pattern is to complete these four subjects in the first year, whether studying in full-time or part-time mode. The two negotiated studies subjects may either be used to attend further subjects or to work with a supervisor. The main goal of this degree is to 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.

As a full-time student you will be expected to complete the degree in a minimum of four and a maximum of 10 semesters. As a part-time student you will be expected to complete the degree in a minimum of six and a maximum of 15 semesters. Attendance at the University once the coursework is completed will depend on arrangements with your supervisor(s), though it will normally involve meeting once or twice a month. You will also be expected, where possible, to take an active role in the research culture of the Faculty, attending seminars, presenting your work, and so on. Before, or at the end of, the first two semesters (full time) or four semesters (part time) after the completion of your coursework, you will present your work for the doctoral assessment, which requires a seminar presentation and a developed research proposal of about 10,000 words.

The four compulsory subjects in the degree are:

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

Two 6-credit-point negotiated research subjects are also required.

Admission

Normal admission

Formal educational requirements: Bachelor's degree with 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

You should also be aware that in accordance with 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 or her registration discontinued by the Faculty Board.

SUBJECT DESCRIPTIONS

010113

Exploring Adult Basic Education Practice

6cp; 2hpw

TA52 GradDipABE

Postgraduate

Subject Coordinator: Betty Johnson

This subject provide participants with some concepts and strategies to critique their own practice in the broader socio-cultural and political contexts in which they work. A critical perspective on taken-for-granted concepts such as pedagogy and practice 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

6cp; 2hpw

TA66 Graduate Certificate in Adult Education
in Community Education

Postgraduate

Subject Coordinator: Jane Sampson

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

6cp

TA52 GradDipABE

Postgraduate

Subject Coordinators: Betty Johnson and
Keiko Yasukawa

This subject engages participants in thinking about numeracy from three perspectives: as a learner of numeracy; as an adult education practitioner; 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.

012127

Psychology and Sociology of Learning 1

4cp; 2hpw

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012127 Psychology
and Sociology of Learning 1

TT24 BTeach

Undergraduate

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

5cp; 4hpw

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012129 Technology and Media 1

TT24 BTeach

Undergraduate

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**

4cp; 2hpw

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012135 The Workplace Context of Vocational Education 1

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012139 Language and Interpersonal Skills

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012139 Language and Interpersonal Skills

TT24 BTeach

Undergraduate

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**

5cp; 2hpw

TT24 BTeach

Undergraduate

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

5cp; 2hpw

TT24 BTeach

Undergraduate

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

5cp; 2hpw

TT24 BTeach

Undergraduate

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

4cp; 2hpw; corequisite(s): 012149 *Technology for Open Learning* (recommended, but not compulsory)

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012158 *Principles and Practice of Vocational Teaching 1*; corequisite(s): 012160 *Principles and Practice of Vocational Teaching 2*

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012127 *Psychology and Sociology of Learning 1*; 012128

Psychology and Sociology of Learning 2

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012127 *Psychology and Sociology of Learning 1*; 012128

Psychology and Sociology of Learning 2

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012127 *Psychology and Sociology of Learning 1*; 012128

Psychology and Sociology of Learning 2

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012127 Psychology and Sociology of Learning 1; 012128 Psychology and Sociology of Learning 2
 TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012129 Technology and Media 1; 012130 Technology and Media 2
 TT24 BTeach

Undergraduate

Subject Coordinator: Lann Dawes

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

012149**Technology for Open Learning**

4cp; 2hpw; prerequisite(s): 012129 Technology and Media 1; 012130 Technology and Media 2; corequisite(s): 012142 Designing and Marketing Open Learning (recommended but not compulsory)
 TT24 BTeach

Undergraduate

Subject Coordinator: Lann Dawes

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

012150**Computer-managed Learning**

4cp; 2hpw; prerequisite(s): 012129 Technology and Media 1; 012130 Technology and Media 2
 TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012129 Technology and Media 1

TT24 BTeach

Undergraduate

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**

4cp; 2hpw; prerequisite(s): 012139 Language and Interpersonal Skills

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012139 Language and Interpersonal Skills

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012140 Developing Vocational Education Programs

TT24 BTeach

Undergraduate

Subject Coordinator: Lann Dawes

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

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

012155

Program Development Workplace Project

4cp; 2hpw; prerequisite(s): 012140 Developing Vocational Education Programs

TT24 BTeach

Undergraduate

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

4cp; 2hpw; prerequisite(s): 012135 The Workplace Context of Vocational Education 1

TT24 BTeach

Undergraduate

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

9cp; 4hpw

TT24 BTeach

Undergraduate

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

21cp; 4hpw

TT24 BTeach

Undergraduate

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***8cp; 2hpw**TT24 BTeach**Undergraduate**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***12cp; 2hpw**TT24 BTeach**Undergraduate**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.

013205**Adult Communication Management and Teamwork***6cp; 2hpw**TA70 MEd**Postgraduate**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***6cp; 2hpw**TA70 MEd**Postgraduate**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***6cp; 2hpw**TA70 MEd**Postgraduate**Subject Coordinator: Ian Cornford*

Skill learning and effective performance are important concerns of all adult learners but particularly those engaged in vocational education. This subject aims to provide insights into the different phases of skill learning and the stages in the development of expertise to assist adult educators to better understand, plan for and teach skill development in their specialist subject areas and help in their own development as expert teachers.

013214

Educational Evaluation: Plans and Procedures

6cp; prerequisite(s): 013350 Issues in Educational Evaluation or equivalent

TA70 MEd

Postgraduate

Subject Coordinator: James Athanasou

This subject will enable students to develop sophisticated skills in this core area of education practice. It will also contribute to the development of a corps of specialist evaluators who will play an increasingly important role in education as accountability continues to be a central issue.

The subject is designed to provide opportunities for participants to develop competencies in and theoretical understanding of program evaluation across a range of education and training contexts.

013215

Career Development

6cp

TA70 MEd

Postgraduate

Subject Coordinator: James Athanasou

This subject aims to provide participants with a range of perspectives on educational and vocational development. It focuses on some of the key facts which influence the course of post-compulsory education 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 Career Education

6cp

TA70 MEd

Postgraduate

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

Career Guidance and Counselling

6cp

TA70 MEd

Postgraduate

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

6cp

TA70 MEd

Postgraduate

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

6cp; distance

TA70 MEd

Postgraduate

Subject Coordinator: Mark Tennant

This subject aims to help students to engage critically with the psychological literature on the development of identity during adulthood. The subject is motivated by a concern with how adult education can effect both personal and social change, but with an emphasis on individual subjective change and the extent to which it is intertwined with social change. The central theme is the nature of identity change and transformation and the role of education in this process. The subject explores the way

in which psychology has attempted to introduce the social into its theorising. Early attempts in developmental psychology and psychoanalysis are evaluated. Recent work is analysed which attempts to respond to the critique of post-modern theory. A link is then made with existing practices in adult education which, intentionally or otherwise, imply a view of the process of identity change and the role of educational intervention. The potential of adult education as a vehicle for self-transformation is then explored.

013315

Autobiography and Lifelong Learning

6cp; 3 x weekend workshops

TA70 MEd

Postgraduate

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

6cp; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw

TA70 MEd

Postgraduate

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 the major in Educational Leadership and it may also be taken alone.

013320

Educational and Organisational Leadership 2

6cp; 2hpw

TA70 MEd

Postgraduate

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 the major in Educational Leadership.

013322

Learning in Flexible, Open and Distance Education

6cp; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw; distance

TA70 MEd

Postgraduate

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 womens', workers', indigenous peoples' 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', womens', anti-colonial, environmental and peace movements.

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

Development, and Culture, Difference and Curriculum – provide a concentrated course of study in popular education designed for both Australian and international students.

013324

International Perspectives on Education and Development

6cp; 2hpw; distance

TA70 MEd

Postgraduate

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 people from developing nations.

013325

Issues in Assessment

6cp; 2hpw

TA70 MEd

Postgraduate

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

6cp; 2hpw

TA70 MEd

Postgraduate

Subject Coordinator: Ian Cornford

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

necessary for effective lifelong learning to their students and to use these strategies themselves.

013327

Post-compulsory and Vocational Education and Training Reform

6cp

TA70 MEd

Postgraduate

Subject Coordinator: Ian Cornford

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

013328

Practice and Pedagogy in Popular Education

6cp; distance

TA70 MEd

Postgraduate

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

6cp; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw

TA70 MEd

Postgraduate

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 implication of feminist approaches to learning and the implications for their own practice as adult educators.

013332

Understanding Adult Education and Training

6cp; 2hpw; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw; distance

TA70 MEd

Postgraduate

Subject Coordinator: Sue Knights

This subject allows students to explore the skills needed to become competent in designing and facilitating adult learning experiences and to become familiar with significant literature in this area. It provides an

introduction to the areas of adult learning and program development for students with no previous academic experience in these areas.

013334

The Economics and Politics of Adult Learning

6cp; distance

TA70 MEd

Postgraduate

Subject Coordinator: Griff Foley

This subject develops students' capacity to understand and act on the politics and economics of adult education and learning. It examines both macro (national and global) and micro (organisational and community) issues.

The Economics and Politics of Adult Learning is both critical and skills-based. It focuses on what people actually do and learn in organisations (as opposed to what others hope they might do and learn). It challenges orthodox understandings of organisational learning and change offering instead an approach that connects a detailed understanding of organisational culture, structure and micropolitics to their broader economic and political contexts. The subject is also practical and skills-based in that it will systematically prepare you to act more effectively on the organisation in which you work, whatever your role might be.

013336

Contemporary Issues in Australian Education

6cp; one-day conference; prerequisite(s): 013332 Understanding Adult Education and Training (core subject)

TA70 MEd

Postgraduate

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

6cp; 2hpw; distance

TA70 MEd

Postgraduate

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

6cp; 2hpw; distance

TA70 MEd

Postgraduate

Subject Coordinator: Laurie Field

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

013340

Higher Level Competencies in Adult Education

6cp

TA70 MEd

Postgraduate

Subject Coordinator: To be advised

Competency-based learning is receiving increasing attention in Australia and will continue to do so as issues to do with economic and workplace restructuring and educational accountability dominate the adult education agenda in Australia over the next decade. This subject will develop students' capacity to design and critically analyse competency-based adult education programs.

013341

Policy Analysis in Adult Education

6cp; 2hpw

TA70 MEd

Postgraduate

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 and Interpersonal Relations***6cp; 2hpw; distance**TA70 MEd**Postgraduate**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 and Organisational Development***6cp; 2hpw; distance**TA70 MEd**Postgraduate**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***6cp; distance**TA70 MEd**Postgraduate**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 (CMC) used in adult education and training. This subject examines various types of CMC and their respective features and will focus on conceptual, generic and specific features of CMC as a tool for education and training in various settings. It will promote the understanding and critical analysis of types of CMC application, emphasising its educational features and effective utilisation in various education and training settings.

013347**Issues in Computer-mediated Adult Education and Training***6cp; distance**TA70 MEd**Postgraduate**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)***6cp; distance**TA70 MEd**Postgraduate**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 (Hons).

013349**Design and Method in Educational Research (core subject)***6cp; 2hpw; distance;**prerequisite(s): 013348 Research Perspectives in Education (core subject)**TA70 MEd**Postgraduate**Subject Coordinator: John McIntyre*

This subjects 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

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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 (Hons) research degree.

013350

Issues in Educational Evaluation

6cp; 2hpw; prerequisite(s): 013332 Understanding Adult Education and Training (core subject)
TA70 MEd
Postgraduate
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 include concepts, need, purposes, performance indicators and ethical issues.

013356

Independent Study Project 1

6cp
TA70 MEd
Postgraduate

This subject will enable students to develop higher level skills and knowledge in an aspect of adult education not dealt with in-depth in other subjects in the course. The Independent Study Project will involve a student in

designing and carrying out, in consultation with a member of academic staff, an individual course of study on a field-based project dealing in depth with an aspect of adult education.

013357

Independent Study Project 2

6cp
TA70 MEd
Postgraduate

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

6cp; 2hpw; distance
Prerequisite(s): 013332 Understanding Adult Education and Training
TA70 MEd
Postgraduate
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

6cp; 2hpw
prerequisite(s): 013358 Experience-based Learning 1: Learners' Perspectives
TA70 MEd
Postgraduate
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***6cp; 2hpw**TA70 MEd**Postgraduate**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***6cp; 2hpw**TA70 MEd**Postgraduate**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***6cp; 2hpw; distance**TA70 MEd**Postgraduate**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.

013367**Cultural Diversity in the Workplace: Management and Learning***6cp; 2hpw; distance**TA70 MEd**Postgraduate**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.

013368**The Psychology of Adult Development***6cp; distance**TA70 MEd**Postgraduate**Subject Coordinator: Bob Pithers*

This subject is designed to promote an understanding of the psychology of adult development and ageing. It will focus on those aspects of adult development deemed to be most useful and relevant to the teaching-learning process. It will examine some of the current myths about adult development and ageing using research findings. No prior knowledge of developmental psychology is required, although completion of a prior subject such as Educational Psychology would be useful.

013369**Critical Literacies***6cp; 2hpw**TA70 MEd**Postgraduate**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.

013699

Understanding Research

6cp

TA88 MEd

Postgraduate

Subject Coordinator: *To be advised*

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.

013701

Adult Learning: Contexts and Perspectives

6cp

TA88 MEd

Postgraduate

Subject Coordinator: *Madeleine Dahlgren, Linköping University*

This subject examines contemporary theories of learning and their significance for diverse learning contexts.

013702

Work and Learning

6cp

TA88 MEd

Postgraduate

Subject Coordinator: *Professor Kjell Rubenson, University of British Columbia*

This subject is concerned with the changing relationship between the economy and adult learning. It draws upon international experience and is grouped around the following themes: changing discourses of adult education and training; skills, competencies and the organisation of work; the economics and politics of training and work-based education; organisational learning and the organisation of work.

013703

Fostering Learning in Professional Practice

6cp

TA88 MEd

Postgraduate

Subject Coordinator: *Griff Foley*

This subject is concerned with how practitioners can better understand their work, and more effectively act on it. It emphasises the role of professionals in fostering learning, in diverse situations. The subject is built around the idea that professional practice has a 'learning dimension'. In practice situations participants continually learn and teach. Much of this learning and education is incidental and informal, embedded in other activities. The subject will teach participants how to make this learning explicit and to harness its productive potential. Content is organised around five themes: action learning, the characteristics of professional practice, theory and practice of professional work, identifying and facilitating learning in professional work; and enabling skills in professional practice.

013704

Global/Local Learning

6cp

TA88 MEd

Postgraduate

Subject Coordinator: *Professor Shirley Walters, University of the Western Cape*

The processes of globalisation reconfigures the international and local contexts in which practices and policies of adult learning are being debated and redesigned. 'Globalisation' is an economic process which also permeates the political, social, cultural and environmental spheres to impact on everyday life. In many societies the challenges of creating equality, equity and democracy at grassroots levels in communities, workplaces and institutions compete with the macroeconomic needs of the global markets. Debates about 'globalisation' are also debates about 'development'. This course invites students to study competing interpretations of 'globalisation' and 'development' in order to analyse critically adult learning practices at local and global levels and to understand the interplay between the two.

013705**Locating Oneself in Global Learning***6cp**TA88 MEd**Postgraduate**Subject Coordinator: David Boud*

This unit provides a framework which enables students to integrate the diverse learning experiences which comprise the course. Under the supervision of a staff member in his or her home institution, each student develops a 'capability envelope' over the two years of the course. No matter how well planned, students will experience a higher degree of dislocation and fragmentation than would be the case in a conventional campus-based course. This unit provides a means of ensuring that there is continuity to students' involvement in the program when they are involved in units taught in four different countries and working with students from different cultures. Students are enrolled in this unit throughout their two years of part-time study and assessment tasks are spread across two academic years.

013706**E-learning Experiences***6cp**TA89 Graduate Certificate in E-learning, TA90 GradDip (E-learning), TA91 MA**Postgraduate**Subject Coordinator: To be advised*

This subject introduces students to the field of e-learning by immersing them in an educational technology. The choice of technology will vary to cater for the background experiences and future directions of students but an example might be iNK or Australia Street. Students will learn about learning through this intense case study experience and they will be introduced to a range of e-learning environments.

013707**E-learning Theories***6cp; corequisite(s): 013706 E-learning Experiences**TA89 Graduate Certificate in E-learning, TA90 GradDip (E-learning), TA91 MA**Postgraduate**Subject Coordinator: To be advised*

Following on from 013706 E-Learning Experiences, students will deconstruct the learning theories and designs which underpin a range of educational technologies. This subject has a number of dimensions which

include broadening students understanding of how learning takes place and how it may be described; developing students' abilities to design effective technology-mediated learning experiences, and enhancing students' skills in assessment and evaluation methods.

013708**E-learning Technologies***6cp; prerequisite(s): 013706 E-learning Experiences; 013707 E-learning Theories TA89 Graduate Certificate in E-learning, TA90 GradDip (E-learning), TA91 MA**Postgraduate**Subject Coordinator: To be advised*

This subject will extend the scope of the preceding subjects by focusing on the technologies behind e-learning environments. Students will have the opportunity to meet with the designers of e-learning experiences, as well as those who configure their technological architecture. They will become more familiar with concept mapping and flow charts as ways of visualising and operationalising learning designs.

013709**E-learning Project Design***6cp; corequisite(s): 013708 E-learning Technologies**TA89 Graduate Certificate in E-learning, TA90 GradDip (E-learning), TA91 MA**Postgraduate**Subject Coordinator: To be advised*

This subject will explore how e-learning environments are designed, developed and implemented. It focuses on the project nature of this task and understanding the various roles and relationships involved in putting together interactive learning environments. A complementary focus of this subject is developing an understanding of e-learning communities.

013710**Project***12cp**TA91 MA**Postgraduate**Subject Coordinator: To be advised*

This project aims to produce a simple e-learning environment through a staged collaborative approach to design, development and implementation. Students will draw upon and extend the skills they have developed in the core units while continuing to develop technological skills which support the project.

Small teams will be formed under the primary supervision of a member of the Faculty of Education. The teams will also have access to key staff in the Institute for Interactive Media and Learning. The design, development and trial process will be reiterated with reference to authentic learning situations.

014100

Educational Media

6cp

TA21 BEd

Undergraduate

Subject Coordinator: Peter 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.

014103

Educational Development and Instructional Design for Flexible Learning

6cp

TA70 MEd

Postgraduate

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.

015001

Language, Culture and Communication

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

TA21 BEd, TA25 BEd BA

Undergraduate

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, 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(s): 015001 Language, Culture and Communication (or equivalent)

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA, TA26 BA

Undergraduate

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.

015012

International Perspectives on Education

6cp

TA21 BEd

Undergraduate

Subject Coordinator: Jennifer Newman

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

015017**Community Practicum***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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)***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Laraine Spindler*

In this subject, participants will explore ways in which their own background, prior knowledge, resources and work requirements shape their experience as an adult learner and influence their approach to the tasks they encounter at work. The learning activities in this subject support the transition from 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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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**Teaching and Learning in Practice (LLN)***12cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Keiko Yasukawa*

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' roles as language, literacy and numeracy teachers and learners.

015024

Teaching and Learning in Practice (VOC ED)

12cp; year long subject

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Bob Gowing

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

015031

Language, Literacy and Numeracy Practicum 1

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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)

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

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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)

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA, TA26 BA

Undergraduate

Subject Coordinator: To be advised

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)

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Elysabeth 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

Examining the Organisational Context (Voc Ed)

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Elysabeth 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

6cp

TA21 BEd, TA25 BEd BA, TA26 BA

Undergraduate

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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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**

6cp; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)

*TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Shirley Saunders*

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

015073**Developing Group Communication**

6cp; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)

*TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Shirley Saunders*

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

015074**Developing Systems Communication**

6cp; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)

*TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Shirley Saunders*

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

015075

Independent Study Project in Communication

6cp; prerequisite(s): 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); or 015073 Developing Group Communication (or equivalent); or 015074 Developing Systems Communication (or equivalent)
TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Hermine Scheeres*

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 Literacy**

6cp; prerequisite(s): 015086 Introduction to Language; 015087 Social Contexts of Language, Literacy and Numeracy; 015001 Language, Culture and Communication

*TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Betty Johnston*

This subject aims to provide participants with an introduction to issues about the nature of numeracy. This is followed by development of strategies for participants' own learning of numeracy, practice teaching numeracy, and awareness of curriculum and numeracy teaching resources.

015090**Programming and Assessment in Language, Literacy and Numeracy***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Elysabeth 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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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.

015107

Individualised Project B

4cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Jane Sampson

Individualised projects are delivered through the learning contract method. A learning

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

015110

Aboriginal Cultures and Philosophies

8cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

8cp; prerequisite(s): 015110 *Aboriginal Cultures and Philosophies*

TA21 BEd, TA25 BEd BA

Undergraduate

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

8cp; prerequisite(s): 015111 *Issues in Aboriginal Education*

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Jennifer Newman

This subject provides opportunities for participants to critically explore Aboriginal initiatives in education. The major thrust of this subject will be carried out by field visits and each participant will complete an extended internship.

015113**Teaching Aboriginal Studies***8cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***4cp**TA21 BEd, TA25 BEd BA**Undergraduate**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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**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.

015116**Project***6cp**TA72 MA, TA73 MA, TA71 MA**Postgraduate*

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

015120**Curriculum and Methodology (TESOL)***6cp; 2hpw**TA54 GradCert in TESOL, TA53 GradDipTESOL,**TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA**Postgraduate*

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

015121**Curriculum and Methodology (ABE)***6cp**TA52 GradDipABE, TA82 GradDipTLOTE,**TA71 MA, TA72 MA, TA73 MA**Postgraduate*

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

015122**Assessment, Programming and Evaluation***6cp**TA60 GradDipLangTeach, TA82 GradDipTLOTE,**TA53 GradDipTESOL, TA52 GradDipABE,**TA71 MA, TA73 MA**Postgraduate*

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

program design will be considered. Current issues affecting programming and assessment will be discussed.

015123

Language for Specific Purposes

6cp

TA52 GradDipABE, TA82 GradDipTLOTE,
TA72 MA, TA70 MEd

Postgraduate

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

015124

Individualised Project 1

6cp; prerequisite(s): 015135 Developing

Individualised Projects

TA21 BEd, TA25 BEd

Undergraduate

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 participant which are consistent with the aims of the course.

015125

Phonology and Pronunciation

6cp

TA53 GradDipTESOL, TA83 GradDipTLOTE,
TA71 MA, TA72 MAT

Postgraduate

Subject Coordinator: Ross Forman

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

015126

Research Methodologies

6cp

TA71 MA, TA72 MA, TA73 MA

Postgraduate

Subject Coordinator: Alastair Pennycook

This subject introduces students to a range of research methods for investigating language, literacy and numeracy learning and teaching. It develops skills for critical reading of research literatures and appropriate academic writing skills. It also develops the skills and knowledge to identify a research topic, design a feasible project and write a research proposal.

015127

Grammar and the Construction of Meaning

6cp

TA53 GradDipTESOL, TA82 GradDipTLOTE,
TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA

Postgraduate

Subject Coordinator: Chris Nesbitt

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 an understanding of the nature and structure of grammar and text and to develop a terminology to talk about the competencies and needs of language learners in the effective teaching of language, literacy and numeracy.

015128

Socio-political Contexts of Language, Literacy and Numeracy Education

6cp; 2hpw

TA60 GradDipLangTeach, TA53 GradDipTESOL,
TA82 GradDipTLOTE, TA52 GradDipABE,
TA72 MA, TA73 MA

Postgraduate

Subject Coordinator: Hermine Scheeres

This subject aims to develop students' knowledge and understanding of the historical, social, political, economic and cultural contexts

of language, literacy and numeracy teaching. It explores the multicultural, multilingual society in which Australians live and examines the factors and events which have influenced the development of Adult Basic Education (ABE), Teaching English to Speakers of Other Languages (TESOL) and Teaching Languages Other than English (TLOTE). The focus will be on factors at classroom, institution and system level – on past policies and developments and future trends. Techniques of analysis will be developed. Students wishing to develop their knowledge and understanding of language policy and planning in international contexts should refer to the subject 015130 Language Policy and Planning.

015129

Critical Literacy

6cp

TA52 GradDipABE, TA71 MA

Postgraduate

Subject Coordinator: To be advised

This subject builds on the introduction to relations between language and the social in the subjects 015152 Language in Social Context, 015153 Teaching and Learning Literacy, and 010157 Teaching and Learning Numeracy. The focus is on how language and discourse work in the construction and maintenance of relations of power in specific sites. The subject aims to develop and strengthen an understanding of the theories of language and discourse and to apply this understanding in different contexts. Case studies of sites for specific analysis will include: policy legislation, classroom and workplace interaction, official documents, the spoken and written language of the workplace, academic writing, the media, and information technology. Students will develop teaching and learning resources in critical literacy based on understandings gained in this subject.

015130

Language Policy and Planning

6cp

TA53 GradDipTESOL, TA82 GradDipTLOTE,

TA52 GradDipABE, TA70 MEd, TA72 MA

Postgraduate

Subject Coordinator: Alastair Pennycook

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.

015131

Individualised Project 2

6cp; prerequisite(s): 015135 Developing

Individualised Projects

TA21 BEd, TA25 BEd

Undergraduate

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 participant which are consistent with the aims of the course.

015133

Educational and Psychological Testing

6cp

TA21 BEd, TA25 BEd

Undergraduate

Subject Coordinator: Peter Russell

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

015135

Developing Individualised Projects

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Peter Russell

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

015138

Individualised Project 3

6cp; prerequisite(s): 015135 Developing Individualised Projects

TA21 BEd, TA25 BEd BA

Undergraduate

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 participant which are consistent with the aims of the course.

015140

Aboriginal Studies Project

8cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinators: Susan Knights and 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

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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***6cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Rick Flowers*

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.

015145**Individualised Project 4***6cp; prerequisite(s): 015135 Developing**Individualised Projects**TA21 BEd, TA25 BEd BA**Undergraduate**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 participant which are consistent with the aims of the course.

015152**Language in Social Context***6cp; 2hpw**TA63 GradCert in TLOTE, TA54 GradCert in TESOL,**TA53 GradDipTESOL, TA82 GradDipTLOTE,**TA71 MA, TA72 MA, TA73 MA**Postgraduate**Subject Coordinator: Chris Nesbitt*

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***6cp; 2hpw**TA53 GradDipTESOL, TA82 GradDipTLOTE,**TA52 GradDipABE, TA71 MA TESOL,**TA72 MA, TA73 MA, TA54 GradCert in TESOL,**TA63 GradCert in TLOTE**Postgraduate**Subject Coordinator: Jacquie Widin*

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)***6cp; 2hpw**TA63 GradCert in TLOTE, TA82 GradDipTLOTE,**TA60 GradDipLangTeach, TA72 MA, TA73 MA**Postgraduate**Subject Coordinator: Liam Morgan*

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

015158

Language Development

6cp; 2hpw

TA63 GradCert in TLOTE, TA71 MA, TA72 MA, TA73 MA, TA82 GradDipTLOTE, TA53 GradDipTESOL, TA60 GradDipLangTeach

Postgraduate

Subject Coordinator: Pauline Gibbons

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.

015162

Competency Assessment in the Workplace

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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.

015163

Phonetics, Phonology and Sociolinguistic Variation in Spoken Language

6cp; 2hpw

TA73 MA

Postgraduate

This subject is an introduction to the phonetic and phonological structure of language. It introduces students to the basic conventions and skills in the transcription of spoken language data. Students will develop practical expertise in working with the data of spoken language. The subject also introduces students to the sociolinguistic study of the speech variation in modern urban societies.

015164

Technology-based Language Learning

6cp; 2hpw

TA60 GradDipLangTeach

Postgraduate

Subject Coordinator: Liam Morgan

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.

015166

Teaching Australian Studies

6cp

TA71 MA

Postgraduate

This subject is designed for educators, existing or prospective teachers of Australian studies, or those students who might themselves be teachers of Australian studies. The subject provides an introduction to 'training trainers' in cross-cultural teaching, and then develops participants' understandings of class planning, resources in Australian studies, curriculum design in different contexts, developing assessment tasks, and the use of the Internet as a resource support.

015167

Japanese Language Analysis

6cp

TA54 GradCert in TESOL, TA63 GradCert in TLOTE,

TA53 GradDipTESOL, TA82 GradDipTLOTE, TA60 GradDipLangTeach, TA73 MA, TA71 MA, TA72 MA

Postgraduate

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***6cp; 2hpw**TA60 GradDipLangTeach, TA53 GradDipTESOL,**TA82 GradDipTLOTE, TA72 MA**Postgraduate**Subject Coordinator: Liam Morgan*

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.

015189**Adult Teaching Practices 2***6cp; 2hpw**TA21 BEd, TA25 BEd BA**Undergraduate**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.

015198**Individualised Project A***4cp**TA21 BEd, TA25 BEd BA**Undergraduate**Subject Coordinator: Jane Sampson*

Individualised projects are delivered through the learning contract method. A learning

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

015250**Practicum 1***6cp**TA60 GradDipLangTeach, TA52 GradDipABE,**TA53 GradDipTESOL, TA82 GradDipTLOTE**Postgraduate*

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

015253**Practicum 2***6cp**TA60 GradDipLangTeach, TA52 GradDipABE,**TA53 GradDipTESOL, TA82 GradDipTLOTE**Postgraduate*

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

015261

Developing Community Adult Education Programs

6cp; 2hpw

TA66 GradCert Adult Education in Community Education

Postgraduate

Subject Coordinator: Jane Sampson

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

6cp

TA73 MA, TA72 MA, TA71 MA

Postgraduate

Subject Coordinator: Chris Nesbitt

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 function to realise aspects of the social and cultural context.

015289

Teaching Practice

6cp

TA86 GradCert Numeracy Teaching

Postgraduate

Subject Coordinator: Betty Johnston

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

- develop participants' appreciation of the role of critical reflection on practice in the context of their own professional development
- provide opportunities for participants to engage in the process of reflective practice with other experienced numeracy education practitioners
- provide participants with a range of strategies to use in order to critically evaluate their own practice in consultation with at least one other experienced

practitioner. This may be done either by inviting the field advisers into their own classrooms or by visiting the classrooms of the field advisers.

015290

Mathematics for Numeracy Teachers

6cp

TA86 GradCert Numeracy Teaching, TA52

GradDipABE

Postgraduate

Subject Coordinators: Keiko Yasukawa and 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. Content will be negotiated, based on participant's individual needs.

015291

Mathematics in Social Contexts

6cp

TA86 GradCert Numeracy Teaching, TA52

GradDipABE, TA53 GradDipTESOL, TA72 MA

Postgraduate

Subject Coordinators: Keiko Yasukawa and 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.

015309

Computing for Adult Educators

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

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.

015323**Individualised Project 5***6cp; prerequisite(s): 015135 Developing**Individualised Projects**TA21 BEd, TA25 BEd BA**Undergraduate**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 participant which are consistent with the aims of the course.

015324**Individualised Project 6***6cp; prerequisite(s): 015135 Developing**Individualised Projects**TA21 BEd, TA25 BEd BA**Undergraduate**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 participant which are consistent with the aims of the course.

015342**Programming for Diabetes Education***6cp; 2hpw; prerequisite(s): 015343 Teaching and Learning in Diabetes Education**KN92 GradCert Diabetes Education and Management**Subject Coordinator: Geoff Scott*

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

015343**Teaching and Learning in Diabetes Education***6cp; 2hpw; corequisite(s): 92844 Clinical Management of Diabetes**KN92 GradCert Diabetes Education and Management**Subject Coordinator: Geoff Scott*

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.

015378**Advanced Curriculum Design***6cp; 2hpw**TA72 MA, TA73 MA**Postgraduate*

This subject explores in-depth curriculum development issues in TESOL, covering the current theoretical debates underpinning TESOL curriculum design and good practice in needs analysis, curriculum development and evaluation.

015380**Thesis (F/T)***30cp; full year subject**TA24 BEd(Hons)**Undergraduate**Subject Coordinator: Barbara Poston-Anderson*

This subject is the thesis component of the Bachelor of Education (Honours) in Adult Education. Students are required to undertake a 15,000–20,000 word thesis. The topic of the thesis will be negotiated between the student, the Honours coordinator and the preferred supervisor, and will be approved by the Faculty Research Committee. Assessment will be based on the definition of the research problem; critical review of the literature; data or information selection and analysis; cogency of argument; interpretation and assessment of findings and the quality of presentation.

015381

Thesis Development and Appraisal

6cp

TA24 BEd(Hons)

Undergraduate

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

6cp; 3hpw

TA24 BEd (Hons)

Undergraduate

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.

015383

Thesis (P/T)

30cp; three-semester long subject

TA24 BEd(Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This subject is the thesis component for part-time students of the Bachelor of Education (Hons) in Adult Education. Students are required to undertake a 15,000–20,000 word thesis. The topic of the thesis will be negotiated between the student, the Honours coordinator and the preferred supervisor, and will be approved by the Faculty Research Committee. Assessment will be based on the definition of the research problem; critical review of the literature; data or information selection and analysis; cogency of argument; interpretation and assessment of findings and the quality of presentation.

015384

Issues in Indigenous Social Research Ethics

8cp

TA74/76 MA

Postgraduate

Subject Coordinator: James Lukabyo

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

8cp

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

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

8cp

TA74/76 MA

Postgraduate

Subject Coordinator: James Lukabyo

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.

015388

Independent Subject A

8cp

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

This subject is offered as an ongoing project over four semesters and enables a student to design 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.

015389

Independent Subject B

8cp

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

This subject is offered as an ongoing project over four semesters and enables a student to design 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

8cp; prerequisite(s): 015384 *Issues in Indigenous Social Research Ethics*; 015385 *Research Methods for Social Policy*

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

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

8cp; prerequisite(s): 015384 *Issues in Indigenous Social Research Ethics*; 015385 *Research Methods for Social Policy*

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

See subject description for 015390 Project 1.

015392

Extension Elective

2cp

TA74/76 MA

Postgraduate

Subject Coordinator: Sallie Saunders

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

3cp; 3hpw

TE51/TE56/TE58 *GradDipEd*,

TA60 *GradDipLangTeach*

Postgraduate

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.

015395

Aboriginal Social and Political History

8cp; prerequisite(s): 015100 *Multi-literacies in the Workplace or Social and Political Theory* 200 level

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

015396

Community Workplace Practice 1

6cp; 1.5hpw; 2 x 1 day workshops
TA66 GradCert Adult Education in Community Education
Postgraduate
Subject Coordinator: Jane Sampson

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

6cp; 1.5hpw; 2 x 1 workshops
TA66 GradCert Adult Education in Community Education
Postgraduate
Subject Coordinator: Jane Sampson

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.

015398

Teaching Spoken Language

6cp; prerequisite(s): 015086 Introduction to Language; 015088 Teaching Literacy
TA21 BEd, TA25 BEd BA
Undergraduate
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.

015400

Work and People

6cp
TA26 BA
Undergraduate
Subject Coordinator: Clive Chappell

This subject provides participants with an introduction to the world of work and with an overview of the global changes in modern employment. It provides participants with the skills to analyse the structure and organisation of work in mature industrial societies. The subject reviews the various shifts in the nature and composition of the labour force. Case studies are used to emphasise the nature of work and its impact on individuals and groups. Participants study the trends and developments in workplace contexts through applied projects.

015401

Adult Learning and Work

6cp
TA26 BA
Undergraduate
Subject Coordinator: Clive Chappell

Learning is widely accepted as an essential skill for success in the world of work. Success in the marketplace increasingly depends on learning, yet how adults learn at work is not always well understood. This subject reviews alternative theories of adult learning in work contexts. It examines the importance of, and differences between, individual, group and organisational learning. Specifically, the subject examines how different theories of adult learning are put into practice in various workplaces and critically reviews the implications for practice of using particular theoretical approaches in training, staff development, human resource and organisational development contexts. The subject will enable participants to consider the connections between adult learning theory and their personal experiences of learning at work.

015402

E-learning Experiences

6cp
TA26 BA
Undergraduate
Subject Coordinator: Deb Hayes

This subject introduces students to the field of technology mediated learning by immersing them in an e-learning experience. Students will

choose from a bank of such experiences which utilise a range of technologies such as videos, CD ROMS and the Internet. This experience, or case study, is aimed at facilitating learning about learning. It is designed to provoke critical reflection on how e-learning environments impact on learning processes and the roles of teachers and students.

015403

E-learning Theories

6cp; corequisite(s): 015402 E-learning Experiences

TA26 BA

Undergraduate

Subject Coordinator: Deb Hayes

Building on the subject 015402 E-learning experiences, students will unpack and deconstruct learning theories and designs which underpin a range of educational technologies. This will be facilitated by students becoming familiar with a range of theories about learning and reflecting on their own learning experiences. They will develop a research-based understanding of effective technology mediated pedagogies and appropriate assessment and evaluation methods. Rich e-learning environments, such as iNK and the Jason Project, will be studied for their complexity and range of potential applications.

015404

E-learning Technologies

6cp; prerequisite(s) 015402 E-learning Experiences and 015403 E-learning Theories

TA26 BA

Undergraduate

Subject Coordinator: Deb Hayes

This subject will extend the scope of the preceding subjects by focusing on the technologies behind e-learning environments while continuing to foreground issues of educational design. Students will become familiar with a range of issues that arise when constructing e-learning environments through case studies and by talking with professionals working in the e-learning industry. They will also utilise concept maps and flow charts as ways to visualise and operationalise e-learning designs.

015405

E-learning Project Design

6cp; corequisite(s): 015402 E-learning Experiences, 015403 E-learning Theories; 015404 E-learning Technologies

TA26 BA

Undergraduate

Subject Coordinator: Deb Hayes

This subject will explore how e-learning environments are designed, developed and implemented. It focuses on the project nature of this task and understanding the various roles and relationships involved in integrating interactive learning environments with existing learning environments. Students will develop an understanding of how the nature of projects relating to online tasks are different to other types of projects.

015406

Psychology of Organisational Learning

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject provides participants with an understanding of the major psychological approaches to human learning. It includes relevant theory and research about the nature and process of learning and remembering. Issues about the development of knowledge and cognition, perceptual-motor skills and attitudes and their application in a work-based context will be examined. Furthermore, those variables affecting acquisition and remembering and the transfer and application of learning, including a range of learner characteristics, will be discussed.

015407

HRD in Organisations

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject introduces learners to human resource development as a field of organisational practice which enhances both individual and organisational performance. The subject reviews the evolution of the field and contextual features which are currently shaping this area of practice. It also considers the multiplicity of roles enacted by HRD practitioners and examines a range of commonly used HRD practices and activities. The subject will also

provide learners with opportunities to both examine and design simple learning and development activities.

015408

Analyzing Organisational Learning Needs

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject provides participants with the knowledge and skills to analyse the learning needs of individuals, groups and organisations. The subject reviews the various analytical methods that are employed using a number of extended case studies and simulations, which provide participants with opportunities to critically analyse the factors which together determine the selection and use of particular needs analysis strategies. The subject also provides participants with the opportunity to design, plan and manage the needs analysis process in ways that are commercially viable and which recognise the contextual and cultural factors of organisations.

015409

Cultural Diversity at Work

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject examines the workplace as a social and cultural context and introduces the complexities of learning and working with diversity. It provides participants with the knowledge and skills to identify and understand the socio-political nature of cultural diversity and how this has developed in Australian society and its workplaces. The subject reviews our cultural history and how it is relevant to the changing workplace and the changing nature of work in an increasingly globalised world. Finally, the subject investigates and analyses practical applications of approaches to working with and managing cultural diversity.

015410

Project Management

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject immerses participants in a scalable integrated problem-based learning process. It enables them to acquire and develop project

management skills and related knowledge in a manner relevant to the subject content. It does so through the use of a simulation – developed specifically for this subject – which models the cycle of work in a standard project. The subject addresses the nine competencies established in the national competencies framework and guides participants in the development of strategies for achieving competence at level 3 or 4 of the framework.

015411

Designing and Evaluating Learning

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject addresses key elements in the design of learning activities that assist in the development of individuals, and work teams in organisational settings. It considers various modes of learning delivery e.g. orthodox technical and procedural training classes, on the job instruction, multimedia delivery, flexible delivery systems and provides opportunities for participants to develop an analytical framework for making development design decision.

015413

Work Project

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject provides participants with the knowledge and skills to negotiate and design workplace learning projects. The subject has two broad aims. The first is to provide participants with the ability to act as facilitator in the development of work-based learning projects. The second aim is to equip participants with the skills to negotiate and develop a work-based learning contract that they will implement in their work placement. This will involve a tri-partite negotiation with their workplace mentor and a member of the academic staff.

015415

Work Placement

12cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject draws on the theoretical and practical skills gained in the degree to further develop and integrate participants learning

and experiences in workplaces. A major component of the subject is the requirement that participants successfully complete a negotiated work based learning project developed with their host organisation, workplace supervisor and a member of academic staff. Participants will develop the skills of critically reflecting on their own practice when working in an organisation.

015417

Strategic HRD

6cp

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject extends students' awareness of the diverse practices of Human Resource Development as an area of organisational activity. It emphasises the importance of integrating HRD practice and activity with organisational strategic direction and examines development related activities used to achieve desired organisational outcomes. While some attention will be directed to traditional approaches to organisational training this subject will particularly examine a diverse range of alternate learning, organisational development and performance improvement strategies which can be used to enhance organisational learning and facilitate organisational change and development.

015418

E-portfolio

6cp; prerequisite(s): 015400 *Work and People*;

015401 *Adult Learning at Work*;

015407 *HRD in Organisations*;

corequisite(s): 015406 *Psychology of*

Organisational Learning; 015408 *Analysing*

Organisational Learning Needs

TA26 BA

Undergraduate

Subject Coordinator: Clive Chappell

This is a key subject in the degree and is designed to provide participants with the knowledge and skills to monitor, document and present their learning in an E-portfolio. This subject is designed not only to build expertise in the technical aspects of building and electronic portfolio but also investigates the theoretical and reflective aspects of keeping and organising an e-learning portfolio. The subject provides participants with information management tools and strategies, not only for recording achievements, but also for monitor-

ing and tracking their own development with respect to the course profile. At the end of this subject, students will have the beginnings of an e-portfolio which they will add to during the duration of the course. Students will also be exposed to some of the ethical issues associated with the uses of information technology and information management systems.

016001

Workplace Practice 1

6cp; 2hpw

TA65 *GradCert Adult Education in Training*

TA50 *GradDip VocEd&Training*

Postgraduate

Subject Coordinator: Kate Collier

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, cooperative feedback, negotiated learning contracts and team workshops.

016002

Adult Learning and Teaching

8cp; 2hpw

TA65 *GradCert Adult Education in Training*,

TA50 *GradDip VocEd&Training*

Postgraduate

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.

140 Subject descriptions

016003

Language, Culture and Communication

6cp; 2hpw

TA50 GradDip VocEd&Training

Postgraduate

This subject aims to provide participants with an understanding of:

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

016004

Learner Assessment

6cp; 2hpw

TA50 GradDip VocEd&Training

Postgraduate

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

6cp; 2hpw

TA65 GradCert Adult Education in Training,

TA50 GradDip VocEd&Training

Postgraduate

Subject Coordinator: Kate Collier

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

6cp; 2hpw

TA50 GradDip VocEd&Training

Postgraduate

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

6cp; 2hpw

TA50 GradDip VocEd&Training

Postgraduate

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

016008

Workplace Context

6cp; 2hpw

TA50 GradDip VocEd&Training

Postgraduate

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.

016105**Thesis (Education) (F/T)***84cp**TA83 MEd(Hons)**Postgraduate**Subject Coordinator: Alison Lee*

This subject is the thesis component for full-time students of the Master of Education (Honours). Students will be required to complete a thesis of 50,000 words.

016106**Thesis (Education) (P/T)***84cp**TA83 MEd(Hons)**Postgraduate**Subject Coordinator: Alison Lee*

This subject is the thesis component for part-time students of the Master of Education (Honours). Students will be required to complete a thesis of 50,000 words.

016714**Dissertation Development and Appraisal***9cp**TA96 EdD**Postgraduate**Subject Coordinator: Lyn Yates*

This subject is designed to help participants develop their dissertation plan. The elements of a dissertation and strategies for conducting it will be clarified and analysed (e.g. choosing an area of investigation, conducting a literature review, critiquing existing studies, identifying a problem or issue to be investigated, adopting an appropriate methodology, the concept of a 'thesis', planning writing tasks, obtaining feedback from others, referencing, proofreading, data analysis and interpretation). Participants will be required to develop a proposal, and critique the proposals of some other participants in the group.

016715**Analysing Professional Practice***9cp**TA96 EdD**Postgraduate*

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***9cp**TA96 EdD**Postgraduate**Subject Coordinator: Gilda Segal*

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.

020211**Visual Arts and Craft Education***6cp; 2hpw for two semesters**TE19 BEd, TE20 BEd, TE21 BEd BA**Undergraduate**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***6cp; 3hpw**TE19 BEd**Undergraduate**Subject Coordinator: Anne Bamford*

By studying a single theme in art, students will explore change and continuity in visual ex-

pression. 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

6cp; 3hpw; prerequisite(s): 020411 Art Major Study 1: People in Art or 020413 Art Major Study 3: Stories, Myths and Truth
TE19 BEd

Undergraduate

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

6cp; 3hpw; prerequisite(s): 020411 Art Major Study 1: People in Art or 020412 Art Major Study 2: A Sense of Place
TE19 BEd

Undergraduate

Subject Coordinator: Anne Bamford

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

020414

Art Major Study 4: Design and Power

6cp; 3hpw; prerequisite(s): 020411 Art Major Study 1: People in Art; 020412 Art Major Study 2: A Sense of Place and/or 020413 Art Major Study 3: Stories, Myths and Truth
TE19 BEd

Undergraduate

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

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate

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

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate

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.

020961

Leadership in Art Education

6cp; 2hpw

TE85 MEd

Postgraduate

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

6cp; 2hpw

TE85 MEd

Postgraduate

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

6cp; 2hpw

TE85 MEd

Postgraduate

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 inter-

national 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

6cp; 2hpw

TE85 MEd

Postgraduate

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.

020965

Drawing and Young Children

6cp

TE62 GradCert Children's Art

Postgraduate

Subject Coordinator: Anne Bamford

This subject introduces children to the notion of visual literacy and explores conceptions of children's drawing as graphic, communicative symbols. Needs based and sequential programming in visual arts is emphasised. Students will develop practical teaching and learning strategies for drawing education with young children. Students will be encouraged to extend their own ability in drawing and expand frameworks for production and appreciation of drawn images.

020966

Painting and Printmaking for Young Children

6cp

TE62 GradCert Children's Art

Postgraduate

Subject Coordinator: Anne Bamford

The exploration of colour and materials is an essential part of painting and Printmaking with young children. Students will examine children's painting as part of the continuum of artist's work and will extrapolate ideas and techniques for effective programs in painting

and printmaking for young children by exploring the work of famous printers and painters throughout history. Contemporary painting will also be studied. Students will develop skills in a range of innovative painting and printmaking techniques that will enhance personal modes of artistic communication to provide a wealth of creative possibilities for art educators working with young children.

020967**Structure and Sequence in 3-Dimensional Arts***6cp**TE62 GradCert Children's Art**Postgraduate**Subject Coordinator: Anne Bamford*

Children's natural urge to play with materials is very evident in the sculpture of young children. Expanding on this natural urge, teachers have a great opportunity to introduce a wonderful range of materials and techniques to children that expand the 2-dimensional offerings of most children's art programs. In this subject students will use art appreciation of public sculptures as the stimulus for working in ceramics, metal and wire, aerated concrete, plaster and a range of natural and fabricated materials to explore carving and modelling techniques suitable for young children.

020968**Technologies, Resources and Managing Learning in Children's Art***6cp**TE62 GradCert Children's Art**Postgraduate**Subject Coordinator: Anne Bamford*

Young children are bombarded with imagery that has been generated digitally. From CD covers to posters and T-shirts, electronically generated art work filters into every aspect of life. As another media form, electronic art opens a range of possibilities for the young artist. Yet often, computer art for children is based on stamping and appropriation of adult cartooned images. This subject focuses on making students confident at producing art using a range of technologies. Emphasis is also given to the need to examine contemporary images from a post-modernist viewpoint. This subject reviews classroom organisation and assesses available resources and health and safety issues pertinent to art education with young children.

021001**Learning in Technological and Applied Studies***14cp; 8hpw; corequisite(s): 023191 Secondary Practicum 1; 023192 Secondary Practicum 2**TE67 GradDipEd**Postgraduate**Subject Coordinator: Janette Griffin*

This subject aims to prepare teachers in the craft of teaching Technology. Students will develop a range of approaches and strategies to use in and out of the classroom. They will develop a philosophy of teaching technology in line with the range of current syllabuses and policies. Students will gain practical experience in a range of technology subject areas, gain an applied knowledge of the management of design projects, and will gain insights into learning about technology and about learning through technology.

021311**Information Technology***4cp**TE19 BEd, TE20 BEd**Undergraduate**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, spreadsheets, 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***6cp; 3hpw; prerequisite(s): 021311**Information Technology**TE19 BEd**Undergraduate**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

6cp; 3hpw; prerequisite(s): 021311

Information Technology

TE19 BEd

Undergraduate

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. Students also 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

6cp; 3hpw; prerequisite(s): 021311

Information Technology

TE19 BEd

Undergraduate

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

6cp; 3hpw; prerequisite(s): 021411

Educational Computing Major Study 1;

021412 Educational Computing Major Study 2;

021413 Educational Computing Major Study 3

TE19 BEd

Undergraduate

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.

021702

Current Issues and Applications in Educational Computing

6cp; 2hpw; prerequisite: not available to students who have completed any subject in the Educational Computing Major Study sequence

TE19 BEd, TE20 BEd; advanced study elective

Undergraduate

Subject Coordinator: Matthew Kearney

This one-semester subject provides an overview of current issues and applications in the use of computers in schools, focusing on primary schools. It introduces a variety of applications software which have been covered in greater detail in the Educational Computing major studies. The course excludes students who have completed any of the courses in Educational Computing in the major studies. It covers teaching and learning with LOGO, the use of integrated packages such as Clarisworks, curriculum documents and policy statements, the Internet and implications for teaching and learning, and changes in school use of technology.

021703

Internet and Electronic Information Networking

4cp; 2hpw

TE19 BEd; advanced study elective

Undergraduate

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.

021901

Enhancing Learning Environments with Educational Technologies

6cp

TA70 MEd

Postgraduate

Subject Coordinator: Deb Hayes

This subject is the first in a set of four subjects that focuses on learning with educational technologies. This will be of particular interest and benefit to students involved in professional development and training related to the integration of educational technologies. Enhancing Learning Environments with Educational Technologies traces the development and application of learning theories to educational technologies and examines other educational issues related to the integration of these technologies such as managing change and addressing equity needs.

021902

Learning About Educational Technologies

6cp

TA70 MEd

Postgraduate

Subject Coordinator: Deb Hayes

Learning About Educational Technologies continues to focus on the process of learning with educational technologies, introduced in the first subject of this specialisation, while providing opportunities for students to become familiar with the broad range of these technologies. Through immersive experiences in a range of educational technologies students will develop the ability to distinguish between the utilisation of educational technology as a learning resource or as a teaching and learning activity.

021903

Designing Interactive Multimedia Learning Environments

6cp; prerequisite(s): 021901 *Enhancing Learning Environments with Educational Technologies*; 021902 *Learning About Educational Technologies*

TA70 MEd

Postgraduate

Subject Coordinator: Deb Hayes

This subject will provide students with the opportunity to choose a key concept, or concepts, of work for learning and construct a multimedia-based learning environment by which it can be addressed. Students will be required, as part of this subject, to research what is already known about the teaching and learning of this idea/ideas and to address these findings in their design. They are encouraged to use the research subject to construct and report research related to their design, for example formative trials during development, or useability testing once their prototype has been completed. They are also encouraged to design and negotiate their own assessment process for this subject.

021904

E-learning Research Project

6cp; prerequisite(s): 021901 *Enhancing Learning Environments with Educational Technologies*; 021902 *Learning About Educational Technologies*

TA70 MEd

Postgraduate

Subject Coordinator: Deb Hayes

This Research Project is offered to students who have completed the core subjects within this specialisation. It matches students to supervisors within the Faculty of Education, or the Institute for Interactive Multimedia, in order to develop a research project that addresses the particular needs and interests of individual students. This subject is closely linked to the subject Designing Interactive Multimedia Learning Environments. Consequently, the research undertaken in this subject is grounded in the process of designing and constructing a multimedia-based learning environment.

022601**Learning Beyond the Classroom***6cp; 2hpw**TE19 BEd, TE20 BEd; advanced study elective**Undergraduate**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***6cp; 1hpw equivalent; prerequisite(s): 023505**Educational Research**TE19 BEd, TE20 BEd; advanced study elective**Undergraduate**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***6cp; 2hpw; prerequisite(s): successful completion of curriculum subjects**TE19 BEd, TE20 BEd,**TE21 BEd/BA; advanced study elective**Undergraduate**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.

023001**Psychology of Secondary Students***3cp; 3hpw**TE51/TE56/TE58/TE67 GradDipEd,**TA60 GradDipLangTeach**Postgraduate**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***3cp; 3hpw**TE51/TE56/TE58/TE67 GradDipEd,**TA60 GradDipLangTeach**Postgraduate**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***4cp; 4hpw**TE51/TE56/TE58/TE67 GradDipEd**Postgraduate**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; and move towards a commitment to specific policies and practices that follow from the position they have adopted.

023111

Practicum 1: Beginning Teaching – Issues in the Primary School

8cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd/BA

Undergraduate

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

8cp; 3hpw; prerequisite(s): 023111 Practicum

1: Beginning Teaching – Issues in the Primary School; 023511 Developmental Psychology

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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

8cp; 3hpw; prerequisite(s): 023112 Practicum

2: Developing Classroom Management

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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

8cp; 3hpw; prerequisite(s): 023113 Practicum

3: Promoting Student-Centred Learning

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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**

6cp; 2hpw; prerequisite(s): 023114 Practicum 4: Managing Learning Difficulties

TE19 BEd, TE21 BEd BA

Undergraduate

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**

8cp; 2hpw; prerequisite(s): 023115 Practicum 5: Designing Educational Programs

TE19 BEd, TE21 BEd BA

Undergraduate

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**

8cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: To be advised

This one-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**

6cp; 3hpw

TE19 BEd, TE21 BEd BA

Undergraduate

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.

023191**Secondary Practicum 1**

12cp; 1hpw plus practical experience; prerequisite(s): 027001 Learning in Personal Development, Health and Physical Education or 028001 Learning in Science 1; 025001 Learning in Mathematics; 021001 Learning in Technological and Applied Studies;

corequisite(s): 027001 Learning in Personal Development, Health and Physical Education or 028001 Learning in Science 1

TE51/TE56/TE58/TE67 GradDipEd

Postgraduate

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**

12cp; 2hpw plus practical experience; prerequisite(s): 023191 Secondary Practicum 1; corequisite(s): 027001 Learning in Personal Development, Health and Physical Education or 028002 Learning in Science 2; 025001 Learning in Mathematics; 021001 Learning in Technological and Applied Studies

TE51/TE56/TE58/TE67 GradDipEd

Postgraduate

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 on the development of professional commitment and its implications for lifelong learning. Further integration of theory and practice occurs as students engage in and reflect upon their school-based practice.

023411

Education Major Study 1: History of Australian Education

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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 suggest ways of integrating the major approaches to moral education across both approaches and key learning areas.

023413

Education Major Study 3: Changing Schools

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Kathie Forster

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.

023502

Social Bases of Education

4cp; 2pw

Undergraduate

This subject enables students to understand: the nature of social relationships in the school and how these affect teacher and student behaviour; the education system in New South Wales and the role of the Federal Government in education; how social characteristics influence the educational outcomes of certain social groups; and the part that the socialisation process plays in shaping educational outcomes. The subject also encourages students to identify and evaluate government and school policies and programs designed to address existing inequalities of opportunity and outcome; and study the implications of these for change in schools, the direction of social change, and the interaction between schools and society.

023505

Educational Research

6cp; 3hpw

TE19 BEd, TE20 BEd

Undergraduate

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 (Hons) course and as a core subject for third year Bachelor of Education students.

023506

Philosophical Bases of Education

4cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Kathie Forster

This subject 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

4cp; 3hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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

4cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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.

023614

International Perspectives on Education

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

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

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

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

6cp; 2hpw

TE19 BEd

Subject Coordinator: Kathie Forster

Undergraduate

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.

023621

School and Community Relations

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

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.

023622

Honours Practicum

6cp; 2hpw

TE22 BEd (Prim) (Hons),

TE23 BEd (Spec.Ed.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This subject provides students with a practice teaching placement in a school context. In addition to direct teaching experience, this supervised practicum gives students the opportunity to network with educators and classes in preparation for implementation of a research study.

023623

Honours Seminar

6cp; 2hpw; full year subject

TE22 BEd (Prim) (Hons),

TE23 BEd (Spec.Ed.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This subject develops competencies in planning and writing an Honours thesis. Focus is on the development of a research proposal in the first semester and on the monitoring of thesis progression in the second semester. Seminars, discussions, evaluations, guest lectures and student presentations form the basis of learning.

023624

Honours Thesis

20cp

TE22 BEd (Prim) (Hons),

TE23 BEd (Spec) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

Students enrolled in Honours Thesis design and implement a research study investigating a question which involves data collection and analysis, culminating in a thesis.

023625

Research Seminar

6cp; 2hpw; prerequisite(s): 023505

Educational Research

TE22 BEd (Prim) (Hons),

TE23 BEd (Spec.Ed.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This is an advanced research subject which explores the ranges of paradigms, methods, and procedures appropriate for disciplinary and interdisciplinary based research investigations. Both quantitative and qualitative methods will be analysed, particularly as they relate to the student's thesis work. Focus is on critically evaluating research from a range of perspective's and developing an appropriate methodological approach for the student's thesis.

023626**Advanced Specialisation Study***TE22 BEd (Prim) (Hons)**Undergraduate**Subject Coordinator: Barbara Poston-Anderson*

Students will engage in an in-depth investigation of an area of subject specialisation in a field of disciplinary or interdisciplinary study. One aspect of this study will be an individualised learning component involving higher level thinking skills and analysis of the research-based literature in the chosen area.

023627**Advanced Curriculum Study***4cp; 2hpw**TE22 BEd (Prim) (Hons)**Undergraduate**Subject Coordinator: Barbara Poston-Anderson*

Students will engage in an in-depth study of a selected area in the primary curriculum. One aspect of this study will be an individualised learning component involving higher level thinking and reading of the research-based literature in the chosen area.

023628**Advanced Studies in Special Education 1: Educating Students who have Difficulty with Written Text***6cp; 3hpw**TE23 BEd (Spec) (Hons)**Undergraduate**Subject Coordinator: To be advised*

Through its focus on developing an understanding of the processes of comprehending and composing, this subject provides students with knowledge that increases their understanding of the difficulties some students experience in comprehending and composing written text. The emphasis on critical analysis and evaluation will contribute to their development as researchers and the emphasis on instructional strategies will enable them to teach more effectively.

023629**Advanced Studies in Special Education 2: Numeracy Instruction for Students with Learning Difficulties and Disabilities***6cp; 3hpw**TE23 BEd (Spec) (Hons)**Undergraduate**Subject Coordinator: To be advised*

This subject examines effective instruction of numeracy for students with learning difficulties and disabilities. This subject addresses key issues, assessment, program development and implementation of programs.

023698**Honours Seminar***5cp; 1hpw equivalent for two semesters;**corequisite(s): 023699 Honours Thesis**TE17 BEd (Hons)**Undergraduate**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***24cp; full-year subject; prerequisite: admission to BEd(Hons); corequisite(s): 023698**Honours Seminar**TE17 BEd (Hons)**Undergraduate**Subject Coordinator: Barbara Poston-Anderson*

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).

023821**Special Education 1: Managing Challenging Behaviours***6cp; 3hpw**TE20 BEd**Undergraduate**Subject Coordinator: To be advised*

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It will also explore the ways in

which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students will be given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in the practicum. The subject is compulsory for those seeking accreditation to teach in special education.

023822**Special Education 2: Preventing and Remediating Difficulties in Reading and Writing**

6cp; 3hpw

TE20 BEd

Undergraduate

Subject Coordinator: To be advised

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**

6cp; 3hpw; corequisite(s): 023822 Special Education 2: Preventing and Remediating Difficulties in Reading and Writing

TE20 BEd

Undergraduate

Subject Coordinator: To be advised

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and 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**

6cp; 3hpw

TE20 BEd

Undergraduate

Subject Coordinator: To be advised

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**

6cp; 3hpw

TE20 BEd

Undergraduate

Subject Coordinator: To be advised

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***6cp; 3hpw**TE20 BEd**Undergraduate**Subject Coordinator: To be advised*

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***6cp; 3hpw**TE20 BEd**Undergraduate**Subject Coordinator: To be advised*

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***6cp; 3hpw**TE20 BEd**Undergraduate**Subject Coordinator: To be advised*

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

023851**Educational Perspectives on the Management of Challenging Behaviours***6cp; 3hpw**TE53 GradDipSpecEd**Postgraduate**Subject Coordinator: To be advised*

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***6cp; 3hpw**TE53 GradDipSpecEd**Postgraduate**Subject Coordinator: To be advised*

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***6cp; 3hpw; prerequisite(s): 023852 Reading and Spelling Instruction for Students with Special Education Needs; corequisite(s):**023852 Reading and Spelling Instruction for Students with Special Education Needs**TE53 GradDipSpecEd**Postgraduate**Subject Coordinator: To be advised*

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and 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

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate

Subject Coordinator: To be advised

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

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate

Subject Coordinator: To be advised

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

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate

Subject Coordinator: To be advised

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

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate

Subject Coordinator: To be advised

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

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw; corequisite(s): 023861 Practicum 1: Exceptional Teaching or equivalent (includes field experience)

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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**

6cp; 2hpw

TE82 MEd

Postgraduate

Subject Coordinator: To be advised

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***6cp; 2hpw**TE82 MEd**Postgraduate**Subject Coordinator: To be advised*

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***6cp; 2hpw**TE82 MEd**Postgraduate**Subject Coordinator: To be advised*

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***6cp; 2hpw**TE82 MEd**Postgraduate**Subject Coordinator: To be advised*

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.

023908**Learning Beyond the Classroom***6cp; 2hpw**TE84 MEd**Postgraduate**Subject Coordinator: Janette Griffin*

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

023909**Mentoring Beginning Teachers***6cp; flexible mode, 1-3 workshops, print material and online interactions**TE84 MEd**Postgraduate**Subject Coordinators: Sandy Schuck, Gilad Segal*

This subject develops participants' understanding of the mentoring process for beginning teachers and its theoretical underpinnings. It provides opportunity for the enhancement of mentoring skills through an analysis of theory and practice. The subject allows students to participate in a teachers' support network which has an online component. An action research project enables participants to develop their mentoring skills in their workplace, while simultaneously developing particular research skills.

023910**DET/UTS Beginning Teacher Development***6cp**TE84 MEd**Postgraduate**Subject Coordinator: Sandy Scuck*

This subject has been designed to broaden the focus from the individual relationship between mentor and mentoree to establish the mentoring process in the context of initial teacher education. The subject builds participants' knowledge and understanding of the school-based component of initial teacher education, equipping participants to lead whole-school programs. Participation is through online interactions, reading, workplace project and one workshop.

023961**Educational Leadership in a Technological Society***6cp; 2hpw**TE84 MEd**Postgraduate**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***6cp; 2hpw**TE84 MEd**Postgraduate**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***6cp; 2hpw**TE84 MEd**Postgraduate**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***6cp; 2hpw**TE84 MEd**Postgraduate**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 outcome-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***6cp; 2hpw; prerequisite(s): 023621 School and Community Relations (or equivalent)**TE84 MEd**Postgraduate**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***6cp; 2hpw**TE84 MEd**Postgraduate**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 education, as elsewhere, requires understanding of the processes involved, skill and sensitivity. This subject analyses the requirements of successful implementation of educational

innovations by reviewing and appraising current literature in the field and 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

6cp; 2hpw

TE84 MEd

Postgraduate

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

6cp; 2hpw

TE84 MEd

Postgraduate

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 Schooling

6cp; 2hpw

TE84 MEd

Postgraduate

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

6cp; 2hpw

TE84 MEd

Postgraduate

Subject Coordinator: Graham Barnsley

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

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

023981

Qualitative Research in Education

6cp; 2hpw

TE84 MEd

Postgraduate

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.

023987**Education for Gifted and Talented Students***6cp; 2hpw**TE84 MEd**Postgraduate**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.

023991**Minor Independent Study**

12cp; prerequisite(s): 023965 Introduction to Educational Research; 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study plus a credit average

*TE84 MEd**Postgraduate**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 develop their knowledge of research strategies and skills.

023992**Major Independent Study**

24cp; prerequisite(s): 023965 Introduction to Educational Research; 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study plus a credit average

*TE84 MEd**Postgraduate**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.

023999**Research Literacies***9cp; 2hpw**TA96 EdD**Postgraduate**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.

024211**English Education 1***6cp; 4hpw**TE19 BEd, TE20 BEd,**TE21 BEd BA**Undergraduate**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***6cp; 2hpw for two semesters; prerequisite(s):**024211 English Education 1**TE19 BEd, TE20 BEd, TE21 BEd BA**Undergraduate**Subject Coordinators: 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

*6cp; 2hpw; prerequisite(s): 024211 English Education 1 or 024212 English Education 2
TE19 BEd, TE20 BEd, TE21 BEd BA*

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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 Shakespearean 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

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject will focus on two different types of appropriation. First, 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: Overview of World Theatre; Production Roles; Scriptwriting

6cp; 3hpw

TE19 BEd

Undergraduate

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: Acting and Performing Skills; Genres for Children – Pantomime, Fairytale, etc.

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This one semester subject will introduce the student to the 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: Production and Direction – Lighting, Scenery, Costuming, etc.

6cp; 3hpw

TE19 BEd

Undergraduate

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: Staging Performances – A Performance for Children

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 2hpw; prerequisite(s): 024211 English Education 1; 024212 English Education 2
TE19 BEd, TE20 BEd
 Undergraduate
 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

4cp; 2hpw; prerequisite(s): 024211 English Education 1; 024212 English Education 2
TE19 BEd, TE20 BEd
 Undergraduate
 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

6cp; 2hpw
TE19 BEd, TE20 BEd
 Undergraduate
 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

6cp; 2hpw
TE19 BEd, TE20 BEd
 Undergraduate
 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.

024901

Children's Literature 1

6cp; 2hpw
TE50 GradDipChildLit, TE75 MEd
 Postgraduate
 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.

024902

Children's Literature 2

6cp; 2hpw; prerequisite(s): 024901 Children's Literature 1
TE50 GradDipChildLit, TE75 MEd
 Postgraduate
 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.

024904**Issues in Children's Literature and Literacy**

*12cp; 2hpw; prerequisite(s): all subjects in Semesters 1, 2 and 3
TE50 GradDipChildLit
Postgraduate
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**

*6cp; 2hpw
TE50 GradDipChildLit, TE75 MEd
Postgraduate
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**

*6cp; 2hpw; prerequisite(s): 024911 Literacy 1
TE50 GradDipChildLit, TE75 MEd
Postgraduate
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**

*6cp; 2hpw; prerequisite(s): all prior subjects
TE50 GradDipChildLit, TE75 MEd
Postgraduate
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**

*12cp; prerequisite(s): all subjects in Semesters 1, 2 and 3
TE75 MEd
Postgraduate
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.

024915**The Art of the Picture Book**

*6cp; 2hpw or equivalent
TE63 GradCert Children's Literature and Literacy,
TE66 Creative Arts
Postgraduate
Subject Coordinator: Rosemary Johnston*

This subject develops a critical appreciation of picture books and explores ways of developing the appreciative, critical, and creative responses of children to literature.

024916**Myths and Legends, Folk and Fairy Tales**

*6cp; 2hpw or equivalent
TE63 GradCert Children's Literature and Literacy,
TE66 Creative Arts
Postgraduate
Subject Coordinator: Rosemary Johnston*

This one-semester subject will explore the oral traditions of myths and legends, and the history and continuing significance of folk tales and fairy tales in children's literature.

024917

Children's Literature and Social Issues

6cp; 2hpw or equivalent
TE63 GradCert Children's Literature and Literacy,
TE66 Creative Arts
Postgraduate
Subject Coordinator: Rosemary Johnston

This subject explores the way in which children's literature both reflects and advocates cultural conditions and concerns. It also explores the treatment of issues in the young adult novel.

024918

Australian Children's Literature: Tradition and Change

6cp; 2hpw or equivalent
TE63 GradCert Children's Literature and Literacy,
TE66 Creative Arts
Postgraduate
Subject Coordinator: Rosemary Johnston

This subject will encourage a broad study of children's across all ages, from picture books to the young adult novel.

024919

Research in the Arts

12cp; 3hpw
TE75 MA, TE85 MEd
Postgraduate
Subject Coordinator: Barbara Poston-Anderson

This subject is directed towards making students critical readers of arts research. In addition, students will develop and clarify their understandings of the principles and techniques for conducting arts research. They will apply this knowledge to an arts related program.

024961

English Teaching Issues

6cp; 2hpw
TE84 MEd
Postgraduate
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

14cp; 8hpw
TE56 GradDipEd
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.

025211

Mathematics Education 1

6cp; 3hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
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

6cp; 2hpw for two semesters
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
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

4cp; 3hpw; prerequisite(s): 025212

Mathematics Education 2

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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; and assists students to develop some facility in the interpretation of statistical information in research literature.

025412

Mathematics Major Study 2: Finite Mathematics

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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.

025961

Issues in Mathematics Education

6cp; 2hpw

TE84 MEd

Postgraduate

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

6cp; 2hpw

TE84 MEd

Postgraduate

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.

026211

Music Education 1

6cp; 3hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Peter De Vries

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

6cp; 3hpw; prerequisite(s): HSC 2-unit Music (or higher, or equivalent)

TE19 BEd

Undergraduate

Subject Coordinator: Peter De Vries

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style in Music and an Applied Study. Musicianship is concerned with the establishment of a thorough grounding in the basic skills and abilities of the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. Computer Studies in Music introduces students to elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style takes an overall view of the history of music in Western civilisation. In the Applied Study, the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026412

Music Major Study 2

6cp; 3hpw; prerequisite(s): 026411 Music Major Study 1 (or equivalent)

TE19 BEd

Undergraduate

Subject Coordinator: Peter De Vries

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. It is concerned with the evolving languages peculiar to the fields of traditional and computerised music. Computer Studies in Music focuses upon elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style is concerned with the developments in music of the late Renaissance and early Baroque. In the Applied Study, the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026413**Music Major Study 3**

6cp; 3hpw; prerequisite(s): 026412 Music

Major Study 2 (or equivalent)

TE19 BEd

Undergraduate

Subject Coordinator: Peter De Vries

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**

6cp; 3hpw; prerequisite(s): 026413 Music

Major Study 3

TE19 BEd

Undergraduate

Subject Coordinator: Peter De Vries

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 in Music looks at the major trends of this period. Practical Studies in Music focuses on 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**

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Peter De Vries

The subject develops an awareness that music is both a reflection and a product of the society from which it comes. Music genres and traditions from a variety of musical cultures will be studied.

026901**Music Therapy Practice 1**

5cp; 1hpw; 224 hours clinical training practicum

TE59 GradDipMusTh

Postgraduate

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**

6cp; 2hpw; 224 hours clinical training practicum; prerequisite(s): 026901 Music

Therapy Practice 1

TE59 GradDipMusTh

Postgraduate

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 the 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

*7cp; 2hpw; 232 hours clinical training practicum; prerequisite(s): 026902 Music Therapy Practice 2
TE59 GradDipMusTh
Postgraduate
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

*7cp; 3hpw; 232 hours clinical training practicum; prerequisite(s): 026903 Music Therapy Practice 3
TE59 GradDipMusTh
Postgraduate
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

*3cp; 1hpw; prerequisite(s): music skills as required for entry to the subject
TE59 GradDip Music Therapy
Postgraduate
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

*3cp; 1hpw; prerequisite(s): 026911 Music Skills 1
TE59 GradDipMusTh
Postgraduate
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

*3cp; 1hpw; prerequisite(s): 026912 Music Skills 2
TE59 GradDipMusTh
Postgraduate
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

*3cp; 1hpw; prerequisite(s): 026913 Music Skills 3
TE59 GradDipMusTh
Postgraduate
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

14cp; 8hpw

TE58 GradDipEd

Postgraduate

Subject Coordinator: Lori Beckett

This two-semester 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.

027211

Personal Development, Health and Physical Education 1

6cp; 3hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw; prerequisite(s): 027411 PDHPE

Major Study 1: Fundamental Principles of

Sports Coaching

TE19 BEd

Undergraduate

Subject Coordinator: Bob Tremayne

This subject builds on the subject 027411 PDHPE Major Study 1: 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**

6cp; 3hpw; prerequisite(s): 027412 PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education; 027413 PDHPE Major Study 3: Advanced Principles of Coaching
 TE19 BEd
 Undergraduate
 Subject Coordinator: Bob Tremayne

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.

027706**Sports Science and Education**

6cp; 3 hpw
 TE21 BEd BA, TE22 BEd (Prim) (Hons)
 Advanced Study Elective
 Undergraduate
 Subject Coordinator: Bob Tremayne

This subject is designed to enable students to identify and learn the basics of sports science; understanding the principles and practices of curriculum design and implementation for team and individual sports; investigate the latest developments in sports science; analyse how these developments can be applied to the school situation; and apply these developments in a practical situation.

027901**Dance Method 1: Performance and Teaching**

6cp
 TE60 GradCert in Dance Education
 Postgraduate
 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**

6cp
 TE60 GradCert in Dance Education
 Postgraduate
 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.

027903**Historical Perspectives: Appreciation of Dance in the 20th Century**

6cp
 TE60 GradCert in Dance Education
 Postgraduate
 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.

027904**Issues in Dance Education**

6cp
 TE60 GradCert in Dance Education
 Postgraduate
 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.

027905**The Art of Storytelling**

6cp; 2hpw or equivalent
 TE65 GradCert Youth Performance Studies,
 TE66 GradCert Creative Arts
 Postgraduate
 Subject Coordinator: Barbara Poston-Anderson

This subject aims to develop the student's skill as a storyteller with particular emphasis on storytelling with young people. Focus will be on story selection and preparation and

performance elements, such as voice, movement and characterisation. Various forms of storytelling, including readers' theatre, will be analysed. Evaluation criteria for assessing the effectiveness of storytelling sessions will be developed and applied.

027906

Puppetry in Performance

6cp; 2hpw or equivalent

TE65 GradCert Youth Performance Studies,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Barbara Poston-Anderson

This subject investigates puppetry as an educational and entertainment medium with focus on development of puppets and puppet plays for young people. Types and forms of puppets and their traditions and functions will be covered. Students will undertake the development and production of a puppet performance for a youth audience.

027907

Acting and Directing

6cp; 2hpw or equivalent

TE65 GradCert Youth Performance Studies,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Barbara Poston-Anderson

This subject focuses on play production for young people with emphasis on acting, directing and stage management skills. Students gain experience in producing a children's theatre play from play selection through rehearsal to performance.

027908

Creative Drama

6cp; 2hpw or equivalent

TE65 GradCert Youth Performance Studies,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Barbara Poston-Anderson

This subject aims to provide students with knowledge and practice in conducting creative drama workshops with young people. Focus will be on examining and applying a range of approaches and strategies for undertaking process drama.

027915

Movement and Dance

6cp; 2hpw or equivalent

TE64 GradCert Children's Music,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Peter DeVries

This subject enables students to develop and implement movement activities in a school-based sequential program in music education from K–6. It also enables students to contribute to extra-curricula movement activities within the school and outside. Students will foster the lifelong learning of music within both the school and the community at large. Students will acknowledge and study the role of movement in musical intelligence and in other areas of human intelligence.

027916

Vocal Studies

6cp; 2hpw or equivalent

TE64 GradCert Children's Music,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Peter DeVries

This subject will enable students to develop knowledge and competencies in the use of the voice in music education and relate these to implementation in the K–6 classroom. They will develop competencies in a variety of teaching strategies to implement these skills and knowledge areas. Students will be encouraged to reflect on the use of the voice in the demonstration of musical understandings. They will be able to devise a school-based sequential program in music education from K–6, relating this to analysis of the current models and syllabi in schools.

027917

Ensemble and Technology

6cp; 2hpw or equivalent

TE64 GradCert Children's Music,

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Peter DeVries

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

027918**Music Education Practice***6cp; 2hpw or equivalent**TE64 GradCert Children's Music,**TE66 GradCert Creative Arts**Postgraduate**Subject Coordinator: Peter DeVries*

This subject is designed to further develop the student's skill in concept areas and teaching techniques specific to music education. Students will be practically involved in music making in all the skill areas and through this develop an awareness of merits of experience/problem-solving approach. Through development of an individual or group musical work, students will critically examine the issues of discourse and critique related to music education practice.

027962**Teaching Controversial Issues in Personal Development, Health and Physical Education***6cp; 2hpw**TE84 MEd**Postgraduate**Subject Coordinator: Lori Beckett*

The subject aims to improve teaching practice in the areas of personal development, health and physical education by critically analysing the implications of current educational trends and issues for curriculum development. It helps students to review curriculum documents; develop skills in contextual analysis that will enable them to develop and improve curricula; evaluate available resources for teaching controversial topics; and develop teaching units for the presentation of sensitive topics.

027963**Values Education in Personal Development, Health and Physical Education***6cp; 2hpw**TE84 MEd**Postgraduate**Subject Coordinator: Lori Beckett*

This subject examines the pluralistic nature of Australian society and analyses political issues in relation to the role of school, in particular to the provision of values education. It helps students to critically review the literature related to theory, research and practice of values education; identify and analyse contemporary issues and current trends in educational

policy and their implications for values education; critique theories of moral and social development; devise strategies for developing values education through personal development, health and physical education curriculum that has societal, cultural and community relevance; and develop skills in teaching values in the primary personal development, health and physical education curriculum.

027965**School, Sport and Society***6cp; 2hpw**TE84 MEd**Postgraduate**Subject Coordinator: To be advised*

This subject helps students to analyse the role of sport in Australian society and its relationship to education; analyse school sport structures; compare and contrast school sport in Australia with international models; examine controversies that influence sport in an educational context; and examine policies which will improve the quality of sports delivery in schools.

028001**Learning in Science 1***7cp; 8hpw**TE51 GradDipEd**Postgraduate**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.

028002**Learning in Science 2***7cp; 8hpw; prerequisite(s): 028001 Learning in Science 1**TE51 GradDipEd**Postgraduate**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.

028211

Science and Technology Education 1

4cp; 3hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Gilda Segal

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

028212

Science and Technology Education 2

4cp; 3hpw; prerequisite(s): 028211 Science and Technology Education 1

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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 infor-

mation, 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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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***6cp; 3hpw
TE19 BEd**Undergraduate**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***6cp; 3hpw
TE19 BEd**Undergraduate**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***6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate**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.

028961**Learning in Science and Technology***6cp; 2hpw
TE84 MEd
Postgraduate**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.

029211**Social and Environmental Education***6cp; 2hpw for two semesters
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate**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 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

6cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

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. Students 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

24cp; one complete semester

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw; prerequisite(s): 029411 History

Major Study 1: Australia to 1900

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 3hpw

TE19 BEd

Undergraduate

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

6cp; 2hpw

TE16 BEd, TE19 BEd, TE20 BEd

Subject Coordinator: Keith Amos

Undergraduate

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 Australian colonial history in ways appropriate to curriculum recommendations for K-6 and junior secondary.

029704

Initiatives and Innovations in Aboriginal and Torres Strait Islander Education

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

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.

029901

Aboriginality, Power and Education

6cp; 2hpw

TE84 MEd

Postgraduate

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

21129

Managing People and Organisations

*6cp
Undergraduate*

Introduces students to the concept of management and the different theoretical approaches to understanding management and organisations. Examines individual and group behaviour in organisational contexts. Examines and discusses organisational issues and processes, including culture leadership, power and control, politics, communication, and the fundamentals of organisational structure and design. Develops skills in researching literature in the field of management and organisation studies.

21210

Business, Government and Society

*6cp; prerequisite(s): 21130 Management and Organisations; 21125 International Business Environment
Undergraduate*

Focuses on the relationship between business and government in Australia. Examines the structures and processes of government in Australia and the social context in which business and government operate. Students develop an understanding of techniques for the formal analysis of government/business relationships, and of the ethical and social responsibilities of business.

21440

Management Skills

*6cp; prerequisite(s): 21130 Management and Organisations; 21125 International Business Environment
Undergraduate*

Develops an understanding of the nature of intrapersonal and interpersonal competencies and their relevance to management practice in contemporary organisations. Explores behavioural skill learning in order to establish a platform for continued development on the part of the student. Cultural and gender issues are also explored in this context.

Topics covered include the nature of intrapersonal and interpersonal competence; theoretical underpinnings of behavioural skills learning; self-management skills; basic interpersonal communications skills; assertion and

influence skills; and the applied skills of small group management, presentation, negotiation and conflict resolution, interviewing, networking and leadership.

21555

Human Resource Management

*6cp
Undergraduate*

Introduces students to the theory and practices utilised to manage an organisation's human resources. Establishes the nature and function of the various components of typical human resource management (HRM) practices, and exposes students to the skills of HRM through the use of structured exercises. Considers the future direction and strategic application of HRM within Australia and overseas.

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.

92814

Clinical Studies 1: People and Health Care

5cp; 2hpw

TE59 GradDipMusTh

Postgraduate

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

3cp; 1hpw; prerequisite(s): 92814 Clinical

Studies 1: People and Health Care

TE59 GradDipMusTh

Postgraduate

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

3cp; 1hpw; prerequisite(s): 92815 Clinical Studies 2: Health, Illness and Disability

GradDip Music Therapy

Postgraduate

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; intensive mode

Postgraduate

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

92845

Primary Health Care

6cp; intensive mode

Postgraduate

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 relation to diabetes education; and apply research principles in the investigation and examination of resources for the education and treatment of diabetes.

95560**Multimedia Industry and Process***8cp*

This subject will examine the nature of the interactive multimedia industry today. It explores industry structure and trends, government policies in relation to the industry, job specifications, multimedia development teams and roles, the interactive multimedia development process, costs associated with development, and significant issues such as copyright and intellectual property. This subject also includes a series of optional master classes to introduce some common Web development tools and techniques.

95561**Multimedia Products and Technology***8cp*

This subject situates the study of multimedia products and technologies in the comparative, historical context of the traditional media. It looks at debates about the impact of communication technologies on society and culture, the trends and impacts of globalisation, and the ways in which audiences can create meaning out of print and audio-visual communication.

**INTERNATIONAL STUDIES
SUBJECTS****50140****Comparative Social Change**

*8cp; for undergraduate students
Offered by the 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, and East and South-East Asia. The lectures will highlight a number of key issues, including 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.

971111, 972111, 973111, 974111**Chinese Language and Culture subjects****Chinese Unit 1**

8cp; 6hpw; prerequisite: nil

Chinese 1 aims at developing in students a survival communicative ability in basic social interactions. It teaches students *Pinyin*, the official transcription system, as a guide to the pronunciation of the Chinese language, and some basic structures and devices of the language. Students are expected to know about 300 Chinese characters by the end of this unit.

Chinese Unit 2

8cp; 6hpw; prerequisite: Chinese Unit 1

Chinese 2 continues to develop in students a survival communicative ability in basic social interactions. It also introduces some of the basic structures and devices of the language. Students are expected to know about 600–800 Chinese characters by the end of this unit.

Chinese Unit 3

8cp; 6hpw; prerequisite: Chinese Unit 2 or HSC 2/3-unit Chinese

Chinese 3 is the entry point for students who have completed HSC 2/3-unit Chinese and who first learnt Chinese at school in Australia.

Chinese 3 aims at further developing students' oral communicative competence in basic social interactions. More written texts will be gradually introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language will be reinforced. Students are expected to know about 1,200 Chinese characters by the end of this unit.

Chinese Unit 4

8cp; 6hpw; prerequisite: Chinese Unit 3

Chinese 4 is the second unit for students who have completed HSC 2/3-unit Chinese.

Chinese 4 aims at further developing students' communicative competence in basic social interactions. More written texts are introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language are also reinforced. Students are expected to know about 1,600 Chinese characters by the end of this unit.

Chinese Unit 5

8cp; 6hpw; prerequisite: Chinese Unit 4

Chinese 5 is the third unit for students who first learnt Chinese at school in Australia and obtained HSC 2/3-unit Chinese.

Chinese 5 aims at further developing students' communicative competence in general social interactions. While reinforcing the macro-skills of reading, writing, listening and speaking, this unit will focus on practical writing skills. Students are expected to know about 2,000 Chinese characters by the end of this unit.

Chinese Unit 6

8cp; 6hpw; prerequisite: Chinese Unit 5

Chinese 6 is the fourth subject for students who have obtained HSC 2/3-unit Chinese with basic communicative skills and the ability to undertake In-country Study in China.

Chinese 6 aims at further developing students' communicative competence in general social interactions. While reinforcing basic structures and devices of the language, this unit will further develop students' writing skills. Students are expected to know about 2,500 Chinese characters by the end of this unit.

Chinese Unit 7

8cp; 4hpw; prerequisite: a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.

Chinese 7 is for students who have a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.

This unit aims at developing communicative competence to meet students' needs in social and professional interactions where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Simplified characters, pronunciation, intonation and situational Chinese usages are the focus of class instruction.

Chinese Unit 8

8cp; 4hpw; prerequisite: Chinese Unit 7 or equivalent

This unit aims at developing a communicative competence at a more sophisticated level. Students are exposed to a range of Chinese texts in varied sociocultural contexts in order to master the use of Chinese for different purposes, and are provided with opportunities to further improve speaking and listening skills through discussions of the texts and making cross-cultural comparisons.

Chinese Unit 9

8cp; 4hpw; prerequisite: Chinese Unit 8 or equivalent

This unit aims at developing in students a high level of communicative competence required for understanding various electronic and published media articles, correspondence and texts related to contemporary society where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of Chinese texts in order to master the use of Chinese for different purposes, and are provided with opportunities to maintain speaking and listening skills through discussion of the texts.

Chinese Unit 10

8cp; 4hpw; prerequisite: Chinese Unit 9 or equivalent

This unit aims at further developing in students a high level of communicative competence in reading and writing to meet students' needs in social and professional interactions. Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of diverse texts from modern Chinese literature, history, language and culture in order to master the use of written Chinese for different purposes, and are provided with further opportunities to maintain speaking and listening skills through discussion of the texts.

971411, 972411, 973411, 974411**French Language and Culture subjects****French Unit 1**

8cp; 1st semester, 6hpw; prerequisite: nil

French 1 is the first in a series of four units designed to provide students who have no prior knowledge of the French language with basic survival skills in language and culture and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of French-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways to express new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 2

8cp; 2nd semester, 6hpw; prerequisite: French Unit 1 or equivalent

French 2 is the second in a series of four units designed to provide students who have no prior knowledge of the French language with basic survival skills in language and culture and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing and be able to satisfy immediate communication needs and minimum courtesy requirements required in basic social interaction. Students will also develop an understanding of the sociocultural contexts in which the language is used and develop further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 3

8cp; 1st semester, 6hpw; prerequisite: French Unit 2, HSC French, or equivalent

French 3 is the third in a series of four units for students with no prior knowledge of the French language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit French, or its equivalent. It provides students with basic survival skills in French language and culture, and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have achieved communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 4

8cp; 2nd semester, 6hpw; prerequisite: French Unit 3 or equivalent

French 4 is the fourth in a series of four units for students with no prior knowledge of the French language, or the second in a series of four units for students who have successfully completed French 3, HSC 2/3-unit French, or its equivalent; and equips these students with basic survival skills in French language and culture and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have begun to develop the communication skills required to satisfy limited routine social or work demands related to the situation covered. Students would also have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social

and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 5

8cp; 1st semester, 6hpw; prerequisite: French Unit 4 or equivalent

French 5 is the third in a series of four units designed to provide students who have successfully completed French 4, HSC 2/3-unit French, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in France.

By the end of the unit, students would be expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in French and to compare lifestyles, university life and education and practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 6

8cp; 2nd semester, 6hpw; prerequisite: French Unit 5 or equivalent

French 6 is the fourth in a series of four units designed to provide students who have successfully completed French 5, or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in France.

By the end of the unit, students would be expected to have achieved the communicative competence required for limited formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language development focuses on topics such as economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts.

There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 7

8cp; 1st semester, 4hpw; prerequisite: French Unit 6

French 7 is designed to provide students who have successfully completed French 6, or its equivalent with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to be able to communicate confidently in French in a wide variety of everyday situations, and to have comprehension skills which enable them to read a wide variety of authentic materials in French. Students are expected to extend their knowledge of present-day French society and culture and to have acquired the vocabulary and linguistic structures necessary to participate in formal and informal conversations with considerable accuracy.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use French to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

French Unit 8

8cp; 2nd semester, 4hpw; prerequisite: French Unit 7

French 8 is designed to provide students who have successfully completed French 7, or its equivalent with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to demonstrate the linguistic skills and cultural awareness required to engage appropriately in a range of formal and informal discussions in social, professional and educational contexts.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use French to discuss set topics and to respond to authentic texts, television programs and films. Students are required to read extensively in preparation for classroom presentations and discussions.

971421, 972421, 973421, 974421**German Language and Culture subjects****German Unit 1**

8cp; 1st semester, 6hpw; prerequisite: nil

German 1 is the first in a series of four units designed to provide students who have no prior knowledge of the German language with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. Students gain, in particular, an awareness of the background of German-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 2

8cp; 2nd semester, 6hpw; prerequisite: German Unit 1 or equivalent

German 2 is the second in a series of four units designed to provide students with no prior knowledge of the German language with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing and be able to satisfy immediate communication needs and minimum courtesy requirements required in basic social interaction. Students will also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers may be used to facilitate learning.

German Unit 3

8cp; 1st semester, 6hpw; prerequisite: German Unit 2, HSC German, or equivalent

German 3 is the third in a series of four units for students with no prior knowledge of the German language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit German, or its equivalent. It provides students with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 4

8cp; 2nd semester, 6hpw; prerequisite: German Unit 3 or equivalent

German 4 is the fourth in a series of four units for students with no prior knowledge of the German language, or the second in a series of four units for students who have successfully completed German 3, HSC 2/3-unit German, or its equivalent. It provides them with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have begun to develop the communication skills required to satisfy limited routine social and work demands related to the situation covered. Students would also have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social

and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 5

8cp; 1st semester, 6hpw; prerequisite: German Unit 4 or equivalent

German 5 is the third in a series of four units designed to provide students who have successfully completed German 4, HSC 2/3-unit German, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Germany.

By the end of the unit, students would be expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. They would have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in German when comparing lifestyles, university life and education and to practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 6

8cp; 2nd semester, 6hpw; prerequisite: German Unit 5 or equivalent

German 6 is the fourth in a series of four units designed to provide students who have successfully completed German 5, or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Germany.

By the end of the unit, students would be expected to have achieved the communicative competence required to speak the language with reasonable accuracy, and to be able to participate readily in limited formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, and literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 7

4cp; 1st semester, 4hpw; prerequisite: German Unit 6

German 7 is designed to provide students who have successfully completed German 6, or its equivalent with the ability to consolidate and extend their knowledge of the German language in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to be able to communicate confidently and with a high level of accuracy in German in a wide range of formal and informal conversations, and to have comprehension skills which enable them to read a wide variety of authentic materials in German. They are expected to be able to read and write for academic and general purposes with sufficient accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

German Unit 8

4cp; 2nd semester, 4hpw; prerequisite: German Unit 7

German 8 is designed to provide students who have successfully completed German 7, or its equivalent with the ability to consolidate and extend their knowledge of German in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to have achieved a high level of proficiency and speak the language with a high level of accuracy. They will be able to participate in a wide range of formal, informal and academic conversations on topics such as the economy, gender roles, social life, politics and current issues. They will also learn about academic writing and will develop academic skills such as note taking and essay writing in German. They will be expected to read and write

academic and general texts with a high degree of accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to discuss set topics and to respond to authentic texts, television programs and films. Students are required to read extensively in preparation for classroom presentations and discussions.

971311, 972311, 973311, 974311

Indonesian Language and Culture

Indonesian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Indonesian language program is to give students a good working knowledge of modern written and spoken Indonesian and to enable them to express themselves in the language correctly and with reasonable clarity.

971431, 972431, 973431, 974431

Italian Language and Culture subjects

Italian Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

Italian 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Italian language with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students would be expected to have achieved 'minimum creative proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of Italian-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 1 or equivalent

Italian 2 is the second in a series of four units designed to provide students who have no prior knowledge of the Italian language with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students would be expected to have achieved 'basic transactional proficiency' in speaking, listening, reading and writing, and be able to satisfy immediate communication needs and minimum courtesy requirements for basic social interaction. Students will also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 3

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 2, HSC Italian, or equivalent

Italian 3 is the third in a series of four units for students with no prior knowledge of the Italian language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 4

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 3 or equivalent

Italian 4 is the fourth in a series of four units for students with no prior knowledge of Italian language, or the second in a series of four units for students who have successfully completed Italian 3, HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy. By the end of the unit, students would be expected to have begun to develop the communication skills required to satisfy limited routine social and work demands related to the situation covered. Students would also have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required e.g. to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 5

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 4 or equivalent

Italian 5 is the third in a series of four units designed to provide students who have successfully completed Italian 4, HSC 2/3-unit Italian, or its equivalent, with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

By the end of the unit, students would be expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in Italian while comparing lifestyles, university life and education and practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts.

There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 5 or equivalent

Italian 6 is the fourth in a series of four units designed to provide students who have successfully completed Italian 5, or its equivalent with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

By the end of the unit, students would be expected to have achieved the communicative competence required to speak the language with sufficient accuracy for limited formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

971211, 972211, 973211, 974211

Japanese Language and Culture subjects

Japanese Unit 1

8cp; 6hpw; prerequisite: nil

This is the first subject in the Japanese Language and Culture program. It is designed as the first step in providing students who have no prior knowledge of Japanese with the basic language survival skills and sociocultural awareness to enable them to undertake In-country Study in Japan.

While focusing primarily on the development of speaking and listening skills, this subject also provides a working knowledge of the *hiragana* and *katakana* scripts and approximately 50 *kanji*. Sociocultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Unit 2

8cp; 6hpw; prerequisite: Japanese Unit 1

This is the second in a series of four units for students with no prior knowledge of the Japanese language. By the completion of this unit, the student should be able to demonstrate the language and sociocultural skills required to establish and maintain relationships in social or work-related spheres, and fulfil basic survival needs in a Japanese-speaking environment.

Emphasis is given to the development of speaking and listening skills, but students will also further develop their reading and writing skills. Besides *kana*, they will know approximately 150 *kanji* by the end of the unit. Socio-cultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Unit 3

8cp; 6hpw; prerequisite: Japanese Unit 2 or HSC Japanese

Japanese 3 is the third in a series of four units for students with no prior knowledge of the Japanese language, or the first in a series of four units for students who have successfully completed HSC-level Japanese. By the end of the unit, students are expected to have achieved 'survival proficiency' in the use of the language, and be able to satisfy survival needs and limited social demands relating to topics and situations covered.

At the end of the subject, students are expected to have developed their listening, speaking, reading and writing skills to a level where they can communicate in everyday situations, and are able to demonstrate an awareness of the social implications of language and behaviour. It is expected that students will know approximately 250 *kanji* by the end of the unit.

Japanese Unit 4

8cp; 6hpw; prerequisite: Japanese Unit 3

Japanese 4 is the fourth in a series of four units for beginners. It is also the second in a series of four units for those who have successfully completed HSC-level Japanese, or its equivalent, and aim to further develop Japanese listening, speaking, reading and writing skills. By the end of the unit, students are expected to have achieved 'limited social proficiency', and be able to interact in limited social, study and work contexts with Japanese speakers in Japan or Australia. They will also have learnt approximately 350 *kanji*.

Japanese Unit 5

8cp; 6hpw; prerequisite: Japanese Unit 4

Japanese 5 is the third in a series of four units in the post-HSC series, and is for those who have successfully completed either Japanese 4, or its equivalent, and aim to further develop listening, speaking, reading, writing and cultural skills. By the end of the unit, students are expected to have achieved 'limited social proficiency', and be able to satisfy routine social and limited work demands. The emphasis is on the development of the language and of the cultural sensitivity required in both formal and informal situations. By the end of the subject, students are expected to be able to read and write approximately 470 *kanji*.

Japanese Unit 6

8cp; 6hpw; prerequisite: Japanese Unit 5

Japanese 6 is the final subject in a series of four units in the post-HSC series and is for those who have successfully completed either Japanese 5, or its equivalent. By the end of this subject, students are expected to have achieved 'minimal vocational proficiency', and be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in many formal and informal conversations on practical, social and limited vocational topics. The emphasis is on the development of the language and of the cultural sensitivity required in both formal and informal situations. By the end of the subject, students should be able to read simple prose and read and write approximately 590 *kanji*.

971331, 972331, 973331, 974331

Malaysian Language and Culture

Malaysian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Malaysian language program is to give students a good working knowledge of modern written and spoken Malaysian and to enable them to express themselves in the language correctly and with reasonable clarity.

971734, 972734, 973734, 974734

Russian

Russian is offered to UTS students through an arrangement with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Russian language program is to give students a good working knowledge of modern written and

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spoken Russian and to enable them to express themselves in the language correctly and with reasonable clarity.

971501, 972501, 973501, 974501

Spanish Language and Culture subjects

Spanish Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

Spanish 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the subject, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. Students gain, in particular, an awareness of the background of Hispanic countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways they might express new meanings.

Spanish 1 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 1

Spanish 2 is the second in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the subject, students would be expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing, and be able to satisfy immediate communication needs and minimum courtesy requirements in basic social interactions. Students will also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

Spanish 2 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 3

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 2 or HSC Spanish

Spanish 3 is the third in a series of four units for students with no prior knowledge of the Spanish language, or the first in a series of four units for students who have successfully completed HSC-level Spanish, or its equivalent. It provides students with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, students would be expected to have achieved a communicative competence in speaking, listening, reading and writing skills in order to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

Spanish 3 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 4

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 3

Spanish 4 is the fourth in a series of four units for students with no prior knowledge of the Spanish language, or the second in a series of four units for students who have successfully completed Spanish 3 and HSC-level Spanish, or its equivalent. It provides students with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, students would be expected to have begun to develop the communication skills required to satisfy limited routine social and work demands. They would also be expected to have developed an awareness of the various social and

cultural contexts in which the language is used. In this subject, students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required e.g. to find accommodation.

Spanish 4 consist of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 5

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 4

Spanish 5 is the third in a series of four units designed to provide students who have successfully completed Spanish 4 and HSC-level Spanish, or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students would be expected to have achieved communicative competence in speaking, listening, reading and writing, and to be able to satisfy routine social demands and limited work requirements. They would have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in Spanish to compare lifestyles, university life and education, and practise interview techniques in preparation for In-country Study.

Spanish 5 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. There are discussions and debates on set topics. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 5

Spanish 6 is the fourth in a series of four units designed to provide students who have successfully completed Spanish 5 and HSC-level Spanish, or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students would be expected to be able to speak the language with

sufficient accuracy, and to participate in limited formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social and work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

Spanish 6 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. There are discussions and debates on set topics. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 7

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 6

Spanish 7 is designed to provide students who have successfully completed Spanish 6, or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit students would be expected to be able to communicate confidently in Spanish within a wide range of everyday situations, and to have further improved their comprehension skills by reading a wide variety of authentic materials in Spanish. Students would also be expected to have extended their knowledge of today's world-wide Hispanic society and culture and to have acquired the vocabulary and structures necessary to be able to discuss and write about the cultural context of texts with considerable accuracy.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use the language to respond to authentic texts and to discuss set topics. Students are required to read extensively during self-study periods in preparation for classroom presentation and discussion.

Spanish Unit 8

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 7

Spanish 8 is designed to provide students who have successfully completed Spanish 7, or its equivalent, with a higher level of communicative and cultural competence and the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students would be expected to have further developed the linguistic and cultural awareness skills required to engage appropriately in a range of formal and informal discussions at a social and professional level on topics such as employment, job applications, academic presentations and university life, social welfare, human rights, leisure and sport, the media, family roles and relationships, etiquette, and immediate concerns such as arranging accommodation and banking.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy in speaking and writing as they use the language in response to authentic texts such as newspaper, and magazine articles and television programs in Spanish. Students are required to read extensively during self-study periods in preparation for classroom presentations, debates and discussions.

971320, 972320, 973320, 974320

Thai

Thai is offered to UTS students through the language program offered jointly by the University of Sydney and Macquarie University. The program is designed to allow complete beginners in Thai to reach a survival level that will allow them to continue their studies in Thailand. If student numbers permit, classes will be available on UTS campuses.

976101

Chinese East Asia

8cp; 2nd semester, 4hpw

South China – Hong Kong, Taiwan and the Southern Chinese provinces of Fujian and Guangdong – is a region of global importance. It is a dynamo of economic growth for the East Asia region and one that has resulted from the economic integration of Hong Kong, Taiwan and South China, and which is now expanding to include East China. Yet its constituent parts have developed separately in different and often inimical political systems. As a result of all these factors, South China is likely to become a region of increasing importance, strategically and politically, as well as economically. This subject examines the development of Hong Kong, Taiwan and South China and their interaction. It is an introductory subject that requires no prior knowledge of the region or of any Chinese language.

976111

Contemporary China

8cp; 2nd semester, 4hpw

This subject examines the contours and dynamics of social, political and economic change in the People's Republic of China since the death of Mao Zedong and the start of the reform era. A central theme is the emerging relationship between state and society in a state socialist system in the process of change and reform. It is an introductory subject that requires no prior knowledge of the People's Republic of China or of any Chinese language.

976211

Contemporary Japan

8cp; 2nd semester, 4hpw

This subject provides an introduction to the dynamics of political, social and economic systems in modern Japan. Central themes are the causes and consequences of social change and continuity in the context of Japan's emergence as an economic superpower. In the process, it offers a general introduction to Japan's culture. This subject requires no prior knowledge of Japan or of Japanese.

976301

Contemporary South-East Asia

8cp; 2nd semester, 4hpw

This subject provides an introduction to the countries of Indonesia, Malaysia, Thailand and Vietnam. The themes of modernity and identity will be examined at a political-economic level and also at an individual level. Issues which will be explored include: migration patterns in the context of regional interrelationships; increasing urbanisation; legacies of colonialism; the commodification of culture and the growing impact of tourism; new creative forms in the visual, literary and performing arts; the beliefs about and behaviour of women in the region; and ways in which religion and social practice intersect.

976401

Contemporary Europe

8cp; 2nd semester, 4hpw

This subject is an introduction and an overview laying the groundwork for the study of contemporary Europe. It surveys present-day European Union institutions and sociopolitical developments and provides a comparative study of political and social developments in the countries of Western and Eastern Europe.

It aims to provide students with an understanding of the historical background of present-day Europe and enable them to identify major contemporary policy issues in this region of the world.

976501

Contemporary Latin America

8cp; 2nd semester, 4hpw

Latin America has been a crucible for social, political and economic change in the 19th and 20th centuries. Intense struggles for nationhood, democracy, economic modernisation and secularisation have all resonated in the countries of Latin America. During the middle of the 20th century, Latin America's primary concerns were focused on national self-determination, inward industrialisation and populist authoritarian efforts to legitimise elite rule. In the late 20th century, the emphasis shifted towards economic growth, internationalisation, and pressures to improve the capacity and accountability of governments. The subject aims to provide students with the historical background, cultural awareness and analytic skills to interpret everyday social, political and economic reality during their period of In-country Study. The subject requires no prior knowledge of Latin America or of Spanish.

977xxx

In-country Study 1

24cp; prerequisite: completion of relevant subjects appropriate to the student's International Studies major.

In-country Study subjects are only available to students doing the Bachelor of Arts in International Studies.

As part of the International Studies combined degrees, students spend two semesters of In-country Study at a university or institution of higher education overseas. The location is determined by the student's International Studies major.

In the International Studies Program, students focus on one of the following countries or majors: Argentina, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand. The availability of the Russian major is currently being reviewed. There is also a Heritage Major that permits students with previous exposure to a language and culture to continue their study in countries such as Greece, Hong Kong, Korea, Poland, Taiwan and Vietnam.

Australia and the Asia-Pacific is only available as a major to international students. International students may access one of the other majors offered provided that the country they choose as their major is able to grant them a visa to study there. This would need to be determined prior to commencing subjects within the International Studies major. If a visa cannot be granted, then it will not be possible to undertake the chosen major.

978xxx

In-country Study 2

24cp; prerequisites: 977xxx In-country Study 1

As part of the International Studies combined degrees, students spend two semesters of In-country Study at a university or institution of higher education overseas. The location is determined by the student's International Studies major.

The following majors are available in the International Studies program: Argentina, Australia and the Asia-Pacific Region, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand.

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Aboriginal Social and Political History	015395	Arts in the Community	020963
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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		

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Practicum 8: Analysing Current Issues in Australian Education	023118	Science and Technology Major Study 2: Science and Technology in Daily Life	028412
Principles and Practice of Vocational Teaching 1	012158	Science and Technology Major Study 3: Issues in Science, Technology and Society	028413
Principles and Practice of Vocational Teaching 2	012160	Science and Technology Major Study 4: Planet Earth	028414
Professional Ethics for Educators	023974	Secondary Practicum 1	023191
Professional Ethics	023615	Secondary Practicum 2	023192
Professional Practitioner (VOC ED), The	015052	Secondary School: Social Bases and Critical Issues, The	023003
Professional Practitioner, The	016006	Simulations and Games: Theory and Design	015096
Program Delivery and Evaluation	015034	Skill Learning and the Development of Expertise	013210
Program Design and Evaluation	016007	Skills, Technology and Workplace Learning	013339
Program Development and Needs Analysis	015006	Social and Environmental Education	029211
Program Development in Adult Career Education	013216	Social Bases of Education	023502
Program Development Workplace Project	012155	Social Contexts of Language, Literacy and Numeracy	015087
Program Planning in Community Settings	015033	Social Education in Community Settings	015076
Programming and Assessment in Language, Literacy and Numeracy	015090	Sociological Bases of Education	023512
Programming for Diabetes Education	015342	Sociological Context of Vocational Education, The	012156
Project	013710	Socio-political Contexts of Language, Literacy and Numeracy Education	015128
Project	015116	Special Education 1: Managing Challenging Behaviours	023821
Project 1	015390	Special Education 2: Preventing and Remediating Difficulties in Reading and Writing	023822
Project 2	015391	Special Education 3: Educating Students Who Have Difficulties with Written Text	023823
Project Management	015410	Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities	023824
Promoting Workplace Learning	015091	Special Education 5: Educating Students with Moderate and High Support Needs	023825
Psychological Perspectives on Adult Learning	015005	Special Education 6: Educating Students with Delayed or Disordered Communication	023826
Psychology and Sociology of Learning 1	012127	Special Education Practicum 1: Assessment, Programming and Education	023831
Psychology and Sociology of Learning 2	012128	Special Education Practicum 2: Collaborative Participation in Inclusive Service Models	023832
Psychology of Adult Development, The	013368	Special Study in Education	023979
Psychology of Organisational Learning	015406	Sports Science and Education	027706
Psychology of Secondary Students	023001	Strategic HRD	015417
Puppetry in Performance	027906	Structure and Sequence in 3-Dimensional Arts	020967
Psychology of Secondary Students	015393	Studio Practice in Visual Arts	020704
Qualitative Research in Education	023981	Supervision: The Developing Teacher	023973
Reading and Spelling Instruction for Students with Special Education Needs	023852	Supporting Workplace Learning and Reform	013363
Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties	023877	Teaching Aboriginal Studies	015113
Research and Inquiry	015011		
Research in Practice	015382		
Research in the Arts	024919		
Research Literacies	023999		
Research Methodologies	015126		
Research Methods for Social Policy	015385		
Research Perspectives in Education	013348		
Research Seminar	023625		
Researching Practice in Special Education	023870		
School and Community Relations	023621		
School, Sport and Society	027965		
Science and Technology Education 1	028211		
Science and Technology Education 2	028212		
Science and Technology Major Study 1: The Human Body	028411		

Teaching Across the Curriculum	022603
Teaching and Learning in Diabetes Education	015343
Teaching and Learning in Numeracy	010157
Teaching and Learning in Practice (LLN, VOC ED)	015023/24
Teaching and Learning Literacy	015153
Teaching Australian Studies	015166
Teaching Controversial Issues in Personal Development, Health and Physical Education	027962
Teaching English to International Students	024713
Teaching in the Multicultural Classroom	012153
Teaching Literacy	015088
Teaching Others to Use Technology	012151
Teaching Practice	015289
Teaching Spoken Language	015398
Technologies, Resources and Managing Learning in Children's Art	020968
Technology and Media 1	012129
Technology and Media 2	012130
Technology for Open Learning	012149
Technology-based Language Learning	015164
Text, Media and Technologies	013329
Thesis (F/T)	015380
Thesis (P/T)	015383
Thesis (Education) (F/T)	016105
Thesis (Education) (P/T)	016106
Thesis Development and Appraisal	015381
Understanding Adult Education and Training	013332
Understanding Research	013699
Values Education in Personal Development, Health and Physical Education	027963
Visual Arts and Craft Education	020211
Visual Arts Method	020964
Visual Arts Practice	020962
Vocal Studies	027916
Women and Adult Education	013361
Women and Learning	013331
Work and Learning	013702
Work and People	015400
Work Placement	015415
Work Project	015413
Workplace Context of Vocational Education 1, The	012135
Workplace Context of Vocational Education 2, The	012136
Workplace Context	016008
Workplace Practice 1	016001
Workplace Practice 2	016005
Workplace Practicum	015018
Writing for Specific Purposes	012152
Written Text and Students with Learning Difficulties	023853

Subjects offered by other faculties

Australian Indigenous Social Policy	50290
Australian Political and Social Systems	50291
Business, Government and Society	21210
Chinese East Asia	976101
Chinese Language and Culture	97x111
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
Contemporary China	976111
Contemporary Europe	976401
Contemporary Japan	976211
Contemporary Latin America	976501
Contemporary South-East Asia	976301
French Language and Culture	97x411
German Language and Culture	97x421
Human Resource Management	21555
In-country Study 1	977xxx
In-country Study 2	978xxx
Indonesian Language and Culture	97x311
Italian Language and Culture	97x431
Japanese Language and Culture	97x211
Malaysian Language and Culture	97x331
Managing People and Organisations	21129
Management Skills	21440
Multimedia Industry and Process	95560
Multimedia Products and Technologies	95561
Policy Processes in Australian Indigenous Settings	50292
Primary Health Care	92845
Spanish Language and Culture	97x501
Russian	97x734
Thai	97x320

BOARDS AND COMMITTEES

FACULTY BOARD MEMBERSHIP

Ex officio members

Dean of the Faculty
Professor A P Gonczi (Chair)
Associate Dean, Teaching and Learning
Associate Professor D Slade
Associate Dean, Research
Professor D J Boud
Director, Organisational Development
Associate Professor R Wickert
Professors
Professor M Tennant
Professor A Pennycook
Professor P Hager
Professor L Yates
Director, Jumbunna CAISER
Vacant
Faculty Manager
Mr H McCuaig
Chair of the Staff Meetings
(alternates between two Chairs)
Dr K Forster
Ms S Saunders

Nominated members

One nominee of the University Librarian
Mr C Langeveldt
*One nominee of the Director, Institute for
Interactive Media and Learning*
Associate Professor K Trigwell
*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 J Griffin
Dr S Schuck
Assoc Prof R Morris
Dr L Schaverien
Ms H Scheeres
Dr C Chappell
Ms N Solomon
Nine vacancies

*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 Gerrard¹
Mr J Hawkins¹

Two postgraduate students of the Faculty
Ms M Moore
Vacant

¹ Term due to finish 31 October 2000.

STAFF RESEARCH INTERESTS AND EXPERTISE

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
 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 (P)
 Ian Cornford (P)
 Lann Dawes (P)
 Griff Foley (P)
 John Garrick (P)
 Bob Gowing
 Geof Hawke
 Susan Knights
 Elysabeth Leigh
 Bob Pithers (P)
 Peter Russell

Jane Sampson
 Shirley Saunders (P)
 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 (P)
 Andrew Gonczi (P)
 Paul Hager (P)
 Geof Hawke
 Tony Holland (P)
 Robyn Johnston

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
Authentic assessment
 Jim Athanasou (P)
 David Boud (P)
 Laurie Brady
 Ian Cornford (P)
 Kathie Forster (P)
 Andrew Gonczi (P)
 Janette Griffin
 Bob Gowing
 Paul Hager (P)
 Geof Hawke
 Deb Hayes
 Tony Holland (P)
 Bob Pithers (P)
 Peter Russell
 Laraine Spindler

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
Lori Beckett
Laurie Brady (P)
Gerry Foley
Margaret Goninan
Bob Gowing
Janette Griffin (P)
Deb Hayes (P)
Joan Jardine (P)
Shirley Saunders (P)
Sandy Schuck (P)
Lynette Schaverien (P)
Gilda Segal (P)
Lyn Yates (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
Deb Hayes (P)
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
Lynette Schaverien (P)
Sandy Schuck (P)
Lyn Yates (P)

Cooperative learning

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

Creative and performing arts education

Childrens' 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
Peter DeVries (P)
Rick Flowers
Rosemary Johnston (P)
Paul March
Barbara Poston-Anderson (P)

Curriculum studies

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

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
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
 Lori Beckett
 Kate Collier
 Rick Flowers
 Griff Foley (P)
 Kathie Forster (P)
 Viktor Jakupec (P)
 Susan Knights
 John McIntyre (P)
 Mike Newman (P)
 Jane Sampson
 Sallie Saunders
 Lynette Schaverien (P)
 Rosie Wickert (P)
 Lyn Yates (P)

Educational management

Applied communication theory and research
Leadership in education
Organisational psychology
Group and organisational communication
Managerial development in education and HRD
Change process in educational organisations
Managing educational organisation
Managing education programs
 Ian Cornford (P)
 John Garrick (P)
 Andrew Gonczi (P)
 Bob Gowing
 Deb Hayes (P)
 Robyn Johnston
 Elyssebeth Leigh
 Bob Pithers (P)
 Sallie Saunders
 Shirley Saunders (P)
 Geoff Scott (P)
 Rosie Wickert (P)

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)
 Peter DeVries (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)
 Geof Hawke
 Betty Johnston (P)
 Susan Knights
 Elyssebeth Leigh
 Mike Newman (P)
 Jane Sampson
 Sallie Saunders
 Shirley Saunders (P)
 Lynette Schaverien (P)
 Sandy Schuck (P)
 Alan Scully
 Laraine Spindler
 Mark Tennant (P)

First and second language development

Bilingual education
Mother tongue development
Second language development
Second language literacy development
Studies in cultural diversity
 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

Shirley Saunders (P)

Lynette 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

Deb Hayes (P)

Betty Johnston (P)

Susan Knights

Alison Lee (P)

Alastair Pennycook (P)

Jane Sampson

Sallie Saunders

Gilda Segal (P)

Hermine Scheeres

Nicky Solomon

Lyn Yates (P)

Higher and professional education

Innovation in course design and development

Assessment practice

Experience-based learning approaches

Conceptions of teaching and learning

Professional development practices

Research supervision

David Boud (P)

Viktor Jakupec (P)

Rosemary Johnston

Alison Lee (P)

Keith Trigwell (P)

Lyn Yates (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)

Ian Cornford (P)

Rick Flowers

Griff Foley (P)

Kathie Forster (P)

Andrew Gonczi (P)

Paul Hager (P)

Deb Hayes (P)

Viktor Jakupec (P)

Rosemary Johnston

Susan Knights

Roger Morris (P)

Mike Newman (P)

Alastair Pennycook (P)

Barbara Poston-Anderson (P)

Hermine Scheeres

Colin Symes (P)

Rosie Wickert (P)

Lyn Yates (P)

Literacy education

Learning perceptions

Learning in informal settings

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

Tertiary literacy

Rhondda Brill

Pauline Gibbons (P)

Janette Griffin

Jenny Hammond (P)

Joan Jardine (P)

Rosemary Johnston (P)

Sheilagh Kelly

Alison Lee (P)

Mary Macken-Horarik (P)

Paul March

Alastair Pennycook (P)

Hermine Scheeres

Rosie Wickert (P)

Keiko Yasukawa (P)

Mathematics education*Mathematics as social practice**Maths anxiety**Beliefs about maths**Attitude to maths*

Graham Barnsley (P)

Gerry Foley

Betty Johnston (P)

Lynette Schaverien (P)

Sandy Schuck (P)

Keiko Yasukawa (P)

Mentoring*Mentoring students in schools**Mentoring student teachers on practicum**Mentoring beginning teachers*

Graham Barnsley (P)

Peter Russell

Sandy Schuck (P)

Alan Scully

Gilda Segal (P)

Numeracy education*School numeracy education**Adult numeracy education*

Graham Barnsley (P)

Betty Johnston (P)

Lynette 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)

Betty Johnston (P)

Lynette 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 (P)

Laurie Field

Griff Foley (P)

John Garrick (P)

Tony Holland (P)

Robyn Johnston

Bob Pithers (P)

Shirley Saunders (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*

Lori Beckett (P)

Clive Chappell (P)

Ian Cornford (P)

Griff Foley (P)

Kathie Forster (P)

Andrew Gonczi (P)

Paul Hager (P)

Geof Hawke

Deb Hayes (P)

Viktor Jakupec (P)

Susan Knights

John McIntyre (P)

Roger Morris (P)

Mike Newman (P)

Alastair Pennycook (P)

Hermine Scheeres

Colin Symes (P)

Rosie Wickert (P)

Lyn Yates

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*

Lori Beckett (P)

David Boud (P)

Laurie Brady (P)

Rhondda Brill

Clive Chappell (P)

Ian Cornford (P)

Griff Foley (P)

John Garrick (P)

Bob Gowing

Janette Griffin (P)

Rosemary Johnston

Susan Knights

Elysebeth Leigh

Roger Morris (P)

Mike Newman (P)

Jane Sampson
Lynette Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Laraine Spindler

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 (P)
Ian Cornford (P)
Rick Flowers
Geof Hawke
Tony Holland (P)
Susan Knights
Roger Morris (P)
Mike Newman (P)
Jane Sampson
Geoff Scott (P)
Diana Slade (P)
Mark Tennant (P)

Recognition and assessment of prior learning

Credit transfer/articulation
Portfolio development
Rick Flowers
Tony Holland (P)
Laraine Spindler
Mark Tennant (P)

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
James Athanasou (P)
David Boud (P)
Peter DeVries (P)
Rhondda Brill
Clive Chappell (P)
Ian Cornford (P)
Griff Foley (P)

Janette Griffin (P)
Viktor Jakupec (P)
Geof Hawke
Alison Lee (P)
John McIntyre (P)
Roger Morris (P)
Bob Pithers (P)
Barbara Poston-Anderson (P)
Lynette Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Mark Tennant (P)
Lyn Yates

Science and technology education

Learning beyond the classroom
Gender and science
Computer-based learning
Communities of learners
Social constructivist approaches to learning
Janette Griffin (P)
Matthew Kearney
Lynette Schaverien (P)
Gilda Segal (P)

Social and environmental education

Primary teacher education: studies of society and environment
Curriculum development, NSW: human society and its environment (K-6)
Keith Amos (P)
Laurie Brady (P)
Griff Foley (P)
John McIntyre (P)

Special education

Special needs education
Learning difficulties
Gifted and talented students
Graham Barnsley (P)
Margaret Goninan
Joan Jardine (P)
Barbara Poston-Anderson (P)
Laraine Spindler
Nicole Todd

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
 Pauline Gibbons (P)
 Jenny Hammond (P)
 Mary Macken-Horarik (P)
 Chris Nesbitt (P)
 Hermine Scheeres
 Diana Slade (P)

TESOL curriculum and methodology

TESOL curriculum
Language assessment
Approaches to TESOL
Languages other than English
Program evaluation
TESOL and cultural difference
 Rhondda Brill
 Ross Forman
 Pauline Gibbons (P)
 Jenny Hammond (P)
 Rosemary Johnston (P)
 Sheilagh Kelly
 Lesley Ljungdahl (P)
 Liam Morgan
 Alastair Pennycook (P)
 Diana Slade (P)
 Jacquie Widin

Training and development

Skill formation
Industrial training
Evaluation of educational and training programs
Competency-based education
Workplace reform and training
 James Athanasou (P)
 Clive Chappell (P)
 Ian Cornford (P)
 Griff Foley (P)
 John Garrick (P)
 Andrew Gonczi (P)
 Bob Gowing
 Paul Hager (P)
 Geof Hawke
 Tony Holland (P)
 Robyn Johnston
 Elysebeth Leigh
 Bob Pithers (P)
 Peter Russell
 Hermine Scheeres
 Diana Slade (P)
 Nicky Solomon

Work-based learning

Learning at work
Links between learning and performance
Learning and organisational goals
Capability
 David Boud (P)
 Clive Chappell (P)
 John Garrick (P)
 Andrew Gonczi (P)
 Paul Hager (P)
 Nicky Solomon
 Mark Tennant (P)

STAFF LIST

Professor and Dean of Education

A Gonczi, MA, MEd (Hons) (Syd), PhD (UTS)

Professor of Adult Education and Associate Dean, Research

D J Boud, BSc (Hons), PhD (Sur), CPhys, FSRHE, FRSA, MInstP

Associate Professor and Associate Dean, Teaching and Learning

D Slade, BA (Adel), MA (Lond), PhD (Syd), DipEd (Murray Park CAE)

Associate Professor and Director, Organisational Development

R A Wickert, BSc (Aston), GradDipAdultEd (SCAE), GradCertFE (Lond), PhD (UTS)

Academic Staff

Professors of Adult Education

R J McDonald, BSc (Hons), PhD (ANU)

M C Tennant, BA (Hons), DipEd (Syd), PhD (Macq)

Professor of Education

P J Hager, BSc (Hons), BA (Hons), PhD (Syd), DipEd (Tech) (Syd Teach Coll)

Professor of Teacher Education

L Yates, BA (Hons), DipEd, MA (Hons), (Melb), MEd (Bristol), PhD (LTU)

Professor of Language in Education

A Pennycook, BA (Leeds), MEd (TESL) (McG), PhD (Tor)

Adjunct Professor in Adult Education

G Woodburne, PSM, MA (Syd)

Adjunct Professor in Language and Literacy

C N Candlin, BA (Hons), MA (Hons) (Oxf), DipED (TEFL) (Lond), MPhil (Yale), PhD (Jyvasklya, Finland), FRSA

Adjunct Professors in Research

R Usher, BA (Hons), MA (Oxf), PhD (S'ton)

J C Walker, BA, DipEd, MEd, PhD (Syd)

Adjunct Professors in Vocational Education

K Schofield, BA, DipEd, MEd (Syd)

R Sweet, BA (Syd)

Emeritus Professor

C E Deer, BA, MTCP, DipEd (Syd), PhD (Macq), FACE

Associate Professors

J A Athanasou, BA (UNSW), LittB (UNE), MA (Syd), PhD (UNE), DipEd (Armidale CAE), MAPsS

L I Brady, MA, MEd, DipEd (Syd), PhD (Macq), FTCL, FACE

G Foley, BA, MEd, PhD (Syd), DipEd (Eaf)

A Lee, BA (Hons), MEd (Tas), PhD (Murd)

R K J Morris, BA, MLitt (UNE), MEd (Syd),

PhD (Minn), TeachCert (Syd Teach Coll),

GradDipAdultEd (SCAE), AMACEA

B Poston-Anderson, BA (Carthage), MA

(Rhetoric and Public Address), MA (LibSc),

PhD (Iowa), MA (Medieval Studies) (Macq),

ALAA

G R Scott, BA, DipEd (Syd), MEd, EdD (Tor),

FACE

Senior Lecturers

K W Amos, BA, MLitt, PhD (UNE),

TeachCert (Bathurst Teach Coll)

G J Barnsley, BSc, PhD, DipEd (UNSW),

MLitt (UNE), MACE

R M Brill, BEd, GradDipEdStudies (KCAE),

MEd (Syd), DipSpecEd (AMCAE), Teach

Cert (Armidale Teach Coll)

C S Chappell, BSc (Brist), MEd (UNSW),

GradCertSE (Lond) PhD (UTS)

K Collier, BA (Open), MA (Sus), DipTeach

(Lond), AGSM (Guild)

I R Cornford, BA (Hons), PhD (Syd), DipEd

(Syd Teach Coll)

E L Dawes, BA (Hons) (UNSW), PhD (Macq)

R Flowers, BA (Lond), MA (Freiburg),

GradDipAdultEd (UTS)

G W Foley, BA, MEd (UNSW), MA (Hons)

(Macq), DipEd (N'cle)

R Forman, BA (Exe), MA (Syd), DipEd

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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 Street 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
Corner Quay Street and Ultimo Road,
Haymarket, Sydney

Blackfriars

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

Smail Street

- 3 Smail Street, Ultimo

Quay Street

- 10 Quay Street, Haymarket, Sydney
- Prince Centre
8 Quay Street, Haymarket, Sydney

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, Chippendale

Australian Technology Park

- Corner Garden, Cornwallis and
Boundary Streets
Eveleigh NSW 1430

Kuring-gai campus

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

St Leonards campus

- Dunbar Building
Corner 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

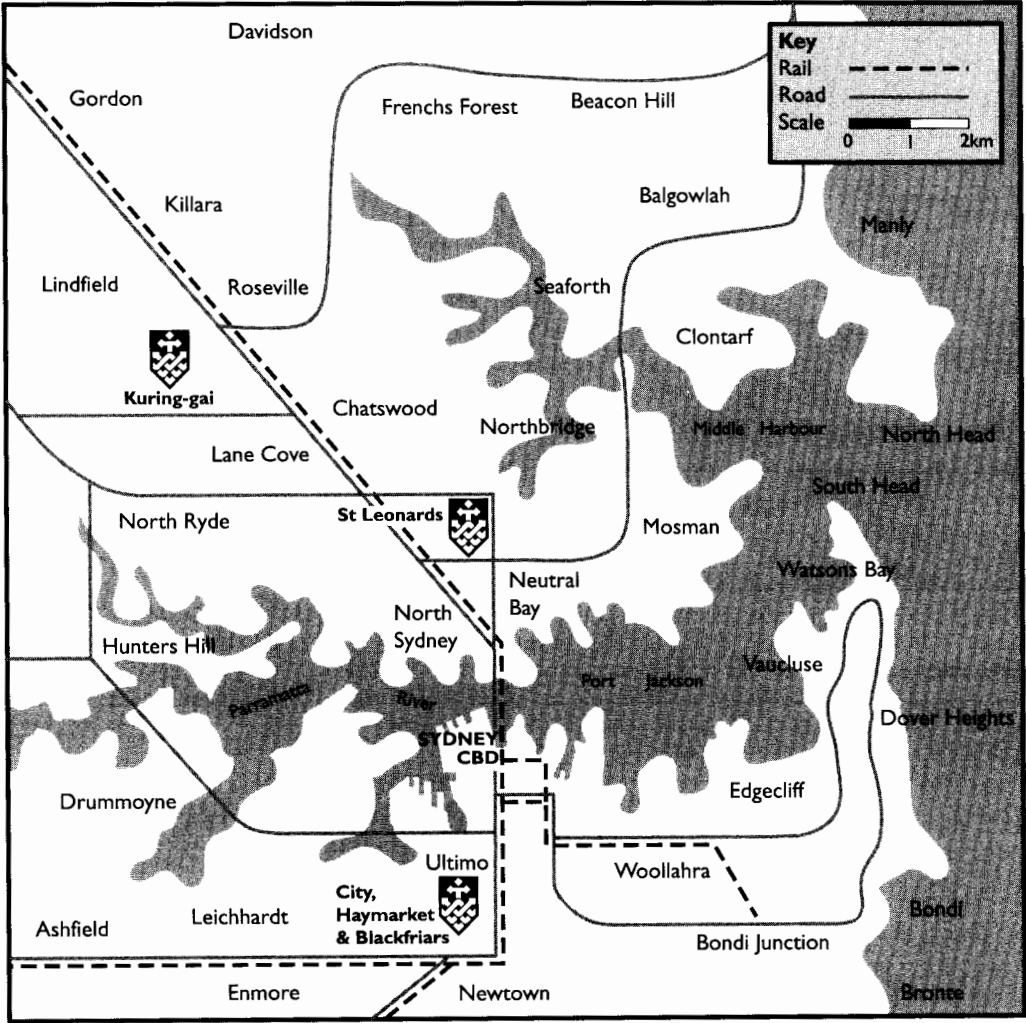
- 689 Springwood Road
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Stroud field station

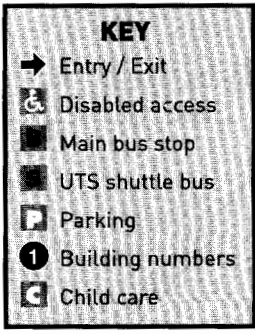
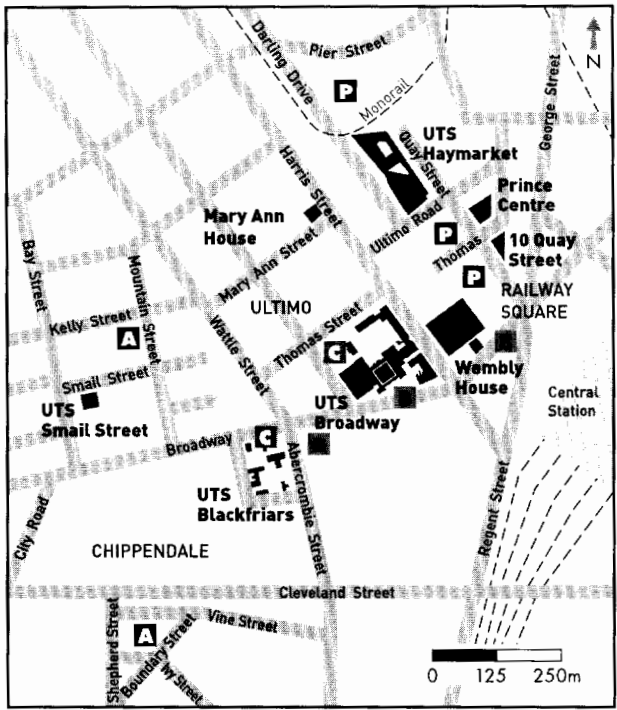
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MAPS

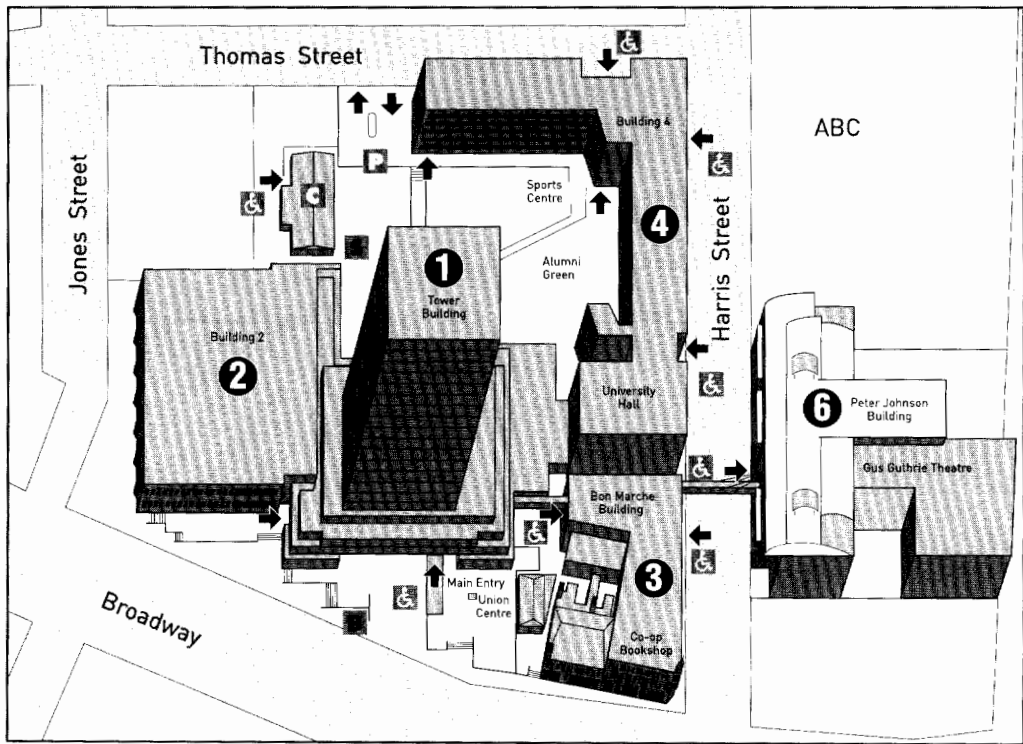
Sydney regional map



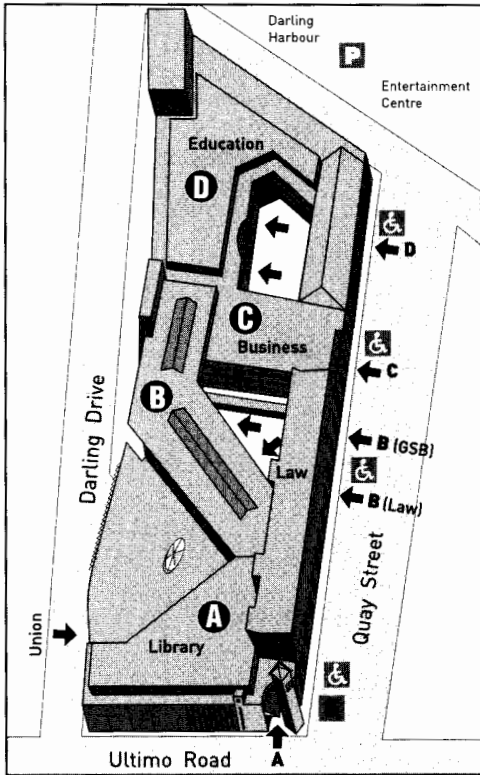
City campus



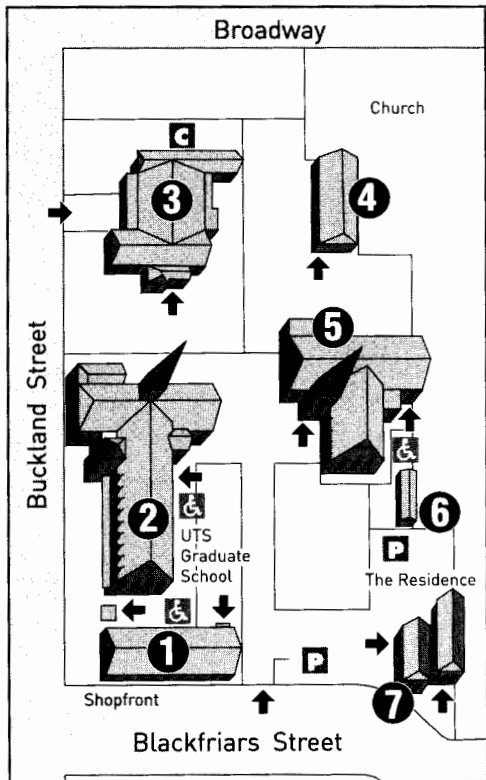
Broadway



Haymarket



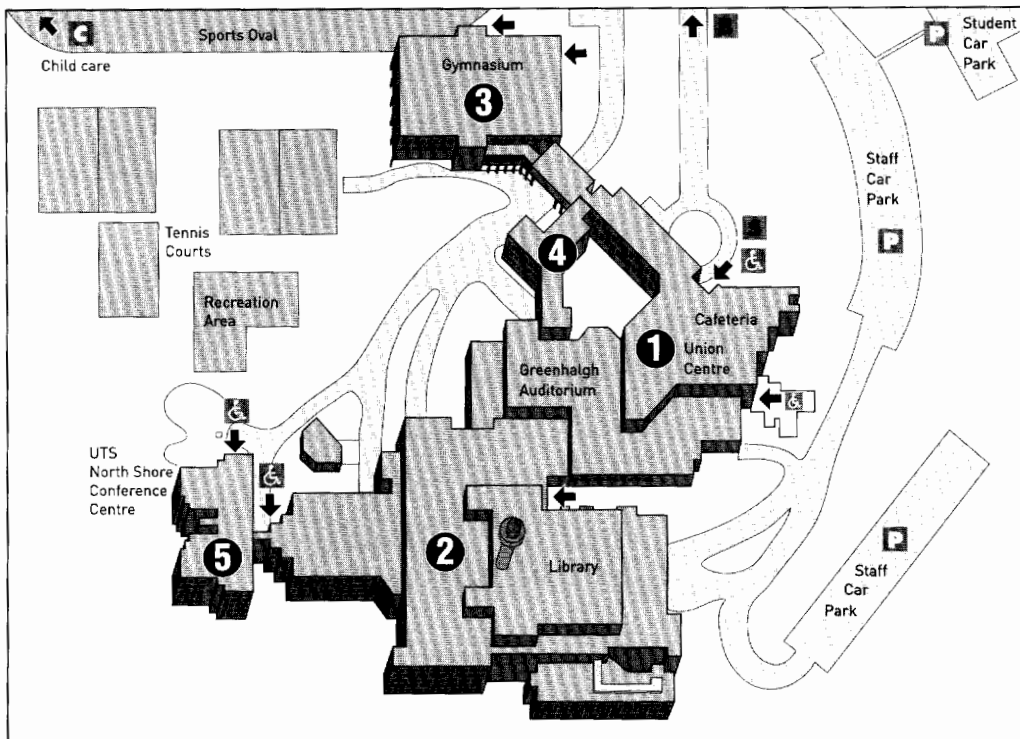
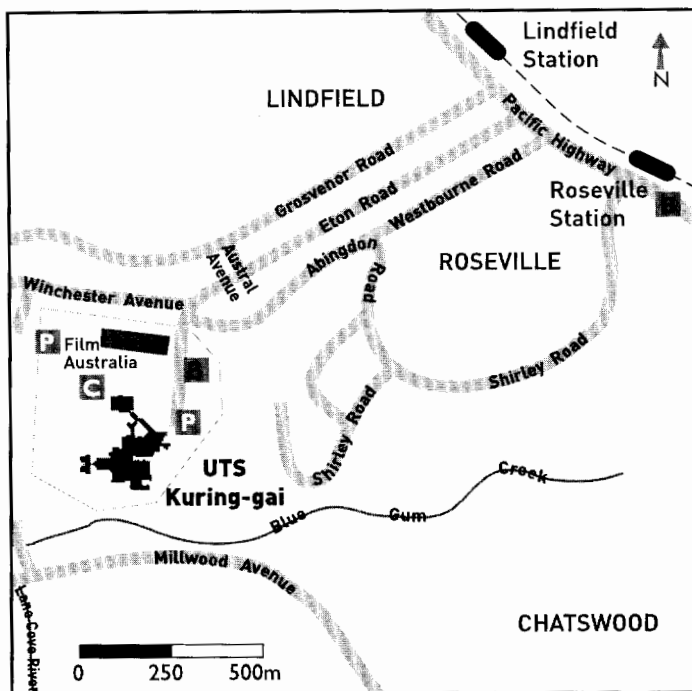
Blackfriars



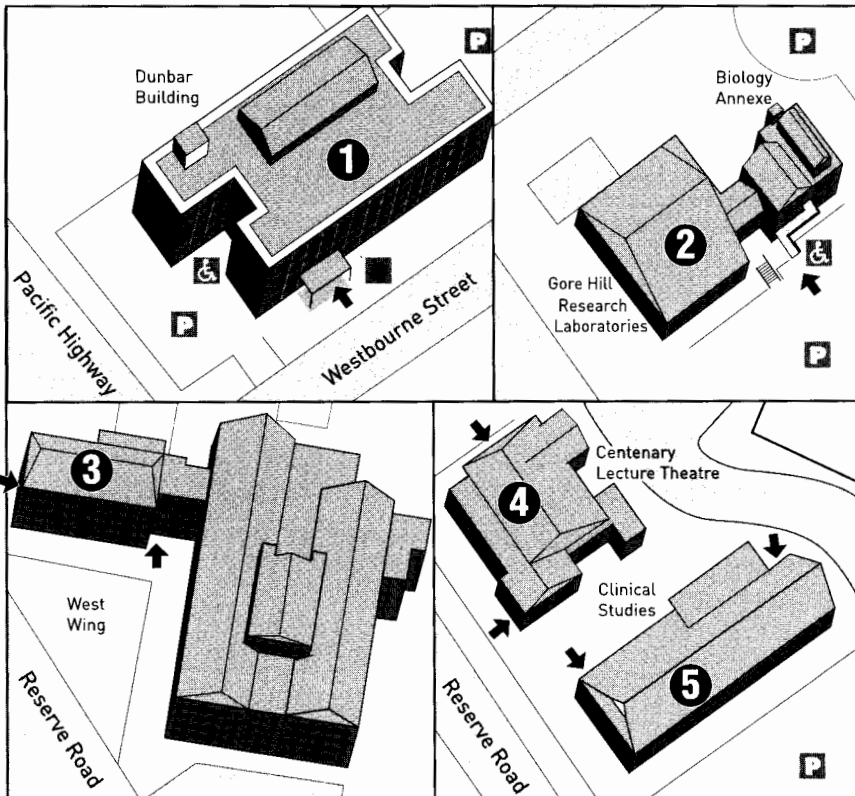
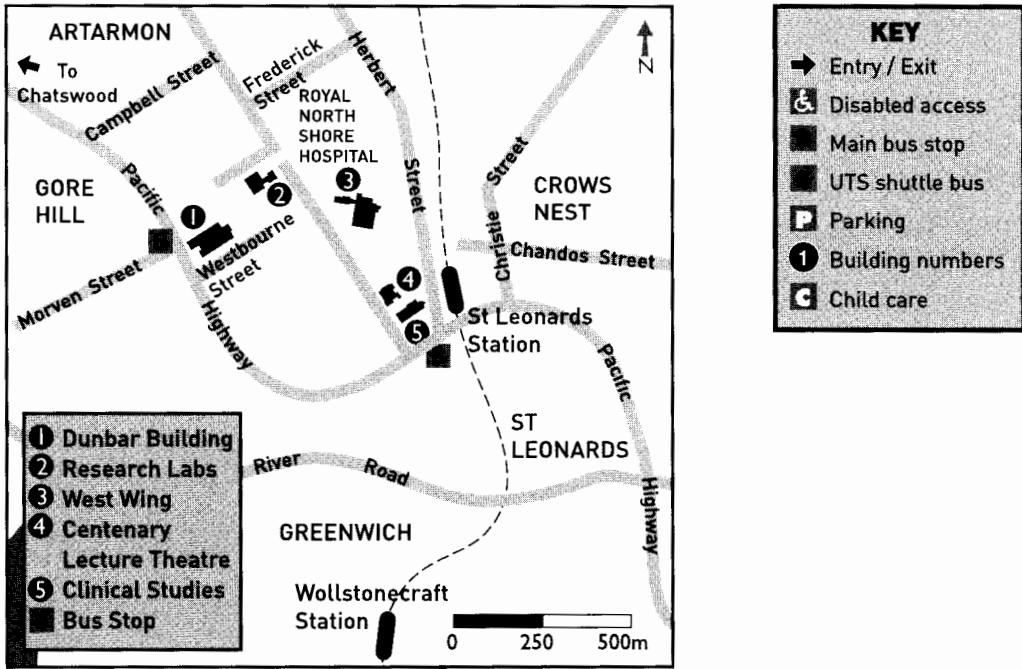
KEY

- ➔ Entry / Exit
- ♿ Disabled access
- Main bus stop
- UTS shuttle bus
- P Parking
- ① Building numbers
- G Child care

Kuring-gai campus



St Leonards campus



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