

1993 HANDBOOK

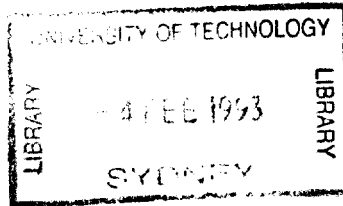
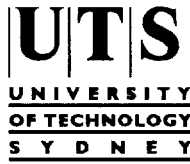
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UTS
UNIVERSITY
OF TECHNOLOGY
SYDNEY

FACULTY OF EDUCATION





Faculty of Education

HANDBOOK

1993



MESSAGE FROM THE DEAN

I am pleased to welcome you as a new or returning participant in the Faculty of Education.

I would also like to take this opportunity to encourage you to be an active member of the faculty and work with your fellow students and staff members to create a learning environment that is lively, open and satisfactory to all. Participatory processes can only work well, if the people – you – are prepared to make the time to be as fully involved as possible.

Many of you are returning to study for the first time in many years. Some of you may have difficulties. If things are not going well for you in your studies or in your personal life, talk to someone, get advice. See your adviser, the lecturer, the Course Coordinator, your student representative, or the Student Counsellor. Act promptly before it is too late. We can only help you if you tell us about your problems.

Best wishes for a stimulating, productive and enjoyable year!

Rod McDonald
Professor of Adult Education and Dean

UNIVERSITY MISSION STATEMENT

UTS provides higher education aimed at enhancing professional practice, advancing the technologies and generally contributing to the creation, application and extension of knowledge for the benefit of society. The University is concerned to improve educational provision for students from a diversity of backgrounds by valuing exemplary teaching and developing flexible study patterns. It is committed to close interaction with the professions, business, government, science and the human services in promoting scholarship, research, continuing education, consultancy and technology transfer.

Objectives

1. To ensure high standards in teaching and professional experience in all academic programs.
2. To achieve an increased level of research funding and postgraduate research students, and increased research experience of staff.
3. To develop library resources of the highest standard and appropriate to faculty and student needs.
4. To improve links with industry, the professions, and the community through the provision of consultancy and continuing education programs.
5. To develop international linkages in the application of knowledge and learning.
6. To gain and retain an equitable level of funding.
7. To increase the level of entrepreneurial activity.
8. To improve the physical, social and educational environment of students and staff.
9. To provide an efficient, effective and responsible internal management.

FACULTY MISSION STATEMENT

The Faculty of Education is distinctive in its mixture of adult, vocational and teacher education areas and is, moreover, one of the largest faculties of education in Australia.

Within the overall University mission, the special mission of the Faculty of Education is to serve the community through the provision of higher education for professional practice across the full range of educational contexts – formal and informal, adult and school, vocational and general.

PREFACE

This faculty handbook is intended as a reference for students currently enrolled at the University of Technology, Sydney. In addition to basic general information about the university, it contains detailed information about courses offered by the faculty. The information is correct as at October 1992. Please note that the titles of courses offered by the university have recently been revised. A full list of the university's courses, showing the name, the abbreviation and the title as indicated on the testamur, is provided in the 1993 Calendar.

More detailed information of a general nature is contained in the UAC Information Guide and in the Undergraduate and Postgraduate Studies Guides, available from the UTS Student Information Service. The faculty provides additional information about its courses, methods of assessment, book lists and other information which was not available at time of publication. Students should also make sure to read the student rules and the By-law relating to students, which contain essential information about matters such as minimum rate of progress, variation to approved programs of study, leave of absence, examinations and so on. The rules and By-law are included in the University Calendar, a companion volume to this handbook. Copies are held in the library and in the faculty offices, and are available for sale in the Co-op Bookshop.

It is university policy to provide equal opportunity for all, regardless of sex, race, marital status, physical ability, sexual preference, age, political conviction or religious belief. The university has also adopted an ethnic affairs policy to ensure that all aspects of university life are sensitive to the multicultural nature of Australian society and to cultural diversity within the university.

Freedom of information (FOI) legislation gives people the legal right to obtain access to information held by State Government agencies (universities are regarded as government agencies for this purpose), to request amendments to personal records which are inaccurate, and to appeal against any decision not to grant access or amend personal records. The university will make every attempt to meet all reasonable FOI requests.

The names and telephone numbers of people to contact for further information are given throughout this handbook. If in doubt – ask!

We wish you well in your program of study this year.

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GENERAL INFORMATION

ACADEMIC OFFICE

The Academic Office is responsible for administering the rules which relate specifically to the student body at UTS. The branches within the Academic Office are:

- UTS Student Information Service
- Course promotions
- Undergraduate admissions (includes external award and extension study)
- Postgraduate studies and scholarships
- Enrolments and Undergraduate studies (includes examinations, graduation, HECS and student records)
- Student systems
- Facilities Hire
- Kuring-gai Student Administration Centre

The rules may be found in the University Calendar and cover all areas of undergraduate, postgraduate and non-award (external and extension) study. Details include admission, registration and enrolment, fees and charges, identification, conduct, attendance and study requirements, postgraduate supervision, examinations, progression, appeals, exclusion, leave of absence, internal course transfer, readmission, graduation and awards.

INFORMATION

The UTS Student Information Service provides information and assistance regarding all administrative matters. It is the principal point of contact between students, the public and the central administration. The UTS Student Information Service is located in the foyer area of the Tower Building at 15-73 Broadway and in the foyer area at the Kuring-gai campus in Eton Road, Lindfield. The postal address for enquiries is: UTS Student Information Service, University of Technology, Sydney, PO Box 123, Broadway 2007. Telephone enquiries should be directed to (02) 330 1222 or (02) 330 5555.

Further details regarding academic and administrative matters may be obtained from the branches listed above or from the following:

UTS Undergraduate Studies Guide
UAC Information Guide
UTS Postgraduate Studies booklet
UTS Postgraduate Scholarships Guide
UTS Calendar and Faculty handbooks.

APPLICATION

Applications for most undergraduate and postgraduate courses may be obtained from the UTS Student

Information Service during the main application period, August, September, and October, for admission in the following year. Closing dates and application requirements vary for UTS courses, and applicants are encouraged to make early enquiries.

In general, most undergraduate applications through the Universities Admissions Centre (UAC) close on the last working day of September. Applications for some UAC courses are accepted during October, but require payment of a late fee. Certain undergraduate courses accept applications direct to the university. Applications for these courses and most postgraduate courses close on the last working day of October.

A smaller mid-year application period occurs for some courses during April and May, with applications closing on the last working day of May.

International fee paying applicants must apply through the International Programs Office. Specific information can be found in the following pages.

Formerly enrolled UTS students seeking readmission should lodge a new application during the application period. Currently enrolled UTS students who wish to transfer to another UTS course must complete an internal transfer application, available from the UTS Student Information Service.

Full details on application requirements and closing dates for all undergraduate and postgraduate courses are available from the UTS Student Information Service.

ADMISSION

To be eligible for admission to a course at UTS, all applicants must:

- satisfy the rules relating to undergraduate and postgraduate admission (see the Calendar), and
- be selected in competition with other eligible applicants for that course.

Applicants must have an adequate background in English. A minimum level such as 2-unit General English in the HSC is recommended. If the majority of an applicant's education was undertaken in a language other than English, completion of an English Test may be required.

UTS accepts the results of two tests: the Combined Universities Language Test (CULT), conducted by the Institute of Languages at the University of New South Wales, in which a minimum pass of 65% is required; and the International English Language Testing System (IELTS), conducted through the UTS International Programs Office. A minimum score of 6.5 overall, with at least 6.0 in writing, is required.

No application for admission will be considered until proficiency in English, where requested, has been demonstrated.

Admission is based on the quota of places available in each course, and the number and quality of eligible applicants applying for each course. Selection is determined through the order of merit of each applicant in competition with other eligible applicants.

Special admission schemes are available for Aboriginal and Torres Strait Islander applicants (SCATS) and those applicants with high academic potential whose education has been disadvantaged by circumstances beyond their control (inpUTS). Information concerning these schemes is given below.

Further details regarding all aspects of admission may be obtained from the UTS Student Information Service.

ENROLMENT

New students receive offers of enrolment by mail. Each successful applicant must enrol as indicated in the information enclosed with the offer or that offer will lapse. Other information enclosed covers dates for enrolment, student service fees and course fees, the Higher Education Contribution Scheme (HECS), admission with advanced standing or with subject exemption, and information on deferment.

Continuing students are required to re-enrol annually. Information regarding re-enrolment is sent with each continuing student's Spring semester results, usually by late December. Information is also forwarded to students regarding their student service fees and course fees or HECS charges.

The main enrolment period each year is from mid January to late February. A smaller enrolment period in July follows any mid-year offers.

Those who cannot enrol on the specified enrolment dates may be permitted to enrol at a later date subject to payment of a late enrolment fee. These students must contact the UTS Enrolments Office to explain their situation and gain permission for a late enrolment.

The location of enrolment may vary, but the main sites are at the City (Broadway) campus and the Kuring-gai campus.

Student Service Fees

Compulsory annual fees and charges are payable to the University Union and Students' Association. The 1992 fees were \$252 for new students and \$232 for re-enrolling students. In 1992 this amount included a Student Accommodation Levy of \$35, which has

increased to \$42 for 1993 and is expected to increase to \$50 for 1994. All fees and charges may vary from year to year.

Higher Education Contribution Scheme (HECS) Charges

HECS was introduced in 1989 by the Commonwealth Government to collect a contribution from certain categories of higher education students towards the cost of their education.

As a part of enrolment, all students who are liable to pay the HECS charge are required to nominate their status as either an "upfront" or "deferred" payer. If nominating "upfront" payment, students are then notified by the university of the amount owing and the date by which payment is required. If a "deferred" payer, students are advised of the amount owing to the Australian Taxation Office. All amounts are determined according to the subject load which HECS eligible students are undertaking for the coming semester. Students who nominate the "upfront" option but do not make payment by the due date will have their enrolment terminated.

Course Fees

Certain categories of students are not required to pay the above HECS charges. These students, unless enrolled under an approved scholarship or HECS exempt program, will be required to pay course fees. Course fee information is available during each application period.

Admission with Advanced Standing or with Subject Exemption

Applicants who receive an offer of enrolment to UTS and have previously completed appropriate subjects of courses at recognised tertiary education institutions or Australian technical colleges may apply for subject exemptions in their offered UTS course.

An exemption application form with instructions is forwarded to all new students with their offer letter. Admission with advanced standing or with subject exemption may be approved by a faculty subject to rules 2.29.1 to 2.29.5.

Deferment

All new undergraduate students will receive a deferment application form with their offer letter. With the exception of three courses (Bachelor of Accounting, Bachelor of Information Technology and Bachelor of Manufacturing Management) offers of admission to all other undergraduate courses can be deferred on request. Deferred enrolment will be

approved for up to one year; however, a deferred place will lapse if the student enrolls in an undergraduate or postgraduate degree, diploma or associate diploma course during the period of approved deferment.

All students must re-apply as directed upon completion of their approved deferment period.

Deferment of enrolment in postgraduate courses at UTS is not permitted.

Full details regarding student fees, HECS charges, course fees, admission with advanced standing or with subject exemption, and deferment may be obtained from the UTS Student Information Service.

ACADEMIC ATTENDANCE AND PROGRESSION

Course and Subject Variation

Students wishing to add or delete subjects must apply on the appropriate form as obtained from Faculty or School offices or the UTS Student Information Service. Specific dates apply (see *Principal Dates* below) and students are reminded that HECS or postgraduate course fees still apply after the HECS Census dates of 31 March and 31 August.

Academic transcripts will indicate a fail against subjects where students have not withdrawn by the due date.

Examinations and Results

Formal examinations are held at the end of each semester. Preliminary timetables for examinations will be displayed on noticeboards near Faculty and School offices and in the foyer areas of the Tower Building at Broadway and Kuring-gai campus. Such timetables are on display for two weeks from calendar week 19 for the Autumn semester and calendar week 40 for the Spring semester.

Students who identify concerns with these preliminary timetables must write to the Academic Registrar immediately. Final timetables showing dates, times and location will be displayed in the areas indicated above for two weeks prior to the commencement of the examination period.

Students will be notified by mail of their semester results in mid July and late December each year. Results will also be displayed on noticeboards in the areas indicated above.

Formal enquiries or concerns regarding results must be expressed in writing to the Academic Registrar. Initial enquiries may be made in person at the UTS Student Information Service on the City (Broadway) or Kuring-gai campuses. No information will be given by telephone.

All students are advised to read carefully rules 2.15 to 2.24 to understand the regulations concerning examinations.

Assessment Review and Appeals

Where students are not satisfied with their assessment, they may lodge an appeal of assessment at the UTS Student Information Service. In cases of appeal, a Student Assessment Appeals Committee of the relevant Faculty Board considers the appeal following the criteria and procedures approved by Academic Board.

Full details of appeals against assessment may be found under rule 2.26.

Progression, Probation and Exclusion

Full details regarding student progression, probation and exclusion are provided in rules 3.1.13 to 3.1.19.

Readmission after Exclusion – Undergraduate

A student can re-apply to the course from which he or she was excluded following the specified period of exclusion. Readmission is not automatic and the student must compete with other eligible applicants for that course during the given admission period. Where readmission to the previous course is achieved, the student will be reinstated in the progression category which applied prior to exclusion.

Where a former student's first application for readmission to the course from which he/she was excluded is refused, an appeal may be lodged with the Academic Registrar. Full details are forwarded to such students following lodgement of their application for readmission. Each submitted appeal against refused readmission is forwarded to the relevant Dean for reconsideration. Where such a reconsideration is recommended for dismissal by the Dean, the appeal is forwarded to the Appeals Committee of Academic Board for final decision.

Where the Dean or the Appeals Committee upholds the appeal, the student will be reinstated in the progression category which applied prior to exclusion.

Further details may be obtained from the Undergraduate Admissions Branch.

Discontinuation of Registration – Postgraduate

Students at the Graduate Diploma, Masters or Doctoral level may have their registration discontinued if they fail to complete all prescribed work within a given period of time or if the specific Faculty Board is dissatisfied with the student's progress.

Full details regarding this and the subsequent appeal regulations may be found under rules 3.2, 3.3, 3.4 and 3.5.

Readmission after Discontinuation of Registration – Postgraduate

A student can re-apply to the course from which her or his registration was discontinued following the specified period of exclusion. Readmission is not automatic and the student must compete with other eligible applicants for that course during the given admission period. Where readmission is successful a maximum number of semesters for completion shall be nominated by the university.

Rules for postgraduate students regarding appeal against refused readmission after a period of discontinued registration vary. Full details may be found rules 3.2, 3.3, 3.4 and 3.5.

Further details may be obtained from the Postgraduate Studies Branch.

AWARDS AND GRADUATION

All students who believe they will qualify for an award of the university at the end of their current semester must complete an *Application for Award* form, available from the UTS Student Information Service. A specific lodgement date applies and students are encouraged to make early enquiries at the UTS Student Information Service.

Graduation ceremonies are conducted during a specific period in April - May and September - October each year. Information regarding graduation will be forwarded to eligible students following receipt of the above application form.

Academic dress can be hired from the university. The faculty colour for the Faculty of Education is Jade, PMS 327.

ACADEMIC MISCONDUCT

The University has strict rules relating to the conduct of students. Examples of academic misconduct are cheating in examinations, and the use of plagiarism, which is an attempt to present another person's work as your own by not acknowledging the source.

"Work" includes written materials such as books, journals and magazine articles or other papers, and also includes films and computer programs. The two most common types of plagiarism are from published materials and other students' work.

Published materials

In general, whenever you use anything from someone else's work, whether it is an idea, an opinion or the results of a study or review, you

should use a standard system of referencing.

Examples of plagiarism may include a sentence or two, or a table or a diagram that have been taken from a book or article without acknowledgment. There have been cases when an entire paper consisted of material copied from a book, with only a few sentences added by the student. Both these examples are plagiarism. The first, however, may be treated as a simple failure to cite the references, while the second is more likely to be seen in the same way as cheating in an examination.

Most assignments are likely to require the use of the works of other people. To avoid plagiarism, you should keep a detailed record of where various ideas and findings came from, and to make sure that these sources are always clearly indicated in your work. At the tertiary level of education, assignments should not consist simply of bits and pieces copied from books and articles.

Other students' work

It is not unusual for students to pass round relevant articles and to discuss their ideas before writing an assignment. However, unless the assignment is clearly to be done on a group basis, students should write their own paper. Examples of this type of plagiarism include the inclusion of identical or very similar sentences, paragraphs or sections. When two students submit the same or similar papers, both are likely to be penalised.

Penalties

Alleged cheating or plagiarism during formal examinations is investigated by an examinations conduct committee, which may recommend to the Vice-Chancellor an appropriate penalty from the range of penalties which apply to breaches of discipline under the university By-law. Any instance of plagiarism associated with informal examinations or any other form of assessment is also treated as a breach of discipline, and is subject to the same range of penalties. The relevant provision is in Chapter 8, Division 2 of the By-law; and the relevant rules are 2.17, 2.23 and 2.24 of the student rules. The By-law and rules are set out in full in the University Calendar.

SPECIAL ASSISTANCE ADMISSION SCHEMES

inpUTS

The inpUTS Special Admission Scheme is designed to assist certain applicants to gain entry to UTS undergraduate courses. A reserve quota is established for most undergraduate courses for applicants with high academic potential whose education has

been disadvantaged over a long time by circumstances beyond their control.

Applications must be received by 30 September each year in order for a working party of the Equity and Access Committee of Academic Board to assess eligibility for admission. Applications are forwarded to ACT and NSW high schools and TAFE colleges during July and are available from the UTS Student Information Service from August each year.

The scheme is aimed at those persons who have not had the opportunity to attempt tertiary studies. It is open to all applicants who satisfy the university rules as described under 3.1.1 to 3.1.12.

SCATS

Under the direction of Jumbunna Aboriginal Education Centre at UTS a special admission scheme (SCATS), incorporating a supplementary course leading to degree studies, is available for Aboriginal and Torres Strait Islander applicants. All Aborigines and Torres Strait Islanders who are considering tertiary education are encouraged to apply. Jumbunna assesses all applications to determine if supplementary studies are required.

SKATE (Street Kids Access Tertiary Education)

The target group for the SKATE program is disadvantaged young people with a high potential for a life of abuse, violence, crime and self-destruction, who wish to change their lifestyle and regain access to education. Entry criteria: those who are aged between 16 and 25 years; have little or no family support; have not completed secondary school; and have had experience of or been involved in homelessness, unemployment, drug/alcohol abuse, property offences or violence.

The program follows Board of Secondary Education NSW content and is backed by an extensive bio-social support system.

Tertiary entry status is not automatic and students apply as category B students. No formal arrangements for acceptance of graduates exists with other institutions; however, personal initiatives with support of the SKATE program director have achieved successful entries. For further information contact the Director on 330 5337.

INSEARCH LANGUAGE CENTRE

Insearch Language Centre, University of Technology, Sydney is an ELICOS (English Language Intensive Course for Overseas Students) and Asian Languages Centre operating in its premises on levels 2 and 3, Prince Centre, 8 Quay Street, Ultimo. ILC also has a second campus at 187-189 Thomas Street (opposite the Prince Centre), ILC was established in

October 1987 and since that time there has been a phenomenal growth in student numbers and courses on offer in both the ELICOS and Asian Languages Departments. In the ELICOS department ILC offers courses in General English, English for Academic Purposes (EAP), English for International Business (EIB), English for Matriculation and Foundation Studies (EFS), English for Test Preparation - IELTS, Tertiary Orientation Program (TOP), Evening English and Holiday English.

The ELICOS Department also offers teacher training courses leading to the Cambridge University/Royal Society of Arts Certificate or Diploma in Teaching English as a Foreign Language to Adults.

The Asian Languages department offers individual and group tuition as well as corporate development programs in Japanese, Korean, Thai, Indonesian, Mandarin, Cantonese and Vietnamese.

Courses are offered in the above languages for beginners through to advanced level students.

In the Japanese language area the ILC also offers HSC coaching, Japanese for teachers, advanced conversation and reading – which helps to prepare students for the *Japanese Proficiency Test* and teacher training.

The European Languages Department offers individual and group tuition in French, Italian and Spanish.

For more information contact: Insearch Language Centre, level 3, Prince Centre, 8 Quay Street, Sydney NSW 2000 Australia, telephone (02) 281 4544, fax (02) 281 4675.

EXCHANGE PROGRAMS

The university, through individual faculties, has an extensive exchange program arrangement which include the following institutions:

Wirtschaftsuniversitat, Vienna, Austria
University of Waterloo, Canada
Aarhus School of Business, Denmark
Insa de Lyon, France
Fachhochschule, Wiesbaden, Germany
Technical University of Budapest, Hungary
Tilburg University, The Netherlands
Dr Soetomo Press Institute, Indonesia
Yonsei University, Seoul, Korea
South China Institute of Technology, Guangzhou, People's Republic of China
Tilburg University, The Netherlands
Oregon State University, USA

In the United Kingdom: University of Brighton, De Montfort University, University of Humberside, University of Portsmouth and Saint Martin's School of Art

In Thailand: Pranakorn Teachers' College, Chiang Mai University, Mahidol University, and King Mongkut's Institute of Technology, Thonburi

Interested persons should make initial enquiries through the International Programs Office or faculty offices.

INTERNATIONAL STUDENTS PROGRAM

Fee-paying international students are encouraged to apply for admission to selected undergraduate and postgraduate courses on a fee-paying basis.

Application for Admission

Application will be assessed on the basis of academic results in high school, post-secondary studies or university.

International students who are studying for an Australian Year 12 examination (either in Australia or overseas) should apply to UTS through the Universities Admissions Centre.

International students who are studying for a Bachelor degree at an Australian university and wish to transfer to UTS should also apply through the Universities Admissions Centre.

All other international students (undergraduate and postgraduate) should apply direct to the International Programs Office.

Note: Australian citizens or those who have permanent residency status should contact the University's Student Information Service.

Documentation

The following comments must be included with an application:

- an original (or properly certified* copy) of the applicant's **official** transcript or results sheet
- an original (or properly certified* copy) of the applicant's **official** school leaving diploma or certificate
- a certified* official translation of any document not in English
- a certified* copy of any scholarship.

*Note: a properly certified copy means a copy certified by either the issuing institution or a statutory body (e.g. Public Notary). Copies certified by a Justice of the Peace or a lawyer are not acceptable.

The applicant should include any relevant letters of support from his or her employers.

English Language

All international students are required to provide evidence of English language proficiency. UTS

prefers students to have a satisfactory score on the IELTS test (6.5 overall with a minimum of 6.0 in writing). Details and application forms for the IELTS test are available from the International Programs Office.

Course Fees 1993

Fees for selected courses offered to fee-paying students range from \$A10,000 to \$A16,500 per annum, depending on the course. Fees are normally paid on a six-monthly basis.

Financial Assistance

UTS is unable at this time to offer any scholarships or financial assistance to international students.

The Australian Government offers some scholarships under the John Crawford Scholarship Scheme (JCSS) and the Overseas Postgraduate Scholarship Program (OPRS). Details and application forms for JCSS are available only at Australian Embassies and Australian Education Centres overseas. Details and application forms for OPRS are available from the International Programs Office.

Student Visas

Following offer of a place at UTS and payment of first semester fees, International Programs will provide an acceptance advice form which is required when applying for a student visa. Visitors to Australia on a visitors' visa are unable to change their visa status whilst in Australia but must leave the country and apply for a student visa from outside Australia.

Additional Information

For further information and application forms for undergraduate or postgraduate courses please contact the International Program Office, Level 5, Tower Building, Broadway.

Postal address: University of Technology, Sydney, International Programs, PO Box 123, Broadway NSW 2007, Australia, telephone (61 2) 330 1531, fax (61 2) 330 1530.

ASSISTANCE SCHEMES

AUSTUDY

AUSTUDY provides income support to financially disadvantaged students over 16 years of age undertaking approved courses of study in higher education institutions. Maximum benefit rates are age-related and aligned with those for relevant Social Security payments (Job Search and Newstart

Allowances). Benefits are paid to 16-17 year old students with higher rates for those 18 years old and over, and those aged over 21 years in special categories. This assistance is provided subject to parental and personal income and assets tests for dependent students or personal and spouse income tests for independent students. AUSTUDY is also subject to academic progress rules.

Following consideration of the review of AUSTUDY commissioned by DEET, fundamental changes are to be made to the program.

A supplementary scheme will be introduced from 1 January 1993, to provide flexibility for tertiary students to tailor assistance to their individual needs.

Under the proposed arrangements, tertiary students eligible for AUSTUDY and ABSTUDY will have the option of "trading-in" part of their grant assistance for a repayable income supplement of twice the amount, up to a maximum of \$4000 per annum. A similar repayable income supplement of up to \$2000 will also be available to tertiary students whose parental income, while excluding them from receiving grants through the parental income test, is less than \$50,000 a year, provided other eligibility criteria are met.

How to apply: the Student Welfare Officer located in the Student Services Unit at Broadway and Kuring-gai campuses will be able to supply all forms and will help with other problems or queries that may arise when filling in forms. To make an appointment telephone 330 1177 or 330 5342 for any assistance.

ABSTUDY

ABSTUDY assists Aboriginal and Torres Strait Islander students by providing income support and other assistance tailored to their needs. The basic rates of assistance are similar to AUSTUDY, with additional assistance available to part-time students, pensioners and those over 21 years of age. Aboriginal tertiary students will also be eligible for the voluntary "loan" scheme. ABSTUDY payments are not subject to assets tests. The staff in the Aboriginal Education office, Jumbunna, will be happy to help with any queries. Telephone 330 1905 and ask for the Student Services Officer.

Postgraduate Assistance

The Commonwealth Government offers each year a limited number of awards for full-time postgraduate study at Australian higher education institutions.

Australian Postgraduate Course Awards at the University of Technology, Sydney are available to students undertaking a Masters Degree by coursework. A good academic record is essential and

preference is given to those with relevant employment experience. Applications close at the end of October 1992.

Australian Postgraduate Research Awards are tenable for full-time postgraduate research leading to the degree of Master or Doctor of Philosophy at UTS. Applications close at the end of October of the year prior to the year of study.

The awards are available to Australian citizens and those who have been granted permanent resident status and lived in Australia continuously for the last 12 months. Applicants should have completed a four-year undergraduate degree with at least Second Class Honours, Division One, or equivalent.

Application forms may be obtained from the UTS Student Information Service or the Postgraduate Studies and Scholarships Office, level 5, Tower Building.

University Research Scholarships

These Scholarships, including the R L Werner Postgraduate Scholarship and University of Technology, Sydney Doctoral Scholarship, are normally available to an applicant of the highest academic calibre for full-time research at UTS.

Applications must be made on the prescribed form and close with the Academic Registrar at the end of October of the year prior to which applicants intend to commence candidature.

Further information and conditions of award may be obtained from the Postgraduate Studies and Scholarships Office, Level 5, Tower Building.

Commonwealth Scholarship and Fellowship Plan Awards

The awards are intended for postgraduate study or research and are tenable in the United Kingdom, Canada, Hong Kong, India, Jamaica, Malaysia, Malta, Nigeria, Sri Lanka, Trinidad and Tobago.

Applications from UTS graduates must be made on the prescribed form, and close with the Academic Registrar in early October of the year to which applicants intend to study overseas.

Further information may be obtained from the Postgraduate Studies and Scholarships Office, level 5, Tower Building.

STUDENT OMBUDSMAN

Enrolled or registered students with a complaint against decisions of university staff may seek assistance from the Student Ombudsman. The position of the Student Ombudsman was created by the University Council of the old UTS in 1989 for a

trial period of one year, and the scheme has now been extended to all campuses.

The university policy on the role of the Student Ombudsman is published in the Calendar.

The Student Ombudsman's office is located in room 402, Building 2 on the City campus at Broadway, telephone 330 2575/76.

All matters are treated with the strictest confidence.

LEARNING CENTRES

Jumbunna Aboriginal Education Centre

Located on the City campus at Broadway, Jumbunna Aboriginal Education Centre was established in 1987 with only two indigenous students. Today it has more than 250 Aboriginal and Torres Strait Islander students and a staff of 10.

The Centre was conceived to afford indigenous Australians the opportunity to gain access to tertiary studies through the provision of academic and cultural support programs. The name *Jumbunna* comes from the Aboriginal word meaning a *meeting place*.

Jumbunna Centre is predominantly staffed by black Australians and offers a range of award courses, many unique to UTS. Owing to its programs, its support system and its caring environment, Jumbunna Centre has fast gained a reputation among the indigenous community as being a most desirable place to study. Jumbunna's courses include: adult education, tourism and leisure, business studies, social sciences, design, life sciences and nursing, law, media studies, architecture and building.

For further information contact the Jumbunna Centre on 330 1902.

ELSSA Centre

ELSSA, the English Language and Study Skills Assistance Centre, provides free English language and study skills courses for students enrolled at UTS and university staff. These include communication electives for award to degrees, intensive vacation courses and weekly workshop courses. The Centre runs courses on essay writing, report writing, advanced grammar, critical thinking, discussion skills, seminar presentation, effective reading, pronunciation and writing at postgraduate level.

Students may make an appointment for an individual consultation with a lecturer at the Centre to discuss difficulties with academic work. The Centre also has books and tapes for self-study. Brochures with further details of ELSSA programs are available at school offices and at the Centre.

For further information and appointments, telephone 330 2327, fax 330 2321, level 18, Tower Building, Broadway.

Student Learning Centre

The major role of the Student Learning Centre is to assist students to realise their academic potential for tertiary studies. The Centre fosters the development of student learning and encourages student autonomy through access to the Centre's resources. It provides individual and group tuition to students from various faculties of the university in areas of language and study skills such as time management, writing essays, ESL, presenting seminars, taking part in tutorials, examination preparation, and in mathematics, statistics, and problem-solving strategies. Bridging and preparatory programs are held during the year. Qualified and experienced staff members are committed to an ethic of service in helping students succeed at the highest level.

Students may visit the Centre on their own initiative or on a voluntary basis when referred by academic staff. The Centre is located in rooms 2.520-2.522 above the main Library on the Kuring-gai campus. Telephone 330 5160 (Language and Study Skills), and 330 5186 (Mathematics).

SERVICES

THE UNIVERSITY LIBRARY

The University Library houses more than half a million books, journals and audiovisual items and provides services to staff and students through five campus libraries.

Balmain Campus – Design Library

The Design Library is managed as a joint library service with the Sydney College of the Arts, and houses materials relating to visual arts and design. It is located on the corner of Mansfield and Batty Streets, Rozelle.

City Campus – Markets Library at Haymarket

The Markets Library collects materials in a wide range of subject areas including architecture, building, business, computing science, education, engineering, humanities, law, mathematics, physical sciences, social sciences. It is located in the Haymarket area on the corner of Quay Street and Ultimo Road.

Kuring-gai Campus – George Muir Library

The George Muir Library is located at the Kuring-gai campus in Eton Road, Lindfield. The library's collection is broad: major subject areas include business, education, leisure, information and communication studies and nursing. The library also has a curriculum collection associated with education studies.

St Leonards Campus – College of Law Library

This library provides services for staff and students undertaking courses in practical legal training and is located at 2 Chandos Street, St Leonards.

St Leonards Campus – Gore Hill Library

This library collects materials in the areas of life sciences and nursing. It is located on the corner of the Pacific Highway and Westbourne Street, Gore Hill.

The library's collection is recorded in the UNILINC catalogue which is available as an up-to-date on-line catalogue, and as a compact disc catalogue with enhanced search features. The catalogue can be accessed in each of the libraries as well as in offices and laboratories throughout the university. Access to library information and other bibliographic and numeric databases is extended nationally and internationally through high speed communications networks such as AARNet (the *Australian Academic and Research Network*). Access within Australia is extended through participation in ABN (the *Australian Bibliographic Network*) and the Linked Library System which links the university libraries in New South Wales and the ACT.

The library has a firm commitment to provide the best possible information service and has established a team of Faculty and School Liaison Librarians who, in partnership with academic staff, assist users in achieving their objectives in education and information. The Liaison Librarians for the Faculty of Education are

Christian Langeveldt (City) - School of Adult and Language Education and School of Adult Vocational Education

Caroline Cotton (Kuring-gai) - School of Teacher Education

Services provided include loans, reservations, intercampus document delivery, interlibrary loans from Australian and international sources, reciprocal borrowing with other institutions, user education, and on-line, compact disc and print-based information retrieval services.

Service guides can be obtained from the libraries. Opening hours are posted in the libraries.

INSTRUCTIONAL TECHNOLOGY SERVICES

In 1992 a new unit, Instructional Technology Services (ITS), was created. Initially this unit will concentrate on establishing a high standard of classroom audiovisual services across the university's campuses. It is also intended that it will deliver a high quality technical and maintenance service, as well as a production capacity.

Services currently available include provision of a one-stop booking service, enhanced presentation lecture theatres, reticulated video services, a trolley service for audiovisual equipment, videotape duplication services and a mediawatch service for current affairs programs.

At present ITS has offices at the Kuring-gai campus and in the Bon Marche Building, City campus. Administratively, the Service is controlled by the University Librarian.

COMPUTING SERVICES

The Computing and Communications Services Division provides a comprehensive range of facilities and services to meet the major computing requirements of academic and administrative areas of the university.

Equipment

The academic facilities consist of four large Sun SPARCserver computers and an Amdahl 5860 mainframe computer. These systems provides the academic community with a wide range of programming languages and application packages. They run the UNIX operating system, and can be accessed by users from public PC and Macintosh laboratories operated by the Division.

A Prime 9955-II computer, running the PRIMOS operating system, which has provided academic facilities on the Kuring-gai campus, has been replaced by a Sun SPARCserver 630 system on the Broadway campus.

Other central academic computing facilities consist of 12 PC laboratories, four Macintosh laboratories and three terminal rooms. It is also planned to install two Sun workstation laboratories for use in 1993.

A Data General MV20000, a Sun 4/470 and a Sequent S2000/200 systems support administrative data processing, while a Data General MV15000 services office automation and systems development work.

All computer systems are connected to the university's Local Area Network (UTSnet), which covers the City, Kuring-gai, Balmain and St Leonards campuses. Connected to the network are personal computers and terminals located in the public laboratories and terminal rooms, as well as various School minicomputers.

Location of Facilities

Located on level 9 of Building 1 at Broadway are the Sun, Amdahl, Sequent and Data General systems, as well as Computing and Communications Services Division staff offices.

Public laboratories and terminal rooms are located on the following campuses:

City Campus**Building 1**

Room 1017 - 15 x Macintosh SE

Room 1313A - 20 x PC XT

Building 2

Room 421 - 25 x PC XT

Building 4

Room 104 - 20 x PC 486SX

Room 438 - 20 x Terminal

Room 440 - 20 x Terminal

Room 444 - 20 x PC XT

Building 5

Room A209 - 15 x PC XT

Room A210 - 20 x PC XT

Bon Marche

Room 439 - 20 x Macintosh LCII

Balmain Campus

Balmain North Basement - 20 x Macintosh LC

Block A**St Leonards Campus****Dunbar Building**

Room 507 - 20 x Macintosh LC

Room 511 - 16 x PC XT

Kuring-gai Campus**Stage 2**

Room 461 - 20 x Terminal

Room 524 - 20 x PC 386SX

Stage 3

Room 338 - 20 x PC 386SX

Room 339 - 20 x PC XT

Room 340 - 18 x PC XT

Room 341 - 20 x PC 386SX

General enquiries should be directed to the Response Centre, room 913, level 9, Building 1, City campus (telephone 330 2111).

Services

Services provided by the Computing and Communications Services Division include:

- academic and administrative computer processing
- consulting on programming languages, application packages and system usage
- consulting on use of microcomputer hardware and software
- installation, maintenance and support of data communications equipment, terminals and microcomputers
- connection to the University's Local Area Network
- connection to the University's Voice Communications (Telephone) Network
- design, development and support of administrative data processing systems

- operation of a help desk for user enquiries and problems
- production of newsletters and technical documentation
- operation of a retail Microcomputer Shop

Microcomputer Shop

The Computing and Communications Services Division operates a Microcomputer Shop. This shop is a self-supporting, non-profit retail outlet that aims to provide the university and its staff and students with microcomputers and microcomputer software at the lowest possible prices. Purchases from the shop are restricted to university schools/units and to registered students and staff.

The shop stocks hardware and software from the following vendors:

Apple	Microsoft
Ashton-Tate	Mitsui
Borland	Netcomm
Claris	Novell
Data Flow	SourceWare
Hyundai	Star
InfoMagic	Tech Pacific
IBM	Techflow
Ipx	WordPerfect
Lotus	

Other services include Macintosh rentals.

The shop is located on level 27, room 2713 of Building 1 at Broadway, telephone 330 2474.

Trading hours for the shop are 9am to 5pm Monday to Friday.

UTS UNION

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, newsagency and car park. The union also provides student accommodation, runs the University Careers and Appointments Service, provides a legal service with a full-time solicitor, and operates a large ski lodge at Jindabyne.

MANAGEMENT

The union is controlled by a Board of 15 persons consisting of eight students, three staff representatives, three Council appointees and one Alumni nominee. Annual elections are usually held in September and all students and staff are eligible to stand for a position on the Board. The union employs a staff of about 150, headed by the Secretary/Manager.

MEMBERSHIP

All registered students and university staff are members of the union.

FEES

All students pay an annual fee to the union and new students pay a joining fee as well. Staff fees are paid by the university.

Fee Exemptions

Students who have paid seven annual fees to the union are entitled to exemption from further fees. For further information, please contact the Union Office (not the university).

ENQUIRIES

For general information, contact the Union Receptionist in the Broadway Union Centre or Union Centre at Kuring-gai campus. For information about membership, fees or management, contact the Union Office on level 6 of the Tower Building. For all sporting enquiries, contact the Sports Office in the Union Sports Centre at Broadway.

Telephone Numbers

The telephone number for the Union Receptionist, Union Office and all other branches of the union at Broadway is 330 1444. The union's telephone number at Haymarket is 330 1444. The union's telephone number at Haymarket is 330 3369, Gore Hill is 330 4048, at the Faculty of Nursing 330 4375 and at Kuring-gai 330 5011.

CATERING SERVICES

The union operates food services on all campuses except Balmain, where the service is provided by the Sydney College of the Arts Students' Association.

Licensed bars are provided at Broadway, Haymarket and Kuring-gai.

Functions Catering Service

The Functions Catering Service can cater for lunches, buffets, dances dinners, weddings, etc. Most of these are held in the Gallery Function Centre on level 6 of the Tower Building or at Kuring-gai. Ask about the special discount rates which apply for student and other union groups.

UNION SHOPS

There are union shops at Broadway, Haymarket, Balmain and Gore Hill with a wide range of items to meet course requirements, including calculators, stationery and technical drawing equipment. The Union Shop at Broadway also carries a range of university sweaters, pennants and memorabilia.

ACTIVITIES

The Union Activities Department arranges the social and cultural programs at UTS. These include dances, concerts, films, barbecues, creative leisure courses, art exhibitions, plays and lunchtime speakers. Faculty clubs and societies and hobby and social clubs (the Activities Clubs) receive financial and other support from the Activities Department. The Activities Officers are located in the Bornholt Room in the Broadway Union Centre. The Activities Officer at Kuring-gai is located in the Union Centre, telephone 330 5013.

PUBLICATIONS

The union produces a monthly magazine *Plexus*, the weekly *Union News* and a diary which is given to all students and staff at the beginning of the year and many other publications.

SPORT

Facilities

The Union Sports Centre at Broadway contains five squash courts (with special discount rates for union members) gymnasium, weights room, men's and women's saunas, change rooms with lockers and showers, sports office, sports clinic and sports shop. There is also an open air basketball/volleyball court on the roof of the squash courts. The Sports Centre is located on the lower ground floor of Building 4, extending into the quadrangle.

The union runs squash courts at Kuring-gai and can also arrange the hire of tennis courts. The Sports Department at Kuring-gai can be contacted on 330 5012.

Fitness Classes and Programs

The union runs daily fitness classes at Broadway and Kuring-gai. Contact the Sports Office for further information.

Intervarsity and Interfaculty

The union sponsors teams to state and national intervarsity meetings. As well, numerous interfaculty competitions are organised within the university throughout the year.

Clubs

There are many sporting clubs affiliated with the union. They receive financial support from the union and new members are most welcome.

Kookaburra Lodge

Kookaburra Lodge, which is owned and operated by the union, is located in Jindabyne at the foot of the Snowy Mountains. The Lodge, which overlooks the lake, is fully renovated and offers 30 rooms (some with en suites), heated pool, comfortable dining room and large recreation room. The union offers numerous weekend and mid-week trips during the

ski season, with prices for members well below commercial rates.

In the off season, bed and breakfast is available from as little as \$20 per night, so Kookaburra Lodge is also an excellent base for those interested in bush-walking and non-winter activities in the Snowy Mountains.

All bookings are made through the Broadway Sports Office, phone 330 2444.

UTS Haberfield Rowing Club

Formed after a merger between Haberfield Rowing Club and the union, the UTS Haberfield Rowing Club caters for beginners through to elite rowers.

The club is located in Dobroyd Parade, Haberfield, less than 15 minutes by car from the City campus.

For further information, phone the club on 797 9523.

STUDENT ACCOMMODATION

The union has its own student residence, the *Imperial*, at 54-58 City Road, Chippendale. Just 10 minutes walk from the City Campus, Broadway, the *Imperial* offers high quality, low cost accommodation in single and double rooms. Preference is given to first and second year students from outside the metropolitan area. For further information, contact the Union Housing Office at Broadway, on 330 1509.

CAREERS AND APPOINTMENTS SERVICE

The UTS Careers and Appointments Service is a division of the union and provides the following services:

- A directory of employers seeking full-time, part-time and casual staff.
- Advice on employment skills such as interview techniques, personal presentation and resume writing.
- A register of students seeking employment, linked to a mailing and telephone contact service.
- A career counselling service aimed at assisting students and graduates in clarifying and focusing their career objectives.
- Ongoing campus interview programs which introduce final year students to a range of leading employers.

The Careers and Appointments Service is located on level 5 of the Tower Building at Broadway, telephone 330 1500, and at Kuring-gai in the Union Centre, telephone 330 5016. To take full advantage of the services offered, all students are urged to register with the Careers and Appointments Service at the earliest opportunity.

LEGAL SERVICE

The union employs a full-time solicitor who provides a range of legal services, in most cases free of charge, to members.

Free advice and assistance in any matter is available, especially those involving criminal charges, motor vehicle claims, family law, tenancy disputes, consumer and debt claims and welfare matters.

Representation in Local Courts is normally available free of charge to full-time students and students on low incomes.

Members can discuss any problems at the Solicitor's Office on level 5 of the Tower Building, telephone 330 1511, where all enquiries are dealt with in the strictest confidence. The solicitor is available at Kuring-gai campus one day a week, telephone 330 5017.

WORK EXPERIENCE INSURANCE

At UTS students who participate in approved work experience programs are insured by the university for "workcare" benefits (other than weekly payments) arising out of work related injuries sustained anywhere in Australia. The scheme is administered by UTS Union on behalf of the university. To obtain a letter of confirmation, or for further information, or to make a claim, contact the Union Office on level 6 of the Tower Building, telephone 330 1642.

CHILD CARE

UTS Child Care Inc. is an incorporated Association which coordinates the operation of all child care services at UTS. The Board of UTSCC Inc. comprises representatives of the University, the union, the Students' Association and parent users of the centres. The Board plans new child care facilities for UTS, and aims at providing a variety of services at each campus. It also sets operational policies to ensure that child care services are of high quality and meet the needs of members of the university community.

Each child care centre is managed by a Director who reports to a Management Committee, the majority of whose members are elected parent representatives. All parents are invited to become involved in the management of the centres.

Operating costs for the various children's services are provided by State and Federal Funding: 8%, UTS sources (Union/SA/University): 10% and parent fees: 73%.

Under the Federal Government Fee Relief Scheme, families earning under \$440 per week pay minimum fees. Parents earning between \$440-\$1150 (approx)

per week receive some fee relief benefit according to a sliding scale. Those with incomes greater than \$1150 per week pay full fees.

Access to child care facilities is open to all staff and students under "Priority of Access" guidelines. Priority is given to working and studying parents. There are waiting lists at each centre which take into account various factors including family circumstance, length of time on the waiting list and the family's need for care, in establishing priority of access to the centres. Waiting time varies depending on the family circumstances, the child's age, and the type of care required. There is little or no wait for night care or for vacation care.

Kuring-gai Kuring-gai Campus Child Care Centre is situated next to the oval on campus, and provides 45 day care places for babies to five year olds, from 8am until 6pm for 50 weeks each year. There are also 10 evening care places for babies to 10 year olds, until 10pm Monday - Friday during semester periods only. Enrolment is available on a full-time, regular part-time, evening only, semester only, or emergency basis. Some occasional care may be available during the December-February period. Occasional weekend care can be provided (by prior arrangement) when the university hosts conferences and seminars. Vacation care for school aged children is available during school holiday period. Telephone 330 5105 for information.

Balmain UTS supports Allen Street Glebe Child Care Centre which is attached to Sydney College of the Arts (Sydney University). Enrolment is available on a full-time or part-time basis daily.

City Campus Magic Pudding Child Care Centre is behind Building 1 on the Broadway campus, and provides 40 day care places for babies to five year olds, from 8am until 6.30pm for 51 weeks each year. There are also 15 evening care places for babies to 10 year olds, until 10pm Monday-Friday during semester periods only. Enrolment is available on a full-time, regular part-time, evening only, semester only, or emergency basis. Some occasional care may be available during the December-February period. Occasional weekend care can be provided (by prior arrangement) when the university hosts conferences and seminars. Vacation care for school aged children is available during the Christmas and July school holiday periods.

Telephone 330 1456 for information.

St Leonards St Leonards Campus Child Care Centre is situated just off the Pacific Highway opposite the Dunbar Building at Gore Hill. It provides 25 day care places for babies to five year olds, from 8am until 6pm for 48 weeks each year. Enrolment is available on a full-time, regular part-

time, semester only, or emergency basis. Some occasional care may be available during non-semester periods. Telephone 330 4023 for information.

STUDENT SERVICES

Student Services staff are employed by the university to cater for students' health, counselling, and welfare needs. Staff also assist in the development of study skills and provision for students with disabilities. All interviews are strictly confidential.

Welfare

Welfare Officers offer assistance with personal financial matters. Central to their work is administration of the Student Loan Fund, financial counselling and advising on AUSTUDY claims and appeals.

Health

The Health Service has two locations: level 3A of the Tower Building at Broadway and level 5 of Kuring-gai campus. The practice offers a free service to students with an emphasis on health education and promotion.

Counselling

Counsellors are available on all campuses. The service is full-time at City and Kuring-gai and part-time at Balmain and St Leonards campuses. The counsellors are experienced in dealing with all kinds of personal difficulties and can advise on administrative matters in relation to the university, such as appeals against exclusion.

International Student Counsellor

The International Student Counsellor can help students from overseas and from non-English speaking backgrounds with personal, practical and administrative problems while studying at UTS.

Learning Skills

The Learning Skills Counsellor helps students to understand how best they can learn. Advice is given on time management, writing assignments, reading effectively and preparing for exams. As well as individual consultations, workshops are held during both semesters.

Special Needs Coordinator

The Special Needs Coordinator works with other university staff to ensure appropriate support is available for students with disabilities and students admitted through the inUTS Special Admission Scheme. Students with physical, sensory and

learning disabilities are encouraged to contact the Coordinator. The Coordinator can also provide information and advice to prospective students who have disabilities.

To contact Student Services:

Broadway. Level 3A Tower Building, telephone 330 1177, fax 330 1172, TTY 330 1166
Health Service Appointments: 330 1166

Balmain. Student Centre, appointments 330 1177.

Kuring-gai. Level 5, telephone 330 5342, fax 330 5537.

St Leonards. appointments 330 5342.

STUDENTS' ASSOCIATION

The Students' Association (SA) is the elected representative body of students at the UTS: it is an organisation run by students for students. All students become members of the Students' Association upon enrolment. It is the only body in the university which can legitimately claim to truly represent the concerns, issues and problems students face on a day-to-day basis whilst at this university. All students have the right to stand for election of the Students' Association and to vote in the annual elections. There are 23 general representatives on the Council that makes policy for the Students' Association. It also has specialised portfolios and office bearers to deal with a range of issues: the environment, women, students with special needs, gay and lesbian rights, overseas students and postgraduates.

The Students' Association maintains close links with student organisations from other universities. Its political role is to defend and extend educational standards and conditions for students both within the university and the tertiary sector as a whole. Campus committees deal with campus-specific issues. This has proved to be the most effective and equitable means of ensuring that all students from all campuses are adequately represented in the make-up of the Students' Association. At this level, campus conveners carry out the directions of campus committees, which are also elected annually.

In general the Students' Association plays a representative and advocacy role on behalf of students. It acts as the voice of the student body. As part of this function it produces a fortnightly newspaper, *Vertigo* and a weekly radio show on 2SER *Student Voice*. It liaises closely with the University Union, which provides services to students (e.g. the cafeteria, reading and leisure areas) and the Student Services Unit, which is funded by the university to provide welfare advice and counselling, loan assistance and medical services. The Students' Association also

employs specialised education staff to assist in enquiries about AUSTUDY, HECS, appeals against exclusion and assessment grades and any other problems that students encounter at UTS. The Students' Association has lots to offer all students and welcomes student involvement.

Locations and Services

City campus 330 1155

The main office of the Students' Association is located on the City campus, Broadway on level 3A of the Tower Building (near the bar and cafeteria) and offers the following services:

- General student representatives
- Elected office bearers
 - Women's officers
 - Overseas students' officers
 - Special needs officers
 - Gay and lesbian officers
 - Environment officer
 - Postgraduate officer
- Specialist education, research and welfare staff
- General student enquiries
- Academic coaching service
- Photocopying
- Funding of PERC Clubs

Haymarket Resource Centre

This is located in Room B110 and its services include:

- Computer, fax
- Photocopying
- Secondhand books

Design School Student Centre 330 2958

This is located on the Balmain campus, Mansfield Street, Balmain and is open Tuesday to Friday and offers:

- Photocopying
- Computer facilities

Gore Hill Resource Centre 330 4040

This is located in Room 1/18 in the Dunbar Building and its services include:

- Photocopying
- Secondhand books
- Computer facilities

Kuring-gai Campus 330 5237

Located next to State Bank, the services offered include:

- General and campus representatives
- Specialist education, research and welfare staff
- General student enquiries

RADIO STATION 2SER-FM

In conjunction with Macquarie University, UTS operates Sydney Educational Broadcasting Ltd (2SER-FM), Sydney's first mass coverage educational radio station thus expanding the institution's role in education to a wide community audience. The station, on air 24 hours a day, broadcasts a variety of spoken word educational programs covering arts and sciences. In addition to a small core of paid staff, some 400 volunteers, including UTS staff and students, are involved in programming the station.

THE CO-OP BOOKSHOP

The Bookshop is located next to the Tower Building on Broadway. While committed to supplying textbooks for all timetabled courses it also attempts to cater to the needs of the university community for general books, stationery, calculators and computer books and software.

Through its extensive computer system linking over 40 branches in Australia, the bookshop can often get hold of hard-to-get titles. Students and staff are welcome to place special orders, and charge accounts are available for approved customers.

At the start of each semester the bookshop runs temporary branches at the City campus, Haymarket (Room C117) and Gore Hill. The Kuring-gai campus is also serviced by a permanent Co-op Bookshop specialising in texts used on that campus.

The Broadway bookshop is open from 9am till 6pm Monday to Thursday, 9am till 5pm on Friday and 9am till 1pm on Saturday. There are normally extended hours at the beginning of each semester. The Bookshop can be contacted on 212 3078 or 330 2163.

STATE BANK

Full branches of the State Bank are situated on level 4 of the Tower Building, Broadway, and at Kuring-gai campus. A complete range of banking services is provided. Normal banking hours apply all year at Broadway and the hours at Kuring-gai are 10am to 3pm.

The State Bank also offers complete banking services at Gore Hill, St Leonards and Haymarket, operating through the UTS union facilities.

FACULTY OF EDUCATION

The Faculty of Education consists of three Schools located on two campuses of the university.

The School of Adult Vocational Education at the City campus (Haymarket) provides opportunities for professional development of vocational educators in NSW.

The School of Adult and Language Education, also at the City campus, provides courses of professional development for practitioners who are responsible for the education and training of those who work in industrial, commercial, public sector, welfare school and community settings.

The School of Teacher Education is located at the Kuring-gai campus and provides pre-service courses for beginning teachers and postgraduate programs for experienced teachers.

In addition to the full range of undergraduate degrees six higher degrees are offered in the Faculty of Education:

- Doctor of Philosophy
- Master of Education (by thesis)
- Master of Education in Adult Education (by coursework)
- Master of Education (by coursework) (for primary and secondary teachers)
- Master of Arts in TESOL (by coursework)
- Master of Arts in Children's Literature and Literacy (by coursework)

Details of the Master of Arts in TESOL, Master of Arts in Children's Literature and Literacy, and all other award courses are described in the School entries.

The faculty and its Schools have established various Centres to fulfil its aims with regard to research and professional links. Centres include Training and Development Services; the Community Consultancy Group; the Centre for Language and Literacy; the Centre for Workplace Communication and Culture; Research Centre in Vocational Learning (proposed); Centre for Computer-Based Training (proposed); Centre for Research and Education in the Arts (proposed) and the Criterion Centre. The Study Skills Unit (at the City campus) is a student support unit serving the needs of staff and students in both Schools on the City campus. The Student Learning Centre at the Kuring-gai campus provides services for students from all faculties operating on the Kuring-gai campus.

FACULTY OF EDUCATION COURSES AVAILABLE IN 1993

COURSE	DEGREE/DIPLOMA/CERTIFICATE	ABBREVIATION
Doctoral Degree	Doctor of Philosophy	PhD
Masters Degree by Thesis	Master of Education	MEd
Masters Degrees by Coursework		
Adult Education	Master of Education in Adult Education	MEd
Teaching English to Speakers of Other Languages (TESOL)	Master of Arts	MA
Children's Literature and Literacy	Master of Arts	MA
*Teacher Education	Master of Education	MEd
Graduate Diploma Courses		
<i>Adult Education</i>		
Basic Education	Graduate Diploma in Adult Education	GradDipAdultEd
Community Education	Graduate Diploma in Adult Education	GradDipAdultEd
Training	Graduate Diploma in Adult Education	GradDipAdultEd
TESOL	Graduate Diploma in Adult Education	GradDipAdultEd
<i>Secondary Education</i>		
Mathematics	Diploma in Education	DipEd
Physical Education	Diploma in Education	DipEd
Science	Diploma in Education	DipEd
Technical Education	Graduate Diploma in Technical Education	GradDipTechEd
Language Teaching	Graduate Diploma in Language Teaching	GradDipLangTeach
Children's Literature and Literacy	Graduate Diploma in Children's Literature and Literacy	GradDipChildLit
<i>Educational Studies</i>		
Primary Music	Graduate Diploma in Primary Music	GradDipPrimMusic
Special Education	Graduate Diploma in Special Education	GradDipSpecEd
Computer-Based Learning	Graduate Diploma in Computer-Based Learning	GradDipCompBased Learning
TESOL	Graduate Diploma in Teaching English to Speakers of Other Languages	Grad DipTESOL
Graduate Certificates		
TESOL	Graduate Certificate in Teaching English to Speakers of Other Languages	
<i>Adult Education</i>		
Training	Graduate Certificate in Adult Education in Training	
Community	Graduate Certificate in Adult Education in Community Education	
Higher Education	Graduate Certificate in Higher Education	
Undergraduate Degree Courses		
<i>Adult Education</i>		
#Community Education	Bachelor of Education	BEd
#Human Resource Development	Bachelor of Education	BEd

Education

Adult Vocational Education	Bachelor of Teaching	BTeach
Primary Education	Bachelor of Teaching	BTeach
Primary Education (Phase III)	Bachelor of Education	BEd
Special Education (Phase III)	Bachelor of Education	BEd
Teacher Librarianship	Bachelor of Education	BEd
Technical Education	Bachelor of Education	BEd

Associate Diploma Courses**Education**

**Technical Teaching	Diploma of Teaching	DipTeach
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Adult Education

Aboriginal Education	Associate Diploma in Adult Education	AssocDipAdultEd
Community Education	Associate Diploma in Adult Education	AssocDipAdultEd
Training	Associate Diploma in Adult Education	AssocDipAdultEd

* for primary and secondary teachers

denotes majors

** no intake in 1993 and beyond

DOCTOR OF PHILOSOPHY (PhD)

This course is for students who wish to prepare a doctoral thesis in the field of adult and primary and secondary education.

Prior to admission candidates will be required to submit a two-three page outline of their area of research interest (normally following consultation with the Head of School and/or a potential supervisor). This may occur before a formal application is lodged but in any case should be attached to the application. There are no coursework requirements; however coursework may be prescribed for some as a condition of their candidature.

To qualify for admission, applicants must meet the requirements prescribed in Rule 3.5.3, full details of which are printed in the Calendar.

MASTER OF EDUCATION (BY THESIS)

This course is for students who wish to undertake a major research project in the field of adult education.

Prior to admission candidates will be required to submit a two-three page outline of their area of research interest (normally following consultation with the Head of School and/or a potential supervisor). This may occur before a formal application is lodged but in any case should be attached to the application. There are no coursework requirements; however coursework may be prescribed for some students as a condition of their candidature.

To qualify for admission to a Masters Degree program applicants must hold a Bachelors degree of the University of Technology, Sydney or equivalent; or submit such other evidence of general and professional qualifications as will satisfy the

Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies; and must also satisfy such additional requirements for admission to a particular program, if any, as may be prescribed by the Academic Board.

MASTER OF EDUCATION (BY COURSEWORK)

Course Director: Laurie Brady

The Master of Education by coursework aims to provide on-going professional development for people engaged in teaching or related professions. It provides studies incorporating 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.

Students may complete this course in one of three patterns:

- eight coursework subjects, or
- six coursework subjects and a minor independent study, or
- four coursework subjects and a major independent study.

All subjects are elective, though a research methods subject is compulsory for students attempting an independent study. Applicants are required to have a first degree or equivalent with a major in education; or a first degree without an education major, but a recognised professional qualification; or a first degree without an education major, but professional experience equivalent to a recognised professional qualification.

MASTER OF EDUCATION IN ADULT EDUCATION (BY COURSEWORK)

Course Coordinator: Griff Foley

Participants

This course is designed for experienced adult educators who wish systematically and critically to reflect on their practice and to broaden and deepen their professional skills and knowledge. The course is particularly appropriate for people occupying strategic or higher-level positions in adult education. Participants in the course come from a diverse range of backgrounds, including human resource development, community adult education, TAFE, TESOL, adult basic education, higher education, and health education. It is anticipated that applicants will possess a first degree and be active in adult education.

Course Aims

The general aims of the Master of Education in Adult Education are for the participant to develop further competence in understanding and managing adult communication and learning; refine and further develop competent adult teaching techniques; acquire new and more advanced skills in designing, implementing, and evaluating educational programs for adults; upgrade the ability to organise, manage, promote and provide advice in the delivery of adult education; expand and evaluate the personal capacity to be self-directed in learning; develop an understanding of the social, political and economic context of adult education; and formulate a personal stance on the nature and purposes of adult education.

Assessment

Assessment is either pass or fail. The assessment load in each subject will be 7000 words or their equivalent in other forms of work.

Attendance

The course will involve attendance on one evening each week through the academic year.

COURSE STRUCTURE

Each participant, in consultation with a member of academic staff, will negotiate a course of study related to his/her individual learning needs.

To qualify for the award, participants must complete a total of eight subjects (48 credit points). A choice of subjects is available from four groups or concentrations, together with an option to undertake an Independent Study Project. Apart from the requirement outlined below, concentrations are non-compulsory and it is anticipated that many participants will choose a range of subjects from more than

one area of concentration. To ensure that all course graduates have been introduced to a common core of adult education knowledge, all participants must complete or demonstrate previously acquired competence in three integrative subjects. Participants with no previous formal study in adult education will be required to complete Theory and Practice in Adult Education and Adult Learning and Program Development.

Integrative Subjects

- T3332 Theory and Practicum in Adult Education (6cp)
- T3333 Adult Learning and Program Development (6cp)
- T3334 Context and Strategy in Adult Education (6cp)
- T3335 Australian Adult Education: Influences and Tendencies (6cp)
- T3336 Contemporary Issues in Adult Education (6cp)
- T3358 Experience-Based Learning I (6cp)
- T3359 Experience-Based Learning II (6cp)
- T3361 Women and Adult Education (6cp)

Note: all participants must complete or demonstrate previously acquired competence in three of these subjects.

Adult Education Management Concentration

- T3337 Managing the Program Change Process in Post-Secondary Education (6cp)
- T3338 Industrial Relations, Work Organisation and Adult Education (6cp)
- T3339 Skill Formation, Technological Change and Adult Education (6cp)
- T3340 Higher Level Competencies in Adult Education (6cp)
- T3342 Ethics and Leadership in Adult Education Administration (6cp)
- T3343 Adult Communication Management I (6cp)
- T3344 Adult Communication Management II (6cp)
- T3345 Continuing Professional Education for Adult Educators (6cp)
- T3346 Computer-Based Adult Education and Training (6cp)
- T3347 Issues in Computer-Based Adult Education and Training (6cp)
- T3360 Language, Literacy and Power (6cp)

Adult Education Research and Evaluation Concentration

- T3348 Issues for Adult Education Researchers (6cp)
- T3349 Research Methodologies for Adult Educators (6cp)
- T3350 Issues in Adult Education Evaluation (6cp)
- T3362 Researching Educational Practice (6cp)

Community Adult Education Concentration

- T3352 Adult Education and Social Movements (6cp)
 T3353 The Enrichment Tradition in Adult Education (6cp)
 T3354 Freire's Influence in Adult Education (6cp)
 T3355 Organisation Theory and Community-based Adult Education (6cp)

New subjects planned for introduction in 1993

- T3363 Supporting Workplace Learning and Reform (6cp)
 T3365 Workers' Education - Comparative Perspectives (6cp)
 T3364 Philosophy of Adult Education (6cp)

Note: availability of subjects and concentrations will depend on resources and student numbers. In addition, concentrations are non-compulsory and it is anticipated that many participants will choose a range of subjects from more than one area of concentration.

Independent Study Projects

- T3356/7 Independent Study Project I and II (both 6cp)

The Independent Study Projects will allow participants to design their own learning experiences in negotiation with a member of academic staff; will 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.

An example of a possible part-time course of study is as follows:

Year 1	
T3332	Theory and Practice in Adult Education
T3333	Adult Learning and Program Development
T3336	Contemporary Issues in Adult Education
T3340	Higher Level Competencies in Adult Education
Year 2	
T3348	Issues for Adult Education Researchers
T3349	Research Methodologies for Adult Educators
T3356/7	Independent Study Project I and II

GRADUATE CERTIFICATE IN HIGHER EDUCATION

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

Course Coordinator: Dr Keith Trigwell

Course Aims and Structure

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

It is a one year part-time course involving the equivalent of eight weeks full-time study spread over two semesters.

The course consists of three compulsory subjects:

University Teaching and Learning
 The Academic Profession
 Student Learning and Evaluation

University Teaching and Learning

This subject will enable participants to develop their professional expertise by enhancing their confidence and skills in fostering educational change and their knowledge of the principles of university teaching: teaching methods, student characteristics, student learning, student learning activities, principles of assessment and evaluation of teaching. Participants will have the opportunity to become familiar with a variety of innovations in university education. They will be required to select an aspect of their own teaching on which to base a development project.

The Academic Profession

This subject is intended for practising academics and is designed to provide an insight into their profession and foster an appreciation of the broader context within which university learning and teaching occurs. Thus, it aims to develop an awareness of the development of the academic profession, both historically and with specific reference to Australia. The subject also aims to familiarise participants with the concept of academic culture and enable them to explore major issues, such as the relationship between teaching and research or the influence of government policy on the participants' discipline.

Student Learning and Evaluation

This subject will encourage participants to reflect upon all aspects of their teaching from the perspective of research in student learning by introducing a range of monitoring techniques and processes and methods of curriculum development. Participants will be able to use the information resulting from reflections on their teaching to modify, where appropriate, aspects of their teaching and courses.

Assessment

Participants are assessed in a variety of ways which match the objectives of the subjects. These include self assessment, peer review and written assignments.

Attendance Pattern

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

Admission Requirements

During the two semesters over which the course is run, applicants must be in full-time or fractional academic employment in a higher education institution. For UTS staff the course will be free (through a subsidy from the university). All other participants are expected to be full-fee paying.

SCHOOL OF ADULT AND LANGUAGE EDUCATION

The School of Adult and Language Education provides courses of professional development for practitioners who are responsible for the education and training of those who work in industrial, commercial, public sector, welfare, school and community settings.

The School offers a full range of courses leading to awards at the Associate Diploma, Bachelor, Graduate Diploma and Masters level across its three core areas of operation, which are Aboriginal and community education; language and literacy; training and human resource development.

The School believes that the development of the professional educator has two fundamental and interrelated components. The first is to promote the development of those competencies essential for the design, implementation and evaluation of effective and worthwhile learning activities appropriate to particular settings. The second is to encourage the development of an appreciation of the broader philosophical, political, social and economic issues which shape the content of the practitioner's work.

By offering a comprehensive perspective on the nature and process of the practitioner's work, the School's courses not only meet immediate practical needs, but provide a firm basis for continuing professional growth.

Postgraduate Degrees

The School offers a Master of Arts in TESOL, a Master of Education in Adult Education (by coursework), a Master of Education (by thesis) and a Doctor of Philosophy. Details are shown above.

UNDERGRADUATE COURSES

ASSOCIATE DIPLOMA IN ADULT EDUCATION (ABORIGINAL EDUCATION)

Course Coordinator: Norma Ingram

Participants

The Associate Diploma in Adult Education (Aboriginal Education) is a two-year full-time course for Aboriginal people who are working with adults in communities or who want to know more about teaching, administering and developing educational programs in Aboriginal studies. Applicants should have the Higher School Certificate (or equivalent qualifications) and show evidence of work experience in a field appropriate to employment as an adult educator in Aboriginal communities, or be able to obtain work experience in Aboriginal community education during their study in the course. Applicants with qualifications and experience other than those described above may be considered for special admission.

Course Aims

The course is designed to help Aboriginal community workers become more effective adult educators. Aboriginal adult education happens in many different settings: in the community, in community organisations and government agencies which service the Aboriginal community and in TAFE adult courses. Aboriginal adult educators are also often involved in education of non-Aboriginal people about Aboriginal issues. The range of skills needed by Aboriginal adult educators are many and varied. Each participant has his/her own goals and learning needs, so participants are encouraged to develop their own learning program within the overall framework of the course. To help them do so, all participants have a Student Adviser to help develop their program, and an at-home tutor to help them with their work week by week. The subject areas and skills covered in the course include:

- Aboriginal history and culture in NSW and other states
- Australian history, politics and economy and its effects on Aboriginal people and communities
- community development skills for Aboriginal communities
- teaching adults in the classroom, the community and the work place
- planning teaching programs and getting funds and resources
- skill in reading, writing, listening and speaking needed by Aboriginal participants, community workers and adult educators.

Assessment

Assessment is related to attendance, participation in all components of the course and completion of written and other work as contracted with a student adviser. Work is assessed as either pass or fail.

Attendance

Attendance is by block release, with classes being held at the faculty's City campus. Accommodation is arranged for country participants attending the block release. Block releases are of five days duration, and are held five times each year. Students must attend at least 80% of sessions in each block release to pass the course.

COURSE STRUCTURE

The course is offered over two years and requires the study of four subjects plus a field experience subject each semester, in order to achieve a total of 96 credit points. The credit points are shown in brackets.

Year 1	
<i>Autumn semester</i>	
T5203	Adult Teaching and Learning I (5cp)
T5204	Program Development I (5cp)
T5205	Communications I (5cp)
T5206	Aboriginal Studies I (5cp)
T5207	Community Fieldwork I (4cp)
<i>Spring semester</i>	
T5208	Adult Teaching and Learning II (5cp)
T5209	Program Development II (5cp)
T5210	Communications II (5cp)
T5211	Aboriginal Studies II (5cp)
T5212	Community Fieldwork II (4cp)
Year 2	
<i>Autumn semester</i>	
T5213	Adult Teaching and Learning III (5cp)
T5214	Program Development III (5cp)
T5215	Aboriginal Community Studies I (5cp)
T5216	Aboriginals and Contemporary Australia I (5cp)
T5217	Community Fieldwork III (4cp)
<i>Spring semester</i>	
T5218	Adult Teaching and Learning IV (5cp)
T5219	Program Development IV (5cp)
T5220	Aboriginal Community Studies II (5cp)
T5221	Aboriginals and Contemporary Australia II (5cp)
T5222	Community Fieldwork IV (4cp)

ASSOCIATE DIPLOMA IN ADULT EDUCATION (COMMUNITY EDUCATION)

Course Coordinator: Jane Sampson

Participants

The Associate Diploma in Adult Education (Community Education) is a two-year full-time course for organisers and teachers in community-based adult education centres, and for people working in community centres, welfare or voluntary agencies who feel that their work would benefit from an understanding of adult teaching and learning. Applicants should have the HSC (or equivalent qualifications) and show evidence of successful work experience in a field appropriate to employment as an adult educator. They must also have access to work experience through which concurrent fieldwork experience requirements can be met. Applicants who have qualifications and experience other than those described above may be considered for special admission.

Course Aims

The course aims to contribute to the career development of people in the field of informal adult education by developing appropriate teaching, communication and program management skills. It offers learning based on identified adult educator competencies, individually negotiated learning contracts, job related learning activities, interaction with a wide range of adult educators working in community settings and the possibility of advanced standing in the Bachelor of Education (Adult Education).

Assessment

A range of learning experiences is provided including lectures, small group work, keeping a learning portfolio, teaching practice and individual advising. Assessment is related to the completion of satisfactory learning contracts and teaching performance. Work is assessed as either pass or fail.

Attendance

This is a full-time course but part of the requirement is met through participants' concurrent work in the field. The course requires four semesters of study during which participants attend lectures at the faculty on Monday afternoon from 12 noon to 6pm. In addition to this participants are required to attend five one-day workshops, usually held on Saturdays, and meet regularly with their adviser.

COURSE STRUCTURE

The course is offered over two years and requires the study of four subjects each semester in order to achieve a total of 96 credit points. The credit point values are shown in brackets.

Year 1

Autumn semester

T5187	Adult Teaching and Learning (6cp)
T5188	Communications and Interpersonal Skills I (6cp)
T5189	Study Group I (2cp)
T5190	Supervised Field Experience I (10cp)

Spring semester

T5191	Program Development (6cp)
T5192	Communications and Interpersonal Skills II (6cp)
T5193	Study Group II (2cp)
T5194	Supervised Field Experience II (10cp)

Year 2

Autumn semester

T5195	Psychology and Adult Education (6cp)
T5196	Practitioner Skills I (6cp)
T5197	Study Group III (2cp)
T5198	Supervised Field Experience III (10cp)

Spring semester

T5199	The Reflective Practitioner (6cp)
T5200	Practitioner Skills II (6cp)
T5201	Study Group IV (2cp)
T5202	Supervised Field Experience IV (10cp)

ASSOCIATE DIPLOMA IN ADULT EDUCATION (TRAINING)

Course Coordinator: Elizabeth Leigh

Participants

Students will come from a wide variety of backgrounds and have differing levels of experience in the training field. The common factor for the participants is that this will generally be their first formal tertiary level course in training. They will include training officers, instructors, supervisors, training consultants, course designers, human resource developers and staff development officers. The mixture of skills and backgrounds of the participants gives the course much of its direction with the pooling of information and experience being a feature playing a prominent part. Applicants should have the Higher School Certificate (or equivalent qualifications) and show evidence of successful work experience in a field related to training. They must also be currently in a job which allows the field experience requirement of the course to be met. Applicants whose qualifications and experience differ from those described above may be considered for special admission.

Course Aims

The course is designed to cater for those individuals who engage in training as part or the whole of their job, who do not have formal tertiary qualifications. The course will enable such people to gain instructional and communication skills relevant to training. It further seeks to allow participants to develop skills in the design and use of training resources as well as acquiring skills in the administration of training programs.

Assessment

Much of the assessment and part of the learning is done in the form of learning contracts. A contract is negotiated between the learner and their lecturer or adviser. Learning contracts personalise the course for the participant and are relevant to their particular training needs. Each subject requires the completion of one or two learning contracts and the adviser requires one or two contracts each semester. Work is assessed as either pass or fail.

Attendance

This is a full-time course, but part of the requirement is met through participants' concurrent work in the field. Four semesters of study are made up of attendance at lectures and seminars for six hours each week during each academic year; seven one-day workshops spread over the two academic years, individual consultations with a staff adviser; and supervised field experience.

COURSE STRUCTURE

The course is offered over two years and requires the study of four subjects in each semester in order to achieve the total of 96 credit points.

Year 1

Autumn semester

- T5173 Study Group I (2cp)
- T5176 Adult Learning Theory (6cp)
- T5187 Adult Teaching and Learning (6cp)
- T5190 Supervised Field Experience 1 (10cp)

Spring semester

- T5188 Communication and Interpersonal Skills I (6cp)
- T5191 Program Development (6cp)
- T5177 Study Group II (2cp)
- T5194 Supervised Field Experience 2 (10cp)

Year 2

Autumn semester

- T5179 Developing People in Organisations (6cp)
- T5175 Instructional Design (6cp)
- T5181 Research and Development Project I (2cp)
- T5198 Supervised Field Experience 3 (10cp)

Spring semester

- T5183 Administration of the Training Function (6cp)
- T5184 Computers and Training (6cp)
- T5185 Research and Development Project II (2cp)
- T5202 Supervised Field Experience 4 (10cp)

The course seeks to provide participants with a wide variety of learning experiences. They include lectures, seminars, workshops, group discussions, guest speakers, role plays/simulations, learning contracts, computer assisted instruction, case studies, workplace visits and learning games. All participants are assigned an adviser at the start of the course. The adviser acts as a mentor for the duration of the course and conducts workplace visits as well as providing guidance and advice for the participant on all aspects of the course and training in general. The adviser is one of the unique features of the course, and the adviser-trainee relationship is central to the successful completion of the course.

BACHELOR OF EDUCATION IN ADULT EDUCATION

Course Coordinator: Susan Knights

Participants

The course aims to provide opportunities for participants to specialise in either human resource development or community education. These major areas of study are broadened by a sequence of core subjects and a number of electives. Electives may be taken from across the university and it may be possible to form a sub-major from a given pattern of electives. A feature of the course is the variety of teaching and learning methods employed.

Course Aims

To promote in community adult educators and human resource developers the development of competence in:

- adult teaching technique;
- the design and evaluation of learning activities;
- instructional design;
- the management and administration of an adult education service or training activity;
- self-directed learning.

To provide adult educators with a critical understanding of:

- research findings and theoretical concepts in adult teaching and learning;
- the social, political and economic aspects of adult education;
- the growth and development of adult education;
- the nature and purpose of adult education;

- the significance and importance of community and workplace education and training.

To provide for adult educators a coherent major sequence of study based upon the context in which they practise.

Assessment

Assessment is either pass or fail.

Admission — Normal Entrance

Applicants will be considered for admission on the basis of one of the following categories:

- Completion of the NSW Higher School Certificate
- Completion of an approved certificate or diploma course of the NSW Department of Technical and Further Education
- Possession of an equivalent qualification
- Adult entrance
- Accumulated matriculation

Admission with Advanced Standing

Applicants who hold an Associate Diploma in Adult Education or an equivalent educational qualification will be eligible for admission with 60 credit points advanced standing.

Applicants who have satisfactorily completed relevant subjects at certificate, diploma or degree level will be considered for appropriate exemptions.

Pre-entry occupational requirements

Applicants will need to provide evidence that they have access to relevant work experience through which the field-based requirements of the course can be met.

Attendance

Lectures — two subjects each week, normally of two hours duration.

Skills Workshops — two weekends each year.

Individualised Projects — consultation with an adviser on appointment, small group work as required.

Teaching Practice — workplace visits on appointment.

COURSE STRUCTURE

The course is made up of six part-time years (in special circumstances full-time enrolment will be considered). In some circumstances participants may increase their credit point load and complete in less than six years. In addition, some participants will be given advanced standing or exemptions for previously completed studies thus enabling them to complete in less than six years.

There are four components in the course:

Lectures are designed to provide participants with formal input into:

- a sequence of subjects in either human resource development or community education;
- a sequence of subjects concerned with the theoretical foundations of adult education;
- a number of subjects which are elected from across the university.

Skills Workshops provide an opportunity for participants to develop, practise and refine their technical skills. They complement and extend the material being presented in the lectures. They also allow scope for small group collaborative work.

Individualised Projects offer scope for participants to develop learning contracts tailored to their own interests and needs. This is done through small group work and in consultation with an adviser.

Teaching Practice (Practicum) refers to the participants' workplace, where arrangements are made to supervise, monitor and evaluate workplace skills.

Credit point values are shown in brackets.

HUMAN RESOURCE DEVELOPMENT MAJOR

Year 1	
T5124	Individualised Projects I (6cp)
T5125	Practicum I (3cp)
T5292	Training Methods I (3cp)
T5293	Communication for HRD I (3cp)
T5307	Adult Learning and Education I (3cp)
T5308	Adult Learning and Education II (3cp)
T5317	Skills Workshop I (3cp)
Year 2	
T5131	Individualised Projects II (6cp)
T5132	Practicum II (3cp)
T5294	Training Course Design I (3cp)
T5295	Workplace Relations (3cp)
T5309	Computing for Adult Educators (3cp)
T5311	Group Dynamics (3cp)
T5318	Skills Workshop II (3cp)
Year 3	
T5126	Lifespan Developmental Psychology (3cp)
T5138	Individualised Projects III (6cp)
T5139	Practicum III (3cp)
T5296	Training Methods II (3cp)
T5297	Training Course Design II (3cp)
T5312	Understanding and Evaluating Research (3cp)
T5319	Skills Workshop III (3cp)

Year 4	
T5145	Individualised Projects IV (6cp)
T5146	Practicum IV (3cp)
T5298	Training Methods III (3cp)
T5299	Training Course Design III (3cp)
T5313	20th Century Educational Thought (3cp)
T5314	Language and Literacy (3cp)
T5320	Skills Workshop IV (3cp)

Year 5	
T5321	Skills Workshop V (3cp)
T5323	Individualised Projects V (6cp)
T5325	Practicum V (3cp) plus 6 credit points of electives from a concentration, and 6 credit points of open electives

Year 6	
T5322	Skills Workshop VI (3cp)
T5324	Individualised Projects VI (6cp)
T5326	Practicum VI (6cp) plus 6 credit points of electives from a concentration, and 6 credit points of open electives

Elective Subjects

Normally electives will be taken during years 5 and 6. However, they can be taken at any time during the course, subject to places being available and the meeting of prerequisites. Participants are required to complete at least 24 credit points of electives, at least 12 of which must form a coherent concentration of subjects, and the remainder of which are open electives which can be taken from the set course offerings or from across the university.

Elective Concentrations

These are examples of approved concentrations of subjects. Other combinations of subjects may form a concentration for the purpose of meeting this requirement.

Developing the Training Function

T5305	Innovation and Change in Adult Education (3cp)
T5327	Helping Skills for Trainers (3cp)
T5328	Communications for HRD II (3cp)
T5329	Managing Human Resource Development (3cp)

Community Education and Society

Select four of the following:

T5134	Current Issues in Adult Education (3cp)
T5142	International Adult Education (3cp)
T5315	Aboriginal Education (3cp)
T5330	Concepts of Community (3cp)
T5331	Adult Education and Social Action (3cp)

Management

12-24 credit points from the following:

21125	Australian Business Environment (5cp)
21130	Organisational Behaviour (5cp)
21221	Organisation Design and Change (5cp)
plus one of:	
21321	Organisational Diagnosis and Evaluation (5cp)
21131	Operations Management (5cp)
21210	Business and Government (5cp)
21409	Entrepreneurship and Innovation (5cp)
21591	International Management (5cp)
21609	Corporate Strategy (5cp)

Applied Psychology

12-24 credit points from the following:

21423	Behavioural Science Research Methods (5cp)
21424	Cognitive Processes (5cp)
21425	Industrial Psychology (5cp)
21426	Personality and Development (5cp)
21427	Psychology of Communication (5cp)
21624	Applied Psychology Project (5cp)
T5126	Lifespan Developmental Psychology (3cp)

HRD and HRM Strategy

12-24 credit points from the following:

21430	Advances in Industrial Relations (5cp)
21407	Strategic Human Resource Management (5cp)
21408	Employment Relations Skills (5cp)
T5329	Managing Human Resource Development (3cp)

Open electives

T5129	Australia in the 20th Century (3cp)
T5143	Australia and the World (3cp)
T5315	Aboriginal Education (3cp)
T5316	Continuing Professional Education (3cp)

Participants can choose to take these subjects or other approved subjects from across the university.

COMMUNITY ADULT EDUCATION MAJOR

Year 1	
T5124	Individualised Projects I (6cp)
T5125	Practicum I (3cp)
T5300	Theory and Practicum of Teaching Adults (3cp)
T5301	Communication and Interpersonal Skills (3cp)
T5307	Adult Learning and Education I (3cp)
T5308	Adult Learning and Education II (3cp)
T5317	Skills Workshop I (3cp)

Year 2	
T5131	Individualised Projects II (6cp)
T5132	Practicum II (3cp)
T5302	Program Development in Community Settings (3cp)
T5303	Managing Community Adult Education I (3cp)
T5309	Computing for Adult Educators (3cp)
T5311	Group Dynamics (3cp)
T5318	Skills Workshop II (3cp)
Year 3	
T5120	Adult Education in Australia (3cp)
T5126	Lifespan Developmental Psychology (3cp)
T5138	Individualised Projects III (3cp)
T5139	Practicum III (3cp)
T5304	Designs for Learning (3cp)
T5312	Understanding and Evaluating Research (3cp)
T5319	Skills Workshop III (3cp)
Year 4	
T5145	Individualised Projects IV (6cp)
T5305	Innovation and Change in Adult Education (3cp)
T5306	Managing Community Adult Education II (3cp)
T5313	20th Century Educational Thought (3cp)
T5314	Language and Literacy (3cp)
T5320	Skills Workshop IV (3cp)
T5146	Practicum IV (3cp)
Year 5	
T5321	Skills Workshop V (3cp)
T5323	Individualised Projects V (6cp)
T5325	Practicum V (3cp) plus 6 credit points of electives from a concentration, and 6 credit points of open electives
Year 6	
T5322	Skills Workshop VI (3cp)
T5324	Individualised Projects VI (6cp)
T5326	Practicum VI (3cp) plus 6 credit points of electives from a concentration, and 6 credit points of open electives

Elective subjects

Normally electives will be taken during years 5 and 6. However, they can be taken at any time during the course, subject to places being available and the meeting of prerequisites. Participants are required to complete at least 24 credit points of electives, at least 12 of which must form a coherent concentration of subjects, and the remainder of which are open

electives which can be taken from the set course offerings or from across the university.

Elective Concentrations

These are examples of approved concentrations of subjects. Other combinations of subjects may form a concentration for the purpose of meeting this requirement.

Developing the Training Function

T5305	Innovation and Change in Adult Education (3cp)
T5327	Helping Skills for Trainers (3cp)
T5328	Communications for HRD II (3cp)
T5329	Managing Human Resource Development (3cp)

Community Education and Society

Select four of the following:

T5134	Current Issues in Adult Education (3cp)
T5142	International Adult Education (3cp)
T5315	Aboriginal Education (3cp)
T5330	Concepts of Community (3cp)
T5331	Adult Education and Social Action (3cp)

Management

12-24 credit points from the following:

21125	Australian Business Environment (5cp)
21130	Organisational Behaviour (5cp)
21221	Organisation Design and Change (5cp)
plus one of:	
21321	Organisational Diagnosis and Evaluation (5cp)
21131	Operations Management (5cp)
21210	Business and Government (5cp)
21409	Entrepreneurship and Innovation (5cp)
21591	International Management (5cp)
21609	Corporate Strategy (5cp)

Applied Psychology

12-24 credit points from the following:

21423	Behavioural Science Research Methods (5cp)
21424	Cognitive Processes (5cp)
21425	Industrial Psychology (5cp)
21426	Personality and Development (5cp)
21427	Psychology of Communication (5cp)
21624	Applied Psychology Project (5cp)
T5126	Lifespan Developmental Psychology (3cp)

HRD and HRM Strategy

12-24 credit points from the following:

21430	Advances in Industrial Relations (5cp)
21407	Strategic Human Resource Management (5cp)
21408	Employment Relations Skills (5cp)
T5329	Managing Human Resource Development (3cp)

Open electives

T5129	Australia in the 20th Century (3cp)
T5143	Australia and the World (3cp)
T5315	Aboriginal Education (3cp)
T5316	Continuing Professional Education (3cp)

Participants can choose to take these subjects or other approved subjects from across the university.

POSTGRADUATE COURSES**GRADUATE CERTIFICATE IN ADULT EDUCATION IN TRAINING**

Course Coordinator: Hank Schaafsma

Participants

This one-year part-time course is for practising trainers and adult educators who already have a degree but who have no formal qualifications in training or human resource development. For those applicants with acceptable though different qualifications, there will be a requirement to demonstrate that they do have "equivalence" to other graduates in terms of their qualifications and experience (including evidence of prior learning in this field).

Articulation

The Graduate Certificate is articulated with other courses offered by the School in the following way:

- students may apply for and enrol in the Graduate Certificate and complete the course after one year.
- students may, on completion of the Graduate Certificate, apply to enter the first year of the Master of Education in Adult Education (by coursework) and either complete the Graduate Diploma in Adult Education (Training) after one year or a Master of Education in Adult Education after two years.

Course Aims

The aims of this course have been formulated to meet the specific needs of those practitioners who are required to develop their generic training competencies in adult teaching and learning, program development, instructional design, course assessment and evaluation.

As part of this adult education course, participants will be provided with opportunities to apply adult learning theory and principles to training practices; demonstrate a basic set of presentation and training skills that are appropriate to a wide range of adult learners and learn to critique their own practices; expand competence as self-directed learners through the use of a learning journal, learning contracts and participation in self-directed learning groups; gain experience in designing, developing, implementing and evaluating training programs that are based on a competency-based model of training; critically evaluate existing training practices in the light of educational design principles and competency-based assessment models; upgrade the ability to plan, organise, promote, manage and provide advice on the delivery of adult education programs in a variety

of workplace settings; and facilitate workplace learning through programs or provisions that address the needs of workers in developing literacy and numeracy.

Assessment

Each subject in this course will be assessed by means of various criterion-referenced forms of assessment. These include learning contracts, group-based assessments of workshops, and various forms of tutorial group evaluation. Individual coursework is done primarily through learning contracts. Contracts are negotiated.

Note on teaching practice (practicum)

This is an essential component of the course which must be completed by each trainer as part of an assessment of training competencies in the workplace. The basic requirement is for each participant to find a person who is willing to act as a mentor or "cooperating trainer". The trainer will need to be able to plan, implement and evaluate a range of training activities associated with helping adults learn, program development and evaluation. It is suggested that participants identify their co-operating trainer in the workplace as soon as is practicable.

Attendance

Attendance will be one evening a week, plus four weekend workshops.

COURSE STRUCTURE

The course will be offered over one year of part-time study. As part of this course, all participants will be required to arrange an industry-based "supervised practical" experience. Credit point values are shown in brackets.

Autumn semester

T0123	Adult Teaching and Learning (6cp)
T5147	Skills Workshop I (2cp)
T5148	Tutorial I (2cp)
T5149	Practicum I (2cp)

Spring semester

T0122	Program Development, Implementation and Evaluation (6cp)
T5151	Skills Workshop I (2cp)
T5152	Tutorial I (2cp)
T5149	Practicum I (2cp)

GRADUATE DIPLOMA IN ADULT EDUCATION IN TRAINING

The Graduate Diploma in Adult Education (Training) is not offered as a discrete course. Participants may apply for and enrol in the Graduate Certificate in Adult Education (Training), and complete the course after one year. If participants wish, they may apply to enter the first year of the Master of Education in Adult Education (by coursework) and complete either at the end of that first year with a Graduate Diploma in Adult Education (Training) or at the end of the second year with a Master of Education in Adult Education (by coursework).

GRADUATE CERTIFICATE IN ADULT EDUCATION IN COMMUNITY EDUCATION

Course Coordinator: Michael Newman

Participants

This one-year part-time course is for people who already have a tertiary qualification or equivalent and who are engaged in community adult education. Such people are likely to be working as facilitators and educators with adult education centres, evening or community colleges, Aboriginal communities and organisations, outreach organisations, welfare agencies, charitable organisations, community health organisations, advice centres, or groups engaged in social and community action.

Articulation

The Graduate Certificate is articulated with other courses offered by the School in the following way: you may apply for and enrol in the one-year Graduate Certificate in Adult Education (Community); if you wish, once you have completed the Graduate Certificate you may apply to enter the first year of the Master of Education in Adult Education (by coursework) and either complete a Graduate Diploma in Adult Education (Community) (after two years) or complete a Master of Education in Adult Education (after two years).

As a result, the Graduate Certificate is designed to offer you a one-year introduction to the field of community adult education in a way that will relate to your immediate professional needs.

Course Aims

The course aims to help you become an informed and effective community adult educator. By the end of the course you should be able to describe and apply relevant theory drawn from the literature on adult learning to your practice as a facilitator of adult learning in community and social action contexts; describe and apply relevant theory drawn from the literature relating to developing, conducting and

evaluating adult education programs in a community or social action context; and demonstrate competencies related to self-direction in learning that will enable you to continue your professional development as community adult educators, following the completion of the course.

Process

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

Course Components

Seminars are held on a weekday evening, and are usually conducted as lecture/discussions. Sessions last two hours. The seminars are used to examine the theory that informs community adult education practice. In Autumn semester the seminars are entitled Adult Teaching and Learning. You will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning techniques that place an emphasis on facilitation and dialogue, and draw on the theory and practice of educators with experience in the fields of community development and social action. In Spring semester the seminars are entitled Developing Community Adult Education Programs. You will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in differing kinds of community. By looking at the work of a number of adult educators, you will be encouraged to develop your own theoretical framework to guide your practice.

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

Workshops are held on four Saturdays during the year. Each is designed and conducted by one of the study groups in consultation with the full group. The workshops enable participants to supplement the content of the course and to practise planning, implementing and evaluating an educational activity.

Learning Journals are kept by each participant throughout the course in order to record and reflect

on fieldwork, community education practice and significant learning. The journals need to be completed according to a number of general criteria and seen by a member of faculty staff at regular intervals.

Assessment

Assessment is related to attendance, participation in all components of the course, the completion of the learning journal, and the completion of a number of learning contracts. Assessment is either pass or fail.

Learning Contracts

These comprise the major written work for the course. They are negotiated by each participant with a member of staff. The idea is to get away from the set assignment and to make the coursework you do directly relevant to your own professional interests and work. You are required to complete two major contracts and four minor ones during the course, most negotiated with your study groups supervisor, but at least one each semester negotiated with the seminar leader.

Attendance

Attendance is one evening a week from 5pm to 9pm, and four one-day workshops which are normally held on Saturdays during semester time. In addition you will need to put aside a significant amount of time to research, read and write material related to your study groups, learning contracts and learning journal. The course places some emphasis on self-direction in learning. Staff are there to offer support and advice but the process of designing and planning your own learning can be difficult at first and if you have not experienced this kind of learning program before you may need to be ready for an initial period of adjustment.

COURSE STRUCTURE

The course is offered over one year on a part-time basis and requires the study of eight subjects in order to achieve a total of 24 credit points. Credit point values are shown in brackets.

Autumn semester

T0123	Adult Teaching and Learning (6cp)
T5117	Professional Skills I (2cp)
T5518	Workshop I (2cp)
T5245	Learning Journal I (2cp)

Spring semester

T5261	Developing Community Adult Education Programs (6cp)
T5117	Professional Skills I (2cp)
T5518	Workshop I (2cp)
T5245	Learning Journal I (2cp)

GRADUATE DIPLOMA IN ADULT EDUCATION IN COMMUNITY EDUCATION

The Graduate Diploma in Adult Education (Community) is not offered as a discrete course. Participants may apply for and enrol in the Graduate Certificate in Adult Education (Community) and complete the one year course. If participants wish, they may then enter the first year of the Master of Education in Adult Education (by coursework) and complete a Graduate Diploma in Adult Education (Community) after one year, or complete the second year of the Master of Education in Adult Education (by coursework) to obtain a Masters degree.

GRADUATE DIPLOMA IN ADULT EDUCATION IN BASIC EDUCATION

Course Coordinator: Sheila Kelly

Participants

The Graduate Diploma in Adult Education (Basic Education) is a two-year part-time course for those working or wishing to work in adult basic education. This course is for people who have a degree, diploma or equivalent qualification and are able to get work experience in adult basic education concurrently with formal studies. Participants in this course may work in tertiary organisations such as TAFE colleges, evening colleges, community, private and government institutions which offer opportunities for adults to learn and to build on basic literacy or numeracy skills. Practical experience is an essential requirement of the course. Because this is a specialist area of work where previous experience may count for more than qualifications, there is provision for special entry for applicants who do not possess the formal entry requirements.

Course Aims

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

Assessment

Assessment is related to attendance, teaching practice, participation in all components of the course and completion of learning contracts. Credit points are gained through learning contracts. Participants are required to complete contracts across the five main subjects but not necessarily to an equal extent. There is flexibility to allow participants to concentrate on areas that most closely meet their needs. Assessment is either pass or fail.

Attendance

Participants attend one day a week in the first year of the course, Thursdays 9.30am to 3.30pm and a half a day a week in the second year, Fridays 9.30am to 1pm. A block release pattern is available for country participants.

Course components

There are six sorts of learning experiences in the course:

Lecture/Seminars, which are held during the day on Thursdays during the first year and Fridays during the second or in appropriate blocks on the country course. Semester one concentrates on the areas of teaching and learning in adult literacy and adult numeracy. Semester two concentrates on program planning, implementation and evaluation in adult basic education. Semester three concentrates on foundations of adult education and semester four on communications.

Tutorials are held throughout the course and are a vital mechanism for integrating theory and practice. Participants will be expected to attend and contribute. For country participants tutorials are incorporated in the lecture/seminar sessions.

Workshops

Learning Contracts, in which participants' work in this course will be designed to meet their own professional needs. They negotiate their own assignments (contracts) with a staff adviser. The participant and the adviser write up each assignment in the form of a learning contract. Over the two years participants will need to complete a number of contracts covering the five subject areas in order to satisfy the requirements of the course.

Teaching Practice (Practicum) During Year 1, participants will take part in some form of supervised fieldwork with one or more experienced adult basic education practitioners.

Electives

In addition, participants will be observed while teaching.

COURSE STRUCTURE

The course consists of six subjects over two years of part-time study. A total of 48 credit points must be achieved to qualify for the award. In the first year 28 credit points are required across the four subjects selected. Credit point values are shown in brackets.

Year 1	
T0193	Teaching and Learning in Adult Literacy I (4cp), or
T0117	Teaching and Learning in Adult Literacy II (8cp), or
T0192	Teaching and Learning in Adult Literacy III (12cp)
T0194	Teaching and Learning in Adult Numeracy I (4cp), or
T0157	Teaching and Learning in Adult Numeracy II (8cp), or
T0195	Teaching and Learning in Adult Numeracy III (12cp)
T0118	Program Development, Implementation and Evaluation in Adult Basic Education (8cp)
T5289	Teaching Practice (4cp)

Note: participants must select 16cp from T0117, T0157, T0192, T0193, T0194, T0195

Year 2	
T0119	Communications in Adult Basic Education (10cp)
T0120	Foundations of Adult Education (10cp)

GRADUATE DIPLOMA IN ADULT EDUCATION AND TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Course Coordinator: Susan King

Participants

This course is an initial teacher training qualification for those with a degree or equivalent diploma who wish to gain a recognised initial qualification in teaching English as another language to adult learners, with particular emphasis on adult migrants in AMES and TAFE settings. If quotas operate, preference will be given to those already working with adult migrants particularly in a field related to TESOL.

Course Aims

The course aims to develop an understanding of the context and theory of adult education in relation to TESOL; develop practical teaching skills for the adult TESOL classroom and flexibility in adapting these to a variety of contexts; develop competence in the design, implementation and evaluation of TESOL programs and resources; foster learner autonomy; and to develop critical self evaluation of teaching practice.

Assessment

Participants are assessed by a series of written negotiated contracts within subject areas; teaching practice journal/feedback from supervisor, and attendance and active participation in seminars, tutorials and workshops. Assessment is either pass or fail.

Attendance

Participants meet one afternoon a week, and there is a teaching practice of 30 hours each semester, usually spread over a 4-6 week block.

COURSE STRUCTURE

The course is taught over two years of part-time study in order to achieve a total of 48 credit points. Credit values are shown in brackets.

Year 1	
<i>Autumn semester</i>	
T5248	Adult TESOL I (4cp)
T5249	Developing Communicative Competence I (4cp)
T5250	Practicum I (4cp)
<i>Spring semester</i>	
T5251	Adult TESOL II (4cp)
T5252	Developing Communicative Competence II (4cp)
T5253	Practicum II (4cp)
Year 2	
<i>Autumn semester</i>	
T5254	Foundations of Adult Education (4cp)
T5256	Practicum III (4cp)
T5257	Issues in Language Planning (4cp)
<i>Spring semester</i>	
T5255	Evaluation and Assessment (4cp)
T5258	TESOL Program Design (4cp)
T5259	Practicum VI (4cp)

GRADUATE DIPLOMA IN LANGUAGE TEACHING

Course Coordinator: Susan King

Participants

This course is an initial teacher training qualification for native or near-native speakers of Japanese who have an undergraduate degree and want to teach Japanese in secondary schools in Australia. It is being offered on a full-fee paying basis. Applicants must have appropriate levels of proficiency in English (above ASLPR 3).

Course Aims

- to develop the level of English language competency needed to interact in a variety of

roles and contexts within the Australian education system;

- to become familiar with the nature of Australian culture in general, and the culture of the Australian education system in particular;
- to develop a theoretical understanding of current language teaching issues;
- to understand current Japanese syllabuses and be able to interpret and implement them effectively at different levels;
- to develop sound teaching practice in program design, lesson planning and delivery, and materials development.

Assessment

Participants are assessed in the following ways:

- Learning journals
- Preparation of language teaching materials
- Written Practicum supervision
- Weekly tasks
- Short reports/essays.

Assessment is either pass or fail.

Attendance

Participants meet for 15 hours each week for lectures, five hours each week for Special English and study skills, and five hours each week for school attachment. There is a five-week teaching practice block where participants attend a designated school full-time.

COURSE STRUCTURE

The course will be offered in six five-week modules spread over one year (two semesters) of full-time study. Each module will consist of 75 contact hours (the equivalent of five semester hours). In addition, there will be regular school attachments involving a total of 15 days in modules 1-4 and a five-week practice in module 5. Each module attracts eight credit points. The credit point values are shown in brackets.

Module 1	
T5265	Foundations of Language Teaching I (5cp)
T5266	Advanced English for Classroom Purposes I (3cp)
Module 2	
T5267	Theory and Practice of Language Teaching I (5cp)
T5268	Advanced English for Classroom Purposes II (3cp)
Module 3	
T5269	Theory and Practice of Language Teaching II (5cp)
T5270	Advanced English for Classroom Purposes III (3cp)

Module 4	
T5271	Theory and Practice of Language Teaching III (5cp)
T5272	Advanced English for Classroom Purposes IV (3cp)
Module 5	
T5273	Practicum (8cp)
Module 6	
T5274	Theory and Practice of Language Teaching IV (5cp)
T5288	Foundations of Language Teaching II (3cp)

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Course Coordinator: Hermine Scheeres

Participants

This one-year part-time course is for 3- or 4-year trained teachers with experience in TESOL who wish to gain a basic postgraduate specialist qualification in teaching English to speakers of other languages. Teachers should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant class. The program of study represents the first year of the Graduate Diploma in TESOL.

Course Aims

The course aims to provide participants with opportunities to begin to acquire a framework of linguistic theory which supports current approaches to teaching English as a second or other language; foster successful learning strategies and implement successful teaching techniques for oracy and literacy development in English; and work in supporting and coordinating roles with their colleagues in designing, monitoring and evaluating programs.

Assessment

Assessment is either pass or fail.

Attendance

Attendance is for a minimum of four hours each week plus four/five Saturdays in the year.

COURSE STRUCTURE

The course is offered over two semesters, and consists of five subjects totalling 24 credit points. Credit point values are shown in brackets.

Autumn semester

T5154	Foundations of TESOL I (5cp)
T5368	TESOL Curriculum and Methodology I (5cp)

Spring semester

T5156	Foundations of TESOL II (5cp)
T5369	TESOL Curriculum and Methodology II (5cp)
T5372	Teaching Practicum I (4cp)

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES — WORKPLACE FOCUS

*Course Coordinator: Hermine Scheeres***Participants**

This one-year part-time course has been developed with a specific work place focus and is for 3- or 4-year trained teachers with experience in TESOL who wish to gain a basic postgraduate specialist qualification in teaching English to speakers of other languages. Preference is given to teachers who are working in labour market programs, in the workplace or other related contexts. Teachers should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant class. The program of study represents the first year of the Graduate Diploma in TESOL.

COURSE STRUCTURE

The course aims, structure, assessment and attendance requirements are as for the Graduate Certificate in TESOL.

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ADVANCED STANDING OPTION) AND WORKPLACE FOCUS

*Course Coordinator: Hermine Scheeres***Participants**

In special circumstances, this one-semester version of the Graduate Certificate in TESOL may be offered to teachers who have completed a substantial in-service course with the Adult Migrant English Service, TAFE, the Department of School Education or the Catholic Education Office. Aims, attendance pattern, assessment and fees are as for the Graduate Certificate in TESOL.

COURSE STRUCTURE

Autumn or Spring semester

T5225	Foundations of TESOL (6cp)
T5226	Theory and Practicum of TESOL (6cp)

GRADUATE DIPLOMA IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

*Course Coordinator: Mike Baynham***Participants**

This two-year part-time course is for 3- or 4-year trained teachers with experience in TESOL who wish to gain a comprehensive postgraduate specialist qualification in teaching English to speakers of other languages. Teachers should have a minimum of one year's relevant teaching experience and have concurrent teaching experience with a relevant class.

Course Aims

The course aims to provide participants with opportunities to acquire a framework of linguistic theory which supports current approaches to teaching English as a second or other language; foster successful learning strategies and implement successful teaching techniques and assessment procedures for oracy and literacy development in English; work in supporting and coordinating roles with their colleagues in designing, monitoring and evaluating programs; and pursue an area of specialisation related to the needs of students whose first language is other than English.

Assessment

Assessment is either pass or fail.

Attendance

Attendance is a minimum of four hours each week plus four/five Saturday workshops.

COURSE STRUCTURE

The course is offered over two years of part-time study in order to achieve a total of 48 credit points. Credit point values are shown in brackets.

Year 1

Autumn semester

T5154	Foundations of TESOL I (5cp)
T5368	TESOL Curriculum and Methodology I (5cp)

Spring semester

T5156	Foundations of TESOL II (5cp)
T5369	TESOL Curriculum and Methodology II (5cp)
T5372	Teaching Practicum I (4cp)

Year 2

Autumn semester

T5159	Foundations of TESOL III (5cp)
T5370	TESOL Curriculum and Methodology III (5cp)

Spring semester

- T5161 Foundations of TESOL IV (5cp)
 T5371 TESOL Curriculum and Methodology IV (5cp)
 T5373 Teaching Practicum II (4cp)

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Course Coordinator: Mike Baynham

Participants

This course is for trained, experienced teachers who wish to gain a higher degree focusing on second language learning and teaching in classroom, workplace and community settings. It builds on the coursework of the existing Graduate Diploma in TESOL or equivalent. The course is three years part time in duration. The first two years constitute the Graduate Diploma in TESOL. In special circumstances it would be possible to complete the course in one and a half years full-time.

Course Aims

The course has two main aims:

- to provide opportunities for graduates of the Graduate Diploma in TESOL or equivalent to continue their studies, focusing on issues relevant to second language learning and teaching in classroom, workplace and community contexts;
- to serve the needs of the profession for leaders whose studies are directly focused on issues relevant to learning and teaching in these contexts.

Assessment

Assessment is either pass or fail.

Attendance

In the first semester attendance is required for four hours one evening each week, with an additional optional tutorial on another evening. In the second semester times are to be negotiated.

Eligibility

Educational qualifications required for admission are a three-year degree plus a Graduate Diploma in Education or equivalent, or a three-year Diploma in Teaching. Candidates who have completed the Graduate Diploma in TESOL or equivalent may be granted up to two years' advanced standing; candidates who have completed the Graduate Certificate in TESOL or equivalent may be granted up to one year's advanced standing. Where quota restrictions operate, an additional criterion will be applied: strength of contribution to the TESOL field.

Candidates will be requested to offer supporting evidence in writing at the time of application. Special admission applicants who have made significant contributions to the TESOL field and who can demonstrate the knowledge assumed of graduates of the Graduate Diploma in TESOL or equivalent will be given the opportunity to present a case in writing and at interview for advanced standing of up to 50% towards the three-year MA (TESOL). Knowledge of general educational theory and practice is assumed of candidates who enter the three-year MA (TESOL) course. The following specialist knowledge is assumed of candidates who wish to enter the third year:

- knowledge of sociolinguistics and of trends and issues in second language development;
- knowledge of trends and issues in TESOL curriculum development;
- knowledge of the social contexts of TESOL;
- knowledge of language to analyse language.

This knowledge is assumed of applicants who hold the Graduate Diploma in TESOL from this institution. It would need to be demonstrated by applicants who hold other Graduate Diplomas in related areas.

Pre-entry occupational requirements

For Year 3 of the MA (TESOL): a minimum of three years' relevant teaching experience.

COURSE STRUCTURE

A total of 72 credit points must be achieved to qualify for the award. Credit point values are shown in brackets.

Year 1	
T5154	Foundations of TESOL I (5cp)
T5156	Foundations of TESOL II (5cp)
T5368	TESOL Curriculum and Methodology I (5cp)
T5369	TESOL Curriculum and Methodology II (5cp)
T5372	Teaching Practicum I (4cp)
Year 2	
T5159	Foundations of TESOL III (5cp)
T5161	Foundations of TESOL IV (5cp)
T5370	TESOL Curriculum and Methodology III (5cp)
T5371	TESOL Curriculum and Methodology IV (5cp)
T5373	Teaching Practicum II (4cp)
Year 3	
T5276	Policy and Planning Issues in TESOL (2cp)
T5277	Discourse Analysis (6cp)
T5335	Research Project (16cp)

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject code and name, the number of credit points for the subject (i.e. *3cp*), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (i.e. *four hpw*); for some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites if any, the method of assessment and name of the subject coordinator, if known, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

T0118 PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION IN ADULT BASIC EDUCATION (8cp)

Study within this competency area focuses on the theory and practice of the development, implementation and evaluation of programs in adult basic education. A particular focus is on the ability to design programs for individual adult participants learning with a small group situation. Attention is given to the variety of contexts (educational organisations, homes, community centres, prisons, sheltered workshops, etc.) in which adult literacy and basic mathematics programs are offered and the ways in which such contexts effect program design.

T0119 COMMUNICATIONS, ADMINISTRATION AND CONSULTANCY IN ADULT BASIC EDUCATION (10cp)

Participants in this competency area are helped to develop both spoken and written communication skills to effectively teach, counsel, consult and administer in adult basic education. While the emphasis is on skills development, communications theory is also examined where appropriate. Participants are also provided with an understanding of organisational behaviour as it may occur in that range of organisational settings in which adult basic education is offered. Building out from these understandings, participants are helped to develop skills in administrative areas such as staff selection and supervision.

T0120 FOUNDATIONS OF ADULT EDUCATION (10cp)

Study in this competency area draws together the understandings about adults as learners which are central to all competency work in the course. Adult learning theory is critically considered in terms of these understandings. Different approaches to adult education are studied. Participants are encouraged to recognise the values and assumptions which guide these different approaches and from this to recognise their own guiding values and assumptions. A second area of focus is on increasing participants awareness of the scope and future direction of adult basic education provision within Australia and overseas. An introduction to research methods is also provided.

T0122 PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION (6cp)

Develops participants' competence in the planning, implementation, administration and evaluation of educational programs for adults.

T0123 ADULT TEACHING AND LEARNING (6cp)

Develops participants' competence as facilitators of adult learning.

T0153 FOUNDATIONS OF ADULT EDUCATION (6cp)

Develops participants' understanding of the social context of adult education.

T0193/T0117/T0192 TEACHING AND LEARNING IN ADULT LITERACY I/II/III (4, 8, or 12cp)

Study within this competency area focuses on providing participants with increased competence as teachers of adult literacy participants. This involves them in being able to recognise the nature and needs of the adult literacy participants and in being able to design, implement and evaluate appropriate assessment and learning activities for participants within a wide variety of formal and informal education contexts. In addition, study in this competency area requires participants to examine the theoretical bases on which teaching practices in adult literacy rest.

T0194/T0157/T0195 TEACHING AND LEARNING IN ADULT NUMERACY I/II/III (4, 8, or 12cp)

Study within this competency area focuses on providing participants with increased competence as teachers of adult basic mathematics. This involves them in being able to recognise the nature and needs

of the adult basic mathematics learners and in being able to design, implement and evaluate appropriate assessment and learning activities for participants within a wide variety of basic education contexts.

T3332 THEORY AND PRACTICE IN ADULT EDUCATION (6cp)

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

T3333 ADULT LEARNING AND PROGRAM DEVELOPMENT (6cp)

Designed to provide opportunities for participants to develop the skills necessary to be competent facilitators and designers of adult learning experiences. The unit is a compulsory course requirements for participants with no previous study in adult education.

T3334 CONTEXT AND STRATEGY IN ADULT EDUCATION (6cp)

This subject will help participants to deepen their understanding of the relationship of adult education and its social and organisational contexts. The subject will also enable participants to further develop their capacity to act on adult education issues. Particular attention will be paid to developing contextual explanations of adult education and learning situations; understanding and acting on adult learning and education in workplaces, communities, social movements, families and other situations; developing and expanded notion of adult learning and education, one that incorporates informal, incidental and embedded learning, as well as formal education.

T3335 AUSTRALIAN ADULT EDUCATION: INFLUENCES AND TENDENCIES (6cp)

Designed to enable participants to clarify their own personal beliefs about adult education by providing opportunities for them to develop a sound understanding of the historical and social contexts of Australian adult education.

T3336 CONTEMPORARY ISSUES IN ADULT EDUCATION (6cp)

Designed to provide an opportunity for the participant to consider in some depth a range of emerging and sometimes contentious issues in adult education.

Skill in critically analysing significant issues in the field will be promoted.

T3337 MANAGING THE PROGRAM CHANGE PROCESS IN POST-SECONDARY EDUCATION: RESEARCH AND STRATEGY (6cp)

Designed for practitioners with responsibility for the management of educational changes in post-secondary educational institutions including TAFE, community education centres, workplace training and higher educational organisations. It aims to help participants develop a practical, theoretical and research base to enable them to examine critically and influence positively the processes of change management and research for which they are or will be responsible.

T3338 INDUSTRIAL RELATIONS, WORK ORGANISATION AND ADULT EDUCATION (6cp)

The aim of this subject is to examine changing Australian approaches to industrial relations and work organisation, and to understand the implications of these changes for education and training.

T3339 SKILL FORMATION, TECHNOLOGICAL CHANGE AND ADULT EDUCATION (6cp)

Examines changes in workplace technologies and their implications for skill formation policies and practices. It will provide participants with skills and knowledge in the design and facilitation of training programs related to skill formation and technological change in the workplace.

T3340 HIGHER LEVEL COMPETENCIES IN ADULT EDUCATION (6cp)

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

T3342 ETHICS AND LEADERSHIP IN ADULT EDUCATION ADMINISTRATION (6cp)

Examines organisations from various perspectives with a view to helping adult educators/trainers function more effectively in their particular environments. Emphasis will be placed on the impact on individuals of different organisational theories and the implications of these for the management function in adult education. Particular emphasis will

be placed on the role of ethics in educational decision-making.

T3343 ADULT COMMUNICATION MANAGEMENT I (6cp)

Develops participants' ability to manage communication in adult education settings. Particular attention is paid to research and theory related to the notion of "interpersonal communication competence".

T3344 ADULT COMMUNICATION MANAGEMENT II (6cp)

Develops participants' ability to understand and act on communication in adult education settings. Particular attention is paid to the management of communication in adult learning groups in educational institutions, in work organisations and in the community.

T3345 CONTINUING PROFESSIONAL EDUCATION FOR ADULT EDUCATORS (6cp)

Provides an introduction to the field of continuing professional education for adult educators. The subject is built around three clusters of interrelated concepts and understandings: profession and professionalisation; adult development and lifelong learning; and continuing professional learning and its facilitation.

T3346 COMPUTER-BASED ADULT EDUCATION AND TRAINING (6cp)

Designed to provide participants with an overview of Computer-Based Education and Training, to help them develop skills in the design, development and evaluation of Computer-Based Training software, and acquaint them with research evidence on the effectiveness of Computer-Based Education.

T3347 ISSUES IN COMPUTER-BASED ADULT EDUCATION AND TRAINING (6cp)

Provides participants with an understanding of the technological, social, educational and historical issues involved in computer-based adult education. Particular attention will be paid to issues of effectiveness, delivery and equity.

T3348 ISSUES FOR ADULT EDUCATION RESEARCHERS (6cp)

Introduces participants to the nature, design, implementation, interpretation and use of adult education research. It will aim to develop practitioners' competence in critically analysing those issues that are essential for understanding, conducting and using research in community and organisational settings.

T3349 RESEARCH METHODOLOGIES FOR ADULT EDUCATORS (6cp)

Aims to develop participants' ability to undertake quantitative research into adult education. The subject is divided into three segments that reflect a range of methodologies used in the empirical, interpretive and critical research paradigms. The competencies developed in this course will enable participants to design, implement and report on research in their own field of adult education by developing their ability to align their research questions with an appropriate array of research methodologies.

T3350 ISSUES IN ADULT EDUCATION EVALUATION (6cp)

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

T3352 ADULT EDUCATION AND SOCIAL MOVEMENTS (6cp)

Helps participants to develop their understanding of the roles adult education and adult educators play in social movements and social change. Particular attention will be paid to understanding the theory and practice of four adult educators: Coady, Horton, Lovett and Thompson.

T3353 THE ENRICHMENT TRADITION IN ADULT EDUCATION (6cp)

Designed to help participants develop their understanding of the liberal and humanistic adult education tradition, and of the influences on this tradition of the theories and techniques drawn from the fields of psychotherapy and the personal growth movement.

T3354 FREIRE'S INFLUENCE IN ADULT EDUCATION (6cp)

Helps participants develop their understanding of the influence of Paulo Freire's work and writings on the practice of adult education in both developing and developed countries.

T3355 ORGANISATIONAL THEORY AND COMMUNITY-BASED ADULT EDUCATION (6cp)

Helps participants develop their understanding of the kinds of organisation that can operate within a community education context, and to encourage them to develop an organisational theory that will inform their practice as providers of community-based adult education.

T3356/T3357**INDEPENDENT STUDY PROJECT
I/II (6cp each)**

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

**T3358 EXPERIENCE-BASED LEARNING I
(6cp)**

Identifies ways in which adults learn from experience in a variety of settings (workplace, education, community, etc.) and how this process might be enhanced. It will focus on the learner in context and the process involved in promoting experience-based learning. Participants should have engaged in prior study of adult learning.

**T3359 EXPERIENCE-BASED LEARNING
II (6cp)**

Extends the study of learning from experience from Experience-Based Learning I. The particular focus is on ways in which others (teachers, trainers, facilitators, supervisors, co-learners, etc.) can contribute to experiential learning in a variety of contexts.

**T3360 LANGUAGE, LITERACY AND
POWER (6cp)**

Provides an understanding of the politics of language and literacy policy and practice. It will enable them to develop a critical framework within which to interpret and act on current educational developments within a range of adult education contexts.

**T3361 WOMEN AND ADULT EDUCATION
(6cp)**

Assists in an understanding of the pattern of participation by women in adult education, the role of the curriculum, gender and learning and the implications for adult education provision.

**T3362 RESEARCHING EDUCATIONAL
PRACTICE (6cp)**

Explores ways in which participants might critically reflect upon and undertake studies of their own educational practices.

**T3363 SUPPORTING WORKPLACE
LEARNING AND REFORM (6cp)**

An important aspect of current pressures to enhance the competence of Australia's workforce is the need to support workplace learning. Approaches to learning need to be developed and established that are integrated with other aspects of workplace technoculture. This subject will encourage participants to

look beyond a narrow focus on structured training and to think about a more holistic perspective on learning. This perspective encompasses both incidental and organisational learning, and takes into account the way work is organised, industrial relations and interpersonal and intergroup issues in the workplace. The aim of this subject is to examine changing Australian approaches to industrial relations and work organisation, and to understand the implications of these changes for education and training.

**T3364 PHILOSOPHY OF ADULT
EDUCATION (6cp)**

The methods of philosophy provide an important complement to the other ways of researching and understanding adult education, e.g. empirical, historical, sociological, etc. This subject will develop participants' capacity to critically analyse adult education literature and deepen their understanding of key concepts, theories and practices in adult education.

**T3365 WORKERS' EDUCATION —
COMPARATIVE PERSPECTIVES
(6cp)**

Explores the development of workers' education in Australia, New Zealand, Canada, United States of America and Great Britain. It considers that process in five stages or phases:

- Workers' Education: initiation and insurgency 1890-1920.
- Workers' Education: consolidation and institutionalisation 1920-40.
- The beginnings of trade union education 1940-70.
- The ascendancy of trade union training 1970-1980s.
- New stage or steady decline? 1990s-

T5117 PROFESSIONAL SKILLS I/II (2cp)

Aimed at helping participants develop their skills in helping adults learn by specifying various kinds of learning objectives; designing and conducting learning events in both formal and informal contexts; facilitating learning through effective presentation, dialogue and discussion and group work; and designing and conducting various kinds of experiential learning activity.

**T5120 ADULT EDUCATION IN AUS-
TRALIA (3cp); corequisite T5307
*Adult Learning and Education I***

This subject aims to give participants an understanding of the range and diversity of adult education in Australia and knowledge of the ways in which it is funded, organised and provided: overview of policies and structures relating to the provision of adult education in Australia; historical development of

adult education; participation and access issues; specialist areas of provision; professionalism and career opportunities in adult education.

T5124/T5131/T5138/T5145/T5323/T5324
INDIVIDUALISED PROJECTS
1/2/3/4/5/6 (6cp each)

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.

T5125/T5132/T5139/T5146/T5325/T5326
PRACTICUM I/II/III/IV/VI
(3cp each)

Ongoing work experience in adult education (minimum 12 hpw) is a course requirement. This component of the course is referred to as the practicum, which provides a context for participants to develop, practise, refine and demonstrate their skills. Monitoring and assessment of workplace skills is the responsibility of the practicum coordinator.

T5126 LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3cp)

Aims to give participants an overview of lifespan developmental psychology; concept of the self and its development; psychoanalytic views on personality development; stages and phases of the life cycle; life cycle as a social construction; intellectual and cognitive development during the adult years; the concept of practical intelligence.

T5129 AUSTRALIA IN THE 20th CENTURY (3cp)

The rise and fall of the working class; the decline of White Australia; conscription 1917, 1942, 1965; Federal/State relations; the rise of bureaucracy; immigration; the rise of middle class Australia; 11 November 1975; Australian political culture; the new poor.

T5134 CURRENT ISSUES IN ADULT EDUCATION (3cp); prerequisite T5307 Adult Learning and Education I

Provides an awareness of current issues and trends affecting adult education. The issues concerned may be educational, social, political, economic, philosophical or a combination of these. The focus will vary from year to year depending on developments in the field.

T5142 INTERNATIONAL ADULT EDUCATION (3cp)

Rationale and methodology in international adult education traditions in adult education: e.g. UK, Scandinavia, US. Trends and innovations in adult education: e.g. action learning in US, popular education in South Africa and Canada. How adult education policy is made in different countries. Case studies of particular programs, focusing on what can be learned for adult education practice. Adult education and economic restructuring: e.g. in the US, Japan, Sweden. Adult education in the workplace e.g. worker self-management in Yugoslavia. Adult education and disadvantaged or marginalised groups: e.g. ethnic minorities, unemployed people, homeless people, women, youth. Adult education and community development e.g. in Tanzania, the South Pacific, India. The arts and adult education: e.g. popular theatre in adult education in various countries (Thailand, Italy, Botswana). Adult education campaigns: e.g. literacy in Cuba and Nicaragua, health education in Tanzania. Theoretical issues: e.g. feminism and adult education, liberation theology and adult education, the economy and adult education, culture and adult education.

T5143 AUSTRALIA AND THE WORLD (3cp)

This subject outlines Australia and the British Empire; Australia and PNG; towards an Australian Foreign Policy 1914-41; Australians at War – South Africa to Vietnam; Australia and super power rivalry; Australia and the USA; Australia and Japan; Australia and the Third World especially foreign aid; Australia's sphere of influence – the South Pacific; 'New' Australians – their countries of origins; Australia and the United Nations; Australia Foreign Policy Today – problems and prospects; Australia and Antarctica.

T5147 SKILLS WORKSHOP I (2cp)

This learning experience gives participants opportunities to develop skills in the planning, implementation and evaluation of adult education programs.

T5148 TUTORIAL I (2cp)

This learning experience enables participants, in a small group setting, to extend and apply their knowledge in the areas of adult teaching, learning and program development.

T5149 PRACTICUM I (2cp)

This learning experience enables participants, with the support of adult education practitioners, to develop their expertise as facilitators of adult learning.

T5154 FOUNDATIONS OF TESOL I (5cp)

Introduces participants to the study of language in context, focusing on genre and register and relating analysis to notions of communicative competency.

T5156 FOUNDATIONS OF TESOL II (5cp)

Introduces participants to the major theories of second language development and bilingualism and to key issues in researching these areas.

T5159 FOUNDATIONS OF TESOL III (5cp)

The subject aims to extend participants' existing knowledge of lexico-grammar and discourse, and to develop teaching applications.

T5161 FOUNDATIONS OF TESOL IV (5cp)

Develops participants' understanding of the multi-cultural, multi-lingual society in which all Australians live, and to examine the implications for ESOL teachers which arise from Australia's policies and social values. It also examines ESOL teachers' roles as liaison, resource and counselling personnel, addressing aspects which go beyond language teaching.

T5173/T5177**STUDY GROUP I/II (2cp each)**

These subjects incorporate group activities and exercises dealing with self-directed learning, networking, the planning of contract work, workshop planning, competency analysis, and study skills.

T5175 INSTRUCTIONAL DESIGN (6cp)

Introduces the principles and practice of program design. It deals with how to write aims and objectives, approaches to documenting training, how to sequence content and how to structure a program. It also covers the planning and production of training materials, such as workbooks and manuals.

T5176 ADULT LEARNING THEORY (6cp)

Examines how adults learn, what factors may help or hinder adults' learning, and how adults may or may not differ from children in the ways they learn. A number of writers on adult learning theory will be compared, and the relevance of their ideas to differing Australian contexts assessed. Participants will be encouraged to examine their own and others' learning styles, and to discuss the influences on learning of such factors as ageing, gender, states of mind, experience, membership of groups, status and identity, needs, expectations and motivation.

T5179 DEVELOPING PEOPLE IN ORGANISATIONS (6cp)

Examines the interaction and relationship of technological change, the organisation of work, industrial

relations and training and development. It mainly deals with people in organisations, but also investigates the concept of organisational development and management principles. The subject also examines organisational behaviour in other countries with a view to determining appropriate transfer practices. Examples are drawn from industry, commerce and the service industries in both the public and private sector.

T5180 PROGRAM DEVELOPMENT AND EVALUATION (6cp)

Covers both needs assessment and program evaluation. The segment on training needs assessment covers areas such as the identification of problems and needs, planning needs assessment, the industry or enterprise context of investigations into training needs, competency profiling, selection of assessment procedures, and data analysis. The segment on training evaluation deals with the major design components in evaluation, shows how to focus a training evaluation study, and introduces a range of evaluation methods. It also covers the analysis and reporting of data, and considers problems associated with evaluating transfer of what is learnt to the workplace.

T5181 RESEARCH AND DEVELOPMENT PROJECT I (2cp)

Develops in the participants the capacity to be a perceptive consumer of research. The project will cover ways of locating relevant research, evaluating sections of a research project and interpreting research findings. The subject will be taught using a self-paced learning module.

T5183 ADMINISTRATION OF THE TRAINING FUNCTION (6cp)

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

T5184 COMPUTERS AND TRAINING (8cp)

Examination of the computer as a training tool. The first half of the subject will involve using various software programs to assist the trainer in developing training packages. The approach will be "hands-on", and participants will be assisted to develop their own high quality training materials. Participants will be encouraged to develop training programs based on technologies that are relevant to their workplaces.

T5185 RESEARCH AND DEVELOPMENT PROJECT II (2cp)

The aim of this subject is to put into practice the skills and knowledge developed in Research Project I. Participants will be expected to take a major research project and evaluate it in terms of its methodology, value of its results and implications for human resource development, or develop a proposal for a topical research project to demonstrate skills in selecting appropriate methodology.

T5187 ADULT TEACHING AND LEARNING (6cp)

Associate Diploma in Adult Education in Community Education participants

Includes an introduction to adult learning theories and consideration of their implications for classroom teaching. It will enable participants to design appropriate learning plans, select and implement relevant teaching strategies and refine their own teaching techniques through the use of video feedback.

Associate Diploma in Adult Education in Training participants

Concentrates on the facilitation skills of the trainer and enables participants to consider the use of different teaching strategies and their relevance to the workplace; the subject will include work on presentation skills, the development and use of teaching aids, and skills in training small groups and understanding the process of learning in groups. There will be opportunities for the practice of facilitation skills and the refinement of teaching techniques, with the aid of video feedback. The subject format also provides for participants to raise issues related to facilitation and the problems they encounter in working with groups.

T5188 COMMUNICATIONS AND INTERPERSONAL SKILLS I (6cp)

Associate Diploma in Adult Education in Community Education participants

Addresses the communication and interpersonal skills required of adult educators in their roles of teacher and/or teacher of communication skills, designer of learning or centre coordinator. The topic areas include communication in the classroom and in small groups, conflict management in learning groups, questioning and listening skills, and public speaking skills.

Associate Diploma in Adult Education in Training participants

Key interpersonal skills needed in training are identified and practised including listening and

assertiveness. The influences on effective communication of perception, values and attitudes, self esteem and other psychological, language and physical barriers are discussed. The process of writing so that we are read and understood is explained and practised with reference to letters, memoranda, reports and submissions. The subject also deals with how to choose appropriate media for communication.

T5189/T5193/T5197/T5201 STUDY GROUP 1/2/3/4 (2cp each)

The study group component of the course provides participants with the opportunity to develop skills in working collaboratively to design learning experiences appropriate to their particular professional interests. In the first semester groups will be provided with guidelines to assist them in structuring the group meetings. Activities which study groups might undertake include visits to each others' workplaces, sharing of the outcomes of student learning contracts, discussion of current issues in adult education and trialling of materials or activities designed for use in a participant's workplace. In the first year participants will work with others from a variety of community education settings but in the second year they may negotiate to work with a group of others from the same type of setting.

T5190/T5194/T5198/T5202 SUPERVISED FIELD EXPERIENCE 1/2/3/4 (10cp each)

Associate Diploma in Adult Education in Community Education participants

These components of the course assess practical activities carried out by participants during their work in the professional field. It is expected that participants will demonstrate increased competence in their work roles, and this will be guided, monitored and evaluated through advisory visits by course lecturers. Assessment of the subject requires participants to submit portfolios of practical work or other evidence of professional activity.

Associate Diploma in Adult Education in Training participants

These subjects deal with a number of tasks related to human resource development, such as workshop planning and evaluation, session planning and presentation, and small group work. They also provide an opportunity for participants to undertake contract work under the supervision of course advisors.

T5191 PROGRAM DEVELOPMENT (6cp)

Program development in adult education covers a wide range of skills used by adult educators in planning and developing programs, courses and

other learning activities for adults. The subject will include approaches to needs assessment, program design, alternative modes of delivery, publicity and recruitment and program evaluation.

T5192 COMMUNICATIONS AND INTERPERSONAL SKILLS II (6cp)

A continuation of T5188 Communications and Interpersonal Skills I.

T5195 PSYCHOLOGY AND ADULT EDUCATION (6cp)

Offers participants an introduction to areas of psychological theory relevant to their work in adult education. It will include both psychological approaches to learning and to adult development and ageing.

T5196 PRACTITIONER SKILLS I (6cp)

In contemporary Australia it is essential that adult educators are sensitive to the implications of teaching groups containing participants from a variety of cultural backgrounds. This subject will consider some of the necessary skills for teaching across cultures and attempt to raise participants' awareness of some of the issues involved.

T5199 THE REFLECTIVE PRACTITIONER (6cp)

Participants are introduced to a variety of methods of reflecting on their own practice as adult educators and assisting colleagues in doing the same. They will use a range of self and peer assessment techniques to critically explore the assumptions underlying their work and examine issues such as the meaning of professionalism and ethics in adult education.

T5200 PRACTITIONER SKILLS II (6cp)

This subject is delivered in two components: in the Practical Teaching Skills component, participants will have the opportunity to refine various teaching skills such as using questioning techniques, demonstrating practical skills, facilitating discussion, lecturing and one-to-one instruction. The Management Skills for Adult Educators component will examine the management skills needed by community-based adult educators. These include negotiation, problem solving, financial skills, staff selection and development and team building.

T5203 ADULT TEACHING AND LEARNING I (5cp)

Begins by a discussion of personal experiences of education in school, family and community. This is related to the forms and purposes of education in Aboriginal society and in the Western education system. The history of Aboriginal Education in NSW since the invasion is covered, followed by the

planning and delivery of a brief lesson in Aboriginal Studies to the group using teaching materials and resources.

T5204 PROGRAM DEVELOPMENT I (5cp)

This subject looks at what Aboriginal adult educators do in their work for their communities. This includes planning educational and community development programs, getting the resources for these programs and teaching others, in the classroom and in the community. Also considered are the kinds of adult education needed by Aboriginal communities in NSW and how to identify and analyse these needs, and how Aboriginal community organisations work and the role of adult education in their work.

T5205 COMMUNICATIONS I (5cp)

The kinds of language demanded by bureaucracy and tertiary education are unfamiliar for many Aboriginal adults. In this subject participants work on developing these kinds of skills in the context of the core studies. Participants' confidence and abilities grow as they gain new kinds of language skills to communicate and exercise power in Australian society. The Autumn semester begins with the kinds of reading and writing that participants are familiar with, then go on to reading academic texts, note taking and summary writing. Practising these skills leads into writing academic essays.

T5206 ABORIGINAL STUDIES I (5cp)

In this subject, we look at aspects of traditional Aboriginal culture and at how our ancestors responded to the white invasion up to the 1880s. In discussing Aboriginal culture and history, we relate it to our own experiences in family and community. We discuss the ways that we have been affected by colonialism and how our grandparents survived and maintained our culture and history. We examine literature reporting upon Aboriginal people, history and culture.

**T5207/T5212/T5217/T5222
COMMUNITY FIELDWORK I/II/
III/IV (4cp each)**

This part of the course assesses how participants are using skills and knowledge learned in block releases in their work and involvement in Aboriginal community organisations. Advisers visit participants in their communities to advise and assist on their community educators work related course contracts.

T5208 ADULT TEACHING AND LEARNING II (5cp)

Based on previous discussions and experiences of teaching in the classroom, participants work on developing the kind of teaching which is appropriate for Aboriginal adults in the classroom and in the

community. We then look at some of the education programs available to Aboriginal adults in NSW, and discuss how we can evaluate these programs; whether they meet the people's needs; are the teaching methods appropriate; how much say do the people have in planning and delivery?

T5209 PROGRAM DEVELOPMENT II (5cp)

In the second semester, we discuss the differences between the program planning approaches of bureaucracy and Aboriginal communities. How do programs planned from the top down fail in Aboriginal communities and maintain colonialism? How can a planning approach be developed which gives a voice and power to the community and enables the people to do it for themselves? We work on the kinds of community research and program design techniques which can meet these goals.

T5210 COMMUNICATIONS II (5cp)

In the Spring semester, participants work on the literacy skills needed for Aboriginal community development such as report and submission writing, liaison and negotiation. Each of these communication skills relate to tasks set in the other subjects in the course and enable participants to complete their learning contracts in those subjects.

T5211 ABORIGINAL STUDIES II (5cp)

The 20th century version of colonialism. Participants look at the activities of the Aboriginal Protection and Welfare Boards, the education system, missionaries and anthropologists. The aim is to find Aboriginal ways to describe our own society and history which are not racist, romantic or anthropological. There is a field trip to Kuring-gai Chase to see traditional camp sites, rock art and bush foods available in the area. Participants learn how our ancestors used and looked after our country to survive and prosper.

T5213 ADULT TEACHING AND LEARNING III (5cp)

Planning whole lessons, defining the aims and objectives, deciding on content, process and method and what materials and teaching resources are needed, and writing up the lesson plan. Participants then deliver a class session and evaluate their efforts with their peers and lecturers. This subject builds on experience and discussion from previous subjects, towards classroom teaching competence.

T5214 PROGRAM DEVELOPMENT III (5cp)

At the start of year two, participants work on program planning based on the field trip to central Australia. The trip is planned around learning needs, desired outcomes and the resources needed, and

participants see how the same process can be applied to any program they want to develop. They then write up a submission for the field trip. This experience leads into planning a whole adult education program for a higher education course or community development.

T5215 ABORIGINAL COMMUNITY STUDIES II (5cp)

Begins by talking about Aboriginal communities on different levels — local, regional and national. What is a community? How do Aborigines organise themselves in different ways for different purposes, social and political, to meet common needs? Different kinds of communities that participants are members of are compared with those in other parts of Australia. What kind of needs and struggles do they have in common? The relationship between Land Rights and community development is then considered.

T5216 ABORIGINALS AND CONTEMPORARY AUSTRALIA I (5cp)

The development of Aboriginal political awareness and the rise of Aboriginal nationalism from the 1920s to 1980s. The Aborigines Progressive Association and other bodies and the major events leading up to the 1967 referendum, the Tent Embassy and the Land Rights struggle; the legacy of colonialism in different parts of Australia and how Aborigines are attempting to meet their needs in health, housing, education, employment and the law.

T5218 ADULT TEACHING AND LEARNING IV (5cp)

On the field trip participants look at how teaching is practised in central Australian Aboriginal schools and colleges. Participants learn from traditional elders about their approach to teaching and learning and relate it back to their own experience in family and community and how it can be applied to teaching Aboriginal adults in NSW. Reports are presented of what was learnt from the field trip at another Aboriginal education centre in Sydney. Participants discuss and refine how they are going to approach Aboriginal adult teaching in their work as community adult educators.

T5219 PROGRAM DEVELOPMENT IV (5cp)

In the field trip, participants look at the program development approach and outcomes in central Australian communities, organisations and education centres and relate it back to our own needs in NSW. The issues of accountability and responsibility in community development are considered in relation to the people and to the bureaucracy which provides funding. Who is accountable to whom, what for and

how much? How do we balance the demands of government and community? What does self-determination and community control mean? Participants then work on a submission for Aboriginal community controlled adult education programs.

T5220 ABORIGINAL COMMUNITY STUDIES II (5cp)

On the field trip, participants visit different Aboriginal communities and their organisations — urban “town camps”, remote settlements and traditional homeland centres. This experience helps participants to work out models of Aboriginal community development which we can use in working with our own people. How do groups from different areas and backgrounds settle their differences and work together to meet their needs? This leads participants to look at the relations between Aboriginal communities and white Australian government and society and how participants’ work can bring about change.

T5221 ABORIGINES AND CONTEMPORARY AUSTRALIA II (5cp)

On a field trip to central Australia, participants visit urban and remote communities and organisations. Traditional elders teach them about their land and culture and how they are responding to the impact of white colonialism on their society. This experience is used to look again at participants’ own society in NSW and the relations between Aborigines and mainstream Australian society. Participants discuss the future for their people and examine in depth the issues of Land Rights and Aboriginal sovereignty.

T5225 FOUNDATIONS OF TESOL (6cp)

Gives participants the opportunity to deepen their understanding of the study of language in context, focusing on genre and register, and of key issues in second language development and bilingualism.

T5226 THEORY AND PRACTICE OF TESOL (6cp)

Aims to give participants the opportunity to deepen their understanding of the processes involved in listening and reading and in speaking and writing in a second language; and to increase their competence in planning, implementing and evaluating lessons and units of work involving spoken and written language.

T5245 LEARNING JOURNAL I (2cp)

Aims to develop participants’ ability to reflect on their practice and to develop their learning skills. Participants will be required to record significant learning events and to reflect critically upon them. The journal will need to be completed according to a number of criteria, and sighted at regular intervals by

the participant’s tutor. A major criterion is that journal entries should relate to the participant’s work in the field.

T5248 ADULT TESOL I (4cp)

Introduces participants to key areas of theory and practice of adult TESOL from within the context of adult teaching and learning in general. Different views on the nature of language are critically examined, together with an overview of language teaching methodologies leading to an understanding of the socio-cultural view of language on which the communicative approach is based. Strategies for the development of listening and speaking skills are explored with a focus on principles of classroom organisation and management, lesson planning, task design and materials development, assessment and evaluation.

T5249 DEVELOPING COMMUNICATIVE COMPETENCY I (4cp)

Develops understanding of the model of communicative competence: grammatical, sociocultural, discourse and strategic competence, and ways in which this model can be used in lesson planning, materials development, task design and assessment and evaluation. Participants use this model to design, deliver and evaluate a series of lessons, aimed at meeting the listening and speaking needs of a specified group of adult ESOL participants. In addition, there is a special focus on developing participants’ own grammatical competence. This includes developing a basic understanding of grammatical rules and concepts, an ability to analyse grammatical problems faced by adults in TESOL, and teaching strategies.

T5250 PRACTICUM I (4cp)

Develops initial practical teaching skills with a focus on classroom management, organisation, materials development, lesson planning and evaluation. The development of these skills is aided by observing and analysing lessons given by experienced teachers of adult ESOL, self and peer evaluation, discussions with cooperating teachers before and after practice teaching sessions, and the keeping of a detailed Practicum journal. Practicum I focuses on the development of listening and speaking using the communicative approach.

T5251 ADULT TESOL II (4cp); prerequisite T5248 Adult TESOL I

Extends and develops the understanding of theoretical issues of adult teaching and learning and the practical teaching skills established in Adult TESOL I with particular reference to the development of literacy. Different approaches to the teaching of

reading and writing are critically examined, and practical teaching strategies explored within a communicative frame work. There is a special focus on meeting the reading and writing needs of adult ESOL learners in specific contexts such as the workplace and tertiary study. Strategies for the development of reading and writing are explored with a focus on principles of classroom organisation and management, lesson planning, task design, materials development, assessment and evaluation.

T5252 DEVELOPING COMMUNICATIVE COMPETENCY II (4cp)

Extends the model of communicative competence in relation to the development of literacy, by focusing in more detail on discourse, socio-cultural and grammatical competence. Participants extend their knowledge of lexico-grammar and discourse, and learn how to apply this to the analysis of authentic texts for the purpose of developing materials and tasks. Ways of evaluating and assessing writing are explored with special emphasis on the development of self correction/evaluation. Drawing on the extended model of communicative competence, participants design, deliver and evaluate a series of lessons, aimed at meeting the reading and writing needs of a specified group of adult ESOL learners.

T5253 PRACTICUM II (4cp)

Builds on and extends the initial practical teaching skills in Practicum I using the same strategies. Practicum II focuses on the development of reading and writing within a communicative framework with special emphasis on the use of authentic reading and writing texts.

T5254 FOUNDATIONS OF ADULT EDUCATION (4cp)

Aims to establish an understanding of the social, historical and political context of adult education in Australia in order for participants to see the process of development of particular models of adult education and how particular policies currently in operation have evolved. Participants develop an understanding of adult migrant education in relation to general adult education in institutional and non-institutional settings and become aware of the range of adult education provision in NSW. They develop skills in accessing information about policies, research documents, organisational procedures relevant to adult migrant education context and an understanding of particular adult education philosophies and ideologies. This enables them to critically reflect on their own ideologies in relation to working in an adult migrant context.

T5255 EVALUATION AND ASSESSMENT (4cp)

Aims to develop a range of evaluation and assessment tools for a variety of adult ESOL contexts. Participants develop a critical awareness of current methods used to assess language proficiency and examine alternative approaches. Exploration of issues such as what is being assessed and why will lead into an understanding of how to assess. Methods for evaluating lessons and courses, within particular educational contexts will also be explored.

T5256 PRACTICUM III (4cp)

Consolidates and extends practical teaching skills. Focuses on designing and interpreting the results of needs analyses for adults in specific contexts with a focus on language in content areas, and integrating listening, speaking, reading and writing.

T5257 ISSUES IN LANGUAGE PLANNING (4cp)

Develops an awareness and understanding of current issues that are relevant to all facets of language planning in a variety of contexts. These include a range of government policies in the areas of migration, multiculturalism, social services, education and the workplace. Participants need to understand the ways in which these policies are interpreted within a variety of contexts relevant to adult migrants (institutional and non-institutional) and the relationship between the policies of the organisation and the clients' needs and how to work within this structure. They develop skills in understanding how these organisational structures communicate and how an ESOL consultant/teacher could analyse these communication networks and utilise them.

T5258 TESOL PROGRAM DESIGN (4cp)

Develops the skills and knowledge needed to research, design, develop, implement and evaluate a TESOL syllabus, including the appropriate resources. Participants learn to understand and critically evaluate recent TESOL syllabus design, including structural/ functional/ notional syllabuses, task based and procedural syllabuses and communicative needs based syllabuses, as well as being aware of the issues involved in the process versus product debate. The role of objective and subjective needs analysis is examined and special emphasis is placed on this in relation to English for Specific Purposes syllabuses. Participants choose a specific group of adult TESOL learners and design an appropriate syllabus for them.

T5259 PRACTICUM IV (4cp)

Draws together all practical teaching skills and relate them to TESOL syllabus design. Practicum IV has a particular focus on assessment and evaluation of learners progress, and of lesson/course evaluation.

T5261 DEVELOPING COMMUNITY ADULT EDUCATION PROGRAMS (6cp)

Participants will examine the theory and practice of designing and implementing a range of educational activities for differing kinds of community, and of designing and conducting courses. 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.

T5265 FOUNDATIONS OF LANGUAGE TEACHING I (5cp); 45 semester hours

Aims to build up participants' background knowledge and understanding of Australian society and culture and trends in language teaching in Australia.

T5266 ADVANCED ENGLISH FOR CLASSROOM PURPOSES I (3cp); 30 semester hours

Increases participants' confidence and competence in using English by focusing on the language and body language needed for working in Australian classrooms and interacting with Australian teachers and participants. The subject is linked to Foundations for Language Teaching I.

T5267 THEORY AND PRACTICE OF LANGUAGE TEACHING I (5cp); 42 semester hours, plus five days school attachment

Introduces participants to the existing syllabus(es) in the target language(s) in New South Wales schools, and to the historical, social and economic contexts of these syllabuses.

T5268 ADVANCED ENGLISH FOR CLASSROOM PURPOSES II (3cp); 28 semester hours

Continues the work commenced in Advanced English for Classroom Purposes I. It aims to increase participants' confidence and competence in tasks important to school life.

T5269 THEORY AND PRACTICE OF LANGUAGE TEACHING II (5cp); 45 semester hours

Introduces participants to principles and conditions for communicative language teaching.

T5270 ADVANCED ENGLISH FOR CLASSROOM PURPOSES III (3cp); 30 semester hours

Aims to increase participants' confidence and competence in organising and guiding communicative activities in classrooms.

T5271 THEORY AND PRACTICE OF LANGUAGE TEACHING III (5cp); 45 semester hours, plus 5 days school attachment

Aims to raise participants' awareness of the stages in lesson-planning and the teaching strategies needed at each stage; and to help them to plan and teach lessons effectively.

T5272 ADVANCED ENGLISH FOR CLASSROOM PURPOSES IV (3cp); 30 semester hours

Aims to increase participants' confidence and competence in writing, discussing and evaluating lesson plans; and in carrying out lesson plans in ways that make aims and objectives very clear and facilitate smooth transitions and effective classroom management.

T5273 PRACTICUM (8cp); 25 days

For the practice participants are placed in schools. The aim is to provide an opportunity for participants to work alongside practising teachers, implementing principles and practices covered in the course. Participants will already have spent a minimum of 15 days in school attachments in modules 2-4.

T5274 THEORY AND PRACTICE OF LANGUAGE TEACHING IV (5cp); 42 hours

Introduces participants to the principles and practices involved in planning, implementing and evaluating programs.

T5276 POLICY AND PLANNING ISSUES IN TESOL (2cp)

Aims to give participants an increased awareness of and knowledge about factors which influence and shape ESOL provision in Australia. The social and political contexts of our multicultural, multilingual society will be analysed critically to enable participants to develop their language planning, teaching, advising, leadership and administrative skills.

T5277 DISCOURSE ANALYSIS (6cp)

Aims to give participants an understanding of the social construction of text and of the ways in which features of text are responsible to characteristics of the social and cultural context. In doing so, the

subject will provide a detailed exploration and description of important genres in both speech and writing.

T5288 FOUNDATIONS OF LANGUAGE TEACHING II (3cp); 28 hours

Helps participants reach realistic conclusions and feel confident about their roles as language teachers in Australian schools.

T5289 TEACHING PRACTICE (4cp)

There are three strands which constitute this subject:

- i) a practice in which the participants spend approximately 8-10 hours in a teaching situation with a field adviser. The essential element of the practice is the shared reflection on practice which occurs between the participant and his/her field adviser.
- ii) the lecture/tutorial/advising sessions throughout Year 1 in the subjects: Teaching and Learning in Adult Literacy, Teaching and Learning in Adult Numeracy, Program Development, Implementation and Evaluation in Adult Basic Education.
- iii) two assessed teaching practice sessions in Year 1 at which the UTS adviser is present. These times are negotiated by the participants and UTS adviser.

T5292 TRAINING METHODS I (3cp)

Aims to develop the trainer's planning, presentation and motivational skills planning and presentation skills; cognitive, performance and attitudinal objectives; types of presentations; questioning skills; AV strategies – using overhead projection, slide, film and video; competency based training – rationale; task analysis; motivational techniques; and assessment instruments and their use.

T5293 COMMUNICATION FOR HUMAN RESOURCE DEVELOPMENT I (3cp)

Aims to develop key interpersonal communication skills appropriate for the HRD professional in face to face situations elements of human communication; individual construction of meaning; semantic, psychological and physical barriers to communication and strategies to overcome them; principles of perception; checking perceptions to reduce communication barriers; stereotyping, human motivation; values, attitudes and self esteem; effective listening skills; channels of nonverbal communication; the importance of congruent verbal and nonverbal messages; roles people play in communication situations; assertive, passive/submissive and aggressive behaviours; clear and concise writing; and written formats for letters, reports and submissions.

T5294 TRAINING COURSE DESIGN I (3cp)

This subject aims to introduce participants to a range of basic concepts and skills essential to the development, design and evaluation of training programs role of needs assessment in the training development process; approaches to needs assessment; job and task analysis; needs assessment techniques and procedures; curriculum and training program approaches; developing instructional objectives; sequencing objectives and content; selecting instructional modes; assessing program outcomes; design features of a training evaluation strategy; planning issues in evaluation; evaluation models and approaches; and procedures for collecting evaluation information.

T5295 WORKPLACE RELATIONS (3cp)

Workplace Relations is a broadly based introduction to the fields of industrial relations and personnel management. It aims to provide participants with an understanding of the context of the employment relationships and how it is influenced by economic, legal, social, technological and political forces; develop in participants an understanding of the causes, manifestations and results of industrial conflict from an employee and employer perspective; outline the form and function of industrial relations institutions; introduce participants to basic aspects of managing workplace relations and develop effective skills in these areas. A lecture seminar format will be used to ensure both lecturer and participant input to the analysis of issues. Extensive use will be made of case studies and exercises to ensure the transfer of knowledge and skills.

T5296 TRAINING METHODS II (3cp)

Aims to extend the trainer's repertoire of presentation skills in individual and group learning strategies – open learning systems, self-paced learning, problem-based learning, negotiated learning, action learning and experiential learning; writing, using, evaluating and selecting learning packages; teaching strategies – team teaching, on-the-job-instruction training for the individual; issues involved with changing attitudes; developing and using case studies, games, simulations and role plays; and self-evaluation methods.

T5297 TRAINING COURSE DESIGN II (3cp); prerequisite T5294 Training Course Design I

The empirical, interpretive and action research paradigms. Research in human resource development: job study, skills audits, needs assessment, evaluation of course outcomes, materials development, cost-benefit analysis, task analysis, investiga-

tions into validity and reliability of assessment schemes. Planning a piece of research and writing proposals. Research methods: interviews, observations, questionnaires, tests, group discussion, Dacum, the delphi technique, critical incident, focus groups, experiments, diaries, nominal group technique, cost-benefit analysis. The trainer as consultant: approaches to consulting and organisational enquiry.

T5298 TRAINING METHODS III (3cp);
prerequisite T5296 Training Methods II

This course aims to encourage trainers to develop innovative and reflective practices: seminar presentations; using the specialist trainer; networking; peer training; and reflection in action (what we do, how we do it).

T5299 TRAINING COURSE DESIGN III (3cp); prerequisite T5297 Training Course Design II

This subject aims to develop participants' ability to design and set up a comprehensive training system the nature of skills and the terminology associated with skills: upskilling, cross-skilling, multiskilling, skill formation; skills needed for computer-integrated systems; types of workplace research, and the use of research data in course design; competency-based training: merits of the approach, how to develop a competency profile, setting up a competence-based program; types of job aids: job reference aids, user manuals, on-line job aids; structuring a segment of training; combining explanations, demonstrations and practice; training for complex computer-integrated technologies; transfer of training; conducting and managing on-the-job training; the workplace as a learning place; modular programs and self-pacing; learner self-direction. Introducing modular training; and assessment concepts for an assessment system: validity, reliability, norm-referenced and criterion-referenced tests, computer-managed learning, assessing skills and knowledge, managing an assessment scheme.

T5300 THEORY AND PRACTICE OF TEACHING ADULTS (3cp)

Provides participants with a general overview of the competency area *Theory and Practice of Teaching Adults*. It will also illustrate the variety of ways in which adult educators can help adults learn. Terms, trends and tribes in adult education. Good teaching: what is it? Key principles of effective adult teaching and learning. Metaphors for teaching and learning. The successful teacher as a reflective practitioner. Reading and matching as the key to successful teaching. The contingency approach to organising learning. Preparing to teach: accurately reading your learners. Preparing to teach: learning objectives and

lesson plans. Preparing to teach: alternative teaching and learning strategies. Preparing to teach: the effective use of a range of interesting learning resources. Preparing to Micro-teach. Learning through reflection on experience. From preparation to practice: the dilemmas of daily teaching and learning.

T5301 COMMUNICATION AND INTERPERSONAL SKILLS (3cp)

Develops the community adult educator's interpersonal communication skills required to work effectively as teachers of adults, coordinators of teachers or managers of community adult education organisations. The communication process and influences on that process. Perception, values and attitudes. Non-verbal communication and the importance of congruence in verbal and non-verbal messages. Effective listening skills. Ways of using questions, types of questions and their purpose. Assertive and non-assertive behaviours. Ways of giving and receiving feedback. Public speaking – planning and presenting speeches. Clear and concise writing.

T5302 PROGRAM DEVELOPMENT IN COMMUNITY SETTINGS (3cp)

Practitioners examine the social context of program development in an adult education setting, taking into account factors such as social and political influences on "community-based" action. Participants will carry out procedures in community profiling and needs analysis in adult education. A range of constraints on planning and implementing a program of adult education will be explored. Finally, participants will develop their skills in designing courses of various types, as well as learning approaches to the evaluation of a program.

T5303 MANAGING COMMUNITY ADULT EDUCATION I (3cp)

Encourages participants to explore different kinds of community adult education organisation and different ways of responding educationally to the needs, interests and aspirations of different kinds of community. Community development, community action, outreach and committee-managed models will be examined. Organisational theorists will be discussed with reference to the ways they may illuminate the conduct and management of community adult education. Different legal frameworks will be examined, including incorporated associations, companies, and cooperatives; the advantages and disadvantages of each kind will be explored; and the legal obligations and responsibilities under each system will be listed and discussed. The legal and industrial questions relating to the employment of staff within a community adult education context

will be examined, with reference to possible appropriate awards, pay scales, conditions and grievance settling mechanisms. Occupational health and safety law and responsibilities will be examined. Finally, the processes of funding community adult education will be explored. Grant-giving bodies will be listed and their criteria for funding examined and compared. And the various ways of applying for funds will be studied and practised.

T5304 DESIGNS FOR LEARNING (3cp);
prerequisites T5302 Program Development in Community Settings and T5300 Theory and Practice of Teaching Adults

Aims to develop participants' awareness of the range of teaching and learning strategies upon which they can draw in designing programs for adult learners: the course design process; review of possible strategies including, lectures, field trips, workshops, simulation/role play, self directed learning strategies, peer teaching, use of video and photographic resources; strengths and weaknesses of each approach and skills needed for effective implementation.

T5305 INNOVATION AND CHANGE IN ADULT EDUCATION (3cp); prerequisite T5300 Theory and Practice of Teaching Adults

This subject will cover the following issues: Why bother studying/improving change management in education? Different types of educational change; trends in educational change in the last 20 years; judgements about the success of a change project; key influences on the educational change process; dynamics of the change process/ the effective change manager; and case studies of educational change.

T5306 MANAGING COMMUNITY ADULT EDUCATION II (3cp); prerequisite T5303 Managing Community Adult Education I

This subject builds on T5303 Managing Community Adult Education I, and will encourage participants to examine and practise a number of management skills. They will compare different ways of managing organisations and of organising work, comparing Taylorist forms of work organisation with other forms proposed by theorists such as Mathews, Ford, Schon and Argyris and relating them to the community adult education world. The problems and tensions that can arise in some forms of committee-managed community adult education provider will be analysed, and solutions sought. Management skills will be discussed, using theorists such as Dunphy, and Fisher and Ury, and these will be tested and practised through simulation and role play. Participants will be encouraged to examine, compare

and discuss methods of budgeting and exercising control over the finances of a community adult education provider. Since the participants will be practitioners in the field a great deal of the course will be based on exchange of information and comparison by the participants of their own practice.

T5307 ADULT LEARNING AND EDUCATION I (3cp)

Focuses on the place of theory and the relationship of theory and practice in adult education. This subject is designed to develop participants' understanding of the place of theory and the relationship of theory and practice in adult education. It will introduce participants to a core body of adult education knowledge and provide opportunities for them to critically reflect on their own theories of adult education.

T5308 ADULT LEARNING AND EDUCATION II (3cp)

This subject outlines psychology as a foundation discipline in adult education; motivation, personality and learning; emotional aspects of teaching and learning; theoretical approaches to learning; concept formation; intelligence and cognition; memory and information processing; cognitive styles; the acquisition of skills.

T5309 COMPUTING FOR ADULT EDUCATORS (3cp)

Aims to develop the participants' competence in using basic computer software applications suitable for adult educators, and to expand their understanding of computer systems. Graphics, word-processor, spreadsheet, and database; computer hardware systems; computer operating systems; computer memory and storage systems; computer network systems; the educational uses of computers.

T5311 GROUP DYNAMICS (3cp)

The nature and definitions of "group" in terms of perceptions, motivation, goals, interdependency, organisation and interaction. Notions of group syntality, synergy and the functionalistic viewpoint of "exchange". Social facilitation and the effects of passive and of coacting audiences. The risky-shift phenomenon. Risk taking and the diffusion of responsibility. Group formation and development. Reasons for people joining groups e.g. interpersonal attraction, proximity, similarity, group goals etc. Phases in group development e.g. orientation, evaluation and control in problem solving task-oriented groups. Coalition formation. Social tension as a phase-like pattern.

T5312 UNDERSTANDING AND EVALUATING RESEARCH (3cp)

Aims to develop the participants' capacity to question, analyse and undertake a critique of research articles relevant to adult education practice. Types and levels of critique (theoretical, empirical, practical, ideological). Reading research and identifying appropriate forms of critique. Writing evaluations of research proposals and research articles.

T5313 20TH CENTURY EDUCATIONAL THOUGHT (3cp)

The content of this subject will cover: a) a survey of leading educational ideas prior to the 20th century: Plato, Aristotle, Roman education, medieval education, Rousseau, Pestalozzi, Herbart, Froebel, b) a detailed study of 20th century developments: pragmatism – Dewey (USA), Kerschensteiner (Germany), British influences – Russell, Whitehead, Tawney, Lawrence, T S Eliot. Fascism – education in Nazi Germany. Existentialism – Martin Buber and others. Mysticism – Krishnamurti and others. Progressive education. Marxism and education – Russia: post 1917 and China: post 1949. The New Radicals – Freire, Illich, Bowles and Gintis. The content of both (a) and (b) will be examined critically within the bounds set by the following questions: Why do we educate? Who shall be educated? Which subjects and skills should be in the curriculum? What should be the relation between work and education? What is the role of technical and adult education?

T5314 LANGUAGE AND LITERACY (3cp)

This subject aims to develop some understanding of language and how it works. The subject focuses on the four macro-skills of reading, writing, speaking and listening and builds on basic communication skills. It provides insights into language for specific purposes. The subject covers: introduction to a range of text types for a variety of purposes and audiences; the processes involved in reading and writing and the reading/writing relationship; the importance of context of culture and context of situation in communication; the language continuum from spoken to written language; ways of enhancing communicative interaction: strategies and skills for reading, writing, speaking and listening; issues involved in language and culture; introduction to the development of spoken and written communication which minimises linguistic and cultural bias; arguments for and against plain English.

T5315 ABORIGINAL EDUCATION (3cp)

Pre-Colonial Aboriginality; the origins of Aboriginal people; pre-colonial Aboriginal history; economics, politics, culture and education; Aborigines and

colonialism; phases in colonial policy towards Aborigines; forms of Aboriginal resistance; Aboriginal colonial education; Aborigines and contemporary Australia; size and location of Aboriginal population, nationally and in NSW; contemporary Aboriginality: its characteristics; Aboriginal views; significant contemporary economic and political issues affecting Aboriginal people: land rights, mining, law, health, political action. Aborigines and contemporary education; participation rates and performance in primary, secondary and tertiary education; curricula for Aboriginal people and Aborigines in the curriculum; the planning and administration of Aboriginal education in the 1990s; Aborigines and adult education; provision for Aboriginal people in adult education; course development for Aboriginal people in adult education; and teaching Aboriginal participants.

T5316 CONTINUING PROFESSIONAL EDUCATION (3cp); prerequisite T5307 Adult Learning and Education I

The concept of profession – historical development, identifying characteristics and limitations. The professionalisation process – the rise of the new professions. Continuing education and learning – historical development, current issues including quality control, mandatory continuing education, questions of control and authority. Developing, implementing and evaluating a comprehensive situation – specific continuing professional education/learning program for a particular group of practitioners.

T5317/T5318/T5319/T5320/T5321/T5322 SKILLS WORKSHOP I/II/III/IV/V/VI (3cp each)

Participants are required to attend four days of workshops in each stage of the course. The purpose of workshops is to provide an opportunity for participants to develop, practise and refine their skills. They complement and extend the material being presented in the professional and foundation lecture strands.

T5327 HELPING SKILLS FOR TRAINERS (3cp)

Aims to develop the participant's ability to help people deal with personal problems that interfere with their efficiency at work. The place of helping skills in the work environment. A three-stage model: identifying and clarifying problem situations; conceptualising, evaluating and choosing preferred scenarios; moving towards preferred scenarios. The communication skills: attending, listening, empathy, probing, information sharing, advanced empathy, confrontation, helper self-sharing, immediacy. Some useful coping strategy, to be selected from strategies

such as progressive relaxation, assertiveness training, time management exercise, conflict management, self-hypnosis, decision making and problem solving, thought-stopping and others.

T5328 COMMUNICATION FOR HUMAN RESOURCE DEVELOPMENT II (3cp); *prerequisite T5293 Communication for Human Resource Development I*

This subject aims to develop participants' skills in managing key communication practices within the organisation understanding the forces impacting on people in systems; key features of organisational culture; hierarchical, centralised, goal orientated and communication characteristics of organisations; theoretical approaches to organisation behaviour and communication implications: scientific management, human relations, systems school; characteristics of informal and formal communication networks; assessment of power and micropolitics within the organisation; identification of the purpose of meetings, preparing and conducting meetings; formal and non-formal meetings; procedural rules; the role of the chairperson; recording meeting outcomes; identification of common time wasters and developing strategies to save time; efficient compared to effective time management: the Pareto Principle; strategic action planning; the effects of degrees of stress on performance; identification of sources of stress at work and basic stress management techniques. Interviewing including performance appraisal, selection and exit interviews; major stages of the interview process, questioning skills; negotiation skills in relation to soft, hard and principled (mutual interest) approaches; roles and techniques of the negotiator including preparation, planning, bargaining, use of power and best alternative to a negotiated agreement (BATNA); identification of types and causes of conflict; handling the emotional component of conflict; conflict management styles and strategies; counselling in the workplace including skills for setting up and conducting the counselling session; performance counselling for career path planning; and principles of human communication and the development of effective strategies for decision making and problem solving.

T5329 MANAGING HUMAN RESOURCE DEVELOPMENT (3cp)

Aims to develop the participant's planning and implementation skills required to effectively manage the human resource development function. Factors influencing human resource development. Relating the human resource development function to the organisation's business and goals. Strategic planning in human resource development. Planning human resource development purposes and objectives.

Roles and out-put for the human resource development manager. Resourcing training and development activities. Scheduling training and development activities. Monitoring and auditing the training and development function. Financial planning and designing human resource development budgets. Marketing the human resource development functions.

T5330 CONCEPTS OF COMMUNITY (3cp)

The subject will focus on what the meaning of "community" contributes to a rationale for their professional practice as adult educators working at the local level. It will acquaint them with the richly confused heritage of meanings embodied in the term "community". A range of theories will be canvassed, with general reference to related sociological traditions and particularly in terms of the contrast between consensus and utopian models of community on the one hand, and conflict models on the other. The importance of progressive and alternative educational movements in the communitarian tradition is studied. This leads to examination of a range of case studies of adult education as community development, in search of a workable rationale for what is now termed "community adult education".

T5331 ADULT EDUCATION AND SOCIAL ACTION (3cp)

This will encourage participants to explore the role of adult education in both the 19th and 20th centuries in periods of social reform and political change, and to analyse the adult educational component in contemporary movements such as the women's movement, the environmental movement, the Aboriginal peoples' struggle, and other movements concerned with combating poverty and repression. Examples will be drawn from the non-English speaking as well as the English speaking traditions of adult education. Writers and practitioners will be discussed such as F D Maurice and the Christian Socialists, Tawney, Mansbridge, Freire, Lovett, Jackson, Thompson, Gelpi and Horton.

T5335 RESEARCH PROJECT (16cp)

This subject has two parts. Part A is an introduction to issues in researching second language learning and teaching in context. Part B is the project itself.

Part A has three interrelated aims: to introduce participants to a range of research methods for investigating the social contexts of second language learning and teaching; to develop skills to identify a research topic, design a feasible project and write a research proposal for their second semester project; to develop skills of independent study, networks of peer support and insight into the research process, to facilitate the outcomes of the Project.

Part B aims to give each participant the opportunity to work with an individual adviser to refine her/his draft research proposal and to implement an in-depth study of one or more issues relevant to second language and/or teaching in classroom, community and/or workplace contexts.

T5368 TESOL CURRICULUM AND METHODOLOGY I (5cp)

Surveys the history of TESOL, concentrating on communicative language teaching methodologies, key issues in lesson and syllabus design and ways of fostering speaking and listening development in learners of different backgrounds, needs, goals, ages and English language levels.

T5369 TESOL CURRICULUM AND METHODOLOGY II (5cp)

Examines theories of second language literacy and explores ways of fostering successful literacy development for learners of different backgrounds, needs, goals, ages and English language levels.

T5370 TESOL CURRICULUM AND METHODOLOGY III (5cp)

This subject has two parts: (i) English for specific purposes; and (ii) assessment. Both apply to learners of different backgrounds, needs, goals, ages and levels of English.

T5371 TESOL CURRICULUM AND METHODOLOGY IV (5cp)

Aims to give each participant the opportunity to work on strengthening an area of his/her own specific knowledge and/or skills in need of consolidation. It also gives participants the opportunity to experience self-directed learning.

T5372 TEACHING PRACTICE I (4cp)

Gives participants the opportunity to reflect on aspects of their own teaching in conjunction with an observer/adviser.

T5373 TEACHING PRACTICE II (4cp)

Aims to develop participants' practical skills as ESOL teachers with a special emphasis on teaching language through content areas.

T5518 WORKSHOP 1 (2cp)

Provides opportunities for participants to develop and apply knowledge in any of the areas of adult education theory and practice studied in the course.

SCHOOL OF ADULT VOCATIONAL EDUCATION

In the School of Adult Vocational Education courses are provided for the initial professional preparation and the continuing educational development of TAFE teachers, armed forces instructors, industry trainers and other vocational educators working in similar vocational education settings.

At the undergraduate level, the School offers the Bachelor of Teaching in Adult Vocational Education, an equivalent three-year full-time course that has been developed to meet the initial teacher education needs of non-graduate teachers in vocational and further education institutions. Leading on from this, the School provides an opportunity for graduates of the Diploma of Teaching (Technical), and the new Bachelor of Teaching in Adult Vocational Education to advance their studies by undertaking the Bachelor of Education in Technical Education course which involves a further two years part-time study. For those applicants who have already qualified for an appropriate degree at a university or college of advanced education, the School offers a Graduate Diploma in Technical Education, an in-service, one year full-time equivalent course developed to meet the initial teacher education needs of graduate teachers in vocational and further education institutions.

For all three courses of study it is anticipated that candidates will be engaged as full-time or part-time teachers in TAFE or other vocational institutions and that they will have acquired formal vocational qualifications and substantial industrial experience prior to their entry to the programs.

In addition to these initial teacher preparation courses, a Graduate Diploma in Computer-Based Learning course is available to teachers, adult educators and trainers, and aims to provide them with skills, knowledge and attitudes necessary to teach effectively with computers.

Postgraduate Degrees

The School offers a Master of Education in Adult Education (by coursework), a Master of Education (by thesis) and a Doctor of Philosophy. Details are given in the introductory faculty entry above.

Enquiries

	Room	Telephone
Diploma of Teaching (Technical)/Bachelor of Teaching (Adult Vocational Education) Valerie Levy	D335	330 3849
Diploma of Teaching (Technical) Residential/ Bachelor of Teaching (Adult Vocation Education) Residential Peter Russell	D305	330 3910
Bachelor of Education (Technical) Geoff Saville	D313	330 3836
Graduate Diploma in Education (Technical) Lann Dawes	D311	330 3834
Graduate Diploma in Computer-Based Learning Rod Sims	D117	330 3917
Master of Education (by thesis)/ Doctor of Philosophy Head of School, Michael Kaye	D322	330 3801
General School Enquiries School Office	D319	330 3800

UNDERGRADUATE COURSES**BACHELOR OF EDUCATION IN TECHNICAL EDUCATION (TT21)***Course Director: Geoff Saville*

The Bachelor of Education in Technical Education is a two-year part-time course available to teachers in TAFE, instructors in the defence forces, training managers and other vocational teachers working in similar settings.

A feature of this course is the research project undertaken in the second year of study in which students are encouraged to relate this project to the research and development priorities of their organisation, or pursue a project of personal and professional interest. It also provides a foundation for admission to the Master of Education (by thesis) or the Master of Education in Adult Education (by coursework).

Course Aims

The course aims to examine issues in adult teaching and learning; implementation and evaluation of vocational education curricula; effectiveness of computer applications; individual and group behaviour patterns in educational organisations; educational change; the diffusion of innovations; and the needs of communities and problems in planning local provision of resources.

It is intended to provide an understanding of the roles of national and international educational agencies and to compare different systems of vocational education; and the relationships between technology and technological change, work organisations, industrial relations and work satisfaction.

The course aim to develop research skills necessary to define problems in education.

Eligibility

In order to be admitted to this course, applicants must have successfully completed the Diploma of Teaching (Technical) or its equivalent, and normally have at least two years of successful teaching experience in either the TAFE system or an equivalent situation.

Attendance Pattern

Metropolitan, one day each week for the first two years of the course, with classes held at the Faculty of Education located in the City campus at Haymarket.

Residential, usually six four-day residential schools for the first two years of the course, which are

normally held from Thursday to Sunday and spread throughout the year from February to October.

Residentials are held in both Sydney and other country centres such as Bathurst. Final details about residentials will be available before the start of the academic year.

COURSE STRUCTURE

The course is offered over two years and requires the study of six subjects (three in each year) in order to achieve the total of 48 credit points. All subjects in this course have a value of eight credit points.

Compulsory core subjects

- TO209 Educational Research I
TO210 Educational Research II

The remaining subjects are grouped under three headings:

Advanced Teaching Studies

- TO200 Teaching and Learning in Vocational and Adult Education
TO201 Curriculum and Evaluation
TO202 Issues in Computer Innovations

Advanced TAFE Studies

- T5224 Policy Analysis in Vocational Education
TO206 TAFE College and the Community
TO207 Comparative Vocational Education
TO208 Contemporary Technology and Society
TO231 History of Technical and Vocational Education in NSW

Administration Studies

- TO203 Organisational Behaviour
TO204 Human Resource Development
TO205 Managing Change in Vocational and Adult Education

Students are expected to specialise in at least one of these subjects areas by undertaking two subjects from a particular grouping. The remaining two subjects can be taken from any of the three areas.

An example of a possible course of study might be as follows:

Year 1

- TO209 Educational Research I
TO201 Curriculum and Evaluation I
TO202 Issues in Computer Innovation I

Year 2

- TO210 Educational Research II
TO207 Comparative Vocational Education
TO203 Organisational Behaviour

BACHELOR OF TEACHING IN ADULT VOCATIONAL EDUCATION (TT22)

Course Director: Valerie Levy

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

Course Aims

The course aims to assist the development of a foundation of basic teaching skills in beginning vocational teachers; the development of flexible adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self reliant, innovative and reflective; the development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups; and the provision of sound bases 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.

Eligibility

The Bachelor of Teaching in Adult Vocational Education is available to both full-time and part-time TAFE teachers, as well as teachers from other vocational and further education institutions.

All applicants will be required to provide evidence of concurrent involvement in relevant instructional/teaching roles through which the practice teaching requirements of the course can be met. In the case of part-time teachers, this involvement must be of a minimum of four hours each week for the duration of the course.

In addition, all applicants will have the following qualifications: an accredited vocational qualification acceptable for employment as a vocational teacher *and* a minimum of 3 years of appropriate industrial experience acquired after the initial qualification; *or* the equivalent of the above qualification and experience.

Attendance Pattern

Given the different groupings of students undertaking this course, several attendance patterns may apply.

For vocational educators from the metropolitan area, attendance in the first year of study is — Autumn semester, three days each week, Spring semester, one day each week. In the second year of study, attendance is for two days each week over the whole year.

All classes are held at the Faculty of Education which is located at the university's City campus in Haymarket.

Vocational educators from the country regions have a slightly different attendance pattern. In the first year of study, as with the metropolitan group, attendance is required at the faculty for three days each week. Spring semester is undertaken by attendance at the faculty for two five-day blocks, plus, for TAFE teachers, one day each week of directed study at a college in the teacher's region. In the second year attendance at the faculty is for the equivalent of six five-day blocks (spread over the two semester), plus, for TAFE teachers, two days each week of directed study at a college in the teacher's region.

Fees

The course does attract compulsory University Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS). Details are shown in the section on Enrolment.

Note for Full-Time TAFE Teachers: In the past it has been the case that the NSW TAFE Commission has met these costs for their full-time teachers. It is anticipated that this practice will continue in 1993, and potential students are advised to seek that assurance from TAFE.

COURSE STRUCTURE

The course is offered over two years. Subjects are divided into core subjects and electives. Credit point values are shown in brackets.

Year 1

Autumn semester

T2123	Principles and Practice of Vocational Teaching I (5cp)
T2127	Psychology and Sociology of Learning I (4cp)
T2139	Language and Interpersonal Skills (5cp)
T2129	Technology and Media (5cp)
T2131	Field Practice I (8cp)

Spring semester

T2124	Principles and Practice of Vocational Teaching II (4cp)
T2128	Psychology and Sociology of Learning II (4cp)
T2130	Technology and Media II (4cp)
T2132	Field Practice II (13cp)

Year 2

Semester 3

T2125	Principles and Practice of Vocational Teaching III (4cp)
T2140	Developing Vocational Education Programs (4cp)
T2135	The Workplace Context of Vocational Education I (4cp)
	Electives (2) (4cp each)
T2133	Field Practice 3 (6cp)

Semester 4

T2126	Principles and Practice of Vocational Teaching IV (4cp)
T2141	Learner Assessment in Vocational Education IV
T2136	The Workplace Context of Vocational Education II (4cp)
	Electives (2) (4cp each)
T2134	Field Practice IV (6cp)

BACHELOR OF TEACHING IN ADULT VOCATIONAL EDUCATION (RESIDENTIAL) (TT23)

Course Director: Peter Russell

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

Course Aims

The course aims to provide the development of a foundation of basic teaching skills in beginning vocational teachers; the development of flexible adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self reliant, innovative and reflective; the development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups; and the provision of sound bases 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.

Eligibility

The Bachelor of Teaching in Adult Vocational Education (Residential) is available to all serving and ex-services personnel who are currently engaged in teaching or training-related activity, and who have completed, or are about to complete, a military instructional technique course.

All applicants will be required to provide evidence of concurrent involvement in relevant instructional/teaching roles through which the practice teaching requirements of the course can be met. A minimum of 300 hours each year is required, but may include examining, programming and one to one instructional activities. In cases where formal classroom instruction is less than 100 hours each year, a training diary must be kept to substantiate other functions.

In addition, all applicants will have the following qualifications: an accredited vocational qualification acceptable for employment as a vocational teacher; *and* a minimum of three years of appropriate industrial experience acquired after the initial qualification; *or* the equivalent of the above qualification and experience

Attendance Pattern

Attendance is by six 5-day residential schools at the university's Yarrowood Conference Centre near Richmond each year. Owing to the reduced face to face lecture component of residential study, full attendance at these schools is essential. Candidates are encouraged to live in if possible as evenings are used for informal tutorials and study groups with assistance from lecturing staff.

Fees

The course attracts compulsory University Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS). Details are shown in the section on Enrolment.

Fees are also charged for use of the centre, meals and accommodation fees at Yarrowood. Residential fees in 1993 will be approximately \$130 per week.

In the past it has been the case that service personnel have been able to claim a proportion of HECS and compulsory Yarrowood fees under DFEAS. Applicants should investigate the provisions with the help of their local education officers. Some students have succeeded in obtaining civil schooling support for the course.

COURSE STRUCTURE

The course is offered over two years. Subjects are divided into core subjects and electives. Credit point values are shown in brackets.

Year 1	
<i>Autumn semester</i>	
T2123	Principles and Practice of Vocational Teaching I (5cp)
T2127	Psychology and Sociology of Learning I (4cp)
T2139	Language and Interpersonal Skills (5cp)
T2129	Technology and Media I (5cp)
T2131	Field Practice I (8cp)
<i>Spring semester</i>	
T2124	Principles and Practice of Vocational Teaching II (4cp)
T2128	Psychology and Sociology of Learning II (4cp)
T2130	Technology and Media II (4cp)
T2132	Field Practice II (13cp)
Year 2	
<i>Autumn semester</i>	
T2125	Principles and Practice of Vocational Teaching III (4cp)
T2140	Developing Vocational Education Programs (4cp)
T2135	The Workplace Context of Vocational Education I (4cp) Electives (2) (4cp each)
T2133	Field Practice III (6cp)
<i>Spring semester</i>	
T2126	Principles and Practice of Vocational Teaching IV (4cp)
T2141	Learner Assessment in Vocational Education IV
T2136	The Workplace Context of Vocational Education II (4cp) Electives (2) (4cp each)
T2134	Field Practice IV (6cp)

POSTGRADUATE COURSES

GRADUATE DIPLOMA IN TECHNICAL EDUCATION (TT51)

Course Director: Lann Dawes

The Graduate Diploma in Technical Education is an in-service, one-year full-time course developed to meet initial teacher education needs of graduate teachers in vocational and further education institutions. It is anticipated that candidates will be employed as full-time or part-time teachers in TAFE or other vocational institutions and that they will have gained formal vocational qualifications and substantial commercial or industrial experience prior to entry to the course.

Course Aims

The course aims to design, deliver and evaluate teaching/learning experiences that are meaningful to their studies within the particular contexts in which they are teaching; to understand and adapt to important educational, social, economic, political and management change which may occur in the TAFE context; to update and extend their understanding of various concepts and processes in the curriculum and to apply appropriate principles and procedures of teaching to the particular requirements of that curriculum and the teaching situation; to communicate effectively in different settings and to be aware of the principles of multiculturalism, participation and equity in all teaching situations; to broaden and deepen their professional and general education not only in a vocational setting but also with reference to the wider spectrum of society; and to establish a basis for their own professional development with particular reference to major aspects of educational practice and research in vocational and further education.

Eligibility

An applicant for admission to the Graduate Diploma in Technical Education must have qualified for either an appropriate degree at a university or college of advanced education or an appropriate diploma at an approved tertiary institution, and be concurrently engaged in teaching in the TAFE system or an equivalent situation.

Applicants with qualifications and experience other than those described above may be considered for special admission.

Attendance

Students attend classes at the Faculty of Education located at the university's City campus at Haymarket as follows:

Semester 1 – three and a half days per week

Semester 2 – two days per week

COURSE STRUCTURE

The course is offered over one year and requires the study of eight subjects plus the completion of a journal in order to achieve the total of 48 credit points. The current study plan is as follows (credit point values shown in brackets):

Semester 1	
T4000	Theory and Practice of Teaching I (10cp)
T4100	Educational Media (2cp)
T4101	Communication Skills (2cp)
T4204	Curriculum Studies (2cp)
T4203	Vocational Teaching (4cp)
T4201	TAFE Studies (5cp)
T4205	Beginning Teacher's Journal (3cp)
Semester 2	
T4001	Theory and Practice of Teaching II (4cp)
T4204	Curriculum Studies (2cp)
T4203	Vocational Teaching (4cp)
T4201	TAFE Studies (5cp)
T4205	Beginning Teacher's Journal (3cp)
	Elective (2cp)
Electives	
T4104	Individualising Instruction (2cp)
T4106	Computer Applications in TAFE (2cp)
T4111	Comparative and International Vocational Education (2cp)
T4112	Work and People (2cp)
T4113	Australian Society: Contemporary Social Issues and TAFE (2cp)
T4118	Advanced Audio Visual Techniques (2cp)
T4119	Science, Technology and Society (2cp)
T4120	Introduction to Teaching English to Speakers of Other Languages (2cp)
T4121	Marketing Adult and Vocational Educational Programs (2cp)

GRADUATE DIPLOMA IN COMPUTER-BASED LEARNING (TT54)

Course Director: Rod Sims

The course is designed specifically to provide skills and credentials for trainers and educators working with educational technology. The course will explore the principles and foundations of computer-based learning, providing the skills necessary to analyse, design, develop, implement and evaluate courseware applications using advanced development tools and incorporating the latest interactive learning techniques. Students will integrate the theoretical aspects of interactive learning and instructional design to enable them to apply computer-based learning to organisational training and instructional needs.

Applicants are especially encouraged from practitioners working in the field of computer-based training.

Course Aims

The Graduate Diploma in Computer-Based Learning has, as its primary focus, the development of the professional skills of educators and trainers to design, develop and implement computer-based instructional systems and policy strategies, consistent with the needs of the major employers and education authorities. The course is available to teachers, trainers, human resource developers and adult educators who wish to acquire knowledge and skills in the use of computer-based training techniques in their work.

The aim of the course is to focus on both professional skills (competence) and critical understanding in the field of computer-based learning.

In the context of computer-based learning, the course is designed to provide trainers and educators with a critical understanding of the principles and practice of interactive learning; the implications of technology for instructional systems; the process of instructional systems development; the skills required for the design and development of instructional systems; the process of managing the development of instructional systems; advances in strategies for software application training and education; and available strategies for computer-based learning application.

Eligibility

An applicant for admission to the course must have completed an approved three or four year undergraduate program and have at least one year of professional experience in the education or training sectors.

Applicants with qualifications and experience other than those described above may be considered for special admission.

Attendance

Attendance is required over two years of part-time study. Two attendance patterns are available by day (one day each week), or by block (combined open learning and three weekend sessions each semester).

Fees

The course does attract compulsory University Union and Students' Association fees, as well as the Higher Education Contribution Scheme (HECS).

COURSE STRUCTURE

Candidates are required to study 12 subjects in order to achieve a total of 48 credit points, and students will normally take three subjects each semester. Credit point values are shown in brackets.

Year 1	
<i>Autumn semester</i>	
T6701	Foundations of Interactive Learning I (4cp)
T6702	Principles of Instructional Design (4cp)
T6703	Courseware Design and Development I (4cp)
<i>Spring semester</i>	
T6704	Foundations of Interactive Learning II (4cp)
T6705	Managing the Development of Computer-Based Learning (4cp)
T6706	Courseware Design and Development II (4cp)
Year 2	
<i>Autumn semester</i>	
T6707	Principles of Computer Education (4cp)
T6708	Computer Managed Learning (4cp)
T6709	Interactive Multimedia (4cp)
<i>Spring semester</i>	
T6710	Independent Project (4cp)
T6711	Communication Technology and Distance Learning (4cp)
T6712	Advanced Courseware Engineering (4cp)

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject code and name, the number of credit points for the subject (i.e. *3cp*), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (i.e. *four hpw*); for some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites if any, the method of assessment and name of the subject coordinator, if known, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer.

Corequisites may be completed before or be taken concurrently with the subject to which they refer.

TO200 TEACHING AND LEARNING IN VOCATIONAL AND ADULT EDUCATION (8cp)

Designed to examine a range of issues in teaching and learning in vocational and adult education from philosophical, psychological and sociological perspectives.

TO201 CURRICULUM AND EVALUATION (8cp)

Designed to enable participants to understand and contribute to the development, adoption, implementation and evaluation of vocational education curricula.

TO202 ISSUES IN COMPUTER INNOVATIONS (8cp)

Introduces students to innovations in the use of computers, to the ways in which computers are used in vocational and adult education to the current problems associated with their use, and to a range of responses to these problems.

TO203 ORGANISATIONAL BEHAVIOUR (8cp)

Develops insights concerning the individual and the group and their interaction with organisational structures and functions; and provides an understanding of the application of these insights to current relevant educational administration problems.

TO204 HUMAN RESOURCE DEVELOPMENT (8cp)

Provides a framework for the analysis of present and future approaches to human resource development and management. This framework will draw from

the disciplines of economics, sociology and psychology, and will focus on human relations and industrial relations.

TO205 MANAGING CHANGE IN VOCATIONAL AND ADULT EDUCATION (8cp)

Develops an understanding of the process of educational change in vocational and adult education. In doing this, it aims to develop those skills of reflective management necessary to support the innovation process.

TO206 TAFE COLLEGE AND THE COMMUNITY (8cp)

Develops an understanding of the concept of community and the role of the TAFE college in meeting the educational needs of local communities, and to give them the skills to engage in basic needs assessment.

TO207 COMPARATIVE VOCATIONAL EDUCATION (8cp)

Introduces students to comparative educational studies and to develop in students an understanding of the roles of national and international educational agencies in vocational education, and of the issues relevant to the comparison of different systems of vocational education.

TO208 CONTEMPORARY TECHNOLOGY AND SOCIETY (8cp)

Investigates the relationships between technology and technological change, organisation of work, industrial relations and skill formation in the operation of an enterprise, and to consider their impact on productivity, quality and work satisfaction of an organisation.

TO209 EDUCATIONAL RESEARCH I (8cp)

Provides the main research skills necessary to define and investigate problems in education, and to report on the findings, conclusions and implications of the investigation.

TO210 EDUCATIONAL RESEARCH II (8cp); prerequisite TO209 Educational Research I

Provides students with the opportunity to undertake a research project and to report on its findings, conclusions and implications.

TO231 HISTORY OF TECHNICAL AND FURTHER EDUCATION IN NSW (8cp)

Introduces students to the nature of historical study by means of exploring the origins and historical development of the current system of TAFE.

T2123 PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING I (5cp);
corequisite T2131 Field Practice I

Develops a foundation of basic teaching skills, supported by current theories of teaching, planning and evaluation in vocational education.

T2124 PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING II (4cp);
prerequisite T2123 Principles and Practice of Vocational Teaching I;
corequisite T2132 Field Practice II

Develops a foundation of basic teaching skills, supported by current theories of teaching, planning and evaluation in vocational education.

T2125 PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING III (4cp);
prerequisite T2124 Principles and Practice of Vocational Teaching II;
corequisite T2133 Field Practice III

This aim of this subject is to enhance the vocational educator's professionalism and flexibility by increasing knowledge, skill and confidence in using a greater range of teaching/learning strategies across different learning contexts; developing an ethos which is concerned with ensuring that clients who have special needs have their educational needs met; developing competence in designing and delivering learning for students with special needs.

T2126 PRINCIPLES AND PRACTICE OF VOCATIONAL TEACHING IV (4cp);
prerequisite T2125 Principles and Practice of Vocational Teaching III;
corequisite T2134 Field Practice IV

This subject aims to enhance the vocational educator's professionalism and flexibility by developing competence in the design, delivery and management of competency-based learning; and identifying and critically evaluating current issues in education that affect vocational teaching and training.

T2127 PSYCHOLOGY AND SOCIOLOGY OF LEARNING I (4cp)

Provides the knowledge and skills to help teachers and trainers understand the major behavioural science approaches to issues in teaching and learning; the nature and principles of the learning process; the main social and cognitive variables affecting the teaching-learning process.

T2128 PSYCHOLOGY AND SOCIOLOGY OF LEARNING II (4cp);
prerequisite T2127 Psychology and Sociology of Learning I

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.

T2129 TECHNOLOGY AND MEDIA I (5cp)

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.

T2130 TECHNOLOGY AND MEDIA II (4cp);
prerequisite T2129 Technology and Media I

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.

T2131 FIELD PRACTICE I (8cp);
corequisites T2123 Principles and Practice of Vocational Teaching I,
T2129 Technology and Media I

Provides 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 developmental activities, this subject will focus on three main aspects of personal and professional development – the teaching/learning process, organisational government, community and educational providers.

T2132 FIELD PRACTICE II (13cp);
prerequisites T2131 Field Practice I or equivalent, T2123 Principles and Practice of Vocational Teaching I or equivalent, T2129 Technology and Media I or equivalent;
corequisites T2124 Principles and Practice of Vocational Teaching II, T2130 Technology and Media II

Provides 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 developmental activities, this subject will focus on three main aspects of personal and professional development – the teaching/learning process, organisational management at a number of levels, and the relationships between industry, government, community and educational providers.

T2133 FIELD PRACTICE III (6cp);
prerequisites T2132 Field Practice II or equivalent, T2124 Principles and Practice of Vocational Teaching II or equivalent; corequisites T2136 The Workplace Context of Vocational Education, T2125 Principles and Practice of Vocational Teaching III

Provides 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 developmental activities, this subject will focus on three main aspects of personal and professional development – the teaching/learning process, organisational management at a number of levels, and the relationships between industry, government, community and educational providers.

T2134 FIELD PRACTICE IV (6cp); prereq-
uisite T2133 Field Practice III or equivalent

Provides 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 developmental activities, this subject will focus on three main aspects of personal and professional development – the teaching/learning process, organisational management at a number of levels, and the relationships between industry, government, community and educational providers.

T2135 THE WORKPLACE CONTEXT OF VOCATIONAL EDUCATION I (4cp)

Aims to provide the knowledge and skills which will enhance the understanding of the Australian education system of which vocational education is a part; 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 that of understanding the processes of interaction between vocational education with the workplace and other sectors of the education system.

T2136 THE WORKPLACE CONTEXT OF VOCATIONAL EDUCATION II (4cp); prerequisite T2135 The Workplace Context of Vocational Education I

Aims to provide the knowledge and skills which will enhance the understanding of the Australian education system of which vocational education is a part; 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 that of understanding the processes of interaction between vocational education with the workplace and other sectors of the education system.

T2137 INTERPERSONAL SKILLS: WORKING WITH PEOPLE (4cp);
prerequisite T2139 Language and Interpersonal Skills

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

T2138 INTERPERSONAL SKILLS: WORKING IN AN ORGANISATION (4cp); prerequisite T2139 Language and Interpersonal Skills

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

T2139 LANGUAGE AND INTERPERSONAL SKILLS (5cp)

Provides a core for the professional development of vocational educators. Develops and extends the language and literacy and interpersonal skills necessary for vocational educators to become effective practitioners.

T2140 DEVELOPING VOCATIONAL EDUCATION PROGRAMS (4cp)

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. The subject will focus on three areas of practice; needs analysis, program design, and evaluation.

T2141 LEARNER ASSESSMENT IN VOCATIONAL EDUCATION (4cp)

Develops practitioners who are competent in the assessment of learners and in measuring the achievement of educational objectives. This subject 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.

ELECTIVE SUBJECTS

- T2142 DESIGNING AND MANAGING OPEN LEARNING (4cp); corequisite T2149 Technology for Open Learning (recommended as a corequisite but not compulsory)**

The aim of this elective is to develop participants' ability and understanding of designing, developing and managing open learning modules.

- T2143 MARKETING VOCATIONAL EDUCATION PROGRAMS (4cp); prerequisites T2123/T2124 Principles and Practice of Vocational Teaching I and II; corequisites T2125/T2126 Principles and Practice of Vocational Teaching III or IV**

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

- T2144 ADOLESCENT AND ADULT DEVELOPMENT (4cp); prerequisites T2127/T2128 Psychology and Sociology of Learning I and II**

Aims at providing 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. Also it is intended that the course provide insights to assist vocational educators better understand themselves and their own development.

- T2145 LEARNING STYLES, COGNITIVE PROCESSING AND ADAPTIVE TEACHING (4cp); prerequisites T2127/T2128 Psychology and Sociology of Learning I and II**

Aims at developing vocational teachers' understanding of individual differences among learners and appropriate adaptive teaching measures so that these may be implemented for assessed deficits and needs.

- T2146 PROBLEM SOLVING IN VOCATIONAL EDUCATION (4cp); prerequisites T2127/T2128 Psychology and Sociology of Learning I and II**

Develops enquiring practitioners who are competent in the analysis and solution of practical problems relating to educational issues. This subject 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.

- T2147 COUNSELLING AND ADVISING STUDENTS (4cp); prerequisites T2127/T2128 Psychology and Sociology of Learning I and II**

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 thus the range of problems likely to be encountered in the learning environment also. 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.

- T2148 COMPUTER-BASED LEARNING TECHNIQUES (4cp); prerequisites T2129/T2130 Technology and Media I and II**

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

- T2149 TECHNOLOGY FOR OPEN LEARNING (4cp); prerequisites T2129/T2130 Technology and Media I and II; corequisite T2142 Designing and Managing Open Learning (recommended but not compulsory)**

The aim of this subject is to explore the range and feasibility of delivery modes based on technology, suitable for open and distance learning.

- T2150 COMPUTER-MANAGED LEARNING (4cp); prerequisites T2129/T2130 Technology and Media I and II**

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.

- T2151 TEACHING OTHERS TO USE TECHNOLOGY (4cp); prerequisite T2130 Technology and Media I**

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.

T2152 WRITING FOR SPECIFIC PURPOSES (4cp); prerequisite T2139 Language and Interpersonal Skills

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 knowledge about writing and 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.

T2153 TEACHING IN THE MULTICULTURAL CLASSROOM (4cp); prerequisite T2139 Language and Interpersonal Skills

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 appropriate and necessary in a multicultural society.

T2154 COMPETENCY-BASED TRAINING IN VOCATIONAL EDUCATION (4cp); prerequisite T2140 Developing Vocational Education Programs

The aim of this elective is to enable participants to develop further their knowledge and skills in the area of competency-based training. It is offered as a response to the emphasis being placed on competency-based training in vocational education. An understanding of changes in conceptions of competence and methods used to assess competence is essential if competency-based training programs are to deliver workplace competence.

T2155 PROGRAM DEVELOPMENT WORKPLACE PROJECT (4cp); prerequisite T2140 Developing Vocational Education Programs

The aim of this elective is to enable participants to develop further their knowledge and skills in the areas of needs analysis, design and evaluation of vocational education programs in the workplace context.

T2156 THE SOCIOLOGICAL CONTEXT OF VOCATIONAL EDUCATION (4cp); prerequisite T2135 The Workplace Context of Vocational Education I

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.

T4000 THEORY AND PRACTICE OF TEACHING I (10cp)

Provides the basic skills, knowledge and attitudes that are essential for effective classroom teaching and learning in TAFE colleges. Students will examine sociological, philosophical and psychological principles underlying the process of teaching and learning with reference to specific practical skills of teaching experience for adult learners.

T4001 THEORY AND PRACTICE OF TEACHING II (4cp)

Designed to enable participants to understand the rationale, development, implementation and evaluation of curricula drawn from vocational education. Further, the subject is designed to enable students to apply the concepts and precepts underpinning educational testing and curriculum evaluation to their immediate teaching situation and to the business of curriculum design and evaluation.

T4100 EDUCATIONAL MEDIA (10cp)

Develops each teacher's understanding of the role of media in assisting the process of teaching in TAFE classrooms, and the necessary knowledge, skills and attitudes that will lead to effective selection, production and use of various media in teaching and learning in TAFE, i.e. overhead projection, slide and film projector and video recording.

T4101 COMMUNICATION SKILLS (2cp)

Complements T4000 Theory and Practice of Teaching I by enabling all students to demonstrate and improve the communication skills essential to effective teaching regardless of subject speciality. Students learn the basic processes of human communication, how to communicate effectively in the classroom, and to analyse and evaluate communicative material.

T4104 INDIVIDUALISING INSTRUCTION (2cp)

Develops skills in designing and using materials and procedures to individualise the student's classroom practices. Through the use of a contract system and

a negotiated course unit structure students will experience some aspects of individualisation whilst they explore this process and the problems associated with it in their own teaching context.

T4106 COMPUTER APPLICATIONS IN TAFE (2cp)

Enables students to distinguish between various applications of the computer in TAFE. Students will gain a feel for these applications, through guest speakers, lectures, demonstrations and computer laboratory sessions and will learn to use applications packages (word processors, file management systems, spreadsheets, graphic programs) and authoring software.

T4111 COMPARATIVE AND INTERNATIONAL VOCATIONAL EDUCATION (2cp)

Provides an understanding of comparative methodologies, and an understanding of the issue relevant to the comparison of different systems of vocational education. As well, students should develop an understanding of the role of international and national agencies in vocational education in developed and developing countries.

T4112 WORK AND PEOPLE (2cp)

Designed to examine the attempts of the disciplines of economics, sociology and psychology, to explain the nature and role of people at work, and the effects of work on people.

T4113 AUSTRALIAN SOCIETY: CONTEMPORARY SOCIAL ISSUES AND TAFE (2cp)

Develops critical awareness of contemporary Australian society with the purpose of enhancing understanding of the social and political context of TAFE. Students will identify, research, and critically analyse contemporary social issues and trends which are relevant to understanding the diverse needs of TAFE students in a rapidly changing society.

T4118 ADVANCED AUDIO VISUAL TECHNIQUES (2cp)

Designed to increase participants' understanding of the equipment, processes and techniques of magnetic recordings, both audio and video.

T4119 SCIENCE, TECHNOLOGY AND SOCIETY (2cp)

Designed to give students a basic understanding of the nature and role of science and technology in contemporary society, and a critical and constructive appreciation of their changing impact on their own disciplines and on TAFE more generally.

T4120 INTRODUCTION TO TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (2cp)

Introduces teachers to the field of TESOL and to help them to become more effective teachers of non-English speaking background students by becoming aware of the principles and issues underlying second language teaching and learning.

T4121 MARKETING ADULT AND VOCATIONAL EDUCATIONAL PROGRAMS (2cp)

Develops competencies in marketing, designing and conducting adult and vocational educational programs. It is concerned with selecting appropriate methods for the presentation and evaluation of educational programs. Emphasis will also be placed on understanding the legal implications of marketing educational programs.

T4201 TAFE STUDIES (10cp)

Prepares TAFE teachers to cope with the demands of teaching in a period of rapid change by extending their understanding of key educational, social, economic and political issues currently altering both TAFE and the role of the TAFE teacher.

T4203 VOCATIONAL TEACHING (8cp)

Demonstrates the application of those principles and procedures taught in the various segments of the program to the practice of teaching in a vocational setting.

Given that the Graduate Diploma in Education (Technical) is offered by the in-service mode, students are practising teachers with full responsibilities for classes within colleges or training institutions. They may be full-time or part-time teachers in TAFE or other areas of vocational and further education, but they must be engaged in concurrent teaching practice to gain admission to the program.

T4204 CURRICULUM STUDIES (4cp)

Designed to assist the new teacher in the interpretation of and methods of teaching and assessing specific theoretical concepts and their practical application within their own teaching discipline as indicated in the institution's various curricula or syllabuses. As well, understanding the basic organisation, requirements and procedures of the school/division or institution will be stressed, together with the development of an awareness of the special programs and services in TAFE relevant to the new teacher's school and syllabus.

T4205 BEGINNING TEACHERS' JOURNAL (6cp)

Each student will complete a weekly journal entry as a means of synthesising the various sessions of the program. The journal is also designed to enable students to relate their professional-academic studies to the context of practical teaching experience at TAFE colleges.

T5224 POLICY ANALYSIS IN VOCATIONAL EDUCATION (8cp)

Aims to increase participants' ability to analyse policy changes in vocational education by having students deepen their understanding of policy process and develop frameworks for the critical analysis of underlying assumptions, and carry out case studies of the implementation of selected policies.

T6104 THESIS (EDUCATION- P/T) (6cp)

The thesis is a substantial piece of work which satisfies the requirement for the award.

T6701 FOUNDATIONS OF INTERACTIVE LEARNING I (4cp)

Designed to develop in the student an understanding of the role and contribution of psychological research on human cognitive processes to interactive computer-based learning design.

T6702 PRINCIPLES OF INSTRUCTIONAL DESIGN (4cp)

Focuses on the theories and approaches to instructional design, which form the foundation for the development of instructional software.

T6703 COURSEWARE DESIGN AND DEVELOPMENT I (4cp)

Focuses on the practical elements of the content presented in the supporting semester units.

T6704 FOUNDATIONS OF INTERACTIVE LEARNING II (4cp)

Supplements the factors of interactive learning covered in Foundations of Interactive Learning I by considering the options available to the designer in presenting courseware.

T6705 MANAGING THE DEVELOPMENTS OF COMPUTER-BASED LEARNING (4cp)

Designed to focus on both the practical and cognitive elements of project management in the context of courseware development.

T6706 COURSEWARE DESIGN AND DEVELOPMENT II (4cp)

Designed to extend on the content presented in Courseware Design and Development I.

T6707 PRINCIPLES OF COMPUTER EDUCATION (4cp)

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

T6708 COMPUTER-MANAGED LEARNING (4cp)

Introduces students to the effective use of computer technology in educational administration, focusing on the features, benefits and application of computer managed learning systems.

T6709 INTERACTIVE MULTIMEDIA (4cp)

Introduce students to the notion of multimedia, the array of technologies involved in such application, and the range and use of such media in education and training.

T6710 INDEPENDENT PROJECT (4cp)

Allows students to demonstrate their ability to articulate the theory and practice of education with that of computers by undertaking a lecturer approved and supervised project in an area of computer-based training of particular interest to the student.

T6711 COMMUNICATION TECHNOLOGY AND DISTANCE LEARNING (4cp)

Examines the implications of information technology for distance education, and the use of computer networks, bulletin boards, and on-line databases for education and training.

T6712 ADVANCED COURSEWORK ENGINEERING (4cp)

Provides students with the ability to use advanced features of authoring tools to develop complex instructional interactions. Students will also be introduced to the essential components of intelligent tutoring systems.

SCHOOL OF TEACHER EDUCATION

The School of Teacher Education, located at the Kuring-gai campus, offers both undergraduate and postgraduate courses. The undergraduate courses are designed to provide initial teacher education. The Graduate Diploma in Education courses provide preparation for university or college graduates to teach in the secondary school.

Other postgraduate courses provide the opportunity for qualified and experienced teachers to extend their professional skills to enable them to take on new roles. The Graduate Diploma and Master of Arts in Children's Literature and Literacy, and the Graduate Diploma in Primary Music may also be taken by non-teachers who have a relevant first degree or its equivalent. It is also possible to enrol in individual subjects in these programs.

A Master of Education by coursework for primary and secondary teachers is offered. There are plans for a professional doctorate in the future.

Undergraduate courses

- Bachelor of Education in Primary Education F/T (UTS graduates only in 1993)
- Bachelor of Education in Primary Education (Phase III)
- Bachelor of Education in Teacher Librarianship
- Bachelor of Education in Special Education (Phase III)
- Bachelor of Teaching in Primary Education

Postgraduate courses

- Graduate Diploma in Education (Mathematics)
- Graduate Diploma in Education (Physical Education)
- Graduate Diploma in Education (Science)
- Graduate Diploma in Primary Music
- Graduate Diploma in Special Education
- Graduate Diploma in Children's Literature and Literacy
- Master of Arts in Children's Literature and Literacy
- Master of Education (by coursework)
- Master of Education (by thesis)
- PhD

The Student Learning Centre

The Student Learning Centre, situated at the Kuring-gai campus, is part of the School of Teacher Education. It aims to assist students from all faculties to realise their learning potential by providing a free academic support unit in the areas of literacy and mathematics. It also assists students to become self

reliant learners through the use of appropriate study skills.

Students should not wait until the end of the semester before seeking help. Assistance is available, by appointment, on an individual or group basis, and through bridging courses. The centre is located in rooms 2.520, 2.521 and 2.522.

Contact: Lesley Ljungdahl, Director, tel 330 5160; Ros Gillies, Mathematics Lecturer, tel 330 5186

Computing Facilities for Teacher Education Students

The Teacher Education Microcomputer Laboratory at the Kuring-gai campus was set up in 1984 with the assistance of a grant from Esso Australia. Late in 1992, assisted by Acorn Australia, the School was able to upgrade the laboratory with the purchase of 14 Acorn Archimedes computers. This equipment allows students to become familiar with up-to-date technology, which employs a mouse-driven graphical user interface. The networking allows students to access a wide range of educational software, and gives access to other shared resources, including a printer. In a variety of computing units, Teacher Education students learn about applications which include word processing, database, graphics and speech synthesis. The word processing facilities are available for students to prepare and print assigned work for all areas of study.

Referencing Procedures

The School of Teacher Education recommends the use of the referencing procedures set out in the **American Psychological Association (1983) Publication Manual of the American Psychological Association (3rd edition), Washington, DC: APA**. Copies of this document are in the library. It may also be purchased from the bookshop.

Work must be accompanied by a Reference List in which all items used are listed alphabetically by author (surname followed by initials). The title of the work, the year of publication and the bibliographical information must be given. Examples of the referencing of books, journal articles and other material are given in the **APA Publication Manual**.

UNDERGRADUATE COURSES

BACHELOR OF TEACHING IN PRIMARY EDUCATION

The course is a three-year full-time qualification for teaching at the K-6 level. It commenced in 1992 in place of the Diploma of Teaching. Graduates have the option of continuing their professional preparation through entry into the Bachelor of Education course which is one-year full-time or two years part-time.

The course structure is as follows:

- Teaching Studies, comprising pedagogical and curriculum studies.
- Foundation Studies, comprising education and general studies.
- Elective Studies, comprising an elective subject sequence of professional relevance and particular interest to the student.

Teaching Studies

This strand is the major part of the course. It has two sub-strands, Practicum Curriculum and Curriculum Studies.

The Practicum Curriculum consists of a sequence of six subjects, one taken each semester, aimed at fostering an understanding of how children learn and the strategies a teacher can employ to facilitate a favourable learning environment. The subjects taken are:

EPR101	Practicum I: Introduction to Issues and Dilemmas in Primary Schooling: a multidisciplinary approach
EPR102	Practicum II: Promoting Learning and Learner Cooperation Behaviour
EPR103	Practicum III: Promoting Learner Interaction
EPR104	Practicum IV: Providing for Individual Differences in Learners
EPR105	Practicum V: Designing and Implementing Educational Programs for Learners
EPR106	Practicum VI: Managing Learning Difficulties

Integrated with Practicum Curriculum is a practicum program consisting of campus-based studies aimed at developing sound professional practices and field experiences wherein students are placed in schools and other educational settings to engage in a variety of professional interactions. The in-school field experiences are organised into five block periods, each of approximately three weeks. These are conducted one each semester except in Semester 5, when students undertake a community-based contract, visiting and reporting on community sites,

resource centres, etc. Students have the option of undertaking one practice in Thailand teaching English as a second language.

The Curriculum Studies sub-strand is a major element of the course. The initial subjects taken, Primary Curriculum Orientation I and II, provide students with a general introduction to the range of K-6 teaching subjects. The remaining subjects are taken in Semesters 2-6. These align with the teaching subjects of the primary curriculum, examining their nature, content and the various teaching and learning approaches most suited to each. Sequences of subjects are taken in English education; mathematics education; science and technology education; social studies education; music education; art and craft education; personal development, health and physical education.

Foundation Studies

This strand consists of two sub-strands, Education Studies and General Studies.

Education studies subjects aim to develop students who are informed, disciplined and critical analysts of formal education as a social phenomenon. The three subjects in this sub-strand are Developmental Psychology; Social Bases of Education; and Philosophical Bases of Education. The General Studies sub-strand fosters scholarly insights and understandings of a more general nature within and beyond the teaching profession. The subjects taken are: Educating for the Future: A Commencement Program; Introduction to Computers in the Classroom; Australian Studies I and II; and a General Elective subject.

The range of general elective subjects to be offered in any one year will be provided to students at the beginning of the year. As far as possible, a student's first choice will be accommodated from the following range of subjects (not all of which will be available every year): An Asian study: Thailand; Aspects of Australian Art; Australian Natural History; Drama Performance; Family History; Music and Society; Science and Technology in Australia; Urban Studies.

Elective Studies

The Elective Studies strand is a sequence of five subjects one taken in each of Semesters 2-6. In Semester 1, students are informed about the content of each of the sequences and are assisted to choose one that is of personal interest and could be useful professionally should they wish to specialise in the area at primary level or teach it at secondary level later in their career.

The broad objective of this strand is to provide students with some scholarly expertise in a field of their choice, so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge. There are relationships between the subjects of a sequence such that, by studying the five subjects, a student's understanding of the field or discipline will be deepened as well as broadened.

The Elective Studies sequences are: Arts Studies; Drama and the Theatre Arts; Educational Computing; English; History; Mathematics; Music Studies; Personal Development, Health and Physical Education; Science and Technology. It is not intended that all of these will be available in any one year. The range available will be provided to students at the beginning of the year and from within that range a student's first choice will be accommodated as far as possible.

Art Elective Study Major

Coordinator: L Gordon

Art Theory with associated practical work will be explored through a cross section study of times and cultures culminating in a totally self-directed unit of research. This Elective Studies sequence is aimed at developing students' awareness of the complexities of thought processes associated with art, and to ultimately improve the ability of the student to understand and appreciate art in its many forms, both as a basis for future development and for their enrichment of knowledge as classroom practitioners.

The subject sequence is as follows:

EAR401	Art Studies I: Australian Art and Art of The Western World 1945 to the present and associated practical work.
EAR402	Art Studies II: Sculpture 1945 to the present Australia and Western Art and associated practical work.
EAR403	Art Studies III: Art of pre-Christian world and associated practical work.
EAR404	Art Studies IV: SE Asian Art and associated practical work
EAR405	Art Studies V: Aesthetics of Art and associated practical work.

Drama and Theatre Arts Elective Study Major

Coordinator: V Drakeford

This subject sequence aims to develop a student's knowledge and appreciation of drama as a distinct way of examining human behaviour, cultural aspirations and creative achievements. The study requires a disciplined, imaginative and intellectual approach and will combine formal teaching with practical experience through a process of rehearsal and performance.

All practical work is complemented by tutorials and lectures on the theory of acting, the history of the theatre, stage-craft, writing for performance and play production. Drama and theatre skills will wherever possible be practised in a context of authentic communication. Students will become familiar with a range of theatre techniques and styles which they may use for themselves in performance, in their teaching and as a valuable form of self expression and communication with others.

The subject sequence is as follows:

EDR401	Drama and Theatre Arts I: Introduction to World Theatre
EDR402	Drama and Theatre Arts II: Acting - The Fundamentals
EDR403	Drama and Theatre Arts III: Lighting, Sound and Design
EDR404	Drama and Theatre Arts IV: Advanced Acting
EDR405	Drama and Theatre Arts V: Writing for Performance

It should be noted that practical hours additional to the notional number of class hours may be required in all subjects.

English Elective Study Major

Coordinator: M Hourihan

The Elective Studies subjects in English have been designed to broaden and deepen students' understanding of literature in English. By the time they have completed all the subjects in the sequence they will have read and considered a number of significant works of literature in various genres, will have come to see how literature is both a product of, and an influence upon, the society which produces it, and will have explored the relationship between particular literary forms and prevailing social and philosophical world views.

By emphasising the social context of literature the subjects will focus attention on the forces which shape society, and will contribute to students' understanding and evaluation of contemporary society. These insights will enrich students' teaching across the curriculum. The development of insights into literature and language and the fostering of critical perception will assist students in all aspects of their professional practice in the Key Learning Area of English.

The subject sequence is as follows:

EEN401	English I: Language and Literature
EEN402	English II: Form and Meaning
EEN403	English III: The Victorians and After
EEN404	English IV: Revolution and Romanticism
EEN405	English V: Elizabethans and Jacobean - the Emergence of Modern Language and Literature

History Elective Study Major

Coordinator: J Atherton

The study of history is a central and indispensable means of gaining knowledge and understanding of human society. It provides not only a frame of reference essential for the understanding of one's own society, but also, uniquely, perspectives on humanity in a diversity of social environments existing through time. Within its broad compass may be studied the continuities and changes that have occurred in societies, the ways in which cultures and their institutions have developed, the ways in which people in the past have lived and the beliefs and values held by them. Such historical knowledge contributes greatly to an increased awareness of the nature of contemporary society. It also reveals how the accumulated experience of the past is the inescapable heritage of the present.

The history sequence commences with a study of Europe from early modern times through to the 20th century. This provides a wider canvas on which the study of Australian history, from its beginnings through to the 20th century, can be presented as an instance of the transplantation of European culture in a South Pacific context. The attention of students is then turned to Asian history by selecting aspects of the Asian past which show continuities with the present — and by extension, links with multicultural Australian society.

The history subject series thus transports a student's attention from Australia's European heritage through its particular adaptation in the Australian context to an appreciation of the diversity and achievements of Asian cultures to our north.

The subjects are as follows:

ESS401	History I: Europe from early modern times to the end of the 19th century
ESS402	History II: Europe in the 20th century
ESS403	History III: Australia to 1900
ESS404	History IV: Australia in the 20th century
ESS405	History V: Aspects of Asia from ancient times to the more recent past

Mathematics Elective Study Major

Coordinator: R Munro

The elective studies subjects in mathematics have been selected on the assumption that students electing these subjects may be expected to assume leadership roles and act as mathematics resource teachers in their schools. The subjects (and the approaches to their teaching) are therefore intended to increase students' awareness of the nature of mathematics and its applications and to improve the quality of mathematical thinking. While these objectives will also be addressed in mathematics education subjects, they will be explored at further depth and sophistication in elective studies subjects.

The subject sequence is as follows:

EMA401	Mathematics I: Probability
EMA402	Mathematics II: Finite Structures
EMA403	Mathematics III: Graph Theory
EMA404	Mathematics IV: Statistics
EMA405	Mathematics V: Geometry

Music Elective Study Major

Coordinator: J Lloyd

The student will be involved in three areas of study:

Musicianship Studies. This aspect of the elective studies in music is concerned with the establishment of a thorough grounding in the basic aural and theoretical abilities of the musician. It is concerned with an understanding of artistic trends and philosophical perspectives in relation to music including socio-historical movements and contemporary idioms. It is also concerned with an understanding of the function of music in the ethnological and educational spheres.

Practical Studies. The initial practical studies component is concerned with keyboard awareness in relation to the understanding of fundamental musical devices, structures and functions. Later concerns are with the development of practical skills, performance and teaching techniques and the acquisition of repertoire in the areas of percussion music, choral music, instrumental music and movement in relation to music. Also covered are basic synthesiser and computer functions in relation to composition and arranging.

Applied Studies. A proposed study in an area of personal interest, if accepted, will be completed under supervision. A study may cover one or more semesters, but the work of each semester will be assessed separately. This unit of work will be of an applied nature such as an educational sequence of activities, a composition, a performance, an arrangement for a school ensemble or a musicological study.

The subject sequence is as follows:

EMU401	Music Studies I
EMU402	Music Studies II
EMU403	Music Studies III
EMU404	Music Studies IV
EMU405	Music Studies V

Educational Computing Elective Study Major

Coordinator: G Foley

This elective studies sequence of five subjects is designed to prepare students to become teachers who will be in control of the computer technology at their disposal and who will be able to use the computer in creating a learning environment. Students will benefit both personally and professionally as they become familiar with the way in which information is collected, stored and used.

A practical approach will be implemented as two broad themes are developed. The first three subjects will examine computer technology as well as a range of application packages and programming tools. In the fourth and fifth subjects the language LOGO will help students to explore learning opportunities with an emphasis on graphics, geometry, problem solving, simulations and robotics.

The subject sequence is as follows:

ECO401	Educational Computing I: Applications A
ECO402	Educational Computing II: Applications B
ECO403	Educational Computing III: Programming Tools
ECO404	Educational Computing IV: LOGO A
ECO405	Educational Computing V: LOGO B

Personal Development, Health and Physical Education Elective Major Study

Coordinator: J Fry

The personal development, health and physical education elective study is designed to equip students with learning experiences appropriate for those with special interest in the teaching of this key learning area. It seeks to develop in students a commitment to a healthy lifestyle whereby they might provide a role model for those they teach.

In order to cover the wide range of topics and skills represented in this learning area, the sequence has been designed with considerable flexibility. There are two main strands, one in personal development and health, the other in physical education.

Common subjects: EPE401 Personal Health and EPE402 Lifestyle and Fitness

Strand A: Physical Education Major

EPE403	Social Context of Physical Education
EPE404	Children and Physical Activity
EPE405	Motor Skill Acquisition and Analysis

Strand B: Personal Development and Health Major

EPE406	Personal Development and Human Sexuality
EPE407	Growth, Relationships and Mental Health
EPE408	Public Health

Science and Technology Elective Study Major

The elective studies subjects in Science and Technology have been developed to reflect the principles of science and technology in the primary school. They provide students with a solid content base from which to draw as well as working understanding of the processes and skills of science. The emphasis is on broadening and extending the students' learning and understanding in science and technology through an integrated approach which removes traditional

discipline boundaries. Each course examines understanding about the world around us from a different perspective: the human body and how it works, the natural environment, the science and technology that we all use in everyday life, the social and historical perspective of the interrelationship between science and technology, and the planet as a whole.

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

As they are listed here the subjects follow a developmental sequence: from science immediately relevant to the student and moving eventually to a global view. There are no prerequisites which dictate a sequence of study, and therefore it is not essential that they be studied in any particular order.

The subjects are as follows:

ESC401	The Human Body
ESC402	Australian Natural History
ESC403	Science and Technology in Daily Life
ESC404	People, Technology and Science
ESC405	Planet Earth

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1

EPR101	Practicum I: Introduction to Issues and Dilemmas in Primary Schooling and Field Experience (5cp)
EGE201	Primary Curriculum Orientation I (3cp)
EGE202	Primary Curriculum Orientation II (3cp)
EED501	Developmental Psychology (3cp)
EED301	Educating for the Future: A Commencement Program (2cp)
ECO301	Introduction to Computers in the Classroom (3cp)
ESS301	Australian Studies (3cp)

Semester 2

EPR102	Practicum II: Promoting Learning and Learner Cooperation Behaviour and Field Experience (5cp)
EEN201	English Education I (3cp)
EMA201	Mathematics Education I (3cp)
ESC201	Science and Technology Education I (3cp)
EAR201	Art and Craft Education I (3cp)
ESS201	Social Studies Education I (3cp)
	Elective Study Major - Subject I (4cp)

Semester 3	
EPR103	Practicum III: Promoting Learner Interaction and Field Experience (5cp)
EEN202	English Education II (3cp)
EMA202	Mathematics Education II (3cp)
ESC202	Science and Technology Education II (3cp)
EMU201	Music Education I (3cp)
EPE201	Introduction to Personal Development Health and Physical Education (K-12) (3cp)
	Elective Study Major - Subject II (4cp)
Semester 4	
EPR104	Practicum IV: Providing for Individual Differences in Learners and Field Experience (5cp)
EEN203	English Education III (3cp)
EMA203	Mathematics Education III (3cp)
EPE203	Physical Education Teaching and Learning I (3cp)
EED502	Social Bases of Education (3cp)
ESS302	Australian Studies II (3cp)
	Elective Study Major - Subject III (4cp)
Semester 5	
EPR105	Practicum V: Designing and Implementing Educational Programs for Learners and Field Experience (4cp)
ESC203	Science and Technology Education III (3cp)
EMA204	Mathematics Education IV (3cp)
EPE204	Physical Education Teaching and Learning II (3cp)
EAR202	Art and Craft Education II (3cp)
ESS202	Social Studies Education II (3cp)
	General Elective (3cp)
	Elective Study Major - Subject IV (4cp)
Semester 6	
EPR106	Practicum VI: Managing Learning Difficulties and Field Experience (5cp)
EEN204	English Education IV (3cp)
EMU202	Music Education II (3cp)
ESC204	Science and Technology Education IV (3cp)
EPE202	Personal Development and Health (K-6) (3cp)
EED503	Philosophical Bases of Education (3cp)
	Elective Study Major - Subject V (4cp)

BACHELOR OF EDUCATION IN PRIMARY EDUCATION

The course is a one-year full-time or two-year part-time continuation of the Bachelor of Teaching degree (or its equivalent), which is a prerequisite for entry. It provides further professional development for intending or practising primary (K-6) teachers.

As the part-time mode of this course will not be available until 1995, students who wish to attend part-time should enrol in the Bachelor of Education (Primary) Phase III, which is an equivalent qualification currently offered.

The course structure is as follows:

- Teaching Studies, comprising advanced curriculum studies.
- Foundation Studies, comprising education and general studies.
- Elective Studies, comprising a single subject of professional relevance and particular interest to the student.
- Associate Teacher Program: practical experience for a period of eight weeks, in blocks of two and six weeks in the same school.

Teaching Studies

This strand consists of four advanced teaching subjects, two compulsory and two elective. The strand aims to provide students with advanced teaching competencies and strategies through reflective exercises in the practical application of understandings to teaching tasks in schools.

The two compulsory subjects represent two major areas of the primary curriculum. These subjects are Advanced English Teaching and Advanced Mathematics Teaching.

The two elective subjects are chosen from a range of subjects offered in the four primary key learning areas other than English and mathematics, namely: Aboriginal Studies; Aspects of Art/Craft Education; Educational Drama; Issues in Physical Education; Teaching Music: Performance; The School Science and Technology Curriculum; Values Education in the Primary School. It is intended that not all of these subjects will be offered every year. Students will be informed of the range available at the beginning of the year and as far as possible a student's first choice will be accommodated.

Foundation Studies

This strand has two sub-strands: one major, comprised of a sequence of Advanced Education Studies subjects; the other minor, being a single General Studies subject.

The Advanced Education Studies subjects aim to provide beginning or practising teachers with advanced understandings of school and community influences on a pupil's adjustment and progress at school; and the ability to think critically about assumptions underlying educational practice, and the capacity to make and act on informed professional decisions in the light of understanding.

The subjects are: School and Community Relations; Social Context of Childhood; Educational Evaluation; Language and Schooling. The General Studies subject is an advanced study of the primary cross-curriculum perspective, Environmental Education.

Elective Studies

The broad objective of this strand is to provide students with some scholarly expertise in a field of their choice, so that they will gain insights that will both enrich their teaching and influence the way they approach all fields of human knowledge.

One subject is chosen from a range of those listed below. UTS - Kuring-gai B.Teach graduates will probably prefer to choose a subject that extends their earlier study in this strand; however, a choice from another subject area can be made, prerequisites permitting. The elective studies subjects are: Art Studies; Drama and Theatre Arts; Educational Computing; English; Personal Development, Health and Physical Education; History; Mathematics; Music Studies; and Science and Technology. It is intended that not all of these subjects will be offered every year. Students will be informed of the range available at the beginning of the year and as far as possible a student's first choice will be accommodated.

Associate Teacher Program

This component of the course contains two elements which are interlinked: campus-based studies which examine a range of theoretical issues, skills and procedures which will enable the development of sound professional practices; and field experiences wherein students are placed in a school for an extended period of time in order to engage in a variety of professional interactions.

The extended field experience is for a period of eight weeks in the same school. In the first instance the student will be allocated to a school for the first two weeks of the new school year. During the second half of the first semester students will return to the same school for a further six weeks.

As an associate teacher, students will be appointed to a specific class to work jointly with the class teacher and will be responsible for planning and implementing the curriculum in three key learning areas. They will also fulfil such responsibilities as determined by the school principal to ensure they are fully participating members of the school staff. For example they will support the teacher in preparing feedback to parents regarding pupil progress, they will attend staff meetings and curriculum team meetings. They will assist in the organisation of excursions and

extended field trips. They will also be required to systematically collect data which will be analysed and interpreted during the university-based second semester of the course.

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1	
EED601	School and Community Relations (4cp)
EED603	Educational Evaluation (4cp)
EEN701	Advanced English Teaching (4cp)
EPR107	Associate Teacher Program (8cp)

Semester 2	
EMA701	Advanced Mathematics Teaching (4cp)
EED602	Social Context of Childhood (4cp)
EED604	Language and Schooling (4cp)
ESC303	Environmental Education (4cp)
	Major Electives (4cp)
	2 General Electives (8cp)

General Electives are chosen from the following:

ESS701	Aboriginal Studies
EAR701	Aspects of Art/Craft Education
EDR701	Educational Drama
EPE701	Issues in Physical Education
EMU701	Teaching Music: Performance
ESC701	The School Science and Technology Curriculum
EPE702	Values Education in the Primary School

Please note that not all subjects will be offered every year.

BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP)

This four-year full-time course has been reviewed to take into account the substantial changes that have taken place in teacher education.

The course will have the following components: teaching studies, foundation studies, elective studies (see description under Bachelor of Teaching) and also information studies which provide the theoretical and practical knowledge relating to the teacher-librarian and the educational environment within schools.

The contemporary teacher librarian plays a leadership role within the school in many areas including curriculum development, cooperative planning and teaching, the development of information skills and the managing, evaluating and promoting of educational resources within schools.

COURSE STRUCTURE

Semester 1	
EPR101	Practicum I: Introduction to Issues and Dilemmas in Primary Schooling (5cp)
EGE201	Primary Curriculum Orientation I (3cp)
EGE202	Primary Curriculum Orientation II (3cp)
EED501	Developmental Psychology (3cp)
EED301	Educating for the Future: A Commencement Program (2cp)
ECO301	Introduction to Computers in the Classroom (3cp)
55431	Information Science I (4cp)
55436	Issues in Teacher Librarianship I (3cp)*
Semester 2	
EPR102	Practicum II: Promoting Learning and Learner Cooperation Behaviour (5cp)
EEN201	English Education I (3cp)
EMA201	Mathematics Education I (3cp)
ESC201	Science and Technology Education I (3cp)
55432	Information Science II (4cp)
55436	Issues in Teacher Librarianship I (cont'd) Elective Study Major – Subject I (4cp)
Semester 3	
EPR103	Practicum III: Promoting Learner Interaction (5cp)
EEN202	English Education II (3cp)
EMA202	Mathematics Education II (3cp)
ESC202	Science and Technology Education II (3cp)
ESS301	Australian Studies I (3cp)
55433	Information Science III (4cp)
55437	Issues in Teacher Librarianship II (3cp)* Elective Study Major – Subject II (4cp)
Semester 4	
EPR104	Practicum IV: Providing for Individual Differences in Learners (5cp)
ESS201	Social Studies Education I (3cp)
EED302	Social Bases of Education (3cp)
ESS302	Australian Studies II (3cp)
55434	Information Science IV (4cp)
55437	Issues in Teacher Librarianship II (cont'd) Elective Study Major – Subject III (4cp)
Semester 5	
55105	Practicum V: Designing and Implementing Educational Programs for Learners (4cp)
EPE203	Physical Education Teaching and Learning I (3cp)
ESC203	Science and Technology Education III (3cp)
EMU201	Music Education I (3cp)

EPE201	Introduction to Personal Development Health and Physical Education (K-12P) (3cp)
55435	Information Science V (4cp)
55438	Issues in Teacher Librarianship III * Elective Study Major – Subject IV (4cp)

Semester 6	
EPR106	Practicum VI: Managing Learning Difficulties (5cp)
EAR201	Art and Craft Education I (3cp)
EED503	Philosophical Bases of Education (3cp)
EMA203	Mathematics Education III (3cp)
EEN203	English Education III (3cp)
55438	Issues in Teacher Librarianship III (3cp) Elective Study Major – Subject V (4cp)

Semester 7	
55108	Practicum VII (8cp)*
ESS202	Social Studies in Education II (3cp)
EMA204	Mathematics Education IV (3cp)
EPE204	Physical Education Teaching and Learning II (3cp)
EAR202	Art and Craft Education II (3cp)
55439	Issues in Teacher Librarianship IV * Elective Study Major – Subject VI (4cp) General Elective (3cp)

Semester 8	
EEN204	English Education IV (3cp)
ESC204	Science and Technology Education IV (3cp)
EMU202	Music Education II (3cp)
EPE202	Personal Development and Health (K-6) (3cp)
55108	Practicum VII (cont'd)
55439	Issues in Teacher Librarianship IV (3cp) General Elective (4cp)

* denotes year-long course

DIPLOMA OF TEACHING/BACHELOR OF EDUCATION (PRIMARY EDUCATION)

First and second year subjects in the Diploma of Teaching will not be offered in 1993 as this course has been replaced by the Bachelor of Teaching (Primary).

The course is made up of three parts: Phase I, II, and III.

Phase I is three years' full-time, leading to the award of a Diploma of Teaching. For some students this may be a terminal award; that is, teachers need not return to Phase III if they do not wish to, the diploma being the only necessary qualification for primary teachers.

The structure of the degree is as follows:

- A disciplinary sequence in education studies over six semesters.
- A group of units of teaching studies in all the areas of the primary school curriculum.
- Several units of background studies.
- A disciplinary sequence in elective general studies over six semesters.

The Education Studies Sequence

This is the central disciplinary backbone of the program. It is designed to ensure that teachers can practice their profession in a thoroughly informed and competent fashion, soundly directed by theoretical principles drawn from all relevant fields of study.

Practice

In-school activities are basic components of the education studies sequence. The activities are undertaken in a practice which provides for a graded sequence of experiences across the six semesters of the diploma phase of the program. There is a systematic progression in the scope and sophistication of the teaching competencies which the practice experiences demand, in order to cater for the progressive development of the student's understanding of the educative process and increasing competence in planning learning situations.

General Studies

Each student is required to select a sequence of six units in a general studies subject. Following are the subjects offered for third years in 1993: English, Drama and the Theatre Arts, Health Education, History, Mathematics, Music, Science.

Background Studies

Two units of Australian Studies and a unit in computer awareness are taken in Semesters 1 and 2, and a unit in communication in the educational environment in Semester 5 or 6. In Semester 6 students may develop their skills in an area of interest to them by choosing one elective from this list: Educational Drama; Music and Society; Science and Technology in Australia; An Asian Study; Thailand.

In July 1990 the NSW Parliament passed the Education Reform Bill which provides for six key learning areas in the primary school, namely English, mathematics, science and technology, human society and its environment, creative and practical arts, personal development, health and physical education. In line with this Bill the whole Bachelor of Education (Primary) and Teacher Librarianship Programs were reviewed. The Bachelor of Teaching course began in 1992.

PHASE I

Third-year students only will be undertaking this course in 1993. These students will complete additional work to graduate with a Bachelor of Teaching degree.

PHASE II

At least 40 days of continuous teaching or 60 days of non-continuous teaching, to be gained either before or during the program. Phase II can be taken concurrently with Phase III.

PHASE III

Coordinator: Paul March

The final (part-time) phase of the BEd Primary Program which is available to all two-year and three-year qualified primary teachers is known as the BEd Phase III. There are three points of entry to this program:

- Two-year Teacher's Certificate
- Pre-1983 Diploma of Teaching
- Current Diploma of Teaching

120 days teaching experience is a prerequisite for applicants with a two-year Teacher's Certificate.

Course requirements are as follows:

Teachers with a current Diploma of Teaching

A total of eight Phase III units to be completed (four from Education and four from the Advanced Teaching Studies).

Teachers with a pre-1983 Diploma of Teaching

An applicant currently holding a permanent teaching appointment in a school will be required to undertake 10 Phase III units. At least four Education units must be undertaken.

An applicant who has been out of the classroom for three years or more will be able to undertake eight Phase III units and three units from the pre-service phase (Phase I) of the BEd preferably at third-year level. These units will be determined in consultation with the coordinator of Phase III.

Teachers with a two-year Teacher's Certificate

The School offers arrangements to assist holders of a two-year primary teaching qualification (Teacher's Certificate) to gain a Bachelor of Education (General Primary). Certificate holders with at least 120 days of teaching experience may apply for entry to the Phase III program, and if admitted they will be directed towards one of the following options:

- 1) An applicant who is presently in a school with at least three years' experience as a permanent teacher will be admitted directly into the Phase III program and will be required to take 12 units

in that program. At least four education units must be undertaken.

- 2) An applicant who has not been teaching in a school for the past three years will be able to undertake eight Phase III units and six units from the pre-service phase (Phase I) of the BEd. At least four of these should be at the third-year level and will be determined in consultation with the coordinator of the Phase III.

COURSE STRUCTURE

All students choose at least four subjects from the following

Education Electives

E2732	Implementing Educational Change (6cp)
E2734	Mainstreaming (6cp)
E2760	Analysing Classroom Interaction (6cp)
E2761	The Social Context of Childhood (6cp)
E2805	Supervision of the Practicum (6cp)
E2860	Individualising Instruction (6cp)
E2961	School and Community Relations (6cp)
E2964	Curriculum Development (6cp)

The remaining subjects should be chosen from the following electives in the **Advanced Teaching Studies**. These include electives from the Key Learning Areas of the primary curriculum in New South Wales.

Advanced Teaching Studies

E0901	Craft and the Performing Arts (6cp)
E2764	Prevention and Remediation of Reading Difficulties (6cp)
E3903	Issues in the Development of Language (6cp)
E4903	Issues in Personal Development, Health and Physical Education (6cp)
E5901	Computer-Based Learning (6cp)
E5902	Curriculum and Resource Design in Mathematics (6cp)
E5905	Remedial Mathematics (6cp)
E6632	Vocal Studies (3cp)
E6901	Teaching Music (6cp)
E6902	Teaching Music: Performance (6cp)
E8901	Environmental Education (6cp)
E8904	Teaching Science and Technology (6cp)
E9901	Teaching Social Studies: an Intercultural Approach (6cp)
E9902	Aboriginal Studies (6cp)
56901	Human Communication (6cp)
56902	Mass Media in Education (6cp)
56903	Video in Education (6cp)
E3618	Educational Drama (6cp)

In addition a limited number of subjects may be selected from the following programs: Bachelor of Education in Special Education, Graduate Diploma in Children's Literature and Literacy, Graduate Diploma in Primary Music.

Professional Experience

Two-year Teacher's Certificate applicants need to provide documented evidence of at least 120 days teaching experience prior to enrolment. All other applicants can fulfil requirements with at least 40 days of continuous teaching or 60 days of non-continuous teaching, to be gained either before or during the program. Documentation in the form of a letter from a Principal or pay slips will be required.

Students who have not already provided evidence of their teaching experience will be asked to provide such evidence prior to graduation.

Advanced Standing

Advanced standing in the program is available to all students on the basis of equivalent subjects studied at a recognised tertiary institution and for substantial in-service courses. In addition experienced teachers with a two-years teacher's certificate or a three-year diploma of teaching gained before 1983 are eligible to receive advanced standing for up to two subjects in the program. This will be available on the basis of certain kinds of professionally related experience such as a position of responsibility in the school, length of teaching experience and/or substantial professional development activities. Enquiries about eligibility for Advanced Standing should be directed to the coordinator of the Phase III.

Teachers Seeking Primary Qualifications

Experienced teachers with non-primary teaching qualifications can obtain a primary teaching qualification by applying directly to UTS to obtain a Bachelor of Education (General Primary) via the existing Phase III program. This will entail undertaking additional or bridging subjects from the Bachelor of Teaching program as well as the standard eight subjects which comprise the Phase III.

The criteria for entry to the Phase III by teachers seeking primary qualifications are teaching qualifications recognised in New South Wales; and substantial teaching experience (e.g. three or more years) with primary aged children.

The program for such teachers will consist of 16 subjects, eight drawn from the full-time (Bachelor of Teaching) program and eight drawn from the part-time Phase III program.

Normally, four of the subjects in the program will be education subjects in the Phase III. All remaining 10 subjects will be curriculum-related subjects from the areas of English, mathematics, science and technology, human society and its environment, music, art and craft, physical education and health.

BACHELOR OF EDUCATION PHASE III (SPECIAL EDUCATION)

This program for the final phase of the degree is devoted to subjects in special education. These subjects may be taken one-year full-time, or two-years part-time. The course is designed to provide a specialist qualification in Special Education for teachers, and will prepare them to instruct people with mild to severe difficulties/disabilities. The ages range from pre-school to adults.

Applicants are required to hold a three-year Diploma in Teaching. Teachers with a two-year Teacher's Certificate may also apply and will need to undertake additional units. The full-time pattern is outlined below. Credit point values are shown in brackets.

Semester 1	
E2725	Instruction in Special Education I (5cp)
E2726	Instruction in Special Education II (5cp)
E2727	Assessment and Programming for Students with Learning and Behaviour Problems (4cp)
E2728	Managing Behavioural Difficulties (5cp)
E2729	Delivering Special Education Instruction I (5cp)
plus weekly practical experience	
Semester 2	
E2825	Instruction in Special Education III (5cp)
E2826	Instruction in Special Education IV (5cp)
E2827	Instruction in Special Education V (5cp)
E2828	Parent and Teacher Consultancy (4cp)
E2829	Delivering Special Education Instruction II (5cp)
plus weekly practical experience	

POSTGRADUATE COURSES

DIPLOMA IN EDUCATION

Coordinator: Gerry Foley

This is a one-year full-time program for graduates of universities or colleges of advanced education or persons with equivalent qualifications, who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the program is to provide a sound theoretical basis for effective decision making in any learning situations, and to focus on the practice of teaching and classroom management. Students need to satisfy requirements in three strands:

Education Studies

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example learning theories, child growth and development and curriculum construction, will be examined in depth.

Curriculum Studies

Elective Curriculum Studies are available in these secondary school subject groupings: mathematics, physical education and science. (Please note that not all subjects may be offered every year.)

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent prerequisites), that is, students will be admitted to the science course only if they have a science major or an equivalent qualification.

Practical Experience

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete practice teaching as required.

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1	
Education Studies and Practical Experience	
E2704	Psychological Bases of Secondary Education (3cp)
E2803	Philosophical Bases of Secondary Education (2cp)
E5830	Computers in Education (2cp)
E7701	Sport in Secondary School (not PE students) (2cp)

- 09701 Practical Experience (4cp)
 Demonstration lessons
 5 days distributed practice
 20 days block practice

In addition, students undertake subjects in the curriculum areas which they have elected.

Curriculum areas

Science

- E8702 Science Method I (4cp)
 Two of:
 E8706 Advanced Science Method IA (3cp)
 E8707 Advanced Science Method IB (3cp)
 E8708 Advanced Science Method IC (3cp)
 E8709 Advanced Science Method ID (3cp)

Mathematics

- E5703 Secondary Mathematics IA (5cp)
 E5704 Secondary Mathematics IB (5cp)

Physical Education

- E4115 Health Education I (2cp)
 E4511 Health Studies V (4cp)
 E7432 Curriculum Physical Education IA (2cp)
 E7434 Curriculum Physical Education IC (2cp)
 E7710 PE and Health Method I (4cp)

Semester 2

Education Studies and Practical Experience

- E2801 Special Education in Secondary Schools (4cp)
 E2802 Sociological Bases of Secondary Education (2cp)
 E2804 Curriculum Development in Secondary Education (2cp)
 E4701 Health Education (not PE students) (2cp)
 56802 Communication and Media Studies in Education (2cp)
 09801 Practical Experience (4cp)
 Demonstration lessons
 4 days distributed practice
 20 days block practice

In addition, students undertake subjects in the curriculum areas which they have elected

Curriculum areas

Science

- E8802 Science Method II (3cp)
 two of:
 E8706 Advanced Science Method IA (3cp)
 E8707 Advanced Science Method IB (3cp)
 E8708 Advanced Science Method IC (3cp)
 E8709 Advanced Science Method ID (3cp)

Mathematics

- E5803 Secondary Mathematics IIA (5cp)
 E5804 Secondary Mathematics IIB (4cp)

Physical Education

- E4411 Health Studies IV (4cp)
 E7433 Curriculum Physical Education IB (2cp)
 E7810 PE and Health Method II (3cp)

GRADUATE DIPLOMA IN PRIMARY MUSIC

This is a part-time course of four semesters duration which is intended for practising teachers in the areas of early or middle childhood, but may also be of interest to music educators in general or those who wish to develop musical skills in a particular area.

Discrete units of the course may be taken:

- as part of the Phase III BEd degree;
- as part of an accredited in-service course;
- by those who wish to extend their musical skills in one particular area.

Graduates of the full four semester course will have pursued in-depth studies in the areas of theoretical and practical musicianship and music education so that they will be capable of implementing a school-based, sequential program in music education from K-6.

Music Curriculum Issues will only be offered in the one weekend seminar/workshop per semester format. This format is equivalent to one contact hour per week and allows intensive treatment in the area.

Applicants must hold a relevant degree or diploma from a recognised tertiary institution (class contact hours are shown in brackets).

COURSE STRUCTURE

Credit point values are shown in brackets.

Semester 1

- E6630 Musicianship I (3cp)
 E6631 Recorder I (3cp)
 E6632 Vocal Studies (3cp)
 E6633 Music Curriculum Issues A (3cp)

Semester 2

- E6730 Musicianship II (3cp)
 E6731 Recorder II (3cp)
 E6732 Movement and Dance (3cp)
 E6733 Music Curriculum Issues B (3cp)

Semester 3

- E6830 Musicianship III (3cp)
 E6831 Recorder III (3cp)
 E6832 Percussion (3cp)
 E6833 Music Curriculum Issues C (3cp)

Semester 4

- E6930 Musicianship IV (3cp)
 E6931 Ensemble (3cp)
 E6932 Integrated Classroom Activities (3cp)
 E6933 Music Curriculum Issues D (3cp)

GRADUATE DIPLOMA IN SPECIAL EDUCATION

This is a program extending over two semesters (full-time) or four semesters (part-time). It is designed to provide a specialist qualification in Special Education for teachers and other suitably qualified professionals. The course will prepare graduates to instruct people with mild to severe difficulties/disabilities. The ages range from pre-school to adults.

Applicants are required to have satisfactorily completed an appropriate degree or diploma.

COURSE STRUCTURE

The full-time structure of the course is as follows. Credit point values are shown in brackets.

Semester 1	
E2750	Special Education Programming Studies I (5cp)
E2751	Special Education Programming Studies II (5cp)
E2752	Exceptional Teaching (4cp)
E2753	Behaviour Management (5cp)
E2754	Implementing Special Education Programs I weekly practical experience
Semester 2	
E2755	Special Education Programming Studies III (5cp)
E2756	Special Education Programming Studies IV (5cp)
E2757	Special Education Programming Studies V (5cp)
E2758	Delivering Special Educational Services (4cp)
E2759	Implementing Special Education Programs II weekly practical experience

GRADUATE DIPLOMA/MA IN CHILDREN'S LITERATURE AND LITERACY

This is a part-time program extending over four semesters (Graduate Diploma) or six semesters (MA) designed for teachers, librarians, youth workers and others with a special interest in children's literature and literacy.

It will be of value to practising teachers involved with implementing literature programs, to teachers wishing to take up positions as reading specialists or curriculum advisers, to school and children's librarians, and to writers, editors and publishers of children's literature.

Entry requirements for the Graduate Diploma are a Diploma of Teaching or a relevant degree and approximately two years professional experience. Entry requirements for 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 program after successful completion of one year of the BEd Phase III program.

GRADUATE DIPLOMA IN CHILDREN'S LITERATURE AND LITERACY

COURSE STRUCTURE

Semester 1	
E3743	Children's Literature I (3cp)
E3745	Reading and Writing Process I (3cp)
E3741	Reader and Response I (3cp)
09715	Practicum I (3cp)
Semester 2	
E3744	Children's Literature II (3cp)
E3746	Reading and Writing Process II (3cp)
E3742	Reader and Response II (3cp)
09716	Practicum II (3cp)
Semester 3	
E3747	Adolescent Literature and Literacy (4cp)
E3832	Seminar on Research Methodology (4cp)
09815	Practicum III (4cp)
Semester 4	
E3748	Issues in Children's and Adolescent Literature (6cp)
E3752	Major Individual Assignment (6cp)

Students who have completed the Graduate Diploma in Children's Literature can continue on to the Master of Arts in Children's Literature and Literacy (see higher degree details).

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions shown below indicate the subject number and name, the number of credit points for the subject (i.e. *3cp*), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (i.e. *four hpw*); for some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites if any, the method of assessment and name of the subject coordinator, if known, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

Key to course codes

New and revised courses have a new alpha-numeric numbering system. The key to subject numbers in these courses is as follows:

All subjects start with the letter "E". This indicates that the subject is offered by the School of Teacher Education.

The following two letters represent the subject area:

AR	Art
ED	Education
EN	English
CO	Computing
DR	Drama
GE	General
MA	Mathematics
MU	Music
PE	Physical Education, Personal Development and Health
PR	Practicum
SP	Special Education
SS	Social Science
SC	Science

The strand is identified by the following number:

- 1 Practicum Curriculum
- 2 Curriculum Studies
- 3 General Studies
- 4 Elective Study Major
- 5 Education Studies (Undergraduate)
- 6 Advanced Education Subject
- 7 Advanced Teaching Studies
- 8 Special Education Course
- 9 Postgraduate Subject

E0221 ART AND CRAFT TEACHING II
BEd Prim/BEd T Lib (Teaching Study)
(compulsory attendance); (3cp); three
hpw; prerequisite E0121 Art and Craft
Teaching I; subject coordinator L
Gordon

Students will extend the basic media and associated skill sequences developed in Art and Craft Teaching I by evaluating the concepts of expression and creativity; undertake media sequences appropriate to various developmental levels of children with attention to contemporary cultural influences; develop their design and composition skills in two and three dimensions with the associated perception theory; develop an appreciation of an appropriate historical background for evaluation and criticism.

Assessment will be in both theory and practical work.

E0618 ART IN AUSTRALIA: THE AUSTRALIAN
BEd Prim/BEd T Lib
(Background Study) (compulsory
attendance); (3cp); two hpw; subject
coordinator L Gordon

Introduces and considers the development of Australian figurative art with specific reference to current art work in both 2D and 3D forms. Factors to be evaluated will include social, political, economic influences in the 1930s-'50s and their direct bearing on current art. Intrusive art forms (mass media) and possible non-art forms will be considered, as will art critics, their work and their function. Both practical and theory work will be completed with the intent of introducing such information for K-6 to identify, understand, develop awareness and to appreciate.

Assessment will be in theory and practical work.

E0901 CRAFT AND THE PERFORMING ARTS
BEd Prim (Phase III) (Advanced
teaching study) (compulsory attendance)
(6cp); two hpw; subject coordinator L
Gordon

Students will develop an understanding of how Art/Craft may be used to enrich classroom experiences in the expressive and performing arts through the related art approach; make an analysis of the teaching strategies and learning processes involved in interdisciplinary experiences; develop confidence and practical ability through problem-solving exercises.

Assessment will be in theory and practical work.

Not offered in 1993.

E2341 SOCIAL BASES OF EDUCATION
BEd Prim/BEd T Lib (3cp); two hpw;
subject coordinators K Smith/L Brady

To identify and analyse the characteristics of social systems in a variety of contexts; to demonstrate a knowledge of how the established child rearing/educational practices of a culture produce functionally recognisable members of that culture; to analyse education in both formal and informal contexts in terms of its socio-cultural determinants, with specific reference to the home, the school and the media; to interpret the significance of social classification data for education; to account for the development of Australian valuations of education; to interpret the directions of social change, and the educational implications of such.

E2540 TEACHING CHILDREN WITH LEARNING DIFFICULTIES *BEd Prim (3cp); three hpw; prerequisites E2140 Principles and Practices of Teaching I, E2240 Principles and Practices of Teaching II, E2340 Principles and Practices of Teaching III, E2440 Principles and Practices of Teaching IV, E2141 Developmental Psychology I; subject coordinator M Goninan*

Students will demonstrate awareness of individual differences and of the learning problems of children; assess pupils' performance in basic skills; write individual mastery programs in the basic skills; describe strategies for improving language performance of pupils with learning difficulties; describe ways of mainstreaming children in regular classrooms.

E2544 PROVIDING FOR INDIVIDUAL DIFFERENCES *BEd T Lib (3cp); three hpw; prerequisites E2240, Principles and Practices of Teaching II, 55130 Information Users IC, 55140 Information Resources IC; subject coordinator S Groundwater-Smith*

To appraise the concept of individualised learning with particular reference to inquiry and resource based learning as it relates to children with special needs. This will involve ascertaining the needs of children with different social backgrounds, motivational levels and intellectual and physical capacities. Students will analyse the role of the teacher librarian in this light.

E2640 DESIGN OF EDUCATIONAL PROGRAMS *BEd Prim (Phase I) (4cp); two hpw; prerequisites E2140, E2240, E2340 and E2440 Principles and Practices of Teaching I, II, III, and*

IV, E2141 and E2241 Developmental Psychology I and II; subject coordinator L Brady

Students will translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at infants/primary levels of instruction; formulate behavioural objectives; select and design teaching/learning programs; evaluate teaching/learning programs; and modify programs in the light of feedback gained from evaluation procedures.

E2641 PHILOSOPHICAL BASES OF EDUCATION *BEd Prim (Phase I)/BEd T Lib (3cp); two hpw; subject coordinator K Forster*

Develops a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront teachers today; analyses alternative approaches to key educational problems in terms of their conceptual underpinning; and evaluates alternative educational aims which emerge from the adoption of certain educational policies, and thereby to begin the process of determining the educational stance which they as teachers intend to adopt.

E2704 PSYCHOLOGICAL BASES OF SECONDARY EDUCATION
GradDip Ed (3cp); three hpw; subject coordinator J Jardine

Strand A: By the end of the unit, students should be able to indicate how a study of psychology assists in understanding learning behaviour; explain the processes of teaching and learning in terms of selected theoretical models; identify variables which account for individual differences; apply knowledge of the learner and learning processes to achieve changes in behaviour in the classroom.

Strand B: By the end of the unit, students should be able to state appropriate objectives when planning lessons; identify the major elements in any teaching-learning situation; plan lessons and justify decisions made; indicate basic control strategies to maintain effective order and discipline in the classroom.

E2725 INSTRUCTION IN SPECIAL EDUCATION I *BEd Spec Ed (5cp); three hpw; corequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan*

Examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques and applies the principles outlined in Assessment and Programming for Students with Learning and Behaviour Problems.

The purpose of this subject is to provide opportunities for students to acquire the following skills: efficiently searching for, and evaluating, empirical research on instruction in reading and spelling for those students who fail to learn using normal instructional techniques; constructing instructional programs for learners with special needs, based on the findings of the literature search; establishing principles to guide the selection of assessment and diagnostic methods and tools relevant to the reading and spelling skills of those who fail to learn using normal instructional techniques; identifying instructional programs whose effectiveness has been empirically demonstrated; deriving principles from these to guide the evaluation and, where necessary, the supplementation, of commonly used instructional programs and materials; measuring the effectiveness of instructional procedures in reading and spelling used with learners with special needs.

E2726 INSTRUCTION IN SPECIAL EDUCATION II *BEd Spec Ed (5cp); three hpw; corequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan*

Examines curriculum and teaching used with students who have moderate and severe disabilities. Applies the principles outlined in Assessment and Programming for Students with Learning and Behaviour Problems to teaching social and self-help skills to these students.

The purpose of this subject is to provide opportunities for students to acquire the following skills: identifying the issues involved in providing instruction and other educational services to moderately and severely disabled people in a least restrictive school/community setting; formulating methods of identifying the instructional and educational needs of moderately and severely disabled persons, from birth to adulthood, in a range of situations; identifying the specific instructional and management demands made by some disabling conditions and effective methods of management and instruction, given these conditions; efficiently conducting searches for research-based intervention strategies and instructional procedures and then evaluating findings; developing teaching sequences based on normal developmental patterns; designing and implementing functional age-appropriate instructional curricula, programs and materials based on current and future environments of disabled persons; determining when each type of approach is appropriate; evaluating the effectiveness of instructional programs, materials, checklists and prosthetic devices for a range of disabling conditions; effectively combining all of the above skills into the construction of instructional programs for persons with a range of disabling conditions.

E2727 ASSESSMENT AND PROGRAMMING FOR STUDENTS WITH LEARNING AND BEHAVIOUR PROBLEMS *BEd Spec Ed (4cp); three hpw; subject coordinator M Goninan*

Students will apply the principles of data-based instruction to assessment and programming; analyse the needs of students who fail to learn from normal instructional techniques; identify issues in programming for students with learning and behaviour problems.

E2728 MANAGING BEHAVIOURAL DIFFICULTIES *BEd Spec Ed (5cp); three hpw; subject coordinator M Goninan*

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

E2729 DELIVERING SPECIAL EDUCATION INSTRUCTION I *BEd Spec Ed (5cp); two hpw; corequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan*

Students will identify tools and strategies designed to assist with program implementation, and use the learning principles in an applied setting.

E2732 IMPLEMENTING EDUCATIONAL CHANGE *BEd T Lib BEd Prim (Phase III) (6cp); two hpw; subject coordinator M Goninan*

Provides teachers with skills and knowledge appropriate for seeking and implementing change in schools. This will entail developing skills in negotiating and working with others in the school community for goals related to the betterment of the school, and in presenting submissions to educational authorities. Students will also identify the requirements of successful implementation of educational innovations and develop the ability to effectively evaluate an educational innovation.

E2734 MAINSTREAMING *BEd (Phase III) (6cp); two hpw; subject coordinator M Goninan*

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

E2750 SPECIAL EDUCATION PROGRAMMING STUDIES I *GradDip Spec Ed (5cp); three hpw; corequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will examine and evaluate empirical research relevant to the instructional needs of those who fail to learn to read and spell using normal instructional techniques; translate the findings of that research into instructional programs for these students; identify instructional methods whose effectiveness has been empirically demonstrated; examine and evaluate assessment and diagnostic tools in reading and spelling and develop skills in monitoring student progress in reading and spelling.

E2751 SPECIAL EDUCATION PROGRAMMING STUDIES II *GradDip Spec Ed (5cp); three hpw; corequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will identify the educational needs of moderately and severely disabled people and the issues involved in teaching them in a least restrictive school and community setting; examine and evaluate research-based intervention strategies and instructional procedures; identify the skills necessary for effective teaching, in both educational and community settings, of persons with a range of disabling conditions; assess the suitability and effectiveness of instructional programs, materials, checklists and prosthetic devices.

E2752 EXCEPTIONAL TEACHING *GradDip Spec Ed (4cp); three hpw; subject coordinator M Goninan*

Students will explain the instructional needs of students with learning and behavioural problems; describe the models of instruction for students who fail to learn using normal instructional techniques, and consequently require specialised instructional programs; use the research to identify strategies that are effective for use with students who fail to learn using normal instructional techniques; describe the advantages of objective and systematic monitoring of educational programs for students with learning and behavioural problems.

E2753 BEHAVIOUR MANAGEMENT *GradDip Spec Ed (5cp); three hpw; subject coordinator M Goninan*

Students will describe factors which indicate the need for a change in methods of managing student behaviour; select appropriate assessment strategies; implement assessment strategies and use the results to plan goals of intervention; use research findings to design intervention effective strategies to assist in achievement of planned goals; evaluate program components.

E2754 IMPLEMENTING SPECIAL EDUCATIONAL PROGRAMS I *GradDip Spec Ed (5cp); three hpw; corequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will identify characteristics of instruments used to assess students with learning difficulties; use in an effective manner, curriculum-based assessment tools in the classroom; teach students with special needs in a practical situation applying principles taught in the lecture components.

E2755 SPECIAL EDUCATION PROGRAMMING STUDIES III *GradDip Spec Ed (5cp); three hpw; prerequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will examine and evaluate empirical research on instruction in numeracy for students who fail to learn using normal instructional techniques; using standardised and curriculum-based assessment tools, measure the numerical competencies of students with learning difficulties in mainstream classes; conduct an environmental inventory to determine curriculum goals for moderately and severely disabled students; design numeracy programs, both for students experiencing difficulties in mainstream as well as functional curricula for students with moderate and severe learning difficulties; apply the principles of data-based programming to the monitoring of numeracy programs.

E2756 SPECIAL EDUCATION PROGRAMMING STUDIES IV *GradDip Spec Ed (5cp); three hpw; prerequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will identify valid, reliable and educationally useful methods of assessing oral and non-oral language performance; develop skills in diagnosing language deficits and delays and in developing educational programs to overcome these deficits and delays; identify effective methods of instruction for oral and non-oral language acquisition by a range of disabled persons; evaluate existing programs and commercial products and consider ways of adapting and supplementing these to meet the needs of individual persons.

E2757 SPECIAL EDUCATION PROGRAMMING STUDIES V *GradDip Spec Ed (5cp); three hpw; prerequisite E2752 Exceptional Teaching; subject coordinator M Goninan*

Students will examine and evaluate empirical research on instruction in comprehension and composition for those who fail to learn using normal instructional techniques; translate the findings of that

research into instructional programs for these learners across the range of content areas; identify teaching methods whose effectiveness has been demonstrated, for both primary and secondary grades; evaluate diagnostic tools; identify ways of monitoring the progress of special learners in comprehension, composition and in their acquisition of print-based content material.

E2758 DELIVERING SPECIAL EDUCATIONAL SERVICES *GradDip Spec Ed (4cp); three hpw; subject coordinator M Goninan*

Students will describe the modes of operation of special education support teachers within the NSW education system and compare this to the modes of operation in other systems; effectively inform parents about educational assessment and instructional programs; design, implement and evaluate parent education programs, home-based programs, and volunteer programs; communicate effectively with other staff working with the child with disabilities.

E2759 IMPLEMENTING SPECIAL EDUCATIONAL PROGRAMS II *GradDip Spec Ed (5cp); three hpw; prerequisite E2754 Implementing Special Educational Programs I; subject coordinator M Goninan*

Students will select or devise an instrument related to assessment for instructional purposes (i.e., program placement or monitoring), that will validly measure skill performance; use the selected assessment device to assess student functioning in an area of identified need; based on assessment results, write specific objective/s and select appropriate teaching materials/activities to teach the objective; effectively implement the program devised.

E2760 ANALYSING CLASSROOM INTERACTION *BEd Prim (Phase III) (6cp); two hpw; subject coordinators C Deer/S Groundwater-Smith*

Students will consciously select the most appropriate teaching method for the task in hand and modify the approach in accordance with feedback gained from assessment of classroom interaction; analyse classroom interaction in terms of group dynamics and teacher-pupil interaction; apply their understanding of classroom interaction in interpreting the contribution of group dynamics to classroom climate; evaluate research into teacher effectiveness; and demonstrate skill in applying systematic observation and analysis techniques to self-evaluation of classroom strategies.

E2761 THE SOCIAL CONTEXT OF CHILDHOOD *BEd Prim (Phase III) (6cp); two hpw; subject coordinators T Foster/K Smith*

Critically analyses the theory and implications of contemporary social reports and policy documents relating to children; reviews and evaluates the literature and research relating to topics such as change in family function and structure, children of the unemployed, children of working parents, children in foster care, institutionalised children and child delinquency; identifies the rights of children and their guardians and the implications for schooling; identifies supporting government and community agencies with which teachers need to liaise and/or consult; analyses current school practice and plan appropriate change; identifies the legal rights and constraints of school personnel.

E2764 PREVENTING AND REMEDIATING READING DIFFICULTIES *BEd Prim (Phase III) (6cp); two hpw; subject coordinator J Jardine*

Students will examine a range of instructional approaches to reading, at the word, sentence and discourse level, which have been shown to be effective in preventing and remediating reading difficulties in the classroom. Students will also analyse causal accounts of reading failure, address the issues associated with assessing reading ability and performance and investigate the validity of alternate treatments which are alleged to increase reading performance.

E2801 SPECIAL EDUCATION IN SECONDARY SCHOOLS *GradDip Ed (4cp); three hpw; subject coordinator M Goninan*

Examines the philosophical basis for integrating students with learning and/or behavioural difficulties into regular educational settings; discusses the policies of departments of education which attempt to translate the principles of integration and mainstreaming into practice; identifies techniques that facilitate learning for students with learning and behavioural difficulties; discusses the management of programs for students with learning/behavioural difficulties and disabilities in mainstream secondary education; examines the issues related to assessment, programming, curriculum and credentialling of students with disabilities in regular secondary schools; identifies existing support services available to teachers who integrate students with learning and/or behavioural difficulties, and discusses the most appropriate ways of utilising these services.

E2802 SOCIOLOGICAL BASES OF SECONDARY EDUCATION
GradDip Ed (2cp); two hpw; subject coordinator T Foster

Students will relate relevant sociological concepts and theories to the description of the social structure of secondary schools in Australia; analyse Australian society in terms of social class, race, religion, sex, family and the workforce; identify the social organisation of Australian education in its community setting; explain the directions of social change and the educational implications of change for social policy and educational planning; interpret the implication of these factors for the "function of schools".

E2803 PHILOSOPHICAL BASES OF SECONDARY EDUCATION
GradDip Ed (2cp); two hpw; subject coordinator T Foster

Develops a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront secondary teachers today; analyses alternative approaches to key educational problems in terms of their philosophical underpinnings; begins the process of determining the educational stance which they, as teachers, intend to adopt in relation to some current and contentious areas of educational policy.

E2804 CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION
GradDip Ed (2cp); two hpw; subject coordinator L Brady

Students will participate meaningfully in a curriculum team to develop a curriculum appropriate to a particular school and community situation; formulate and justify appropriate aims and objectives for a specific school and community situation; select appropriate content and teaching/learning experiences to fulfil particular aims and objectives; adopt appropriate techniques of assessment; develop a curriculum in such a way that a knowledge of the major curriculum models is demonstrated; and a knowledge of the interrelationships of the curriculum elements is demonstrated; analyse methods for evaluating both curricula and curricula-in-action.

E2805 SUPERVISION IN THE PRACTICUM BEd Prim (Phase III)
(6cp); two hpw; prerequisite a recognised pre-service teaching qualification, at least 60 consecutive days of satisfactory professional teaching experience; subject coordinator A Scully

This subject is concerned with developing a range of basic supervisory skills which will enable the

classroom teacher to contribute positively and effectively to the development of professional competency in student teachers. By the end of unit, students should be able to demonstrate knowledge, understanding and skill in interpersonal communication and a variety of supervision techniques. In addition to this, students will develop an awareness of the competencies by which students are assessed throughout the practical experiences program.

E2815 PROGRAM AND CURRICULUM DESIGN BEd T Lib (3cp); three hpw, subject coordinator S Groundwater-Smith

Students will participate in a curriculum team to develop programs and curricula appropriate to particular schools; formulate aims and objectives; select appropriate content and teaching/learning experiences; adopt appropriate techniques of assessment; and analyse methods for evaluating both curricula and curricula-in-action.

E2825 INSTRUCTION IN SPECIAL EDUCATION III BEd Spec Ed (5cp); three hpw; prerequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan

Students will design assessment and programming tools in numeracy for students who fail to learn using normal instructional techniques in mainstream settings; design ecological inventories to assess needs of students with moderate and severe disabilities; design functional instructional programs for students with moderate and severe disabilities.

E2826 INSTRUCTION IN SPECIAL EDUCATION IV BEd Spec Ed (5cp); three hpw; prerequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan

Students will acquire an understanding of language delays and deficits exhibited by disabled learners 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 standardised and non-standardised methods of assessment; understand the issues and procedures involved in choosing a communication system for a severely disabled person; identify effective instructional methods for both oral and non-oral language; incorporate all of the above in the construction of instructional programs for both oral and non-oral communication for a wide range of functions.

- E2827 INSTRUCTION IN SPECIAL EDUCATION V** *BEd Spec Ed (5cp); three hpw; prerequisite E2727 Assessment and Programming for Students with Learning and Behaviour Problems; subject coordinator M Goninan*

Students will construct instructional programs, based on a review of the relevant literature, which are designed to teach composition and comprehension to students who fail to learn using normal teaching techniques; plan programs for the teaching of composition and comprehension across the content areas; establish principles to guide the selection of assessment and diagnostic methods and tools relevant to the comprehension and composition skills of students with special needs; identify instructional programs whose effectiveness has been empirically demonstrated, and derive principles from these to guide the evaluation and, where necessary the supplementation of commonly used instructional programs and materials in the content area; consider the issues involved in measuring the effectiveness of instructional procedures with special learners in comprehension and composition.

- E2828 PARENT AND TEACHER CONSULTANCY** *BEd Spec Ed (4cp); three hpw; subject coordinator M Goninan*

Students will identify appropriate strategies to be used with parents of students with disabilities; describe the roles of other professionals working with students with disabilities; explain the role of advocacy groups working with the disabled; identify the role of the special education teacher in relation to parents and other professionals.

- E2829 DELIVERING SPECIAL EDUCATION INSTRUCTION II** *BEd Spec Ed (5cp); three hpw; prerequisite E2729 Delivering Special Education Instruction I; subject coordinator M Goninan*

Students will assess the needs of students with disabilities and develop programs based on this assessment; monitor and evaluate special education programs.

- E2860 INDIVIDUALISING INSTRUCTION** *BEd Prim (Phase III) (6cp); two hpw; subject coordinator M Goninan*

Students will interpret, analyse and evaluate published materials on assessment and teaching strategies as related to individualising instruction; identify the learning needs of individuals through the application of appropriate assessment procedures; prescribe learning goals according to the perceived characteristic of the learner; plan appropriate intervention strategies based upon assessment of learning needs and abilities of the individual and the availability of teaching resources.

- E2961 SCHOOL AND COMMUNITY RELATIONS** *BEd Prim (Phase III) (6cp); two hpw; subject coordinator K Forster*

Focuses on the relationship between a school and its community. This will entail an analysis of present and past policies of community involvement in Australian schools and an investigation of modes of school organisation and administration relevant to community involvement. Students will examine the development of school and community-based programs and will explore the nature of the parent-teacher-student relationship and its bearing upon the professional status of teachers. The development of skills in working cooperatively with parents and other community service agencies will be promoted.

- E2964 CURRICULUM DEVELOPMENT** *(Primary) BEd Prim (Phase III) (6cp); two hpw; subject coordinator C Deer*

Considers contemporary issues and trends in curriculum development and develops skills in the application of appropriate models of curriculum development and organisation to the design of school-based curriculum. Competency in school-based curriculum development will be fostered by group workshop activities and field studies.

- E3414 ENGLISH TEACHING V: TEACHING ENGLISH AS A SECOND LANGUAGE** *BEd Prim/BEd T Lib (Teaching study) (3cp); two hpw; prerequisite E3112 or E3212 English Teaching I or II*

Develops understanding of the language difficulties (including differences in literacy background) of the migrant child; develops contrastive analysis skills across languages; provides practical experience in Teaching English as a Second Language.

- E3540 DRAMA AND THE THEATRE ARTS V: DRAMATIC FORM** *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisites E3140, E3240, E3340 and E3440 Drama and the Theatre Arts I, II, III, and IV; subject coordinator V Drakeford*

Students will come to understand, through a study of recent critical commentary, the nature of tragedy and comedy and the relationship between tragedy and comedy and changes in society. They will relate language function and effect in writing for the theatre, and will participate in the production of a tragedy or comedy, and will interpret the comic and tragic elements in drama.

E3618 EDUCATIONAL DRAMA *BEd Prim (Phase III) (6cp); two hpw*

Studies drama as a means of self-development and as a tool to promote learning through drama and identifies the skills required in working in educational drama, demonstrates competency in those skills and produces source material suitable for use in professional activities.

E3640 DRAMA AND THE THEATRE ARTS VI: DIRECTION, PRODUCTION AND ACTING *BEd Prim/BEd T Lib (General study) (4cp); three hpw; prerequisite E3540 Drama and the Theatre Arts V; subject coordinator V Drakeford*

Students will demonstrate acting, direction and production ability in a theatre form not previously studied in detail. These forms could include puppet theatre, reader's theatre, children's theatre, street theatre, experimental theatres and theatre-in-education. They will select a genre and script appropriate to the available resources and demonstrate the ability to create the dramatic moment and to relate this to the work of the playwright.

E3741 READER AND RESPONSE I *GradDip/MA Children's Literature and Literacy I (3cp); one hpw; subject coordinator M Hourihan*

Develops an understanding of children's responses to literature, to explore the place of literature in children's intellectual, social and emotional development, and to consider ways of sharing literature with young children.

E3742 READER AND RESPONSE II *GradDip/MA Children's Literature and Literacy I (3cp); one hpw; prerequisite E3741 Reader and Response I; subject coordinator M Hourihan*

Further the understanding of the reader begun in Reader and Response I by a consideration of the stages of development of children in the primary grades and the contribution of literature to the education and growth in literacy of children in this age group. Students will explore various techniques of presenting literature to primary children.

E3743 CHILDREN'S LITERATURE I *GradDip/MA Children's Literature and Literacy (3cp); two hpw; subject coordinator M Hourihan*

Develops a critical appreciation of the range of literature available for pre-school and early school age children, to gain an understanding of the importance of literature in the development of young children, and to consider the social implications of this literature.

E3744 CHILDREN'S LITERATURE II *GradDip/MA Children's Literature and Literacy (3cp); two hpw; prerequisite E3743 Children's Literature I; subject coordinator M Hourihan*

Traces the evolution of the modern children's novel beginning with the motifs which first occur in ancient myths and legends. Students will read widely in modern children's literature for the primary age group and consider the cultural and social dimensions of the literature studies, e.g. the treatment of minority groups and the depiction of family structures.

E3745 READING AND WRITING PROCESS I *GradDip/MA Children's Literature and Literacy (3cp); two hpw; subject coordinator R Brill*

Examines theories of language and literacy acquisition and to explore what these theories mean for classroom literacy practices. Students will examine children's early reading and early writing behaviours, analyse a range of classroom literacy practices and formulate guiding principles for the design and implementation of an early literacy curriculum.

E3746 READING AND WRITING PROCESS II *GradDip/MA Children's Literature and Literacy (3cp); two hpw; subject coordinator R Brill*

Develops an understanding of current theories of language learning and their implications for the teaching of developing readers and writers.

E3747 ADOLESCENT LITERATURE AND LITERACY *GradDip/MA Children's Literature and Literacy (4cp); two hpw; subject coordinator M Hourihan*

Develops an understanding of the attitudes to literature of "young adult" readers, develops effective approaches to the teaching of literature and the development of literacy at the secondary level. Students will read widely and critically in the area of "young adult" literature, develop an understanding of the relationship between text and teenage reader, and consider approaches to the problems in the area of literacy encountered by secondary students.

E3748 ISSUES IN CHILDREN'S AND ADOLESCENT LITERATURE AND LITERACY *GradDip/MA Children's Literature and Literacy (6cp); two hpw; prerequisites all previous units; subject coordinator P March*

Stimulates discussion and exploration of a range of issues of relevance to students in their professional situations. Students will present seminars on selected topics such as: the use of picture books in the

secondary school, the genre/process-writing debate, formula fiction.

- E3749 ADVANCED SEMINAR ON CHILDREN'S LITERATURE OR LITERACY** *GradDip/MA Children's Literature and Literacy (12cp); two hpw; subject coordinator M Hourihan*

Considers children's literature in relation to movements in general literature so that students will become familiar with the major concepts in contemporary literary theory and be able to apply these concepts to children's literature so as to develop critical insights into the nature and value of that literature.

OR

Examines current issues in literacy education, identifies critical issues in these debates, investigates the theoretical bases of these issues and examines the implications of the issues for the teaching of literacy.

- E3752 MAJOR INDIVIDUAL ASSIGNMENT** *GradDip/MA Children's Literature and Literacy (6cp); prerequisites all subjects in Semesters 1, 2 and 3; subject coordinator R Brill*

Students will undertake an individual exploration of an aspect of children's literature or literacy which is of particular interest to them. The research proposal will be implemented under the guidance of a supervisor, and will be presented in a document of approximately 10,000 words in length.

- E3828 SEMINAR ON RESEARCH METHODOLOGY** *GradDip/MA Children's Literature and Literacy (4cp); two hpw; subject coordinator R Brill*

Develops the skills necessary to understand and appraise appropriate research literature, and to plan and implement action research projects. Students will develop a proposal for the major individual assignment undertaken in Semester 4.

- E3829 MAJOR STUDY** *MA Children's Literature and Reading (12cp); prerequisites all previous units; subject coordinator R Brill*

Allows students to carry out a study in an area of choice within the field. They will identify a topic in the area of children's literature or reading which justifies investigation and an extension of understanding; survey the current information pertaining to the topic; propose and develop the study and report the work in an appropriate manner.

- E3903 ISSUES IN THE DEVELOPMENT OF LANGUAGE** *BEd Prim (Phase III) (6cp); two hpw; prerequisite Diploma of Teaching or Bachelor of Teaching; subject coordinator R Brill*

Examines the role of the teacher in the development of language skills; examines language across the curriculum; examines the relationship of literature and language; applies the above factors to specific areas of the English curriculum.

- E4115 HEALTH EDUCATION I** *GradDip Ed (Phys Ed) (2cp); three hpw; subject coordinator J Fry*

Students will appreciate the meaning of health as a multi-dimensional state of well-being that includes physical, emotional and social aspects; become acquainted with health concepts which may enhance wise decision making, effective enjoyable living and personal development; recognise the importance of the school and community health promotion program in society; and appreciate the scope of modern approaches, contemporary teaching and promotional methods in health education.

- E4203 HEALTH EDUCATION TEACHING II** *BEd Prim (Phase I)/BEd T Lib (3cp); three hpw; prerequisite E4103 Health Education Teaching I; subject coordinator J Fry*

Students will understand the significance of children's health programs, and be able to promote a meaningful instructional program and healthful school living conditions; develop an exemplary standard of personal health practice; organise and develop a health instruction program around the needs and interests of students; identify and use sources of current health information; use a variety of evaluative procedures in health teaching.

- E4411 HEALTH STUDIES IV: SOCIAL HEALTH** *BEd Prim (Phase I)/BEd T Lib/BEd Phys Ed/GradDip Ed PE (General study/Phys Ed Elective) (4cp); four hpw; subject coordinator J Fry*

Students will understand the interaction of physical, emotional and social health through all stages of human development; and use skills from previous units to analyse relevant health problems in this area.

- E4511 HEALTH STUDIES V: MENTAL HEALTH AND DRUGS** *BEd Prim (Phase I)/BEd T Lib (General study)/DipEd PE (Elective) (4cp); four hpw; subject coordinator J Fry*

Students will investigate aspects of mental health and mental illness, including stress and anxiety; understand basic facts concerning drugs and their

uses and abuses; explore drug related community resources; and appreciate the relatedness of mental health and drug usage.

E4611 HEALTH STUDIES VI: HEALTH IN THE COMMUNITY *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); four hpw; prerequisite E4211 Health Studies II; subject coordinator J Fry*

Students will investigate methods of measuring health status in communities; the organisation and evaluation of health information, services and products affecting health and safety; investigate community access to health services; and carry out an investigation of a community health problem.

E4701 HEALTH EDUCATION: HEALTH AND PERSONAL DEVELOPMENT IN THE SECONDARY SCHOOL *GradDip Ed (Maths/Sc) (2cp); one hpw; subject coordinator J Fry*

Students will develop an understanding of social and personal factors leading to poor physical, social and mental health in the school and in the community; understand the factors that can help teachers to promote physical, social and mental health in pupils; and understand the contribution all teachers can make to the health and development of students in the secondary school.

E4903 ISSUES IN PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION *BEd Prim (Phase III) BEd Phys Ed (Conversion) (6cp); two hpw; subject coordinator J Fry*

Reviews the personal development, health and physical education school syllabuses identifying the more sensitive issues; provides a variety of experiences by which students will feel confident in teaching sensitive topics in personal development, health and physical education; evaluates available resources for teaching sensitive topics; develops teaching units with resource kits for the teaching of sensitive topics; and to provide skills in contextual analysis.

E5112 MATHEMATICS I: STATISTICS A *BEd (PE) Conversion (Preparatory Study) (4cp); three hpw; subject coordinator R Munro*

An introduction to the concepts, computational procedures and applications of statistics; students will be able to select and apply appropriate statistical techniques in the analysis of problems and will develop some facility in the interpretation of statistical information included in the literature of education and other professional studies.

Not offered in 1993.

E5313 MATHEMATICS TEACHING III *BEd Prim (Phase I)/BEd T Lib (Teaching study) (3cp); three hpw; prerequisite E5213 Mathematics Teaching II; subject coordinator S Sadler*

Students will develop an understanding of the recognised stages of growth of mathematical thinking and its relevance to the content of early childhood mathematics. They will develop the ability to evaluate principles of teaching and learning at this level and apply these principles in the consideration of content and teaching methods, including the formulation of instructional objectives, assessment and introductory diagnostic and assessment procedures. They will acquire knowledge of the teaching content appropriate to the development of basic concepts and skills in number, geometry and measurement.

E5412 MATHEMATICS IV: COMPUTING A *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisites E5113, E5213, E5313 Mathematics Teaching I, II, III; subject coordinator G Foley*

Introduces basic machine concepts and software principles; provides a sound basis of understanding of computing which can be applied in other courses; to provide a high level of competence in the use of the BASIC language; gives students an understanding of a local area network.

E5415 MATHEMATICS TEACHING IV *BEd Prim/BEd T Lib (Teaching study) (3cp); two hpw; prerequisite E5313 Mathematics Teaching III; subject coordinator G Barnsley*

Students will demonstrate awareness of the nature and common causes of children's learning difficulties in mathematics. They will acquire a knowledge of methods for identifying different levels of mathematical performance and for isolating specific deficits in concept and skill attainment. They will demonstrate knowledge and understanding of extension topics which could be used to stimulate interest in mathematics and to challenge the abilities of individual students. They will demonstrate a knowledge of strategies and resources for individualising mathematics instruction and they will develop the ability to assess, evaluate and select appropriate mathematical resources.

E5512 MATHEMATICS V: COMPUTING B *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisite E5415 Mathematics IV; subject coordinator G Foley*

Designed to extend the student's knowledge of computing by: extending the BASIC language to allow

advanced screen formatting techniques and file manipulation; giving students facility in the use of microcomputers and an awareness of their applications.

E5601 **INTRODUCTORY STATISTICS**
BEd Prim (Phase I)/BEd T Lib (Elective) (3cp); three hpw; (NB: students who have completed Mathematics I: Statistics A will not be permitted to select this unit); subject coordinator R Munro

Provides an introduction to the language and methods of statistics so that students can read research literature in education with some understanding of the techniques of statistical analysis used and the methods of deriving conclusions.

E5612 **MATHEMATICS VI: CALCULUS B**
BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisite E5415 Mathematics Teaching IV; subject coordinator S Schuck

Extends the examination of the principles, methods of differentiation and integration to functions of more than one variable and explores further the applications of calculus to selected topics of particular interest and relevance to the students of the course.

E5613 **MATHEMATICS VI: STATISTICS B**
BEd Prim (Phase I)/BEd T Lib (General study) (this unit is an alternate to Mathematics VI: Calculus B) (4cp); prerequisite E5415 Mathematics Teaching IV; subject coordinator S Schuck

Extends an understanding of the concepts and techniques of the statistical procedures used in introductory educational research; develops appreciation of the problems of the educational researcher and an awareness of the limitations of conclusions reached and enables the student to read educational research literature critically.

Not offered in 1993.

E5615 **COMPUTING SKILLS IN EDUCATION**
BEd Prim (Phase I)/BEd T Lib (Elective); (3cp); three hpw; prerequisite E5515 Computer Awareness; subject coordinator G Barnsley

Students will gain expertise in word processing and the use of databases together with knowledge of classroom applications of these skills. They will develop programming skills in BASIC and LOGO, at the same time appreciating the need for structure in program design. They will also be aware of the

scope for children to create their own programs, especially in LOGO.

Students who have completed or intend to include Mathematics IV: Computing A are not permitted to select this unit.

E5703 **SECONDARY MATHEMATICS IA**
GradDip Ed (Secondary Method) (5cp); four hpw; prerequisites E5113, E5213, E5313 and E5415 Mathematics Teaching I to IV (or equivalent); subject coordinator S Schuck

Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of mathematics in the primary school. They will be aware of the aims, content and structure of mathematics curricula for Years 7 and 8. They will begin to develop expertise in the planning and implementation of suitable learning experiences including the involvement of appropriate resources in the teaching of mathematics in Years 7 and 8.

E5704 **SECONDARY MATHEMATICS IB**
Dip Ed (Secondary Method) (5cp); four hpw; corequisite E5703 Secondary Mathematics IA; subject coordinator G Foley

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this subject is designed 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 secondary school. Particular emphasis will be placed on a detailed study of the content and methods of teaching current senior secondary school curricula in mathematics.

E5803 **SECONDARY MATHEMATICS IIA**
Dip Ed (Secondary Method) (5cp); four hpw; prerequisite E5703 Secondary Mathematics IA; subject coordinator S Schuck

Students will develop an awareness of the aims, content and structure of mathematics curricula for Years 9 and 10. They will continue to develop expertise in the planning and implementation of suitable learning experiences and the selection of appropriate resources. They will have an awareness of the goals and design of mathematics curricula in the senior secondary school. They will develop some ability in the identification of, and provision for the needs of, talented and low achieving children in mathematics.

E5804 SECONDARY MATHEMATICS IIB
Dip Ed (Secondary Method) (4cp); four hpw; prerequisite E5704 Secondary Mathematics IB; corequisite E5803 Secondary Mathematics IIA; subject coordinator G Foley

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this subject is designed 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 secondary school. Particular emphasis will be placed on a detailed study of the content and methods of teaching current senior secondary school curricula in mathematics.

E5830 COMPUTERS IN EDUCATION *Dip Ed (2cp); two hpw; subject coordinator G Foley*

Students will develop basic skills in the operation of a microcomputer and its peripheral devices and become aware of the available range of microcomputers and associated hardware and software. They will have a working knowledge of the language BASIC, have the ability to evaluate and use effectively commercially available programs and have an appreciation of some of the applications of microcomputers in our society, in particular in the secondary school. They will be introduced to facilities such as database and word processing and demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programs to accomplish the task.

E5901 COMPUTER-BASED LEARNING
BEd Prim (Phase III) (Advanced teaching study) (6cp); two hpw; subject coordinator G Barnsley

An introduction to the use of computers in instructional programs. Students will develop skill in designing suitable teaching sequences and writing programs to accomplish the objectives of the sequences, and gain knowledge of the range of computer facilities available for use in schools, and develop ability to evaluate and use effectively commercially available programs.

E5902 CURRICULUM AND RESOURCE DESIGN IN MATHEMATICS *BEd Prim (Phase III) (Advanced teaching study) (6cp); two hpw; subject coordinator R Munro*

Students will develop an awareness of theories and research relating to mathematical learning and development; they will develop skills in the analysis and development of mathematical curricula; they

will design and evaluate materials for instruction in mathematics.

Not offered in 1993.

E5905 REMEDIAL MATHEMATICS *BEd Prim (Phase III) (Advanced teaching study) (6cp); two hpw; subject coordinator R Munro*

Students will demonstrate a knowledge of the nature and common causes of children's learning difficulties in mathematics; they will develop awareness of various methods of identifying specific concept and skill deficits and will develop expertise in the planning and implementation of suitable learning experiences including the use of appropriate resources; they will demonstrate a knowledge of strategies and resources for individualising mathematics instruction.

E6207 MUSIC TEACHING II *BEd Prim (Phase I)/BEd T Lib (Teaching study) (3cp); three hpw; prerequisite E6107 Music Teaching I*

Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; how musical skills are acquired and developed in order to plan a program exhibiting logical development of skills and concept acquisition; appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; appropriate repertoire, teaching and evaluation strategies in order to organise the musical experiences of children from K-6.

E6321 MUSIC STUDIES III *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisite E6121 or E6221 Music Studies I or II*

Students will develop basic skill in the use of diatonic primary chord construction and melody writing; extended aural perception including minor tonality and cadences; knowledge of basic musical forms; an understanding of the historical and musical developments of the Baroque period; skills in the techniques of classical and folk guitar playing; skills in performing in ensemble situations.

E6421 MUSIC STUDIES IV *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisite E6121, E6221 or E6321 Music Studies I, II or III*

Students will develop aural and written skills in elementary harmonic construction; an understanding of the historical and musical developments of the Classical period; further skills in the techniques of

classical and folk guitar; skills in performing in ensemble situations.

E6521 MUSIC STUDIES V *BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisite E6421 Music Studies IV; subject coordinator J Lloyd*

Students will develop extended knowledge of diatonic harmonisation and modulation to related keys; an understanding of historical and musical developments of the Romantic period; performance skills in the technique of at least one wind instrument; further skills in performing in ensemble situations.

E6604 MUSIC AND SOCIETY *BEd Prim (Phase I) (Background study) (3cp); three hpw; subject coordinator S Gerozisis*

Students will study the influence of social history on the development of Western music; examine the relationship between selected aspects of society (e.g. political, religious, economic) and styles of music; develop a sensitivity to the musically significant aspects of selected works.

E6621 MUSIC STUDIES VI *BEd Prim (Phase I)/BEd T Lib (General Studies) (4cp); three hpw; prerequisite E6521 Music Studies V; subject coordinator J Lloyd*

Students will develop a knowledge of orchestration and arrangement for various ensembles; an understanding of historical and musical developments of 20th century music; further skills in the technique of at least one wind instrument; further skills in performing in ensemble situations.

E6630 MUSICIANSHIP I *GradDip in Primary Music (3cp); one hpw; subject coordinator J Lloyd*

Students will develop competency and fluency in basic skills; knowledge, at a basic level, of the conceptual components of music; song-writing skills.

E6631 RECORDER I *GradDip in Primary Music (3cp); one hpw; subject coordinator J Lloyd*

Students will develop elementary skills in playing C (descant) and F (treble) recorders and relate acquired performance skills to the teaching of recorders.

E6632 VOCAL STUDIES *GradDip in Primary Music (3cp); two hpw; subject coordinator J Lloyd*

Students will develop confidence in the performance of speech repertoire, unison songs, rounds and

partner songs; knowledge of skills associated with voice production and the development of those skills in the classroom; knowledge of a repertoire of appropriate speech activities and songs for the K-6 classroom.

E6633 MUSIC CURRICULUM ISSUES A *GradDip in Primary Music (3cp); one hpw; subject coordinator J Lloyd*

Students will gain an understanding of curriculum development; make a detailed study of the syllabus section of the NSW Music (K-6) Syllabus and Support Statements (1984); enquire into the music education approaches of Kodaly, Orff and Dalcroze.

E6730 MUSICIANSHIP II *GradDip in Primary Music (3cp); one hpw; prerequisite E6630 Musicianship I; subject coordinator J Lloyd*

Students will develop skills in composing within restricted tonal, modal and rhythmic parameters; further knowledge of the conceptual components of music; improvisatory skills, both vocal and instrumental.

E6731 RECORDER II *GradDip in Primary Music (3cp); one hpw; prerequisite E6631 Recorder I; subject coordinator J Lloyd*

Students will develop further skills in playing C (descant) and F (treble) recorders elementary skills in playing the tenor recorder, and performance skills in recorder consort work.

E6732 MOVEMENT AND DANCE *GradDip in Primary Music (3cp); two hpw; subject coordinator J Lloyd*

Students will develop knowledge of the roles of movement and dance as aids to learning in the overall music program body percussion skills; knowledge of movement activities in the areas of body awareness, spatial awareness, locomotor and non-locomotor movements and qualities of movement; skill in using movement as a medium of expression; skills in effective and musical techniques of teaching folk dance; knowledge of a repertoire of appropriate folk dances for classroom use.

E6733 MUSIC CURRICULUM ISSUES B *GradDip in Primary Music (3cp); three hpw; subject coordinator J Lloyd*

Students will consider current research on child development in relation to how children learn music; observe various scope and sequence charts; make a detailed study of Support Statement 1: Implementing Music in the Classroom.

- E6830 MUSICIANSHIP III** *GradDip in Primary Music (3cp); one hpw; prerequisite E6730 Musicianship II; subject coordinator J Lloyd*

Students will further develop musical skills gained in earlier musicianship units; develop fluency with point and counterpoint in small group movement and rhythmic improvisation; develop composition skills with extended key parameters.

- E6831 RECORDER III** *GradDip in Primary Music (3cp); one hpw; prerequisite E6731 Recorder II; subject coordinator J Lloyd*

Students will develop further skills in playing C (descant and tenor) and F (treble) recorders; elementary skills in playing the soprano and bass recorders; further performance skills in recorder consort work; skills in organising school recorder consorts.

- E6832 PERCUSSION** *GradDip in Primary Music (3cp); two hpw; subject coordinator J Lloyd*

Students will develop skills in playing tuned and untuned percussion instruments; develop skills in percussion arrangements and relate acquired skills of performance to the class music program.

- E6833 MUSIC CURRICULUM ISSUES C** *GradDip in Primary Music (3cp); one hpw; subject coordinator J Lloyd*

Students will relate current research on early childhood musical development to the work of Piaget, Bruner and Gagne, and make a detailed study of Support Statement 2: Ideas and Activities in Music.

- E6901 TEACHING MUSIC BEd Prim (Phase III) (Advanced teaching study) (6cp); two hpw; subject coordinator S Gerozisis**

Students will gain an understanding of the nature of musical conceptual development and of methods in designing and programming activities suitable for such development; program planning and implementation in the school from K-6; functional evaluation techniques for use in program development; skills pertinent to the teaching of a developmental music program.

- E6902 TEACHING MUSIC: PERFORMANCE BEd Prim (Phase III) (advanced teaching study) (6cp); two hpw; subject coordinator S Gerozisis**

Students will develop an understanding of Orff Schulwerk; performance and teaching techniques on the recorder; skills in teaching part-singing and in choir training.

- E6930 MUSICIANSHIP IV** *GradDip in Primary Music (3cp); one hpw; prerequisite E6830 Musicianship III; subject coordinator J Lloyd*

Students will develop an ability to sight read melodies in major and minor modalities from staff notation; an ability to write melodies for children's voices and/or instruments to be used in classroom teaching.

- E6931 ENSEMBLE** *GradDip in Primary Music (3cp); one hpw; prerequisites E6631, E6731, E6831 Recorder I, II and III; subject coordinator J Lloyd*

Students will develop skills associated with ensemble performance in the areas of voice, recorder and the Orff instrumentarium; knowledge of organising, training and conducting vocal ensembles, percussion ensembles and recorder consorts; familiarity with appropriate vocal and instrumental ensemble repertoire for use in the primary school; skills in arrangement and composition for classroom ensembles.

- E6932 INTEGRATED CLASSROOM ACTIVITIES** *GradDip in Primary Music (3cp); two hpw; subject coordinator J Lloyd*

Students will develop knowledge of appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; program modules for organising the musical experiences of children from K-6; knowledge of appropriate repertoire and teaching strategies for sequential concept acquisition in the K-6 classroom through the integration of the music activity areas; knowledge of the stylistic characteristics of a variety of music genres and significant stages of the historical development of music; knowledge of a repertoire of appropriate listening material for concept acquisition in the K-6 music program.

- E6933 MUSIC CURRICULUM ISSUES D** *GradDip in Primary Music (3cp); one hpw; subject coordinator J Lloyd*

Students will consider current research on middle childhood musical development, and make a detailed study of Support Statement 3: Managing Music in the School.

- E7104 WATER SAFETY BEd Prim (Phase I)/BEd T Lib (3cp); two hpw; subject coordinator K Toohey**

Develops understanding of and proficiency in the skills related to lifesaving, resuscitation, swimming stroke mechanics, learn-to-swim methods, water safety and elementary first aid.

**E7106 PHYSICAL EDUCATION
TEACHING I** *BEd Prim (Phase I)/BEd
T Lib (3cp); three hpw; subject coordi-
nator
K Toohey*

Describes the aims of physical education; develops an understanding of the scope of physical education in early to middle childhood; analyses mechanical principles of movement and applies these to the techniques of basic skills; constructs a perceptual-motor developmental program for specific weaknesses; describes teaching methods used in physical education; develops an understanding of the principles of organisation of class, apparatus and teaching aids; and plans lessons using a variety of teaching methods.

**E7206 PHYSICAL EDUCATION
TEACHING II** *BEd Prim (Phase I)/
BEd T Lib (3cp); two hpw; prerequisite
E7106 Physical Education Teaching I;
subject coordinator K Toohey*

Develops an understanding of the role of the teacher in supervision, observation, coaching, diagnosis of error and evaluation procedures; plans lessons and units of lessons of various types in physical education; and develops an understanding of the principles for programming physical education in the primary school.

**E7230 KINESIOLOGY AND APPLIED
ANATOMY** *BEd Phys Ed (Conversion)
(3cp); two hpw; prerequisites two of
91317 Human Biology, K17131
Anatomy and 27223 Mechanics of
Human Motion; subject coordinator
J Fry*

Develops an understanding of the structural and functional elements of the muscular, nervous and skeletal systems; develops understanding of human performance as it is affected by the body's structure; and develops an understanding of these structures as a basis for biomechanical studies, exercise physiology and the acquisition of motor skill.

Not offered in 1993.

**E7432 CURRICULUM PHYSICAL
EDUCATION IA** *GradDip Ed (2cp);
two hpw; subject coordinator J Fry*

Plans effective teaching and learning strategies for gymnastics and dance, and plans for individual differences in gymnastics and dance.

**E7433 CURRICULUM PHYSICAL
EDUCATION IB** *GradDip Ed (2cp);
two hpw; prerequisites Swimming,
Diving and Lifesaving, Track, and Field,
Principles and Practices of Teaching
Physical Education III; subject coordi-
nator J Fry*

Develops an understanding of organisation and program planning procedures pertinent to the teaching and coaching of swimming and track and field; and an understanding of the characteristics of motor skill development as they relate to the teaching and learning of swimming and track and field.

**E7434 CURRICULUM PHYSICAL
EDUCATION IC** *Dip Ed PE (2cp);
two hpw; prerequisites Teaching
Physical Education II, two court and
two field sports; corequisite E7710
Physical Education and Health Method
I; subject coordinator J Fry*

Teaches students to plan effectively teaching and learning strategies for court and field activities; to plan for individual differences in instruction of court and field games.

**E7701 PHYSICAL EDUCATION Sport in
the Secondary School** *Dip Ed (Maths/
Sc) (2cp); two hpw; subject coordinator
J Fry*

Helps students to organise a secondary school sports group, teaches varied skills, interesting practices and understanding of progression activities, and develops a knowledge of selected sports presented in the school's program.

**E7710 PHYSICAL EDUCATION AND
HEALTH METHOD I** *Dip Ed PE
(4cp); four hpw; corequisites E7434
Curriculum PE IC, T0178 Educational
Psychology I; subject coordinator J Fry*

Analyses the main features of the Personal Development, Health and Physical Education curriculum in NSW secondary schools; demonstrates understanding of the objectives and scope of PD, Health and PE curriculum in grades K-10; develops an understanding of the relationship between the physical, affective and cognitive development levels of children in grades K-10 through the selection of content for PD, Health and PE curriculum; justifies the selection of suitable content in PD, Health and PE programs (K-10); describes and discusses the basic elements in the teaching-learning process; shows awareness of the role of the teacher in PE lessons for grades K-10 with regard to organisation,

safety, apparatus and grouping; analyses distinguishing features of major teaching models and approaches; shows competence in stating behavioural objectives and planning lessons applying command, practice, reciprocal self-check teaching models; formulates instructional objectives for specific physical education units; outlines methods of evaluation suitable for secondary pupils in PD, Health and PE; demonstrates competence in teaching of PD Health and PE, (grades 7-10) in micro and whole class situations; and identifies the factors of secondary school organisation which relate to the teaching of physical education.

E7810 PHYSICAL EDUCATION AND HEALTH METHOD II *Dip Ed PE (3cp); four hpw; prerequisite E7710 Physical Education and Health Method I; subject coordinator J Fry*

Familiarises students with the nature of the content of personal development, health and physical education curriculum frameworks; develops instructional skills and strategies that are specific to teaching the knowledge, skills and attitudes embedded in content of personal development, health and physical education; develops and applies skills in situational analysis; develops skills in curriculum design and evaluation; and develops skills in organisation and administration that can be applied in the coordination of personal development, health and physical education and sports programs in schools.

E7831 DIRECTED STUDIES IN HUMAN MOVEMENT STUDIES I *BEd Phys Ed (3cp); prerequisite E7330 Physiological Efficiency of Human Movement or E7513 Biomechanical Efficiency of Movement; subject coordinator J Fry*

Develops competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; engages in an original research project on an individual or group basis.

Not offered in 1993.

E7832 DIRECTED STUDIES IN HUMAN MOVEMENT STUDIES II *BEd Phys Ed (3cp); prerequisite E7831 Directed Studies in Human Movement Studies I; subject coordinator J Fry*

Develops competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; engages in an original research project on an individual or group basis.

Not offered in 1993.

E8137 SCIENCE I: HUMAN BIOLOGY *BA; (Human Movement Studies) (5cp); three hpw; subject coordinator L Cree*

At the conclusion of this subject students will be able to relate the structure of particular organ systems to the functions they perform; make comparisons between systems in humans and other animals; demonstrate simple laboratory and recording skills related to an examination of living systems.

E8203 HUMAN PHYSIOLOGY *BA (Human Movement Studies) three hpw; prerequisite E8137 Science I Human Biology; subject coordinator L Cree*

At the conclusion of this subject students will be able to describe the role played by all the organ systems in the control of body movement; discuss the integrated regulation of organ systems in situations involving a change from a resting state; demonstrate an understanding of the processes involved in the production and use of energy in the human body, and demonstrate skill in the use of equipment which measures physiological parameters under laboratory conditions.

E8206 SCIENCE TEACHING II *BEd Prim (Phase I)/BEd T Lib (3cp); three hpw; prerequisite E8106 Science Teaching I*

Students will demonstrate a knowledge of and be able to justify aims and priorities in the teaching of primary science; demonstrate an ability to develop in children, skills of enquiry; demonstrate the ability to plan activities which give children the opportunity for developing their use of the process skills of science; demonstrate the ability to plan, implement and assess science-based units of work; demonstrate knowledge of sources from which appropriate information could be obtained; demonstrate the ability to select and evaluate resources appropriate for teaching science in relation to the science and technology K-6 Syllabus; demonstrate the ability to formulate meaningful instructional objectives; demonstrate an ability to integrate science with other areas in the curriculum; demonstrate some skills in the preparation of appropriate instructional materials; appreciate the issues involved in planning, initiating, conducting and assessing a school science program.

E8337 SCIENCE III: ANIMAL BIOLOGY *BEd Prim (Phase I)/BEd T Lib (4cp); three hpw; prerequisite E8106 or E8206 Science Teaching I or II*

At the conclusion of this unit students will be able to describe the characteristics of the major animal groups; justify a natural system of animal classification according to evolutionary principles; understand animal structure and function with particular reference to adaptation to the environment especially

the Australian environment; describe certain aspects of animal behaviour; demonstrate laboratory and recording skills related to the examination of animals; apply research techniques to a simple research project.

Not offered in 1993.

E8437 SCIENCE IV: FIELD ECOLOGY
BEd Prim (Phase I)/BEd T Lib (4cp); three hpw; prerequisites two of E8106, E8206 Science Teaching I, II or E8337 Science III

Develops skills in ecological investigation. Entails a study of selected Australian ecosystems. At the conclusion of this subject students will be able to: demonstrate skills in environmental measurement; organise data collected from laboratory and field studies; analyse relationships within ecosystems and compare ecosystems; display skill in communication of environmental investigations; develop an appreciation of the problems involved in ecosystem management as in a national park.

Not offered in 1993.

E8537 SCIENCE V: HUMAN ECOLOGY
BEd Prim (Phase I)/BEd T Lib (4cp); four hpw; prerequisites E8106, E8206 Science Teaching I, II and E8337, 8447 Science III and IV

Includes a study of human evolution as well as discussion on a range of factors affecting populations. Students will be able to show an understanding of the basic principles of genetics and the theory of evolution, with particular reference to humans; discuss a range of global issues involving the impact of humans on their environment.

Assessment is continuous.

E8540 CHEMISTRY I BA (Human Movement Studies) (5cp); three hpw; subject coordinator Associate Professor M Cosgrove

During this subject students will be introduced to the chemistry for later courses, through the concepts appropriate to the life sciences.

E8605 AUSTRALIAN NATURAL HISTORY *BEd Prim (Phase I)/BEd T Lib (Background study) (3cp); subject coordinator H Sharp*

Focuses on a study of the geology, vegetation, animals and prehistory of the Sydney area and on areas of particular Australian interests such as the Great Barrier Reef. Students will be able to demonstrate skills in individual observation of some aspect of the Australian environment; have developed

critical yet sympathetic attitudes towards problems of conservation and wise land use; be able to demonstrate knowledge about the geology, plants and animals of the Sydney area; have developed an appreciation for and an awareness of their own natural heritage.

Not offered in 1993.

E8606 SCIENCE AND TECHNOLOGY IN AUSTRALIA *BEd Prim (Phase I)/BEd T Lib (Background study) (3cp); three hpw; subject coordinator Associate Professor M Cosgrove*

The principal purpose of this subject is to develop student-teachers' ideas about the nature of science and technology, their intimate relationship, and the effects they have in modern society. This will be approached through a study of a selection of the technologies that have been important in Australia's development; are used in living in today's Australia; and will be increasingly useful in the technological Australia of the future. Another objective is for student-teachers to analyse the models of teaching and learning which are used throughout the subject.

E8637 SCIENCE VI: PEOPLE AND THE ENVIRONMENT *BEd Prim (Phase I)/BEd T Lib (4cp); three hpw; prerequisite E8537 Science V; subject coordinator L Cree*

Explores the needs of a human community in terms of the consequences of the biophysical environment both local and remote. Case studies of the availability and management of natural resources will be supplemented by field and laboratory studies. At the conclusion of this subject students will be able to analyse interactions between humans and the biophysical environment; apply laboratory and field techniques to a study of the biophysical aspects of an urban environment; compare case studies of resource management; demonstrate a respect for evidence in analysing environmental issues; demonstrate skill in communication of environmental investigations.

E8702 SCIENCE METHOD I *Dip Ed (Science) (4cp); five hpw; prerequisite first degree or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics; subject coordinator J Griffin*

Provides experiences which will assist the student in developing the basic skills of science teaching; and fosters positive attitudes towards teaching children science.

**E8706 ADVANCED SCIENCE METHOD
IA: BIOLOGY** *Dip Ed (Science) (3cp);
three hpw; subject coordinator J Griffin*

This is a one-semester subject which will examine the teaching of biology in schools. While the main emphasis of the subject will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum. During this subject students should develop the ability to justify the teaching of this subject in terms of the stated aims of teaching science in the senior years; evaluate and select resource materials which could be used in developing curricula; evaluate and apply different teaching methods suited in various aspects of the subject; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; work cooperatively in developing teaching aids and other resources that could be used in teaching; integrate biology with other sciences and disciplines of the curriculum.

**E8707 ADVANCED SCIENCE METHOD
IB: GEOLOGY** *Dip Ed (Science)
(3cp); three hpw; subject coordinator L Cree*

Prepares students for teaching geology to senior high school classes. During this subject the students should develop the ability to justify the teaching of geology in a senior science course; become aware of, be able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school geology courses.

**E8708 ADVANCED SCIENCE METHOD
IC: CHEMISTRY** *Dip Ed (Science)
(3cp); three hpw; subject coordinator
Associate Professor M Cosgrove*

Helps student-teachers to teach chemistry in secondary schools. In this subject participants will examine the scope of chemistry, its place in civilisation and its impact on learners' lives. Attention is then given to teaching approaches, conceptual pathways and learning difficulties. Participants will investigate how chemistry is managed in schools, and will be assisted in preparing teaching schemes.

**E8709 ADVANCED SCIENCE METHOD
ID: PHYSICS** *Dip Ed (Science) (3cp);
three hpw; subject coordinator G Segal*

Aims to prepare students to teach physics in secondary schools. As a member of a cooperative learning group students will be able to reinforce positive perceptions associated with physics and with teaching physics; set group and personal goals to plan and achieve a high level of attitudinal growth, learning and accomplishment in physics and in group processes; plan methods of teaching physics and evaluate the teaching, in both senior and junior curricula; examine the contribution that the learning of physics can make to the growth and development of adolescents, study how the growth of physics has been the product of human endeavour and how physics has interacted with society. There will be an opportunity for students to collect and share resource materials which will be useful for future teaching physics in schools. Data which show the under-participation of girls compared with boys in the physical sciences, both in Australia and overseas will be examined and used as a starting point to: infer reasons for the trends, read about strategies which have been used to try to redress the imbalance, critically analyse text books and resources for material which may not be gender inclusive, apply gender-inclusive techniques for lesson planning.

E8802 SCIENCE METHOD II *Dip Ed
(Science) (3cp); four hpw; prerequisite
E8702 Science Method I; subject
coordinator G Segal*

Assists students in the application of their educational studies to the teaching of science; and helps students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching.

E8901 ENVIRONMENTAL EDUCATION
BEd Prim (Phase III) (6cp); two hpw

Students will be able to demonstrate an understanding of the aims of environmental education and be able to justify the inclusion of environmental education in the primary school program; demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education, especially in the areas of value, attitude and skill development; demonstrate an ability to assess resource material and to prepare appropriate instructional material for studying the environment; demonstrate an understanding of selected environmental problems; design an environmental education program for a selected range within the K-6 years, integrating various subject areas, e.g. science, social studies, mathematics, health, language, creative arts; provide a rationale for the

designed program in terms of appropriate concepts drawn from the fields of curriculum theory and development and developmental physiology; trial and evaluate a selected portion of their designed program.

E8904 TEACHING SCIENCE AND TECHNOLOGY BEd Prim (Phase III)
(6cp); two hpw; subject coordinator
H Sharp

Students will develop criteria for the evaluation of science and technology education curriculum materials; analyse some recent research in primary science and technology education; acquire advanced skills in primary science and technology education teaching; analyse learning theory and its application to classroom teaching in science and technology education; demonstrate an ability to modify activities and teaching units to conform to specified objectives.

E9104 SOCIAL STUDIES TEACHING I
BEd Prim/BEd T Lib (Teaching study)
(3cp); three hpw

Develops an understanding of the key learning area of Human Society and its Environment of which Social Studies is a component; develops those skills and procedures necessary to assess and use resources, and do basic planning in Social Studies units which, when developed, can be implemented in the K-6 classroom.

E9204 SOCIAL STUDIES TEACHING II
BEd Prim/BEd T Lib (Teaching study)
(3cp); two hpw; prerequisite E9104
Social Studies Teaching I; subject
coordinator K Amos

Relates the theory and practice of Social Studies to the development of children in the K-6 age group and gives students skills in planning, programming and developing competence in the evaluation of resources and preparation of units of study.

Assessment: individual assignment 40%; group presentation 20%; examination 40%

E9325 HISTORY IIID: AUSTRALIA TO 1900
BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw;
prerequisite ESS401 or ESS 402 History
I or II

Seeks to use the approaches and methods of history as a discipline to examine the 19th century historical foundations of Australian society, exposes the student to conflicting interpretations and to familiarise the student with the use of source materials.

E9425 HISTORY IVD: AUSTRALIA IN THE 20TH CENTURY BEd Prim
(Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisites E9125, E9225 and E9325 History ID, IID and IIID

Seeks to use the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century; further, exposes the student to conflicting interpretations and familiarises the student with the use of source material.

E9525 HISTORY VD: PACIFIC HISTORY
BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisites E9125, E9225 E9325 and E9425 History ID, IID, IIID, IVD; subject coordinator J Atherton

Introduces students to the history of a multicultural situation through a study of the various island areas of the Pacific, including Papua New Guinea, in which the traditional life of the people has been transformed by the impact of Western culture. It will present students with examples of Islander resistance to foreign incursion and influence and the long-term effects of the transformation of island societies through colonisation. It will offer students an opportunity to use and evaluate a variety of sources of information including oral history, myth, archaeology, European accounts and those of indigenous and non-Islander historians.

Assessment Pacific Islands geography test 10%; essay 30%; tutorial assignment 20%; examination 40%

E9601 URBAN STUDIES BEd Prim/BEd T Lib
(Background study) (3cp); three hpw; subject coordinator J Atherton

Designed to give students an increased awareness and understanding of the nature and problems of urban areas; to evaluate plans and the planning process and to develop skills in the observation, recording and interpreting of urban field data.

Assessment: individual field assignment 50%; group discussion paper 20%; audio-visual report 30%

Not offered in 1993.

E9624 FAMILY HISTORY STUDIES BEd Prim
(Phase I)/BEd T Lib (Background study) (3cp); three hpw; subject coordinator K Amos

Students will acquire a sense of history through examining family relationships over several generations; develop an awareness of the range, accessibility and location of genealogical resources; learn research skills and demonstrate a capacity to

evaluate and interpret historical documents; recognise the variety and extent of documentation relating to the lives of ordinary people; experience a simple genealogical research project.

Assessment: class presentation 30%; assignment 30%; research project 40%

Not offered in 1993.

- E9625 HISTORY VID: ASIAN HISTORY**
BEd Prim (Phase I)/BEd T Lib (General study) (4cp); three hpw; prerequisites ESS401-ESS405 History I, II, III, IV, V; subject coordinator J Atherton

Introduces students to Asian history and, by implication, to the cultures of Asia. By selecting aspects of the Asian past which show continuities with the present such as religion, social organisation and both the rejection and integrating of foreign influences, students will be able to intersect with Asian history at a number of significant points from ancient times up to the more recent past.

Assessment: essay 25%; tutorial 25%; examination 50%

- E9901 TEACHING SOCIAL STUDIES: AN INTERCULTURAL APPROACH**
BEd Prim (Phase III) (6cp); two hpw; subject coordinator K Amos

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

- E9902 ABORIGINAL STUDIES** *BEd Prim (Phase III) (6cp); two hpw; subject coordinator K Amos*

Provides an opportunity to learn about the history and culture of Aboriginal people; develops an informed awareness of contemporary Aboriginal issues confronting all Australians; attempts to bring about an adjustment and sensitisation to the needs of Aboriginal students and communities; develops an awareness of the availability of local community and material resources appropriate to the areas of Aboriginal Studies.

- 09701 TEACHING PRACTICE I** *GradDip Ed (4cp); subject coordinator S Groundwater-Smith*

Students will undertake approximately 25 days of practice teaching in secondary schools in their appropriate subject(s).

- 09801 TEACHING PRACTICE II** *GradDip Ed (4cp); subject coordinator S Groundwater-Smith*

Students will undertake approximately 25 days of practice teaching in secondary schools in their appropriate subject(s).

- 09907 TEACHING PRACTICE VII** *BEd Phys Ed (4cp); approx 13 days; corequisites E8802 Science Method II, related units, E7434 Curriculum PE IC, E2964 Curriculum Development; organisation block practice in secondary school, physical education and second methodology; subject coordinator S Groundwater-Smith*

The concentration is on secondary school teaching with major emphasis on physical education and a second methodology. In addition to the objectives of Practice V, students will also undertake teaching in their second specified subject area in line with the stated objectives of the subject taken in this semester.

- 09908 TEACHING PRACTICE VIII** *BEd Phys Ed (4cp); approx 13 days; corequisite E8815 Secondary Science Method III; Related Unit: Outdoor Education; block practice in secondary school; physical education and second methodology; subject coordinator S Groundwater-Smith*

As for Teaching Practice VI and VII.

- 09913 TEACHING PRACTICE III** *Dip Teaching (4cp); 13 days; corequisites E2340 Principles and Practices of Teaching III; subject coordinator S Groundwater-Smith*

Students will plan, implement and evaluate teaching, paying particular attention to the management of learning in small groups.

- 09914 TEACHING PRACTICE IV** *Dip Teaching (4cp); 13 days; corequisite E2440 Principles and Practices of Teaching IV; subject coordinator S Groundwater-Smith*

This practice will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experience for the child in the primary school; design suitable systems

for evaluating and recording pupil progress; show skill in planning and programming appropriately for specific classroom contexts; and demonstrate proficiency in using technological and other educational aids.

09915 **TEACHING PRACTICE V B Teach**
(4cp); 3 days + 10 days; corequisite
E2640 Design of Educational Programs,
Organisation Community Contract;
subject coordinator S Groundwater-
Smith

Students will examine, on site, a number of community facilities and consider their potential in the curriculum across two or more key learning areas. Furthermore one facility will be selected and a curriculum unit designed using such a facility.

09916 **TEACHING PRACTICE VI B Teach**
(4cp); 13 days; corequisite *E2540*
Teaching Children with Learning
Difficulties; subject coordinator
S Groundwater-Smith

Provides students with opportunities to demonstrate skills in the teaching of special groups of students, including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings and keeping detailed records of performance. As well students will implement a curriculum unit using a community facility identified in Teaching Practice V.

09924 **TEACHING PRACTICE IV BEd T**
Lib (4cp); 13 days; corequisites E2440
Principles and Practices of Teaching
IV; subject coordinator S Groundwater-
Smith

This practice will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experiences for the child in the primary school; to design suitable systems for evaluating and recording pupil progress; to show skill in planning and programming appropriately for specific classroom contexts; to demonstrate proficiency in using technological and other educational aids. Provides an understanding of the role and function of the library within the total school environment; analyses the role of the teacher-librarian in selecting, acquiring, producing, evaluating, organising and promoting resources.

09926 **TEACHING PRACTICE VI BEd T**
Lib (4cp); 13 days; corequisites E2544
Providing for Individual Differences,
55230 Information Users IIC

As for Semester 4 plus – demonstrates skills in the teaching of special groups of pupils, including the

skills of selecting appropriate reinforcers, selecting instructional materials, communicating thoughts and feelings and keeping detailed performance records; provides an understanding of the role of the teacher-librarian in designing and implementing services for both groups and individual users; examines the concept of individual differences as it applies to the provision of service in a school library; and analyses methods used to promote and evaluate services.

09927 **TEACHING PRACTICE VII BEd T**
Lib (4cp); 13 days; corequisites 55250
and 55350 Information Methods IIC
and IIIC

As for Semester 6 plus – provides an understanding of the teacher-librarian's role in administering the library program, including budgeting, personnel supervision, management of resources, services and facilities; and analyses systems used to maintain and update records.

55105 **TEACHING PRACTICE V BEd T Lib**
(4cp); 15 days

Develops an awareness of the types of agency which provide information; enables students to gain an appreciation of the overall pattern of information provision within the community; to develop greater social awareness and sensitivity to community needs; to work with people of diverse backgrounds outside the school environment; to build and maintain relationships with "learners" which differ qualitatively from the traditional teacher/pupil relationship.

55230 **INFORMATION USERS IIC BEd T**
Lib (4cp); three hpw; prerequisite
55130 Information Users IC

Students will clarify basic concepts in information behaviour especially as these concepts apply to the education environment; develop skills in reading studies of information behaviour; develop awareness of at least two approaches to the reference interview; identify characteristics of a range of services offered by library and information agencies and identify those services that should be offered by school libraries; become aware of a range of issues associated with provision of services; relate individual services to a typology of services based on the level of involvement with the content of information resources and level of involvement between user and mediator.

55240 **INFORMATION RESOURCES IIC**
BEd T Lib (3cp); two hpw; prerequisite
55140 Information Resources IC

Students will assess current developments in curriculum areas in relation to the bases of curricu-

lum theory; identify the role of educational research in curriculum development; assess the role of the teacher-librarian as a resource in the curriculum development process; analyse the role of print and non-print resources in developing, supporting, and extending the school curriculum; evaluate curriculum resources.

55250 INFORMATION METHODS IIC
BEd T Lib (4cp); four hpw; prerequisite 55150 Information Methods IC

Students will understand the methods of organising and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

55301 PRACTICE III (INFORMATION AGENCY PLACEMENT) BEd T Lib
(4cp); 15 days

Develops an awareness of the types of agency which provide information; enables students to gain an appreciation of the overall pattern of information provision within the community; to develop greater social awareness and sensitivity to community needs; to work with people of diverse backgrounds outside the school environment; to build and maintain relationships with "learners" which differ qualitatively from the traditional teacher/pupil relationship.

55330 INFORMATION USERS IIIC BEd T Lib
(4cp); three hpw; prerequisite 55130 and 55230 Information Users IC, IIC

Students will analyse critically empirical research studies; synthesise the findings of empirical research studies; relate the findings to a school library/information situation; make recommendations based on the findings for new and/or existing services.

55350 INFORMATION METHODS IIIC
BEd T Lib (4cp); three hpw; 55150 and 55250 prerequisite Information Methods IC, IIC

Students will examine the school library as a complex system and as an organisation; describe, evaluate and apply methods of organising school libraries and information services in relation to other organisations; allocate financial provision in relation to preparation of estimates and budget control; describe and evaluate the utilisation of personnel within school libraries and be aware of the principles of personnel management; know the principles of developing architectural briefs for the designing of facilities for school library services; describe,

evaluate and apply methods of acquiring curriculum resources and of organising, controlling and making available such materials for use; consider methods of evaluating the educational effectiveness of the school library; and be able to compile and maintain statistics and prepare and submit reports relevant to the development of library service; devise objective for service and carry out plans for implementation, promotion and innovation.

55430 INFORMATION USERS IVC BEd T Lib
(3cp); two hpw; prerequisite 55130 and 55230 Information Users IC and IIC; corequisite 55330 Information Users IIIC

Students will present, with a group, an evaluative synthesis of the viewpoints on a current issue in school librarianship; present with a group, a particular point of view on a current issue in school librarianship based on a critical reading of the literature; write, on the basis of a critical reading of the literature, an essay on a current issue in school librarianship; participate effectively in group discussion.

55431 INFORMATION SCIENCE I BEd T Lib
(4cp); three hpw

Provides a foundation for the study of the theory of information science. Presents an overview of the historical development of information science and an introduction to basic concepts such as information and information transfer. The subject draws on a range of theoretical and empirical literature to demonstrate the development of thinking about information science. It is also designed to make students aware of the environment for information provision and the variables influencing this environment.

55432 INFORMATION SCIENCE II BEd T Lib
(4cp); three hpw; prerequisite 55431 Information Science I

Introduces students to the constructs, concepts, models and theories relevant to information user behaviour. Information behaviour models and presents the assumptions or world views underlying them. Particular attention is paid to the variables which differentiate groupings of information users and are thought to predict or influence information behaviour. Empirical research findings are used to illuminate and evaluate concepts and models. A marketing model provides a framework for the unit in that it is devoted to target groups and market segmentation.

55433 INFORMATION SCIENCE III BEd
T Lib (4cp); three hpw; prerequisite
55431 Information Science I

Examines and evaluates principles, theories and conceptual frameworks for the organisation of information and information resources for eventual retrieval in relation to a specific need. Deals with approaches to organisation and control based on intellectual content as well as those based on physical arrangements of information and information resources, against the background of a consideration of a variety of approaches to analysis. Further development of the skills of analysis, description and evaluation will be stressed.

55434 INFORMATION SCIENCE IV BEd
T Lib (4cp); three hpw; prerequisites
55432 Information Science II, 55433
Information Science III

Examines the theoretical foundations of information retrieval, including the principles on which information retrieval systems are based and the human and technical processes in the interaction between end-users, intermediaries and systems.

55435 INFORMATION SCIENCE V BEd T
Lib (4cp); three hpw; prerequisites
55432 Information Science II, 55433
Information Science III

Introduces students to theories, concepts and principles relevant to the design of information services and products. In it, students will read the work of major contributors to the area, explore various approaches to designing information services and products and apply the concepts and principles of information service and product design to the presentation of information.

55436 ISSUES IN TEACHER LIBRARIANSHIP I BEd T Lib (3cp); two hpw over one year; prerequisites/corequisites
55431 Information Science I, 55432
Information Science II

Enables students to assess the role of the teacher librarian as an information professional who functions within the educational environment. Students will critically read and apply the professional literature; evaluate information resources appropriate for the educational context; apply knowledge of information behaviour and use to the school/school library environment; and assess issues related to the provision of information services in schools.

55437 ISSUES IN TEACHER LIBRARIANSHIP II BEd T Lib (3cp); two hpw over one year; prerequisite 55436 Issues in Teacher Librarianship I; pre- or corequisites 55433 Information Science III, 55434 Information Science IV

Enables students to apply theories and principles for the organisation of information and information resources to the school library environment. Students will analyse information materials according to content, subject and form and will apply methods of classifying and indexing information materials and compiling subject heading lists. Students will also apply principles of information retrieval to the school library and its users.

55438 ISSUES IN TEACHER LIBRARIANSHIP III BEd T Lib (3cp); two hpw over one year; prerequisite 55437 Issues in Teacher Librarianship II; pre- or corequisite 55435 Information Science V

Enables students to apply the theories, concepts and principles relevant to the design of information resources, products, and services within the school library environment. As part of this process, students will evaluate the range of materials, equipment, facilities and services required for the production of information resources and products for educational purposes. In addition, they will assess current developments in curriculum areas and the role of information resources in developing, supporting, extending and enriching the school curriculum.

55439 ISSUES IN TEACHER LIBRARIANSHIP IV BEd T Lib (3cp); two hpw over one year; prerequisite 55438 Issues in Teacher Librarianship III

Enables students to evaluate the school library as a complex system and consider the range of management functions, including issues related to developing policies, programs and services; collection management; allocation of financial resources; supervision of personal, facilities management; and management of technology and change. Students will also assess the range of current issues related to information provision within the educational environment.

55801 PRACTICE VII BEd T Lib (4cp); 13 days in primary school library and information provision project (17 days); subject coordinator B Poston-Anderson

Gives an understanding of the management role of the teacher librarian within the school library as it relates to management of resources, services, systems and facilities and to budgeting and personnel

supervision. Students also re-assess information provision to users within the total school environment.

56802 COMMUNICATION AND MEDIA STUDIES IN EDUCATION *GradDip Ed (Core) (2cp); two hpw; subject coordinator M Barnacoat*

Develops an understanding of interpersonal and mass communication practice and theory within the applied context of contemporary education. Students will also examine the implications of new communication technology and research evidence on the impact of media on children, and investigate communication education in Australian schools.

56901 HUMAN COMMUNICATION *BEd (elective) (6cp); two hpw; subject coordinator S Heyman*

Aims to provide an understanding the processes of interpersonal communication and its influence in the school; to understand the importance of non-verbal communication in the classroom; to be able to identify the variables that affect information processing in the classroom; to develop skills in, and evaluate the process of, small group communication; to identify variables that affect teacher influence in the classroom; to understand the nature of communication barriers in the classroom; to become familiar with the educational ramifications of intercultural communication.

56902 MASS MEDIA IN EDUCATION *BEd (elective) (6cp); two hpw; subject coordinator M Barnacoat*

Aims to provide an understanding the processes of mass communication and their influences on schools; to examine ways in which the media of mass communication affect children and their learning; to analyse the implications of present and future technological developments for mass communication and their relevance to education; to develop skills in the design of media studies programs for schools; to explore the potential of different forms of media for communication within the school, and between the school and its client groups.

56903 VIDEO IN EDUCATION *BEd (elective) (6cp); two hpw; students are advised to complete 56901 Human Communication and 56902 Mass Media in Education in that order, before undertaking this unit; subject coordinator M Barnacoat*

The aim of this subject is to provide educators with practical production experience, informed by an understanding of relevant, related theory. Specifically, students will be expected to analyse, evaluate

and use educational television material in the classroom setting. They will also be required to produce their own programs.

56904 COMMUNICATION IN THE EDUCATIONAL ENVIRONMENT *BEd Prim (Phase I)/BEd T Lib (core) (3cp); two hpw; subject coordinator R Johnston*

Examines the processes of interpersonal and group communication in the broader context of the professional relationships engaged in by classroom teachers; provides teacher education students with a range of basic communication competencies which can be applied to the expanding roles teachers will be expected to play as educators.

EAR201 ART AND CRAFT EDUCATION I *B Teach Prim/BEd T Lib (3cp); three hpw; prerequisite EGE201 Primary Curriculum Orientation I; subject coordinator L Gordon*

Students will study the NSW Department of Education visual arts syllabus and craft syllabus and programming K-6 for same. Practical skills and teaching techniques will be introduced in workshop situation in relation to content and skills development in both art and craft. Display, art appreciation, art history (Australia) and child art development will be required areas of study.

EAR202 ART AND CRAFT EDUCATION II *B Teach Prim/BEd T Lib (3cp); two hpw; prerequisite EAR201 Art and Craft Education I; subject coordinator L Gordon*

Students will explore two different groups activities, experience new teaching techniques for large-scale activity and gain experience in unexpected problem solving techniques. New materials will be acquired, adapted and used, as will associated skills from other subject areas. Chalkboard drawing skills will be developed for use (K-6). Program structure and content will be extended as will display skills. NSW Art Gallery will be visited and services available for teachers explored. Appreciation of original art works will be a feature of the gallery visit.

Assessment will be in both theory and practical work.

EAR301 ASPECTS OF AUSTRALIAN ART *B Teach/BEd T Lib (general elective) (compulsory attendance) (3cp); two hpw; subject coordinator L Gordon*

Develops a knowledge of Australian art history; enables students to recognise art and artists' styles; develops an awareness of the changes in attitude

towards art and culture; explores an area of artistic interest; teaches how to use this information as a basis for classroom use; and develops an understanding of factors relating to the arts.

EAR401 ART STUDIES I *B Teach / BEd T Lib (elective major) (compulsory attendance) (4cp); subject coordinator L Gordon*

Students will achieve perspectives on significant changes and, by implication, important continuities evident in the history of Western art and associated technology in the period of the Second World War to the present and make such information relevant to primary classroom activity; establish nodes within these perspectives to act as focal points for the multitude of "isms" and technical developments which characterise this period; develop investigative skills that will allow an educated awareness of the techniques and evaluation as a basis for informed criticism.

Not offered in 1993.

EAR402 ART STUDIES II *B Teach / BEd T Lib (elective major) (compulsory attendance) (4cp); three hpw; subject coordinator L Gordon*

Students will achieve perspectives on significant changes in sculpture and on the current definition of sculpture in terms of modern art history (1945 to the present) which will give relevance for primary classroom activity; develop investigative and creative skills that will allow an educated visual and mental awareness of sculptural form that will assist in critical evaluation of such form.

Assessment will be in theory and practical work.

EAR403 ART STUDIES III *B Teach / BEd T Lib (elective major) (compulsory attendance) (4cp); three hpw; prerequisite EAR401 or EAR402 Arts Studies I or II; subject coordinator L Gordon*

Develops awareness of various concepts of beauty in a World untouched by technology; uses this information to assist in evaluating, by comparison, the established norms for Western beauty; recognises style and nationality in art forms; explores a selected area in detail; assists in the awareness of unexpected media used for various reasons to create art works; teaches the expressive needs of humans to revere, adore, fear; and looks at body decoration as art expression.

Assessment will be in theory and practical work.

EAR404 ART STUDIES IV *B Teach / BEd T Lib (elective major) (compulsory attendance) (4cp); prerequisite EAR401-EAR403 Art Studies I, II and III; subject coordinator L Gordon*

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

Assessment will be in theory and practical work.

Not offered in 1993.

EAR405 ART STUDIES V *B Teach / BEd T Lib (elective major) (compulsory attendance) (4cp); prerequisite EAR404 Art Studies IV; subject coordinator L Gordon*

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

Assessment will be in theory and practical work.

Not offered in 1993.

EAR406 ART STUDIES VI *BEd (Prim) F/T (elective major) (compulsory attendance) (4cp); prerequisite EAR405 Art Studies V; subject coordinator L Gordon*

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

Assessment will be in both theory and practical work.

Not offered in 1993.

EAR701 ASPECTS OF ART/CRAFT EDUCATION *BEd (Prim) F/T (general elective) (compulsory attendance) (4cp); two hpw; prerequisite E0121 and E0221 Art and Craft Teaching I and II; subject coordinator L Gordon*

Develops and expands knowledge of art/craft teaching strategies within both normal and special classes; investigates and evaluates the usefulness of

aspects of the visual arts syllabus; develops understanding of the reasons used for developing school based policies for visual arts; acquires additional skills and experience with Visual Arts media and programming.

Assessment will be in both theory and practical work.

ECO301 INTRODUCTION TO COMPUTERS IN THE CLASSROOM *B Teach/BEd T Lib (general study) (3cp); two hpw; subject coordinator G Foley*

Develops basic skills in the operation of a computer and its peripheral devices; examines the effects of the computer on the school environment; considers applications of the microcomputer in the key learning areas; uses the BASIC language to write simple programs suitable for use in the school; examines the features of a variety of microcomputers, identifying their strengths and weaknesses in the classroom situation; provides awareness of problems of access to computers in the primary school; and develops elementary knowledge of applications such as database management and word processing; to develop necessary keyboard skills.

ECO401 EDUCATIONAL COMPUTING I *B Teach/BEd T Lib (elective major) (4cp); three hpw; subject coordinator G Foley*

Develops skills in word processing and desktop publishing; considers a variety of applications of these skills for both the tertiary student and the classroom teacher; investigates a variety of peripheral devices including printers and image scanners; and studies data communications, with an emphasis on the use of electronic mail in the school setting.

Not offered in 1993.

ECO402 EDUCATIONAL COMPUTING II *B Teach/BEd T Lib (elective major) (4cp); three hpw; subject coordinator G Foley*

Develops skills in the use of electronic spreadsheets and databases; introduces some of the more advanced features, including macro design and database programming; and considers a variety of applications which will be of value as productivity aids both for the tertiary student and the classroom teacher.

Not offered in 1993.

ECO403 EDUCATIONAL COMPUTING III *B Teach/BEd T Lib (elective major) (4cp); three hpw; subject coordinator G Foley*

Develops an understanding of fundamental computer hardware concepts; acquires an appreciation for the

importance of structured methods in program design using the high level language BASIC; and uses programming skills with graphics and sound to prepare programs which would be suitable for the classroom.

Not offered in 1993.

ECO404 EDUCATIONAL COMPUTING IV *B Teach/BEd T Lib (elective major) (4cp); three hpw; subject coordinator G Foley*

Promotes discovery learning and problem-solving through the use of the graphics-based features of the high-level computer language, LOGO; develops turtle graphics programming skills; develops an understanding of the concept of recursion; considers suitable applications of turtle-graphics for the primary classroom; and develops introductory skills in list processing.

Not offered in 1993.

ECO405 EDUCATIONAL COMPUTING V *B Teach/BEd T Lib (elective major) (4cp); three hpw; prerequisite ECO404 Educational Computing IV; subject coordinator G Foley*

Uses robotics to provide a creative, inventive and exploratory learning environment; develops programming skills in a real-time environment; considers the relationship between artificial intelligence and robotics; and further develops skills in the high-level language LOGO through the study of list processing.

Not offered in 1993.

ECO406 EDUCATIONAL COMPUTING VI *BEd (Prim) F/T (elective major) (4cp); subject coordinator G Foley*

Extends programming skills in LOGO and BASIC to the handling of disk data files; addresses the role of the computer coordinator in the primary school by considering issues including evaluation and selection of resources, programs for computer use across the key learning areas, access and equity, and information sources; and considers the variety of ways in which the computer can be used in the classroom.

Not offered in 1993.

EDR301 DRAMA PERFORMANCE *B Teach/BEd T Lib; two hpw*

Examines the theory and practice of theatre-in-education and theatre for young people; promotes learning about self and society through enactment and reflection on enactment; demonstrates the concept of "role" and the effectiveness of performance as a means of communication; assists students to understand how to adapt and shape ideas to ensure

communication with others through drama; and develops confidence in a student's ability to communicate with others, whether individuals or large audiences.

EDR401 DRAMA AND THEATRE ARTS I
B Teach/BE d T Lib (elective major)
 (4cp); three hpw; prerequisite audition/ interview as required

Develops knowledge of how the social, political and artistic environments in societies past and present influence the place and function of drama; demonstrates an understanding of drama as a significant cultural expression of the community it represents; and evaluates these understandings through oral and written presentation and through performance.

EDR402 DRAMA AND THEATRE ARTS II
B Teach/BE d T Lib (elective major)
 (4cp); three hpw

Develops an awareness of the basic requirements for acting – imagination, audibility, clarity of speech, physical control, concentration and energy; interprets a role and sustains belief in a character; initiates and participates in both individual and group improvisations; responds in role in pairs, small and large group contexts; and evaluates the acquired knowledge through oral and written presentation and through performance.

EDR403 DRAMA AND THEATRE ARTS III
B Teach/BE d T Lib (elective major)
 (4cp); three hpw

Develops initial understandings and skills in each area of technical theatre, lighting, sound, costume, and scene design, and stage management; provides ensemble skills in relation to a production team working towards a performance; and evaluates the acquired knowledge through oral and written presentation in support of drawings, models, lighting and sound plans.

EDR404 DRAMA AND THEATRE ARTS IV
B Teach/BE d T Lib (elective major)
 (4cp); three hpw

Develops an acting technique based on an understanding of the given circumstances, actions and objectives, playing the action, emotion and person-alisation; develops a detailed or rounded character in relation to other characters; provides an approach to text analysis; and evaluates the acquired knowledge through performance, writing and discussion.

EDR405 DRAMA AND THEATRE ARTS V
B Teach/BE d T Lib (elective major)
 (4cp); three hpw

Develops a knowledge of dramatic form, the style technique and conventions appropriate to the genre;

critically relates language, function and effect in writing for the theatre; acquires techniques for “self-devising” a text for performance; rehearsal of a text for performance; and evaluates understandings and skills through performance, writing and discussion.

EDR406 DRAMA AND THEATRE ARTS VI
BE d (Prim) (elective major) F/T (4cp);
 three hpw

Develops a style and form of performance to meet the demand of a specific play text; applies under-standings and skills in acting and/or technical theatre in order to perform for a particular audience, promotes and publicises the performance; appraises the performance of a self-devised or published text as an opportunity for teaching and learning; and evaluates drama knowledge through performance, writing and discussion.

EDR701 EDUCATIONAL DRAMA BE d
(Prim) (general elective) F/T (4cp); two
 hpw; prerequisite EEN202 English Education II

Develops an understanding of current issues in the theory and practice of educational drama and their implications for learning and teaching across the curriculum; examines the function of educational drama as a means for developing literacy; examines the role of the drama teacher in a variety of educa-tional contexts; researches the nature of learning processes in drama teaching and develops appropriate materials and strategies for a planned curriculum unit; and evaluates the acquired knowledge through classroom action research.

EED301 EDUCATING FOR THE FUTURE: A COMMENCEMENT PROGRAM
Teach/BE d T Lib (2cp); one hpw;
 subject coordinator S Groundwater-Smith

Stimulates students to perceive that they live in a world characterised by rapid social and material change; enriches the first semester of studies by taking a broad ranging and holistic approach; provides students with a futures orientation when considering making provision for school education; and discusses the purposes of school education from a variety of perspectives and experiences.

EED501 DEVELOPMENTAL PSYCHOL- OGY
B Teach/BE d T Lib (3cp); three
 hpw; subject coordinator A Scully

Explains the particular contribution the study of developmental psychology has to make to educa-tional theory and practice; identifies and describes the intra-individual and the environmental influences on human growth and development; outlines selected major theories of development and how they apply

to early and middle childhood; and engages students in the description and application of particular research methods used in the study of human behaviour and development.

EED502 SOCIAL BASES OF EDUCATION

B Teach/BEd T Lib (3cp); two hpw; subject coordinator K Smith

Enables students to appreciate the nature of social relationships in the school and how these affect teacher and student behaviour; understand the education system in New South Wales and the role of the federal government in education; understand how social characteristics influence the educational outcomes of certain social groups; understand the part that the socialisation process plays in shaping educational outcomes; identify and evaluate government and school policies and programs designed to address existing inequalities of opportunity and outcome; and study the direction of social change, the implications of these for change in schools and the interaction between schools and society in this context.

EED503 PHILOSOPHICAL BASES OF EDUCATION *B Teach/BEd T Lib (3cp); two hpw; prerequisite EED502 Social Bases of Education; subject coordinator K Forster*

Considers a range of educational issues and teaches students to use them as the basis for analysis of current theory and practice; presents a reasoned and logically supported position in relation to those issues; and moves towards a commitment to specific relevant policies and practices.

EED601 SCHOOL AND COMMUNITY RELATIONS *BEd (Prim) F/T (core subject) (4cp); four hpw; subject coordinator K Forster*

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

EED602 THE SOCIAL CONTEXT OF CHILDHOOD *BEd (Prim) F/T (core subject) (4cp); four hpw; subject coordinators A Foster/K Smith*

Recognises the rights of children and their care-takers; identifies potential stress-making conditions for children in contemporary Australian society; analyses the theory and implications of social

reports, policy documents and the law relating to particular groups of children; and identifies government and community agencies providing child support services.

EED603 EDUCATIONAL EVALUATION *BEd (Prim) F/T (core subject) (4cp); two hpw; subject coordinator S Groundwater-Smith*

Emphasises evaluation as a systematic means of improving teaching practices; examines ways in which pupil performance and teaching and curriculum practices can be described and reported upon; considers current issues related to learning outcomes as measured by standardised tests and the underlying assumptions regarding measurement; explores the distinctions between program and project evaluation, formative and summative evaluation; familiarises students with the range of strategies for collecting and interpreting evidence and the consequences of these for practice.

EED604 LANGUAGE AND SCHOOLING *BEd (Prim) F/T (core subject) (4cp); two hpw; subject coordinator S Groundwater-Smith*

Explores the investigative, expressive and poetic functions of language within the framework of disciplines and subjects studied in the primary school curriculum; consolidates understandings of the Whorfian hypothesis that language constructs the world-view of individuals; and discusses critically concepts such as codes and control, genres, language and empowerment, in integrative and synthesising ways.

EED961 EDUCATIONAL LEADERSHIP IN A TECHNOLOGICAL SOCIETY *MEd (6cp); two hpw; subject coordinator D Hoermann*

Develops knowledge and skill associated with the theories of effective leadership as they apply in the educational context; identifies and evaluates the technology and technological changes affecting the school and 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.

EED962 CHILDREN WITH LANGUAGE DELAY AND THE LANGUAGE OF LEARNING *MEd (6cp); two hpw; subject coordinator J Jardine*

Acquires an understanding of the differences between spoken and written discourse and of the challenge these differences present to children whose language is delayed; 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.

Not offered in 1993.

EED963 GENDER, POWER AND EDUCATION *MEd (6cp); two hpw; subject coordinator M Hourihan*

Analyses critically 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 of literature related to the culture of gender and socialisation processes in the family, school and community; and examines gender equity policies and their implications for current and future options in Australian education; investigates the operation of gender in specific educational contexts.

Not offered in 1993.

EED965 INTRODUCTION TO EDUCATIONAL RESEARCH *MEd (6cp); two hpw; subject coordinator J Fry*

Analyses philosophical issues that underpin educational research; examines critical relationships between research and educational practice; develops understandings of methodologies typically employed in educational inquiry; develops skills in selecting methodologies that are most suitable for the problems that students are likely to investigate; and examines the general issues in data analysis.

Not offered in 1993.

EED975 READING COMPREHENSION: AN INSTRUCTIONAL APPROACH FOR PRIMARY AND SECONDARY STUDENTS WITH LEARNING DIFFICULTIES *MEd (6cp); two hpw; subject coordinator J Jardine*

Investigates how instructional theory develops; derives a set of theoretical principles to assist in constructing instructional programs, evaluating existing programs, and measuring the effectiveness of instructional procedures with those who fail to learn using normal instructional techniques; and examines methods of diagnosing and assessing comprehension.

EED976 POLITICS IN EDUCATION *MEd (6cp); two hpw; subject coordinator K Forster*

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.

EED978 PROBLEM-BASED LEARNING *MEd (6cp); two hpw; subject coordinator L Cree*

Critically analyses the perceived advantages/disadvantages of PBL; analyses the perceived success or otherwise of PBL in different types of curricula with different groups of students; identifies desirable learning outcomes from the use of PBL techniques; identifies and formulates strategies which may be applied in professional practice; and identifies special difficulties which may arise in the use of PBL techniques and plans strategies to help overcome these difficulties.

Not offered in 1993.

EED979 EDUCATING STUDENTS WITH BEHAVIOUR DISORDERS *MEd (6cp); two hpw; subject coordinator M Goninan*

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.

EED981 QUALITATIVE RESEARCH IN EDUCATION *MEd (6cp); two hpw; subject coordinator J Fry*

Undertakes a critique 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; examines issues associated with, and develops systems and techniques in data collection, reduction, analysis and interpretation; and examines issues of reliability, validity, credibility and reproducibility in qualitative research.

EED982 SCHOOL, SPORT AND SOCIETY
MEd (6cp); two hpw; subject coordinator J Fry

Analyses the role of sport in Australian society, and its relationship to education; analyses school sport structures; compares and contrasts school sport in Australia with international models; examines controversies that influence sport in an educational context; and examines policies which will improve the quality of sports delivery in schools.

Not offered in 1993.

EEN201 ENGLISH EDUCATION I *B Teach/ BEd T Lib (3cp); three hpw; prerequisite EGE201 Primary Curriculum Orientation I*

Familiarises students with the range of literature for children from early childhood to adolescence; develops an understanding of the reading interests of children and insight into the literary genres which best meet and extend these interests; explores the sociological dimensions of children's literature; develops an understanding of the role of literature in the development of language skills and personal growth; explores the uses of literature in the classroom; and extends students' own competencies in the reading and appreciation of literature.

EEN202 ENGLISH EDUCATION II: DRAMA
B Teach/BEd T Lib (3cp); two hpw; prerequisite EEN201 English Education I

Develops a foundation knowledge in the theory and practice of educational drama; explores a variety of drama strategies as an approach for developing literacy; investigates the role of the teacher in developing literacy in L1 and L2 through drama; develops educational drama resources and teaching materials suitable for use in the primary school; and evaluates the acquired knowledge through talk, reading, enactment and writing.

EEN203 ENGLISH EDUCATION III *B Teach/ BEd T Lib (3cp); three hpw; prerequisites EEN201 and EEN202 English Education I and II*

Develops an understanding of the acquisition and development of reading; develops skills in the use of observation, interaction and analysis to assess progress in reading; and develops proficiency in planning, implementing, monitoring and evaluating classroom reading programs.

EEN204 ENGLISH EDUCATION IV *B Teach/ BEd T Lib (3cp); two hpw; prerequisites EEN201 and EEN202 English Education I and II*

Develops an understanding of the acquisition and development of writing; develops skills in the use of observation, interaction and analysis to assess progress in writing; develops proficiency in planning, implementing, monitoring and evaluating classroom writing; and explores various genres in writing and their place in the key learning areas.

EEN401 ENGLISH I: LANGUAGE AND LITERATURE *B Teach/BEd T Lib (elective major) (4cp); three hpw*

Provides insights into the operation of language, and examines its uses, especially its literary uses, in different periods and different social contexts; examines in some detail particular examples of literature of various types and from different periods; fosters critical perception; and develops the ability to support a considered point of view.

EEN402 ENGLISH II: FORM AND MEANING *B Teach/BEd T Lib (elective major) (4cp); three hpw*

Shows how meaning is a function of form, structure and content; shows how form, as well as content, is a product of the society and culture from which it emerges; and studies, in the light of the above, some major literary works of different periods and different genres.

EEN403 ENGLISH III: THE VICTORIANS AND AFTER *B Teach/BEd T Lib (elective major) (4cp); three hpw*

Studies some of the major works of Victorian and modern English, American and Australian literature in the context of the social and intellectual forces which shaped them; explores briefly some of the major social and intellectual movements of the Victorian and modern periods; and considers the form and language of the works studied, both as determinants of meaning in the context of the shaping social and intellectual forces, and as the expression of the thoughts and feelings of the individual writers concerned.

EEN404 ENGLISH IV: REVOLUTION AND ROMANTICISM *B Teach/BEd T Lib (elective major) (4cp); three hpw; prerequisite one of EEN401-EEN403 English I, II or III*

Introduces students to the social and intellectual forces which shaped English literature in the late 18th and early 19th centuries and compares them with the forces which have shaped modern, western

society; considers the aesthetic theories which emerged from these social and intellectual forces and examines their embodiment in the literature of Romanticism; and considers relationships between the literature and culture of the Romantic period and that of our own time.

EEN405 ENGLISH V: ELIZABETHANS AND JACOBANS — THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE *B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisites two EEN401-EEN404 English I, II, III and IV*

Introduces students to the pre-Renaissance "world picture", and considers the social and intellectual forces which began to modify this picture in England in the 16th and 17th centuries, leading to modern concepts of the nature of human beings, society and the universe; studies some of the major works of English literature of the Elizabethan and Jacobean periods, in this context, and brings out their relevance for an understanding of modern society; and considers some of the major critical approaches to Elizabethan and Jacobean literature (especially Shakespeare), thus developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

EEN406 ENGLISH VI: AUSTRALIAN LANGUAGE AND LITERATURE *BE d (Prim) F/T (elective major) (4cp)*

Explores the development of white Australian literature in the context of its origins in the culture of Britain, Europe and North America; examines some examples of Aboriginal Australian literature; considers the relationship between Australian literature and language and the development of Australian society and culture; studies selected works of Australian poets, dramatists and prose writers in these contexts.

Not offered in 1993.

EEN701 ADVANCED ENGLISH TEACHING *BE d (Prim) (4cp); four hpw; prerequisite Bachelor of Teaching*

Explores the centrality of oracy across the Key Learning Areas for both L1 and L2 learners; develops an understanding of the nature and functions of oral language in the Australian context; develops understanding of the language difficulties of the ethnic child; develops contrastive analysis skills across languages; develops proficiency in planning, implementing, monitoring and evaluating programs for English as a Second Language; and explores current issues in the teaching of English

such as assessment, resources, programming and activities.

EEN961 ENGLISH TEACHING ISSUES *ME d (6cp); two hpw; subject coordinator R Brill*

Critically examines current issues which affect the primary English curriculum; 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 which are problematic.

Not offered in 1993.

EGE201 PRIMARY CURRICULUM ORIENTATION I *B Teach/BE d T Lib (3cp); four hpw*

Relates to the nature of primary teaching in the areas of art, English, music and social studies; and introduces current teaching philosophies and practices in the primary curriculum areas and develops confidence and positive attitudes through cooperative participation in curriculum-based experiences.

EGE202 PRIMARY CURRICULUM ORIENTATION II *B Teach/BE d T Lib (3cp); four hpw; subject coordinator S Schuck*

Promotes positive attitudes towards the study of mathematics, personal development and health; physical education and science; investigates new approaches to the learning of these subjects; broadens students' understanding of the scope and nature of these subjects and introduces current issues about the learning and teaching of these subjects; and illustrates the relevance of these subjects for the primary school teacher.

EMA201 MATHEMATICS EDUCATION I *B Teach/BE d T Lib (Teaching study) (3cp); two hpw; prerequisite EGE202 Primary Curriculum Orientation II; subject coordinator S Schuck*

Develops an awareness of the importance of mathematics; develops understanding and appreciation of the principles and historical context of numeration systems; examines theories of mathematics learning and considers the selection of appropriate teaching/learning strategies and the use of resources and manipulative materials to support these strategies; extends students' competence in mathematics and raises awareness of the nature of the mathematical process through study of patterns and relations in selected areas of number theory.

EMA202 MATHEMATICS EDUCATION II
B Teach/BE d T Lib (Teaching study)
 (3cp); three hpw; prerequisite EMA 201
Mathematics Education I; subject
coordinator S Schuck

Develops understanding and appreciation of the number laws and algorithms for counting numbers; gives particular emphasis to the primacy of problem-solving in the teaching and learning of mathematics and develops a commitment to problem solving as the central focus of the curriculum; and strengthens students' own geometrical concepts and considers appropriate strategies for the development of basic geometric and spatial understandings.

EMA203 MATHEMATICS EDUCATION III
B Teach/BE d T Lib (Teaching study)
 (3cp); three hpw; prerequisite EMA
 202 *Mathematics Education II; subject*
coordinator R Munro

Familiarises students with the historical development of rational number; examines basic rational number concepts and the transition from manipulative to visual to symbolic levels of representation of various forms of rational number; develops mastery in manipulation of rational numbers and an awareness of the applications of rational number concepts and processes; strengthens students' own concepts relating to the nature, processes and applications of measurement and to the identification and construction of sound methodological procedures for the development of these concepts; examines some basic algebraic concepts within problem solving contexts involving investigation, representation and the seeking of relationships; raises students' awareness of the importance of studying probability and statistics and develops confidence and competence in associated techniques; develops appropriate strategies for the teaching of elementary probability and statistics.

EMA204 MATHEMATICS EDUCATION IV
B Teach/BE d T Lib (Teaching study)
 (3cp); three hpw; prerequisite EMA 202
Mathematics Education II; subject
coordinator G Foley

Develops an appreciation of principles of teaching and learning elementary numeration and number concepts; develops awareness of the need to explicitly consider individual and social issues relating to equality of opportunity in the provision of mathematics education and develops strategies and approaches which will enhance the opportunity of all pupils, regardless of background and gender, to gain access to mathematical knowledge and skills; and increases awareness of the pervasive influence of mathematics and ways in which this influence can be addressed in other curriculum areas.

EMA401 MATHEMATICS I *B Teach/BE d T Lib*
(elective major) (4cp); three hpw;
subject coordinator R Munro

Develops basic probability concepts; develops skills in calculating probabilities associated with simple and compound events; considers a range of applications of probability theory; develops understanding of the role of probability in educational assessment, evaluation and research; and heightens awareness of the extent to which probability influences life in our society.

EMA402 MATHEMATICS II *B Teach/BE d T*
Lib (elective major) (4cp); three hpw;
subject coordinator R Munro

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.

EMA403 MATHEMATICS III *B Teach/BE d T*
Lib (elective major) (4cp); three hpw;
subject coordinator R Munro

Provides an introduction to graph theory; considers graphical representations of relationships in discrete structures; raises awareness of the applications of graph theory, in particular to the problems, puzzles and games relevant to the primary and junior secondary classroom; and investigates problem situations which can be effectively modelled and analysed by graphs.

EMA404 MATHEMATICS IV *B Teach/BE d T*
Lib (elective major) (4cp); subject
coordinator R Munro

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.

Not offered in 1993.

EMA405 MATHEMATICS V B Teach/BE d T
Lib (elective major) (4cp); subject coordinator S Schuck

Examines an axiomatic system and its structure; develops general principles of logic and deduction; develops a study of Euclidean geometry from certain given elements and axioms; develops an awareness of the creative nature of mathematical definitions; examines other geometries of interest to the primary school teacher, for example, projective geometry, coordinate geometry and topology; discovers and explores the many facets of geometry in our daily lives; studies the relationship between physical space and mathematical space and our conceptions of each; and investigates the relationship between algebra and geometry over time.

Not offered in 1993.

EMA406 MATHEMATICS VI BEd (Prim) F/T
(elective major) (4cp); four hpw; subject coordinator G Barnsley

Develops an understanding of the forces which have affected the development of mathematics; develops appreciation of the historical influence of mathematically advanced individuals and societies; examines the historical relationships between the various branches of mathematics; examines the availability of mathematics to different societies, classes and minority groups; and considers the past, present and future effects of factors such as technological development, geographic situation, and economic structure on mathematics, and, in particular, on primary school mathematics.

Not offered in 1993.

EMA701 ADVANCED MATHEMATICS TEACHING BEd (Prim) (Advanced teaching study) (4cp); four hpw; subject coordinator G Barnsley

Familiarises students with the purposes of assessment of pupils' progress and considers the appropriateness of a variety of assessment procedures including diagnostic instruments; encourages the realisation that all pupils regardless of different abilities and interests are entitled to the opportunity to acquire optimum levels of mathematical knowledge and skills; and ensures that students are aware of the needs of the talented and the under-achieving pupil and considers appropriate procedures, strategies, technologies and other resources to support and enhance the mathematical learning of pupils with these special needs.

EMU201 MUSIC EDUCATION I B Teach/BE d T Lib (3cp); three hpw; prerequisite EGE201 Primary Curriculum Orientation I; subject coordinator J Lloyd

Students will develop basic skills in music literacy; classroom-focused performance skills and appropriate teaching strategies in the areas of listening, vocalising, moving and playing.

Assessment: initial practical test 20%; test 20%; class exercises 40%; final practical test 40%

EMU202 MUSIC EDUCATION II B Teach/BE d T Lib (3cp); two hpw; prerequisite EMU201 Music Education I; subject coordinator J Lloyd

Students will develop further skills in music literacy and performance skills; gain an understanding of how music skills are acquired; develop skills in programming for musical concept and skill acquisition in the K-6 classroom.

EMU301 MUSIC AND SOCIETY B Teach/BE d T Lib (general study elective) (3cp); two hpw; subject coordinator S Gerozisis

Studies the influence of social history on the development of Western music; examines the relationship between selected aspects of society (e.g. political, religious, economic) and styles of music; develops a sensitivity to the musically significant aspects of selected works.

Assessment: class exercise 50%; assignments 50%

EMU401 MUSIC STUDIES I B Teach/BE d T Lib (4cp); three hpw; subject coordinator J Lloyd

Musicianship: students will develop basic literacy and aural perception skills and a basic keyboard awareness. **Practical:** students will develop skills and repertoire related to the performance and teaching of vocal and choral music. **Applied:** students will undertake an elected, supervised, applied study. This may form part of an extended study.

Assessment: examinations and progressive aural tests 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU402 MUSIC STUDIES II B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisite EMU401 Music Studies I (Musicianship and Practical); subject coordinator J Lloyd

Musicianship: students will develop writing and aural skills in diatonic tonality with respect to elementary transposition and modulation. Students will extend their keyboard awareness.

Practical: students will develop expertise in working with vocal ensembles. **Applied:** students will undertake or further an elected, supervised, applied study.

Assessment: examinations and progressive aural tests 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU403 MUSIC STUDIES III B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisite EMU402 Music Studies II (Musicianship); subject coordinator J Lloyd

Musicianship: students will develop basic skills in melody writing and in the use of primary chords and cadences. Students will extend their aural perception skills in the area of minor modality. Students will investigate the historical and musical developments of the Baroque period. **Practical:** students will develop skills and repertoire related to the performance and teaching of a musical instrument. **Applied:** students will undertake or further an elected, supervised, applied study.

Assessment: examinations and progressive aural tests 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU404 MUSIC STUDIES IV B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisite EMU403 Music Studies III (Musicianship and Practical); subject coordinator J Lloyd

Musicianship: Students will develop aural and writing skills in elementary harmonic construction. Students will develop computer and synthesiser skills related to their work in musicianship. Students will investigate the historical and musical developments of the Classical period. **Practical:** Students will extend skills and repertoire related to the performance and teaching of a musical instrument. **Applied:** Students will undertake or further an elected, supervised, applied study.

Assessment: examinations and progressive aural tests 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU405 MUSIC STUDIES V B Teach/BE d T Lib (elective major)(4cp); three hpw; prerequisite EMU404 Music Studies IV (Musicianship); subject coordinator J Lloyd

Musicianship: This is concerned with: theoretical, aural and writing skills; voice leading and modulation to related keys; associated computer and synthesiser techniques; an overview of the Romantic period. **Practical:** Students will develop skills and repertoire associated with the performance and

teaching of ensembles. **Applied:** Students will undertake or further an elected, supervised, applied study.

Assessment: examinations and progressive aural tests 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU406 MUSIC STUDIES VI BE d (Prim) F/T (elective major) (4cp); three hpw; prerequisite EMU405 Music Studies V (Musicianship and Practical); subject coordinator J Lloyd

Musicianship: this is concerned with theoretical, aural and writing skills; associated computer and synthesiser techniques; an investigation of 20th century trends and compositional techniques.

Practical: students will develop skills associated with the arranging for ensembles, and the performance and teaching of ensembles. **Applied:** students will undertake or further an elected, supervised, applied study.

Assessment: examination and progressive aural test 40%; performance and satisfactory participation 30%; contracted assignment 30%

EMU701 TEACHING MUSIC: PERFORMANCE BE d (Prim) F/T (4cp); two hpw; prerequisites EMU201 and EMU202 Music Education I and Music Education II; subject coordinator S Gerozisis

Students will develop performance skills in voice and the Orff Instrumentarium; acquire knowledge of training and conducting vocal and percussion ensembles; and select and evaluate appropriate vocal and instrumental ensemble repertoire for use in the primary school.

Assessment: class exercises 50%; assignment 50%; class participation and attendance

EPE201 INTRODUCTION TO PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (K-12) B Teach/BE d T Lib (3cp); three hpw; prerequisite EGE202 Primary Curriculum Orientation II; subject coordinator J Fry

Analyses critically contemporary social issues that have implications for personal development, health and physical education curriculum; examines educational policy statements and support material and evaluate the implications for teaching and learning in personal development, health and physical education; reviews school education syllabuses in order to develop an understanding of the nature of personal development, health and physical education as a key learning area in school education; develops skills and strategies appropriate

to teaching in this key learning area; and examines one's own assumptions about the nature of teaching and learning in personal development, health and physical education in the light of reflection on exemplary practice.

EPE202 PERSONAL DEVELOPMENT AND HEALTH (K-6) B Teach/BE d T Lib (3cp); two hpw; prerequisite EPE201 *Introduction to Personal Development, Health and Physical Education (K-12)*; subject coordinator J Fry

Further develops skills and strategies appropriate to the teaching of personal development and health through micro-teaching and self-evaluation; identifies and utilises sources of current health information; evaluates a variety of available teaching aids, materials and methods; assists in the design, production, trial and evaluation one's own resource materials and methods for the teaching of personal development and health.

Not offered in 1993.

EPE203 PHYSICAL EDUCATION TEACHING AND LEARNING I B Teach/BE d T Lib (3cp); three hpw; prerequisite EGE202 *Primary Curriculum Orientation II*; subject coordinator J Fry

Provides an understanding of the need for physical activity in childhood and its relationship to growth and development in the cognitive, affective and psychomotor domains; examines principles and major objectives of the NSW Department of School Education personal development, health and physical education Syllabus K-6; applies understanding of the relationships between growth and development and movement fundamentals of curriculum development in physical education; and awareness of principles of effective teaching in physical education.

EPE204 PHYSICAL EDUCATION TEACHING AND LEARNING II B Teach/BE d T Lib (3cp); two hpw; prerequisite EPE203 *Physical Education Teaching and Learning I or equivalent*; subject coordinator J Fry

Analyses the NSW Department of School Education personal development, health and physical education syllabus K-6 and other relevant documents; develops skills in course planning and its implementation for primary school physical education; and develops instructional and management skills in physical education.

EPE401 PERSONAL HEALTH B Teach/BE d T Lib (elective study major) (4cp); three hpw; subject coordinator J Fry

Develops an understanding of fundamentals of human anatomy and physiology; analyses relationships between human anatomy and physiology and movement. Strand A applies those understandings to skill acquisition in a practical context; develops and applies knowledge, skill and understanding in a range of racquet sports; Strand B investigates the relationship between nutrition and health; and applies this knowledge in the analysis and planning of diets.

EPE402 LIFESTYLE AND FITNESS B Teach/BE d T Lib (elective study major) (4cp); three hpw; prerequisite EPE401 *Personal Health or equivalent*

Critically analyses the social factors which influence fitness and lifestyle in schools and community; confronts students with the health implications of their lifestyle and the options available to them; develops an understanding of fitness principles and programming; and develops problem solving skills through defensible decision making regarding personal health.

EPE403 SOCIAL CONTEXT OF PHYSICAL EDUCATION B Teach/BE d T Lib (elective study major) (4cp); three hpw; prerequisite EPE401 *Personal Health or equivalent*

Critically analyses the role of physical activity in Australian society, particularly in an educational context; examines the role of sport and physical activity as a socialising agent; provides practical experiences in the dance and outdoor education.

EPE404 CHILDREN AND PHYSICAL ACTIVITY B Teach/BE d T Lib (elective study major) (4cp); three hpw; prerequisite EPE401 *Personal Health or equivalent*

Critically analyses contemporary social factors which influence children's participation in physical activity, especially in the school setting. Students will gain expertise in teaching and coaching children in school sporting contexts.

Not offered in 1993.

EPE405 MOTOR SKILLS ACQUISITION AND ANALYSIS B Teach/BE d T Lib (elective study major) (4cp); three hpw

Develops understanding of the fundamentals of motor skill acquisition and analysis then applies these understandings to motor skill development and refinement specifically in gymnastics. Students will

also be expected to apply biomechanical understanding to safety practices in gymnastics and to develop an appreciation of gymnastics as a performing art.

Not offered in 1993.

EPE406 PERSONAL DEVELOPMENT AND HUMAN SEXUALITY B Teach/BE d T Lib (elective study major) (4cp); three hpw; prerequisite EPE401 Personal Health

Provides students with opportunity to explore their self-concept, their feelings and values and develops communication skills whereby they might express these; provides knowledge, attitudes and skills to assist students to feel comfortable in discussing matters related to human sexuality; challenges students to consider values other than their own; and develops and defends their own values.

Not offered in 1993.

EPE407 GROWTH, RELATIONSHIPS AND MENTAL HEALTH B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisite EPE401 Personal Health

Analyses the interaction between the physical, social and emotional dimensions of development from birth to death; investigates means of maintaining and promoting health with regard to these factors; explores the concepts of mental health and mental illness.

Not offered in 1993.

EPE408 PUBLIC HEALTH B Teach/BE d T Lib (4cp); three hpw; prerequisite EPE401 Personal Health

Enables students to apply simple epidemiological methods in analysing the health status of communities; identifies factors involved in patterns of health and disease; studies in some depth a selection of public health issues; and presents health statistics and issues in meaningful ways.

Not offered in 1993.

EPE409 PD/HEALTH/PE RESEARCH PROJECT BEd (Prim) F/T (elective major) (4cp); three hpw; prerequisites four subjects from Personal Development, Health and Physical Education Studies at undergraduate level, or equivalent

Develops fundamental research skills; applies technical and research skills in the investigation of a chosen project of personal and professional relevance in the area of personal development, health and physical education; develops a scholarly approach to the delivery of project findings.

EPE701 ISSUES IN PHYSICAL EDUCATION BEd (Prim) F/T (general elective) (4cp); two hpw; subject coordinator J Fry

Critically analyses the implications of current educational issues for school physical education; reviews, analyses and evaluates selected literature related to school physical education; formulates and justifies a philosophical basis for the beliefs about the contemporary and perennial issues in school physical education; and develops and applies skills in curriculum evaluation.

EPE702 VALUES EDUCATION IN THE PRIMARY SCHOOL BEd (Prim) F/T (general elective) (4cp); two hpw; subject coordinator J Fry

Critically analyses literature related to theory and practice of values education; analyses contemporary issues and current trends in educational policy and their implications for values education in the primary school curriculum; develops an understanding of theories of moral and social development; devises strategies for developing values education through personal development, health and physical education curriculum that has societal, cultural and community relevance; and develops skills in teaching values in primary curriculum.

EPE962 TEACHING CONTROVERSIAL ISSUES IN PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION MEd (6cp); two hpw; subject coordinator J Fry

Analyses critically implications of current educational trends and issues for curriculum development in personal development, health and physical education; reviews curriculum documents relating to the above; develops skills in contextual analysis that will enable students to develop and improve curriculum in the above; evaluates available resources for teaching controversial topics; and develops teaching units for the presentation of sensitive topics in the above; to improve teaching practice in the above.

Not offered in 1993.

EPR101 PRACTICUM I: INTRODUCTION TO ISSUES AND DILEMMAS IN PRIMARY SCHOOLING: A MULTI-DISCIPLINARY APPROACH B Teach/BE d T Lib (5cp); two hpw + practical experience

Introduces students to primary schooling as a professional and institutional practice; examines the range and implications of metaphors utilised to represent primary schooling; considers the educa-

tional disciplines underlying the study of primary schooling and the manner in which these disciplines frame knowledge about primary schooling; critically discusses fundamental dilemmas and tensions underlying the institutional practices of primary schooling; and engages students in field-based experiences which will enable the development of images of contemporary primary schooling and conduct teaching/learning interactions therein.

EPR102 PRACTICUM II: PROMOTING LEARNING AND LEARNER CO-OPERATION *B Teach/BEd T Lib (5cp); two hpw + practical experience; prerequisite EPR101 Practicum I*

Develops student knowledge on recent theoretical views of learning; extends student understanding of human motivation in the educational context; analyses critically lesson planning and presentation strategies as means of maximising pupil learning; introduces fundamental principles of classroom management and engages students in their application and analysis; and develops student skill in planning and presenting effective teaching/learning episodes in both whole-class and small-group contexts.

EPR103 PRACTICUM III: PROMOTING LEARNER INTERACTION *B Teach/BEd T Lib (4cp); two hpw + practical experience; prerequisite EPR 102 Practicum II*

Develops knowledge in basic concepts and principles of selected student oriented models of teaching; develops an understanding of the theories and concepts of group dynamics; applies such theories and concepts to classroom practice; and justifies the inclusion of more student participation in the teaching/learning process.

EPR104 PRACTICUM IV: PROVIDING FOR INDIVIDUAL DIFFERENCES IN LEARNERS *B Teach/BEd T Lib (4cp); two hpw + practical experience; prerequisites EPR103 Practicum III and EED501 Developmental Psychology*

Assists students to become aware and to take account of the broad range of individual differences among children in primary schools; examines the research and practices which influence planning and teaching children when a range of differences is evident; extends knowledge and understanding of relevant government policy statements; and guides student practice in planning, teaching and managing individual within the context of a whole class.

EPR105 PRACTICUM V: DESIGNING AND IMPLEMENTING EDUCATIONAL PROGRAMS FOR LEARNERS

B Teach/BEd T Lib (4cp); two hpw + practical experience

Interprets the programming implications of school policy statements within the context of school management plans; analyses and processes key elements involved in programming, viz rationale, content, methods, assessment and evaluation; assists in the design of teaching programs based on the above elements and appropriate to nominated year levels and school contexts; and determines the physical and human resource implications of developed programs.

EPR106 PRACTICUM VI: MANAGING LEARNING DIFFICULTIES *B Teach/BEd T Lib (4cp); three hpw + practical experience; prerequisite EPR 104 Practicum IV*

Describes the principles guiding special education service delivery; identifies criteria for judging programs for students who have difficulty learning from current classroom programs; identifies possible support programs and discusses their utilisation; and discusses issues relating to teaching children with learning difficulties.

EPR107 ASSOCIATE TEACHER PROGRAM *BEd (Prim) F/T (8cp); 40 days; prerequisite Bachelor of Teaching or equivalent*

In the first instance the student will be allocated to a school for the first two weeks of the new school year. This will enable the student to perceive the ways in which schools accommodate to the needs of new staff and new pupils and manage their induction into the school. Students will act as associate teachers and will assist in the identification and diagnosis of learning needs which lead to effective programming. They will keep a journal which will take particular note of processes used for undertaking needs analyses and teacher programming and planning.

During the second half of the first semester students will return to the school to which they have been assigned for a further six weeks. As an associate teacher they will be responsible for working alongside experienced teachers as a junior partner. They will take responsibility for planning, implementing and evaluating learning experiences in a variety of key learning areas, one of which must be mathematics or science education, as well as acting as a team member in the remaining key learning areas. Students will engage in ongoing professional

development through attending and contributing to staff meetings, cluster and regional meetings and parent interviews.

ESC201 SCIENCE AND TECHNOLOGY EDUCATION I *B Teach/BE d T Lib (3cp); two hpw; prerequisite EGE202 Primary Curriculum Orientation II; subject coordinator H Sharp*

Examines the concept of children's science and considers the implications for learning and teaching through investigating some of the prior knowledge of the world that learners bring with them and demonstrating an understanding of how this influences the ways children learn science; and promotes positive attitudes to science and technology and to the teaching of this subject.

ESC202 SCIENCE AND TECHNOLOGY EDUCATION II *B Teach/BE d T Lib (3cp); two hpw; prerequisite ESC201 Science and Technology Education I; subject coordinator H Sharp*

Investigates the role of the teacher and explores the roles adopted by the teacher in effectively facilitating the learning of science; demonstrates the relationship between the role of the teacher and the learner; and demonstrates the ability to plan, prepare and assess science and technology based units of work.

ESC203 SCIENCE AND TECHNOLOGY EDUCATION III *B Teach/BE d T Lib (3cp); prerequisite ESC202 Science and Technology Education II; subject coordinator H Sharp*

Investigates different teaching approaches and making informed decisions as to their use; investigates different teaching strategies and applying them to the development of units of work which promote concept, skill and attitude development; matches the teaching approach to the purpose of the unit of work, selects and organises materials and resources for use in schools; investigates educational resources which can be used in the learning of science and technology outside the classroom; and selects content, contexts and investigations which are relevant to the learner.

Not offered in 1993.

ESC204 SCIENCE AND TECHNOLOGY EDUCATION IV *B Teach/BE d T Lib (3cp); prerequisite ESC203 Science and Technology Education III; subject coordinator H Sharp*

Demonstrates the ability to: select appropriate teaching and learning strategies for selected topics; investigate different programs for science and technology in the primary school and plan a full

year's program for a specified grade; plan enrichment activities to cater for the needs of all the children in the class; and build assessment and evaluation procedures into the classroom program.

Not offered in 1993.

ESC301 AUSTRALIAN NATURAL HISTORY *B Teach/BE d T Lib (3cp); subject coordinator G Griffin*

Students will investigate the inter-relationships of geology, climate and living organisms in a number of different Australian environments. They will develop skills in critically analysing land use management programs involving our natural heritage.

This subject is not offered to those students who are undertaking the Science and Technology elective and is not offered in 1993.

ESC303 ENVIRONMENTAL EDUCATION *BEd (Prim) F/T (core subject) (4cp); two hpw*

Develops an understanding of the nature of our total environment physical, natural, social, economic and political develops an appreciation of and concern for the quality of the total environment; demonstrates an understanding of the aims of environmental education and makes students able to justify its inclusion in the primary school; designs an environmental education program demonstrating how it is integrated across the curriculum; demonstrates a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education; and demonstrates an understanding of topical environmental issues and interprets, analyses and discusses these issues in an informed way.

ESC401 THE HUMAN BODY *B Teach/BE d T Lib (elective major) (4cp); three hpw; subject coordinator J Griffin*

Assists students to understand the functioning of the biological systems of our body, through an appreciation of the scientific principles behind this functioning.

Assessment will be continuous.

ESC402 THE AUSTRALIAN ENVIRONMENT *B Teach/BE d T Lib (elective major) (4cp); three hpw; subject coordinator J Griffin*

Students will investigate the inter-relationships of geology, climate and living organisms in a number of different Australian environments. They will develop skills in critically analysing land use management programs involving our natural heritage.

Assessment will be continuous.

ESC403 SCIENCE AND TECHNOLOGY IN DAILY LIFE *B Teach/BE d T Lib (elective major) (4cp); three hpw; subject coordinator J Griffin*

In our everyday lives we use an enormous number of scientific and technological developments. Students will gain a basic understanding of the workings, the advantages and the limitations of these components of our lives, and appreciate in particular the contribution of Australian scientists.

Assessment will be continuous.

ESC405 SCIENCE AND TECHNOLOGY: PLANET EARTH *B Teach/BE d T Lib (4cp); three hpw; subject coordinator L Cree*

Develops an overall view of the formation and form of Planet Earth incorporating information gained from all science disciplines.

Not offered in 1993.

ESC406 ANIMAL BEHAVIOUR *BE d (Prim) F/T (elective major) (4cp); three hpw; subject coordinator G Segal*

Develops an overall view of animal behaviour, including the origins of ethology and achievements of some notable ethologists; and attempts to relate observed animal behaviour (including that of humans) to the environment in which it occurs and to its evolutionary function.

Not offered in 1993.

ESC701 THE SCHOOL SCIENCE AND TECHNOLOGY CURRICULUM *BE d (Prim) F/T (general elective) (4cp); prerequisite ESC204 Science and Technology Education IV or equivalent; subject coordinator H Sharp*

Consolidates and builds upon aspects of learning and teaching science and technology; considers the purpose of learning science and technology in the primary classroom and develops a position on the purposes of science and technology education; devises a plan for the development of whole-school science and technology education in the primary school and incorporates enrichment activities into the school program; and undertakes an in-depth study of science and technology education which is of special interest to the student.

Not offered in 1993.

ESC961 LEARNING IN SCIENCE AND TECHNOLOGY *ME d (6cp); two hpw; subject coordinator M Cosgrove*

Examines factors, influences and conditions which when present in classrooms would be expected to

enhance learning of science and technology by school students. This will be done by: investigating the prior knowledge of the world that learners bring to their lessons in science; examining teaching models; and considering the implications of developmental interpretations of learning, a place for analogy generation in science learning, and schema theory.

ESS201 SOCIAL STUDIES EDUCATION I *B Teach/BE d T Lib (3cp); three hpw; prerequisite EGE201 Primary Curriculum Orientation I; subject coordinator K Amos*

Develops an understanding of the key learning area of human society and its environment of which social studies is a component; and develops those skills and procedures necessary to assess and use resources and to do basic planning of social studies units which, when developed, can be implemented in the K-6 classroom.

Assessment: major assignment 50%; objective test 50%

ESS202 SOCIAL STUDIES EDUCATION II *B Teach/BE d T Lib (3cp); two hpw; prerequisite ESS201 Social Studies Education I; subject coordinator K Amos*

Relates the theory and practice of social studies to the development of children in the K-6 age group; develops skills in school planning and in programming; and develops competence in the evaluation of resources and in the preparation of units of work.

Assessment: major assignment 40%; group presentation 20%; examination 40%

ESS301 AUSTRALIAN STUDIES I *B Teach Prim (3cp); two hpw; subject coordinator J Atherton*

Using an interdisciplinary approach, provides students with an understanding of contemporary Australian society in terms of its historical, geographical, economic, social and cultural development.

Assessment: mid-semester test 30%; tutorial presentation 30%; examination 40%

ESS302 AUSTRALIAN STUDIES II *B Teach Prim (3cp); two hpw; prerequisite ESS301 Australian Studies I; subject coordinator J Atherton*

Continues the interdisciplinary approach of Australian Studies I, examining particular aspects of Australian society in order to understand some of its

significant components and make balanced judgements about it.

Assessment: mid-semester test 30%; tutorial presentation 30%; examination 40%

ESS303 AN ASIAN STUDY: THAILAND
B Teach/BE d T Lib (NB: this unit is compulsory for students undertaking the Thailand practice, but is also open to other students) (3cp); two hpw; subject coordinator J McFarlane

Students will become aware of some pertinent areas of Thai life (e.g. monarchy, religion, history, geography, education, trade, tourism); demonstrate an understanding of similarities with and differences between Australia and Thailand; develop a greater appreciation of Asia through the study of Thailand; and compile a teaching resource file suitable for an upper primary class on an aspect of Thailand.

ESS304 FAMILY HISTORY *B Teach/BE d T Lib (3cp); subject coordinator K Amos*

Provides opportunities for students to acquire a sense of history through examining family relationships over several generations; develops an awareness of the range, accessibility and location of genealogical resources; teaches research skills and enables students to demonstrate a capacity to evaluate and interpret historical documents; recognises the variety and extent of documentation relating to lives of ordinary people; and provides experience in basic genealogical compilation.

Assessment: class presentation 30%; assignment 30%; research project 40%

Not offered in 1993.

ESS305 URBAN STUDIES *B Teach/BE d T Lib (general elective) (3cp); three hpw; subject coordinator J Atherton*

Students will be able to increase their awareness and understanding of the nature and problems of urban areas, especially Australian examples; will examine the city as a system of inter-related parts; will evaluate plans and the planning process as means of reducing urban problems; will examine their own personal image of and their attitudes towards the city; and will develop skills in the observation, recording and interpreting of urban field data.

Assessment: individual field assignment 50%; group discussion paper 20%; audio-visual report of resources used during the semester unit 30%

Not offered in 1993.

ESS401 HISTORY I *B Teach/BE d T Lib (elective major) (4cp); three hpw; subject coordinator J Atherton*

Introduces students to European history from early modern times to the end of the 19th century. The major developments within this period will provide the focus of the subject, while the backdrop of the period as a whole will illustrate not only the diversity of which human society is possible but also how human society is subject to change, sometimes of revolutionary proportions.

Assessment: essay 30%; tutorial assignment 20%; examination 50%

ESS402 HISTORY II *B Teach/BE d T Lib (elective major) (4cp); subject coordinator J Atherton*

An introduction to European history in the 20th century. Aims to give students an understanding of those developments which have profoundly influenced all contemporary societies.

Assessment: essay 30%; tutorial assignment 20%; examination 50%

Not offered in 1993.

ESS403 HISTORY III *B Teach/BE d T Lib (elective major) (4cp); three hpw; subject coordinator K Amos*

Uses the approaches and methods of history as a discipline to examine the 19th century foundations of Australian society. Students will be exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

Assessment: essay 25%; fieldwork project 25%; examination 50%

ESS404 HISTORY IV *B Teach/BE d T Lib (elective major) (4cp); three hpw; prerequisite ESS403 History III; subject coordinator K Amos*

Uses the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Students will be exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

Assessment: essay 25%; fieldwork 25%; examination 50%

ESS405 HISTORY V B Teach/BEd T Lib
(elective major) (4cp); three hpw; prerequisites either ESS401 and ESS402 History I and II or ESS403 and ESS404 History III and IV; subject coordinator J Atherton

An introduction to Asian history and, by implication, to the cultures of Asia. By selecting aspects of the Asian past which show continuities with the present such as religion, social organisation and both the rejection and integration of foreign influences, students will be able to intersect with Asian history at a number of significant points from ancient times up to the more recent past.

Assessment: essay 25%; tutorial 25%; examination 50%

ESS406 HISTORY VI BEd (Prim) F/T (elective major) (4cp); three hpw; prerequisites ESS405 History V and either ESS401 and ESS402 History I and II or ESS403 and ESS404 History III and IV of B Teach program

Introduces students to the present state of Pacific Island historical studies, including that of Papua New Guinea; presents students with examples of Islander resistance to foreign incursion and influence and the long-term effects of the transformation of island societies through colonisation; and offers students an opportunity to use and evaluate a variety of sources of information including oral history, myth, archaeology, European accounts and those of indigenous and non-Islander historians.

ESS701 ABORIGINAL STUDIES BEd (Prim) F/T (4cp); two hpw; subject coordinator K Amos

Provides an opportunity to learn about the history and culture of Aboriginal people; to develop an informed awareness of contemporary Aboriginal issues confronting all Australians; attempts to bring about an adjustment and sensitisation to the needs of Aboriginal students and communities; and develops an awareness of the availability of local community and material resources appropriate to the areas of Aboriginal Studies.

Assessment: minor assignment 10%; short essay 15%; major assignment 60%; objective test 15%

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 M Hourihan, BA (Hons), DipEd (Syd), MLitt (NE)

L Ljungdahl, BA (NSW), MA (Concordia), MLS (McG), MA (Syd), DipEd (Syd Teach Coll), DipLib (Lond), TEFL (RSA Lond), GradDipEdStuds (W'gong)

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

J McFarlane, BA (NE), MEd (Syd), MACE

R I Munro, BA (NE), MA (Macq), MACE

D G Taylor, MMusEd (WAust), AMusA, DipMusEd (NSWSCM), LTCL (CMT), (Trin Coll Lond), TeachCert (Syd Teach Coll)

Lecturers

J R Atherton, BA (Hons), DipEd (NSW)

R M Brill, BEd, GradDipEdStuds (Kuring-gai CAE), MEd (Syd), DipSpecEd (Alexander Mackie CAE), Teach Cert (Armidale Teach Coll)

V N Drakeford, MA (Mass), PhD (NY), MM (Northwestern), TeachCert (Claremont Teach Coll), ASDA (AMEB), LSDA (AMEB)

A A Foster, BA, MEd (Syd), MA (Macq), ASTC, (STC), FIIA

J Fry, MSc(Melb), BAppSc (PIT), PhD (Georgia), GradDipMD (Melb CAE), DipPE (Syd Teach Coll)

R K Gillies, BSc, DipEd (Syd), GradDipEdStuds (Kuring-gai CAE)

M J Goninan, BA (Hons), MEd (Hons) (NSW)

J M Griffin, BA, DipEd (Macq), DipSpecEd (Mitchell CAE), GradDipComMan

J C Jardine, BA (Syd), MA (SpecEd), PhD (Macq), DipEd (NE)

J R Keith, BSc, MPH DipEd (Syd), MAppSc (NSW)
 J S Lloyd, BMusEd

S Schuck, BA (Hons) (Witw), TTHD (JCE), BA (Hons) (SA), GradDipEdComputer Stud (CSU)

A K Scully, BEd (CCAE), MEd (Syd), DipTeach (Kuring-gai CAE)

G Segal, MSc (NSW), TeachCert (William Balmain Teach Coll)

H Sharp, BSc (Macq), TeachCert (Goulburn Teach Coll)

K Smith, BEd St (Hons) (Qld), DipTeach (N'cle CAE), TeachCert (N'cle Teach Coll)

K Toohey, MA (Calif), PhD (Penn State), DipPE (Syd Teach Coll),

Administrative Officer

A B Symons, BSc (Macq)

Secretary to the Head of School

P Gartung

Senior Technical Officer

A Atkin, AssocDipEnv Control (Mitchell CAE), BioTechCert

Laboratory Attendant

S Avery

Administrative Assistant, Practical Experience

L Ward

PE Attendant

W Cook

Student Learning Centre*Director*

L Ljungdahl, BA (NSW), MA (Concordia), MLS
 (McG), MA (Syd), DipEd (SydTeachColl), DipLib
 (Lond), TEFL (RSA Lond), GradDipEd Studs
 (W'gong)

Lecturer

R K Gillies, BSc, DipEd (Syd), Grad DipEdStuds
 (Kuring-gai CAE)

PRINCIPAL DATES FOR 1993

AUTUMN SEMESTER

JANUARY

- 11 Release of HSC results
- 11 School of Legal Practice enrolment day at St Leonards
- 18 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1992 NSW HSC applicants (by 4.30 pm)
- 21-29 Enrolment of students at City campus
- 26 Australia Day
- 29 Public School Holidays end

FEBRUARY

- 1 - 26 Enrolment of students at City campus
BEd Prim field experience (TE) 2 weeks
- 3 - 5 Enrolment of new undergraduate students at City campus - includes UAC and direct applicants
- 4 - 5 Enrolment of all Faculty of Nursing students at Kuring-gai campus
- 8 Orientation begins for February intake BTeach (AVE) and GradDipEd (Tech)
Directed study weeks begin for continuing DipTeach (AVE) and GradDipEd (Tech)
Orientation Day BTeach, BEd Teacher Librarianship (TE) Kuring-gai campus
- 11 - 12 Enrolment of all School of Teacher Education students at Kuring-gai campus
- 22 Enrolment of School of Biological and Biomedical Science students at St Leonards campus
- 22 Independent study week begins for all DipTeach (Tech, BTeach (AVE) and GradDipEd (Tech)

MARCH

- 1 Classes begin
- 12 Last day to enrol in a course or add subjects
- 12 Last day to change to upfront HECS payment
- 26 Last day to apply for leave of absence without incurring financial penalty
- 31 HECS Census Date

APRIL

- 5 Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GradDipEd (Tech)
- 8 Last day to drop a subject without academic penalty*
- 8 Last day to withdraw from a course without academic penalty*
- 9 Public School Holidays begin
- 9 Good Friday
- 12 Easter Monday
- 13 Graduation period begins
- 13 - 16 Vice-Chancellors' Week (non-teaching)
- 16 Public School Holidays end
- 25 Anzac Day
- 30 Graduation period ends
- 30 Last day to apply to graduate in Spring 1993

MAY

- 28 Closing date for undergraduate applications for Spring semester
- 31 Last week of formal classes for metropolitan students in BEd (Tech)

JUNE

- 7 Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GradDipEd (Tech)
Week of formal classes for metropolitan students in GradDipCBL
- 14 Formal examination period begins
- 28 Public School Holidays begin

SPRING SEMESTER

JULY

- 12 Formal examination period ends
- 5 School of Legal Practice enrolment day at St Leonards campus
- 5 - 9 Vice-Chancellors' Week (non-teaching)
- 12 Orientation begins for mid-year intake BTeach (AVE) and GradDipEd (Tech)
Directed study weeks begin for continuing DipTeach (Tech) and GradDipEd (Tech)
- 9 Public School Holidays end
- 21 Release of Autumn Semester examination results
- 26 Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GradDipEd (Tech)
- 26 - 30 Confirmation of Spring programs
- 27 - 28 Enrolment of new students

AUGUST

- 2 Classes begin
Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GradDipEd (Tech)
- 5 Last day to withdraw from full year subjects without failure*
- 13 Last day to enrol in a course or add subjects
- 13 Last day to change to upfront HECS payment
- 27 Last day to apply for leave of absence
- 30 Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GDipEd (Tech)
- 31 HECS Census Date
- 31 Last day to apply to graduate in Autumn 1994

SEPTEMBER

- 10 Last day to drop a subject without academic penalty*
- 10 Last day to withdraw from a course without academic penalty*
- 27 Public School Holidays begin
- 27 Vice-Chancellors' Week (non-teaching) begins
- 27 Graduation period begins
- 27-29 Conference on Cultural Diversity
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for inpUTS Special Admission Scheme applications
- 30 Closing date for postgraduate applications - to be confirmed

OCTOBER

- 1 Vice-Chancellors' Week (non-teaching) ends
Graduation period ends
- 4 TAFE vacations — no metropolitan classes held
- 8 Public School holidays end
- 29 Closing date for postgraduate research and course award applications
- 29 Closing date for undergraduate applications via UAC (with late fee)
- 29 Closing date for undergraduate applications direct to UTS (without late fee)

NOVEMBER

- 8 Last week of formal classes for all metropolitan students
- 15 Independent study week begins for all DipTeach (Tech), BTeach (AVE) and GDipEd (Tech)
Formal examinations begin

DECEMBER

- 3 Formal examinations end
- 20 Public School Holidays begin
- 24 Release of Spring semester examination results

** HECS or Postgraduate Course Fees still apply after the HECS Census date.*

Academic Calendar 1993 – School of Teacher Education *

Autumn Semester

Semester Week	Week Commencing		Year Week
	1 Feb	BEd (Prim) Field Experience	4
	8 Feb	BEd (Prim) Field Experience Orientation Day	5
	11 Feb	Enrolment/Re-enrolment, Kuring-gai campus	
	12 Feb	Enrolment/Re-enrolment, Kuring-gai campus	
1	1 Mar	Autumn semester commences	10
2	8 Mar	Spec Ed (TE) (1-day visit, Tues) Dip Ed (TE) (Maths, Science, PE – 1-day visit, Thurs)	11
3	15 Mar	Spec Ed (TE) (1-day visit, Tues) Dip Ed (TE) (Maths, Science, PE – 1-day visit, Thurs)	12
4	22 Mar	Spec Ed (1-day visit, Tues) Dip Ed (Maths, Science, PE – 1-day visit, Thurs)	13
5	29 Mar	Spec Ed (1-day visit, Tues) Dip Ed (Maths, Science, PE – 1-day visit, Thurs)	14
6	5 Apr	Spec Ed (1-day visit, Tues) Dip Ed (Maths, Science, PE – 1-day visit, Thurs)	15
7	12 Apr	Graduation week AVCC week	16
8	19 Apr		17
9	26 Apr	DipEd Prac (Maths, Science, PE) (4-week block)	18
10	3 May	Special Ed Field Experience (3-week block) DipEd Prac (Maths, Science, PE) BTeach Prac (3-week block) BEd (Prim) Field Experience (6-week block)	19
11	10 May	Special Ed Field Experience DipEd Prac (Maths, Science, PE) BTeach Prac BEd (Prim) Field Experience	20
12	17 May	Special Ed Field Experience DipEd Prac (Maths, Science, PE) BTeach Prac BEd (Prim) Field Experience	21
13	24 May	ATS Week (TE) BEd (Prim) Field Experience	22
14	31 May	BEd (Prim) Field Experience	23
15	7 Jun	BEd (Prim) Field Experience	24
16	14 Jun	Optional Teaching Week – School of Teacher Education	25
17	21 Jun	Examinations	26
18	28 Jun	Examinations	27
	5 Jul	AVCC Week	28
	12, 19 & 26 Jul	Vacation	29, 30, 31

* To be read in conjunction with Principal Dates for 1993

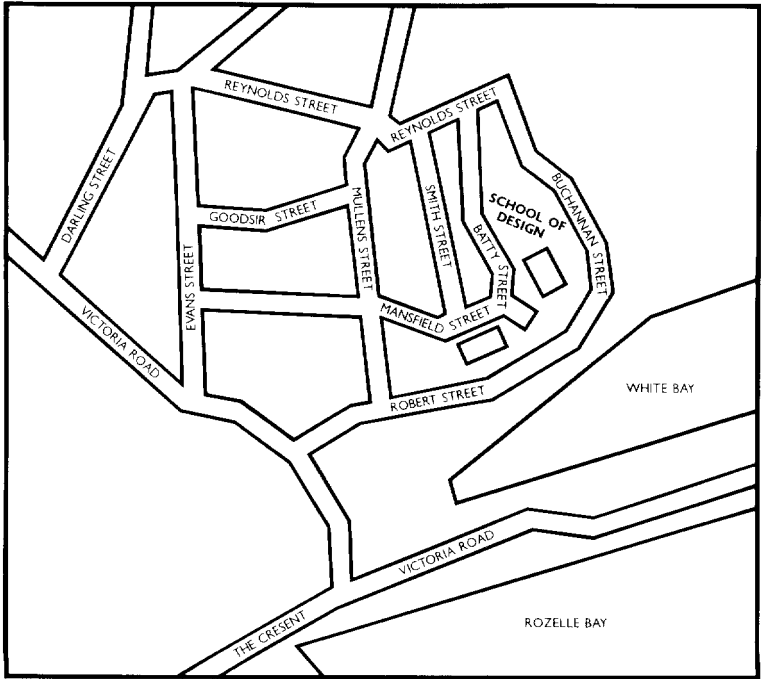
Academic Calendar 1993 – School of Teacher Education

Spring Semester

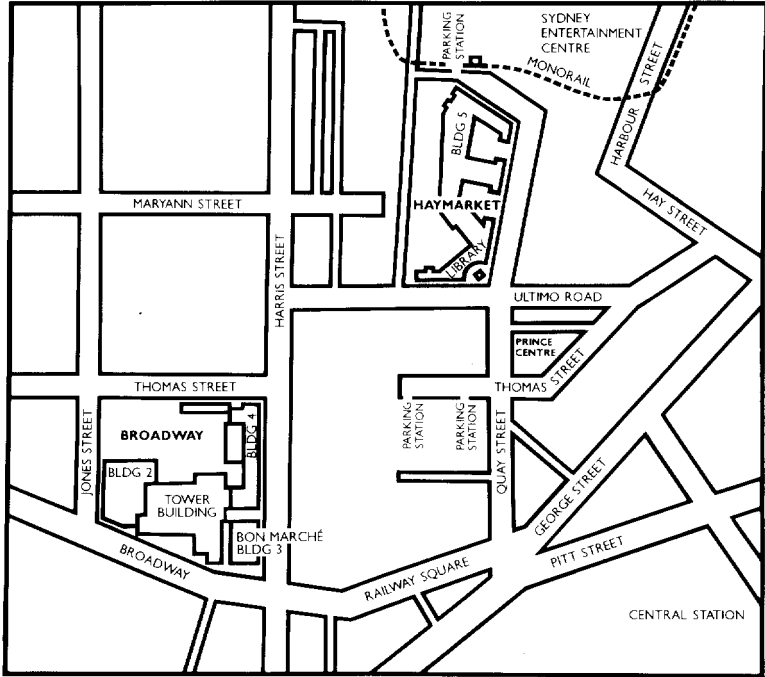
Semester Week	Week Commencing		Year Week
1	2 Aug	Spring semester commences GDipEd (PE - 1-day visit, Thurs)	32
2	9 Aug	GDipEd (PE - 1-day visit, Thurs)	33
3	16 Aug	GDipEd (PE - 1-day visit, Thurs)	34
4	23 Aug	GDipEd (PE - 1-day visit, Thurs) GDipEd (Maths, Science) (5-week block) Spec Ed Field Experience (1-day visit, Tues)	35
5	30 Aug	BTeach Prac Spec Ed Field Experience (1-day visit, Tues) GDipEd (Maths, Science) GDipEd (PE) (4-week block)	36
6	6 Sep	BTeach Prac Spec Ed Field Experience (1-day visit, Tues) GDipEd (Maths, Science) GDipEd (PE)	37
7	13 Sep	BTeach Prac Spec Ed Field Experience (1-day visit, Tues) GDipEd (Maths, Science) GDipEd (PE)	38
8	20 Sep	ATS Week Spec Ed Field Experience (1-day visit, Tues) GDipEd (Maths, Science) GDipEd (PE)	39
9	27 Sep	Graduation Week AVCC Week	40
10	4 Oct		41
11	11 Oct	Special Ed Field Experience (3-week block)	42
12	18 Oct	Spec Ed Field Experience	43
13	25 Oct	Special Ed Field Experience	44
14	1 Nov		45
15	8 Nov		46
16	15 Nov	Optional Teaching Week – School of Teacher Education	47
17	22 Nov	Examinations	48
18	29 Nov	Examinations	49
	6, 13 & 20 Dec	Vacation	50, 51, 52

NSW School Holidays 12-16 April • 28 June - 9 July • 27 September - 8 October

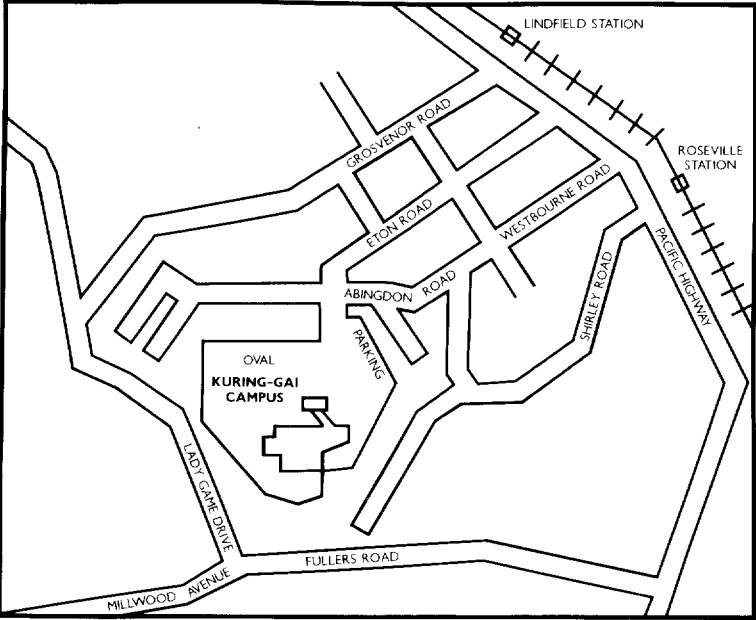
BALMAIN CAMPUS



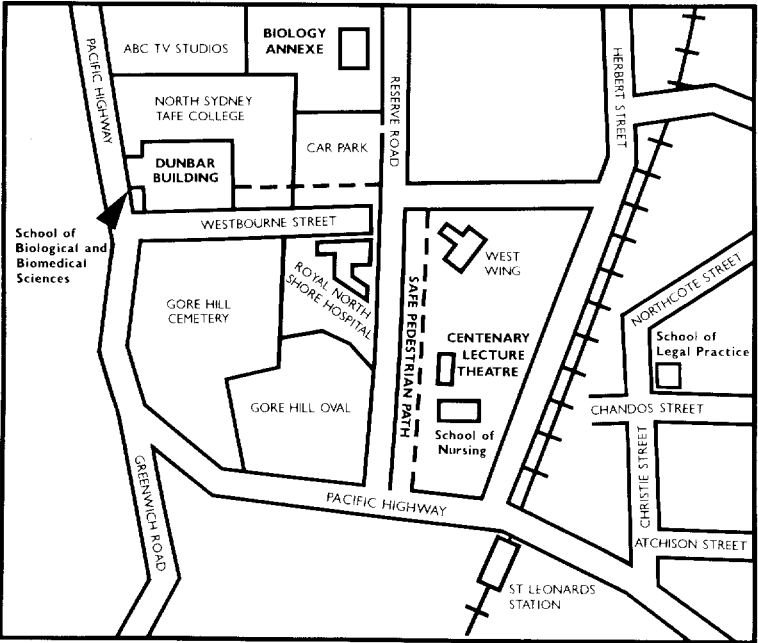
CITY CAMPUS



KURING-GAI CAMPUS



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ISSN 1036-0662