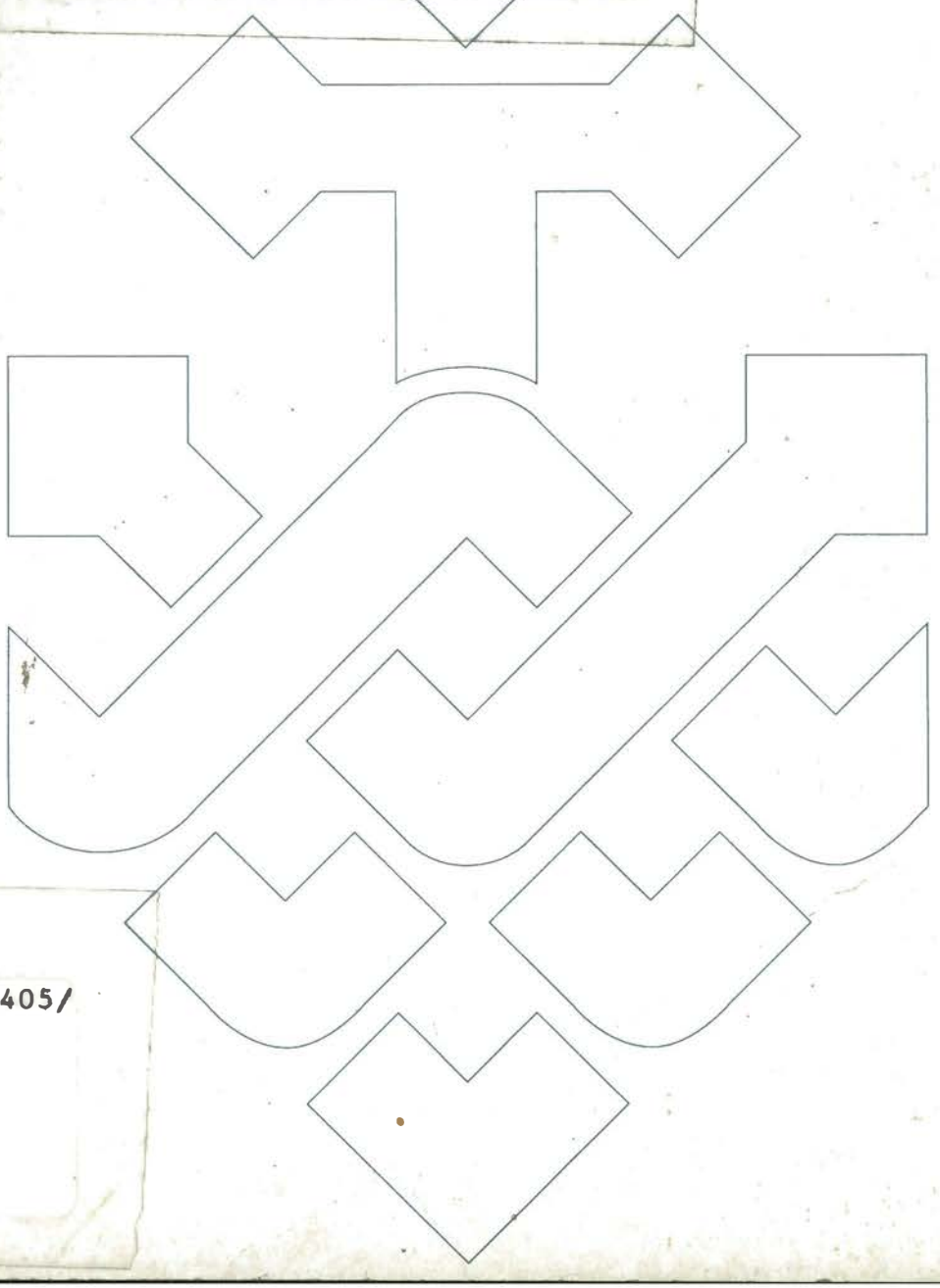
UNIVERSITY OF TECHNOLOGY, SYDNEY

Faculty of Education HANDBOOK

2000

ENQUIRIES DESK

UTS



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UNIVERSITY OF TECHNOLOGY, SYDNEY

Faculty of Education HANDBOOK

2000

IMPORTANT YEAR 2000 NOTICE

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

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

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

DISCLAIMER

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

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

EQUAL OPPORTUNITY

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief.

FREE SPEECH

The University supports the right to freedom of speech and the rights of its members to contribute to the diversity of views presented in our society.

NON-DISCRIMINATORY LANGUAGE

UTS has adopted the use of non-discriminatory language as a key strategy in providing equal opportunity for all staff and students. Guidelines for the use of non-discriminatory language have been developed and all members of the University community are encouraged to use them.

ACCESS UTS ON THE WEB

http://www.uts.edu.au
Faculty Handbooks and Calendar
http://www.uts.edu.au/div/publications/
UTS Rules and Policies
http://www.uts.edu.au/div/publications/policies/

EDITORIAL AND PRODUCTION

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GENERAL INFORMATION

WELCOME

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

UTS offers its students a lively, supportive and diverse learning environment across three campuses, and a range of social, cultural and sporting facilities to enrich each student's experience. UTS regards learning as a lifelong experience, and offers a range of programs to cater for the educational needs of people at a variety of stages in their lives, and from diverse backgrounds and cultures.

UTS offers a range of undergraduate and postgraduate degrees, which are developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematical and Computing Sciences; Nursing, Midwifery and Health; and Science. Each of these faculties is responsible for a range of programs across a number of key disciplines, and many offer courses in conjunction with one another, or with the Institute for International Studies. Courses developed and delivered by these UTS faculties reflect the University's commitment to providing a relevant education to students through flexible and work-based modes of learning and through the ongoing internationalisation of the curriculum.

ABOUT THE UTS HANDBOOKS

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

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

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

For the latest information check with the information service, or on the website at:

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

STUDENT INQUIRIES

City campus

UTS Information Service
Foyer, Tower Building
1 Broadway

Postal address
PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1222
fax: (02) 9514 1200

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

Kuring-gai campus

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

Postal Address
PO Box 222
Lindfield NSW 2070
telephone: (02) 9514 1222
fax: (02) 9514 5032

International Programs

10 Quay Street, Sydney

Postal Address
PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1531
fax: (02) 9514 1530

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

World wide web address

http://www.uts.edu.au

APPLICATIONS

Undergraduate

The NSW and ACT Universities Admissions Centre (UAC) processes most applications for undergraduate courses which start at the beginning of the year. Students are required to lodge these UAC application forms between August and October. To find out more about these courses and the application procedures, check the *UAC Guide*, or the UAC website at: www.uac.edu.au

Students can also apply for entry to some UTS courses by lodging a UTS application form directly with the University. These are usually courses that are not available to recent school leavers.

Postgraduate

Applications for postgraduate courses should be made directly to UTS. For courses starting at the beginning of the year, most applications are open from August to October, but some may have earlier closing dates. For courses starting in the middle of the year, applications close in May.

For more information about applying to study at UTS, contact the UTS Information Service.

International students

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

Non-award and external award study

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

FEES AND COSTS

Service Fees

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

Variations and exemptions

Fees and charges may vary from year to year. In certain circumstances, students may not be required to pay all or part of one or more of the different components of the Service Fees.

For full details of variations and exemptions to the fees listed below, contact the UTS Information Service.

Fee Components

Union Entrance Fee	
a once-only charge for new students	$20
Union Fee	
a semester-based charge for currently enrolled students	$100 per semester
Students' Association Fee	
a yearly charge for currently enrolled students	$48 per year
Student Accommodation Levy	
a yearly charge for currently enrolled students	$56 per year
Student Identification Card Charge	
a yearly charge for students enrolled on a tuition fee basis	$15 per year

Course Fees

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

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

Course Fees for International Students

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

Other costs

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

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

HECS

(Higher Education Contribution Scheme)

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

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

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

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

Commonwealth legislation sets strict conditions for HECS over which the University has no control. HECS charges are based on the subjects in which students are enrolled on the HECS census date. It is important for students to realise that any reductions in their academic workload after the census date for a particular semester will not reduce their HECS liability.

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

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

For Autumn Semester the HECS census date is 31 March, and for Spring Semester the HECS census date is 31 August. HECS census dates for other teaching periods can be obtained from the UTS Information Service.

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

FINANCIAL HELP

Austudy/Youth Allowance

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

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

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

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

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

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

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

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

Abstudy

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

Level 17, Tower Building
telephone (02) 9514 1905

UTS LIBRARY

The University Library collections are housed in three campus libraries which contain over 650,000 books, journals and audiovisual materials as well as a large range of electronic citation and full-text databases. Services for students include assistance in finding information through Inquiry and Research Help Desks and training programs, loans, reservations, reciprocal borrowing and copying. The Library provides as much information as possible electronically so that users can also access it remotely. More information about the Library can be found at:

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

City Campus Library

Corner Quay Street and Ultimo Road,
Haymarket
telephone (02) 9514 3388

Kuring-gai Campus Library

Eton Road, Lindfield
telephone (02) 9514 5234

Gore Hill Library

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

RESEARCH OFFICE

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

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

Research Office
Level 7, Tower Building
telephone (02) 9514 1252/1264/1419
http://www.uts.edu.au/research/ro/resoff.html

UNIVERSITY GRADUATE SCHOOL

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

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

telephone (02) 9514 1336

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

SUPPORT FOR STUDENT LEARNING

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

Student Services

Transition to university programs

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

For more information contact Student Services Unit.

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

Careers Service

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

telephone (02) 9514 1471 (City campus)

Counselling

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

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

Health

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

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

Housing

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

telephone (02) 9514 1509 (listings)
or (02) 9514 1199 (UTS accommodation)

Special Needs Coordinator

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

telephone (02) 9514 1177

Welfare

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

telephone (02) 9514 1177

Chemistry Learning Resources Centre

Room 211, Building 4, City campus.

Rosemary Ward
telephone (02) 9514 1729
email rosemary.ward@uts.edu.au
http://www.science.uts.edu.au/depts/chem/clrc/index.html

English Language Study Skills Assistance (ELSSA) Centre

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

ELSSA Centre
Alex Barthel (Director)
Level 19, Tower Building
telephone (02) 9514 2325
email alex.barthel@uts.edu.au
or
Room 2-522
Kuring-gai campus
telephone (02) 9514 5160
http://www.uts.edu.au/div/elssa/

Physics Learning Centre

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

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

Mathematics Study Centre

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

City campus
Leigh Wood (Director)
telephone (02) 9514 2268
email leigh@maths.uts.edu.au

Kuring-gai campus
Dr Jules Harnett
telephone (02) 9514 5186
email jules@maths.uts.edu.au

Computer laboratories

Computer laboratories are located throughout the University and are available for all students and staff to use. Details of locations and availability of the computer laboratories may be obtained from the Information Technology Division Resource Centre.

telephone (02) 9514 2118

Computer training

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

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

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

Jumbunna CAISER
Level 17, Tower Building
telephone (02) 9514 1902

EQUITY AND DIVERSITY

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief. UTS has a strong commitment to ensure that the diverse nature of the Australian society is reflected in all aspects of its employment and education.

The Equity and Diversity Unit provides a range of services for students and prospective students. These include community outreach programs to support the participation of disadvantaged students/under-represented groups; coordination of the inpUTS Educational Access Scheme for students who have experienced long-term educational disadvantage; coordination of financial scholarships and awards for commencing low-income students; and the provision of confidential advice and assistance with the resolution of equity-related student grievances, including complaints about racism, sexism, sex-based harassment, homophobia, pregnancy/family responsibilities, or other equity issues.

Equity and Diversity Unit
Level 17, Tower Building
telephone (02) 9514 1084

OTHER SERVICES

UTS Union

The UTS Union is the community centre for the University. It provides food and drink services, lounges and recreational areas, comprehensive social and cultural programs, sports facilities and programs, stationery shops, a newsagency and resource centres. Off campus the Union provides access to a ski lodge, rowing club, sailing club, athletics club and basketball stadium.

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

Union Sports Centre

The centre contains multi-purpose spaces, squash courts, weights rooms, circuit training room and climbing wall.

Lower ground floor, Building 4
telephone (02) 9514 2444

UTS Rowing Club

Dobroyd Parade, Haberfield
telephone (02) 9797 9523

Child care

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

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

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

Co-op Bookshop

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

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

Kuring-gai campus
telephone (02) 9514 5318
email kuringai@mail.coop-bookshop.com.au
http://www.coop-bookshop.com.au

Students' Association

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

City campus office:
Level 3 of the Tower Building
telephone (02) 9514 1155

Kuring-gai campus office:
(next to the cashier service)
telephone (02) 9514 5237

Freedom of Information

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

George Bibicos
FOI Coordinator
Level 4A, Tower Building
telephone (02) 9514 1280
email George.Bibicos@uts.edu.au

Student Ombud

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

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

Room 402, Building 2
City campus, Broadway
telephone (02) 9514 2575
email ombuds@uts.edu.au

Radio Station 2SER (107.3 FM)

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

Level 26, Tower Building
telephone (02) 9514 9514

UTS Gallery and Art Collection

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

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

telephone (02) 9514 1284
fax (02) 9514 1228
http://www.utsgallery.uts.edu.au

PRINCIPAL DATES FOR 2000

January

6 UTS Advisory Day

7 Closing date for changes of preference to the Universities Admissions Centre (UAC), by mail or in person

8 Closing date (midnight) for changes of preference UAC Infoline

10 Formal supplementary examinations for 1999 Spring semester students

14 Final examination timetable for Summer session

14 Last day to submit appeal against exclusion from Spring 1999

21 Main Round of offers to UAC applicants

21 Last day to submit 'Show Cause' appeal for Spring 1999

24-29 Enrolment of new main round UAC Undergraduate students at City campus

25 Closing date for changes of preference to Universities Admissions Centre (UAC) for final round offers

26 Australia Day – public holiday

27 Public school holidays end

28 Last day to submit application for Postgraduate Equity Scholarships for Autumn semester 2000

28 Summer session ends (commenced 29 November 1999) for subjects with formal exams

31 Summer session examinations commence (to 11 February)

February

3-16 Enrolment of new Undergraduate students at City campus (and 24-29 January)

1-11 Formal examinations for Summer session

4 Final round of offers (UAC)

4 Last day to lodge a Stage 2 appeal against assessment for Spring semester 1999

7 Closing date third round, Postgraduate courses for Autumn 2000 (except Faculty of Business – closing date 11 February)

14 Welcome and Registration for International Students – International Student Orientation programs commences and runs until 25 February

17 Official welcome and Study Success (Learning Skills) Program for all students studying on the Kuring-gai campus

17-18 Enrolment for International students

21-25 Orientation week for new students

21 Release of results for Summer session

21 Official Vice-Chancellor's welcome for all UTS students and commencement of Orientation 2000 (includes campus tours, student workshops, and the Study Success Program).

23 Union 'O' Day – Clubs and activities day

24 Late enrolment day

24/25 Faculty welcomes will be held on 24 or 25 February unless otherwise advised

28 Autumn semester classes commence

March

10 Last day to enrol in a course or add subjects

17 Last day to pay upfront HECS or Postgraduate Course fees for Autumn semester 2000

31 Last day to apply to graduate in Spring semester 2000

31 Last day to apply for leave of absence without incurring student fees/charges[1]

31 Last day to withdraw from a subject without financial penalty[1]

31 HECS census date

April

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

17 Public School holidays commence

20 Provisional examination timetable available

21 Good Friday – public holiday

24-28 Vice-Chancellors' Week (non-teaching)

24 Easter Monday – public holiday

25 Anzac Day – public holiday

27-28 Graduation ceremonies (Kuring-gai)

28 Public School holidays end

May

1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2000

15-26 Graduation ceremonies (City)

31 Closing date for undergraduate and first round postgraduate applications for Spring semester

June

2 Final examination timetable available

9 Last teaching day of Autumn semester

10-26 Formal examinations

12 Queen's Birthday – public holiday

29 Last day to submit application for Postgraduate Equity Scholarships for Spring semester 2000

30 Closing date second round Postgraduate applications for Spring semester

July

3 Public School holidays commence

3-7 Vice-Chancellors' Week (non-teaching)

3-7 Formal alternative examination period for Autumn semester students

4-13 Enrolments for Spring semester

10-14 International Students' Orientation Program

13 Study Success Learning Skills Program

13 Release of Autumn semester examination results

14 Public School holidays end

14 Formal supplementary examinations for Autumn semester students

17 Spring semester classes commence

21 Last day to withdraw from full year subjects without academic penalty

28 Last day to enrol in a course or add subjects

28 Last day to submit 'Show Cause' appeal for Autumn semester 2000

August

1 Applications available for undergraduate and postgraduate courses for Autumn semester 2001

18 Last day to pay upfront HECS or Postgraduate Course Fees for Spring semester 2000

31 Last day to withdraw from a course, a subject, or apply for leave of absence without academic or financial penalty[1]

31 Last day to apply to graduate in Autumn semester 2001

31 HECS census date (to be confirmed)

September

1 Applications for Postgraduate Scholarships available

8 Provisional examination timetable available

8 Last day of teaching before AVCC week/Olympics break

11 AVCC week/Olympics break (to 6 October)

11 Public School Holidays commence (to 2 October)

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

29 Closing date for inpUTS Equity Access Scheme via UAC

October

2 Labour Day – public holiday

2 Public school holidays end

8 Provisional examination timetable available

9 Spring semester classes recommence

30 Graduation ceremonies (City) (to 3 November)

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

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

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

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

31 Last day to submit application for Postgraduate Equity Scholarships for Summer semester 2001

November

1-3 Graduation ceremonies (City)

3 Final examination timetable available

17 Last teaching day of Spring semester

18-30 Formal examination period (and 1-4 December)

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

December

1-4 Formal examination period (and 13-30 November)

4 Summer session commences (ends 2 February 2001)

11-15 Formal alternative examination period for Spring semester students

20 Release of Spring semester examination results

20 Public School holidays commence

25 Christmas Day – public holiday

26 Boxing Day – public holiday

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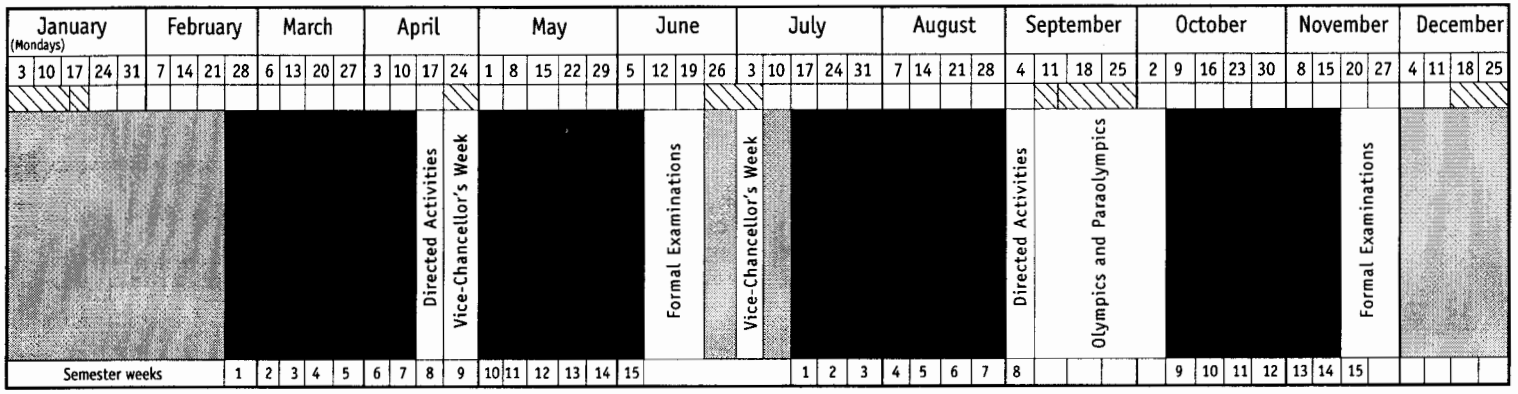
[1] HECS/Postgraduate course fees will apply after the HECS census date (31 March and August or last working day before).

Note: Information is correct as at 24 August 1999. The University reserves the right to vary any information described in Principal Dates for 2000 without notice.

ADULT EDUCATION
2000 ACADEMIC YEAR PATTERN



School Holidays:
20 December 1999–28 January 2000
17 April 2000–28 April 2000
3 July 2000–14 July 2000
11 September 2000–29 September 2000
20 December 2000– 26 January 2001

BLOCK DATES

Bachelor of Education in Adult Education:

Block residential: Autumn semester: tba

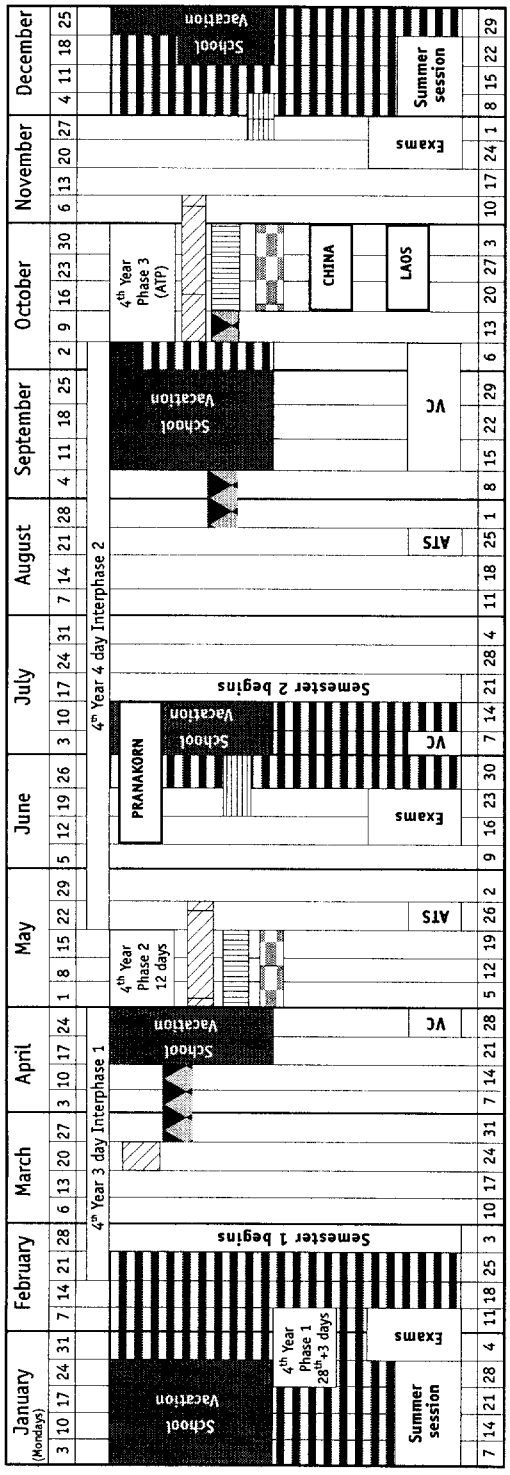
Aboriginal program: Year 1 Autumn semester: 14–18 February, 20–24 March, 15–19 May. Spring semester: 17–21 July, 21-25 August, 20–24 November.
Year 2 Autumn semester: 14–18 February, 27–31 March, 22–26 May. Spring semester: 24–28 July, 28 August – 1 September, 20–24 November.
Year 3 Autumn semester: 14–18 February, 10–14 April, 29 May–2 June. Spring semester: 31 July – 4 August, 9–13 October, 20–24 November.
1999 Aboriginal Intake Assessment Workshop: 22–26 November.

Goulburn: Autumn semester: tba

Master's Block weeks: Master of Arts in Indigenous Social Policy: Autumn semester: 6–11 March, 1–5 May. Spring semester: 24–29 July, 9–14 October.
Master of Education in Adult Education: Autumn semester: 7–11 March, 2–5 May. Spring semester: 25–29 July, 8–14 October.

TEACHER EDUCATION
2000 CALENDAR AND PRACTICUM DATES

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



4th Year BEd 4th Year. NB: 3 day Interphase 1 between Phases 1&2; 4 day Interphase 2 between Phases 2&3 (subject to Dean's approval)

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

ATS Alternate Teaching Strategies

PRANAKORN Pranakorn Practicum (Thailand)

CHINA China Practicum

LAOS Laos Practicum

FACULTY INFORMATION

MESSAGE FROM THE DEAN

Welcome to the Faculty of Education at UTS.

The Faculty offers programs that prepare students for professional practice in the full range of educational contexts: primary and secondary teaching, community education, Aboriginal education, vocational education, language and literacy education at school and adult levels, and human resource development. Our adult education program is the largest in the world with over 50 academics involved in a variety of fields. The primary program offers the full range of curriculum areas and we have specialist secondary programs in personal development, health and physical education and science.

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

The Faculty has around 150 research students.

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

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

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

Professor Andrew Gonczi
Dean

With the Institute for International Studies the Faculty offers a combined Bachelor of Arts/ Bachelor of Education in International Studies.

Over recent years we have increased the flexibility of our modes of delivery and most of our courses are available through distance mode or through some combination of distance, block and weekly attendance. All of the distance courses are supported by web-based conferencing tools.

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

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

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

INFORMATION FOR EDUCATION STUDENTS

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

Faculty Mission Statement

Within the University's overall goals, the special mission of the Faculty of Education is to serve the community by providing higher education for professional practice in the full range of educational contexts – formal and informal, adult and school, vocational and general.

The Faculty of Education is committed to:

- promoting lifelong learning;
- connecting academic scholarship and research with practice;
- encouraging service and leadership in the community;
- developing students' capacity for both autonomous and group learning;
- promoting education as a vehicle for social justice.

International links

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

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

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

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

Adult Education (City campus – Haymarket)

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

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

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

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

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

Workplace/flexible learning

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

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

Academics – research interests

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

Teacher education (Kuring-gai campus)

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

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

tel (02) 9514 5619
fax (02) 9514 5556
email Teached.Office@uts.edu.au
http://www.education.uts.edu.au

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

Academics – research interests

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

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

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

The success of the group's inaugural international conference Challenge of Change in Education has resulted in the commitment to holding an annual conference.

PRIZES AND AWARDS

The Faculty holds an annual prize-giving ceremony to recognise students' academic achievements.

The following prizes are awarded by the Faculty of Education:

The AITD Award

The Australian Institute for Training and Development (AITD) is a national professional association of people interested in the field of human resource development. AITD seeks to promote excellence in this field through conferences, workshops and the dissemination of information. As part of its interest in professional development, AITD has donated two prizes to the Faculty of Education.

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

The second AITD award is open to all final year students enrolled in the Bachelor of Education in Adult Education in the major of human resource development who apply to be considered for the award. The award is given to the student who is judged to have made the most significant contribution to the human resource development field of adult education as part of their studies.

The Gwen Muir Memorial Prize for Special Education

This prize was established in 1993 in memory of the late Gwen Muir, a teacher who had a lifelong commitment to the education of students with special needs. The prize was donated by Margaret Zell, a daughter of George Muir, a former Principal of Kuring-gai College of Advanced Education, to reward excellence in the field of special education. The cash prize of $250 is awarded annually to a student from either the Bachelor of Education in Special Education (TE12) or the Graduate Diploma in Special Education (TE53) who has the most distinguished academic record and who has demonstrated excellence in the practicum.

The Kevin Dawes Prize

This prize may be awarded annually to the most outstanding student in the Science elective strand and the two subjects in the Science Education sequence in the Bachelor of Education in Primary Education. The first award was made in 1995. The annual cash value of the prize is $250.

The Phillips Prize

The Phillips Prize is awarded to the graduand with the most outstanding academic and professional record in the vocational education field of practice in the Bachelor of Education in Adult Education. This prize commemorates the distinguished contribution made by Donald Phillips to the development of technical teacher education in New South Wales – as a teacher, technical college principal, Assistant Director of the Department of Technical and Further Education, and as a member of the First Council of Sydney Teachers College. The first award was made in 1981, to a graduand of the Diploma of Teaching program. The annual cash value of the prize is $250.

The Sydney Mechanics' School of Arts Award

This award was established in 1990 from a donation of $15,000 from the Sydney Mechanics' School of Arts. It is available for students in Adult Education who demonstrate superior achievement in academic studies and adult education practice. The annual cash value of the award is $1,000. The award winner also receives a medallion.

Keith Foster Fellowship

The Keith Foster Fellowship was established in 1992 to provide a University work and research placement for practitioners who are active in adult or vocational education. During their time at UTS, Fellows are expected to undertake a project of benefit both to UTS and their employer. In general, the Fellowship is from one to six months in duration.

Keith Foster retired from UTS in 1991 as an Associate Professor. The Fellowship commemorates his academic work and extensive contribution to developing the field of adult education at UTS and its predecessors.

CENTRES

Research Centre for Vocational Education and Training

The Centre informs and supports policy development for vocational training in Australia by disseminating research findings to industry, government, training providers and other researchers.

tel (02) 9514 3700
fax (02) 9514 3737
email rcvet@uts.edu.au

Centre for Language, Literacy and Numeracy

The Centre supports innovative research and curriculum developments, disseminates research outcomes, provides policy advice, consultancies and effective professional development in areas of language, literacy and numeracy.

tel (02) 9514 3853
fax (02) 9514 3939
email renata.atkin@uts.edu.au

Centre for Popular Education

The Centre fosters links among educators and activists nationally and internationally and conducts research and consultancy related to all aspects of adult education and training, youth work, community work and social activism.

tel (02) 9514 3843
fax (02) 9514 3939
email cpe@uts.edu.au

Training and Development Services

Training and Development Services provides consultancy services and workplace training programs in the fields of training and human resource development.

tel (02) 9514 3888
fax (02) 9514 3811
email wendy.wickham@uts.edu.au

Centre for Research and Education in the Arts

The Centre promotes excellence in research, education and practice in arts fields for UTS and the broader community and investigates the role of arts across the disciplines and in sustainable futures.

tel (02) 9514 5289
fax (02) 9514 5556
email susanne.hodgson@uts.edu.au

STUDENT SUPPORT

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

The Study Skills Unit (City Campus – Haymarket)

Many students enrolled in the Faculty of Education are returning to study after a long break or are undertaking a university course for the first time. The University recognises that students may need a (re-)orientation to the academic reading and writing demands of their disciplines and it provides a study skills assistance program through its Study Skills Unit. The Study Skills Unit offers short courses and one to one service. Students studying by distance may receive assistance by phone fax or email contact. Students seeking assistance may:

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

tel (02) 95143707
fax (02) 95143914
email sskills@uts.edu.au

The ELSSA and Mathematics Study Centres

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

Students can visit the Centres at their own initiative, or when referred by academic staff.

For inquiries regarding learning and language strategies, please contact:

Ms Caroline San Miguel
or Ms Terri Morley-Warner
tel (02) 9514 5160.

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

Dr Jules Harnett
tel (02) 9514 5186

Academic Liaison Officers for students with disabilities and other special needs

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

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

Computing facilities for Adult Education students

At the Haymarket campus, the Faculty of Education has an iMac Laboratory with 15 computers, up-to-date software printing and scanning facilities available exclusively for enrolled Education students. PC Labs for general student use are also available on the Haymarket campus. A number of mini studios with camera, lighting and playback facilities allow students to videotape and review presentations.

Computing facilities for Teacher Education students

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

COURSE TITLES AND ABBREVIATIONS

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Doctoral degrees	TA95	Doctor of Philosophy	PhD	Doctor of Philosophy
	TA96	Doctor of Education	EdD	Doctor of Education
Master's degrees (by thesis)				
Education (Honours)	TA83	Master of Education (Honours)	MEd (Hons)	Master of Education (Honours)
Master's degrees (by coursework)				
Applied Linguistics	TA73	Master of Arts	MA	Master of Arts in Applied Linguistics
Children's Literature and Literacy	TE75	Master of Arts in Children's Literature and Literacy	MA	Master of Arts in Children's Literature and Literacy
Indigenous Social Policy	TA74/76	Master of Arts	MA	Master of Arts in Indigenous Social Policy
Language and Literacy	TA72	Master of Arts in Language and Literacy	MA	Master of Arts in Language and Literacy
Teaching English to Speakers of Other Languages (TESOL)	TA71	Master of Arts	MA	Master of Arts in TESOL
Training and Human Resource Development [3]	TA79	Master of Arts in Training and Human Resource Development	MA	Master of Arts in Training and Human Resource Development
Adult Education	TA70	Master of Education	MEd	Master of Education in Adult Education
Teacher Education (Special Ed. specialisation)	TE82	Master of Education	MEd	Master of Education in Teacher Education
Teacher Education	TE84	Master of Education	MEd	Master of Education in Teacher Education
Teacher Education (Visual Arts specialisation)	TE85	Master of Education	MEd	Master of Education in Teacher Education

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Graduate Diploma courses				
Adult Basic Education	TA52	Graduate Diploma in Adult Basic Education	GradDip AdultBasicEd	Graduate Diploma in Adult BasicEducation
Children's Literature and Literacy	TE50	Graduate Diploma in Children's Literature and Literacy	GradDipChildLit	Graduate Diploma in Children's Literature and Literacy
Science	TE51	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Personal Development, Health and Physical Education	TE58	Graduate Diploma in Education	GradDipEd	Graduate Diploma in Education
Language Teaching	TA60	Graduate Diploma in Language Teaching	GradDipLangTeach	Graduate Diploma in Language Teaching
Music Therapy	TE59	Graduate Diploma in Music Therapy	GradDipMusTh	Graduate Diploma in Music Therapy
Teaching Languages Other than English (TLOTE)	TA82	Graduate Diploma in Teaching Languages Other than English	GradDipTLOTE	Graduate Diploma in Teaching Languages Other than English (TLOTE)
Special Education	TE53	Graduate Diploma in Special Education	GradDipSpecEd	Graduate Diploma in Special Education
Teaching English to Speakers of Other Languages (TESOL)	TA53	Graduate Diploma in Teaching English to Speakers of Other Languages	GradDipTESOL	Graduate Diploma in Teaching English to Speakers of Other Languages (TESOL)
Training	TA58	Graduate Diploma in Adult Education and Training	GradDipAdEd&Training	Graduate Diploma in Adult Education and Training
Vocational Education	TA50	Graduate Diploma in Vocational Education and Training	GradDipVET	Graduate Diploma in Vocational Education and Training
Graduate Certificate courses[1]				
Community Education	TA66	Graduate Certificate in Adult Education in Community Education		Graduate Certificate in Adult Education in Community Education
Training	TA65	Graduate Certificate in Adult Education in Training		Graduate Certificate in Adult Education in Training

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Numeracy Teaching	TA86	Graduate Certificate in Numeracy Teaching		Graduate Certificate in Adult Numeracy Teaching
Dance Education	TE60	Graduate Certificate in Dance Education		Graduate Certificate in Dance Education
Diabetes Education and Management	KN92	Graduate Certificate in Diabetes Education and Management		Graduate Certificate in Diabetes Education and Management
Drug and Alcohol Education [2]	TA77	Graduate Certificate in Adult Education in Drug and Alcohol Education		Graduate Certificate in Adult Education in Drug and Alcohol Education
Experiential Learning	TA68	Graduate Certificate in Experiential Learning		Graduate Certificate in Experiential Learning
Flexible Learning	TA62	Graduate Certificate in Flexible Learning		Graduate Certificate in Flexible Learning
Higher Education	T050	Graduate Certificate in Higher Education		Graduate Certificate in Higher Education
Teaching English to Speakers of Other Languages (TESOL)	TA54	Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)		Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
Teaching Languages Other than English (TLOTE)	TA63	Graduate Certificate in Teaching Languages Other than English (TLOTE)		Graduate Certificate in Teaching Languages Other than English (TLOTE)
Undergraduate degree courses				
Honours	TE17	Bachelor of Education (Honours)	BEd (Hons)	Bachelor of Education (Honours)
Honours	TA24	Bachelor of Education (Honours) in Adult Education	BEd (Hons)	Bachelor of Education (Honours) in Adult Education
Adult Education	TA21	Bachelor of Education	BEd	Bachelor of Education in Adult Education

Course	Code	Degree/Diploma/Certificate	Abbreviation	Testamur title
Adult Education	TA25	Bachelor of Education in Adult Education/ Bachelor of Arts in International Studies	BEd BA	Bachelor of Education in Adult Education/Bachelor of Arts in International Studies
Primary Education	TE19	Bachelor of Education	BEd	Bachelor of Education in Primary Education
Primary Education	TE16	Bachelor of Education	BEd	Bachelor of Education in Primary Education
Special Education	TE20	Bachelor of Education in Special Education	BEd	Bachelor of Education in Special Education
Special Education	TE12	Bachelor of Education	BEd	Bachelor of Education in Special Education
Primary Education	TE21	Bachelor of Education/Bachelor of Arts in International Studies	BEd BA	Bachelor of Education/Bachelor of Arts in International Studies
Adult Vocational Education[3]	TT24	Bachelor of Teaching	BTeach	Bachelor of Teaching in Adult Vocational Education
Advanced Diplomas				
Adult Education	TA23	Advanced Diploma	DipAdultEd	Advanced Diploma in Adult Education

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

ADULT EDUCATION

UNDERGRADUATE COURSES

Bachelor of Education in Adult Education

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

This course provides a coherent sequence of study to fulfil the theoretical and practical requirements for people who wish to develop their knowledge and skills as adult educators. Underpinning this course are twin developmental themes of the student as learner and the student as professional practitioner in their own workplace. Students identify the major in which to apply their learning in relation to their workplace, in addition to studying the core subjects and choosing from the electives. The course is designed to be both flexible and responsive. Students will engage in a variety of learning activities, work with academic advisers, workplace practitioners and undertake individual and group learning projects. Theory and practice are integrated in the learning tasks, many of which are negotiated to meet individual needs, and which are important for their professional and personal development.

An important outcome of this course will be the potential for all students who meet the degree course requirements to graduate with a recognisable adult-teaching qualification.

Course aims

The course promotes the development of adult educators and practitioners who:

- have a deep understanding of their own learning and a commitment to the learning of others;
- incorporate an informed professional approach which takes account of cultural and other diversity, the experience of the learners, and ethical standards for teaching and facilitating;
- understand their own workplace contexts;
- can provide effective opportunities for learning;
- are responsive to the human needs of the people with whom they work;
- can effectively design, implement and evaluate a range of teaching and learning strategies;
- integrate theory and practice;
- are critically analytical;
- are aware of globalisation and understand national and international perspectives;
- promote lifelong learning;
- have the capacity to research their own practice;
- are interested to increase/improve the standing of the profession.

Course structure

The Bachelor of Adult Education is a three-year degree comprising 144 credit points which full-time students would normally complete in three years. However, it is possible to extend the time to complete the course by taking fewer than the full-time number of credit points per semester.

There are three components to this course:

1. Core subjects (48 credit points)

Core subjects provide a coherent, theoretical framework covering knowledge, skills and attributes relevant to all professionals across the majors. Core subjects are compulsory and integrate elements related to cultural issues, respect for diversity, communication skills and skills for developing a reflective and responsive practitioner. They will deliberately contrast a range of perspectives in the areas studied. They provide a theoretical base which is then applied in the more specific settings of each major and/or further developed in the electives.

2. Major subjects (48 credit points)

Students select one of the following majors:

Aboriginal Program – a specialised program for Indigenous students which combines

Aboriginal studies with the Community major and core subjects.

Community Adult Education – for people working in health care, community development, youth work, supported accommodation and many other community based services which perform a community education role.

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

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

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

Majors provide the contextual applications in which theoretical and practical learning from the core subjects can be examined, developed and applied to a specific workplace or cultural context. They feature aspects of practice which are particular to a given area of the profession. A large component of the majors are the learning themes of the supervised field experience identified as the semester's focus. These themes complement the understanding gained from the core subjects and develop the student's role as learner and practitioner in conjunction with relevant workplace experience.

Supervised field experience in each major includes a teaching practicum.

3. Electives (48 credit points)

3a. Individual program (48 credit points)

Electives, majors and individualised projects as well as the option to enrol in subjects in other faculties in the University provide a rich and diverse source for other learning. Students may choose electives from their own or other fields of practice. However, students in the Aboriginal block mode complete the Aboriginal Studies major as their electives. University majors in Aboriginal and Women's Studies are offered to all students in conjunction with the Faculty of Humanities and Social Sciences.

3b. Language, Literacy and Numeracy program

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

Advanced Diploma

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

Assessment

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

Admission

Admission will normally be on the basis of one of the following categories:

1. Higher School Certificate
2. Completion of an approved certificate or diploma course from TAFE
3. Possession of equivalent qualifications
4. Adult entrance with appropriate work experience

In addition, applicants will need to have access to an appropriate workplace for supervised work experience in their major. In the case of the Language, Literacy and Numeracy program, workplaces may be nominated by the practicum coordinators.

Applicants whose qualifications and experience differ from those described above may be considered for special admission. Study and writing skills tutorial assistance is available for students who require academic support on their entry to tertiary studies.

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

This course recognises that many of the students who enrol are already considerably experienced and knowledgeable practitioners in the field. They may already have the content knowledge which is required to satisfy the requirements for the teaching qualification or they may have completed other subjects relevant to this course. Recognition may be given to prior credentialled and uncredentialled learning.

Attendance

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

Community Adult Education

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

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

Human Resource Development

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

Language, Literacy and Numeracy

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

Vocational Education

- Full-time day (2 days per week)
- Full-time block

Aboriginal Community program

Year 1 Autumn semester

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

Year 1 Spring semester

015001	C	Language, Culture and Communication	6cp
015002	C	Adult Teaching and Learning	6cp
015021	M	Adult Education Practices 1	6cp
52220	A	Aboriginal Social and Political History	8cp

Year 2 Autumn semester

015006	C	Program Development and Needs Analysis	6cp
015083	M	Managing Education Programs	6cp
015189	M	Adult Education Practices 2	6cp
015112	A	Aboriginal Initiatives in Education: Towards Community Control	8cp

Year 2 Spring semester

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

Year 3 Autumn semester

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

Year 3 Spring semester

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

C = Core Subjects
M = Major
A = Aboriginal Program

Community Adult Education major

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

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

Year 2 Spring semester

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

Year 3 Autumn semester

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

Year 3 Spring semester

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

C = Core Subjects
M = Major

Human Resource Development major

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

015006	C	Program Development and Needs Analysis	6cp
015034	M	Program Delivery and Evaluation	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

Year 2 Spring semester

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

Year 3 Autumn semester

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

Year 3 Spring semester

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

C = Core Subjects
M = Major

Language, Literacy and Numeracy major

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

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

Year 2 Spring semester

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

Year 3 Autumn semester

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

Year 3 Spring semester

015011	C	Research and Inquiry	6cp
015087	M	Social Contexts of LLN	6cp
xxxxx		Elective	6cp
xxxxx		Elective	6cp

C = Core Subjects
M = Major

Vocational Education major

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

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

015007	C	Adult Learning in Social Context	6cp
015006	C	Program Development and Needs Analysis	6cp
015044	M	Field of Practice Specialist Knowledge 3 (VOC ED)	6cp
015052	M	The Professional Practitioner (VOC ED)	6cp

Year 2 Spring semester

015009	C	Analysing Current Issues in Australian Education	6cp
015011	C	Research and Inquiry	6cp
015056	M	Organisational Learning: An Experiential Approach (VOC ED)	6cp
015162	M	Competency Assessment in the Workplace	6cp

C = Core Subjects
M = Major

Electives

015110	Aboriginal Cultures and Philosophies	8cp
015112	Aboriginal Initiatives in Education: Towards Community Control	8cp
52220	Aboriginal Social and Political History (offered by the Faculty of Humanities and Social Sciences)	8cp
015114	Aboriginal Studies	4cp
015140	Aboriginal Studies Project	8cp
015070	Adolescent and Adult Development	6cp
015078	Adult Education and Social Action	6cp
015081	Adult Education and the Unemployed	6cp
015309	Computing for Adult Educators	6cp
015069	Designing and Delivering Open Learning	6cp
015073	Developing Group Communication	6cp
015135	Developing Individualised Projects	6cp
015072	Developing Interpersonal Communication	6cp
015074	Developing Systems Communication	6cp
015099	Developing the Learning Organisation	6cp
015082	Development, Growth and Education in South-East Asia	6cp
015133	Educational and Psychological Testing	6cp
014100	Educational Media	6cp
015097	HRD Strategies for Individual Development	6cp
015075	Independent Study Project in Communication	6cp
015124	Individualised Project 1	6cp
015131	Individualised Project 2	6cp
015138	Individualised Project 3	6cp
015145	Individualised Project 4	6cp
015323	Individualised Project 5	6cp
015324	Individualised Project 6	6cp
015115	Introducing Aboriginal Cultures and Philosophies	6cp
015111	Issues in Aboriginal Education	8cp
015083	Managing Education Programs	6cp
015100	Multiliteracies in the Workplace	6cp
015084	Organising Community Adult Education	6cp
015003	Portfolio Development	6cp
015091	Promoting Workplace Learning	6cp
015096	Simulations and Games – Theory and Design	6cp
015076	Social Education in Community Settings	6cp
015113	Teaching Aboriginal Studies	6cp

Aboriginal Studies major

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

015110	Aboriginal Cultures and Philosophies	8cp
015112	Aboriginal Initiatives in Education: Towards Community Control	8cp
015395	Aboriginal Social and Political History[1]	8cp
015140	Aboriginal Studies Project	8cp
015111	Issues in Aboriginal Education	8cp
015113	Teaching Aboriginal Studies	8cp

Elective option

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

015114	Aboriginal Studies	4cp
015115	Introducing Aboriginal Cultures and Philosophies	6cp

Bachelor of Business Human Resource Development sub-major

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

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

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

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

Bachelor of Education (Honours) in Adult Education

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

Participants

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

Course aims

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

Admission

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

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

Course program

015382	Research in Practice	6cp
015381	Thesis Development and Appraisal	6cp
015380	Thesis	30cp
xxxxx	Elective	

A subject in the Master of Education in Adult Education (excepting Independent Study Projects), Master of Arts in Language and Literacy or other Honours level equivalent subjects elsewhere within the University.

Assessment

Each thesis will be read by two internal examiners, judged to be experts in the field under examination, one of which may be the student's supervisor. Coursework subjects will be assessed either 'pass' or 'fail'.

The thesis

Selection and supervision

The topic of the proposed thesis is negotiated between the student, coordinator and the preferred supervisor and approved by the Honours Committee. The selection of an Honours supervisor involves consultations between the student, coordinator and relevant available academic staff.

Length

15,000–20,000 words (approximately).

Major thesis assessment criteria

- Definition of research problem
- Critical review of the literature
- Data or information selection and analysis

- Cogency of argument
- Interpretation and assessment of findings
- Quality of presentation

Grading

The grading of the Honours award shall be:

- First Class
- Second Class, Division 1
- Second Class, Division 2
- Third Class

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

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

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

Introduction

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

Course structure

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

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

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

Adult Education program

The Bachelor of Education in Adult Education is a three-year degree comprising 144 credit points. There are three components to this course.

1. Core subjects (48 credit points)
2. Specialist subjects for each major (48 credit points)
3. Elective subjects (48 credit points)

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

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

International Studies program

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

Each of the specialisations within the International Studies Program is 96 credit points, and includes 32 credit points (four subjects) of instruction in a specific Language and Culture; 16 credit points (two subjects) of study of Contemporary Society and its context; and 48 credit points (two semesters) of study at a university or institution of higher education in the culture of specialisation.

The International Studies subjects listed in the course structure are subjects of enrolment referring to common units of instruction across the University.

Course program

Year 1 Autumn semester

015002	C	Adult Teaching and Learning	6cp
015004	C	Communication and Learning	6cp
	and		
015003	F	Portfolio Development	6cp
015110	A	Aboriginal Cultures and Philosophies	8cp
	or		
015017	F	Community Practicum	6cp
015021	F	Adult Teaching Practices 1	6cp
	or		
015018	F	Workplace Practicum 1	6cp
015022	F	HRD Practices	6cp
	or		
015023	F	Teaching and Learning in Practice (LLN)	12cp
	or		
015020	F	Field of Practice Specialist Knowledge (VOC ED)	6cp
015024	F	Teaching and Learning in Practice (VOC ED)	6cp

Year 1 Spring semester

015001	C	Language, Culture and Communication	6cp
015005	C	Psychological Perspectives in Adult Learning	6cp
	and		
015021	F	Adult Teaching Practices 1	6cp
015395	A	Aboriginal Social and Political History	8cp
	or		
015033	F	Program Planning in Community Settings	6cp
015189	F	Adult Teaching Practices 2	6cp
	or		
015141	F	HRD Strategies	6cp
015162	F	Competency Assessment in the Workplace	6cp
	or		
015091	F	Language, Literacy and Numeracy Learner 1	6cp
015031	F	Language, Literacy and Numeracy Practicum 1	6cp
	or		
015024	F	Teaching and Learning in Practice (VOC ED)	6cp
015032	F	Field of Practice Specialist Knowledge 2 (VOC ED)	6cp

Year 2 Autumn semester

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

Year 2 Spring semester

Aboriginal Community program

015083	F	Managing Educational Programs	6cp
015189	F	Adult Education Practices 2	6cp
015112	A	Aboriginal Initiatives in Education	8cp
972xxx	CY	Language and Culture 2	8cp

Community major

015083	F	Managing Education Programs	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp
972xxx	CY	Language and Culture 2	8cp

Human Resource Development major

015034	F	Program Delivery and Evaluation	6cp
xxxxxx		Elective	6cp
xxxxxx		Elective	6cp
972xxx	CY	Language and Culture 2	8cp

Language, Literacy and Numeracy major

015004	C	Communication and Learning	6cp
015043	X	Language, Literacy and Numeracy Practicum 2	6cp
015089	X	Numeracy Awareness	6cp
xxxxxx		Elective	6cp
972xx	CY	Language and Culture 2	8cp

Vocational Education major

015007	C	Adult Learning in Social Context	6cp
015044	F	Field of Practice Specialist Knowledge 3 (VOC ED)	6cp
015052	F	The Professional Practitioner (VOC ED)	6cp
972xxx	CY	Language and Culture 2	8cp

Year 3 Autumn semester

Aboriginal Community program

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

Community major

015007	C	Adult Learning in Social Context	6cp
015144	F	Educational and Cultural Diversity	6cp
xxxxxx		Elective	6cp
973xxx	CY	Language and Culture 3	8cp

Human Resource Development major

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

xxxxxx	Elective	6cp
973xxx CY	Language and Culture 3	8cp

Language, Literacy and Numeracy major

015007 C	Adult Learning in Social Context	6cp
015086 X	Introduction to Language	6cp
015088 F	Teaching Language and Literacy	6cp
973xxx CY	Language and Culture 3	8cp

Vocational education major

015009 C	Analysing Current Issues in Australian Education	6cp
015054 F	Organisational Learning: an Experiential Approach	6cp
015162 F	Competency Assessment in the Workplace	6cp
973xxx CY	Language and Culture 3	8cp

Year 3 Spring semester

Aboriginal Community program

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

Community major

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

Human Resource Development major

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

Language, Literacy and Numeracy major

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

Vocational Education major

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

Year 4 Autumn semester

977xxx	In-Country Study 1	24cp

Year 4 Spring semester

978xxx	In-Country Study 2	24cp

Year 5 Autumn semester

Aboriginal Community program

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

Community major

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

Human Resource Development major

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

Language, Literacy and Numeracy major

015009 C	Analysing Current Issues in Australian Education	6cp
015398 X	Teaching Spoken Language	6cp
015090 X	Programming and Assessment in LLN	6cp
xxxxxx	Elective	6cp

Year 5 Spring semester

Aboriginal Community program

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

Community major

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

Human Resource Development major

015011 C	Research and Inquiry	6cp
015054 F	Organisational Learning – An Experiential Approach	6cp
xxxxxx	Elective	6cp
xxxxxx	Elective	6cp

Language, Literacy and Numeracy major

015011 C	Research and Inquiry	6cp
015087 X	Social Contexts in Language, Literacy and Numeracy	6cp
015135 X	Developing Individualised Projects	6cp
xxxxxx	Elective	6cp

C = Core
CY = Country
F = Major
A = Aboriginal major
X = LLN major

Bachelor of Teaching in Adult Vocational Education

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

This course is now only offered in an offshore mode.

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

Course aims

- The development of a foundation of basic teaching skills in beginning vocational teachers.
- The development of flexible and adaptable vocational educators who can demonstrate higher order skills such as critical thinking and interpersonal communication and who are open-minded, self-reliant, innovative and reflective.
- The development of professional practitioners who are able to perform competently in a range of essential skill areas, respond to client requirements, transfer knowledge and skill to new areas, use educational technology, and provide appropriate learning experiences to a range of client groups.
- The provision of a sound basis of professional competence that will lead to an ongoing and integrated program of development throughout the careers of vocational teachers and trainers linked both to the range of tasks they are expected to perform and to their career options.

Course program

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

Year 1 Semester 1

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

Year 1 Semester 2

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

Year 2 Semester 1

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

Year 2 Semester 2

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

Electives

012137	Interpersonal Skills: Working with People	4cp
012138	Interpersonal Skills: Working in an Organisation	4cp
012142	Designing and Marketing Open Learning	4cp
012143	Marketing Vocational Education Programs	4cp
012144	Adolescent and Adult Development	4cp
012145	Learning Styles, Cognitive Processing and Adaptive Teaching	4cp
012146	Introduction to Research Methods in Teaching and Learning	4cp

012147	Counselling and Advising Students	4cp
012148	Computer-based Learning Techniques	4cp
012149	Technology for Open Learning	4cp
012150	Computer-managed Learning	4cp
012151	Teaching Others to Use Technology	4cp
012152	Writing for Specific Purposes	4cp
012153	Teaching in the Multicultural Classroom	4cp
012154	Competency-based Training in Vocational Education	4cp
012155	Program Development Workplace Project	4cp
012156	The Sociological Context of Vocational Education	4cp

Bachelor of Arts in Adult Education and Community Management (Aboriginal and Torres Strait Islander Program)

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

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

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

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

Admission requirements

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

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

Course structure

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

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

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

POSTGRADUATE COURSES

Graduate Certificate in Adult Education in Community Education

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

Participants

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

Articulation

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

- students may apply for and enrol in the Graduate Certificate and complete the course after one year;
- once students have completed the Graduate Certificate they may apply to enter the Master of Education in Adult Education. The Graduate Certificate is credited towards the Master of Education in Adult Education (12 credit points). If accepted students may exit either at the end of the first year with a Graduate Diploma in Adult Education (Community) or at the end of the second year with a Master of Education in Adult Education.

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

Course aims

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

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

Process

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

Course components

Seminars are held on a weekday evening and are usually conducted as lecture discussions. Sessions last two hours. The seminars are used to examine the theory that informs community adult education practice. In Autumn semester the seminars are entitled Adult Teaching and Learning. Students will be encouraged to examine certain adult learning principles and a number of adult learning theories. This will lead to a study of teaching and learning techniques that place an emphasis on facilitation and dialogue, and draw on the theory and practice of educators with experience in the fields of community development and social action.

In Spring semester the seminars are entitled Developing Community Adult Education Programs. Students will be encouraged to examine the theory and practice of designing and implementing a range of educational activities in differing kinds of community. By looking at the work of a number of adult educators students will be encouraged to develop their own theoretical framework to guide their practice.

Community Workplace Practice is a composite activity requiring attendance on the same weekday evening as the seminars. Sessions last one-and-a-half hours. A member of staff will work with students using lectures and exercises to help develop facilitation and teaching skills. Participants will also be allocated into semi-autonomous study groups and asked to work on a number of learning projects which, within given parameters, they will be able to choose and design themselves.

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

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

Assessment

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

Learning contracts

These comprise the major written work for the course. They are negotiated by each participant with a member of staff. The idea is to get away from the set assignment and to make the coursework students do directly relevant to their own professional interests and work. Students are required to complete four learning contracts during the course negotiated with a study group supervisor and with the seminar leaders.

Attendance

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

Course program

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

Autumn semester		
010123	Adult Teaching and Learning	6cp
015396	Community Workplace Practice 1	6cp
Spring semester		
015261	Developing Community Adult Education Programs	6cp
015397	Community Workplace Practice 2	6cp

Graduate Certificate in Adult Education in Drug and Alcohol Education

- *Course code: TA77*
- *Testamur title: Graduate Certificate in Adult Education in Drug and Alcohol Education*
- *Abbreviation: none*
- *Course coordinator: Ms Kate Collier*
- *Course fee: $1,000[1] per subject*

Introduction

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

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

[1] Participants may be eligible to claim a tax rebate for these fees, and are advised to contact the Australian Tax Office for further details.

Course aims

As part of this education course participants will be provided with opportunities to:

- apply adult learning theory and principles to training practices;
- demonstrate a basic set of presentation and training skills that are appropriate;
- gain experience in designing, developing, implementing and evaluating training programs that are based on a competency-based model of training;
- critically evaluate existing training practices in the light of competency-based assessment models.

Course structure

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

Course program

Autumn Semester		
016002	Adult Learning and Teaching	6cp
016001	Workplace Practice 1	6cp
Spring Semester		
016007	Program Design and Evaluation	6cp
016005	Workplace Practice 2 (completed in-house with Life Education Australia)	6cp

Modes of delivery

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

Entry requirements

Participants must have an undergraduate degree or equivalent.

Assessment

Assessment is criterion referenced. This means that students will be assessed on whether they meet the criteria and graded 'pass' or' fail' accordingly. It includes learning contracts, group-based assessments of workshops, and various forms of tutorial group evaluation. Individual coursework is done primarily through negotiated learning contracts.

Graduate Certificate in Adult Education in Training

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

Participants

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

Articulation

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

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

- the Graduate Certificate in conjunction with a recognised Workplace Assessor qualification enables students to apply to UTS' Training and Development Services for a Certificate IV Assessment and Workplace Training qualification.

Course aims

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

As part of this adult education course participants will be provided with opportunities to:

- apply adult learning theory and principles to training practices;
- demonstrate a basic set of presentation and training skills that are appropriate to a wide range of adult learners and learn to critique their own practices;
- develop as self-directed learners through the use of a learning journal, learning contracts and participation in self-directed learning groups;
- gain experience in designing, developing, implementing and evaluating training programs that are based on a competency-based model of training;
- critically evaluate existing training practices.

Assessment

Assessment is criterion-referenced. This means that students will be assessed on whether they meet certain criteria, and graded 'pass' or 'fail' accordingly. It includes learning contracts, group-based assessments of workshops, and various forms of tutorial group evaluation. Individual coursework is done primarily through negotiated learning contracts.

Attendance

Attendance will be one evening a week from 5.00 p.m. – 9.00 p.m. (usually Wednesday). A minimum of 85 per cent attendance is required for satisfactorily completing this course. Compulsory attendance at two weekend (Saturday) workshops per semester is also required.

Course structure

The course will be offered over one year of part-time study. As part of this course all participants will be required to arrange to have a 'mentor' who will be responsible for assisting them in their workplace learning.

Course program

Autumn semester		
016001	Workplace Practice 1	6cp
016002	Adult Learning and Teaching	6cp
Spring semester		
016005	Workplace Practice 2	6cp
016007	Program Design and Evaluation	6cp

Graduate Certificate in Diabetes Education and Management

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

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

Participants

This one-year part-time course is offered jointly by the Faculty of Nursing, Midwifery and Health and the Faculty of Education in collaboration with the Australian Diabetes Education Association. Applicants should have a degree or equivalent diploma. Registered nurses with appropriate nursing certificates and three years' experience may be deemed to have the equivalent of graduate status for the purpose of entry to the course. As practitioners in the field it will be assumed that applicants will have basic knowledge of the practice of diabetes education and management.

Course aims

The course trains appropriately qualified students for work as health professionals in the area of diabetes education and management. As specialists in diabetes education the graduates will be able to perform as specialist clinicians, leaders and informed users of research.

Assessment

Assessment will be graded. Three specific forms of assessment will be used in each subject:

1. a negotiated workplace learning project (40 per cent);
2. a practicum-based assessment (30 per cent);
3. assessment of a set of learning tasks incorporated in the self-teaching materials provided for each subject (30 per cent).

Attendance

The course will be delivered in mixed mode. This means it will use a mixture of intensive workshops, individual learning materials, telephone counselling, learning partnerships, negotiated learning contracts, workplace research and supervised practice in diabetes education centres.

Course structure

The course is offered over one year part-time and requires the study of four subjects in order to achieve a total of 24 credit points.

Course program

Autumn semester

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

Spring semester

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

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

Graduate Certificate in Experiential Learning

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

Participants

This one-year part-time course is for people currently engaged in the practice of experiential learning in formal or informal education, facilitation of learning, training, educational design or educational management. Applicants must have at least 50 hours' prior experience either as a student or through responsibility for implementation of experiential learning, and an undergraduate degree.

Course aims

The course aims to introduce students to the theories and practices of experiential learning and equip them to be more effective teachers, trainers, facilitators, curriculum designers and/or managers of training in a range of contexts. It is designed to help students become more effective in their practice of experiential teaching and learning by understanding the nature and theory of experiential learning. Students will develop:

- ways of thinking and acting as an experiential adult educator based on the knowledge, skills, attitudes and ethical underpinnings of experiential learning;
- an informed and critical approach to their own practice;
- competencies related to self-direction, peer support and group work which enable them to continue their professional development following the completion of this course.

Course program

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

Autumn semester

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

Spring semester

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

Assessment

Assessment is either 'pass' or 'fail'.

Attendance

Four weekend days per semester.

Graduate Certificate in Flexible Learning

- *Course code: TA62*
- *Testamur title: Graduate Certificate in Flexible Learning*
- *Abbreviation: none*
- *Course coordinator: Dr Viktor Jakupec*
- *Course fee: $1,050 per subject*

Participants

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

Admission

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

Course aims

The course aims to enable appropriately qualified students to develop:

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

Assessment

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

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

Attendance

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

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

Course program

Autumn semester

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

Spring semester

014105	Technologies for Flexible Learning	6cp
xxxxx	Elective	6cp

Electives

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

Graduate Certificate in Higher Education

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

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

Course aims and structure

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

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

The modules offered are:

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

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

Assessment

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

Attendance pattern and modes of offering

Modules vary in their modes of offering, but a typical module would involve two face to face interactive workshops, some online discussion using Topclass and some individually negotiated learning tasks. There is no regular attendance pattern. The timing of face to face

sessions is negotiated to suit participants' teaching timetables as far as possible, with more than half the sessions being offered outside regular university teaching weeks. Some modules are also offered in distance mode, involving paper-based and video resources with online discussion.

Admission requirements

The course involves participants in reflecting on their own practice in a university context. For this reason, applicants must be in full-time or fractional-time academic employment in a higher education institution or be a casual teacher and able to provide appropriate evidence that they will have regular university teaching commitments during course enrolment. UTS full-time and fractional-time staff and participants in the Internship program are exempt from paying course fees through sponsorship by the University. UTS casuals with ongoing contracts should contact the Course Coordinator to inquire about their fee status. All other participants are expected to pay full fees.

Graduate Certificate in Numeracy Teaching

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

Participants

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

Admission

Entry requirements are:

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

Articulation

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

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

Course aims

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

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

Assessment

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

Attendance

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

Course program

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

010157	Teaching and Learning in Adult Numeracy	6cp
015290	Mathematics for Numeracy Teachers	6cp
015253	Practicum 2	6cp
015291	Mathematics in Social Contexts	6cp

The course is designed to be flexible in its delivery. All of the subjects are currently available in distance mode. Subjects 010157 and 015291 are also offered by weekly attendance. The enrolment requirements of Teaching and Learning in Adult Numeracy (010157) can be satisfied by attendance at the BEd Ad Ed subject Numeracy Awareness (015089), with assessment tasks varied to be in keeping with the graduate status of the Certificate.

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

- *Course code: TA54*
- *Testamur title: Graduate Certificate in TESOL*
- *Abbreviation: none*
- *Course coordinator:*
  Adults strand: to be advised
  Schools strand: Dr Jenny Hammond
- *Course fee: HECS*

Participants

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

Admission

Entry requirements are:

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

Course aims

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

Assessment

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

Attendance

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

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

Course structure

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

Course program

Year 1 Autumn semester

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

Year 1 Spring semester

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

Graduate Certificate in Teaching Languages Other than English (TLOTE)

- *Course code: TA63*
- *Testamur title: Graduate Certificate in TLOTE*
- *Abbreviation: none*
- *Course coordinator: Mr Liam Morgan*
- *Course fee: HECS*

Participants

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

Admission

Entry requirements are:

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

Course aims

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

Assessment

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

Attendance

Attendance is on Thursday 4.30 p.m. – 9.00 p.m.

Course structure

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

Course program

Autumn semester

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

Spring semester

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

Graduate Diploma in Vocational Education and Training

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

Graduate Diploma in Adult Education and Training

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

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

Participants

The Graduate Diploma in Vocational Education and Training is a one-year full-time course developed to meet the needs of graduate vocational and adult educators and trainers. Applicants must have either an appropriate degree from a university or college of advanced education, or an appropriate diploma at an approved tertiary institution or equivalent. In addition, applicants should be

concurrently engaged either on a part-time or full-time basis as a trainer/teacher/facilitator in a vocational or adult education setting. Applicants with qualifications and experience other than those described above may be considered for special admission.

Articulation

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

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

Course aims

The course aims to develop:

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

Attendance

The mode of attendance offered is weekly.

It consists of one evening and one afternoon per week (plus one day independent study per week).

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

Course program

Autumn semester		
016001	Workplace Practice 1	6cp
016002	Adult Learning and Teaching	6cp
016003	Language, Culture and Communication	6cp
016004	Learner Assessment	6cp
Spring semester		
016005	Workplace Practice 2	6cp
016006	The Professional Practitioner	6cp
016007	Program Design and Evaluation	6cp
016008	Workplace Context	6cp

Assessment

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

Graduate Diploma in Adult Basic Education

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

Participants

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

Articulation

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

- students in the second year of the course may choose elective subjects from other courses offered by the Faculty;
- students may apply at the end of the first year to transfer into the Master of Arts in Language and Literacy;
- graduates of the course can apply for entry into the Master of Education in Adult Education. If accepted, applicants can apply for a maximum of 12 credit points advanced standing.

Course aims

The course is designed to help participants:

- acquire a sound understanding of the teaching of literacy and numeracy to adults;

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

Assessment

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

Attendance

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

Course program

Pathway for students with a recognised tertiary teaching qualification

Year 1

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

Year 2

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

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

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

Year 1

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

Year 2

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

Electives

010113	Exploring ABE Practice	6cp
013332	Understanding Adult Education and Training	6cp
015291	Mathematics in Social Contexts	6cp
015290	Mathematics for Numeracy Teachers	6cp
015120	Curriculum and Methodology (TESOL)	6cp
015129	Critical Literacy	6cp

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

There are various types of learning in this course:

- lectures/seminar – two-hour sessions
- tutorials – one-hour sessions
- workshops – one day a year in Year 1 and/or Year 2
- learning contracts – two or three per subject
- field work – various
- peer group work

Graduate Diploma in Language Teaching

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

Participants

This one-year full-time course is an initial teacher training qualification for native or near-native speakers of Japanese who have an undergraduate degree and want to teach Japanese in secondary schools in Australia. Applicants must have appropriate levels of proficiency in English which will be assessed by interview.

Course aims

- To develop the level of English language competency needed to interact in a variety of roles and contexts within the Australian education system.
- To become familiar with the nature of Australian culture in general, and the culture of the Australian education system in particular.
- To develop a theoretical understanding of current language teaching issues.
- To understand current Japanese syllabuses and be able to interpret and implement them effectively at different levels.
- To develop sound teaching practice in program design, lesson planning and delivery, and materials development.
- To develop competencies in the applications of technology to language learning.

Assessment

Students are assessed in the following ways:

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

Assessment is either 'pass' or 'fail'.

Attendance

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

Course structure

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

Course program

Autumn semester

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

Spring semester

015158	Language Development	6cp
015122	Assessment, Programming and Evaluation	6cp
015164	Technology Based Language Learning	6cp
015253	Practicum 2	6cp
015393	Psychology of Secondary Students	3cp

Graduate Diploma in Teaching Languages Other than English (TLOTE)

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

Participants

This course is designed for students who have an undergraduate qualification or equivalent and who are already working in or wish to work in the TLOTE field. The course is open to people with or without a recognised tertiary teaching qualification who wish to gain a comprehensive postgraduate, specialist qualification in teaching languages other than English.

Admission

Entry requirements are:

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

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

Course aims

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

Assessment

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

Attendance

Attendance is on Thursday 4.30 p.m. – 9.00 p.m. The practicum will be negotiated with the coordinator and an adviser.

Course structure

The Graduate Diploma in TLOTE would normally be completed in two years of part-time study. In some circumstances it would be possible to complete the course as a full-time student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TLOTE.

Course program

Pathway for students with a recognised tertiary teaching qualification

Year 1 Autumn semester		
015152	Language in Social Context	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
Year 1 Spring semester		
015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp
Year 2		
015128	Socio-Political Contexts of Language, Literacy and Numeracy Education[1]	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

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

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

Year 1 Autumn semester		
015152	Language in Social Context	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
Year 1 Spring semester		
015153	Teaching and Learning Literacy	6cp
015250	Practicum 1[1]	6cp
Year 2		
015158	Language Development	6cp
015253	Practicum 2[1]	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

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

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

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

Participants

This course is designed for students who have an undergraduate qualification or equivalent and who are already working in or wish to work in the TESOL field. The course is open to people with or without a recognised tertiary teaching qualification, who wish to gain a comprehensive postgraduate specialist qualification in teaching English to speakers of other languages.

There are two strands offered: one for students who are working or wish to work in the adult sector and the second strand for students who have a recognised tertiary teaching qualification and who are working in the schools sector.

Admission

Entry requirements are:

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

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

Course aims

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

Assessment

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

Attendance

Attendance for Year 1 of the adults strand is on Thursday 2.00 p.m. – 6.30 p.m. or 4.30 p.m. – 9.00 p.m. for students without a recognised tertiary teaching qualifications, and for Year 1 of the schools strand on Thursday 4.30 p.m. – 9.00 p.m.

Course structure

The Graduate Diploma in TESOL would normally be completed in two years of part-time study. In some circumstances it would be possible to complete the course as a full-time student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Graduate Diploma in TESOL.

Course program

Pathway for students with a recognised tertiary teaching qualification

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2

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

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

Year 1 Autumn semester

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

Year 1 Spring semester

015153	Teaching and Learning Literacy	6cp
015250	Practicum 1[1]	6cp

Year 2

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

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

Electives

010157	Teaching and Learning Adult Numeracy	6cp
015119	Theories of Numeracy	6cp
015121	Curriculum and Methodology (ABE)	6cp
015122	Assessment, Programming and Evaluation	6cp
015123	Language for Specific Purposes	6cp
015125	Phonology and Pronunciation	6cp
015127	Grammar and the Construction of Meaning	6cp
015128	Socio-Political Contexts of Language, Literacy and Numeracy Education	6cp
015129	Critical Literacy	6cp
015130	Language Policy and Planning	6cp
015132	Adult Education	6cp
015157	Curriculum and Methodology (TLOTE)	6cp
015170	English for Academic and Teaching Purposes	6cp
015167	Japanese Language Analysis	6cp

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

Master of Arts in Applied Linguistics

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

Participants

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

Admission

Entry requirements are:

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

Course aims

The course is designed:

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

Assessment

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

Attendance

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

Course structure

The Master of Arts in Applied Linguistics would normally be completed in one year of full-time study or part-time study over three to four semesters. Students must complete

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

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

Course program

A possible full-time program Year 1 Autumn semester

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

A possible full-time program Year 2 Spring semester

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

A possible part-time program Year 1 Autumn semester

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

A possible part-time program Year 1 Spring semester

015127	Grammar and the Construction of Meaning	6cp
015126	Research Methodologies	6cp
015163	Phonology and Sociolinguistic Variation in Spoken Language	6cp

A possible part-time program Year 2 Autumn semester

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

Group 1: Electives with a theoretical focus

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

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

Group 2: Electives with a pedagogical focus

015120	Curriculum and Methodology (TESOL)	6cp
	or	
015157	Curriculum and Methodology (TLOTE)	6cp
	or	
015121	Curriculum and Methodology (ABE)	6cp
015122	Assessment, Programming and Evaluation	6cp
015378	Advanced Curriculum Design	6cp
015125	Phonology and Pronunciation	6cp
015153	Teaching and Learning Literacy	6cp

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

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

Master of Arts in Indigenous Social Policy

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

Participants

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

Admission

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

Course aims

The course is designed to produce graduates with skills, capacity and knowledge to address issues relating to the analysis, development and implementation of indigenous social policy.

Assessment

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

Attendance

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

Course program

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

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

Master of Arts in Language and Literacy (by coursework)

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

Participants

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

Admission

Entry requirements are:

- Undergraduate degree or equivalent (essential)
- Teaching qualification (essential)
- At least three years' relevant teaching experience (essential)
- Concurrent relevant teaching experience (desirable)

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

Course aims

- To enable students to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in a language other than English.
- To provide students with the relevant theoretical underpinning and a critical perspective to this professional competence and reflective practice.

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

Assessment

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

Attendance

TESOL and TLOTE pathways

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

In Autumn semester attendance is required for approximately four hours one evening per week with an additional optional tutorial on another evening. In Spring semester students will attend two hours a week for each lecture-based subject and by negotiation for other subjects.

ABE pathway

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

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

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

Course structure

The Master of Arts in Language and Literacy would normally be completed in two years of part-time study. In some circumstances it would be possible to complete the course as a full-time student over a shorter period. Students must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Language and Literacy.

Course program

Year 1 (TESOL and TLOTE pathways) Autumn semester

015152	Language in Social Context	6cp
015120	Curriculum and Methodology (TESOL)	6cp
	or	
015157	Curriculum and Methodology (TLOTE)	6cp

Year 1 (TESOL and TLOTE pathways) Spring semester

015153	Teaching and Learning Literacy	6cp
xxxxx	Elective	6cp

Recommended list of electives available Spring semester

010157	Teaching and Learning Adult Numeracy	6cp
015158	Language Development	6cp
015128	Socio-Political Contexts of Language, Literacy and Numeracy Education	6cp
015125	Phonology and Pronunciation	6cp

Year 1 (ABE pathway)

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

Recommended elective available in Year 1

010157	Teaching and Learning Adult Numeracy	6cp

Year 2 (all pathways) Autumn semester

015126	Research Methodologies	6cp
xxxxx	Elective	6cp

Year 2 (all pathways) Spring semester		
015116	Project	6cp
015128	Socio-Political Contexts of Language, Literacy and Numeracy	6cp
	or	
015278	Project	12cp

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

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

The full range of electives may not be available every year. Students following particular pathways will be advised regarding recommended electives.

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

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

Participants

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

Admission

Entry requirements are:

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

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

Course aims

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

- To develop or strengthen students' capacity to undertake a range of leadership roles in their field(s) of practice whether as curriculum developers, researchers, program managers, advisers or exemplary teachers.
- To provide a relevant theoretical underpinning to these roles, including an in-depth understanding of the role of language in educational practices and current issues in social policy.
- To equip students with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in their field(s) of practice.

Assessment

Assessment is either 'pass' or 'fail'.

Attendance

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

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

The MA TESOL is also available in distance mode.

Course structure

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

Course program

Part-time attendance over two years

Year 1 Autumn semester

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

Year 1 Spring semester

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

Year 2 Autumn semester

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

Year 2 Spring semester

015116	Project	6cp
xxxxx	Elective	6cp

Full-time attendance over one year

Autumn semester

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

Spring semester

015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp
015116	Project	6cp
xxxxx	Elective	6cp

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

Master of Arts in Training and Human Resource Development

- *Course code: TA79*
- *Testamur title: Master of Arts in Training and Human Resource Development*
- *Abbreviation: MA*
- *Course coordinator: Mr Joe Bright*
- *Course fee: vary by subject*[1]

Participants

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

Aims

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

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

[1] Differential fees are charged for core subjects and elective subjects (not taught by UTS staff).

Assessment

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

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

Attendance

The course is offered in distance mode which includes:

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

Course structure

The course will comprise eight semester-long subjects structured for part-time study over a two-year period.

Course program

Semester 1

013332 Understanding Adult Education and Training
016007 Program Design and Evaluation

Semester 2

013337 Managing Change in Education and Training
013339 Skills, Technology and Workplace Learning

Semester 3

013368 The Psychology of Adult Development
013363 Supporting Workplace Learning and Reform

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

Course numbers

A minimum cohort of 30 students is required for commencement.

Master of Education in Adult Education (by coursework)

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

Participants

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

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

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

Course aims

Underlying this course is a coherent pedagogy, which is practitioner-centred and geared towards education at the post-compulsory level.

The aims of the course are for the student to:

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

Assessment

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

Modes and length of study

Subjects are offered in weekly classes (Tuesday or Thursday evenings), intensive block mode (4 day blocks twice a semester) and by distance. Not all subjects are available in every mode. Students need to consult the timetable available from the Student Information Office for details of subjects offered each semester. Subject availability depends on resources and student numbers.

Most students complete the eight subjects required for the Master of Education in Adult Education in two years of part-time study. Others study full-time and complete in one year. Students may vary their subject load from semester to semester if required.

Course structure

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

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

Subjects available in 2000 and 2001

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

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

HRD major

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

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

Career Education Counselling major

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

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

Interest areas

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

Educational Leadership

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

Experience-Based Learning

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

Language and Literacy

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

(Additional subjects are available in the MA in Language and Literacy)

Open, Flexible and Distance Learning

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

Popular Education

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

Adult Learning and Program Development

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

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

Research Pathway

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

Independent Study Projects

Independent study projects:

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

Master of Education (Honours)

- *Course code: TA83*
- *Testamur title: Masters of Education (Honours)*
- *Abbreviation: MEd(Hons)*
- *Course coordinator: Associate Professor Alison Lee*
- *Course fee: HECS*

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

This course consists of coursework and a thesis component.

The coursework will comprise the two 6 credit point research subjects currently offered in the Master of Education in Adult Education:

013348 Research Perspectives in Education
013349 Design and Method in Educational Research
(or demonstrate equivalence)

The thesis will constitute 84 credit points.

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

Satisfactory criterion-referenced achievement in the coursework subjects together with satisfactory examination of the thesis will lead to the award of Master of Education (Honours). No class of honours will be awarded.

Admission requirements

Honours Bachelor degree or equivalent.

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

Master's degree (by thesis) – unsatisfactory progress

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

Doctor of Philosophy

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

This course is for participants who wish to prepare a Doctoral thesis in one of the fields of education taught within the Faculty. Prior to admission, candidates will be required to submit a two- to three-page outline of their area of research interest (normally following consultation with the course coordinator and/or a potential supervisor). This may occur before a formal application is lodged but in any case should be attached to the application. Please refer to the list entitled 'Staff research interests and expertise' at the back of this handbook. There are no coursework requirements; however, coursework may be prescribed for some students as a condition of their candidature.

Eligibility for admission (University Rule 3.5.3)

1. To qualify for admission to a Doctoral degree program applicants shall:
   a. hold from this University a Bachelor's degree with First or Second Class Honours (Division 1) or a Master's degree;

   or

   b. hold from this University or another tertiary educational institution a Bachelors degree with Second Class Honours for which there is no division of Second Class Honours, and the Academic Board is satisfied that the standard attained by the candidate is equivalent to that which is required at this University for Second Class Honours (Division 1) or equivalent;

   or

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

   or

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

   or

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

   or

   f. transfer from a Master's degree.

2. a. Applicants will be required to provide satisfactory evidence of their ability to undertake advanced research appropriate to their Doctoral program.

   b. Where such evidence is not available the candidate will be required to undertake a prescribed course in research methodology appropriate to the relevant discipline.

Doctor of Education

- *Course code: TA96*
- *Testamur title: Doctor of Education*
- *Abbreviation: EdD*
- *Course coordinator: Associate Professor Alison Lee*
- *Course fee: HECS exempt/scholarship*

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

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

The four compulsory subjects in the degree are:

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

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

Two six credit point negotiated research subjects are also required.

Admission requirements and prerequisites

Normal admission

Formal educational requirements:

Bachelor Honours Second Class (Division 1) or above, or a Master's degree in education or a related discipline.

Pre-entry occupational requirements:

Three years' work experience in an education/training context.

Other prerequisites:

A capacity to carry out research, analyse educational issues, and apply reflective practice as demonstrated by course and/or workplace achievements. Students who meet this criterion but do not have a history of formal research subjects may be required to undertake specified research subjects at Master's or Doctoral level.

An ability to nominate and justify an area of research suitable for a Doctoral dissertation in the Faculty.

Special admission

Applicants who do not qualify for normal admission may be admitted if they can demonstrate a history of achievement in research and policy analysis through, for example, scholarly publications or a major involvement in research projects.

Unsatisfactory progress

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

TEACHER EDUCATION

UNDERGRADUATE COURSES

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

Initial Teacher Education courses

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

- The Bachelor of Education in Primary Education enables students to choose a Major Study elective, that is, a set of related subjects which enables in-depth study of an area relevant to primary school education.
- The Bachelor of Education in Special Education enables students to qualify as both a mainstream primary school teacher and as a special education teacher.
- The Bachelor of Education/Bachelor of Arts in International Studies enables students to combine preparation for primary school teaching with an opportunity to acquire knowledge and understanding of another language and culture.

Each course has the following strands:

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

Practicum Studies

The Practicum Curriculum contains two interlinked elements:

i) the campus-based studies which examine the range of theoretical issues, skills and procedures central to effective pedagogical practice, and

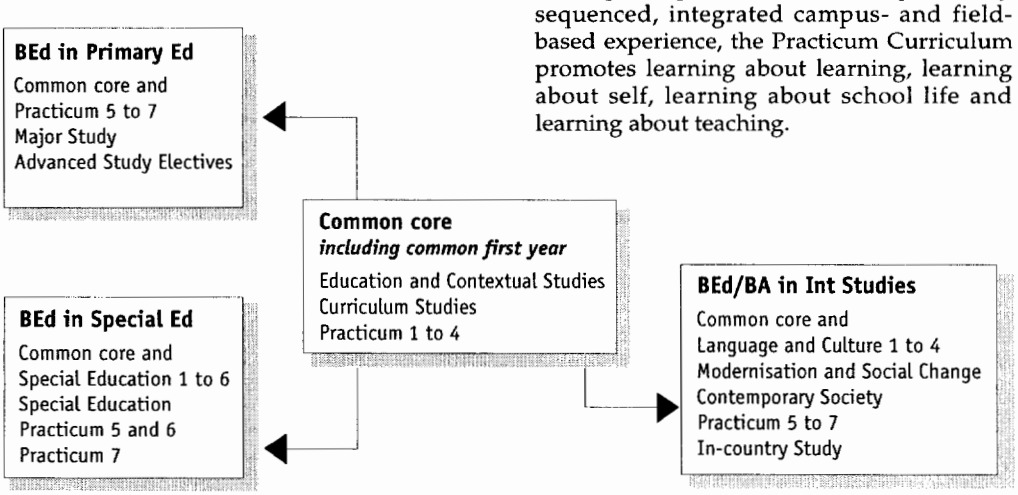
ii) field experiences wherein students engage in a variety of professional interactions in schools and other educational settings.

These combined elements foster the development of professional knowledge, skills and attitudes with which teachers should begin their careers.

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

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

Teacher Education courses



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

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

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

English Proficiency Test

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

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

For further information on IELTS contact International Programs, UTS, Broadway:

telephone (02) 9514 1531, (02) 9514 1536

Curriculum Studies

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

English Education

Information Technology

Mathematics Education

Music Education

Personal Development, Health and Physical Education

Science and Technology Education

Social and Environmental Education

Visual Arts and Craft Education.

Education and Contextual Studies

Subjects within the Education and Contextual Studies sequence encourages students to draw on perspectives gained from all strands of their degree, so that in the latter part of their degree, students increasingly engage in refining and articulating their personal theories of learning, are able to justify them with reference to research evidence from classroom practice and can use supporting theoretical insights.

Students in all three courses study the following subjects:

Aboriginal and Torres Strait Islander History and Cultures

Developmental Psychology

Philosophical Bases of Education

Sociological Bases of Education

Educational Research (option)

Major Study electives

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

Bachelor of Education in Primary Education

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

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

Course program

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

Semester 1

023111	Practicum 1: Beginning Teaching	8cp
024211	English Education 1	6cp
023511	Development Psychology	4cp
029311	Aboriginal and Torres Strait Islander History and Culture	6cp

Semester 2

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

Semester 3

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

Semester 4

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

Semester 5

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

Semester 6

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

Semester 7

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

Semester 8

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

Major Study sequence

Art

Children's Theatre and the Creative Arts

Educational Computing

Education

English

History

International Study (Sweden)

Languages

Mathematics

Music

PDHPE (Personal Development, Health and Physical Education)

Science and Technology

Art Major Study

This Major Studies sequence aims ultimately to improve the students' ability to understand, make and appreciate art in its many forms both as a basis for future specialisation in the field and as enrichment in this vital area of classroom practice.

Art learning will be arranged under the following semester titles:

020411 Art Major Study 1: People in Art
020412 Art Major Study 2: A Sense of Place
020413 Art Major Study 3: Stories, Myths and Truth
020414 Art Major Study 4: Design and Power

Children's Theatre and the Creative Arts Major Study

This Major Study sequence is multidisciplinary and incorporates related creative arts including script-writing and adaptation, music in the theatre, visual arts as part of presentation, dance and movement, and multi-media. The primary focus is on production, and on theatre as collaboration.

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

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

The subject sequence is as follows:

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

Educational Computing Major Study

Much of the individual content of the subjects within this Major Study sequence changes from year to year in order to maintain currency with latest developments in educational computing.

The subject sequence is as follows:

021411 Educational Computing Major Study 1
021412 Educational Computing Major Study 2
021413 Educational Computing Major Study 3
021414 Educational Computing Major Study 4

Education Major Study

The Major Study sequence in education involves students in the critical scrutiny of educational research, policy and practice with an emphasis on lifelong learning and continuous improvement.

The subject sequence is as follows:

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

English Major Study

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

Language finds its strongest and most coherent voice in literature, and the texts of literature – books, poems, plays and essays – extend language study into the arts. In the texts of literature language can be seen at its most meaningful and purposeful. The study of the textual artefacts of literature enables students to observe how culture, time and world events influence both how we read and how we write.

The subject sequence is as follows:

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

History Major Study

The history sequence commences with the study of Australian history from its beginnings through to the 20th century. It then looks at the European history in the 20th century, before turning to Asian history by and its links with multicultural Australian society.

The subject sequence is as follows:

029411 History Major Study 1: Australia to 1900
029412 History Major Study 2: Australia in the 20th Century
029413 History Major Study 3: Europe in the 20th Century
029414 History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

International Major Study (Sweden)

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

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

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

The subject is:

029410 International Major (Sweden)

Languages Major Study

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

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

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

Mathematics Major Study

The Mathematics Major Study sequence of subjects are intended to increase students' understanding of the nature of mathematics and its applications; to enhance students' mathematical thinking; and to promote awareness of the historical and social context in which mathematics is developed. The subjects chosen for this Major Study have been selected on the assumption that students studying these subjects may be expected to assume leadership roles in the area of mathematics education in the primary school and that these students will act as mathematics resource teachers in their schools.

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

The subject sequence is as follows:

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

Music Major Study

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

The subject sequence is as follows:

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

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

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

The subject sequence is as follows:

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

Science and Technology Major Study

The Major Study sequence focuses on broadening and extending the student's learning and understanding in science and technology through an integrated approach. Each subject examines the world around us from different perspectives: the human body and how it works, the natural environment, the science and technology that we use in everyday life, the social and historical perspective of the interrelationship between science and technology, and the planet as a whole.

Five subjects are presented.

Four of the five will be offered to each group of students.

The subject sequence is as follows:

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

Advanced Study Electives

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

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

Students must select one subject from Strand A, one subject from Strand B and one subject from Strand A, B or C. One subject may be taken from the Major Study electives or from outside Teacher Education with permission from the Program Director.

Strand A: Advanced Education Studies

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

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

Strand B: Advanced Teaching Studies

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

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

Strand C: Interdisciplinary Studies

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

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

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

Bachelor of Education in Special Education

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

The Bachelor of Education in Special Education consists of four years' full-time study or part-time equivalent. Completion of the Bachelor of Education in Special Education enables teachers to work in special education settings as well as in regular primary classrooms. The course shares a common first year with the other Bachelor of Education courses offered by Teacher Education, as well as a common core in later years.

Students who choose this degree major in Special Education complete two practicums in special education classrooms. The rest of the program is the same as that taken by students enrolled in the Bachelor of Education in Primary Education.

The Bachelor of Education in Special Education combines academic study and school experience in a course which prepares students to teach people with mild to severe difficulties and disabilities, whose ages range from pre-school to adult.

Course structure

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

Course program

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

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

Semester 5

023831	Special Education Practicum 1	8cp
024213	English Education 3: ESL	6cp
025213	Mathematics Education 3	4cp
023822	Special Education 2	6cp

Semester 6

023832	Special Education Practicum 2	8cp
023512	Sociological Bases of Education	6cp
023505	Educational Research or elective	4cp
023823	Special Education 3	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational Practice	8cp
023506	Philosophical Bases of Education	4cp
026211	Music Education	6cp
023824	Special Education 4	6cp

Semester 8

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
023825	Special Education 5	6cp
023826	Special Education 6	6cp

Bachelor of Education/ Bachelor of Arts in International Studies

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

The combined degree in Education and International Studies aims to provide students with the professional education necessary for preparation for primary teaching, while at the same time providing an opportunity to acquire knowledge and understanding of another language and culture.

The Bachelor of Education/Bachelor of Arts in International Studies is a five-year degree. Students spend the fourth year of study at a university overseas. All existing arrangements for both the Bachelor of Education and the Bachelor of Arts in International Studies apply equally to the combined degree program.

In the first year, students undertake the same core Teacher Education program as other Bachelor of Education students. Then, in the second and third years, they continue their study of Teacher Education while studying a particular language and culture in preparation for spending their fourth year at a university overseas. The fifth year is spent completing the Teacher Education program. Combined degree students complete the same core strands of Practicum Studies, Curriculum Studies and Education and Contextual Studies as other Bachelor of Education students, but in place of the Major Study and Advanced Study Elective strands, they do the International Studies program.

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

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

The Teacher Education component will include three strands:

- Practicum Studies, comprising university fieldwork and field-based experience
- Curriculum Studies, comprising subjects related to the primary school curriculum
- Education and Contextual Studies, comprising studies in education and a variety of contextual studies.

The International Studies program requires undergraduates to study one major – a country or region of specialisation – over a minimum of three years. Each of the majors within the International Studies program has a value of 96 credit points, and includes 32 credit points (four subjects) of instruction in an appropriate Language and Culture; 8 credit points (one subject) on Comparative Social Change; 8 credit points (one subject) on Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in a country of the major. In 1999, the following majors will be offered: Argentina, Australia and the Asia-Pacific Region, Chile, China, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, South China, Spain, Taiwan, Thailand, and Vietnam.

There are no prior language requirements for the International Studies component of this combined degree, however, some majors within the International Studies program do have specific admission requirements. The Greece and Vietnam majors are restricted to students with a sound working knowledge of the language of their specialisation. Students are admitted to the International Studies program with no guarantee of entry to a specific major, although every effort is made in trying to meet students' preferences.

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

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

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

The Institute for International Studies makes the arrangements for students to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition and travel are borne by

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

Language and Culture

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

In 2000, the following Language and Culture programs are available at UTS: Cantonese, Chinese, Italian, Japanese and Spanish. In addition, arrangements have been made for the following language programs to be taught to UTS students at other universities in the Sydney area: Greek, Indonesian, Malaysian, Russian, and Thai. Again, the selection of a Language and Culture program is determined by the student's choice of major.

Comparative Social Change

and

Contemporary Society

In each major of the International Studies program, students take two specific subjects which provide an introduction to the history, politics, economics and society of the country or region of their International Studies major.

The first subject is Comparative Social Change, which provides an introduction to comparative social change in Europe, Latin America, and South-East Asia. All students take this subject to help them locate the culture of their major in its intellectual, social and political contexts.

The second is Contemporary Society, which provides an introduction to a specific country or region in order to ensure that students gain an understanding of its political, social and economic structures, and to identify its more dynamic aspects. No prior knowledge of the culture or skills in the language concerned are required, and all teaching is conducted in English.

The following Contemporary Society subjects are taken in each major:

Argentina	Contemporary Latin America
Chile	Contemporary Latin America
China	Contemporary China
France	Contemporary Europe
Germany	Contemporary Europe
Greece	Contemporary Europe
Indonesia	Contemporary South-East Asia
Italy	Contemporary Europe
Japan	Contemporary Japan
Malaysia	Contemporary South-East Asia
Russia	Contemporary Europe
South China	Chinese East Asia
Spain	Contemporary Europe
Taiwan	Chinese East Asia
Thailand	Contemporary South-East Asia
Vietnam	Contemporary South-East Asia

Comparative Social Change is offered in collaboration with the Faculty of Humanities and Social Sciences. Contemporary Society subjects are taught by the Institute and are open to all UTS students.

In-country Study

Undergraduate students undertaking a combined degree with International Studies spend two semesters of In-country Study at a university or institution of higher education overseas, determined by the student's International Studies major. The precise study content will vary with each major, student language proficiency, the host institution and the course of study. For most students, the first semester is devoted exclusively to language and culture studies, while the second semester, where possible, is geared to the student's professional training.

Student placements at overseas universities and institutions of higher education are arranged, administered and assessed by the Institute for International Studies. All students are expected to fully complete their programs of In-country Study including all examinations and other requirements. However, assessment for In-country Study subjects is based on a combination of moderated assessment from the overseas institution and additional project work, with overall assessment administered by the Institute.

Should students encounter difficulties during their period of In-country Study, the Institute will maintain a system of pastoral care. In special cases provision will be made for students to vary their program of study to fit individual circumstances. Students would be expected to complete their International Studies program by taking alternative subjects from the 'List of Approved Substitute Subjects' in this handbook.

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

For undergraduates, the two semesters of In-country Study are full-credit subjects at UTS for which HECS is payable. However, there are no further tuition fees and the Institute for International Studies will provide travel subsidies. The Institute has been informed that students receiving Austudy in Australia are still eligible to receive it while they are engaged in a period of In-country Study.

Under normal circumstances, students can only proceed to a period of In-country Study within the International Studies program after they have successfully completed all earlier stages in the combined degree program or the Postgraduate Coursework Degree program (whichever is applicable). Students who have not successfully completed all earlier stages may proceed to a period of In-country Study only in exceptional circumstances and with the permission of both the Dean of the faculty in which their degree is based and the Director of the Institute for International Studies.

The Institute reserves the right to vary arrangements for specific In-country Study programs in the event that, in the Institute for International Studies' judgment, conditions are considered unsafe, unstable or present difficulties or dangers to life or study.

Before students engage in a period of In-country Study, they may be required to meet appropriate financial and enrolment requirements. They are also required to agree to be governed by the Institute's Conditions of Participation for a Period of In-country Study, and to abide by the regulations of the host institution and the laws of the host country.

Course program

Semester 1

023111	Practicum 1: Beginning Teaching	8cp
024211	English Education 1	6cp
023511	Developmental Psychology	4cp
029311	Aboriginal and Torres Strait Islander History and Culture	6cp

Semester 2

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

Semester 3

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

Semester 4

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

Semester 5

024213	English Education 3: English as a Second Language	6cp
973xxx	Language and Culture 3	8cp
50140	Comparative Social Change	8cp

Semester 6

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

Semester 7

977xxx	In-country study	24cp

Semester 8

978xxx	In-country study	24cp

Semester 9

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

Semester 10

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

[1] Students who undertake an International Field Experience in Practicum 7 will complete the Advanced Study Elective Teaching English to International Students in Semester 9.

In the fifth year of their combined degree program, students could draw on and extend their in-country experience by tailoring Practicum 7

to their area of special interest. For example, students could carry out Practicum 7 at a site such as an ethnic school, an Intensive Language Centre or a 'New Arrivals' class. This would enable them to use and further develop their knowledge of a language and culture.

International Studies majors

Argentina

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
97751x	In-country Study 1: Argentina	24cp
97851x	In-country Study 2: Argentina	24cp

Chile

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
97752x	In-country Study 1: Chile	24cp
97852x	In-country Study 2: Chile	24cp

China

971111	Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976111	Contemporary China	8cp
977111	In-country Study 1: China	24cp
978111	In-country Study 2: China	24cp

France

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

Germany

971424/5	German Language and Culture 1	8cp
972424/5	German Language and Culture 2	8cp
973424/5	German Language and Culture 3	8cp
974424/5	German Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97742x	In-country Study 1: Germany	24cp
97842x	In-country Study 2: Germany	24cp

Greece

971710	Greek 1	8cp
972710	Greek 2	8cp
973710	Greek 3	8cp
974710	Greek 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
977710	In-country Study 1: Greece	24cp
978710	In-country Study 2: Greece	24cp

Indonesia

971311	Indonesian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

Italy

971434/5	Italian Language and Culture 1	8cp
972434/5	Italian Language and Culture 2	8cp
973434/5	Italian Language and Culture 3	8cp
974434/5	Italian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
977431	In-country Study 1: Italy	24cp
978431	In-country Study 2: Italy	24cp

Japan

971211	Japanese Language and Culture 1	8cp
972211	Japanese Language and Culture 2	8cp
973211	Japanese Language and Culture 3	8cp
974211	Japanese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976211	Contemporary Japan	8cp
97721x	In-country Study 1: Japan	24cp
97821x	In-country Study 2: Japan	24cp

Malaysia

971331	Malaysian Language and Culture 1	8cp
972331	Malaysian Language and Culture 2	8cp
973331	Malaysian Language and Culture 3	8cp
974331	Malaysian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977331	In-country Study 1: Malaysia	24cp
978331	In-country Study 2: Malaysia	24cp

Mexico

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
977530	In-country Study 1: Mexico	24cp
978530	In-country Study 2: Mexico	24cp

Russia

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

South China

971121	Cantonese Language and Culture 1	8cp
	or	
971111	Chinese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	8cp
	or	
972111	Chinese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	8cp
	or	
973111	Chinese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	8cp
	or	
974111	Chinese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976101	Chinese East Asia	8cp
97712x	In-country Study 1: Guangdong, Hong Kong	24cp
97812x	In-country Study 2: Guangdong, Hong Kong	24cp

Spain

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

Taiwan

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

Thailand

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

Vietnam

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

Further details of International Studies subjects may be found in the *2000 Institute for International Studies Handbook.*

Combined degree students are required to confirm, during the University enrolment period, the subjects they intend to take for the year with the Institute at 10 Quay Street (opposite Her Majesty's Theatre).

For more information on the International Studies program:
telephone (02) 9514 1574
fax (02) 9514 1578
email iisinfo@uts.edu.au

Bachelor of Education in Primary Education

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

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

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

Admission requirements

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

There are three points of entry to the course:

1. Current Diploma of Teaching or Bachelor of Teaching.

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

2. Pre-1983 Diploma of Teaching.

   Students with this qualification must complete two additional subjects (10 subjects in all).

3. Two-year Teacher's Certificate.

   Students with this qualification must complete four additional subjects (12 subjects in all).

Course structure

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

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

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

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

Bachelor of Education in Special Education

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

This is a one-year full-time or two-year part-time course. The course is designed to meet the needs of graduates from a three-year Bachelor of Teaching or Diploma in Teaching. Teachers with a two-year Teacher's Certificate may also apply and will need to undertake additional units. School leavers and others beginning their tertiary studies should refer to the Bachelor of Education in Special Education (TE20), four-year course, in the Initial Teacher Education Courses section of this book.

This course combines academic study and school experience in preparing students to teach people with mild to severe difficulties and disabilities. The course takes a non-categorical approach to disability, basing its approach on instructional need rather than etiology of disability. The needs of people of all ages are addressed with an emphasis on the school years. The Bachelor of Education in Special Education (TE12) has been designed to respond to increasing demands for staff with special education expertise in educational and community service systems. Completion of the course enables teachers to work in any special education setting other than those for persons with visual and/or aural impairment.

Course program

Semester 1

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

Semester 2

023821	Managing Challenging Behaviours	6cp
023824	Numeracy Instruction for Students with Special Education Needs	6cp
023826	Educating Students with Delayed or Disordered Communication	6cp
023832	Practicum 2: Collaborative Participation in Inclusive Service Models *(includes field experience)*	6cp

Bachelor of Education (Honours)

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

The Bachelor of Education (Honours) is a one-year full-time program for graduates of the Bachelor of Education in Primary Education.

Admission requirements for the Bachelor of Education (Honours) are as follows:

(a) Educational qualifications:

Applicants will be required to demonstrate that they have:

(i) successfully completed requirements of a suitable initial teaching qualification as approved by the Associate Dean with a grade point average of credit level or better;

(ii) shown competence in the practicum as demonstrated by practicum reports or their equivalents;

(iii) completed an Educational Research subject with a grade of credit level or better.

(b) An applicant whose tertiary education was conducted in a language other than English will be required to demonstrate proficiency in the English language. A minimum pass mark of 70 per cent in the Combined Universities Language Test (CULT) is required. In the International English Language Testing System (IELTS) a score of at least 7.0 is required, with the added component of a 6.0 score in writing.

(c) Admission with advanced standing may be granted with permission of the Associate Dean.

Course structure

Students must complete all components of the program. The program consists of coursework and an Honours thesis. The thesis component and Honours seminar are full-year subjects.

Course program

Semester 1

Compulsory subjects

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

Semester 2

Compulsory subjects

023698	Honours Seminar (FY) (cont.)	2cp
023699	Honours Thesis (FY) (cont.)[1]	12cp

Elective subject

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

POSTGRADUATE COURSES

Graduate Certificate in Dance Education

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

The Graduate Certificate in Dance Education is a one-year, part-time course which will be offered in an alternative mode. It is designed for teachers, graduate students and community dance artists who are involved in providing educational opportunities for school students to study interrelated components of dance. Students will undertake a common core of subjects with opportunities to pursue individual areas of interest within each subject. The course will be delivered in a mixed mode using lectures and workshops including intensive weekend and/or school vacation blocks.

The aim of the Graduate Certificate in Dance Education is to develop participants' understandings of the roles, responsibilities and requirements of an effective dance educator in the school setting, by providing opportunities to draw upon, develop and consolidate their knowledge, skills and experiences.

To be eligible for admission to the Graduate Certificate in Dance Education applicants will be (a) graduates in a movement-based discipline or have qualifications and/or professional experience deemed equivalent, and appropriate, by the Associate Dean; and (b) experienced in the dance/movement area.

Course structure

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

Course program

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

Graduate Diploma in Children's Literature and Literacy

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

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

This is a part-time program extending over four semesters. In 2000, it is possible that a flexible mode of delivery may apply. Coursework subjects are the same for both the Graduate Diploma and the Master of Arts (MA), but MA students will be required to attain at least a credit average in the subjects studied in Semesters 1, 2 and 3. In Semester 4 Graduate Diploma students will complete an individual piece of work of approximately 5,000 words. MA students will complete a major study of approximately 15,000 words.

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

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

Course program

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

Graduate Diploma

024904	Issues in Children's Literature and Literacy	12cp

or

Master of Arts

024914	Major Study	12cp

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

Graduate Diploma in Education

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

This is a one-year full-time or equivalent part-time course for graduates of universities, or those with equivalent qualifications, who wish to prepare for secondary school teaching. The course aims to produce teachers who are reflective in their practice, are able to cope with the changing nature of teaching, have interpersonal skills, are able to put current developments in learning and teaching into practice, and have a commitment to lifelong learning. Interviews may be part of the selection procedure. Students need to satisfy requirements in the following three strands.

English requirements

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

Curriculum Studies

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

Students must elect to undertake studies in the area in which they have academic qualifications at degree level. Mathematics elective requires at least 2/9 of a degree in Mathematics (preferably a full major). Admission to the PDHPE elective requires a degree in Human Movement Studies or equivalent; and admission to the Science elective requires 2/9 of a degree in one Science discipline and 1/9 of a degree in another, provided that Physics and/or Chemistry are included.

Education Studies

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

Practicum

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

Course program

Semester 1

Curriculum areas

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

or

028001	Learning in Science 1	7cp

Education Studies

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

Practicum

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

Semester 2

Curriculum areas

027001 Learning in Personal Development, Health and Physical Education (cont.) 14cp
or
028002 Learning in Science 2 7cp

Education Studies

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

Practicum

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

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

- *Course code: BL14*
- *Testamur title: Bachelor of Arts in Human Movement Studies*
  Graduate Diploma in Education
- *Abbreviation: BA GradDipEd*
- *Course coordinator:*
- *Course fee: tba*

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

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

Details and program outlines are contained in the *2000 Faculty of Business Handbook*.

Graduate Diploma in Music Therapy

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

The Graduate Diploma in Music Therapy provides the opportunity for suitably qualified people to acquire knowledge, develop specialist skills and gain required basic experience in preparation for a career as a music therapist.

Some subjects in the Graduate Diploma are provided by the Faculty of Nursing, Midwifery and Health.

Applicants require a degree or equivalent in music, music education, nursing or another relevant field from a recognised tertiary institution. Should the applicant hold a degree in an area other than music, competencies in music must be of an advanced standard. Preference will be given to students who have also completed courses in Orff method, Dalcroze method, Nordoff-Robbins method or psychology which included cognition, perception, theories of learning and memory, neuropsychology, social psychology and statistics.

The Graduate Diploma in Music Therapy is a thorough study of the theory and practice of music therapy designed for those who wish to enter, or change to, a career in this profession. Graduates will be eligible for registration as music therapists with the Australian Music Therapy Association.

This course does not attract HECS charges and students are required to pay course fees. Course fee information is available during each application period. Further information can be obtained from the Course Coordinator.

Course aims

The course aims to develop skills in the design, implementation and evaluation of music therapy programs in a wide range of clinical and special education settings. It aims to develop a knowledge of clinical conditions and an understanding of how music can be applied in a therapeutic and special education modality. The course aims to develop musicianship skills to a level at which the applicant will be able to confidently devise and lead therapeutic music activities for select clients. The course aims to develop research interests in all aspects of music therapy.

Assessment

The result of assessment is either 'pass' or 'fail'.

Attendance

Attendance at lectures for a minimum of four hours each week is required.

Clinical practicum in institutions under supervision runs for 28/29 days per semester. Times for the clinical practicum can be negotiated.

Course program

The course is offered over two years of part-time study.

Semester 1		
026901	Music Therapy Practice 1 (includes Practicum 1)	5cp
026911	Music Skills 1	3cp
92814	Clinical Studies 1: People and Health Care	5cp

Semester 2		
026902	Music Therapy Practice 2 (includes Practicum 2)	6cp
026912	Music Skills 2	3cp
92815	Clinical Studies 2: Health, Illness and Disability	3cp

Semester 3		
026903	Music Therapy Practice 3 (includes Practicum 3)	7cp
026913	Music Skills 3	3cp
92816	Clinical Studies 3: Interventions in Health Care	3cp

Semester 4		
026904	Music Therapy Practice 4 (includes Practicum 4)	7cp
026914	Music Skills and Application 4	3cp

Further details of Nursing subjects may be found in the *2000 Faculty of Nursing, Midwifery and Health Handbook.*

Graduate Diploma in Special Education

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

This course is one-year full-time or equivalent. Academic study and school experience are combined to prepare students to teach people with mild to severe difficulties and disabilities whose ages range from pre-school to adult. The course presents a non-categorical approach to education for persons who need additional support. Support for students in mainstream classes and the provision of an alternative, functional approach to education are both examined. The Graduate Diploma in Special Education enables teachers to work in any special education setting other than those for persons with visual and/or aural impairment.

Applicants are required to have satisfactorily completed an appropriate degree or diploma. Normally, this qualification will be a degree in education, or a degree with a major in education, but related degrees, such as those in nursing or speech pathology, or an arts degree with a relevant major, may be considered.

Course program

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

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

Semester 2		
023851	Educational Perspectives on the Management of Challenging Behaviours	6cp
023854	Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp

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

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

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

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

This is a part-time program normally extending over four semesters. In 2000, there is a possibility that the course will be offered in a mixed mode. Coursework subjects are the same for both the Graduate Diploma and the Master of Arts (MA), but MA students will be required to attain at least a credit average in the subjects studied in Semesters 1, 2 and 3. In Semester 4, Graduate Diploma students will complete an individual piece of work of approximately 5,000 words; MA students will complete a major study of approximately 15,000 words.

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

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

Course program

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4

Graduate Diploma

024904	Issues in Children's Literature and Literacy	12cp

or

Master of Arts

024914	Major Study	12cp

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

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

Master of Education in Teacher Education (by coursework)

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

Master of Education in Teacher Education (Special Education)

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

Master of Education in Teacher Education (Visual Arts)

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

Participants

This course is designed for people in teaching or related professions who wish to engage in further professional development. Applicants need (a) a Bachelor of Education degree or equivalent with a major in education, or (b) a first degree without an education major, and with a recognised professional qualification (for example Diploma in Education), or (c) a first degree without an education major, but professional experience equivalent to a recognised professional qualification. Successful applicants from groups (b) and (c) may be required to undertake additional education subjects.

Course aims

The Master of Education in Teacher Education applies intellectual rigour and theoretical sophistication in advancing the discipline of Education in a practical context. It aims to improve the profession of education, in the classroom, administration, policy making and educational research. It provides studies characterised by breadth and depth: breadth by enabling elective choice from a wide range of disciplinary areas; and depth by requiring understanding and skills of analysis beyond the undergraduate level.

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

Assessment

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

Course structure

Students may complete this course in one of three patterns: eight coursework subjects; or six coursework subjects and a minor independent study; or four coursework subjects and a major independent study.

Students who wish to undertake a minor or major independent study must complete a subject in educational research and must have completed two subjects which are related to the topic of the proposed study. Subject to approval, a number of subjects may be taken from other courses within or outside the University.

Subjects

Availability of subjects is dependent on resources and student numbers.

Subjects are grouped in four main areas but there are no constraints on student choice (apart from the exceptions noted above).

Educational Policy and Administration

023961	Educational Leadership in a Technological Society	6cp
023963	Gender, Power and Education	6cp
023971	Issues in School and Community Relations	6cp
023972	Managing Change in Educational Settings	6cp
023973	Supervision: The Developing Teacher Professional Ethics for Educators	6cp
023976	Politics in Education	6cp
029901	Aboriginality, Power and Education	6cp

Curriculum

020961 Leadership in Art Education 6cp
020962 Visual Arts Practice 6cp
020963 Arts in the Community 6cp
020964 Visual Arts Method 6cp
023970 Curriculum Design and Management 6cp
024961 English Teaching Issues 6cp
025961 Issues in Mathematics Education 6cp
025962 Mathematical Communication 6cp
027962 Teaching Controversial Issues in PDHPE 6cp
027965 School, Sport and Society 6cp
028961 Learning in Science and Technology 6cp

Teaching and Learning and Special Education

023870 Researching Practice in Special Education 6cp
023871 Learning Difficulties and Learning to Read and Spell 6cp
023872 Curricula and Programs for Students with High Support Needs 6cp
023873 Educating Students with Behaviour Disorders 1 6cp
023874 Learning and Communication Disorders 6cp
023875 Numeracy-related Programming for Students with Intellectual Disabilities 6cp
023876 Integration 6cp
023890 Children with Language Delay and the Language of Learning 6cp
023877 Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties 6cp
023987 Education for Gifted and Talented Students 6cp

Research

023965 Introduction to Educational Research 6cp
023981 Qualitative Research in Education 6cp
023991 Minor Independent Study 12cp
023992 Major Independent Study 24cp
023979 Special Study in Education 6cp

Master's degree (by coursework) – unsatisfactory progress

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

SUBJECT DESCRIPTIONS

The subject descriptions below indicate the subject number and name, and the number of credit points for the subject (e.g. 3cp). For some subjects, there may also be practical components off-campus, and prerequisites or corequisites. Also shown are the method of assessment, the name of the subject coordinator (if known), and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject referred to. Corequisites can be completed before or taken concurrently with the subject referred to.

Subjects offered by Adult Education are listed first, followed by Teacher Education and then those offered by other faculties.

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

UNDERGRADUATE SUBJECTS

012127

Psychology and Sociology of Learning 1

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

This subject provides the knowledge and skills to help teachers and trainers understand the major behavioural science approaches to issues in teaching and learning. It also covers the nature and principles of the learning process and the main social and cognitive variables affecting the teaching/learning process.

012128

Psychology and Sociology of Learning 2

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

This subject provides the knowledge and skills to help teachers and trainers understand the process of skills acquisition; the influence of motivation on learning; and a range of learner characteristics which affect learning.

012129

Technology and Media 1

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

This subject provides students with the initial computing and media competencies used in teaching, learning and training. These competencies would normally be developed in the computer and media rooms of the University. Students may use computers and equipment in other locations.

012130

Technology and Media 2

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

This subject develops and integrates the students' computing and media competencies. These competencies would normally be developed in the computer and media rooms of the University. Students may use computers and equipment in other locations.

012135

The Workplace Context of Vocational Education 1

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

This subject aims to provide the knowledge and skills which will enhance the students' understanding of the Australian education system of which vocational education is a part. It also covers the workplace context of vocational education and key social, economic, political and technological developments which have had a major impact upon vocational education and the workplace.

The prime aim of this subject is to enable students to gain an understanding of the processes of interaction between vocational education and the workplace and other sectors of the education system.

012136

The Workplace Context of Vocational Education 2

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

This subject aims to provide the knowledge and skills which will enhance the understanding of the Australian education system of which vocational education is a part. It also covers the workplace context of vocational education and key social, economic, political and technological developments which have had a major impact upon vocational education and the workplace.

The prime aim of this subject is to enable students to gain an understanding of the processes of interaction between vocational education and the workplace and other sectors of the education system.

012137

Interpersonal Skills: Working with People

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

This subject extends and develops the skills necessary for understanding and dealing with the various types of interpersonal problems in both the professional and personal spheres. Specific emphasis will be upon managing change. The elective will focus on areas relating to conflict management, negotiation, counselling and stress management.

012138

Interpersonal Skills: Working in an Organisation

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

In this elective, key interpersonal skills necessary for vocational educators to participate as pro-active and innovative members of an organisation will be developed and extended. The elective is designed to focus on developing strategies for the effective and efficient management of work-related problems and situations typically occurring in organisational environments.

012139

Language and Interpersonal Skills

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

This subject provides a core for the professional development of vocational educators. It develops and extends the language and literacy and interpersonal skills necessary for vocational educators to become effective practitioners.

012140

Developing Vocational Education Programs

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

This subject provides participants with the knowledge and skills to undertake the development of vocational education programs, in the context of contemporary developments in the Australian vocational education and training environment. Participants will focus on three areas of practice: needs analysis, program design, and evaluation.

012141

Learner Assessment in Vocational Education

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

This subject develops practitioners who are competent in the assessment of learners and in measuring the achievement of educational objectives. It has been developed as a response to current developments in vocational education and training in Australia, especially the increasing responsibility for teachers and industry to assess achievement, and certify competency.

012142

Designing and Marketing Open Learning

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

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

012143

Marketing Vocational Education Programs

BTeach, Adult Vocational Education
4cp; 2hpw; prerequisite: 012158 Principles and Practice of Vocational Teaching 1; corequisites: 012125/012126 Principles and Practice of Vocational Teaching 3 or 4; 012160 Principles and Practice of Vocational Teaching 2
subject coordinator: Lann Dawes

This subject provides the knowledge and skills to help vocational educators plan and develop basic strategies necessary for effectively marketing courses to potential clients.

012144

Adolescent and Adult Development

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

This subject aims to provide an understanding of adolescent and adult development to assist those teaching students of different ages and stages of development. This understanding will allow the selection of teaching strategies, management styles and the design of curriculum experiences appropriate for these groups. It is also intended that the course provide insights to assist vocational educators to better understand themselves and their own development.

012145

Learning Styles, Cognitive Processing and Adaptive Teaching

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

This subject aims to develop vocational teachers' understanding of individual differences among learners and appropriate adaptive teaching measures that may be implemented for assessed deficits and needs.

012146

Introduction to Research Methods in Teaching and Learning

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

This subject develops inquiring practitioners who are competent in the analysis and solution of practical problems relating to educational issues. It has been developed as a response to current developments in vocational education and training in Australia, where problem solving and critical thinking are perceived as key competencies for educators and technical instructors.

012147

Counselling and Advising Students

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

This subject provides advanced knowledge and skills to assist vocational educators in understanding and coping with a range of student problems which affect learning. The range of students undertaking vocational education has increased and so has the range of problems likely to be encountered in the learning environment. Consequently there is a need for educators to be prepared to respond to the challenges to be faced if students are to achieve their full potential.

012148

Computer-based Learning Techniques

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

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

012149

Technology for Open Learning

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

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

012150

Computer-managed Learning

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

This subject develops the competencies required to design and develop a computer-managed learning system suitable for adult learners and competency-based training. These competencies would normally be developed in the computer and media rooms of the University. Students may work in other locations.

012151

Teaching Others to Use Technology

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

This subject involves the analysis and application of the special techniques required by TAFE teachers and trainers to teach others to use technology. These competencies would normally be developed in the computer and media rooms of the University. Students may work in other locations.

012152

Writing for Specific Purposes

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

This subject provides further insights into how written language works. It will focus on specific kinds of written language relevant to teaching/learning contexts and to participants' professional lives. Participants will develop their own writing skills as well as strategies to enable their students to write more successfully. The elective builds on basic teaching and communication skills.

012153

Teaching in the Multicultural Classroom

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

This subject extends and develops the personal skills necessary for understanding and teaching in contexts where there are students from a range of backgrounds and cultures. The elective will focus on teaching and learning strategies which are appropriate and necessary in a multicultural society.

012154

Competency-based Training in Vocational Education

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

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

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

012155

Program Development Workplace Project

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

This subject aims to enable participants to develop their knowledge and skills in the areas of needs analysis, design and evaluation of vocational education programs in the workplace context.

012156

The Sociological Context of Vocational Education

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

This subject aims to develop a critical awareness of contemporary Australian society with the purpose of enhancing an understanding of the social and political context of vocational education. This subject will also provide an introduction to analysing sociological research.

012158

Principles and Practice of Vocational Teaching 1

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

The aim of this subject is to develop a foundation of basic teaching skills, supported by current theories of teaching, planning and assessment in vocational education. It focuses on establishing knowledge, skills and attitudes that are basic to the development of effective vocational educators within a framework of the teacher as a problem solver/decision maker. The practical problems encountered in vocational teaching will be the focus of integrating theory and practice.

012159

Field Practice 1

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

This subject aims to provide the knowledge, skills and professional attitudes essential for the personal and professional growth of a vocational teacher/trainer in contemporary Australian society. Using a number of appropriate development activities, this subject aims to develop awareness of the teacher/trainer's own needs, appreciation of how others learn, and the recognition of their role in facilitating the learning of others in specific vocational contexts.

012160

Principles and Practice of Vocational Teaching 2

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

The aim of this subject is to enhance the vocational teacher's professionalism and flexibility by:

- increasing competence and confidence in using a greater range of contemporary teaching/learning strategies across different contexts;
- enabling them to ensure that students who enter vocational education under equity and access provisions have their learning needs met when the individual differences within a learning group are considered as part of the planning process;
- developing competence in the delivery and management of vocational education programs with particular reference to competency-based and self-paced learning.

012161

Field Practice 2

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

This subject aims to extend the knowledge, skills and professional attitudes essential for the personal and professional growth of a vocational teacher/trainer in contemporary Australian society by:

- developing competence in the facilitation and assessment of student-centred learning strategies appropriate to vocational education contexts;
- demonstrating competence in identifying and critically evaluating professional issues in their vocational areas.

As part of this, students will be required to provide evidence, through video tapes, reports and evaluation, that they have successfully applied student-centred learning concepts and strategies in realistic vocational education settings. Students will also negotiate a major project which will focus on increasing their own professionalism as vocational educators.

014100

Educational Media

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

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

015001

Language, Culture and Communication

BEd (Adult Ed)
6cp
subject coordinator: Hermine Scheeres

This subject discusses and critiques notions of culture and diversity. It examines what it means to take on a cultural perspective in adult education and training.

The subject also introduces participants to a social theory of language. This theory highlights the relationship between culture, context and language. An understanding of this approach to language provides participants with an important tool for understanding the language of learning and also for understanding their own use of English in a range of contexts.

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

015002

Adult Teaching and Learning

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

This subject introduces participants to the major schools of teaching and learning theory that inform the practice of adult education in its major forms in Australia. It examines a number of key practitioners and theorists who have contributed to, or are identified with, the various schools.

015003

Portfolio Development

TA21 BEd (Adult Ed), TA25 BEd (Adult Ed)/BA Int.Studies, TA26 BA (Learning in Orgs)
6cp
subject Coordinator: Peter Russell

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

015004

Communication and Learning

TA21 BEd (Adult Ed), TA25 BEd (Adult Ed)/ BA Int.Studies, TA26 BA (Learning in Orgs)
6cp; prerequisite: 015001 Language, Culture and Communication (or equivalent)
subject coordinator: Shirley Saunders

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

015005

Psychological Perspectives on Adult Learning

BEd (Adult Ed)
6cp
subject coordinator: Ian Cornford

This subject aims to provide participants with an understanding of the major psychological approaches to issues in adult learning and teaching. These include processes for developing cognitive skills, variables affecting acquisition, retention and transfer and a range of learner characteristics that affect learning. Participants will be encouraged to apply this understanding to their teaching practices.

015006

Program Development and Needs Analysis

BEd (Adult Ed)
6cp
subject coordinator: Clive Chappell

This subject aims to provide participants with the knowledge and skills to develop and implement adult education and training programs in the context of the contemporary education and training environment. It enables students to critically evaluate these processes within the context of teaching and learning.

015007

Adult Learning in Social Context

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

This core subject aims to assist the educator of adults to understand how adult learning is shaped by social context, and to understand and respond appropriately to social influences on their professional practice. Context is examined at different levels of the group, the organisation, community and society, introducing the participant to a range of social theories and perspectives.

015009

Analysing Current Issues in Australian Education

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

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

015011

Research and Inquiry

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

The subject will offer a range of perspectives on research from the contexts of adult and workplace education. It will deal with a range of different types of research (formal, policy-related and informal) and illustrate different research paradigms and perspectives. It will also form one pathway to a research-based Honours year. The subject will extend the participant's ability to evaluate current research and to reflect critically upon their practice by developing their understanding of research and inquiry processes.

015017

Community Practicum

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

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

015018

Workplace Practicum

BEd (Adult Ed)
6cp
subject coordinator: Robyn Johnston

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

015019

The Language, Literacy and Numeracy Learner

BEd (Adult Ed)
6cp
subject coordinator: Sheilagh Kelly

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

015020

Field of Practice Specialist Knowledge 1 (VOC ED)

BEd (Adult Ed)
6cp
subject coordinator: Laraine Spindler

Participants will explore ways in which their own background, prior knowledge, resources and work requirements shape their experience as an adult learner and influence their approach to the tasks they encounter at work. The learning activities in this subject support the transition from a focus on self as a competent practitioner to a focus on self as a learner, in order to provide a sound educational base for facilitating the learning of others.

015021

Adult Teaching Practices 1

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

This subject will draw on the theoretical principles explored in core subjects to develop the practical teaching and facilitation skills of participants in their roles as community educators.

015022

Human Resource Development Practices

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

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

015023/24

Teaching and Learning in Practice (LLN, VOC ED)

BEd (Adult Ed)
6cp each
subject coordinators:
Keiko Yasukawa (LLN)/Bob Gowing (Voc Ed)

This subject will draw on the theoretical principles explored in core subjects to develop the practical teaching and facilitation skills of participants in their roles as adult educators for their particular field of practice. The relationship of teaching to learning will be explored in the context of participants' concurrent roles in the workplace and as teachers and learners. This relationship will be explored in one-to-one and group learning sessions.

015031

Language, Literacy and Numeracy Practicum 1

BEd (Adult Ed)
6cp
subject coordinator: Hermine Scheeres

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

015032

Field of Practice Specialist Knowledge 2 (VOC ED)

BEd (Adult Ed)
6cp
subject coordinator: Laraine Spindler

This subject enables the student to explore the field of practice from the perspective of practitioner and educator in the field. Students will examine current developments in the nature and scope of their specialism and how this relates to their role as adult educators and reflective practitioners. Students will explore the diversity of roles within their field of practice, the range of practices and the diversity of clients and appropriate strategies to build an inclusive learning environment.

015033

Program Planning in Community Settings

BEd (Adult Ed)
6cp
subject coordinator: Rick Flowers

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

015034

Program Delivery and Evaluation

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

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

015043

Language, Literacy and Numeracy Practicum 2

BEd (Adult Ed)
6cp
subject coordinator: Hermine Scheeres

This subject provides students with an opportunity to extend the expertise developed in Practicum 1. It focuses on practical teaching skills including classroom management, and the development and evaluation of teaching and learning activities. Students will observe and analyse lessons given by experienced teachers in their field. They will also undertake supervised classroom teaching and complete a reflective practicum journal.

015044

Field of Practice Specialist Knowledge 3 (VOC ED)

BEd (Adult Ed)
6cp
subject coordinator: Laraine Spindler

This subject enables students to develop greater understanding of the competencies of a practitioner and adult educator by supporting them in critically examining their field of practice in a range of practical ways. It will identify and critique a range of delivery strategies for practical specialisations, and provide further opportunities for applying methods of program delivery and assessment of learning in specific learning contexts.

015046

Influences on the Contemporary Workplace

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

This subject investigates some current issues impacting on organisations and on human resource development practices. Participants will examine the implications of such trends on the nature and organisation of learning at work. They will be presented with case studies that illustrate the impact of these trends on work and work organisation and will be provided with opportunities to critically examine the responses of organisations to these emergent issues.

015052

The Professional Practitioner (VOC ED)

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

This subject explores the nature of professional practice for the adult educator in a variety of contexts. Participants will explore the ethical dimensions of professional practice, the roles and responsibilities of the professional practitioner and the nature of professional development.

It will identify the professional forces which provide support for the field, examine career options both within participants' fields and in the fields of others and develop greater awareness of the role of continuing professional education to specialisms.

015054

Organisational Learning: An Experiential Approach

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

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

015056

Organisational Learning: An Experiential Approach (VOC ED)

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

This subject focuses on the practitioner in the context of working with (or for) large or small organisations. Such organisations may have a variety of purposes, but the usual role for the participant as practitioner is that of facilitator and provider of teaching and learning experiences. This subject addresses the knowledge, skills and attributes which a competent practitioner needs to work effectively in such contexts.

015066

Leading and Facilitating Change

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

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

015069

Designing and Delivering Open Learning

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

This subject is designed to extend the adult educator's competence in the design and delivery of adult education. It is focused specifically on developing understanding and skills in designing and delivering open learning.

015070

Adolescent and Adult Development

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

An understanding of adolescent and adult development, especially of intellectual, cognitive and personality development, will help adult educators understand their own learning and the learning of others. Issues in adolescent and adult development will be taken into consideration with regard to the design, development and presentation of courses to people of differing ages. Furthermore, an understanding of issues raised can provide more objective evidence for participants who wish to reflect not only on their own development but also on that of their clients.

015072

Developing Interpersonal Communication

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

In this subject the focus will be on extending adult educators' understanding of the interpersonal dimensions of the communication process and assisting them to develop the interpersonal skills of others. Both oral and written dimensions will be analysed, including development of public speaking, self-presentation and helping skills. This subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015073

Developing Group Communication

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

In this subject the educational process will be examined from a communication perspective to assist adult educators to facilitate the learning and performance of groups and teams. In particular, adult educators will investigate a variety of group process techniques to enhance quality and productivity, increase member satisfaction and motivation, improve performance as a group member, achieve and maintain cohesiveness and interpret communication interactions within the group. This subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015074

Developing Systems Communication

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

In this subject the focus will be on exploring the influence of a range of dynamic features of human systems on communication. In particular, theoretical approaches in communication relating to the functioning of education and training in organisational contexts will be investigated. This will assist adult educators to develop, apply and evaluate strategic interventions to facilitate their own and others' learning in systems such as community and/or workplace settings. The subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015075

Independent Study Project in Communication

BEd (Adult Ed)
6cp; prerequisites: 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent) and at least one of the following subjects: 015072 Developing Interpersonal Communication (or equivalent); 015073 Developing Group Communication (or equivalent); or 015074 Developing Systems Communication (or equivalent)
subject coordinator: Shirley Saunders

In this subject participants will design and negotiate their own study project in consultation with a member of academic staff. Possible areas of study are: interpersonal communication; group communication; systems/organisational communication; or another approved area which extends understanding of adult education and the learning process from a communication perspective. The subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015076

Social Education in Community Settings

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

This subject is for people working with adults in group homes, residential care, hostels and nursing homes, and other supported accommodation. Participants will develop competence in planning and providing living skills and related education opportunities.

015078

Adult Education and Social Action

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

This subject examines the ways adult education can grow out of, give rise to, and play a part in, community, social and political action.

015081

Adult Education and the Unemployed

BEd (Adult Ed)
6cp
subject coordinator: Rick Flowers

This subject is designed to provide an overview of the role that adult education can play in addressing the challenges posed by unemployment to the individual, the community and the wider Australian society.

015082

Development, Growth and Education in South-East Asia

BEd (Adult Ed)
6cp
subject coordinator: Rick Flowers

This subject will help participants develop knowledge and understanding of how adult education is constructed as a field of study and practice in the South-East Asian region. It will critique models of development and growth and examine the role of adult education in South-East Asia.

015083

Managing Education Programs

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

This subject is designed for people with responsibilities for managing education and training programs in community organisations. It is concerned with establishing an environment which promotes learning, access and equity, selecting adult educators, marketing and promotion, and maintaining the standards required for accredited programs.

015084

Organising Community Adult Education

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

This subject is designed to develop participants' knowledge and understanding of community adult education organisations. The principles and practices which underpin the distinguishing characteristics of these organisations will be critically examined.

015086

Introduction to Language

BEd (Adult Ed)
6cp
subject coordinator: Chris Nesbitt

In order to be an effective language and literacy teacher, it is important to develop an understanding of the nature of language and language variation. This subject aims to develop such an understanding by introducing participants to the study of language. It contrasts language theories and explores their practical implications. It focuses, in particular, on a functional model of language in order to study texts that are relevant to participants' work contexts.

015087

Social Contexts of Language, Literacy and Numeracy

BEd (Adult Ed)
6cp
subject coordinator: Mike Baynham

This subject aims to provide an introduction to key concepts in social approaches to language, literacy and numeracy, providing students with the opportunity to relate the theoretical material to their own language, literacy and numeracy practices, and explore the implications for teaching. Students will also have the opportunity to examine the impact of social, industrial and political influences on the teaching contexts.

015088

Teaching Language and Literacy

BEd (Adult Ed)
6cp; prerequisites: 015086 Introduction to Language; 015087 Social Contexts of Language Literacy and Numeracy; 015001 Language, Culture and Communication
subject coordinator: Sheilagh Kelly

This subject introduces participants to the range of written and spoken text types relevant to the needs of their participants. The focus is on the social purposes of different text types, how text types differ in generic structure, and how text types have different linguistic features relevant to their social purposes and their context of situation. Participants will be introduced to relevant methodologies for the teaching of language and literacy, which draw on an understanding of language, text and context.

015089

Numeracy Awareness

BEd (Adult Ed)
6cp
subject coordinator: Betty Johnston

This subject aims to provide participants with an introduction to issues about the nature of numeracy, how people generate and use mathematics in society, and how they most constructively learn it.

015090

Programming and Assessment in Language, Literacy and Numeracy

BEd (Adult Ed)
6cp
subject coordinator: Sheilagh Kelly

This subject aims to provide participants with the knowledge and skills to develop and implement language, literacy and numeracy programs in adult education contexts. It will locate language, literacy and numeracy assessment and program development practices within the broader context of approaches to curriculum introduced in the core subject 015006 Program Development and Needs Analysis. Participants will examine and evaluate assessment methods and procedures to use in developing coherent programs.

015091

Promoting Workplace Learning

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

Attending to, and providing adequate resources for, workplace learning are acknowledged as vital components of organisational survival, change and growth. Various factors often combine to generate resistance to provision of on-time, effective training and learning programs which could support organisational goals. This subject addresses the needs of adult educators who are interested in or are required to develop, promote and market learning programs within or for their organisation.

015096

Simulations and Games: Theory and Design

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

There are thousands of structured activities called either simulations or games. Each one has been developed to meet particular needs

and draws on a range of theoretical frameworks to shape its final form. This subject introduces a number of current theoretical frameworks and assists participants to develop skills in the selection, design and construction of activities suitable to their particular needs.

015097

HRD Strategies for Individual Development

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

Mentoring, coaching, job rotation, workplace projects and the use of learning plans, learning contracts and reflective journals are all ways in which organisations can provide support for individual learners. Each approach has resource implications. This subject identifies and explores the benefits and limitations of these and related strategies.

015099

Developing the Learning Organisation

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

Do organisations learn? Yes, and not just as separate individuals within them, but as entities whose membership changes, but which themselves retain the collective wisdom of past experience. This subject reviews current writing and research on the question and assists participants to explore the implications for their own organisation.

015100

Multi-literacies in the Workplace

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

New forms of work, the changing nature of organisational structures and expectations about productivity will require adult educators to possess quite a different range of literacy and communication technology skills and knowledge. This subject is designed to develop an understanding of a range of pragmatic and critical skills required to comprehend, analyse, develop and respond to the complex, multi-layered forms of information now being encountered in graphic, visual, verbal, written and electronic forms.

015110

Aboriginal Cultures and Philosophies

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

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

015111

Issues in Aboriginal Education

BEd (Adult Ed)
8cp; prerequisite: 015110 Aboriginal Cultures and Philosophies
subject coordinator: Jennifer Newman

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

015112

Aboriginal Initiatives in Education: Towards Community Control

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

This subject provides opportunities for participants to explore critically Aboriginal initiatives in education. The major thrust of this subject will be carried out by field visits and each participant will complete an extended internship.

015113

Teaching Aboriginal Studies

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

This subject provides an opportunity for students to become competent teachers of Aboriginal studies in a practical hands-on way. This subject will explore a number of ways of translating social content in learnable/teachable episodes.

015114

Aboriginal Studies

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

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

015115

Introducing Aboriginal Cultures and Philosophies

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

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

015124/015131/015138/015148/015323/4

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

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

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

015133

Educational and Psychological Testing

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

This subject extends students' earlier studies in educational psychology. It provides a sense of how educational and psychological tests are constructed, how they are used and how an understanding of them can make a difference at work and in everyday life. An overview of testing and measurement 'basics' is provided followed by a coverage of the most widely used tests in industrial and educational settings. These include tests which measure intelligence, achievement, vocational interests and personality types. Focused real-life examples demonstrate the uses of testing today and relevant test profiles are used to show students the applications of the tests in learning and instructional settings.

015135

Developing Individualised Projects

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

This subject is designed to introduce students to the process of developing and carrying out individually-negotiated learning projects. Individualised projects encourage learners to take more responsibility for their own learning needs, and to use existing skills and experiences as the basis for new learning. The emphasis is on making the chosen activity relevant to those professional and personal needs of the student which are consistent with the aims of the course. Successful completion of Developing Individualised Projects is a prerequisite for Individualised Projects in the Bachelor of Education in Adult Education.

015140

Aboriginal Studies Project

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

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

015141

Human Resource Development Strategies

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

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

015142

Experiential Learning and Cultural Action

BEd (Adult Ed)
6cp
subject coordinator: Susan Knights/Kate Collier

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

015143

Context and Strategies in Community Education

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

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

015144

Education and Cultural Diversity

BEd (Adult Ed)
6cp
subject coordinator: Barbara Mitchell

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

015162

Competency Assessment in the Workplace

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

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

015183

Administration of the Training Function

DipAdultEd (Training)
6cp; 2hpw
subject coordinator: Bob Gowing

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

015189

Adult Teaching Practices 2

BEd
6cp; 2hpw
subject coordinator: Jane Sampson

In this subject, the relationship of teaching to learning will be explored in the contexts of participants' concurrent roles in the workplace and as teachers and learners. This relationship will be explored in one-to-one and group learning events.

015309

Computing for Adult Educators

BEd (Adult Ed)
4cp
subject coordinator: Mez Egg

This subject aims to develop the participants' competence in using basic computer software applications suitable for adult educators, and to expand their understanding of computer systems. It covers graphics, word processing, spreadsheets and databases; computer hardware systems; computer operating systems; computer memory and storage systems; computer network systems; and the educational uses of computers.

015338

Language and Learning

6cp

This subject will cover:

- the socio-cultural issues involved in teaching in linguistically and culturally diverse classrooms;
- an introduction to the language of education;
- theories of language development and learning.

015339

Curriculum and Pedagogy 1

6cp

This subject will cover:

- the pedagogical issues involved in teaching in linguistically, culturally and socially diverse classrooms;
- issues in curriculum planning, programming, organising and assessing learning in such classrooms;
- the role of the teacher and models of teaching and learning in such classrooms.

015341

Curriculum and Pedagogy 2

6cp

In this subject participants will be able to select an option specifically related to their specialised area of teaching. These options will be drawn from the courses at the University or from other equivalent professional development courses. Examples of such options for 2000 will be:

- Accessing Learning: a Catholic Education Office/Association of Independent Schools professional development course on the role of language in the key learning areas at secondary level. (This course has approval to be offered through the Centre for Language and Literacy as a continuing professional education course.)
- Language in the Primary Classroom: a professional development course on the role of language in the primary classroom. (This course has approval to be offered through the Centre for Language and Literacy as a continuing professional education course.)
- Working Together: a NSW TAFE professional development course for vocational teachers on the language and literacy demands of vocational areas.

015380

Thesis

BEd (Hons)
30cp

Thesis.

015381

Thesis Development and Appraisal

BEd (Hons)
6cp; 3hpw
subject coordinator: Bob Pithers

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

015382

Research in Practice

BEd (Hons)
6cp; 3hpw
subject coordinator: Bob Pithers

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

015398

Teaching Spoken Language

BEd (Adult Ed)
6cp; prerequisites: 015086 Introduction to Language Teaching; 015088 Language and Literacy
subject coordinator: Pauline Gibbons

This subject aims to provide an integrated approach to the teaching of spoken English which is informed by a systematic description of spoken English as well as first and second language acquisition and research. It will provide students with an opportunity to examine current methodology for teaching spoken English.

020211

Visual Arts and Craft Education

BEd (Prim), BEd (Spec Ed), BEd T Lib, BTeach BA
6cp; 3hpw for two semesters
subject coordinator: Anne Bamford

Visual arts and craft is an essential component of primary education. This year-long subject aims to develop skills and positive attitudes in an intellectual, practical and aesthetic context. Students will study theories and research on child art development and apply this knowledge to the development of imaginative, exciting and sequential learning programs in visual arts and craft. Students will explore the nature of art. A range of making and appreciation activities enable students to gain a detailed understanding of the diverse and comprehensive nature of visual arts in the classroom. Students will develop competencies in both two- and three-dimensional forms, and be encouraged to reflect upon the importance of art in the total education of the child.

020411

Art Major Study 1: People in Art

BEd (Prim)
6cp; 3hpw
subject coordinator: Anne Bamford

By studying a single theme in art, students will explore change and continuity in visual expression. Students will gain an understanding of the complexity and diversity of imagery on the theme of people, and develop investigative skills and practical techniques that allow scholarly analysis of art. Art will be viewed as a form of social and personal communication that serves a range of purposes. Through the theme of 'People in Art' students will explore aspects of human existence and identity that will inform personal explorations in art and teaching practices.

020412

Art Major Study 2: A Sense of Place

BEd (Prim)
6cp; 3hpw; prerequisites: 020411 Art Major Study 1 or 020413 Art Major Study 3
subject coordinator: Anne Bamford

A sense of place is an important part of national and personal identity. This subject explores our physical, spiritual and artistic link to the land through the study of both traditional and contemporary visual impressions of landscape. Through both practical and critical activities, students will reflect upon personal perceptions of 'place' and will develop strategies that enable children to respond creatively to the environment. Students will examine public art in the environment with special reference to sculptural forms.

020413

Art Major Study 3: Stories, Myths and Truth

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

All people seem to have a need to tell stories though visual means. The narrative qualities of art will be explored to provide insight into the personal, social and cultural forces that shape society. Particular emphasis will be placed on Asian Pacific art and culture. Students will look at both traditional and contemporary stories that are told through art and how these impact on concepts of truth. As educators in a multicultural society, students will develop strategies to encourage children to interpret art and express personal stories through art. Students will compare Western traditions of beauty with those of other cultures and will recognise style and nationality in art forms.

020414

Art Major Study 4: Design and Power

BEd (Prim)
6cp; 3hpw; prerequisites: 020411 Art Major Study 1; 020412 Art Major Study 2 and/or 020413 Art Major Study 3
subject coordinator: Anne Bamford

Students will develop an understanding of aesthetics as it relates to visual arts. Through problem-solving activities, students will document the design process as it applies to art production and the education of children. Analysis of all facets of the commercialisation of art will form the basis for the development and marketing of practical visual arts 'products'. Students will be encouraged to investigate the creative potential of a range of new technologies. The political and social power of art will be examined and students will research one interest area of art in depth and present these findings in a written paper and a major work exhibition.

020703

Issues in Art Education

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

This subject examines educational trends and philosophies behind art education practice; investigates the usefulness of various aspects of visual arts syllabuses; develops strategies for accommodating the needs of individual learners in visual arts; explores school-based policy and program development; extends skills in a range of media; reflects on current practices in art education; makes a comparative study of art policy and practice; and looks at needs-based learning in art and craft.

020704

Studio Practice in Visual Arts

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Anne Bamford

Studio Practice in Visual Arts studies the art of contemporary Australia from the perspective of artist, critic, historian, contextualist and curator. Students will be directly involved in making art, speaking with artists and visiting exhibitions. Through a detailed study of the personal and varied nature of the creative process, students will reflect on the current nature of art education in schools and will analyse possible alternative strategies based on the working models of artists. This subject highlights individual approaches to art and is applicable to students with a range of artistic understanding and experience.

021311

Information Technology

BEd (Prim), BEd (Spec Ed)
subject coordinator: Matthew Kearney

This subject aims to encourage students to develop a broad knowledge of the uses of computers in the school environment and for their own productivity. Students will gain an understanding of basic techniques in using the computer as an information-handling tool in an educational setting and enhance their skills in the use of computer software. Students consider applications in the key learning areas, identify the strengths and weaknesses of computers in the classroom, and become aware of problems of access to computers in the primary school. The content focuses on word processing, graphics, spread sheets, databases, and using software across the curriculum. Values and ethics relevant to computer use in educational contexts are considered.

021411

Educational Computing Major Study 1

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

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

021412

Educational Computing Major Study 2

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

This subject focuses on the use of integrated packages as information-handling and problem-solving tools, with specific reference to educational context. Students are introduced to the Clarisworks spreadsheet and further work is done on the Claris database modules, and students prepare solutions to information-handling problems found in the context of a business or other enterprise. A folio of work is submitted as a complete solution to a range of problems that the business encounters, and this is presented to the group. This is a practical course on the application of spreadsheets, databases and graphics which is presented in a thematic way. Students are assessed by two short tests, a folio of work and a presentation.

021413

Educational Computing Major Study 3

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

Communications technology and the classroom, the Internet, the World Wide Web. This subject examines the role of communications technology in changing classroom environments. It focuses on the integration of the Web

into the teaching of a variety of subjects. Students learn elementary HTML and cooperatively create a web site with links to subject-specific resources, and the creation of support materials for classroom implementation. This course is largely delivered through the Internet with a two-hour face-to-face session each fortnight. Students must spend at least four hours per week with Internet access for successful completion.

021414

Educational Computing Major Study 4

BEd (Prim)
6cp; 3hpw; prerequisite: 021411/2/3 Educational Computing Major Study 1, 2 or 3
subject coordinator: Matthew Kearney

This one-semester subject examines the role of computers in the classroom and the school. Focusing on policy and current practice, it is a practical subject which relates closely to practicum experiences. Students examine a range of resources and teaching strategies for introducing computers across the primary curriculum. Lab management, using applications software, the school's computer policy, training staff, and implementing effective lessons using computers are some of the topics covered.

021702

Current Issues and Applications in Educational Computing

BEd (Prim), BEd (Spec Ed), BEd T Lib
advanced study elective
6cp; 3hpw; prerequisite: not available to students who have completed any subject in the Educational Computing major study sequence
subject coordinator: Matthew Kearney

This one-semester subject provides an overview of current issues and applications in the use of computers in schools, focusing on primary schools. It introduces a variety of applications software which have been covered in greater detail in the Educational Computing major studies. The course excludes students who have completed any of the courses in Educational Computing in the major studies. It covers teaching and learning with LOGO, the use of integrated packages such as Clarisworks, curriculum documents and policy statements, the Internet and implications for teaching and learning, and changes in school use of technology.

021703

Internet and Electronic Information Networking

BEd T Lib
advanced study elective
4cp; 2hpw
subject coordinator: Matthew Kearney

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

022601

Learning Beyond the Classroom

BEd (Prim), BEd (Spec Ed), BEd T Lib, advanced study elective
6cp; 2hpw
subject coordinator: Janette Griffin

An important component of teaching involves taking students outside the classroom. Research increasingly shows that teaching strategies need to be specifically developed for these learning environments, and that classroom teachers are often not aware of the range of options available for making these experiences meaningful. This subject will investigate the research base and then look at applications of its findings. The subject will include considerable 'learning outside the classroom'.

022602

Independent Study

BEd (Prim), BEd (Spec Ed), BEd T Lib
advanced study elective
6cp; 1hpw equivalent; normal prerequisite: 023505 Educational Research
subject coordinator: Joan Jardine

This subject allows students to develop their own learning project in consultation with a member of the academic staff. The project may take the form of a reading course, a field-based study or an action-research project relating to an aspect of primary school education.

022603

Teaching Across the Curriculum

BEd (Prim), BEd (Spec Ed), BEd T Lib, BTeach BA
advanced study elective
6cp; 2hpw; prerequisite(s): successful completion of curriculum subjects
subject coordinator: Rosemary Johnston

This one-semester subject will focus on the practical and creative ways in which teachers can incorporate all aspects of the curriculum into integrated units. It is based on the philosophy that learning is most successful within meaningful contexts and when it is holistic rather than fragmented. The course will be taught by a team of lecturers working together to demonstrate teaching/learning episodes where the different disciplines connect. Ways in which cross-curricular teaching can be programmed and evaluated will also be explored.

023111

Practicum 1: Beginning Teaching – Issues in the Primary School

BEd (Prim), BEd (Spec Ed), BEd BA
8cp; 2hpw
subject coordinator: Sandy Schuck

This one-semester subject will provide the broad conceptual basis for understanding that the study of primary schooling integrates, both implicitly and explicitly, a number of disciplinary perspectives, which in turn influence the educational practices conducted therein. Further practicum curriculum subjects will focus on the requisite skills required of the practitioner. This subject will have laid the foundation which will allow such skills to evolve in reflective ways which transcend the technical. Field-based experience will provide the basis for examination of the roles of the primary school teacher, the relationship of teacher to learner, and the diversity of learning experiences offered by the different disciplinary areas.

023112

Practicum 2: Developing Classroom Management

BEd (Prim), BEd (Spec Ed), BEd BA
8cp; 3hpw; prerequisites: 023111 Practicum 1: Beginning Teaching – Issues in the Primary School; 023511 Developmental Psychology
subject coordinator: Alan Scully

This subject will provide students with a knowledge and skill base which will enable them to make informed and appropriate educational decisions as they relate to daily classroom life in the primary school. The skills associated with classroom management are central to effective teaching practice. On this premise, this subject will engage students in critical examination of human motivation, lesson planning and presentation, and of the theoretical underpinnings of classroom management practices. The subject, through an integration of learning experience on the campus and in the field, will engage students in the development, practice and evaluation of fundamental skills of classroom management.

023113

Practicum 3: Promoting Student-centred Learning

BEd (Prim), BEd (Spec Ed), BEd BA
8cp; 3hpw; prerequisite: 023112 Practicum 2: Developing Classroom Management
subject coordinator: Laurie Brady

This subject enables students to: account for the broad range of individual differences among primary school students; appraise the basic principles of student-centred learning; synthesise a range of pedagogical skills which meet the needs of individuals in small group and whole class contexts; understand and apply the theories of small group functioning; and justify the inclusion of more student participation in the teaching/learning process.

023114

Practicum 4: Managing Learning Difficulties

BEd (Prim), BEd (Spec Ed), BEd BA
8cp; 3hpw; prerequisite: 023113 Practicum 3: Promoting Student-centred Learning
subject coordinator: Nicole Todd

This is a linked one-semester subject, which has two interrelated strands: a campus-based strand, and a school-based strand. The campus-based component examines strategies for teaching students with learning difficulties in the regular classroom. It explores methods of assessment, programming and classroom organisation. In the school-based component, students are expected to continue to refine their teaching skills as practised in previous field-based experiences. In addition, they will be expected to focus on how they can modify their approaches to ensure that students with learning difficulties are accommodated within the context of the program. To achieve this outcome, students are expected to transfer learning from the academic component of the subject to the field.

023115

Practicum 5: Designing Educational Programs

BEd (Prim), BEd BA
6cp; 2hpw; prerequisite: 023114 Practicum 4: Managing Learning Difficulties
subject coordinator: Laurie Brady

This subject aims to analyse and process key elements involved in programming, such as rationale, content, methods, assessment and evaluation, and interpret them within the context of school management plans. Students learn to design teaching programs based on the above elements and appropriate to nominated year levels and school, and to examine the different techniques of program evaluation.

023116

Practicum 6: Assessing and Evaluating in Education

BEd (Prim), BEd BA
6cp; 2hpw; prerequisite: Practicum 5: Designing Educational Programs
subject coordinator: Kathie Forster

This subject is intended to investigate and improve practical decisions of teachers regarding their own teaching and their students' learning. In particular it will examine the decisions made in schools about the assessment of students' learning. In this context, emphasis will be placed on the aims of student assessment, appropriate strategies, the interpretation and reporting of student achievement, and implications for subsequent action. In addition, broader issues relating to the evaluation of curriculum and teaching practice at classroom and school level will be examined and a range of evaluative strategies will be explored.

023117

Practicum 7: Reflecting on Educational Practice

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
8cp; 2hpw
subject coordinator: Kim Walker

This two-semester subject will be structured in such a way that students will: reflect on teaching practices; analyse the school as a workplace; examine, test and evaluate their theories of teaching and learning; explore educational problems; and critically evaluate methodologies to solve educational problems.

023118

Practicum 8: Analysing Current Issues in Australian Education

BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Kathie Forster

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

023411

Education Major Study 1: History of Australian Education

BEd (Prim)
6cp; 3hpw
subject coordinator: to be advised

This subject, using the approaches and methods of history as a discipline, allows students to gain an overview of the development of Australian education from 1788 to the present. Students will be given the opportunity to use and assess both primary and secondary documentation as sources of information.

023412

Education Major Study 2: Moral Development

BEd (Prim)
6cp; 3hpw
subject coordinator: Laurie Brady

This subject enables students to: develop and refine a definition of morality and the morally educated or morally autonomous person; understand and implement the currently practised major approaches to moral education, such as trait approach, values, clarification, cognitive developmental theory and role play; examine the implications of these approaches for classroom management; and to suggest ways of integrating the major approaches to moral education across both approaches and key learning areas.

023413

Education Major Study 3: Changing Schools

BEd (Prim)
6cp; 3hpw
subject coordinator: Kathie Forster

This subject seeks to provide student teachers with an understanding of change in schools. Students will critically examine the processes involved in successful innovation based on current research in the field and actual cases in NSW education. In doing so, they will develop the skills and knowledge appropriate for seeking and implementing change in schools. The approach taken by this subject rests on an acknowledgment that educational situations are dynamic and that continual modification of one's approach is part of the professional role of the teacher and the continued effectiveness of the school.

023414

Education Major Study 4: Educational Policy Studies

BEd (Prim)
6cp; 3hpw
subject coordinator: Kathie Walker

This one-semester subject will be structured in such a way that students will: understand the policy process; examine educational policy theory; explore the relationship between educational problems and policy; become aware of links between educational research and policy making; identify strategies with which to conduct an analysis of policy; and evaluate current educational policy as a strategy to solve educational problems.

023505

Educational Research

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

This subject aims to develop students' understanding of research through their active participation in it. With the support of the lecturer, students will undertake a sustained research investigation of a particular avenue of interest to them, within a broad and fruitful research focus of relevance to the class community. In addition to developing students' appreciation of research by doing it, the subject will deepen their understanding of the broad spectrum of educational research paradigms. This subject is designed both as an essential preparation for the BEd Honours course and as a core subject for third year Bachelor of Education students.

023506

Philosophical Bases of Education

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 2hpw
subject coordinator: Kathie Forster

This course is directed towards assisting teachers to be effective and thoughtful decision makers. Such decision making implies a reasoned and informed approach to teaching based upon an understanding and evaluation of relevant arguments and underlying principles. Students will develop and clarify their own philosophy of education by examining the arguments and principles involved in some current educational issues. In so doing, it is expected that students will develop logical skills needed for effective decision making.

023511

Developmental Psychology

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 3hpw
subject coordinator: Alan Scully

This subject will provide students with an understanding of the discipline of developmental psychology and associated basic principles. The subject will engage students in a systematic examination of human growth and development as they apply to early and middle childhood. It will demonstrate the link between education and development, and it will equip students with basic data-gathering skills which they will be expected to apply within the subject, and in their practice as developing primary teachers. In doing so, this subject will develop a professional knowledge base about children in the early and middle childhood years which will assist the student in making sound educational decisions.

023512

Sociological Bases of Education

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
4cp; 2hpw
subject coordinator: Kathie Forster

This one-semester subject enables students to: appreciate the nature of social relationships in the school and how these affect teacher and student behaviour; understand social theories; understand how social characteristics influence the educational outcomes of certain social groups; understand the part that the socialisation process plays in shaping educational outcomes; and study the direction

of social change, the implications of these for change in schools and the interaction between schools and society in this context.

023612

The Social Context of Childhood Stress

BEd (Prim), BEd (Spec Ed)
5cp; 2hpw
subject coordinator: Barbara Poston-Anderson

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

023614

International Perspectives on Education

BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Lynette Schaverien

This one-semester subject aims to engage students actively in gaining first-hand knowledge of contemporary educational ideas and systems and their development in other countries and cultures, by utilising the resources of the Interne. Students will undertake a sustained study of aspects of education in a country of their choice, as well as a comparison and contrast, across countries, with respect to particular, significant and contemporary educational issues.

023615

Professional Ethics

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Kathie Forster

This subject aims to encourage students to acquire a critical understanding of the ethical implications of viewing themselves as professionals in such areas as professional–client relations and accountability. Students will critically examine alternative ethical theories as a basis for professional decision making, apply ethical perspectives to specific cases relating to the responsibilities of professionals, and look at the conflicts that arise between these responsibilities. Students will also reflect on the need for and nature of an appropriate code of ethics for teachers.

023616

Current Issues in Australian Education: A Critical Analysis

BEd (Prim)
6cp; 2hpw
subject coordinator: Kathie Forster

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

023617

Implementing Educational Change

BEd (Prim); BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Kathie Forster

This subject seeks to provide student teachers with an understanding of change in schools. Students will critically examine the processes involved in successful innovation based on current research in the field and actual cases in NSW education. In doing so, they will develop the skills and knowledge appropriate for seeking and implementing change in schools. The approach taken by this subject rests on an acknowledgement that educational situations are dynamic and that continual modification of one's approach is part of the professional role of the teacher and the continued effectiveness of the school.

023621

School and Community Relations

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Kathie Forster

This subject will focus on the relationship between a school and its community. Community involvement and participation in schooling are receiving official endorsement at all policy-making levels in Australia. Students will analyse and discuss problems of implementation of such policies. They will study varied interpretations and forms of the school and community concept and they will address the information needs and skills necessary for teachers to develop links with the community.

023698

Honours Seminar

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

This subject provides opportunities for Bachelor of Education (Honours) students, by way of lecturer consultation and seminars, to identify and progressively develop a thesis topic, and, ultimately, justify the thesis on the basis of argument and evidence.

023699

Honours Thesis

BEd(Hons)
24cp; full-year subject; prerequisite: admission to BEd(Hons); corequisite: 023698 Honours Seminar
subject coordinator: Chair, Honours Committee of School

This subject aims to provide students with the opportunity to demonstrate a high level of competence in research on an issue related to education and/or professional practice. It is only available to students enrolled in the Bachelor of Education (Honours).

023821

Special Education 1: Managing Challenging Behaviours

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Margaret Goninan

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It will also explore the ways in which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students will be given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in the practicum. The subject is compulsory for those seeking accreditation to teach in special education.

023822

Special Education 2: Preventing and Remediating Difficulties in Reading and Writing

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Joan Jardine

This subject examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. Participants analyse and evaluate research on reading and spelling acquisition, apply the findings to the instructional needs of students, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023823

Special Education 3: Educating Students who have Difficulties with Written Text

BEd (Spec Ed)
6cp; 3hpw; prerequisite/corequisite: 023822 Special Education 2: Preventing and Remediating Difficulties in Reading and Writing
subject coordinator: Joan Jardine

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and in school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations, are investigated. The effectiveness of various approaches to facilitating writing is evaluated and attention is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023824

Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Nicole Todd

In this subject participants will critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They will be provided with information and experiences which will assist them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants will examine adaptation of mainstream mathematics curricula and functional numeracy based on individualised ecological inventories. The role

of language in numeracy instruction is also examined, and appropriate and motivating activities and teaching strategies to assist students to effectively learn will be investigated in detail.

023825

Special Education 5: Educating Students with Moderate and High Support Needs

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Nicole Todd

In this subject participants will critically examine key issues and approaches in the education of people with moderate and high support needs. The assessment of models and tools appropriate for students with moderate and high support needs will be a component of this subject. Use of assessment data to develop individual education programs to meet students' needs across a range of curricula domains will also be examined. Participants will be given the opportunity to evaluate commercially produced curricula. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023826

Special Education 6: Educating Students with Delayed or Disordered Communication

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Joan Jardine

In this subject participants will acquire an understanding of language delays and deficits in the context of current theories of language acquisition in oral and non-oral forms; evaluate the validity, reliability and educational usefulness of commonly used methods of assessment; consider the issues and procedures involved in the choice of a communication system; and identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.

023831

Special Education Practicum 1: Assessment, Programming and Evaluation

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Margaret Goninan

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023832

Special Education Practicum 2: Collaborative Participation in Inclusive Service Models

BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Margaret Goninan

This subject will examine ways in which services are provided to students with special needs. It will utilise practicum experiences and lecture/workshop sessions to explore delivery systems. In addition, it will focus on how service deliverers and clients can work together to achieve optimum results. There will be a specific focus on the development of collaborative strategies, and an analysis of how these strategies can be used in inclusive service delivery models.

024211

English Education 1

BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 4hpw
subject coordinators: Rosemary Johnston, Paul March

This subject aims to introduce students to the central role played by language in children's intellectual, social and emotional development and to its essential role in all of the key learning areas. A functional view of language underpins the course. This view of language is concerned with relationships between context, language structure and meaning. Students will closely examine a range of factors which influence the acquisition of literate behaviour prior to formal schooling as well as in the emergent literacy and early school curriculum. Children's literature will be used as one context for examining the way language works, as well as providing an opportunity for examining the importance of books for young children and response theory and its implications for the teacher. A broad range of genres will be covered and the crucial importance of language in the key learning areas will be explored.

024212

English Education 2

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

This year-long subject is a follow-on from English Education 1 and focuses on the development of reading and writing K–6. A functional view of language underpins the course. Students will be actively engaged in analysing different texts and contexts and will develop proficiency in planning, implementing, monitoring and evaluating literacy development of children K–6. Students will also be engaged in reading and writing activities of their own. Through a functional approach to learning language, students will come to appreciate a diversity of language contexts within a multicultural society and gain increasing facility in describing how language works, not only in reading and writing but across all of the key learning areas.

024213

English Education 3: Teaching ESL

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 2hpw; prerequisite: either 024211 English Education 1 or 024212 English Education 2
subject coordinators: Lesley Ljungdahl, Paul March

This one-semester subject develops an understanding of the implications of a multicultural society for TESOL teaching; examines the socio-cultural basis of language and the implications for language methodologies; explores appropriate language pedagogy relevant to the field of TESOL; examines ways of promoting a positive learning environment for the language development of the bilingual/multilingual student; examines assessment techniques for spoken and written language; examines the effectiveness of a language teaching program within the school context; and develops a language for learning across the key learning areas.

024214

English Education 4: Educational Drama

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 2hpw
subject coordinator: Paul March

This one-semester subject will develop a foundation knowledge in the theory and practice of educational drama; explore a variety of drama strategies as an approach for developing literacy; investigate the role of the teacher in developing literacy through drama; develop educational drama resources and teaching materials suitable for use in the school; evaluate the acquired knowledge through talk, reading enactment and writing; and examine the role of educational drama across the key learning areas.

024411

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

BEd (Prim)
6cp; 3hpw
subject coordinator: Rosemary Johnston

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

024412

English Major Study 2: Images of Australia: The Place and the People. Literary Representations in Prose, Poetry and Drama

BEd (Prim)
6cp; 3hpw
subject coordinator: Rosemary Johnston

This one-semester subject will introduce a broad study of Australian literature, within a context of the literature of place. There will be considerations of such concepts as: Australia as an alien place, as the place of 'exiles at home'; the bush mystique and the dream of paradise; Aboriginal and multicultural Australia; literary representations of the Australian male ('mates' and the 'dinkum Aussie') and female (a crisis of identity for 'the drover's wife'); mindscape and landscape; and the notion of a 'subjective Australia'. Prose, poetry and drama will be studied. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and

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

024413

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

BEd (Prim)
6cp; 3hpw
subject coordinator: Rosemary Johnston

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

024414

English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices

BEd (Prim)
6cp; 3hpw
subject coordinator: Rosemary Johnston

This one-semester subject will focus on two different types of appropriation. Firstly, it will study the appropriation of English by the indigenous populations of post-colonial countries, as the chosen language of their unique cultural voice. Secondly it will study the appropriation of texts of the literary 'canon' by moviemakers as they 'take over' and rewrite literature texts for the screen. Several texts will be studied and comparisons will be made between the original texts and cinematic versions of, for example, Shakespeare's plays and the novels of Jane Austen. How these different versions reflect on the original will be explored. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024421

Children's Theatre and the Creative Arts 1

BEd (Prim)
6cp; 3hpw
subject coordinator: Barbara Poston-Anderson

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

024422

Children's Theatre and the Creative Arts 2

BEd (Prim)
6cp; 3hpw
subject coordinator: Barbara Poston-Anderson

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

024423

Children's Theatre and the Creative Arts 3

BEd (Prim)
6cp; 3hpw
subject coordinator: Barbara Poston-Anderson

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

024424

Children's Theatre and the Creative Arts 4

BEd (Prim)
6cp; 3hpw
subject coordinator: Barbara Poston-Anderson

This one semester subject will focus on working towards and presenting a performance for children. The performance may include the multidisciplinary skills of dance and music and will partially involve the children in the performance so that they will be able to have a total theatre experience. The performance will bring together the students' acting skills,

knowledge of theatre forms and expertise in stage management, lighting, scenery and costuming.

024705

Advanced Children's Literature

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

This one-semester subject will develop advanced understanding of children's literature texts and of creative and innovative ways to present these texts in a classroom. It will explore the historical sources of children's literature, and will make special reference to the development of Australian children's literature. A wide range of material will be discussed, but there will be particular reference to the selected texts. Students will be expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024711

Language, Literacy and Education

BEd (Prim), BEd (Spec Ed), BEd T Lib
4cp; 2hpw; prerequisites: 024211 English Education 1; 024212 English Education 2
subject coordinator: Paul March

This one-semester subject will consolidate knowledge and teaching applications of the nature of language and literacy in educational practice. It will focus on the nature of language, and on the social factors which affect it. These include age, class, ethnicity and gender. It will also explore the relationships between language and power, and the significance of this for classroom teachers.

024712

Approaches to the Teaching of English

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

This one-semester subject will evaluate current theories and pedagogies with respect to the teaching of English. A thorough exploration and analysis of the English K–6 Syllabus will take place. A functional model of language will be considered together with ways of integrating English into the curriculum. Literary theories as they relate to using literature in the classroom will be explored. An appreciation of the diversity of language learners and the importance of catering for individual needs will be fostered.

024713

Teaching English to International Students

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

This subject develops students' understanding of the learning of a second language. It examines a range of practices for teaching English to speakers of other languages and raises awareness of cultural and linguistic diversity. Students devise and implement an English language program with international students. The practical teaching component can be conducted in an overseas context or at a local site in Australia. This subject is offered in Autumn semester only. It is assessed on a 'pass'/'fail' basis.

025211

Mathematics Education 1

BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 3hpw
subject coordinator: Sandy Schuck

This one-semester subject aims to encourage students to become aware of their beliefs about the nature of mathematics and the teaching and learning of mathematics. Students will examine the implications that these beliefs can have for their teaching. Students will consider the importance of reflection about their learning in mathematics and will become familiar with various theories of learning that are dominant in mathematics education. A comparative study of mathematics education in a variety of cultural and historical contexts will emphasise the socio-cultural nature of mathematics. The study of measurement concepts will involve the modelling of participative and collaborative learning approaches.

025212

Mathematics Education 2

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

This year-long subject aims to encourage students to use problem-solving approaches in the teaching and learning of mathematics. Students will use problem-solving approaches to develop their own understanding of geometrical and number concepts and to develop strategies and techniques for teaching geometry and number concepts in the primary school. Participative and collaborative learning approaches will be employed and the use of portfolios will be modelled. The link with the

practicum will help students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the primary school.

025213

Mathematics Education 3

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 3hpw; prerequisite: 025212 Mathematics Education 2
subject coordinator: Gerry Foley

The subject allows students to further develop their own personal philosophy on the teaching and learning of mathematics; examines the construction of sound methodological principles for the development of concepts in rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; strengthens students' own concepts relating to the topics of rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; identifies and analyses some of the critical issues in contemporary mathematics education, and develops an awareness of their implications for the teaching and learning of mathematics.

025411

Mathematics Major Study 1: Statistics

BEd (Prim)
6cp; 3hpw
subject coordinator: Graham Barnsley

This subject provides an introduction to the analysis and presentation of data and to elementary concepts, computational procedures and applications of statistics; increases students' awareness of the pervasive influence of statistics and enables them to assist their pupils to acquire knowledge and develop skills which encourage critical evaluation of assertions based on numerical data, particularly in contexts appropriate to the primary and junior secondary school levels; assists students to develop some facility in the interpretation of statistical information in research literature.

025412

Mathematics Major Study 2: Finite Mathematics

BEd (Prim)
6cp; 3hpw
subject coordinator: Gerry Foley

This subject provides an introduction to a selection of finite mathematical structures; develops an awareness of finite mathematical processes and the systematic, logical framework within which quantitative relations can be described and analysed; and develops students' appreciation of some applications of finite mathematical processes in areas which are particularly relevant to primary and junior secondary school levels.

025413

Mathematics Major Study 3: The Historical and Societal Context of Mathematics

BEd (Prim)
6cp; 3hpw
subject coordinator: Sandy Schuck

This one-semester subject highlights the social and historical contexts of learning and teaching mathematics. A deeper understanding of the nature of mathematics will be developed and students will be able to apply their new insights to the teaching of mathematics in the primary school. Students will understand the importance of mathematics in determining the nature of societies, develop greater understanding of the relationships between different branches of mathematics, and appreciate the influence of geography, economics and technology on the development of mathematics. They will develop sensitivity to the cultural, gender and class differences which affect access to mathematics for individual members of communities.

025414

Mathematics Major Study 4: An Introduction to Graph Theory

BEd (Prim)
6cp; 3hpw
subject coordinator: Sandy Schuck

This one-semester subject develops useful mathematical ideas of increasing importance in a technological world. Students will gain insights into the study of graph theory and its applications to problem solving, both in primary school and in other contexts. A deeper understanding of the nature of mathematics will be developed and students will be able to apply their new insights to the teaching of mathematics in the primary school.

026211

Music Education 1

BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 3hpw
subject coordinator: to be advised

This subject focuses on the development of basic skills and understandings in music literacy; classroom-based performance skills; and appropriate teaching strategies in the areas of vocalising, movement and playing.

026411

Music Major Study 1

BEd (Prim)
6cp; 3hpw; prerequisite: HSC 2-unit Music (or higher, or equivalent)
subject coordinator: to be advised

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style in Music and an Applied Study. Musicianship is concerned with the establishment of a thorough grounding in the basic skills and abilities of the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. Computer Studies in Music introduces students to elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style takes an overall view of the history of music in Western civilisation. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026412

Music Major Study 2

BEd (Prim)
6cp; 3hpw; prerequisite: 026411 Music Major Study 1 (or equivalent)
subject coordinator: to be advised

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. It is concerned with the evolving languages peculiar to the fields of traditional and computerised music. Computer Studies in Music focuses upon elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style is concerned with the developments in music of the late Renaissance and early Baroque. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026413

Music Major Study 3

BEd (Prim)
6cp; 3hpw; prerequisite: 026412 Music Major Study 2 (or equivalent)
subject coordinator: to be advised

There are four strands in this one-semester subject. These are Musicianship, Computer Studies in Music, History and Style and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theoretical knowledge, literacy skills, aural perception and keyboard awareness. It is concerned with the evolving languages peculiar to the fields of traditional and computerised music. Computer Studies in Music focuses upon elements, concepts and skills involved in the notation of music and the creation and manipulation of synthetic music on computers and synthesisers. History and Style looks at the influences upon, and the influences of, the Classical period. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026414

Music Major Study 4

BEd (Prim)
6cp; 3hpw; prerequisite: 026413 Music Major Study 3 (or equivalent)
subject coordinator: to be advised

There are four strands in this one-semester subject. These are Musicianship, Practical Studies in Music, History and Style in Music and an Applied Study. Musicianship is concerned with the development of skills fundamental to the musician. It focuses upon theories and practices in composition and analysis of the 20th century. It is concerned with the new languages of this epoch. History and Style looks at major trends of this period. Practical Studies in Music focuses upon rehearsal techniques and conducting skills with ensembles. In the Applied Study the student will propose a unit of work in an area of personal interest. This may form part of an extended study.

026702

Music and Society

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: to be advised

The subject develops an awareness that music is both a reflection and a product of the society from which it comes. Music genres and traditions from a variety of musical cultures will be studied.

027211

Personal Development, Health and Physical Education 1

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
6cp; 3hpw
subject coordinator: Bob Tremayne

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

027411

PDHPE Major Study 1: Fundamental Principles of Sports Coaching

BEd (Prim)
6cp; 3hpw
subject coordinator: Bob Tremayne

This subject is designed to provide students with the opportunity to develop, consolidate and apply physical literacy, understanding and skills related to the principles and practices which enhance sports performances. It focuses on the principles of skill acquisition, enhancement and performance and examines the interrelationship between physical activity and the physiological and anatomical development of the individual.

027412

PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education

BEd (Prim)
6cp; 3hpw
subject coordinator: Bob Tremayne

This subject is designed to challenge assumptions that underlie students' beliefs and ethical principles associated with the practice of PDHPE sport in an educational context. It is also designed to develop skills in problem solving, decision making, reflection and critical analysis as they are applied to these areas.

027413

PDHPE Major Study 3: Advanced Principles of Coaching

BEd (Prim)
6cp; 3hpw; prerequisite: 027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching
subject coordinator: Bob Tremayne

This subject builds on the subject Fundamental Principles of Sports Coaching by exploring more advanced techniques of the art and science of coaching. This subject will enable students to do the following: understand the role and responsibilities of the sports coach in the school setting; learn about different coaching styles; put theory into practice by conducting an effective coaching session; understand how to develop a season coaching program; and obtain an accredited coaching certificate.

027414

PDHPE Major Study 4: School/Community Project

BEd (Prim)
6cp; 3hpw; prerequisites: 027412 PDHPE Major Study 2 and 027413 PDHPE Major Study 3
subject coordinator: Bob Tremayne

Subject to approval.

This subject aims to utilise the skills, knowledge and values developed in the earlier electives in PDHPE to identify needs and/or problems related to topics in the NSW K–6 PDHPE syllabus that exist within a school and/or community setting. After identification, students will design, implement and evaluate projects to address such needs and/or problems. The subject is presented in a flexible manner to allow students to implement their own projects in a variety of areas.

027703

Personal Development, Health and Physical Education Research Project

BEd (Prim), BEd (Spec Ed)
5cp; 3hpw
subject coordinator: Bob Tremayne

Subject to approval.

This subject helps students to develop fundamental research skills in the investigation of a chosen project associated with PDHPE. This

may involve students working in areas in which they already have considerable expertise. Students will be expected to make a scholarly delivery of the project's findings, and an evaluation of the process of investigation.

027704

Issues in PDHPE

BEd (Prim) F/T P/T
6cp; 2hpw
subject coordinator: Bob Tremayne

This subject helps students to critically analyse the implications of current educational issues for school physical education; review, analyse and evaluate selected literature related to school physical education; formulate and justify a philosophical basis for the beliefs about the contemporary and perennial issues in school physical education; and develop and apply skills in curriculum evaluation.

027707

Personal Development, Health and Physical Education Research Project

BEd (Prim), BEd (Spec Ed)
6cp; 3hpw
subject coordinator: Bob Tremayne

Subject to approval.

This subject helps students to develop fundamental research skills in the investigation of a chosen project associated with PDHPE. This may involve students working in areas in which they already have considerable expertise. Students will be expected to make a scholarly delivery of the project's findings, and an evaluation of the process of investigation.

028211

Science and Technology Education 1

BEd (Prim), BEd (Spec Ed), BEd BA
4cp; 3hpw
subject coordinator: Gilda Segal

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

028212

Science and Technology Education 2

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

Science and Technology Education 2 builds on students' learning in Science and Technology Education 1 and continues to assist students to become lifelong learners. Science and Technology Education 2 guides students in their use of the discipline's major forms of inquiry (creation of new ideas and using established knowledge) and passes an increasing responsibility for learning to the student. Students will be able to develop a learning unit in science and technology for a particular primary class. In requiring students to use a variety of sources (including the Internet) for accessing, analysing and evaluating information, Science and Technology Education 2 contributes to the development of students' literacies in science and technology, information and language. As with Science and Technology Education 1, Science and Technology Education 2 locates learning and teaching in intellectual, practical, creative, social, gender-inclusive and culturally sensitive contexts. Hence Science and Technology Education will have played its part in assisting students to gain access to research, theories, practices and experiences so that they might later become ethical and committed primary school teachers and/or scholars and researchers in this field.

028411

Science and Technology Major Study 1: The Human Body

BEd (Prim)
6cp; 3hpw
subject coordinator: Janette Griffin

This subject will take a multidisciplinary approach to the learning of science and technology content. As the workings of the human body are studied, a number of physical and chemical principles will be encountered. Where possible, examples of these same

principles in the 'physical' world will also be investigated. The bulk of the subject will be addressed using a cooperative learning approach in which students achieve their own individual goals by working in combination with others. An interactive approach to learning will allow each group to investigate their own questions in a way chosen by them.

028412

Science and Technology Major Study 2: Science and Technology in Daily Life

BEd (Prim)
6cp; 3hpw
subject coordinator: Janette Griffin

This subject is designed to provide students with a sound knowledge base from which to draw, as well as a working understanding of the processes and skills of science and technology. It looks specifically at the workings of everyday items and processes, and emphasises Australian scientific endeavour. The emphasis is on broadening and extending understanding in science and technology through an integrated approach which removes disciplinary boundaries.

028413

Science and Technology Major Study 3: Issues in Science, Technology and Society

BEd (Prim)
6cp; 3hpw
subject coordinator: Gilda Segal

This subject aims to develop ideas about the nature of science and technology and its impact on society. Students will investigate issues embedded in a range of contexts – social, cultural, political, historical and economic. Ethical considerations will be raised in order to present a reasoned and informed understanding of the issues. Students will acquire knowledge and appreciation of the contribution made to the field of science and technology in Australia and in other cultures. A range of indigenous and appropriate technologies will also be studied. Students will have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to science, technology and society.

028414

Science and Technology Major Study 4: Planet Earth

BEd (Prim)
6cp; 3hpw
subject coordinator: Gilda Segal

This subject develops an overall view of the structure and systems of planet Earth incorporating information gained from all science disciplines. Students will study interrelationships between biological and physical systems, a range of environments with particular emphasis on the Australian environment and investigate global issues relating to responsible environmental management. Students will have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to this planet.

028713

Environmental Education

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Gilda Segal

This subject develops an understanding of the nature of the total environment – natural, social, political and economic. Students will acquire an understanding and awareness of the way humans interact with their environment and the impact these demands have on the environment. Through environmental education, students can acquire appropriate knowledge, skills and attitudes which will enable them to participate in environmental decision making in an informed manner. In this subject, topical environmental issues are discussed using a variety of strategies. As prospective primary teachers, students will be able to develop appropriate learning programs which demonstrate the cross-curricula nature of environmental education. Assignments are based around students identifying an environmental issue of personal importance or interest and through investigation of this issue, the development of an action plan.

029211

Social and Environmental Education

BEd (Prim), BEd (Spec Ed), BEd T Lib, BEd BA
6cp; 2hpw for two semesters
subject coordinator: Keith Amos

This full-year subject develops a student's understanding of the NSW primary curriculum area of Human Society and its Environment. Students acquire proficiency in planning, presenting, assessing and evaluating pupils' learning experiences at the K–6 age-grade levels, consistent with current syllabus approaches. They will also be encouraged to critically reflect on the wider challenges of preparing Australian school children to become community, national and global citizens.

029311

Aboriginal and Torres Strait Islander History and Cultures

BEd (Prim), BEd (Spec Ed), BEd BA
6cp; 2hpw
subject coordinator: James Lukabyo

This subject aims to encourage students to develop historical and cultural knowledge about the Australian Indigenous peoples as well as skills that would enhance their classroom discourse in teaching Aboriginal studies in accordance with principles set out in the primary curriculum. They will also become familiar with historical and current political issues pertaining to Aboriginal and Torres Strait Islanders, especially those that affect the education of Aboriginal and Torres Strait Islander children. They will develop understanding and appreciation of Aboriginal culture and its significant impact upon the learning style of Aboriginal children. The link with the practicum will help students to develop the professional insights and appropriate competencies necessary for a conscientious practitioner teaching a social science subject such as Aboriginal studies in the primary school.

029410

International Major

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

The International Major is designed to enhance students' cultural awareness and understanding through first hand experience of living and studying in a non-English speaking culture. It provides students with the opportunity to spend one semester at an overseas university studying the language and culture of the host country and participating in Education subjects which are taught in the English language. Students will visit schools in the host country as well as undertaking excursions to places of cultural and historical significance.

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

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

029411

History Major Study 1: Australia to 1900

BEd (Prim)
6cp; 3hpw
subject coordinator: Keith Amos

This subject uses the approaches and methods of history as a discipline to examine the foundations of Australian society, pre-1788 to 1901. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

029412

History Major Study 2: Australia in the 20th Century

BEd (Prim)
6cp; 3hpw; prerequisite: 029411 History Major Study 1: Australia to 1900
subject coordinator: Keith Amos

This subject uses the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including oral history.

029413

History Major Study 3: Europe in the 20th Century

BEd (Prim)
6cp; 3hpw
subject coordinator: Keith Amos

The specific content of this subject will present students with major issues about the nature of modern society raised by the history of Europe in the 20th century. Assessment will be by essay, tutorial presentation and final examination.

029414

History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

BEd (Prim)
6cp; 3hpw
subject coordinator: Keith Amos

This subject will engage students with Asian history and, by implication, with the cultures of Asia. It will demonstrate the diversity and achievements of Asian civilisation and enable students to study Asian history at significant points from ancient times up to the more recent past. Assessment will be by essay, tutorial presentation and final examination.

029602

Colonial Australian History

BEd (Prim); BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Keith Amos

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

029703

Family History

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: Keith Amos

This is an Advanced Studies elective designed to provide students with skill in basic historical research, together with an appreciation and understanding of the achievements of people in earlier times.

029704

Initiatives and Innovations in Aboriginal and Torres Strait Islander Education

BEd (Prim), BEd (Spec Ed)
6cp; 2hpw
subject coordinator: James Lukabyo

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

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

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

POSTGRADUATE SUBJECTS

01010

University Teaching and Learning

6cp

This subject will enable participants to develop and critically reflect on their professional expertise by enhancing their confidence and skills in fostering educational change. Participants will develop their understanding of university teaching and learning including: teaching methods and learning activities; assessment; course design; and flexible learning. Participants will be encouraged to reflect on their own teaching approaches and have opportunities to become familiar with a variety of innovations in university education. They will be required to select an aspect of their own teaching, subjects or course on which to base a negotiated development project.

01011

The Academic Profession

3cp

This subject is designed to develop an insight into the academic profession and foster an appreciation of the broader context within which university learning and teaching occurs. It aims to encourage participants to reflect on their own academic roles, careers and discipline areas and their understanding of higher education issues in the light of recent developments and perspectives offered by the literature. Participants can use a negotiated assignment to explore issues of relevance to their own academic careers and interests within the broad context of the subject, and are required to further develop their academic portfolios.

01012

Student Learning and Evaluation

3cp

This subject is in two modules. The Student Learning module will encourage participants to reflect on all aspects of their teaching from the perspective of research in student learning, including the ways students go about their study, the influences of learning environments on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. Assessment involves participants investigating aspects of their students' learning. The Evaluating to Improve Student Learning module will enable participants to use this knowledge, and a range of other evaluative approaches, to thoughtfully evaluate their teaching and, where appropriate to aspects of their teaching and subjects. Participants in this module complete a negotiated evaluation project.

010113

Exploring Adult Basic Education Practice

GradDipABE
6cp; 2hpw

This subject provides participants with some concepts and strategies to critique their own practice in the broader socio-cultural and political contexts in which they work. A critical perspective on taken-for-granted concepts such as pedagogy and practice is explored. Participants undertake a limited field study in their own classrooms in which they explore some aspect of the impact of the wider society on their own practice.

010123

Adult Teaching and Learning

GradCert AdultEd Community
6cp; 2hpw

In this subject participants will be encouraged to survey certain adult learning principles and a number of adult learning theories. This will lead to a review of teaching and learning techniques which place an emphasis on facilitation and dialogue and which draw on the theories and practice of educators with experience in the fields of community development and social action.

010157

Teaching and Learning in Numeracy

GradDipABE
6cp
subject coordinator: Betty Johnson

This subject engages participants in thinking about numeracy from three perspectives: as a learner of numeracy; as a practitioner in ABE; and as a citizen in society. The question 'why numeracy?' is considered in the contexts of these three perspectives. The subject seeks to illustrate that numeracy is more than being able to perform mathematical operations. Learning numeracy will be explored as a process of meaning-making and problem-posing. Teaching numeracy will be critically examined by problematising the 'discipline' of numeracy, and numeracy teaching and learning in their historical contexts. It will then be explored as a process involving negotiation, provocation, and facilitation of learning.

013205

Adult Communication Management and Team Work

MEd
6cp; 2hpw
subject coordinator: Shirley Saunders

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

013206

Adult Communication Management and Organisational Frames

MEd
6cp; 2hpw
subject coordinator: Shirley Saunders

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

013210

Skill Learning and the Development of Expertise

MEd
6cp; 2hpw
subject coordinator: Ian Cornford

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

013215

Adult Career Development

MEd
6cp; block (2 x 4 days)
subject coordinator: James Athanasou

This subject aims to provide participants with a range of perspectives on adult educational and vocational development. It focuses on some of the key facts which influence the course of post-compulsory education and adult careers. Topics include theories of career choice and career development as well as the interaction of employment, education and training in Australia.

013216

Program Development in Adult Career Education

MEd
6cp; block (2 x 4 days)
subject coordinator: James Athanasou

This subject ensures that participants develop the core adult career education practitioner competencies for designing and facilitating adult career experiences. It is designed to promote an understanding of the theory and practice of career education curriculum and program development from adult education perspectives. The subject emphasises advanced career programming skills to meet the needs of clients.

013217

Adult Career Guidance and Counselling

MEd
6cp; block (2 x 4 days)
subject coordinator: James Athanasou

This subject will enable participants to develop knowledge and understanding of guidance and career counselling skills, tools and protocols and to apply these skills in practice. It is designed to focus on the practitioner as a facilitator of educational and vocational development.

013313

Academic and Professional Literacies

MEd
6cp; block (2 x 4 days)
subject coordinator: Alison Lee

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

and in particular the new information technologies on literacy in learning in universities and workplaces will be an important focus.

013314

Identity, Adult Development and Learning

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Mark Tennant

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

013315

Autobiography and Lifelong Learning

MEd
6cp; weekend workshops
subject coordinator: Susan Knights

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

013316

Concepts of Flexible, Open and Distance Learning

MEd
6cp; distance
subject coordinator: Viktor Jakupec

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

013318

Culture Difference and Curriculum

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Rick Flowers

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

013319

Educational and Organisational Leadership 1

MEd
6cp; 2hpw
subject coordinator: Bob Pithers

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

013320

Educational and Organisational Leadership 2

MEd
6cp; 2hpw
subject coordinator: Bob Pithers

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

013322

Learning in Flexible, Open and Distance Education

MEd
6cp; distance
subject coordinator: Viktor Jakupec

This subject provides students with the necessary understanding of issues concerning learning and teaching in flexible, open and distance education. The subject is structured so that learning and teaching are problematised and at the same time it allows students to reflect on their own practice and the position they wish to take in flexible, open and distance education. Students will be introduced to the nature of education and to competing perspectives on teaching and learning, ranging from vocational education to liberal and humanistic concepts of education and subsequently to the critical social perspective of education. Students will be encouraged to review and reflect on their own learning experiences and to debate various models of student learning.

013323

Forms and Traditions in Popular Education

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Mike Newman

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

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

013324

International Perspectives on Education and Development

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Rick Flowers

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

013325

Issues in Assessment

MEd
6cp; 2hpw
subject coordinator: Tony Holland

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

013326

Lifelong Learning: Psychological Perspectives

MEd
6cp; 2hpw
subject coordinator: Ian Cornford

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

013328

Practice and Pedagogy in Popular Education

MEd
6cp; block (2 x 4 days); distance
subject coordinator: Mike Newman

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

013329

Text, Media and Technologies

MEd
6cp; distance
subject coordinator: Viktor Jakupec

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

013331

Women and Learning

MEd
6cp; 2hpw; block (2 x 4 days)
subject coordinator: Susan Knights

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

013332

Understanding Adult Education and Training (core subject)

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Griff Foley

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

013333

Adult Learning and Program Development

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Sue Knights

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

013336

Contemporary Issues in Australian Education

MEd
6cp; one-day conference; prerequisite: 013332 Understanding Adult Education and Training

This subject is designed to provide an opportunity for the student to consider in some depth a range of emerging and sometimes contentious issues in education. Skill in critically analysing significant issues in the field will be promoted.

013337

Managing Change in Adult Education and Training

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Geoff Scott

This subject will enable teachers, trainers and managers in a range of educational contexts to manage the change process in education more efficiently and effectively. Practice-based research on effective management of program change and on how best to develop a workplace supportive of continuous improvement and innovation will be outlined, illustrated and tested. The attributes of effective change leaders will be discussed and the implications for students identified. The subject addresses the urgent need to enhance educators' capability to manage the relentless demands for change now faced by all educational institutions and groups across Australia.

013339

Skills, Technology and Workplace Learning

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Laurie Field

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

013341

Policy Analysis in Adult Education

MEd
6cp; 2hpw
subject coordinator: John McIntyre

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

013343

Adult Communication Management 1

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Shirley Saunders

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

013344

Adult Communication Management 2

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Shirley Saunders

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

013346

Computer-Mediated Adult Education and Training

MEd
6cp; distance
subject coordinator: Viktor Jakupec

In this subject students are introduced to various concepts, approaches and research findings in 014108 Computer-Mediated Communication. The aim is to enable students to develop a conceptual understanding of computer-mediated communication used in adult education and training. This subject examines various types of CMC and their respective features and will focus on

conceptual, generic and specific features of CMC as a tool for education and training in various settings. It will promote the understanding and critical analysis of types of CMC application, emphasising its educational features and effective utilisation in various education and training settings.

013347

Issues in Computer-Mediated Adult Education and Training

MEd
6cp; distance
subject coordinator: Viktor Jakupec

This subject is designed to provide students with an understanding of computer-mediated communication enabling them to critically evaluate technological, social, educational, historical and gender-based issues involved in new information technologies in education and training. Particular emphasis will be given to the analysis of equity and access issues.

013348

Research Perspectives in Education (core subject)

MEd
6cp; distance
subject coordinator: John McIntyre

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

013349

Design and Method in Educational Research (core subject)

MEd
6cp; 2hpw; block (2 x 4 days); distance
prerequisite: 013348 Research Perspectives in Education
subject coordinator: John McIntyre

This subjects builds on its prerequisite by developing competencies in designing and conducting research in education. Whereas 013348 Research Perspectives in Education introduced participants to the range of perspectives or frameworks for research, this subject aims to deepen their understanding of research practice and methodological issues in educational research.

The subject makes a number of assumptions about the teaching of research to postgraduate students. It emphasises learning to design research as well as the exploration of methodology. It assumes that methodology encompasses more than technique, raising important questions about the philosophies, ethics and politics of research. The subject is designed in three concurrent strands which will: ensure that researchers develop expertise in using a range of appropriate research techniques; assist them to propose, develop and critique a research design employing at least one major research method; and require them to identify a range of methodological issues raised by their proposed research.

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

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

013350

Issues in Educational Evaluation

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

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

013356

Independent Study Project 1

MEd
6cp

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

013357

Independent Study Project 2

MEd
6cp

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

013358

Experience-based Learning 1: Learners' Perspectives

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: David Boud

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

013359

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

MEd
6cp; 2hpw; block (2 x 4 days); prerequisite: 013358 Experience-based Learning 1: Learners' Perspectives
subject coordinator: David Boud

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

013360

Language and Power

MEd
6cp; 2hpw; block (2 x 4 days)
subject coordinator: Alison Lee

The subject will cover work within critical linguistics, social semiotics, and post-structuralist theories of discourse and language. The focus is on how discourses work in the construction and maintenance of relations of power in society. The subject aims to develop and strengthen a critical understanding of theories of language and discourse and to apply this understanding, using specific methods of analysis, in different contexts. Case studies of site for specific analysis will include: policy legislation, classroom and workplace interaction, official documents, the written language of the workplace, academic writing, the media and information technology.

013361

Women and Adult Education

MEd
6cp; 2hpw
subject coordinator: Susan Knights

This subjects offers an opportunity to study the roles of women as teachers and managers in adult education i the community and the workplace. It also covers issues relating to women's participation in adult education in Australia and internationally and women's contribution to theory, policy and research in adult education.

013363

Supporting Workplace Learning and Reform

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Laurie Field

This subject examines the process by which an enterprise becomes more like a learning organisation against a backdrop of the current industry and enterprise reform agenda. It introduces a number of conceptual shifts that need to occur in areas like work organisation, employee relations and training in order to move in the direction of a learning organisation.

013367

Cultural Diversity in the Workplace: Management and Learning

MEd
6cp; 2hpw; block (2 x 4 days); distance
subject coordinator: Nicky Solomon

Cultural diversity is a critical issue in the contemporary workplace. This is in part due to the rapid pace of globalisation and the increasing local demographic diversity as a result of immigration and a more fluid international labour market. At the same time the restructuring of work puts a greater emphasis on culture as a management concept. This subject examines the consequences of these changes for workplace learning whether located in educational institutions or in the workplace.

013368

The Psychology of Adult Development

MEd
6cp; block (2 x 4 days); distance
subject coordinator: Bob Pithers

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

013369

Critical Literacies

MEd
6cp; 2hpw; block (2 x 4 days)
subject coordinator: Rosie Wickert

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

014102

Foundations of Flexible Learning

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

014103

Educational Development and Instructional Design for Flexible Learning

MEd; GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

014105

Technologies for Flexible Learning

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

014107

Principles of Interactive Multimedia

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

014108

Computer-Mediated Communication

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

015116

Project

MA AppLing Lang and Lit, TESOL
6cp

This subject encourages students to think analytically and critically about their professional work. It explores the socio-cultural, political, economic and ideological factors that influence educational contexts. By building on the subject 015126 Research Methodologies, it provides opportunities for students to address particular issues or questions relevant to their work contexts by undertaking a small research project.

015120

Curriculum and Methodology (TESOL)

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

This subject explores the role of English language teaching in contemporary society and critically examines the theoretical assumptions that underpin various approaches to TESOL. It explores different approaches to syllabus design, methodology and program evaluation with particular emphasis on the teaching of spoken language. As part of this subject, students will be expected to demonstrate competence in teaching TESOL.

015121

Curriculum and Methodology (ABE)

GradDip ABE, TLOTE, TESOL, MA Lang and Lit, AppLing
6cp

Curriculum is viewed as a social construction, shaped by the beliefs and values of the individuals or groups who produce it. Students explore the relationships between curriculum and the broader society, and identify their own assumptions and beliefs about curriculum. They are presented with theoretical frameworks in which to develop skills for implementing and evaluating learning programs for adult literacy and numeracy students in a range of contexts. Consideration is given to assessment of student progress and issues of program evaluation. Students will be expected to demonstrate competence in teaching practice.

015122

Assessment, Programming and Evaluation

GradDip LangTeach, TLOTE, TESOL, ABE, MA Lang and Lit, AppLing
6cp

This subject has two parts. The first part is programming, which aims to provide students with a framework and skills for planning and evaluating learning programs in TESOL, ABE and LOTE contexts. The second part is assessment which develops a range of assessment and evaluation tools for use in language, literacy and numeracy contexts. A range of approaches to assessment evaluation and program design will be considered. Current issues affecting programming and assessment will be discussed.

015123

Language for Specific Purposes

GradDip TESOL, TLOTE, MA Lang and Lit, MEd
6cp

This subject engages students in designing programs to meet the needs of particular groups of learners and in describing language demands in its different contexts of use. The subject will be targeted to the needs of LSP, LOTE, ABE teachers, or school teachers concerned with language across the curriculum.

015125

Phonology and Pronunciation

GradDip TESOL, TLOTE, MA TESOL, Lang and Lit
6cp

This subject aims to provide students with theoretical and practical perspectives on the teaching of pronunciation within a functional approach to language. Phonemic and prosodic aspects of language will be considered, and the role of prosody in contributing to the construction of meaning will be explored. Students will develop strategies for the teaching of pronunciation to learners of a second language, and will also consider phonological aspects of the first language.

015126

Research Methodologies

MA TESOL, Lang and Lit, AppLing
6cp

This subject introduces students to a range of research methods for investigating language, literacy and numeracy learning and teaching. It develops skills for critical reading of research literatures and appropriate academic writing skills. It also develops the skills and knowledge to identify a research topic, design a feasible project and write a research proposal.

015127

Grammar and the Construction of Meaning

GradDip TESOL, TLOTE, ABE, MA TESOL, Lang and Lit AppLing
6cp

This subject builds on the functional approach to language and social context introduced in the prerequisite subject 015152 Language in Social Context. It explores the functional organisation of grammar and how it creates meaning both through the classification of our physical, social and psychological worlds, as well as through the dynamics of negotiating and maintaining social and interpersonal relationships. This subject will enable students to develop practical skills in the analysis of the grammar of real-life texts and to develop skills in evaluating the appropriateness and effectiveness of language use. This subject aims for students to develop understanding of the nature and structure of grammar and text and to develop a terminology to talk about the competencies and needs of language learners in the effective teaching of language, literacy and numeracy.

015128

Socio-Political Contexts of Language, Literacy and Numeracy Education

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

This subject aims to develop students' knowledge and understanding of the historical, social, political, economic and cultural contexts of language, literacy and numeracy teaching. It explores the multicultural, multilingual society in which Australians live and examines the factors and events which have influenced the development of Adult Basic Education (ABE), Teaching English to Speakers of Other Languages (TESOL) and Teaching Languages Other than English (TLOTE). The focus will be on factors at classroom, institution and system level – on past policies and developments and future trends. Techniques of analysis will be developed. Students wishing to develop their knowledge and understanding of language policy and planning in international contexts should refer to the subject 015130 Language Policy and Planning.

015130

Language Policy and Planning

GradDip TESOL, TLOTE, ABE, MEd, MA Lang and Lit
6cp

This subject will introduce students to social, political and economic perspectives on language planning, language policy and language teaching in an international context. It will examine the way in which some languages become dominant through socio-political forces, and the implications for other languages. The ways in which language planning and policy decisions are implemented through a country's education system will be examined critically, and the implications for teachers of English or TLOTE will be considered. Students will be encouraged to

apply the theoretical frameworks presented to the analysis of language planning in a country with which they are familiar or where they intend to teach. The subject 015128 Socio-Political Contexts of Language, Literacy and Numeracy Education focuses on policy and planning issues in the Australian context.

015152

Language in Social Context

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

This subject is an introduction to the nature and organisation of language and the relationship between language, text and context for teachers in the fields of TESOL, TLOTE and ABE. It focuses on a functional approach to language. It explores the functional relationship between text and context and the generic organisation of text. This subject aims to develop practical skills in text analysis relevant to educational and workplace contexts and to serve as a foundation for further language studies.

015153

Teaching and Learning Literacy

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

This subject aims to provide students with the knowledge and skills to enable them to teach literacy in a variety of contexts. It provides an introduction to the relationship between language use and power relationships in our society and an understanding of the nature and development of literacy practices. Students explore the research which supports different concepts of literacy, with particular attention given to the understanding of literacy as social construct. Literacy teaching and learning strategies in L1 and L2 contexts are examined and evaluated in the light of the theoretical frameworks provided in this subject and in the subject 015152 Language in Social Context.

015157

Curriculum and Methodology (TLOTE)

GradCert TLOTE, GradDip TLOTE, Lang Teach, MA Lang and Lit, AppLing
6cp; 2hpw

This subject is designed to provide an introduction to the theory and methodology in the teaching of LOTE. It includes an overview of past and present trends in methodology and syllabus design and examines goals of language learning. It emphasises the relationship between theory and classroom practice. The practical application of theories of language, learning and teaching to the design of communicative tasks is examined in detail. Students will be expected to demonstrate competence in the effective teaching of LOTE.

015158

Language Development

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

This subject provides a critical introduction to research into first and second language development with particular emphasis on social and functional perspectives on language learning, drawing out implications for classroom practice.

015163

Phonetics and Phonology and Sociolinguistic Variation in Spoken Language

MA AppLing
6cp; 2hpw

This subject is an introduction to the phonetic and phonological structure of language. It introduces students to the basic conventions and skills in the transcription of spoken language data. Students will develop practical expertise in working with the data of spoken language. The subject also introduces students to the sociolinguistic study of the speech variation in modern urban societies.

015164

Technology-Based Language Learning

GradDip Lang Teach
6cp; 2hpw

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

015165

Project

MA AppLing
18cp

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

015167

Japanese Language Analysis

MA AppLing
6cp
subject coordinator: Liam Morgan

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

015170

English for Academic and Teaching Purposes

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

This subject is open to all students, but is particularly designed to assist overseas students. It will develop students' ability to meet the language and technology demands of university courses. Students will develop effective reading and writing strategies for academic literacy needs, drawing on knowledge of reading and writing processes. This subject will analyse key readings from other subjects in the course and provide support to students with writing needs. Other key areas will include the analysis of the discourses of learning and teaching and an examination of the cross-cultural dimensions of these in Australian and overseas contexts.

015250

Practicum 1

GradDip Lang Teach, ABE, TESOL, TLOTE
6cp

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

015253

Practicum 2

GradDip Lang Teach, ABE, TESOL, TLOTE
6cp

This subject provides students with an opportunity to extend the expertise developed in 015250 Practicum 1. It focuses on practical teaching skills including management of the learning context, and the development and evaluation of teaching and learning activities. Students will observe and analyse lessons given by experienced teachers in their field. They will also undertake supervised teaching and complete a reflective practicum journal.

015261

Developing Community Adult Education Programs

GradCert AdultEd Community
6cp; 2hpw

In this subject participants will examine the theory and practice of designing and implementing a range of educational activities and courses for differing kinds of communities. By examining the work of adult educators from a number of fields, participants will be encouraged to develop their own theoretical framework to guide their practice.

015277

Discourse Analysis

MA AppLing, Lang and Lit, TESOL
6cp

This core subject builds on participants' knowledge of functional grammar to introduce them to a range of techniques for discourse

analysis which can be applied to spoken and written texts. The orientation will be to the social construction of text and the ways in which features of text are responsible to characteristics of the social and cultural context.

015278

Project

MA AppLing, Lang and Lit
12cp

In this elective subject participants work with an individual adviser to implement an in-depth study related to a self-chosen topic relevant to any aspect of the MA (TESOL). The completed study will count for 50 per cent of the MA (TESOL) and will be written up as a 12,000–15,000 word research project.

015290

Mathematics for Numeracy Teachers

GradCert Numeracy, GradDip ABE
6cp
subject coordinator: Betty Johnston

This subject enables participants to revisit basic mathematical concepts such as numeration and the decimal system, measurement, chance and data, algebraic expressions and elementary functions in a learner centred, self paced manner in order to develop participants confidence and strategies in learning mathematics. A short introduction to standard spreadsheet package will be included. Participants in this subject will be able to experience models of good numeracy teaching practice which they will be able to critique and adapt in their other subjects and in their own practice.

015291

Mathematics in Social Contexts

GradCert Numeracy, GradDip ABE, TESOL, MA Lang and Lit
6cp
subject coordinator: Betty Johnston

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

015342

Programming for Diabetes Education

GradCert Diabetes Ed and Mgt
6cp; 2hpw; prerequisite: 015343 Teaching and Learning in Diabetes Education

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

015343

Teaching and Learning in Diabetes Education

GradCert Diabetes Ed and Mgt
6cp; 2hpw; corequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants: identify and critique an overall framework which links the many elements that make up the teaching and learning process; use this framework to improve their professional performance in the design, delivery and evaluation of diabetes education learning sessions in both group and one-to-one contexts; identify various assumptions about what constitutes effective teaching and learning and evaluate their own levels of performance against these indicators; identify and develop the skills necessary for effective self-directed professional learning; and use these to guide their own development as diabetes educators.

015374

Foundations of Experiential Learning

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

This subject is an introduction to experiential learning, its values, theories and practices, historical developments, cultural perspectives, varieties of approach and the application of reflection and critical analysis. Participants will be required to keep a reading log, engage in group work and write a critical essay.

015375

Experiential Learning Strategies

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

In this subject participants learn about the application of experiential learning in diverse educational settings while taking account of different learning styles, and practical and ethical issues. It covers games and simulations, reflective journals, learning workshops, outdoor education, management development, workplace learning, leisure and tourism, art and the theatre. Participants will be required to: develop a resources package aimed at the development of high quality practice within their own area of work; document a learning event; maintain a reading log; and develop strategies for peer appraisal.

015376

Program Design, Implementation and Evaluation of Experiential Learning 1

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

Parts 1 and 2 of the two subjects under this title are linked and comprise a study of the methods and values characteristic of experiential learning, and the constraints and opportunities for implementation in specific settings. Part 1 allows individuals to research their own practice and carry out field studies to provide evidence of the status quo of experiential education. There are two skills workshop requirements. Participants will have the opportunity to work collaboratively in small teams to design and implement a one-day experiential learning workshop and be expected to attend and participate in one other. These workshops, like the group classes, will take place at weekends. Participants will also be required to maintain a reflective learning journal over the period of the course to record significant learning events and critically reflect on their experience, learning skills and work practices. Assessment includes a personal workplace study, field studies, group research reports and self-assessment and peer assessment.

015378

Advanced Curriculum Design

MA Lang and Lit, MA AppLing
6cp; 2hpw

This subject explores in-depth curriculum development issues in TESOL, covering the current theoretical debates underpinning TESOL curriculum design and good practice in needs analysis, curriculum development and evaluation.

015379

Program Design, Implementation and Evaluation of Experiential Learning 2

GradCert in Experiential Learning
6cp; 2hpw

Part 2 of this subject primarily focuses on collaborative group research. It moves the focus from local practice to implementation in another setting or to a whole institution or program implementing experiential learning. Participants will examine planning and design of activities, approaches to management and facilitation, methods of appraising outcomes, and monitoring and evaluating the learning process. Attention will be given to the socio-cultural, industrial, institutional and political implications of implementing experiential learning in a range of different settings and approaches that can be taken to facilitate successful implementation of experiential learning. Participants will produce a major collaborative report identifying the status quo and developing recommendations, strategies and advice for practitioners wishing to implement experiential learning. Participants will also be required to maintain a reflective learning journal to record significant learning events and critically reflect on their experience, learning skills and work practices.

015384

Issues in Indigenous Social Research Ethics

MA in Indigenous Social Policy
8cp

This subject explores issues surrounding social research ethics where research involves Indigenous communities. It aims to develop in students a deeper understanding and appreciation of the goals which Indigenous communities might wish to achieve when they initiate or agree to participate in research. Students will be made aware of the impact of research upon Indigenous communities through exposure to issues such as Indigenous

intellectual and cultural property rights, responsibilities and custodianship in relation to cultural heritage and the concept of collective ownership. The history and nature of the participation of Indigenous and non-Indigenous peoples within the area of social research will be explored as a means of providing an informed context for contemporary research partnerships.

015385

Research Methods for Social Policy

MA in Indigenous Social Policy
8cp

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

015386

Indigenous Social Policy: International Experiences

MA in Indigenous Social Policy
8cp

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

015387

Research Design and Appraisal

MA in Indigenous Social Policy
8cp

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

015388/015389

Independent Subject A/B

MA in Indigenous Social Policy
8cp each

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

015390

Project 1

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

Building on the knowledge and skills developed in the subjects 015384 Issues in Indigenous Social Research Ethics and 015385 Research Methods for Social Policy students will design and carry out a project investigating an area of Indigenous social policy.

015391

Project 2

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

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

015392

Extension Elective

MA in Indigenous Social Policy
2cp

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

015393

Psychology of Secondary Students

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

The aim of this subject is to provide students with: an understanding of the principles and patterns of human growth and development in the secondary school years; a knowledge of types of learning and their interaction with teaching approaches; and a knowledge of effective ways of interacting with students.

015396

Community Workplace Practice 1

GradCert Adult Ed Community
6cp; 1.5hpw; 2 x 1 day workshops

This subject is designed to assist participants in the development of their professional skills as community adult educators, helping adults learn. Participants will explore issues in structuring and facilitating learning experiences, working with learning groups, peer learning and negotiated learning. Within the subject participants will engage in peer learning processes and through the use of a learning journal they will be encouraged to critically reflect on their current practices.

015397

Community Workplace Practice 2

GradCert Adult Ed Community
6cp; 1.5hpw; 2 x 1 workshops

In this subject participants will continue to develop their professional skills as community adult educators. Participants will have an opportunity to explore teaching and learning approaches identified with popular education, experience-based learning and transformative learning while also examining issues within community education and cultural diversity, learning networks and learning communities. In this subject participants will engage in some peer learning approaches and work with a negotiated learning contract.

016001

Workplace Practice 1

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

The purpose of this subject is to assist participants to develop professional skills through reflective learning and critical thinking. The subject considers how the theories and principles encountered within the course impact upon relevant practices within participants' workplaces. Specific content is generated by the participants, according to their emerging needs and interests. Participants will work closely with a mentor (either workplace or academic) to document their own work experiences, and to develop new skills as professional educators. Reflective practice will be encouraged through the use of learning journals, learning partners, self-evaluation and peer feedback, cooperative feedback, negotiated learning contracts and team workshops.

016002

Adult Learning and Teaching

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

This subject aims to provide participants with the knowledge and skills to plan, implement and evaluate a range of learning experiences in the workplace and in vocational education contexts. Participants will also be able to identify the major schools of adult teaching and learning theory, to critically evaluate learning in a range of contexts and to critique current approaches and practices used in learning. They will explore their educational values and examine how these affect the teaching and learning process.

016003

Language, Culture and Communication

GradDip VET
6cp; 2hpw

This subject aims to provide participants with an understanding of:

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

016004

Learner Assessment

GradDip VET
6cp; 2hpw

This subject aims to provide participants with the knowledge and skills to plan, implement and evaluate assessment in the workplace and in vocational education contexts. Participants will also be able to critically evaluate the role of assessment in a range of contexts and critique current approaches and practices. This subject has been developed in response to current developments in vocational education and training in Australia, and especially to the increasing responsibility of educators and industry to assess achievement and certify competency.

016005

Workplace Practice 2

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

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

016006

The Professional Practitioner

GradDip VET
6cp; 2hpw

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

016007

Program Design and Evaluation

GradDip VET
6cp; 2hpw

This subject aims to provide participants with the knowledge and skills to develop and evaluate vocational education and training programs in the context of the contemporary education and training environment. It also helps participants to critically evaluate these processes within the context of teaching and learning.

016008

Workplace Context

GradDip VET
6cp; 2hpw

This subject provides participants with an understanding of how key educational, social, economic, political and technological issues affect their roles and work environment. It also provides them with opportunities to examine the impact of these issues on their work as vocational educators/trainers.

016710

Independent Project

GradCert Flexible Learning
6cp
subject coordinator: Viktor Jakupec

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

016714

Dissertation Development and Appraisal

EdD
9cp

This subject is designed to help participants develop their dissertation plan. The elements of a dissertation and strategies for conducting it will be clarified and analysed (e.g. choosing an area of investigation, conducting a literature review, critiquing existing studies, identifying a problem or issue to be investigated, adopting an appropriate methodology, the concept of a 'thesis', planning writing tasks, obtaining feedback from others, referencing, proofreading, data analysis and

interpretation). Participants will be required to develop a proposal, and critique the proposals of some other participants in the group.

016715

Analysing Professional Practice

EdD
9cp

This subject is designed to help participants develop a critical posture in relation to their educational practice and the sites in which they work. A relevant framework for critically analysing practice will be discussed and then applied, illustrated and refined using the participants' educational sites as case studies. Participants will be required to present their own case study and maintain a portfolio of written comments on the presentations of other participants.

016716

Introduction to the Doctor of Education

EdD
9cp

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

020961

Leadership in Art Education

MEd
6cp; 2hpw
subject coordinator: Anne Bamford

This subject aims to provide students with the opportunity to examine a range of theoretical perspectives on the teaching of art and to reflect on current practices in art education. Students will analyse attitudes and practices in art education and develop effective models for art planning and instruction. Through a variety of approaches, students will investigate key issues and develop advocacy skills related to leadership in art education.

020962

Visual Arts Practice

MEd
6cp; 2hpw
subject coordinator: Anne Bamford

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

020963

Arts in the Community

MEd
6cp; 2hpw
subject coordinator: Anne Bamford

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

020964

Visual Arts Method

MEd
6cp; 2hpw
subject coordinator: Anne Bamford

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

023001

Psychology of Secondary Students

GradDipEd, GradDip Lang Teach
3cp; 3hpw
subject coordinator: Margaret Goninan

The aim of this subject is to provide students with: an understanding of the principles and patterns of human growth and development in the secondary school years; a knowledge of types of learning and their interaction with teaching approaches; and a knowledge of effective ways of interacting with students.

023002

Meeting Special Needs in the Secondary School

GradDipEd, GradDip Lang Teach
3cp; 3hpw
subject coordinator: Nicole Todd

The aim of this subject is to provide students with: effective ways of interacting with students; strategies for identifying students with learning or behavioural difficulties; knowledge of how secondary school teachers can meet the challenges presented by students with special needs, including those with learning or behavioural difficulties, and gifted and talented students; and an understanding of the educational issues relevant to the use of alternative curricula and learning contexts, including alternate pathways in post-compulsory education.

023003

The Secondary School: Social Bases and Critical Issues

GradDipEd
4cp; 4hpw
subject coordinator: Kathie Forster

In this subject students will learn about the nature of educational problems in the school and the education system in New South Wales in terms of their social and philosophical underpinnings. They will also: examine the role of the Federal Government in education; explain how social characteristics influence the educational outcomes of certain social groups and identify appropriate policies and programs which address these outcomes; identify and analyse the direction of social and educational change and the interaction between schools and society in this regard; analyse and evaluate alternative viewpoints in relation to some critical educational issues raised; determine their own reasoned and logically supported position in relation to such issues; move towards a commitment to specific policies and practices that follow from the position they have adopted.

023191

Secondary Practicum 1

GradDipEd
12cp; 1hpw plus practical experience
prerequisite/corequisite: 027001 Learning in PDHPE or 028001 Learning in Science 1
subject coordinator: Jannette Griffin

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

023192

Secondary Practicum 2

GradDipEd
12cp; 1hpw plus practical experience
prerequisite: 023191 Secondary Practicum 1; corequisite: 02700 Learning in PDHPE or 028002 Learning in Science 2
subject coordinator: Gilda Segal

This subject prepares students for implementing current developments in learning and teaching by addressing a range of policy issues and their implications for professional practice. An emphasis is placed upon the development of professional commitment and its implications for lifelong learning. Further integration of theory and practice occurs as students engage in and reflect upon their school-based practice.

023851

Educational Perspectives on the Management of Challenging Behaviours

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Margaret Goninan

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It will also explore the ways in which these approaches have been researched. It examines the criteria for selecting

different preventive and management approaches. Students will be given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in practicum.

023852

Reading and Spelling Instruction for Students with Special Education Needs

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Joan Jardine

This subject examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. Participants analyse and evaluate research on reading and spelling acquisition, apply the findings to the instructional needs of students, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023853

Written Text and Students with Learning Difficulties

GradDip Spec Ed
6cp; 3hpw; prerequisite/corequisite: 023852 Reading and Spelling Instruction for Students with Special Education Needs
subject coordinator: Joan Jardine

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and in school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations, are investigated. The effectiveness of various approaches to facilitating writing is evaluated, and attention is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023854

Numeracy Instruction for Students with Learning Difficulties and Disabilities

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Nicole Todd

In this subject participants will critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They will be provided with information and experiences which will assist them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants will examine adaptation of mainstream mathematics curricula and functional numeracy based on individualised ecological inventories. The role of language in numeracy instruction is also examined, and appropriate and motivating activities and teaching strategies to assist students to effectively learn will be investigated in detail.

023855

Instructional Issues in the Education of Students with Moderate and High Support Needs

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Nicole Todd

In this subject participants will critically examine key issues and approaches in the education of persons with moderate and high support needs. Assessment models and tools appropriate for students with moderate and high support needs will be a component of this subject. Use of assessment data to develop individual education programs to meet students' needs across a range of curricula domains will also be examined. Participants will be given the opportunity to evaluate commercially produced curricula. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023856

Delayed or Disordered Communication: An Educational Approach

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Joan Jardine

In this subject participants acquire an understanding of language delays and deficits in the context of current theories of language acquisition in oral and non-oral forms. They also learn to evaluate the validity, reliability and educational usefulness of commonly used methods of assessment, consider the issues and procedures involved in the choice of a communication system, and identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.

023861

Practicum 1: Exceptional Teaching

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Margaret Goninan

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023862

Practicum 2: Future Directions in Special Education Service Delivery

GradDip Spec Ed
6cp; 3hpw
subject coordinator: Margaret Goninan

This subject examines ways in which services are provided to students with special needs. It utilises practicum experiences and lecture/workshop sessions to explore delivery systems. In addition, it focuses on how service deliverers and clients can work together to achieve optimum results. There is a specific focus on the development of collaborative strategies, and an analysis of how these strategies can be used in inclusive service delivery models.

023870

Researching Practice in Special Education

MEd
6cp; 2hpw; prerequisite/corequisite: Practicum 1: Exceptional Teaching (includes field experience), or equivalent
subject coordinator: Margaret Goninan

This subject helps participants to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities, and the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency. Students will be given the opportunity to apply their research skills in a practical situation.

023871

Learning Difficulties and Learning to Read and Spell

MEd
6cp; 2hpw
subject coordinator: Joan Jardine

The purpose of this subject is to enable students to develop expertise in the fields of literacy acquisition and learning difficulties through a systematic study of relevant research. There are two main emphases: issues in the diagnosis and evaluation of reading and spelling; and effective programming and teaching of students who have difficulty in learning to read and spell.

023872

Curricula and Programs for Students with High Support Needs

MEd
6cp; 2hpw
subject coordinator: Nicole Todd

In this subject students consider assessment issues for persons with high support needs; review the range of options available for persons with disabilities; and develop their proficiency in devising educational programs and teaching. Research findings are analysed and evaluated as a guide to practice.

023873

Educating Students with Behaviour Disorders 1

MEd
6cp; 2hpw
subject coordinator: Margaret Goninan

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

023874

Learning and Communication Disorders

MEd
6cp; 2hpw
subject coordinator: Joan Jardine

This subject is designed to look at the influence of theoretical issues of program design for children who have difficulty establishing oral communication systems. It will examine issues related to the use of augmentative communication and communication in social contexts.

023875

Numeracy-related Programming for Students with Intellectual Disabilities

MEd
6cp; 2hpw
subject coordinator: Nicole Todd

This subject develops an understanding of the theoretical approaches to numeracy-related programming for people who have learning difficulties an disabilities, and the ways in which these approaches have been researched. It explores curricular issues in relation to the diverse needs of people with intellectual disability. Students will be given the opportunity to apply their research skills in a practical situation.

023876

Integration

MEd
6cp; 2hpw
subject coordinator: Margaret Goninan

This subject examines the philosophical, practical and research bases for integration of students with learning and/or behavioural difficulties into regular educational settings. Students will learn to identify research methods used to evaluate the effectiveness of integration programs; analyse research evaluating educational programs integrating students with learning and/or behavioural difficulties, and conduct a small piece of action research; identify existing support services available to teachers who integrate students with learning and/or behavioural difficulties and analyse the extent to which these incorporate research-based principles.

023877

Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties

MEd
6cp; 2hpw
subject coordinator: Joan Jardine

This subject investigates how instructional theory develops. It helps students to derive a set of theoretical principles to assist in constructing instructional programs, evaluate existing programs, and measure the effectiveness of instructional procedures with those who fail to learn using normal instructional techniques. It also examines methods of diagnosing and assessing comprehension.

023890

Children with Language Delay and the Language of Learning

MEd
6cp; 2hpw
subject coordinator: Joan Jardine

This subject develops an understanding of the differences between spoken and written discourse and of the challenge these differences present to children whose language is delayed. It also evaluates language delay and language differences in the context of normal language development in reading and writing, and identifies and develops effective teaching strategies for promoting language development.

023901

Managing Change in Education

GradCert in Managing Change in Education
6cp; 2hpw; corequisite: 023902 Workplace Reform and Changing Structures in Education
subject coordinator: Geoff Scott

This subject is designed to introduce students to important concepts and strategies relevant to managing change in education. It develops an understanding of the process of educational change in schools and the skills of reflective management necessary to support the innovation process.

023902

Workplace Reform and Changing Structures in Education

GradCert in Managing Change in Education
6cp; 2hpw; equivalent; corequisite: 023901 Managing Change in Education
subject coordinator: Geoff Scott

This subject identifies the attributes of an educational workplace which actively supports the process of continuous quality improvement and innovation.

023961

Educational Leadership in a Technological Society

MEd
6cp; 2hpw
subject coordinator: Laurie Brady

This subject develops the knowledge and skills associated with the theories of effective leadership as they apply in the educational context. It also identifies and evaluates the technology and technological changes affecting the school and helps to apply this knowledge, and reflects on personal experience of leadership and technology with reference to both the professional literature and the demonstrated effects on the school.

023963

Gender, Power and Education

MEd
6cp; 2hpw
subject coordinator: to be advised

This subject critically analyses theoretical and research approaches to the understanding of gender and power in education; examines critical issues related to the operation of gender and patriarchy in Australian education institutions; critiques literature related to the culture of gender and socialisation processes in the family, school and community; examines gender equity policies and their implications for current and future options in Australian education; and investigates the operation of gender in specific educational contexts.

023965

Introduction to Educational Research

MEd
6cp; 2hpw
subject coordinator: Lynette Schaverien

This subject helps participants to: analyse philosophical issues that underpin educational research; examine critical relationships between research and educational practice; develop understandings of methodologies typically employed in educational inquiry; develop skills in selecting methodologies that are most suitable for the problems that students are likely to investigate; and examine the general issues in data analysis.

023970

Curriculum Design and Management

MEd
6cp; 2hpw
subject coordinator: Laurie Brady

This subject examines the design, implementation, management and evaluation of curriculum in schools. Situational analysis and the application of the substantive elements of curriculum development to NSW curriculum documents are considered, along with the implementation of new outcomes-based syllabuses, their management in the school situation and the evaluation of curriculum in terms of both policy and practice.

023971

Issues in School and Community Relations

MEd
6cp; 2hpw; prerequisite: 023601 School and Community Relations or equivalent
subject coordinator: Kathie Forster

This subject addresses a number of important theoretical issues in the area of school and community relations that require close reflection and analysis. Issues include: participation, representation and democracy in educational decision making; teacher professionalism; accountability to the local community; and community education for social empowerment. The implications of these issues for practice and the improvement of school and community relations are addressed throughout.

023972

Managing Change in Educational Settings

MEd
6cp; 2hpw
subject coordinator: Kathie Forster

This subject seeks to provide students with the knowledge and skills appropriate for managing change in a range of educational settings, especially schools. It is based on a recognition that educational situations are dynamic and that continual modification is essential for the effectiveness of any educational institution. Successful management of change in edu-

cation, as elsewhere, requires understanding of the processes involved, skill and sensitivity. This subject analyses the requirements of successful implementation of educational innovations by reviewing and appraising current literature in the field, examining and discussing relevant case studies. It also examines and evaluates various models of educational change; develops students' understanding of the issues relating to the evaluation of educational innovations and develops their ability to effectively evaluate a specific innovation; develops or extends students' skills in negotiation, team building, conflict resolution and submission writing, in order to effectively address change; and teaches them to apply literature-based insights and relevant skills for professional practice by undertaking a change project or analysing a case of attempted change arising from experience.

023973

Supervision: The Developing Teacher

MEd
6cp; 2hpw
subject coordinator: Alan Scully

This subject develops the knowledge and skills associated with the principles of clinical supervision as they apply in the educational context, and critically evaluates supervision strategies used in the professional development of both pre- and in-service teachers. Students will select and apply educationally defensible supervision practices, and reflect on their own supervision practice.

023974

Professional Ethics for Educators

MEd
6cp; 2hpw
subject coordinator: Kathie Forster

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

023976

Politics in Education

MEd
6cp; 2hpw
subject coordinator: Kathie Forster

This subject develops an understanding of the power relations within education at both the school and system level; examines and evaluates various decision-making models as they apply to the exercise of power in educational contexts; develops skills and knowledge to contribute to the empowerment of school communities; and develops an awareness of how political processes enter into some key policy issues in education.

023979

Special Study in Education

MEd
6cp; 2hpw
subject coordinator: Graham Barnsley

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

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

023981

Qualitative Research in Education

MEd
6cp; 2hpw
subject coordinator: Laurie Brady

This subject undertakes a critique of literature related to philosophical, ethical and theoretical considerations for conducting qualitative research in education; develops understanding of a range of traditions such as phenomenology, ethnography, symbolic interactionism, critical ethnography and action research as they apply in educational research methodology; formulates appropriate research problems and designs qualitative research strategies for examining such problems; develops systems and techniques in data collection, reduction, analysis and interpretation; and examines issues of reliability, validity, credibility and reproducibility in qualitative research.

023987

Education for Gifted and Talented Students

MEd
6cp; 2hpw
subject coordinator: Graham Barnsley

Students will be given an introduction to a contemporary, theoretical framework of reference for the design, implementation and evaluation of programs for gifted and talented students. They will develop awareness of, and critically analyse, contemporary mainstream programs and reflect on their own experiences in catering for gifted and talented students in the mainstream.

023991

Minor Independent Study

MEd
12cp; prerequisites: 023965 Introduction to Educational Research or 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study; plus a credit average
subject coordinator: Gilda Segal

This subject allows students to carry out an independent study in an area of their choice, subject to the availability of a supervisor and the approval of the Post-Initial Teacher Education Committee. Students have the opportunity to extend and use their understanding of research in a particular area as well as developing their knowledge of research strategies and skills.

023992

Major Independent Study

MEd
24cp; prerequisites: 023965 Introduction to Educational Research or 023981 Qualitative Research in Education; plus two subjects cognate with the topic of the independent study; plus a credit average
subject coordinator: Gilda Segal

This subject gives students the opportunity to refine a research proposal and to engage in an in-depth study of an issue or problem in education. It provides students with the scope to develop their research abilities and techniques in a serious and sustained way.

023999

Research Literacies

EdD
9cp; 2hpw
subject coordinator: Alison Lee

This subject will enable participants to become competent, sophisticated readers of research by examining the conventions and assumptions within the different research traditions. The subject has been designed to enable participants to engage in collaborative appraisal of recent research studies as well as to individually analyse and evaluate a study pertinent to the student's field of practice.

024901

Children's Literature 1

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

This subject develops a critical appreciation of the range of literature available for children in the early childhood to mid-primary age range. It also provides an understanding of the importance of literature in the development of children in this age range, and explores ways of developing the appreciative and critical responses of children to literature.

024902

Children's Literature 2

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

This subject traces the evolution of the modern children's novel from traditional tales through the classics, to contemporary writing. It also examines the phenomenon of the 'young adult' novel, explores the social and cultural significance of the literature studied, and considers techniques for enhancing responses to literature.

024903

Research Methodology

GradDip/MA Children's Literature and Literacy
6cp; 2hpw
subject coordinator: Rhondda Brill

This subject develops the skills necessary to understand and appraise appropriate research literature, and to plan and implement action research projects. Students will develop a proposal for the independent work they will undertake in their major study (024904 or 024914).

024904

Issues in Children's Literature and Literacy

GradDip Children's Literature and Literacy
12cp; 2hpw; prerequisites: all subjects in Semesters 1, 2 and 3
subject coordinator: Rosemary Johnston

In this subject, students will undertake an individual exploration of an aspect of children's or young adult literature or literacy. They will be required to practise research skills and develop expertise in the analysis and synthesis of information. They will present a written assignment of approximately 5,000 words and make an oral presentation to the class group, based on this assignment.

024911

Literacy 1

GradDip/MA Children's Literature and Literacy
6cp; 2hpw
subject coordinator: Rhondda Brill

This subject develops an understanding of current theories of language and literacy learning and their implications for literacy learning from early childhood to mid-primary. Students will examine children's early reading and writing behaviours, formulate guiding principles for the design and implementation of a literacy curriculum for this age range, and design and evaluate strategies for the teaching of literacy from early childhood to mid-primary.

024912

Literacy 2

GradDip/MA Children's Literature and Literacy
6cp; 2hpw; prerequisite: 024911 Literacy 1
subject coordinator: Rhondda Brill

This subject develops an understanding of the functional model of language and its implications for literacy learning from primary to junior secondary. Students will explore the roles of the proficient reader, the social functions and social construction of literacy, and examine the principles and practices of current curricula.

024913

Literary Theory and Children's Literature

GradDip/MA Children's Literature and Literacy
6cp; 2hpw; prerequisites: all prior subjects
subject coordinator: Rosemary Johnston

This subject considers children's literature in relation to movements in general literature and literary theory. Students will become familiar with the major concepts in structuralist and post-structuralist literary theory and be able to apply these concepts to children's literature so as to develop insights into the nature and value of that literature.

024914

Major Study

MA Children's Literature and Literacy
12cp; prerequisites: all subjects in Semesters 1, 2 and 3
subject coordinator: Rhondda Brill

This subject allows MA students to carry out an independent study in an area of their choice. They will identify a topic which justifies investigation and an extension of understanding, survey the current information pertaining to the topic, develop and implement their study and present a report of approximately 15,000 words.

024961

English Teaching Issues

MEd
6cp; 2hpw
subject coordinator: Rhondda Brill

This subject critically examines current issues which affect the primary English curriculum. It also develops an understanding of the theories of language learning which underpin current issues in English teaching, and develops the ability to reflect critically on, and change, English teaching practices that are problematic.

025001

Learning in Mathematics

GradDipEd
14cp; 8hpw
subject coordinator: Gerry Foley

This year-long subject aims to encourage students to develop their own consistent philosophy of teaching mathematics and to provide a framework on which they may base their teaching of mathematics in the secondary school. They will become familiar with aspects of child development and theories of learning as they relate to mathematics education, and develop understanding of the principles underlying curriculum construction. The link with the practicum will help students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the secondary school.

025961

Issues in Mathematics Education

MEd
6cp; 2hpw
subject coordinator: Gerry Foley

This subject examines aspects of the social context of mathematics education and the nature of mathematics education; identifies and analyses some of the critical issues relevant to the teaching and learning of mathematics; develops awareness of the implications and impact of these issues on mathematics learning; and considers curriculum provisions and teaching strategies which may contribute to the addressing of these issues.

025962

Mathematical Communication

MEd
6cp; 2hpw
subject coordinator: Sandy Schuck

This subject encourages the development of research, analytical and professional skills in the investigation of the relationship between mathematics and communication; examines the teaching of mathematics from the perspective of mathematics as a language; considers the extent to which socio-cultural factors influence children's acquisition and understanding of mathematical language; and investigates and analyses practices and procedures pertaining to the role of communication in the development of children's mathematical thinking.

026901

Music Therapy Practice 1

GradDip Music Therapy
5cp; 1hpw; 224 hours clinical training practicum
subject coordinator: to be advised

This subject provides a framework of reference for understanding the basic practice of music therapy. This is done through an examination of current methods in music therapy, a review of research trends and an investigation of the philosophical principles on which music therapy is based. The subject includes a study of the physiological and psychological responses to music. Students undertake 224 hours of clinical practice in an institution.

026902

Music Therapy Practice 2

GradDip Music Therapy
6cp; 2hpw; 224 hours clinical training practicum; prerequisite: 026901 Music Therapy Practice 1
subject coordinator: to be advised

This subject approaches the practical aspect of clinical music therapy. It integrates current psychological and theoretical ideas into the context of music therapy method. This subject also extends a student's communication skills in order to facilitate music therapy practice. Students undertake 224 hours of clinical practice in an institution.

026903

Music Therapy Practice 3

GradDip Music Therapy
7cp; 2hpw; 232 hours clinical training practicum; prerequisite: 026902 Music Therapy Practice 2
subject coordinator: to be advised

This subject addresses the need for the therapeutic process in casework to have direction and purpose. An understanding of the therapeutic processes and programming possibilities is the main concern of this subject. Students undertake 232 hours of clinical practice in an institution.

026904

Music Therapy Practice 4

GradDip Music Therapy
7cp; 3hpw; 232 hours clinical training practicum; prerequisite: 026903 Music Therapy Practice 3
subject coordinator: to be advised

This subject contributes to the professional development of the music therapist by raising the awareness of current concerns, standards, practices and research interests. A case study is made, research project position papers are presented and students undertake 232 hours of clinical practice in an institution.

026911

Music Skills 1

GradDip Music Therapy
3cp; 1hpw; prerequisite: music skills as required for entry to the subject
subject coordinator: to be advised

This subject addresses the consolidation and extension of music knowledge and practical music skills peculiar and essential to the study

and practice of music therapy. It is concerned with the student's ability to theoretically and practically harmonise melodies, memorise melodies, construct songs and transpose music. The subject involves the student's ability to accompany songs using a portable instrument. It is also concerned with the development of a personal folio of works suitable for therapeutic application with the young.

026912

Music Skills 2

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

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

026913

Music Skills 3

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

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

026914

Music Skills and Application 4

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

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with the development of the facility to notate and chord from memory and to extend this into performance. The subject deals with accompanying skills both on the student's main instrument and upon a portable instrument and with modes of application with respect to improvisation. It is also concerned with the development of a personal folio of works suitable for therapeutic application with older adults.

027001

Learning in Personal Development, Health and Physical Education

GradDipEd
14cp; 8hpw
subject coordinator: Bob Tremayne

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

027901

Dance Method 1: Performance and Teaching

GradCert in Dance Education
6cp
subject coordinator: to be advised

This subject provides an opportunity to explore the techniques of Modern, Jazz, Folk and Latin and American dance within the context of safe dance. It assists participants to translate the content of Modern, Jazz, Folk and Latin and American dance into teaching strategies. The emphasis of the subject is on teaching dance in the school context.

027902

Dance Method 2: Composition and Teaching

GradCert in Dance Education
6cp
subject coordinator: to be advised

This subject examines the processes and structures of dance composition as well as the performance skills necessary to interpret, express, communicate and sustain the intention of the choreographer in Modern and other dance styles. Participants develop two complete dances and will engage in improvisation tasks related to problem solving and reflective thinking. They discuss the part played by these processes in their own approach to dance composition and the way they teach it to their students.

027903

Historical Perspectives: Appreciation of Dance in the 20th Century

GradCert in Dance Education
6cp
subject coordinator: to be advised

This subject covers the history of Modern and related dance styles in the century. Participants study international seminal artists and choreographers, as well as significant Australian dance artists, choreographers and companies, within the context of K–12 dance curricula.

027904

Issues in Dance Education

GradCert in Dance Education
6cp
subject coordinator: to be advised

This subject explores issues related to the variety and quality of dance education offered in schools in NSW, K–12.

027962

Teaching Controversial Issues in Personal Development, Health and Physical Education

MEd
6cp; 2hpw
subject coordinator: Bob Tremayne

The subject aims to improve teaching practice in the areas of personal development, health and physical education by critically analysing the implications of current educational trends and issues for curriculum development. It helps students to review curriculum documents; develop skills in contextual analysis that will enable them to develop and improve curricula; evaluate available resources for teaching controversial topics; and develop teaching units for the presentation of sensitive topics.

027963

Values Education in Personal Development, Health and Physical Education

MEd
6cp; 2hpw
subject coordinator: Bob Tremayne

This subject examines the pluralistic nature of Australian society and analyses political issues in relation to the role of school, in particular to the provision of values education. It helps students to critically review the literature related to theory, research and practice of values education; identify and analyse contemporary issues and current trends in educational policy and their implications for values education; critique theories of moral and social development; devise strategies for developing values education through personal development, health and physical education curriculum that has societal, cultural and community relevance; and develop skills in teaching values in the primary personal development, health and physical education curriculum.

027965

School, Sport and Society

MEd
6cp; 2hpw
subject coordinator: to be advised

This subject helps students to analyse the role of sport in Australian society and its relationship to education; analyse school sport structures; compare and contrast school sport in Australia with international models; examine controversies that influence sport in an educational context; and examine policies which will improve the quality of sports delivery in schools.

028001

Learning in Science 1

GradDipEd
7cp; 8hpw
subject coordinator: Gilda Segal

This subject aims to develop the craft of teaching science while blending professional skill with suitable academic insights. The students will develop a range of approaches and strategies to use in the classroom and laboratory which reflect research findings in science education. They will develop a philosophy of teaching science consistent with current syllabuses and policies and demonstrate understanding of the professional insights and demands of the practising science teacher.

028002

Learning in Science 2

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

This subject aims to prepare proficient beginning teachers in science. It is intended as a foundation for continuing professional development. On completion of this subject students will be able to apply their educational studies to the teaching of science; to design,

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

028961

Learning in Science and Technology

MEd
6cp; 2hpw
subject coordinator: Gilda Segal

This subject equips students with advanced theories on learning and methods for investigating and recording learning within a developmentalist framework. It requires critical reflection on those theories, methods and conclusions.

029901

Aboriginality, Power and Education

MEd
6cp; 2hpw
subject coordinator: Joan Jardine

This subject helps students to critically analyse theoretical and research approaches to the understanding of Aboriginality and power in education; examine critical issues related to the suppression of Aborigines in Australian education institutions, particularly in primary and secondary education; critique literature related to Aboriginal culture and the socialisation process in the family, school and community; examine Aboriginal education policies and their implications for current and future options in Australian education; and reflect on one's own assumptions to develop a personal professional philosophy of Aboriginal education in specific educational contexts.

SUBJECTS OFFERED BY OTHER FACULTIES

21717

International Management

Postgraduate
6cp

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

21719

Organisational Behaviour

Postgraduate
6cp

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

21720

Employment Relations

Postgraduate
6cp

This subject presents an introduction to the areas of industrial relations and human resource management. Topics covered include historical steps in the development of the human resource function and the forces that have shaped its development; major functions of employment relations managers; the relationship between the human resource and industrial relations functions in the modern organisation; the nature of industrial relations and the contribution to understanding made by several conflict theorists; the structure and functioning of formal industrial relations; the

form and function of the employer and employee organisations, parties to employment relations; and the nature of efficiency restructuring and enterprise bargaining and their impact upon the management of employment relations.

21724

Human Resource Management

Postgraduate
6cp

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

21725

Organisational Change and Adaptation

Postgraduate
6cp

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

21755

Australian Management

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

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

50140

Comparative Social Change

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

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

50290

Australian Indigenous Social Policy

8cp

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

50291

Australian Political and Social Systems

8cp

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

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

50292

Policy Processes in Australian Indigenous Settings

8cp

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

52220

Aboriginal Social and Political History

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

This subject is a campus-wide elective and also a second core subject for the Aboriginal Studies major. It will examine and analyse the impact of colonialism on indigenous peoples, with particular reference to the Aboriginal inhabitants of this region. The emergence of Aboriginal social and political movements will be presented as the basis for repossession of traditional heritages in land and culture.

92814

Clinical Studies 1: People and Health Care

GradDip Music Therapy
5cp; 2hpw
subject coordinator: K Kellehear

This subject aims to give students a foundation knowledge of the growth and development of the person across the life span, within complex environments including health care settings. It examines the contribution of theories of human growth and development to an understanding of people in health care. Students analyse the multiple factors that impact upon the delivery of health care.

92815

Clinical Studies 2: Health, Illness and Disability

GradDip Music Therapy
3cp; 1hpw; prerequisite: 92814 Clinical Studies 1: People and Health Care
subject coordinator: K Kellehear

This subject will enable students to understand patterns of health, illness and disability in the community. It will enable students to understand the aetiology, clinical features, therapeutic interventions and management programs for people with selected disorders, relevant to music therapy practice across a range of settings.

92816

Clinical Studies 3: Interventions in Health Care

GradDip Music Therapy
3cp; 1hpw; prerequisite: 92815 Clinical Studies 2: Health, Illness and Disability
subject coordinator: K Kellehear

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders. It looks at therapeutic interventions using behavioural interventions and psychotherapeutic interventions. It is concerned with counselling skills and with loss and grief counselling. Legal and ethical rights and responsibilities of clients and therapists are also addressed.

92844

Clinical Management of Diabetes

6cp; workshop

This subject aims to help participants base their understanding of the clinical management of diabetes upon a sound theoretical foundation in the pathophysiology of the disease process; relate physiological processes of diet, exercise, foot care and medication to the clinical assessment and management of diabetes; and appreciate the psychological, social and spiritual aspects of living with a chronic illness such as diabetes.

92845

Primary Health Care

Postgraduate
6cp; workshop; prerequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants to understand the influence and impact of cultural, political and socioeconomic systems on individual's and communities' health and wellbeing; examine ways of developing partnerships within a primary health care framework in relationship to diabetes education; and apply research principles in the investigation and examination of resources for the education and treatment of diabetes.

95556

Technology, Society and Change

undergraduate
6cp; weekly and/or flexible mixed mode delivery; prerequisite/corequisite: 48cp or permission of subject coordinator
subject coordinator: to be advised

This interdisciplinary subject, offered to students across the University and taught by a cross-Faculty teaching team, will consist of three or four modules, each of which examines and illustrates the interdependence and tensions between technology, society and change. Students will identify the need for, the power of, and the limitations of, theories which explain and shape interfaces between technology and society. Critical analyses of well-chosen case studies will provide students with a basis for constructing a conceptual framework with which to evaluate social and technological developments and change.

ALPHABETICAL LIST OF SUBJECTS

Aboriginal and Torres Strait Islander History and Cultures 029311
Aboriginal Cultures and Philosophies 015110
Aboriginal Initiatives in Education: Towards Community Control 015112
Aboriginal Studies 015114
Aboriginal Studies Project 015140
Aboriginality, Power and Education 029901
Academic and Professional Literacies 013313
Academic Profession, The 01011
Administration of the Training Function 015183
Adolescent and Adult Development 012144
Adolescent and Adult Development 015070
Adult Career Development 013215
Adult Career Guidance and Counselling 013217
Adult Communication Management 1 013343
Adult Communication Management 2 013344
Adult Communication Management and Organisational Frames 013206
Adult Communication Management and Team Work 013205
Adult Education and Social Action 015078
Adult Education and the Unemployed 015081
Adult Learning and Program Development 013333
Adult Learning and Teaching 016002
Adult Learning in Social Context 015007
Adult Teaching and Learning 010123
Adult Teaching and Learning 015002
Adult Teaching Practices 1 015021
Adult Teaching Practices 2 015189
Advanced Children's Literature 024705
Advanced Curriculum Design 015378
Analysing Current Issues in Australian Education 015009
Analysing Professional Practice 016715
Approaches to the Teaching of English 024712
Art Major Study 1: People in Art 020411
Art Major Study 2: A Sense of Place 020412
Art Major Study 3: Stories, Myths and Truth 020413
Art Major Study 4: Design and Power 020414
Arts in the Community 020963
Assessment, Programming and Evaluation 015122
Autobiography and Lifelong Learning 013315
Children with Language Delay and the Language of Learning 023890
Children's Literature 1 024901
Children's Literature 2 024902
Children's Theatre and the Creative Arts 1 024421
Children's Theatre and the Creative Arts 2 024422
Children's Theatre and the Creative Arts 3 024423
Children's Theatre and the Creative Arts 4 024424
Colonial Australian History 029602
Communication and Learning 015004
Community Practicum 015017
Community Workplace Practice 1 015396
Community Workplace Practice 2 015397
Competency-based Training in Vocational Education 012154
Competency Assessment in the Workplace 015162
Computer-based Learning Techniques 012148
Computer-managed Learning 012150
Computer-Mediated Adult Education and Training 013346
Computer-Mediated Communication 014108
Computing for Adult Educators 015309
Concepts of Flexible, Open and Distance Learning 013316
Contemporary Issues in Australian Education 013336
Context and Strategies in Community Education 015143
Counselling and Advising Students 012147
Critical Literacies 013369
Cultural Diversity in the Workplace: Management and Learning 013367
Culture Difference and Curriculum 013318
Current Issues and Applications in Educational Computing 021702
Current Issues in Australian Education: A Critical Analysis 023616
Curricula and Programs for Students with High Support Needs 023872
Curriculum and Methodology (ABE) 015121
Curriculum and Methodology (TESOL) 015120
Curriculum and Methodology (TLOTE) 015157
Curriculum and Pedagogy 1 015339
Curriculum and Pedagogy 2 015341
Curriculum Design and Management 023970
Dance Method 1: Performance and Teaching 027901
Dance Method 2: Composition and Teaching 027902
Delayed or Disordered Communication: An Educational Approach 023856
Design and Method in Educational Research 013349
Designing and Delivering Open Learning 015069
Designing and Marketing Open Learning 012142
Developing Community Adult Education Programs 015261
Developing Group Communication 015073
Developing Individualised Projects 015135
Developing Interpersonal Communication 015072
Developing Systems Communication 015074
Developing the Learning Organisation 015099

Developing Vocational Education Programs 012140
Development, Growth and Education in South-East Asia 015082
Developmental Psychology 023511
Discourse Analysis 015277
Dissertation Development and Appraisal 016714
Educating Students with Behaviour Disorders 1 023873
Education and Cultural Diversity 015144
Education for Gifted and Talented Students 023987
Education Major Study 1: History of Australian Education 023411
Education Major Study 2 : Moral Development 023412
Education Major Study 3: Changing Schools 023413
Education Major Study 4: Educational Policy Studies 023414
Educational and Organisational Leadership 1 013319
Educational and Organisational Leadership 2 013320
Educational and Psychological Testing 015133
Educational Computing Major Study 1 021411
Educational Computing Major Study 2 021412
Educational Computing Major Study 3 021413
Educational Computing Major Study 4 021414
Educational Development and Instructional Design for Flexible Learning 014103
Educational Leadership in a Technological Society 023961
Educational Media 014100
Educational Perspectives on the Management of Challenging Behaviours 023851
Educational Research 023505
English Education 1 024211
English Education 2 024212
English Education 3: Teaching ESL 024213
English Education 4: Educational Drama 024214
English for Academic and Teaching Purposes 015170
English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare 024411
English Major Study 2: Images of Australia: The Place and the People. Literary Representations in Prose, Poetry and Drama 024412
English Major Study 3: The Literature of Protest: Changing the World 024413
English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices 024414
English Teaching Issues 024961
Environmental Education 028713
Experience-based Learning 1: Learners' Perspectives 013358
Experience-based Learning 2: Facilitators' and Animators' Perspectives 013359
Experiential Learning and Cultural Action 015142
Experiential Learning Strategies 015375
Exploring Adult Basic Education Practice 010113
Extension Elective 015392
Family History 029703
Field Practice 1 012159
Field Practice 2 012161
Field of Practice Specialist Knowledge 1 (VOC ED) 015020
Field of Practice Specialist Knowledge 2 (VOC ED) 015032
Field of Practice Specialist Knowledge 3 (LLN, VOC ED) 015044
Forms and Traditions in Popular Education 013323
Foundations of Experiential Learning 015374
Foundations of Flexible Learning 014102
Gender, Power and Education 023963
Grammar and the Construction of Meaning 015127
Historical Perspectives: Appreciation of Dance in the 20th Century 027903
History Major Study 1: Australia to 1900 029411
History Major Study 2: Australia in the 20th Century 029412
History Major Study 3: Europe in the 20th Century 029413
History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past 029414
Honours Seminar 023698
Honours Thesis 023699
HRD Strategies for Individual Development 015097
Human Resource Development Practices 015022
Human Resource Development Strategies 015141
Identity, Adult Development and Learning 013314
Implementing Educational Change 023617
Independent Project 016710
Independent Study 022602
Independent Study Project 1 013356
Independent Study Project 2 013357
Independent Study Project in Communication 015075
Independent Subject A 015388
Independent Subject B 015389
Indigenous Social Policy: International Experiences 015386
Individualised Project 1/2/3/4/5/6 015124/131/138/148/323/324
Influences on the Contemporary Workplace 015046
Information Technology 021311
Initiatives and Innovations in Aboriginal and Torres Strait Islander Education 029704
Instructional Issues in the Education of Students with Moderate and High Support Needs 023855

Integration 023876
International Major 029410
International Perspectives on Education 023614
International Perspectives on Education and Development 013324
Internet and Electronic Information Networking 021703
Interpersonal Skills: Working in an Organisation 012138
Interpersonal Skills: Working with People 012137
Introducing Aboriginal Cultures and Philosophies 015115
Introduction to Educational Research 023965
Introduction to Language 015086
Introduction to Research Methods in Teaching and Learning 012146
Introduction to the Doctor of Education 016716
Issues in Aboriginal Education 015111
Issues in Art Education 020703
Issues in Assessment 013325
Issues in Children's Literature and Literacy 024904
Issues in Computer-Mediated Adult Education and Training 013347
Issues in Dance Education 027904
Issues in Educational Evaluation 013350
Issues in Indigneous Social Research Ethics 015384
Issues in Mathematics Education 025961
Issues in PDHPE 027704
Issues in School and Community Relations 023971
Japanese Language Analysis 015167
Language and Interpersonal Skills 012139
Langauge and Learning 015338
Language and Power 013360
Language, Culture and Communication 016003
Language, Culture and Communication 015001
Language Development 015158
Language for Specific Purposes 015123
Language in Social Context 015152
Language, Literacy and Education 024711
Language, Literacy and Numeracy Learner, The 015019
Language, Literacy and Numeracy Practicum 1 015031
Language, Literacy and Numeracy Practicum 2 015043
Language Policy and Planning 015130
Leadership in Art Education 020961
Leading and Facilitating Change 015066
Learner Assessment 016004
Learner Assessment in Vocational Education 012141
Learning and Communication Disorders 023874
Learning Beyond the Classroom 022601
Learning Difficulties and Learning to Read and Spell 023871
Learning in Flexible, Open and Distance Education 013322
Learning in Mathematics 025001
Learning in Personal Development, Health and Physical Education 027001
Learning in Science 1 028001
Learning in Science 2 028002
Learning in Science and Technology 028961
Learning Styles, Cognitive Processing and Adaptive Teaching 012145
Lifelong Learning: Psychological Perspectives 013326
Literacy 1 024911
Literacy 2 024912
Literary Theory and Children's Literature 024913
Major Independent Study 023992
Major Study 024914
Managing Change in Adult Education and Training 013337
Managing Change in Education 023901
Managing Change in Educational Settings 023972
Managing Education Programs 015083
Marketing Vocational Education Programs 012143
Mathematical Communication 025962
Mathematics Education 1 025211
Mathematics Education 2 025212
Mathematics Education 3 025213
Mathematics for Numeracy Teachers 015290
Mathematics in Social Contexts 015291
Mathematics Major Study 1: Statistics 025411
Mathematics Major Study 2: Finite Mathematics 025412
Mathematics Major Study 3: The Historical and Societal Context of Mathematics 025413
Mathematics Major Study 4: An Introduction to Graph Theory 025414
Meeting Special Needs in the Secondary School 023002
Minor Independent Study 023991
Multi-literacies in the Workplace 015100
Music and Society 026702
Music Education 1 026211
Music Major Study 1 026411
Music Major Study 2 026412
Music Major Study 3 026413
Music Major Study 4 026414
Music Skills 1 026911
Music Skills 2 026912
Music Skills 3 026913
Music Skills and Application 4 026914
Music Therapy Practice 1 026901
Music Therapy Practice 2 026902
Music Therapy Practice 3 026903
Music Therapy Practice 4 026904
Numeracy Awareness 015089
Numeracy Instruction for Students with Learning Difficulties and Disabilities 023854
Numeracy-related Programming for Students with Intellectual Disabilities 023875
Organisational Learning: An Experiential Approach 015054

Organisational Learning: An Experiential Approach (VOC ED) 015056
Organising Community Adult Education 015084
PDHPE Major Study 1: Fundamental Principles of Sports Coaching 027411
PDHPE Major Study 2: Issues in Sport, Personal Development, Health and Physical Education 027412
PDHPE Major Study 3: Advanced Principles of Coaching 027413
PDHPE Major Study 4: School/Community Project 027414
Personal Development, Health and Physical Education 1 027211
Personal Development, Health and Physical Education Research Project 027703
Personal Development, Health and Physical Education Research Project 027707
Philosophical Bases of Education 023506
Phonetics and Phonology and Sociolinguistic Variation in Spoken Language 015163
Phonology and Pronunciation 015125
Policy Analysis in Adult Education 013341
Politics in Education 023976
Portfolio Development 015003
Practice and Pedagogy in Popular Education 013328
Practicum 1 015250
Practicum 1: Beginning Teaching – Issues in the Primary School 023111
Practicum 1: Exceptional Teaching 023861
Practicum 2 015253
Practicum 2: Developing Classroom Management 023112
Practicum 2: Future Directions in Special Education Service Delivery 023862
Practicum 3: Promoting Student-centred Learning 023113
Practicum 4: Managing Learning Difficulties 023114
Practicum 5: Designing Educational Programs 023115
Practicum 6: Assessing and Evaluating in Education 023116
Practicum 7: Reflecting on Educational Practice 023117
Practicum 8: Analysing Current Issues in Australian Education 023118
Principles and Practice of Vocational Teaching 1 012158
Principles and Practice of Vocational Teaching 2 012160
Principles of Interactive Multimedia 014107
Professional Ethics 023615
Professional Ethics for Educators 023974
Professional Practitioner, The 016006
Professional Practitioner (VOC ED), The 015052
Program Delivery and Evaluation 015034
Program Design and Evaluation 016007
Program Design, Implementation and Evaluation of Experiential Learning 1 015376
Program Design, Implementation and Evaluation of Experiential Learning 2 015379
Program Development and Needs Analysis 015006
Program Development in Adult Career Education 013216
Program Development Workplace Project 012155
Program Planning in Community Settings 015033
Programming and Assessment in Language, Literacy and Numeracy 015090
Programming for Diabetes Education 015342
Project 015116
Project 015165
Project 015278
Project 1 015390
Project 2 015391
Promoting Workplace Learning 015091
Psychological Perspectives on Adult Learning 015005
Psychology and Sociology of Learning 1 012127
Psychology and Sociology of Learning 2 012128
Psychology of Adult Development, The 013368
Pyschology of Secondary Students 015393
Psychology of Secondary Students 023001
Qualitative Research in Education 023981
Reading and Spelling Instruction for Students with Special Education Needs 023852
Reading Comprehension: An Instructional Approach for Primary and Secondary Students with Learning Difficulties 023877
Research and Inquiry 015011
Research Design and Appraisal 015387
Research in Practice 015382
Research Literacies 023999
Research Methodologies 015126
Research Methodology 024903
Research Methods for Social Policy 015385
Research Perspectives in Education 013348
Researching Practice in Special Education 023870
School and Community Relations 023621
School, Sport and Society 027965
Science and Technology Education 1 028211
Science and Technology Education 2 028212
Science and Technology Major Study 1: The Human Body 028411
Science and Technology Major Study 2: Science and Technology in Daily Life 028412
Science and Technology Major Study 3: Issues in Science, Technology and Society 028413
Science and Technology Major Study 4: Planet Earth 028414
Secondary Practicum 1 023191
Secondary Practicum 2 023192

Secondary School: Social Bases and Critical Issues, The 023003
Simulations and Games: Theory and Design 015096
Skill Learning and the Development of Expertise 013210
Skills, Technology and Workplace Learning 013339
Social and Environmental Education 029211
Social Context of Childhood Stress, The 023612
Social Education in Community Settings 015076
Social Contexts on Language, Literacy and Numeracy 015087
Socio-Political Contexts of Language, Literacy and Numeracy Education 015128
Sociological Bases of Education 023512
Sociological Context of Vocational Education, The 012156
Special Education 1: Managing Challenging Behaviours 023821
Special Education 2: Preventing and Remediating Difficulties in Reading and Writing 023822
Special Education 3: Educating Students Who Have Difficulties with Written Text 023823
Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities 023824
Special Education 5: Educating Students with Moderate and High Support Needs 023825
Special Education 6: Educating Students with Delayed or Disordered Communication 023826
Special Education Practicum 1: Assessment, Programming and Education 023831
Special Education Practicum 2: Collaborative Participation in Inclusive Service Models 023832
Special Study in Education 023979
Student Learning and Evaluation 01012
Studio Practice in Visual Arts 020704
Supervision: The Developing Teacher 023973
Supporting Workplace Learning and Reform 013363
Teaching Aboriginal Studies 015113
Teaching Across the Curriculum 022603
Teaching and Learning in Numeracy 010157
Teaching and Learning Literacy 015153
Teaching and Learning in Diabetes Education 015343
Teaching and Learning in Practice (LLN, VOC ED) 015023/24
Teaching Controversial Issues in Personal Development, Health and Physical Education 027962
Teaching English to International Students 024713
Teaching in the Multicultural Classroom 012153
Teaching Language and Literacy 015088
Teaching Others to Use Technology 012151
Teaching Spoken Language 015398
Technology and Media 1 012129
Technology and Media 2 012130
Technology-Based Language Learning 015164
Technology for Open Learning 012149
Technology, Society and Change 95556
Technologies for Flexible Learning 014105
Text, Media and Technologies 013329
Thesis 015380
Thesis Development and Appraisal 015381
Understanding Adult Education and Training 013332
University Teaching and Learning 01010
Values Education in Personal Development, Health and Physical Education 027963
Visual Arts and Craft Education 020211
Visual Arts Method 020964
Visual Arts Practice 020962
Women and Adult Education 013361
Women and Learning 013331
Workplace Context 016008
Workplace Context of Vocational Education 1, The 012135
Workplace Context of Vocational Education 2, The 012136
Workplace Practice 1 016001
Workplace Practice 2 016005
Workplace Practicum 015018
Workplace Reform and Changing Structures in Education 023902
Written Text and Students with Learning Difficulties 023853
Writing for Specific Purposes 012152

Subjects offered by other faculties

Aboriginal Social and Political History 52220
Australian Indigenous Social Policy 50290
Australian Management 21755
Australian Political and Social Systems 50291
Clinical Management of Diabetes 92844
Clinical Studies 1: People and Health Care 92814
Clinical Studies 2: Health, Illness and Disability 92815
Clinical Studies 3: Interventions in Health Care 92816
Comparative Social Change 50140
Employment Relations 21720
Human Resource Management 21724
International Management 21717
Organisational Behaviour 21719
Organisational Change and Adaption 21725
Policy Processes in Australian Indigenous Settings 50292
Primary Health Care 92845
Technology, Society and Change 95556

BOARDS AND COMMITTEES

FACULTY BOARD MEMBERSHIP

Ex officio members

Dean of the Faculty
Associate Professor A P Gonczi (Chair)

Assoicate Dean, Teaching and Learning
Associate Professor D Slade

Associate Dean, Research
Professor D J Boud

Director, Organisational Development
Dr R Wickert

Professors
Professor R J McDonald
Professor M Tennant
Professor A Pennycook

Director, Junbunna CAISER
Mr B Morgan

Faculty Manager
Mr H McCuaig

Chair of the Staff Meetings (alternates between two Chairs)
Dr K Forster
Vacant

Nominated members

One nominee of the University Librarian
Mr C Langeveldt

One nominee of the Director, CLT
Dr D Green

One member of the academic staff from a faculty board of a faculty that contributes to the teaching programs of the Faculty
Vacant

Elected members

16 members of the academic staff of the Faculty
Dr K Amos
Dr J Griffin[1]
Dr J Jardine
Dr S Schuck
Mrs A Bamford
Dr G Barnsley
Dr K Forster
Ms S Saunders (for Assoc Prof R Morris[1])
Dr R Johnston (for Dr K Walker)
Mr L Morgan (for Dr A Lee[1])
Ms H Scheeres
Mr C Chappell[1]
Associate Professor J Athanasou[1]
Dr J Hammond (for Dr P Gibbons[1])
Associate Professor P Hager[1]
Ms N Solomon[1]

Two members of the support staff of the Faculty (one from each campus)
Ms S Buck
Mrs P Yip[1]

Two undergraduate students of the Faculty, with one member each from Haymarket and Kuring-gai campuses
Ms J Gerrard[1]
Mr J Hawkins[1]

Two postgraduate students of the Faculty
Ms J Molan[1]
Vacant

[1] Term due to finish 31 October 1999.

STAFF RESEARCH INTERESTS AND EXPERTISE

Principal Supervisor of doctoral students, or person qualified to take on this role, indicated by (P).

Academic and workplace literacies

Academic writing
Studies in cultural diversity
Studies of language and literacy in workplaces
Workplace communication
Mike Baynham (P)
Alison Lee (P)
Alastair Pennycook (P)
Hermine Scheeres
Diana Slade (P)
Nicky Solomon
Rosie Wickert (P)

Adult basic education

ABE curriculum assessment and evaluation
Philosophy, policy and history of ABE
Betty Johnston (P)
Sheilagh Kelly
Hermine Scheeres
Rosie Wickert(P)
Keiko Yasukawa (P)

Adult learning and development

Adult development
Cooperative education
Learning styles
Memory
Motivation studies
Development and counselling
Identity and learning
Skills acquisition
Transfer of learning
James Athanasou (P)
David Boud (P)
Clive Chappell
Ian Cornford (P)
Lann Dawes (P)
Griff Foley (P)
John Garrick (P)
Bob Gowing
Geof Hawke
Susan Knights
Elyssebeth Leigh
Bob Pithers (P)
Peter Russell
Jane Sampson
Laraine Spindler
Mark Tennant (P)

Analysis of competence

Higher level competencies especially critical thinking
Assessment of competence
Establishment of competency standards
Analysis of changes in competence
Nature of generic competencies
Clive Chappell
Andrew Gonczi (P)
Paul Hager (P)
Geof Hawke
Tony Holland (P)
Robyn Johnston
Diana Slade (P)
Zita Wagner
Kim Walker (P)

Assessment of learning

Assessment and accreditation of prior learning
Self, peer and collaborative processes
Assessment of skills and competencies
Assessment of vocational interests and abilities
Outcomes based learning in the school curriculum
Jim Athanasou (P)
David Boud (P)
Ruth Cohen
Ian Cornford (P)
Kathie Forster (P)
Andrew Gonczi (P)
Bob Gowing
Paul Hager (P)
Geof Hawke
Tony Holland (P)
Bob Pithers (P)
Laraine Spindler
Zita Wagner

Change in education

Policy changes in schooling
Change in educational practices
Innovation in education
Links between research and practice in teaching and learning
Use of instructional technology in practice
Laurie Brady (P)
Gerry Foley
Margaret Goninan
Bob Gowing
Janette Griffin (P)
Joan Jardine (P)
Sandy Schuck (P)
Gilda Segal (P)
Kim Walker (P)

Computer-based education and training

Computers in the teaching and learning process
Information technology in education
Designing, implementing and evaluating computer mediated learning environments
Issues in computer education and training
Graham Barnsley (P)
Gerry Foley
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
Lynette Schaverien (P)
Sandy Schuck (P)

Cooperative learning

Reciprocal peer learning
Collaborative learning
David Boud (P)
Laurie Brady (P)
Bob Gowing
Janette Griffin (P)
Susan Knights
Elyssebeth Leigh
Jane Sampson
Sandy Schuck (P)
Alan Scully
Gilda Segal (P)
Laraine Spindler

Creative and performing arts education

Childrens' theatre
Educational drama
Storytelling
Music education
Drama in education
Creative writing
Integrated arts
Art education
Dance education
Music therapy
Drama therapy
Anne Bamford
Kate Collier
Rick Flowers
Rosemary Johnston (P)
Paul March
Barbara Poston-Anderson (P)
Robyn Staveley

Curriculum studies

Curriculum design
Contemporary curriculum issues
Curriculum management
Curriculum evaluation
Curriculum theory in adult education
Construction of knowledge
Sociology of curriculum change
Laurie Brady (P)
Clive Chappell
Rick Flowers
Viktor Jakupec (P)
Laraine Spindler

Discourse analysis

Approaches to discourse analysis
Critical discourse analysis
Studies of classroom interaction
Studies of spoken language corpus
Analysis of casual conversation
Ethnography of communication
Discourse and policy
Mike Baynham (P)
Pauline Gibbons (P)
Jenny Hammond (P)
Alison Lee (P)
Chris Nesbitt (P)
Alastair Pennycook (P)
Hermine Scheeres
Diana Slade (P)
Mary Macken-Horarik (P)
Rosie Wickert (P)

Education and social action

Parental involvement and participation
Empowerment in education
Community organisations and learning
Community development
Activism
Learning in social contexts
Popular education
Social movements
Trade union education
Aboriginal adult education
Community adult education
Rick Flowers
Griff Foley (P)
Kathie Forster (P)
Viktor Jakupec (P)
John McIntyre (P)
Mike Newman (P)
Jane Sampson
Sallie Saunders

Educational management

Applied communication theory and research
Leadership in education
Organisational psychology
Group and organisational communication
Managerial development in education and HRD
Change process in educational organisations
Managing educational organisation
Managing education programs
Ian Cornford (P)
John Garrick (P)
Andrew Gonczi (P)
Bob Gowing
Robyn Johnston
Elyssebeth Leigh
Bob Pithers (P)
Sallie Saunders
Shirley Saunders (P)
Geoff Scott (P)

Experience-based and practice-based learning

Action learning
Games and simulations in training
Learning in informal settings
Learning in the workplace
Models of learning
Problem-based learning
Role of reflection
Self-directed learning
Work-based learning
Autobiography and learning
The practicum
Museums and learning
David Boud (P)
Kate Collier
Ian Cornford (P)
Lann Dawes (P)
Griff Foley (P)
John Garrick (P)
Margaret Goninan
Bob Gowing
Janette Griffin (P)
Paul Hager (P)
Geof Hawke
Betty Johnston (P)
Susan Knights
Elyssebeth Leigh
Mike Newman (P)
Jane Sampson
Sallie Saunders
Sandy Schuck (P)
Alan Scully
Laraine Spindler
Mark Tennant (P)
Kim Walker (P)

First and second language development

Bilingual education
Mother tongue development
Second language development
Second language literacy development
Studies in cultural diversity
Mike Baynham (P)
Ross Forman
Pauline Gibbons (P)
Jenny Hammond (P)
Liam Morgan
Alastair Pennycook (P)

Flexible, open and distance education

Flexible learning and delivery
Open and distance education
Computer mediated communication
Policy studies in open and distance education
Gerry Foley
Janette Griffin (P)
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
Elyssebeth Leigh
Mary Macken-Horarik (P)
Kathy Nicoll
Lyn Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Laraine Spindler

Gender and education

Gender equity in education
Women and learning
Feminist pedagogy
Language, literacy and gender
Gender as practice
Sociology of gender
Betty Johnston (P)
Susan Knights
Alison Lee (P)
Alastair Pennycook (P)
Jane Sampson
Sallie Saunders
Gilda Segal (P)
Hermine Scheeres
Nicky Solomon

Higher and professional education

David Boud (P)
Viktor Jakupec (P)
Alison Lee (P)
Keith Trigwell (P)

Historical, philosophical and social perspectives

Australian studies
Philosophy of adult and vocational education
History of adult education
Sociology of education
Cultural theory
International/comparative adult education
Adult education in the Third World
Language and globalisation
Comparative adult and vocational education
Keith Amos (P)
Joe Bright
Ian Cornford (P)
Rick Flowers
Griff Foley (P)
Kathie Forster (P)
Andrew Gonczi (P)
Paul Hager (P)
Viktor Jakupec (P)
Susan Knights
Roger Morris (P)
Mike Newman (P)
Alastair Pennycook (P)
Barbara Poston-Anderson (P)
Hermine Scheeres
Colin Symes (P)
Kim Walker (P)
Rosie Wickert (P)

Literacy education

Literacy development
Policy development in literacy education
School literacy education
Remedial reading and spelling
Children's literature
Ethnography of literacy practices
Literacy assessment
Policy analysis
Mike Baynham (P)
Rhondda Brill
Pauline Gibbons (P)
Jenny Hammond (P)
Joan Jardine (P)
Rosemary Johnston (P)
Sheilagh Kelly
Alison Lee (P)
Paul March
Alastair Pennycook (P)
Hermine Scheeres
Rosie Wickert (P)
Mary Macken-Horarik (P)

Mathematics education

Mathematics as social practice
Maths anxiety
Beliefs about maths
Attitude to maths
Graham Barnsley (P)
Gerry Foley
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Mentoring

Mentoring students in schools
Mentoring student teachers on practicum
Mentoring beginning teachers
Graham Barnsley (P)
Sandy Schuck (P)
Alan Scully
Gilda Segal (P)

Numeracy education

School numeracy education
Adult numeracy education
Graham Barnsley (P)
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Numeracy practices

Theories of numeracy
Numeracy practices of the young unemployed
Language and mathematics
Graham Barnsley (P)
Mike Baynham (P)
Betty Johnston (P)
Lyn Schaverien (P)
Sandy Schuck (P)
Keiko Yasukawa (P)

Organisational learning and change

Organisational development
Human resources development
Organisational planning and learning
Change management
Staff development
Organisational culture
Clive Chappell
Laurie Field
Griff Foley (P)
John Garrick (P)
Tony Holland (P)
Robyn Johnston
Bob Pithers (P)
Geoff Scott (P)
Nicky Solomon

Policy in education and training

Adult and vocational education policy
Politics of adult education
The role of government in adult education and school education
Policy studies in post-secondary education and training
Educational planning and implementation
Politics in school education
Politics of higher education
Language policy and education
Clive Chappell
Ian Cornford (P)
Griff Foley (P)
Kathie Forster (P)
Andrew Gonczi (P)
Paul Hager (P)
Geof Hawke
Viktor Jakupec (P)
Susan Knights
John McIntyre (P)
Roger Morris (P)
Mike Newman (P)
Alastair Pennycook (P)
Hermine Scheeres
Colin Symes (P)
Kim Walker (P)
Rosie Wickert (P)

Professional development

Self-study of practice
Self-appraisal for professional development
Staff/professional development
Organisational aspects
Role of supervisors
Professional development of school principals
Development review/appraisal
Professional development of adult educators and teachers
Mentoring beginning teachers
David Boud (P)
Laurie Brady (P)
Rhondda Brill
Ian Cornford (P)
Griff Foley (P)
John Garrick (P)
Bob Gowing
Janette Griffin (P)
Susan Knights
Elyssebeth Leigh
Roger Morris (P)
Mike Newman (P)
Jane Sampson
Lynette Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
Laraine Spindler
Kim Walker (P)

Program design, implementation and evaluation in adult and vocational education

Models of program development
Needs assessment
Collaborative processes of program design
Implementation strategies
Instructional design
Evaluation models and procedures
Clive Chappell
Ian Cornford (P)
Rick Flowers
Geof Hawke
Tony Holland (P)
Roger Morris (P)
Mike Newman (P)
Jane Sampson
Geoff Scott (P)
Diana Slade (P)
Mark Tennant (P)
Zita Wagner

Recognition and assessment of prior learning

Credit transfer/articulation
Portfolio development
Rick Flowers
Tony Holland (P)
Laraine Spindler
Mark Tennant (P)
Zita Wagner

Research and evaluation strategies

Illuminative/responsive approaches
Cooperative inquiry
Methodological issues
Interpretive research
Ethnography of education settings
Action research
Case studies and grounded theorising
Problem-based methodology
Qualitative research
Quantitative research
Research design and statistical analysis
Social critical research
Narrative enquiry
James Athanasou (P)
David Boud (P)
Rhondda Brill
Ian Cornford (P)
Griff Foley (P)
Janette Griffin (P)
Viktor Jakupec (P)
Geof Hawke
Alison Lee (P)
John McIntyre (P)
Roger Morris (P)
Bob Pithers (P)
Barbara Poston-Anderson (P)
Lynette Schaverien (P)
Sandy Schuck (P)
Gilda Segal (P)
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Special education

Special needs education
Learning difficulties
Gifted and talented students
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Systemic functional linguistics

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Genre analysis
Theory of systemic linguistics
Spoken and written language
Educational applications of systemic linguistics
Analysis of spoken language
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TESOL curriculum
Language assessment
Approaches to TESOL
Languages other than English
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TESOL and cultural difference
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Competency-based education
Workplace reform and training
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City campus

Broadway

- Building 1 (Tower Building)
  1 Broadway, Ultimo
- Building 2
  1 Broadway, Ultimo
- Building 3 (Bon Marche Building)
  Cnr Harris Sreet and Broadway, Ultimo
- Building 4
  Cnr Thomas and Harris Streets, Ultimo
- Building 6 (Peter Johnson Building)
  702–730 Harris Street, Ultimo
- Broadway Terraces
  9, 11 and 13 Broadway, Ultimo
- Magic Pudding Childcare Centre,
  Thomas Street, Ultimo

Haymarket

- Building 5
  Cnr Quay Street and Ultimo Rd, Sydney

Blackfriars

- Cnr Blackfriars and Buckland Streets,
  Chippendale
- Blackfriars Childrens Centre
  Buckland Street, Chippendale

Smail Street

- 3 Smail Street, Ultimo

Quay Street

- 10 Quay Street, Sydney
- Prince Centre,
  Cnr Quay and Thomas Streets

Wembley House

- 839–847 George Street, Sydney

Harris Street

- 645 Harris Street, Ultimo

Student housing

- Bulga Ngurra
  23–27 Mountain Street, Ultimo
- Geegal
  82–84 Ivy Street, Ultimo

Institute for Sustainable Futures

- National Innovation Centre
  Cnr Garden, Cornwallis and
  Boundary Streets
  Eveleigh, NSW, 1430
  Telephone: (02) 9209 4350
  Fax: (02) 9209 4351

Kuring-gai campus

- Eton Rd, Lindfield
  (PO Box 222, Lindfield, NSW, 2070)

St Leonards campus

- Dunbar Building
  Cnr Pacific Highway and
  Westbourne Street, Gore Hill
- Clinical Studies Building, Centenary
  Lecture Theatre and West Wing
  Reserve Road, Royal North Shore Hospital
- Gore Hill Research Laboratories
  Royal North Shore Hospital

Yarrawood conference and research centre

- 689 Springwood Road
  Yarramundi, NSW, 2753

Stroud Field Station

- 2605 The Bucketts Way
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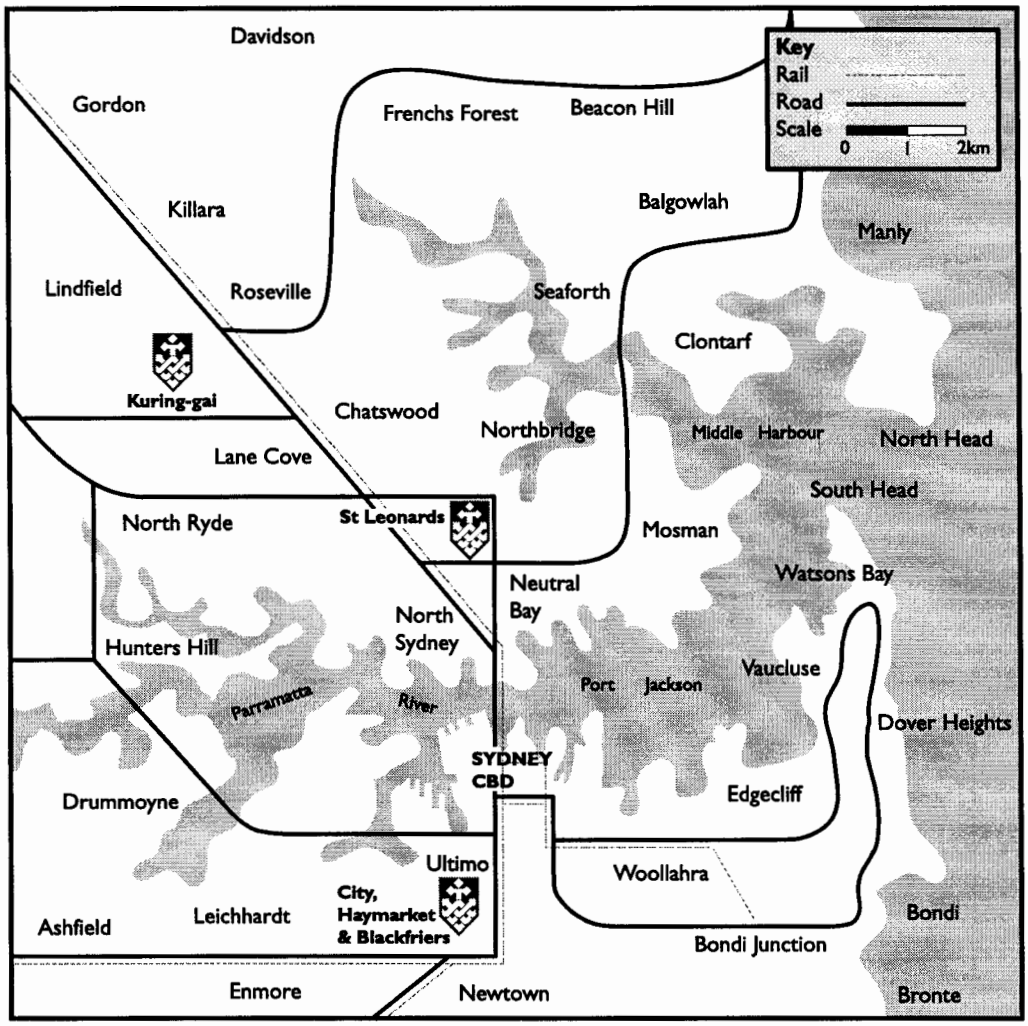
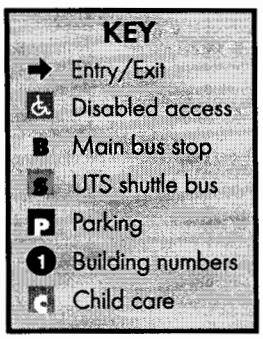
MAPS

Sydney regional map





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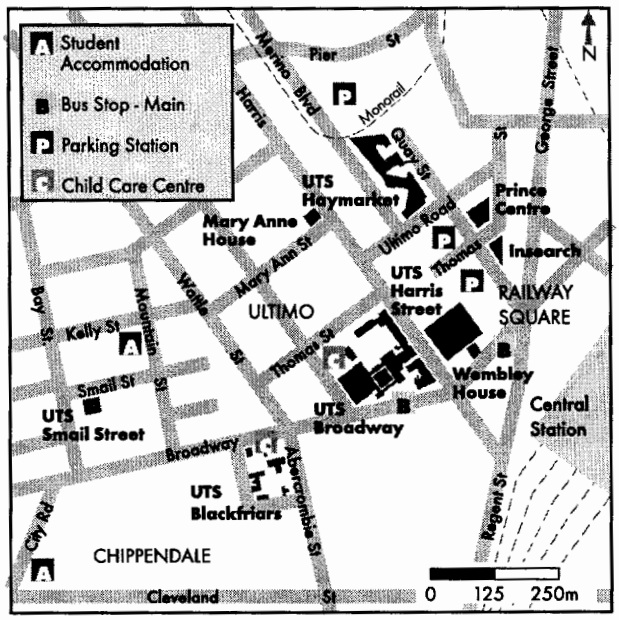

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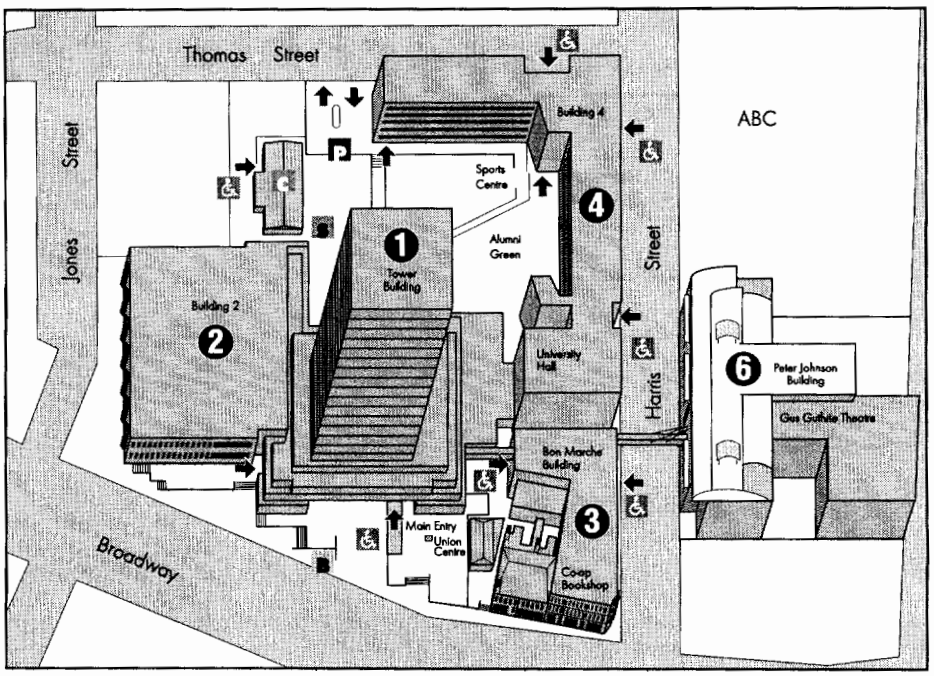

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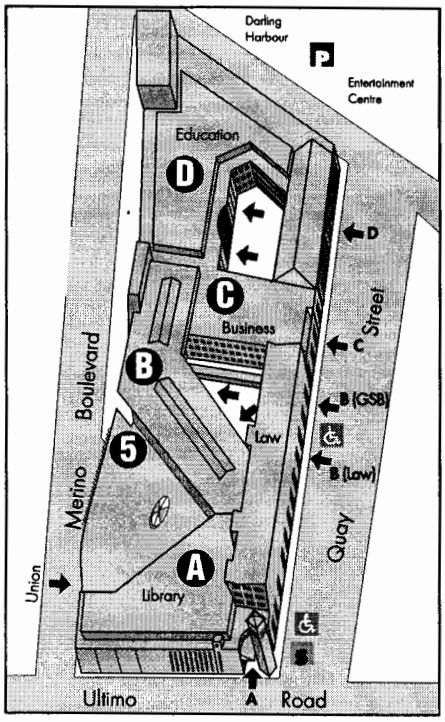

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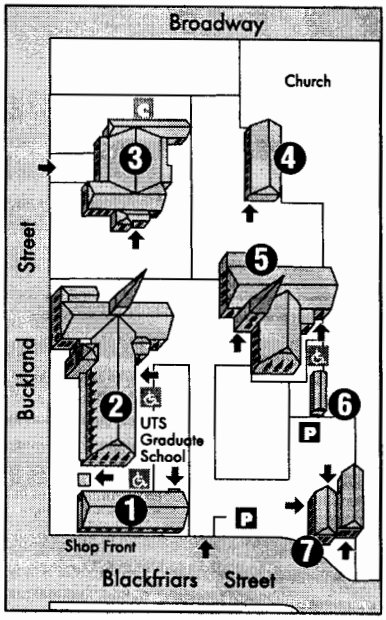

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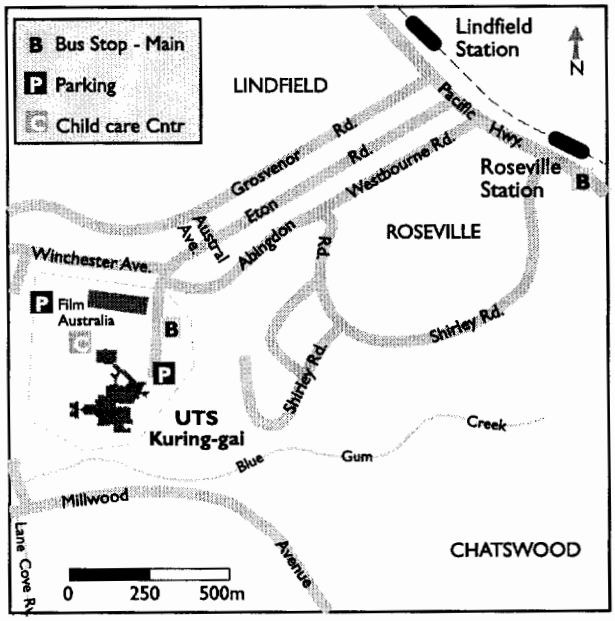

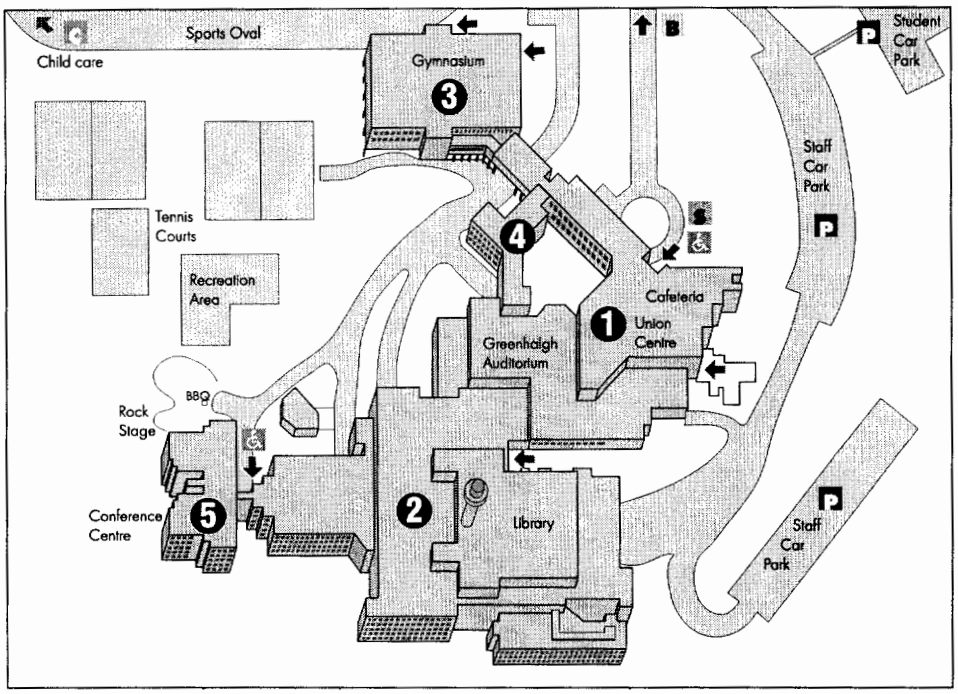

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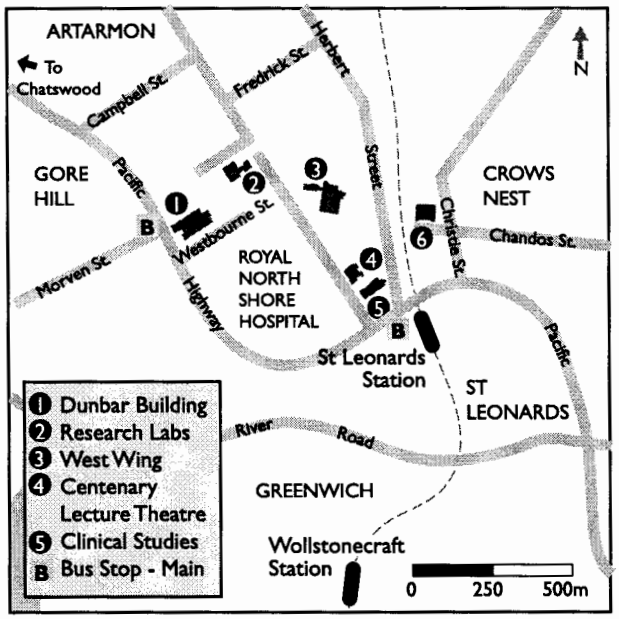

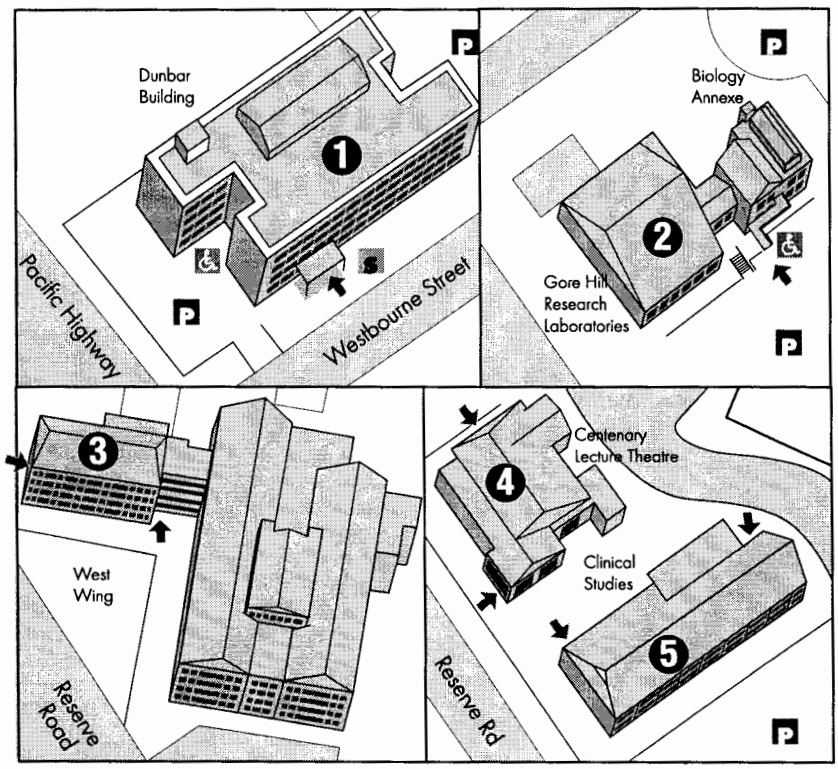

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