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UNIVERSITY OF
TECHNOLOGY SYDNEY

2002

UTS: EDUCATION HANDBOOK

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Sydney. Faculty of Education
Handbook
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UTS:EDUCATION

HANDBOOK 2002

DISCLAIMER

This publication contains information which is current at 14 September 2001. 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. More up-to-date information is published online at:

www.uts.edu.au/div/publications

Readers are responsible for verifying information which pertains to them by contacting the Faculty or the UTS Student Info & Admin Centre.

EQUAL OPPORTUNITY

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

FREE SPEECH

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

NON-DISCRIMINATORY LANGUAGE

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

www.equity.uts.edu.au/resources/language.html

ACCESS UTS ON THE WEB

www.uts.edu.au

Faculty Handbooks and Calendar
www.uts.edu.au/div/publications/

UTS Rules and Policies

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

EDITORIAL AND PRODUCTION

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GENERAL INFORMATION

WELCOME

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

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

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

ABOUT THE UTS HANDBOOKS

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

UTS also produces a companion volume to these handbooks every year. The *UTS: Calendar* 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.

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

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

www.uts.edu.au

STUDENT INQUIRIES

UTS Student Info & Admin Centre

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

City campus

CB01.4
 (Level 4 foyer, Tower Building)
 15 Broadway, Ultimo

Kuring-gai campus

KG01.6 (Level 6, Building K1)
 Eton Road, Lindfield

Postal address

PO Box 123, Broadway NSW 2007

International Programs Office

10 Quay Street, Haymarket
 telephone +61 2 9514 1531
 fax +61 2 9514 1530
 email intlprograms@uts.edu.au
www.ipo.uts.edu.au
 CRICOS provider code: 00099F

Faculty student offices

Business

Undergraduate inquiries

CM05C.1
 (Level 1, Building 5)
 City campus at Haymarket
 telephone (02) 9514 3500
 KG01.5
 (Level 5, Building K1)
 Kuring-gai campus
 telephone (02) 9514 5355
 email undergraduate.business@uts.edu.au

Postgraduate inquiries

CM05B.5
 (Level 5, Building 5)
 City campus at Haymarket
 telephone (02) 9514 3660
 email graduate.business@uts.edu.au

Design, Architecture and Building

CB06.5
 (Level 5, Building 6
 (Peter Johnson Building))
 City campus
 telephone (02) 9514 8913
 email dab.info@uts.edu.au

Education

CM05D.1.01
 (Room D101, Building 5)
 City campus at Haymarket
 (from Autumn semester 2002)
 CB10
 (Room TBA, Building 10)
 235 Jones Street
 City campus
 telephone (02) 9514 3900
 email education@uts.edu.au
 KG02.3.33
 (Room 333, Building K2)
 Kuring-gai campus
 telephone (02) 9514 5621
 email teached.office@uts.edu.au

Engineering

CB02.7
 (Level 7, Building 2)
 City campus
 telephone (02) 9514 2666
 email upo@eng.uts.edu.au

Humanities and Social Sciences

Faculty Student Centre

CB03.2
 (Level 2, Building 3 (Bon Marche))
 City campus
 telephone (02) 9514 2300
 email hss.studentcentre@uts.edu.au

Faculty Research Office

CB02.7
 (Level 7, Building 2)
 City campus
 telephone (02) 9514 1959
 email research.degrees.hss@uts.edu.au

Information Technology

CB04.3
 (Level 3, Building 4)
 City campus
 telephone (02) 9514 1803
 email info@it.uts.edu.au

Law

CM05B.3.03
 (Room B303, Building 5)
 City campus at Haymarket
 telephone (02) 9514 3444
 email admingen@law.uts.edu.au

Nursing, Midwifery and Health

KG05.3.97
(Room 397, Level 3, Building K5)
Kuring-gai campus
telephone (02) 9514 5202
email nmh@uts.edu.au

Science

CB04.3
(Level 3, Building 4)
City campus
SL01.2
(Level 2, Dunbar Building)
St Leonards campus
telephone (02) 9514 1756
email information@science.uts.edu.au

Institute for International Studies

10 Quay Street
Haymarket, City campus
telephone (02) 9514 1574
email iisinfo@uts.edu.au

Notes:

1. The Building ID system is a four-character code, comprising two letters describing a geographic location and two numerals that use existing building numbers. Office locations appear as BuildingID.FloorNo.RoomNo.

The geographic location codes are:

- CB City campus, Broadway
- CC City campus, Blackfriars, Chippendale
- CM City campus at Haymarket
- KG Kuring-gai campus
- SL St Leonards campus

2. In 2002, City campus will extend into CB10 (Jones Street) and a number of faculties and administrative units will be relocated.

APPLICATIONS

Undergraduate

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

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

Postgraduate

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

International students

International student applications for both postgraduate and undergraduate courses can be made either directly to the International Programs Office (IPO) or through one of the University's registered agents. For courses starting at the beginning of the year, applications should be received by 30 November of the previous year. For courses starting in the middle of the year, applications should be received by 31 May of that year. For more information, contact IPO.

CRICOS provider code: 00099F

Non-award and cross-institutional study

Students who want to study a single subject at UTS which is not part of a UTS degree or qualification, must apply for non-award or cross-institutional study. There are three application periods, and closing dates vary for each semester. For more information contact the appropriate faculty or the UTS Student Info & Admin Centre.

FEES AND COSTS

Service fees

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

Variations and exemptions

Fees and charges may vary from year to year. In certain circumstances, some students may be eligible for reduced service fees.

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

Fee components¹

Union Entrance Fee a once-only charge for new students	\$22
Union Fee a semester-based charge for currently enrolled students	\$120 per semester
Students' Association Fee a yearly charge for currently enrolled students	\$54.25 per year
Student Accommodation Levy a yearly charge for currently enrolled students	\$61.50 per year
Student Identification Card Charge a yearly charge for students enrolled on a tuition fee basis	\$15 per year

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

Course fees

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

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

Course fees for international students

At the time of publication, course fees for undergraduate international students range from A\$5,000 to A\$8,500 per semester, and for postgraduate international students from A\$5,000 to A\$8,700 per semester. These vary from time to time and the International Programs Office should be contacted for up-to-date information, or visit the website:

www.ipos.uts.edu.au/courses/index.html

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

For more information contact the International Programs Office, or visit the website:

www.ipos.uts.edu.au

Other costs

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

HECS

The 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 varies according to the number of credit points undertaken and the method of payment nominated by the student.

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

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

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

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

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

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

The HECS census date for Autumn semester is 31 March and for Spring semester is 31 August (as the dates fall on a Sunday in 2002, the HECS census dates will be 28 March and 30 August). HECS census dates for other teaching periods can be obtained from the UTS Student Info & Admin Centre.

There are a number of variations to these guidelines. It is the responsibility of each student to find out which HECS conditions apply to them. Information can be obtained from the booklet *HECS Your Questions Answered*, which is available from the HECS office on 1800 020 108 (www.hecs.gov.au) or the UTS Student Info & Admin Centre:

email info.office@uts.edu.au

2002 HECS rates

Differential HECS

In 2002, the full-time, full-year contributions for each band are as follows:

- Band 1: \$3,598 (Arts, Humanities, Social Studies/Behavioural Sciences, Education, Visual/Performing Arts, Nursing, Justice and Legal Studies)
- Band 2: \$5,125 (Mathematics, Computing, Other Health Sciences, Agriculture/Renewable Resources, Built Environment/Architecture, Sciences, Engineering/Processing, Administration, Business and Economics)
- Band 3: \$5,999 (Law, Medicine, Medical Science, Dentistry, Dental Services and Veterinary Science).

Pre-differential HECS rate

If you commenced or deferred but did not complete your course before 1997, you may be eligible to pay a flat rate of HECS. In 2002, this rate is \$2,702 for a full time study load.

POSTGRADUATE EDUCATION LOANS SCHEME (PELS)

As a result of the Government's *Innovation and Education Legislation Amendment Bill (No.2) 2001* being endorsed by Parliament, a new Postgraduate Education Loans Scheme (PELS) will be implemented on 1 January 2002.

PELS is an income-contingent loan facility similar to the Higher Education Contribution Scheme (HECS) for eligible students enrolled in fee-paying postgraduate non-research courses.

All eligible students enrolled in a postgraduate fee-paying non-research course in 2002 are eligible to apply for a loan. This means that both continuing and commencing students are eligible to apply.

Eligible students are able to borrow up to the amount of the tuition fee being charged by UTS for each semester for the duration of their course. Students are also able to pay part of their semester tuition fee to UTS for a course and obtain a PELS loan for the balance of their outstanding fees for each semester.

Students are required to complete a Loan Request form by the census date each semester requesting the Commonwealth to pay their tuition fees to UTS and declare that they are aware of their obligations to repay the loan under the scheme when their income reaches a certain amount. Students also have to provide a Tax File Number (TFN) to UTS in the same way that students choosing to defer their HECS payment already do.

The Student Fee Services Office will be coordinating the introduction of PELS at UTS. Queries in relation to the introduction of PELS should be directed to the Student Info & Admin Centre on telephone (02) 9514 1222, or further information can be obtained from the DETYA website at:

www.hecs.gov.au/pels.htm

FINANCIAL HELP

Austudy/Youth Allowance

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

Full-time students aged over 25 years may be eligible to receive Austudy which provides financial help to students who meet its income and assets requirements.

Application forms and information about eligibility for both Youth Allowance and Austudy are available from the Student Services Unit at Kuring-gai or City campuses.

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

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

For more information, talk to a Financial Assistance Officer in the Student Services Unit. Call for an appointment on:

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

Application forms for both Austudy and Youth Allowance should be lodged as soon as possible with any Centrelink office.

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, Indigenous House of Learning:

CB01.17
telephone (02) 9514 1902 or 1800 064 312

UTS LIBRARY

The University Library collections are housed in three campus libraries which contain over 650,000 books, journals and audiovisual materials as well as a large range of electronic citation and full-text databases. Services for students include assistance in finding information through Inquiry and Research Help desks and online reference assistance, training programs, Closed Reserve, loans, reciprocal borrowing and photocopying facilities. The Library's extensive range of electronic information resources, such as catalogues, databases and Electronic Reserve, and online services, such as research assistance, online training, loan renewal, reservations and inter-Library requests, can be accessed on campus and remotely 24 hours a day from the Library website.

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

www.lib.uts.edu.au

City Campus Library

Corner Quay Street and Ultimo Road
Haymarket
telephone (02) 9514 3310

Kuring-gai Campus Library

Eton Road
Lindfield
telephone (02) 9514 5325

Gore Hill Library (St Leonards campus)

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

UNIVERSITY GRADUATE SCHOOL

The University Graduate School provides a focus for higher degree research students in all graduate research courses at UTS. It takes the lead in developing policy for graduate research studies in partnership with the faculties. The University Graduate School also works to enhance the quality of graduate research programs by monitoring quality and supporting research degree students and their supervisors.

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

telephone (02) 9514 1336

fax (02) 9514 1588

email ugs@uts.edu.au

www.gradschool.uts.edu.au

Note: In 2002, the University Graduate School will be relocating to CB10 (Jones Street), City campus.

INTERNATIONAL EXCHANGE STUDENT SCHEME

UTS encourages its students to develop an international perspective on their courses and careers. As part of their studies, students have the opportunity to spend one or two semesters studying at an overseas university and receive credit towards their UTS degrees. To enable this to happen, UTS has formal links with a large number of universities around the world. The UTS International Exchange Student Scheme assists students to study on exchange primarily at English-speaking universities in the United States and Europe, but also at other universities around the world.

UTS supports student participation in the International Exchange Student Scheme through the provision of a number of scholarships each semester as a contribution to the costs of going on exchange. While on exchange, students do not pay tuition fees in the overseas university. They pay their usual HECS fees or, if they are international students at UTS, their Australian tuition fees.

Further information and application forms for the Exchange Scheme and scholarships can be obtained from:

Institute for International Studies
10 Quay Street
Haymarket
telephone (+61 2) 9514 1537
email international.exchange@uts.edu.au
www.uts.edu.au/fac/iis/

SUPPORT FOR STUDENT LEARNING

Student Services Unit

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

These services include:

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

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

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

www.uts.edu.au/div/ssu

Transition to university programs

Orientation 2002

UTS offers a free Study Success Program of integrated lectures and activities before semester begins, to help new students manage the transition to university study. There are specially tailored programs for part-time and international students as well as for recent school leavers. Students are informed of academic expectations, the skills needed to be an independent learner, and learning strategies which can help them successfully manage the workload. They are also provided with valuable information about how the University and its faculties operate, and the services provided.

Peer support network

The Peer Network Program enlists the aid of existing students to assist with the orientation of new students.

For more information, contact:

Student Services Unit
telephone (02) 9514 1177 (City campus) or
(02) 9514 5342 (Kuring-gai campus)

Careers Service

The Careers Service can help students make the link between various UTS courses and the careers they can lead to. The Careers Service also offers general career guidance, and assists with job placement for students seeking permanent or casual vacation work and employment. Contact the Careers Service on:

telephone (02) 9514 1471 (City campus)
www.uts.edu.au/div/cas

Chaplaincy

The Chaplaincy is coordinated through Student Services. Visiting Chaplains and Worship Rooms are available to students.

Chaplains represent different Christian denominations, as well as Buddhism, Judaism and Islam. Further information is available on:
telephone (02) 9514 1177

Counselling

Counsellors are available at both the City and Kuring-gai campuses for individual consultation. Group programs are also held throughout the year. This service is free of charge, confidential and sensitive to diversity. For further information, contact:

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

Telephone counselling is available on:
telephone (02) 9514 1177.

Financial assistance

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

telephone (02) 9514 1177

Health

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

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

Housing

University Housing provides assistance to students in locating private accommodation. A limited amount of UTS-owned housing is also available. For further information, contact:
telephone (02) 9514 1509 (listings) or
(02) 9514 1199 (UTS accommodation)

Special Needs Service

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

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

Contacting Student Services

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

City campus

CB01.6.01

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

CB01.3.01

- Careers Service

CB08.1 (9 Broadway)

- Housing Service

Kuring-gai campus

KG01.5.19 (Level 5, Building K1)

- Counselling Service
- Health Service

Computing facilities at UTS

UTS General Access Labs are located throughout all campuses of 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 (ITD) Support Centre on:

telephone (02) 9514 2222
www.itd.uts.edu.au

Access to these labs requires login and password. Call the Support Centre for assistance in setting up a login.

Student email accounts

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

www.uts.edu.au/email/

Alternatively, pick up the brochure, *Your UTS Email Account*, available in all ITD General Access Labs and drop-in centres. If you have any problems with activating your account or the computing facilities in general, contact the ITD Support Centre on:

telephone (02) 9514 2222

email itsupport@uts.edu.au

Computer training

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

STUDENT LEARNING CENTRES

Chemistry Learning Resources Centre

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

CB04.2.11

City campus

Rosemary Ward

telephone (02) 9514 1729

email Rosemary.Ward@uts.edu.au

www.science.uts.edu.au/cmfc/chem/clrc/

Computing Study Centre

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

CB01.16.11

City campus

John Colville, Director

telephone (02) 9514 1854

email John.Colville@uts.edu.au

www.it.uts.edu.au/activities/csc/

English Language Study Skills Assistance (ELSSA) Centre

ELSSA, the UTS Centre for academic language development, provides free custom-designed programs in academic writing, reading, speaking, critical thinking and cultural knowledge to meet the needs of undergraduate and postgraduate UTS students completing their degree in English. ELSSA also collaborates with staff in the faculties to foster interest in, and knowledge of, literacy and learning through research, intellectual contributions and staff development. ELSSA values quality, diversity, internationalisation and flexibility as it serves the wider academic and professional communities. The Centre also offers several award programs. For details, refer to pages 127–133.

Alex Barthel, Director

CB01.18.22

City campus

telephone (02) 9514 2327

or

KG02.5.22

Kuring-gai campus

telephone (02) 9514 5160

email elssa.centre@uts.edu.au

www.uts.edu.au/div/elssa/

Jumbunna, Indigenous House of Learning

Student Support Unit

Jumbunna's Student Support Unit provides a range of academic and cultural support to Aboriginal and Torres Strait Islander students studying at UTS to ensure equal access and participation in higher education.

The support available to students includes academic assistance, cultural activities, cultural affirmation programs, group and private study areas, student common room and kitchen, and a computer laboratory and printing facilities.

Jumbunna, Indigenous House of Learning
CB01.17

City campus

telephone (02) 9514 1902 or 1800 064 312

fax (02) 9514 1894

Mathematics Study Centre

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

CB01.16

City campus

Leigh Wood, Director

telephone (02) 9514 2268

email Leigh.Wood@uts.edu.au

KG02.2.52

Kuring-gai campus

telephone (02) 9514 5186

www.it.uts.edu.au/activities/msc/

Physics Learning Centre

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

CB01.11

City campus

(with an adjoining computer laboratory)

Peter Logan

telephone (02) 9514 2194

email Peter.Logan@uts.edu.au

www.science.uts.edu.au/physics/plc.html

EQUITY AND DIVERSITY

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 University also aims to assist members of under-represented groups overcome past or present discrimination, and to provide a supportive and open organisational culture in which students and staff are able to develop to their full potential.

UTS is committed to implementing its Equal Opportunity Statement which aims to ensure that all students and staff are treated fairly and equitably, and can work and study in an environment free of harassment. Discrimination, harassment and victimisation are unlawful, undermine professional relationships, diminish the experience of university life, and are not tolerated at UTS. All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment.

The Equity & Diversity Unit provides a range of services for students and prospective students. These include the coordination of the inpUTS Educational Access Scheme for

students who have experienced long-term educational disadvantage; coordination of financial scholarships and awards for commencing low-income students; and the provision of confidential advice and assistance with the resolution of discrimination and harassment-related grievances.

Equity & Diversity Unit

CB01.17

telephone (02) 9514 1084

email equity.diversity.unit@uts.edu.au

www.equity.uts.edu.au

JUMBUNNA, INDIGENOUS HOUSE OF LEARNING

Jumbunna was relaunched as the Indigenous House of Learning (IHL) in 2001. Jumbunna has grown from being, in 1986, an Aboriginal student support centre, to become a successful academic, research and support centre with approximately 300 Indigenous Australian undergraduate and postgraduate students studying at UTS.

Jumbunna's role within UTS is to contribute to Australia's educational and social development by making UTS staff and students aware of Indigenous Australian cultures and associated issues. Jumbunna is committed to improving the quality of teaching and research at UTS by facilitating active links with the Indigenous community, higher education institutions and other professions with particular emphasis on Australia's growth as a multicultural nation.

Jumbunna IHL has a wide ranging, long term agenda that includes:

- involving Indigenous Australians in institutional decision-making and consultative structures, academic policy development and curriculums, and strengthening partnerships between it and the faculties
- broadening the awareness and acceptance of Indigenous Australian cultures, achievements, contributions, and contemporary issues by developing teaching subjects and awards
- broadening economic, social and political opportunities for Indigenous Australians, in particular expanding employment and income opportunities
- enhancing the teaching and coordination of postgraduate studies in Indigenous studies

- the provision of consultancy services to community and government, and
- improving accessibility, retention and graduation rates of Indigenous Australians in studies at UTS.

Reconciliation Studies elective

The subject Reconciliation Studies is offered by Jumbunna to all students. Offered for the first time in Autumn semester 2002, the subject is a transdisciplinary 6- or 8-credit-point elective available at both undergraduate and postgraduate levels.

Undergraduate

85208	Reconciliation Studies	6cp
85209	Reconciliation Studies	8cp

Postgraduate

85210	Reconciliation Studies	6cp
85211	Reconciliation Studies	8cp

For further details of these subjects, refer to the Subject Descriptions section at the back of this handbook.

NSW CHILD PROTECTION LEGISLATION

Prohibited Person Declaration and Working with Children Check

The NSW Department of Education and Training has implemented procedures to satisfy the requirements of NSW Child Protection legislation. All students who participate in Practicum subjects conducted in schools or in similar organisations where work involves contact with children, are required to complete a Prohibited Employment Declaration on enrolment and may be required to undergo employment screening.

Students participating in internship or associate teacher programs which require them to supervise students without the presence of a qualified teacher are subject to a Working with Children Check by the NSW Department of Education and Training.

On the basis of these checks, eligibility for participation in such programs is determined. It is expected that such security checks will also apply to schools other than NSW departmental schools.

Working with Children Checks will be carried out only with a student's consent. Each student is also requested to complete a

Consent to Employment Screening form. Any refusal by a student to undergo these checks may result in that student being unable to complete the course requirements.

OTHER SERVICES

Student Ombud

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

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

CB02.4.02

City campus

telephone (02) 9514 2575

email ombuds@uts.edu.au

www.uts.edu.au/oth/ombuds

Freedom of Information and Privacy

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

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

David Clarke

FOI and Privacy Officer

CB01.4A.01

City campus

telephone (02) 9514 1240

email David.Clarke@uts.edu.au

Student complaints

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

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

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

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

www.uts.edu.au/div/publications/policies
Information on how to make a complaint is available on the Equity & Diversity Unit's website at:

www.equity.uts.edu.au/resources/gota.html

ENVIRONMENT, HEALTH, SAFETY AND SECURITY

The University is committed to providing a safe and healthy workplace for students, staff and visitors and adopting a socially responsible approach towards protecting and sustaining the environment. Staff and students must take reasonable care of themselves and others, cooperate with actions taken to protect health and safety and not wilfully place at risk the health, safety or wellbeing of others.

Emergency procedures

Report emergencies to Security by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Let the Security Officer know:

- the nature of the problem (e.g. fire, medical emergency, assault)
- the location of the emergency, and
- your name and the telephone extension you are calling from.

Evacuation procedures

The Evacuation Alarm consists of two tones:

BEEP...BEEP...BEEP... (Prepare)

When you hear this tone:

- shut down or secure machinery and computers
- prepare to evacuate, and
- check whether anyone needs assistance.

WHOOO...WHOOO...WHOOO... (Evacuate)

When you hear this tone:

- listen for instructions, a public announcement will tell you to 'Evacuate the building'
- leave the building via the nearest fire exit
- do not use lifts
- provide assistance where required
- proceed to the assembly area
- follow instructions from Emergency Authorities and Security, and
- do not return to the building until the all clear is given.

Hazards and risks

If you see a hazard or condition that presents a risk to your health and safety, report it to a staff member or Security Officer so that something can be done to remedy it. Help to fix it if you can.

To report a serious hazard after hours, contact Security by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Safe work practices

Always follow safe work practices as provided by your lecturer or a technical staff member. Ask for help if you are unsure about how to use a piece of equipment or undertake a task, particularly before carrying out new or unfamiliar work.

First aid

There are a number of First Aid Officers in every building on each UTS campus. See the first aid poster in your study area for their names, location and phone number. Security Officers also have first aid training and can be contacted by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Medical attention is also available from the Health Service at City (Broadway) and Kuring-gai campuses.

Accident/incident reporting

If you are involved in an accident or incident, report it to a staff member or Security Officer and then complete a UTS Accident/Incident Report form, available from your faculty office or Security.

If the accident/incident is serious, call Security immediately by dialling '6' from any internal telephone or Freecall 1 800 249 559 (24 hrs).

Smoking

Smoking is not permitted inside any building on any campus of the University, or in any University vehicle.

Campus shuttle bus

The University operates a number of shuttle bus services. These run between:

- City and Kuring-gai campus
- Kuring-gai campus main entry and the Kuring-gai campus carpark
- City campus at Haymarket and Broadway and the student accommodation facilities (Geegal and Bulga Ngurra). This shuttle covers the area bounded by William Henry Street, Bay Street and Broadway. All students living within this area are urged to use the service to ensure a safe passage home.

Shuttle bus timetables are available from the Security Office on your campus.

Lost and found

The Security Office on your Campus is the first point of call to check for lost property or to hand in found items. Items are kept for three months and if unclaimed become the property of the person who found the item.

Security systems

All buildings are accessible by a personal identification number (PIN) and are protected by an electronic intrusion detection system and a closed circuit TV network. You can obtain a PIN from your faculty office. Remember, your PIN is assigned to you and is not transferable. Do not misuse your PIN as this could compromise the safety of others.

Keeping yourself safe

- If studying/working in an isolated area, particularly after hours, lock the doors and don't let anyone in who you don't know. Do not leave doors propped open.
- If you think you are being followed or feel frightened for any reason, contact Security by dialling '6' from any internal telephone or Freecall 1 800 249 559.
- Do not take shortcuts through isolated areas, particularly at the St Leonards campus where the cemetery is a definite

no-go area, even during the day. Keep to well-travelled routes and well-lit areas.

- Walk near the curb, away from doorways and bushes.
- Be alert when using toilet facilities, particularly in isolated areas. Check for strangers while you are still near the door. Whenever possible, ask a friend to accompany you.
- If you plan to have a drink after classes, make plans ahead of time for getting home. Don't leave with people you are not comfortable with.
- Do not hitchhike or accept a lift from a stranger.
- If you feel uncomfortable about who is in a lift/elevator, do not get in. Wait until the next lift/elevator arrives.
- Remember, UTS Security staff are available 24 hours a day, 7 days a week.

Keeping your belongings safe

The University consists of a number of large public buildings in the CBD and experiences a level of property crime in keeping with its location. Purses, wallets and particularly mobile phones are a prime target for thieves.

- Mark your name or other personal identification (e.g. your driver's licence number) on personal items of value. Marked items are less likely to be stolen.
- Use the lockers in the Library to store personal property, particularly if you plan on spending some time studying.
- Keep your possessions with you at all times. Do not leave wallets, purses or phones unprotected or out of your sight, particularly in the Library, computer laboratories or cafeterias.
- Do not carry large amounts of money – there are automatic teller machines (ATMs) on most campuses.

Bicycle storage

Bicycle racks are located outside major buildings and often covered by a security camera.

Recycling

UTS has facilities for recycling paper, glass, cardboard and aluminium. Reduce, reuse and recycle.

Contacts

Environment, Health and Safety

telephone (02) 9514 1326, (02) 9514 1062,
(02) 9514 1063

email ehs.branch@uts.edu.au

www.ehs.uts.edu.au

Security

City campus at Broadway

telephone (02) 9514 1192

email security.general@uts.edu.au

City campus at Haymarket

telephone (02) 9514 3399

email security.haymarket@uts.edu.au

Kuring-gai campus

telephone (02) 9514 5551

email security.kuring-gai@uts.edu.au

St Leonards campus, Dunbar Building

telephone (02) 9514 4004

email security.dunbar@uts.edu.au

CAMPUS LIFE

UTS Union

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

Union Office (City campus)

telephone (02) 9514 1444

email office@utsunion.uts.edu.au

City campus (Haymarket)

telephone (02) 9514 3369

Kuring-gai campus

telephone (02) 9514 5011

www.utsunion.uts.edu.au

Union Sports Centre

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

CB04.1

City campus

telephone (02) 9514 2444

UTS Rowing Club

Dobroyd Parade, Haberfield

telephone (02) 9797 9523

Child care

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

Care is available for 0–5 year olds throughout the year and for 5–12 year olds during school holidays. Child care can be accessed on a full-time, or part-time basis.

telephone (02) 9514 1456 (City campus)

or (02) 9514 2960 (City campus – Blackfriars)

or (02) 9514 5105 (Kuring-gai campus)

Child care subsidies

UTS child-care centres charge a fee, comparable to other child-care centres, of between \$40–50 per day for 0–5 year olds and \$24 a day for 5–12 year olds. All families who register with Centrelink can access Federal Government means-tested child-care subsidies of up to \$27 per day through child-care centres.

Further subsidies are available at UTS child-care centres to all current UTS staff and students of up to \$8 per day, funded by the University and the University Union and available on proof of employment/enrolment at UTS.

Low-income students may apply to the Equity & Diversity Unit for further assistance (funded by the Unit and the Students' Association) in cases of demonstrable financial hardship.

To obtain an application form, contact the Equity & Diversity Unit on:

telephone (02) 9514 1084

Co-op Bookshop

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

City campus

telephone (02) 9212 3078

email uts@mail.coop-bookshop.com.au

Kuring-gai campus

telephone (02) 9514 5318

email kuringgai@mail.coop-bookshop.com.au

www.coop-bookshop.com.au

Students' Association

The Students' Association (SA) is the elected representative body of students at UTS and represents all students of the University on welfare and education issues. UTS students have the right to stand for election of the SA and to vote in the annual elections. The Students Representative Council enacts, directs and coordinates the work of the SA.

All enrolled students are members of the SA and pay an annual fee. Revenue from fees is used to employ professional educational and welfare staff; fund the student newspaper, *Vertigo*; run the Peer Tutor Scheme and Second-hand Bookshop; and facilitate and support various information, education and action campaigns.

City campus

CB01.3

telephone (02) 9514 1155

Kuring-gai campus

KG02.4

telephone (02) 9514 5237

Radio Station 2SER-FM (107.3 FM)

2SER-FM is a community-based radio station situated on Level 26 of the UTS Tower. 2SER is owned by Sydney Educational Broadcasting Ltd, a company established jointly by the University of Technology, Sydney and Macquarie University. The station broadcasts a diverse range of 'talk' and music programs, produced and presented by volunteers.

Students interested in broadcasting are welcome to visit the studios:

CB01.26.22

City campus

telephone (02) 9514 9514

or for more information visit the website at:

www.2ser.com

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery on the City campus. The UTS Gallery presents local, interstate and international exhibitions of art and design. The exhibitions change monthly.

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

CB06.4

City campus

702 Harris Street, Ultimo

telephone (02) 9514 1652

fax (02) 9514 1228

email uts.gallery@uts.edu.au

www.utsgallery.uts.edu.au

PRINCIPAL DATES FOR 2002

January

- 1 New Year's Day – public holiday
- 2 Summer session classes recommence (to 1 February)
- 2 Provisional examination timetable available for Summer session
- 4 UTS Advisory Day
- 7 Closing date for change of preference (main round) to the Universities Admissions Centre (UAC), by mail or in person. Closing date (midnight) for change of preference (main round) UAC Infoline and website (www.uac.edu.au)
- 7 Formal supplementary examinations for 2001 Spring semester students
- 11 Last day to submit appeal against exclusion from Spring 2001
- 11 Due date for payment of Autumn semester 2002 tuition fees for continuing international students
- 18 Final examination timetable for Summer session available
- 18 Closing date for applications for non-award and cross-institutional enrolment in Autumn semester 2002
- 18 Main round of offers to UAC applicants
- 21–25 Enrolment of new main round UAC undergraduate students at City campus
- 23 Closing date for change of preference to UAC for late round offers
- 25 Public school holidays end
- 26 Australia Day – public holiday
- 30 Closing date for applications for Postgraduate Equity Scholarships for Autumn semester 2002
- 31 Third round closing date for post-graduate coursework applications for Autumn semester 2002 (except Faculty of Business – closing date 15 February)

February

- 1 Late round of offers (UAC)
- 1 Summer session ends for subjects with formal exams
- 4–15 Formal examinations for Summer session
- 6–7 Enrolment of late round UAC students at City campus
- 8 Last day to lodge a Stage 2 appeal against assessment grade for Spring semester 2001
- 11–19 Enrolment of new postgraduate students at City campus
- 15 Third round closing date for Faculty of Business postgraduate coursework applications for Autumn semester 2002
- 21–22 Enrolment of new international students at City campus
- 22 Last round of offers (UAC)
- 25 Orientation week for new students commences (to 1 March)
- 25 Release of results for Summer session
- 27 Union 'O' Day – Clubs and activities day
- 27 Late enrolment day

March

- 4 Autumn semester classes commence
- 6 Late enrolment day
- 8 Last day to lodge a Stage 2 appeal against assessment grade for Summer session
- 15 Last day to enrol in a course or add subjects¹
- 15 Last day to pay upfront HECS or Postgraduate Course Fees for Autumn semester 2002
- 18 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)
- 28 Last day to withdraw from a course or subject without financial penalty¹
- 28 HECS census date (note 31 March is Easter Sunday)
- 29 Good Friday – public holiday
- 30 Easter Saturday – public holiday
- 31 Easter Sunday

April

- 1 Easter Monday – public holiday
- 1–5 Vice-Chancellors' Week (non-teaching)
- 3–5 Graduation ceremonies (Kuring-gai campus)
- 12 Last day to withdraw from a course or subject without academic penalty¹
- 15–26 Public school holidays
- 25 Anzac Day – public holiday

May

- 1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2002
- 6–17 Graduation ceremonies (City campus)
- 10 Provisional examination timetable for Autumn semester available
- 22 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July–December)
- 31 Final Autumn semester examination timetable available
- 31 Closing date for undergraduate and first round postgraduate coursework applications for Spring semester 2002 (except Faculty of Business – closing date 12 July)
- 31 Closing date for postgraduate research degree applications for Spring semester 2002

June

- 10 Queen's Birthday – public holiday
- 14 Last teaching day of Autumn semester
- 15 Formal examinations for Autumn semester commence (to 5 July)
- 27 Closing date for applications for Postgraduate Equity Scholarships for Spring semester 2002
- 28 Second round closing date for postgraduate coursework applications for Spring semester 2002 (except Faculty of Business – closing date 12 July)
- 28 Closing date for applications for non-award and cross-institutional enrolment in Spring semester 2002

July

- 5 Autumn semester formal examinations end (commenced 15 June)
- 5 Due date for payment of Spring semester 2002 tuition fees for continuing international students
- 8–12 Vice-Chancellors' Week (non-teaching)
- 8–19 Public school holidays
- 12 Closing date for Faculty of Business postgraduate coursework applications for Spring semester 2002
- 15–19 Formal alternative examination period for Autumn semester students
- 22–26 Enrolment of new students for Spring semester 2002
- 24 Release of Autumn semester examination results
- 25 Formal supplementary examinations for Autumn semester students
- 29 Spring semester classes commence

August

- 1 Applications available for undergraduate and postgraduate courses for Autumn semester 2003
- 1 Applications available for postgraduate research scholarships for Autumn semester 2003
- 2 Last day to withdraw from full-year subjects without academic penalty
- 2 Last day to lodge a Stage 2 appeal against assessment grade for Autumn semester 2002
- 9 Last day to enrol in a course or add subjects for Spring semester 2002¹
- 16 Last day to pay upfront HECS or postgraduate course fees for Spring semester 2002
- 30 Last day to withdraw from a course or subject without financial penalty¹
- 30 HECS census date (note 31 August is a Saturday)

September

- 2 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2003)
- 2 Applications open for UTS Academic Internships
- 6 Last day to withdraw from a course or subject without academic penalty¹
- 30 Public school holidays commence (to 11 October)
- 30 Vice-Chancellors' Week (non-teaching) commences (to 4 October)
- 30 Graduation ceremonies (City campus) commence (to 4 October)

October

- 4 Vice-Chancellors' Week (non-teaching) ends
- 4 Provisional examination timetable for Spring semester available
- 7 Labour Day – public holiday
- 11 Public school holidays end (commenced 30 September)
- 25 Final examination timetable for Spring semester available
- 30 Closing date for applications for Postgraduate Equity Scholarships for Summer session 2002/3
- 31 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral scholarships
- 31 First round closing date for postgraduate coursework applications for Autumn semester 2003
- 31 Closing date for postgraduate research degree applications for Autumn semester 2003

November

- 8 Last teaching day of Spring semester
- 9–29 Formal examination period for Spring semester
- 15 Closing date for applications for UTS Academic Internships
- 19 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January–June 2003)

December

- 2 Summer session classes commence (to 7 February 2003)
- 9–13 Formal alternative examination period for Spring semester students
- 18 Release of Spring semester examination results
- 23 Public school holidays (to 28 January 2003)
- 25 Christmas Day – public holiday
- 26 Boxing Day – public holiday

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

Note: Information is correct as at August 2001. The University reserves the right to vary any information described in Principal Dates for 2002 without notice.

2002 ACADEMIC YEAR PATTERN








	January					February				March					April				May				June				July				August				September				October				November				December					
Calendar week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Monday	31	7	14	21	28	4	11	18	25	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23
Friday	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27

Summer session

Autumn semester

Spring semester

Summer session

-  Semester teaching weeks
-  Summer session (3.12.01–1.2.02)
-  Vice Chancellors' Weeks (non-teaching)
1–5 April, 8–12 July, 30 September–4 October
-  NSW Public School holidays
Summer 2001/2002: 21 December–25 January
Autumn: 15–26 April
Winter: 8–19 July
Spring: 30 September–11 October
Summer 2002/2003: 23 December–28 January
-  Formal examination periods
-  Summer session (2.12.02–7.2.03)
-  Recess

Note: These year patterns are indicative of the overall academic year for all Faculties. Individual courses each have their own structure within these year patterns. Inquiries should be directed to the relevant UTS Faculty.

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 one of 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, science, maths and technology education.

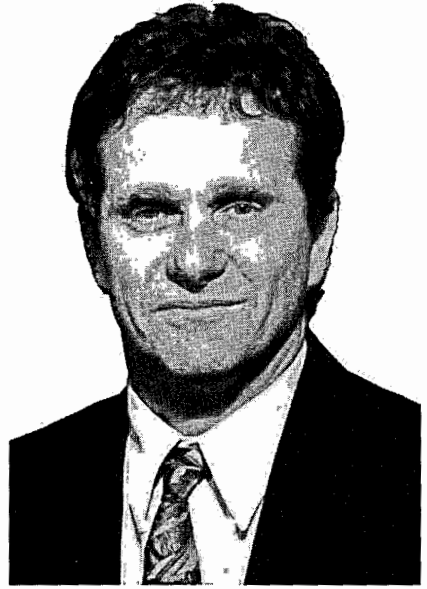
The Faculty is situated on two sites: adult, vocational and language and literacy education in the central area of the city and primary and secondary teacher education on the North Shore at its Kuring-gai campus set at the edge of a national park, 20 minutes from the city centre.

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 and the Centre for Training and Development Services.

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

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

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



Professor Andrew Gonczy
Dean

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.

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

In 2002 we will be offering substantially revised postgraduate courses, including combined degrees with the faculties of Information Technology; Science; Business; Design, Architecture and Building; and Engineering.

We are committed to a practice-based orientation and are currently offering courses using workplaces as the site of learning. Work-based learning offers students the opportunity to

marry their own and their organisation's goals with the objectives and outcomes of the University's courses.

Please peruse our website and feel free to contact us if you want further information about any of our activities. The UTS Faculty of Education website is at:

www.education.uts.edu.au

INFORMATION FOR EDUCATION STUDENTS

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

Faculty Mission Statement

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

The Faculty of Education is committed to:

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

International links

Over the past ten years the Faculty has built strong links internationally. Faculty staff are engaged in a variety of research and consulting activities overseas, particularly in the Asia-Pacific region. The Faculty has been commissioned to offer teaching programs in

Laos, Cambodia, Hong Kong, Vietnam, Thailand, Japan, the South Pacific region, Europe, the Middle East and South Africa.

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

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

The Faculty is located at two campuses – City campus and Kuring-gai campus.

Adult Education

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.

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 lifelong 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.

Contact details

telephone (02) 9514 3900
 fax (02) 9514 3939
 email education@uts.edu.au
 www.education.uts.edu.au

Teacher Education

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. Courses are designed for people who work or wish to work as:

- primary school teachers
- secondary school teachers of Science
- secondary school teachers of Personal Development, Health and Physical Education (PDHPE)
- special educators
- secondary school teachers of Mathematics
- secondary school teachers of Technology and Applied Studies (TAS)
- music therapists
- visual arts educators
- children's literature specialists.

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

Academics – research interests

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

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

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

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

Contact details

telephone (02) 9514 5619
 fax (02) 9514 5556
 email teached.office@uts.edu.au
www.education.uts.edu.au

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 Kuringgai 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 (TE20) or the Graduate Diploma in Special Education (TE53) who has the most distinguished academic record and who has demonstrated excellence in the practicum.

The Kevin Dawes Prize

This prize may be awarded annually to the most outstanding student in the Science elective strand and the two subjects in the Science Education sequence in the Bachelor of Education in Primary Education. If there is no Science elective strand offered, then the prize is awarded to the student with the highest combined mark in the two subjects in the Science Education sequence in the Bachelor of Education in Primary Education. The first award was made in 1995. The annual cash value of the prize is \$250.

The Phillips Prize

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

The Sydney Mechanics' School of Arts Award

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

Keith Foster Fellowship

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

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

CENTRES

Research Centre for Vocational Education and Training

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

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

Centre for Language and Literacy

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

telephone (02) 9514 3853
fax (02) 9514 3939
email Renata.Atkin@uts.edu.au

Centre for Popular Education

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

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

Training and Development Services

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

telephone (02) 9514 3888
fax (02) 9514 3811
email Phil.Richards@uts.edu.au

Centre for Research and Education in the Arts

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

telephone (02) 9514 5289
fax (02) 9514 5556
email Rosemary.Ross.Johnston@uts.edu.au

STUDENT SUPPORT

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

The Study Skills Unit (City campus)

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

telephone (02) 9514 3707
fax (02) 9514 3914
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, contact:

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

For inquiries regarding mathematics, science and learning, contact:

Dr Jules Harnett
telephone (02) 9514 5186

For information on other student learning centres, see page 14.

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: To be advised
telephone (02) 9514 5621

City: Jennifer Newman
telephone (02) 9514 3878

Computing facilities for Education students at City campus

At Building CB10 on City campus (the former Fairfax Building), the Faculty of Education has two new Digital Media Learning Spaces. These facilities incorporate leading edge concepts in educational design and technology.

One provides powerful iMac computers that have a suite of common up-to-date software installed for document production, web authoring, and Internet and email access. There is some specialist foreign language software available. Data projection, printing and scanning facilities are also available for students.

The second computer facility is available primarily as a student workspace and has a similar range of facilities operating on Windows-based machines.

A number of mini-studios with camera, lighting and playback facilities allow students to videotape and review presentations. Video-editing facilities are also available.

Faculty of Education students have free access to these facilities when classes are not in progress.

Building CB10 also contains a general access computing laboratory on the ground level which is available to any enrolled student, 14 hours per day.

Computing facilities for Education students at Kuring-gai campus

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.

NSW child protection legislation

Full details are provided in the General Information section, see page 16.

UNDERGRADUATE COURSES

ADULT EDUCATION

Bachelor of Arts in Organisational Learning

- ◆ Course code TA26
 - ◆ UAC code: 602030
 - ◆ Testamur title: Bachelor of Arts in Organisational Learning
 - ◆ Abbreviation: BA
 - ◆ Course Coordinator: Dr Sallie Saunders
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

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

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

Course aims

The course aims to provide you with the ability to:

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

Admission requirements

Admission is normally on the basis of one of the following categories:

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

Attendance

Attendance is required full-time during the day, three days per week.

Course duration

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

Assessment

All subject assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded accordingly. Some subjects are graded, others are assessed on a pass or fail basis only.

Course structure

The degree comprises 144 credit points of study.

Course program

Year 1

Autumn semester

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

Spring semester

015406 Psychology of Organisational Learning	6cp
015408 Analysing Organisational Learning Needs	6cp
<i>or</i>	
015001 Language, Culture and Communication	6cp
015418 E-portfolio	6cp
21210 Business, Government and Society	6cp

Year 2

Autumn semester

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

Spring semester

015046 Influences on the Contemporary Workplace	6cp
015417 Strategic HRD	6cp
<i>or</i>	
015007 Adult Learning in Social Context	6cp
015403 E-Learning Theories	6cp
21555 Human Resource Management	6cp

Year 3

Autumn semester

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

Spring semester

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

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

Bachelor of Education in Adult Education

- ◆ Course code: TA21
 - ◆ Testamur title: Bachelor of Education in Adult Education
 - ◆ Abbreviation: BEd
 - ◆ Course Coordinator: Jane Sampson
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

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

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

Course aims

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

- have a deep understanding of their own learning and a commitment to the learning of others
- incorporate an informed professional approach which takes account of cultural and other diversity, the experience of the learners, and ethical standards for teaching and facilitating
- understand their own workplace contexts
- can provide effective opportunities for learning
- are responsive to the human needs of the people with whom they work

- can effectively design, implement and evaluate a range of teaching and learning strategies
- integrate theory and practice
- are critically analytical
- are aware of globalisation and understand national and international perspectives
- promote lifelong learning
- have the capacity to research their own practice, and
- are interested to increase/improve the standing of the profession.

Admission requirements

Admission is normally on the basis of one of the following categories:

- Higher School Certificate
- completion of an approved certificate or diploma course from TAFE
- possession of equivalent qualifications
- adult entrance with appropriate work experience.

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

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

Advanced standing

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

Attendance

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

Community Adult Education

- Full-time afternoon (one afternoon plus three to four Saturday workshops)
- Part-time afternoon (one afternoon per week plus two to three Saturday workshops)
- Full-time block (five weekdays, three times per semester) open to Aboriginal and Torres Strait Islander students only

Human Resource Development

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

Language, Literacy and Numeracy

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

Vocational Education

- Full-time day (two days per week)

Course duration

The Bachelor of Education in Adult Education is normally completed in three years of full-time study. However, it is possible to extend the time to complete the course by taking fewer than the full-time number of credit points per semester.

Assessment

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

Course structure

The Bachelor of Education comprises 144 credit points. There are three components to the 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 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. Majors (48 credit points)

You have a choice of selecting one of the following majors:

Aboriginal Community program – a specialised program for indigenous students which combines Aboriginal studies with the Community major and core subjects.

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

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

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

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

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

Supervised field experience in each major includes a teaching practicum.

3. Electives (48 credit points)

3a. Individual program (48 credit points)

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

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

Advanced Diploma in Adult Education

If you have enrolled in the Community Adult Education or Human Resource Development major, you may be able to exit with an Advanced Diploma in Adult Education after a structured sequence of studies of 96 credit points.

Course programs

Aboriginal Community program

Year 1

Autumn semester

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

Spring semester

C	015001	Language, Culture and Communication	6cp
C	015002	Adult Education and Learning	6cp
M	015021	Adult Teaching Practices 1	6cp
A	015395	Aboriginal Social and Political History	8cp

Year 2

Autumn semester

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

Spring semester

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

Year 3

Autumn semester

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

Spring semester

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

A = Aboriginal Community program

C = Core subject

M = Major subject

Community Adult Education major**Year 1***Autumn semester*

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

Spring semester

C	015001	Language, Culture and Communication	6cp
C	015005	Psychological Perspectives on Adult Learning	6cp
M	015033	Program Planning in Community Settings	6cp
M	015189	Adult Teaching Practices 2	6cp

Year 2*Autumn semester*

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

Spring semester

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

Year 3*Autumn semester*

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

Spring semester

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

C = Core subject
M = Major subject

Human Resource Development major**Year 1***Autumn semester*

C	015004	Communication and Learning	6cp
C	015002	Adult Teaching and Learning	6cp
M	015018	Workplace Practicum	6cp
M	015022	Human Resource Development Practices	6cp

Spring semester

C	015001	Language, Culture and Communication	6cp
C	015005	Psychological Perspectives on Adult Learning	6cp
M	15141	Human Resource Development Strategies	6cp
M	015162	Competency Assessment in the Workplace	6cp

Year 2*Autumn semester*

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

Spring semester

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

Year 3*Autumn semester*

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

Spring semester

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

C = Core subject
M = Major subject

Language, Literacy and Numeracy major**Year 1***Autumn semester*

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

Spring semester

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

Year 2*Autumn semester*

C	015006	Program Development and Needs Analysis	6cp
M	015086	Introduction to Language	6cp
M	015088	Teaching Literacy	6cp
	xxxxx	Elective	6cp

Spring semester

C	015007	Adult Learning in Social Context	6cp
M	015043	Language, Literacy and Numeracy Practicum 2	6cp
M	015089	Numeracy Awareness	6cp
	xxxxx	Elective	6cp

Year 3*Autumn semester*

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

Spring semester

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

C = Core subject

M = Major subject

Vocational Education major

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

Year 1*Autumn semester*

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

Spring semester

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

Year 2*Autumn semester*

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

Spring semester

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

C = Core subject

M = Major subject

Electives

015110	Aboriginal Cultures and Philosophies	8cp
015112	Aboriginal Initiatives in Education: Towards Community Control	8cp
015395	Aboriginal Social and Political History	8cp
015114	Aboriginal Studies	4cp
015140	Aboriginal Studies Project	8cp
015070	Adolescent and Adult Development	6cp
015078	Adult Education and Social Action	6cp
015081	Adult Education and the Unemployed	6cp
015309	Computing for Adult Educators	6cp
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
015198	Individualised Project A	4cp
015115	Introducing Aboriginal Cultures and Philosophies	6cp
015111	Issues in Aboriginal Education	8cp
015083	Managing Education Programs	6cp
015084	Organising Community Adult Education	6cp
015003	Portfolio Development	6cp
015091	Promoting Workplace Learning	6cp
015096	Simulations and Games: Theory and Design	6cp
015076	Social Education in Community Settings	6cp
015113	Teaching Aboriginal Studies	6cp
Subjects offered by distance:		
011002	Adult Teaching and Learning	6cp
011009	Analysing Current Issues in Australian Education	6cp
011069	Designing and Delivering Open Learning	6cp
011011	Research and Inquiry	6cp

**Sequence of study in Communication
Development Studies**

015072	Developing Interpersonal Communication
015073	Developing Group Communication
015074	Developing Systems Communication
015075	Independent Study Project in Communication

The four subjects form a sequence of study in communication for educators intending to teach communication in industry and further education. Subjects may be taken one at a time, in which case the four subjects could be completed in two-years (four semesters). Alternatively, four subjects can be completed in one year by taking two subjects in each semester depending on availability. It is recommended that the subjects be completed in the above order or in pairs (first two subjects followed by third and fourth subjects).

A Statement of Attainment is provided on completion of the sequence.

Aboriginal Studies major

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

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

Elective option

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

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

Bachelor of Business Human Resource Development sub-major

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

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

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

¹ To complete these units, you are required to arrange and complete a practicum component in the workplace.

Bachelor of Education (Honours) in Adult Education

-
- ◆ Course code: TA24
 - ◆ Testamur title: Bachelor of Education (Honours) in Adult Education
 - ◆ Abbreviation: BEd(Hons)
 - ◆ Course Coordinator: Associate Professor Barbara Poston-Anderson
 - ◆ Course fee: HECS (local) \$6,250 per semester (international)
-

Overview

This course allows you to work at a higher level of academic study. Many of the students who complete the Honours program may like to proceed to a Doctoral program or to the Master of Education (Honours).

Course aims

The course aims to provide through 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 requirements

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

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

Attendance

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

Course duration

This course can be completed on a one-year, full-time, or two-year, part-time basis.

Assessment

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

The thesis

Selection and supervision

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

Length

15,000–20,000 words (approximately)

Major thesis assessment criteria

- Definition of research problem
- Critical review of the literature
- Data or information selection and analysis
- Cogency of argument
- Interpretation and assessment of findings
- Quality of presentation

Grading

The grading of the Honours award shall be:

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

If you apply for this course, and are in the final year of the Bachelor of Education in Adult Education, you may still take out the Bachelor of Education in Adult Education Pass degree.

Course program

015382	Research in Practice	6cp
015381	Thesis Development and Appraisal	6cp
015383	Thesis (P/T)	30cp

or

015380	Thesis (F/T)	30cp
xxxxxx	Elective	6cp

The elective subject may be taken from the Master of Education in Adult Education (excepting Independent Study Projects), Master of Arts in Language and Literacy or other Honours equivalent subjects elsewhere within the University.

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

- ◆ Course code: TA25
- ◆ Testamur title: Bachelor of Education in Adult Education
Bachelor of Arts in International Studies
- ◆ Abbreviation: BEd BA
- ◆ Course Coordinator: Jane Sampson
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

Admission requirements

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.

Advanced standing

The Adult Education component is designed so that exemptions can be granted through credit transfer arrangements and through recognition of prior learning (RPL).

Course duration

The length of the combined degree program is five years equivalent of full-time academic work.

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.

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

Adult Education component

The Bachelor of Education in Adult Education component comprises 144 credit points. There are three components to this course.

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

This design enables you to study the core theoretical subjects that underpin the field of adult education while at the same time providing you 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.

International Studies component

The Bachelor of Arts in International Studies requires undergraduates to study a major – a region or country specialisation – over a minimum of three years. In Sydney, students study Language and Culture for at least two years, followed by a period of study overseas.

In the International Studies program, students focus on one of the following countries or majors: Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Spain or Thailand. There is also a Heritage major that permits students with previous exposure to a language and culture to continue their study in countries such as Croatia, Greece, Hong Kong, Korea, Poland, Russia, Taiwan, the Philippines, Vietnam and others.

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

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

Each major includes 32 credit points (four 8-credit-point subjects) of instruction in Language and Culture; 8 credit points of study of Comparative Social Change; 8 credit points of study of Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in the country of the major.

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

Arrangements for In-country Study

Students are required to complete all appropriate subjects in their combined degree, including four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students according to their level of language proficiency.

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

Course program

Year 1

Autumn semester

C	015002	Adult Teaching and Learning	6cp
C	015004	Communication and Learning	6cp
		<i>and</i>	
M	015003	Portfolio Development	6cp
A	015110	Aboriginal Cultures and Philosophies	8cp
		<i>or</i>	
M	015017	Community Practicum	6cp
M	015021	Adult Teaching Practices 1	6cp
		<i>or</i>	

Year 1 (cont.)

Autumn semester (cont.)

M	015018	Workplace Practicum	6cp
M	015022	Human Resource Development Practices	6cp
		<i>or</i>	
M	015023	Teaching and Learning in Practice (LLN)	12cp
		<i>or</i>	
M	015020	Field of Practice Specialist Knowledge 1 (VOC ED)	6cp
M	015024	Teaching and Learning in Practice (VOC ED)	6cp

Spring semester

C	015001	Language, Culture and Communication	6cp
C	015005	Psychological Perspectives in Adult Learning	6cp
		<i>and</i>	
M	015021	Adult Teaching Practices 1	6cp
A	015395	Aboriginal Social and Political History	8cp
		<i>or</i>	
M	015033	Program Planning in Community Settings	6cp
M	015189	Adult Teaching Practices 2	6cp
		<i>or</i>	
M	015141	Human Resource Development Strategies	6cp
M	015162	Competency Assessment in the Workplace	6cp
		<i>or</i>	
M	015019	Language, Literacy and Numeracy Learner, The	6cp
M	015031	Language, Literacy and Numeracy Practicum 1	6cp
		<i>or</i>	
M	015024	Teaching and Learning in Practice (VOC ED)	6cp
M	015032	Field of Practice Specialist Knowledge 2 (VOC ED)	6cp

Year 2

Autumn semester

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

Spring semester

Aboriginal Community program

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

Year 2 (cont.)*Spring semester (cont.)**Community major*

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

Human Resource Development major

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

Language, Literacy and Numeracy major

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

Vocational Education major

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

Year 3*Autumn semester**Aboriginal Community program*

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

Community major

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

Human Resource Development major

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

Language, Literacy and Numeracy major

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

Year 3 (cont.)*Autumn semester (cont.)**Vocational education major*

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

*Spring semester**Aboriginal Community program*

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

Community major

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

Human Resource Development major

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

Language, Literacy and Numeracy major

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

Vocational Education major

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

Year 4*Autumn semester*

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

I	978xxx	In-country Study 2	24cp
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Year 5*Autumn semester**Aboriginal Community program*

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

Community major

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

Year 5 (cont.)

*Autumn semester (cont.)**Human Resource Development major*

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

Language, Literacy and Numeracy major

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

*Spring semester**Aboriginal Community program*

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

Community major

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

Human Resource Development major

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

Language, Literacy and Numeracy major

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

A = Aboriginal Studies subject

C = Core subject

I = International Studies subject

M = Major subject

Note: A complete list of the International Studies majors can be located on page 56.

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

♦ Course code: B009

♦ Testamur title: Bachelor of Arts in Adult Education and Community Management

♦ Abbreviation: BA

♦ Course Coordinator: Sonya Pearce

♦ Course fee: HECS (local)¹

Overview

This 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 nonprofit 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 nonprofit and community organisations that require 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 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 this course are 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.

Attendance

Subjects are run in block release format requiring students to attend for a week or two weeks at a time.

¹ This course is not offered to international students.

Course duration

The course is completed in three years of full-time, or six years of part-time study.

Course structure

The Bachelor of Arts in Adult Education and Community Management comprises 144 credit points. An Advanced Diploma may be awarded to students who exit after two years, full-time study (96 credit points) or longer if part time.

Course program

Core subjects

Adult Education

- 015002 Adult Teaching and Learning
- 015021 Adult Teaching Practices 1
- 015189 Adult Teaching Practices 2
- 015004 Communication and Learning
- 015006 Program Development and Needs Analysis

5 x 6-credit-point subjects

plus

Aboriginal Studies

- 015110 Aboriginal Cultures and Philosophies
- 015395 Aboriginal Social and Political History
- 015111 Issues in Aboriginal Education
- 015113 Teaching Aboriginal Studies

4 x 8-credit-point subjects

and

- 015198 Individualised Project A

1 x 4-credit-point subject

plus

Community Management

- 21134 Introduction to Community Management
- 21143 Current Issues in the Community Sector
- 21225 Managing Human Resources in Indigenous Organisations
- 21224 Indigenous Community Research
- 21223 Social Analysis and Indigenous Community Organisations

5 x 6-credit-point subjects

Total 96 credit points

Aboriginal Studies

- 015112 Aboriginal Initiatives in Education: Towards Community Control

1 x 8-credit-point subject

- 015107 Individualised Project B

1 x 4-credit-point subject

**Adult Education
major**

Total 36 credit points

or

**Community
Management major**

Total 36 credit points

Adult Education Major

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

Community Management Major

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

Other information

Further information is available from Sonya Pearce, Indigenous Programs Coordinator: telephone (02) 9514 3774
email Sonya.Pearce@uts.edu.au

TEACHER EDUCATION

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

INITIAL TEACHER EDUCATION COURSES

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

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

Each course has the following strands:

- Professional experience
- Curriculum studies
- Education and contextual studies
- Major study

Professional Experience

The Professional Experience contains two interlinked elements:

- campus-based studies which examine the range of theoretical issues, skills and procedures central to effective pedagogical practice, and
- field experiences wherein you engage in a variety of professional interactions in schools and other educational settings.

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

You may apply to undertake a field experience in one of Teacher Education's existing international professional experience programs in Thailand, China or Samoa.

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

Faculty of Education rules specify that failing teaching practicum for the first time places you on probation and failing the same teaching practicum for the second time leads to exclusion (FED/92/94).

Everyone participating in internship or associate teacher programs which require them to supervise students without the presence of a qualified teacher is 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 also apply to schools other than NSW Departmental Schools.

Criminal records checks are carried out only with your consent. Everyone is requested to complete a form which authorises a criminal records check to be undertaken. Any refusal by you to undergo the check will result in your being unable to complete the course requirements.

Curriculum studies

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

- English Education
- Information Technology
- Mathematics Education
- Music Education
- Personal Development, Health and Physical Education
- Science and Technology Education
- Social and Environmental Education
- Visual Arts and Craft Education.

Education and contextual studies

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

Everyone in the three courses studies the following subjects:

- 029311 Aboriginal and Torres Strait Islander History and Cultures
- 023511 Developmental Psychology
- 023506 Philosophical Bases of Education
- 023512 Sociological Bases of Education

Major study electives

The major study component provides students in the Bachelor of Education in Primary Education (TE19) with the opportunity to acquire some scholarly expertise and experience in a field of their own choice. Students in the Bachelor of Education in Special Education (TE20) and the Bachelor of Education, Bachelor of Arts in International Studies (TE21) complete their own set of specialised subjects.

Admission requirements

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

English proficiency test

If your previous education was conducted in a language other than English, you are required to demonstrate proficiency in the English language. If suitable evidence of English proficiency is not forwarded with the application for admission, you are requested to complete an English Proficiency Test by the UTS Student Info & Admin Centre. UTS uses the International English Language Testing System (IELTS). For Teacher Education courses, a minimum pass mark of 7.0 is required. Currently the test is offered through Australian Education Centres and British Council offices overseas. The IELTS test is available in Australia in all capital cities and many regional centres.

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

For further information on IELTS, contact:

International Programs
10 Quay Street, Haymarket
telephone (02) 9514 1531, (02) 9514 1536

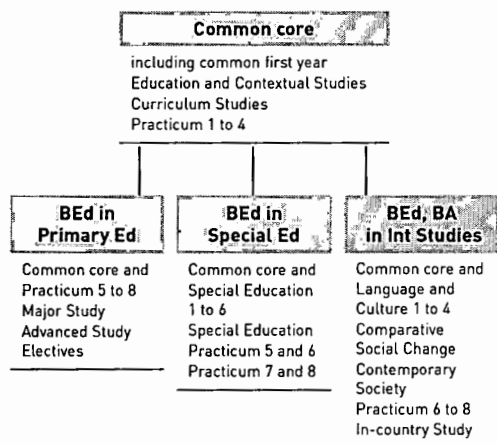
Attendance

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

Bachelor of Arts in Educational Studies

From 2002 students who originally enrolled in the Bachelor of Education in Primary Education (TE19), Bachelor of Education in Special Education (TE20) or Bachelor of Education, Bachelor of Arts in International Studies (TE21), will have the opportunity of changing to a three-year degree: the Bachelor of Arts in Educational Studies (subject to approval). This will not provide qualifications to teach.

For further details contact the Faculty of Education office at Kuring-gai campus.



Bachelor of Education in Primary Education

- ◆ Course code: TE19
- ◆ UAC code: 602000
- ◆ Testamur title: Bachelor of Education in Primary Education
- ◆ Abbreviation: BEd
- ◆ Course Coordinator: Rhondda Brill
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

The Bachelor of Education in Primary Education combines theory and practice in a course which prepares you for a career in education and, specifically, teaching in primary schools. Its innovative practicum program integrates academic study with practical experience in schools. You also have the opportunity to graduate with a major study of your choice.

Course duration

This course is offered over four years of full-time study, or part-time equivalent.

Course structure

The Bachelor of Education in Primary Education comprises the following strands: Professional Experience, Curriculum Studies, Education and Contextual Studies, major study and Advanced Study Electives.

Course program

Semester 1

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

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Computer-mediated Learning for Children	4cp
025211	Mathematics Education 1	6cp
026211	Music Education	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 <i>and either</i>	4cp
024212	English Education 2 <i>and</i>	6cp
020211	Visual Arts and Craft Education <i>or</i>	6cp
025212	Mathematics Education 2 <i>and</i>	6cp
029211	Social and Environmental Education	6cp

Semester 4

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

Semester 5

023115	Practicum 5: Designing Educational Programs	8cp
023512	Sociological Bases of Education	4cp
025213	Mathematics Education 3	4cp
02xxxx	Major Study (2 of a set of 4)	6cp

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	8cp
024213	English Education 3: Teaching ESL	6cp
02xxxx	Advanced Study Elective	6cp
02xxxx	Major Study (3 of a set of 4)	6cp

Semester 7

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

Semester 8

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

Majors

The major study choices available are:

- Art
- Children's Theatre and the Creative Arts
- Educational Computing
- Education
- English
- Human Society and Its Environments
- International
- Languages
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Science and Technology.

Art major study

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

The subject sequence is as follows:

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

Children's Theatre and the Creative Arts major study

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

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

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

The subject sequence is as follows:

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

Educational Computing major study

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

The subject sequence is as follows:

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

Education major study

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

The subject sequence is as follows:

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

English major study

The foundation aim of each of the major study subjects in English is to develop a lifelong love of literature.

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

The subject sequence is as follows:

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

Human Society and Its Environment major study

This major study sequence commences with the study of Australian history from its beginnings through to the 20th century. It then looks at European history in the 20th century, before turning to Asian history 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

The International major study offers you the opportunity to enhance your cultural awareness and understanding by studying at an overseas university for one semester. The content of the exchange program at the overseas university may include:

- study of the history, culture and society of the host country
- study of the language of the host country
- study of Education subjects offered by the host institution in the English language
- visits to primary schools.

The International major study comprises one subject worth 24 credit points undertaken at an overseas institution in Semester 5. A prerequisite for this subject is the satisfactory completion of all Semester 1, 2, 3 and 4 subjects. Travel, accommodation and living costs overseas are your responsibility. You are provided with advice about estimated costs prior to enrolling in the International major study subject. The host universities for the International major study include Sweden and the Netherlands.

The subject is:

- 029410 International Major

Languages major study

This major study sequence allows you to study a sequence of language and culture subjects offered by the Institute for International Studies.

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

For further information, contact the Institute for International Studies, 10 Quay Street, Haymarket or telephone (02) 9514 1574. Faculty permission is required to undertake a major study in language. All enrolments in language and culture programs must be done through the Institute for International Studies.

Mathematics major study

The Mathematics major study sequence of subjects is intended to increase your understanding of the nature of mathematics and its applications; to enhance your mathematical thinking; and to promote awareness of the historical and social context in which mathematics is developed. The subjects chosen for this major study have been selected on the assumption that you may be expected to assume leadership roles in the area of mathematics education in the primary school and that you will act as a mathematics resource teacher in your school.

If you elect to study the Mathematics major you are required to have General Mathematics in your HSC, or equivalent. The mathematics studies, while having clear applications to the primary school, are at an advanced level.

The subject sequence is as follows:

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

Music major study

The Music major study sequence exposes you to the professional sphere of thought and practice within the discipline of music.

The subject sequence is as follows:

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

Personal Development, Health and Physical Education (PDHPE) major study

The PDHPE major study sequence enables you to explore the sociocultural variables which influence participation in physical activity. By integrating micro teaching opportunities with research interests, you develop the ability to undertake action research. Personal development and health issues are explored as a medium for broadening your repertoire of teaching and learning strategies.

The subject sequence is as follows:

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

Science and Technology major study

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

The subject sequence is as follows:

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

Advanced study electives

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

Advanced study electives include:

- 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
- 023505 Educational Research
- 024705 Advanced Children's Literature
- 024712 Approaches to the Teaching of English
- 029602 Colonial Australian History
- 021703 Internet and Electronic Information Networking
- 020703 Issues in Art Education
- 026702 Music and Society
- 024713 Teaching English to International Students
- 028713 Environmental Education
- 022602 Independent Study
- 029704 Initiatives and Innovations in Aboriginal and Torres Strait Islander Education
- 022601 Learning Beyond the Classroom
- 027706 Sports Science and Education
- 020704 Studio Practice in Visual Arts
- 022603 Teaching Across the Curriculum

If you are undertaking an International Practicum you are required to complete the advanced study elective 024713 Teaching English to International Students in Semester 5.

Bachelor of Education in Special Education

- ◆ Course code: TE20
 - ◆ UAC code: 602020
 - ◆ Testamur title: Bachelor of Education in Special Education
 - ◆ Abbreviation: BEd
 - ◆ Course Coordinator: Dr Jennifer Stephenson
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

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

Completion of the Bachelor of Education in Special Education enables teachers to work in special education settings as well as in regular primary classrooms. The course shares a common first year with the other Bachelor of Education courses offered by Teacher Education, as well as a common core in later years.

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

Course aims

As well as meeting the aims for the Bachelor of Education to prepare you for teaching in primary classrooms, the Bachelor of Education in Special Education prepares you to work with students with special education needs. You acquire skills in assessing student performance, setting educational goals, designing programs and teaching strategies to meet students' educational needs and in monitoring and evaluating programs. You gain an understanding of special education service delivery and the role of collaborative teamwork with families and other professionals. Completion of the course enables you to work with students with special needs in inclusive settings and in any special education setting other than those for persons with visual and/or aural impairment.

Assessment

You complete a variety of criterion-referenced assessment tasks based on classroom content and on your professional experience activities. These include formal essays, program design, evaluation of research, teaching and assessment materials and commercial curricula, participation in class tasks, presentations to your peers, class tests and formal examinations. Two practicum subjects include a pass/fail assessment of your professional skills.

Course duration

The Bachelor of Education in Special Education consists of four years, full-time study or part time equivalent.

Advanced standing

You may apply for subject exemptions if you have completed equivalent special education subjects at another University.

Course structure

Three of the strands in the Bachelor of Education in Special Education have been described in the preceding section: Professional Experience, Curriculum Studies and Educational and Contextual Studies. There is no major study sequence or advanced study elective strand in this course because special education subjects have replaced them. Practicums in Semesters 5 and 6 are in special education settings. Practicums in Semesters 7 and 8 may be located in special education settings.

Course program

Semester 1

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

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Computer-mediated Learning for Children	4cp
025211	Mathematics Education 1	6cp
027211	Personal Development, Health and Physical Education 1	6cp
026211	Music Education	6cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	8cp
028211	Science and Technology Education 1	4cp
	<i>and either</i>	
024212	English Education 2	6cp
	<i>and</i>	
020211	Visual Arts and Craft Education	6cp
	<i>or</i>	
025212	Mathematics Education 2	6cp
	<i>and</i>	
029211	Social and Environmental Education	6cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
023822	Special Education 2: Preventing and Remediating Difficulties in Reading and Writing	6cp
	<i>and either</i>	
024212	English Education 2	6cp
	<i>and</i>	
020211	Visual Art and Craft Education	6cp
	<i>or</i>	
025212	Mathematics Education 2	6cp
	<i>and</i>	
029211	Social and Environmental Education	6cp

Semester 5

023831	Special Education Practicum 1: Assessment, Programming and Evaluation	8cp
023512	Sociological Bases of Education	4cp
025213	Mathematics Education 3	4cp
023825	Special Education 5: Educating Students with Moderate and High Support Needs	6cp

Semester 6

023832	Special Education Practicum 2: Collaborative Participation in Inclusive Service Models	8cp
024213	English Education 3: Teaching ESL	6cp
023505	Educational Research	6cp
	<i>or</i>	
0xxxxx	Elective	6p
023821	Special Education 1: Managing Challenging Behaviours	6cp

Semester 7

023117	Practicum 7: Reflecting on Educational Practice	8cp
023824	Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp
023823	Special Education 3: Educating Students who have Difficulties with Written Text	6cp

Semester 8

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
023826	Special Education 6: Educating Students with Delayed or Disordered Communication	6cp
023506	Philosophical Bases of Education	6cp

Bachelor of Education, Bachelor of Arts in International Studies

- ◆ Course code: TE21
- ◆ UAC code: 609160
- ◆ Testamur title: Bachelor of Education
Bachelor of Arts in International Studies
- ◆ Abbreviation: BEd BA
- ◆ Course Coordinator: Rhondda Brill
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

All existing arrangements for both the Bachelor of Education and the Bachelor of Arts in International Studies apply equally to the combined degree program.

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

Course duration

The Bachelor of Education, Bachelor of Arts in International Studies is a five-year degree. You spend the fourth year of study at a university overseas.

Assessment

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

Course structure

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

In the first year, you undertake the same core Teacher Education program as other Bachelor of Education students. Then, in the second and third years, you continue your study of Teacher Education while studying a particular language and culture in preparation for spending your fourth year at a university overseas. The fifth year is spent completing the Teacher Education program. You complete the same core strands of Professional Experience, Curriculum Studies and Education and Contextual Studies as other Bachelor of Education students, but in place of the major study and advanced study elective strands, you do the International Studies program.

Teacher Education component

The Teacher Education component includes three strands:

- Professional experience: 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.

International Studies component

The Bachelor of Arts in International Studies requires undergraduates to study a major – a region or country specialisation – over a minimum of three years. In Sydney, students study Language and Culture for at least two years, followed by a period of study overseas.

In the International Studies program, students focus on one of the following countries or majors: Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Spain or Thailand. There is also a Heritage major that permits students with previous exposure to a language and culture to continue their study in countries such as Croatia, Greece, Hong Kong, Korea, Poland, Russia, Taiwan, the Philippines, Vietnam and others.

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

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

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

Each major includes 32 credit points (four 8-credit-point subjects) of instruction in Language and Culture; 8 credit points of study of Comparative Social Change; 8 credit points of study of Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in the country of the major.

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

Arrangements for In-country Study

Students are required to complete all appropriate subjects in their combined degree, including four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students according to their level of language proficiency.

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

Course program

Semester 1

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

Semester 2

023112	Practicum 2: Developing Classroom Management	8cp
021311	Computer-mediated Learning for Children	4cp
025211	Mathematics Education 1	6cp
027211	Personal Development, Health and Physical Education 1	6cp
026211	Music Education	6cp

Semester 3

023113	Practicum 3: Promoting Student-centred Learning	8cp
971xxx	Language and Culture 1	8cp
025212	Mathematics Education 2	6cp
029211	Social and Environmental Education	6cp

Semester 4

023114	Practicum 4: Managing Learning Difficulties	8cp
024212	English Education 2	6cp
972xxx	Language and Culture 2	8cp

Semester 5

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

Semester 6

023116	Practicum 6: Assessing and Evaluating in Education	8cp
974xxx	Language and Culture 4	8cp
976xxx	Contemporary Society ¹	8cp

Semester 7

977xxx	In-country Study 1	24cp
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Semester 8

978xxx	In-country Study 2	24cp
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Semester 9

023117	Practicum 7: Reflecting on Educational Practice	8cp
023512	Sociological Bases of Education	4cp
028211	Science and Technology Education 1	4cp
025213	Mathematics Education 3	4cp

Semester 10

023118	Practicum 8: Analysing Current Issues in Australian Education	6cp
028212	Science and Technology Education 2	4cp
020211	Visual Arts and Craft Education	6cp
023506	Philosophical Bases of Education	4cp

Note: If you undertake an International Field Experience in Practicum 6, you will complete the advanced study elective 024713 Teaching English to International Students in Semester 5.

¹ Subject choice is dependent on your chosen International Studies major (see below).

International Studies majors

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

Chile

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
977523	In-country Study 1: Chile	24cp
978523	In-country Study 2: Chile	24cp

China

971111	Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976111	Contemporary China	8cp
97711x	In-country Study 1: China	24cp
97811x	In-country Study 2: China	24cp

France

971411	French Language and Culture 1	8cp
972411	French Language and Culture 2	8cp
973411	French Language and Culture 3	8cp
974411	French Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97741x	In-country Study 1: France	24cp
97841x	In-country Study 2: France	24cp

Germany

971421	German Language and Culture 1	8cp
972421	German Language and Culture 2	8cp
973421	German Language and Culture 3	8cp
974421	German Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97742x	In-country Study 1: Germany	24cp
97842x	In-country Study 2: Germany	24cp

Indonesia

971311	Indonesian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976301	Contemporary South-East Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

Italy

971431	Italian Language and Culture 1	8cp
972431	Italian Language and Culture 2	8cp
973431	Italian Language and Culture 3	8cp
974431	Italian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97743x	In-country Study 1: Italy	24cp
97843x	In-country Study 2: Italy	24cp

Japan

971211	Japanese Language and Culture 1	8cp
972211	Japanese Language and Culture 2	8cp
973211	Japanese Language and Culture 3	8cp
974211	Japanese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976211	Contemporary Japan	8cp
9772xx	In-country Study 1: Japan	24cp
9782xx	In-country Study 2: Japan	24cp

Malaysia

971331	Malaysian Language and Culture 1	8cp
972331	Malaysian Language and Culture 2	8cp
973331	Malaysian Language and Culture 3	8cp
974331	Malaysian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976301	Contemporary South-East Asia	8cp
97733x	In-country Study 1: Malaysia	24cp
97833x	In-country Study 2: Malaysia	24cp

Mexico

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
977532	In-country Study 1: Mexico	24cp
978532	In-country Study 2: Mexico	24cp

Spain

971501 Spanish Language and Culture 1	8cp
972501 Spanish Language and Culture 2	8cp
973501 Spanish Language and Culture 3	8cp
974501 Spanish Language and Culture 4	8cp
50140 Comparative Social Change	8cp
976401 Contemporary Europe	8cp
97745x In-country Study 1: Spain	24cp
97845x In-country Study 2: Spain	24cp

Thailand

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

Other information

Further details of International Studies subjects can be found in the Subject Descriptions section of this handbook.

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

For further information on the International Studies program:

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

POST-INITIAL TEACHER EDUCATION COURSES**Bachelor of Education in Primary Education**

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- ◆ Course code: TE16
 - ◆ Testamur title: Bachelor of Education in Primary Education
 - ◆ Abbreviation: BEd
 - ◆ Course Coordinator: Paul March
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
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Overview

The Bachelor of Education in Primary Education is designed to enable teachers to build upon their initial preparation for teaching by providing them with the opportunity to analyse and critique issues and problems in education.

Admission requirements

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

There are three points of entry to the course:

1. **Current Diploma of Teaching or Bachelor of Teaching**
If you have one of these qualifications you must complete eight subjects including the compulsory subject 021702 Current Issues in Australian Education: A Critical Analysis.
2. **Pre-1983 Diploma of Teaching**
If you have this qualification you must complete two additional subjects (10 subjects in all).
3. **Two-year Teacher's Certificate**
If you have this qualification you must complete four additional subjects (12 subjects in all).

Advanced standing

Students may apply to the Course Coordinator for a limited amount of advanced standing. This can be given for subjects completed at other universities and/or professional development courses and/or for administrative responsibilities within schools or other appropriate institutions.

Attendance

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

Course duration

Full-time students can complete the course in one year (four subjects each semester). Part-time students usually take two years by doing two subjects each semester.

Assessment

Assessment can be through examinations, written assignments, seminar presentations, and workshop participation.

Course structure

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

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

Subjects offered each year are drawn from the following list. Not all subjects are 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

020705 Educational Drama

028713 Environmental Education

023617 Implementing Educational Change

022602 Independent Study

029704 Initiatives and Innovations in Aboriginal
and Torres Strait Islander Education

023614 International Perspectives on Education

021703 Internet and Electronic Information
Networking

020703 Issues in Art Education

027704 Issues in PDHPE

024711 Language, Literacy and Education

022601 Learning Beyond the Classroom

026702 Music and Society

027707 PDHPE Research Project

023615 Professional Ethics

023621 School and Community Relations

023612 Social Context of Childhood Stress

027706 Sports Science and Education

020704 Studio Practice in Visual Arts

022603 Teaching Across the Curriculum

024713 Teaching English to International
Students

Bachelor of Education in Special Education

- ◆ Course code: TE12
 - ◆ Testamur title: Bachelor of Education in Special Education
 - ◆ Abbreviation: BEd
 - ◆ Course Coordinator: Dr Jennifer Stephenson
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

This course combines academic study and school experience in preparing you to teach people with mild to severe difficulties and disabilities. The course takes a non-categorical approach to disability, basing its approach on instructional need rather than etiology of disability.

Course aims

The Bachelor of Education in Special Education prepares you to work with people with special education needs. You acquire skills in assessing student performance, setting educational goals, designing programs and teaching strategies to meet students' educational needs and in monitoring and evaluating programs. You gain an understanding of special education service delivery and the role of collaborative teamwork with families and other professionals. Completion of the course enables you to work with students with special needs in inclusive settings and in any special education setting other than those for persons with visual and/or aural impairment. The needs of people of all ages with special education needs are addressed with an emphasis on the school years.

Admission requirements

This course is designed to meet the needs of graduates from a three-year Bachelor of Teaching or Diploma in Teaching. Teachers with a two-year Teacher's Certificate may also apply but need to undertake additional units. School leavers and others beginning their tertiary studies should refer to the Bachelor of Education in Special Education (TE20) (see page 52).

Advanced standing

You may apply for subject exemptions if you have completed equivalent special education subjects at another University.

Course duration

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

Assessment

You complete a variety of criterion-referenced assessment tasks based on classroom content and on your professional experience activities. These include formal essays, program design, evaluation of research, teaching and assessment materials and commercial curricula, participation in class tasks, presentations to your peers, class tests and formal examinations. Two practicum subjects include a pass/fail assessment of your professional skills.

Course program

Semester 1

023824	Numeracy Instruction for Students with Learning Difficulties and Disabilities	6cp
023823	Special Education 3: Educating Students who have Difficulties with Written Text	6cp
023825	Special Education 5: Educating Students with Moderate and High Support Needs	6cp
023861	Practicum 1: Exceptional Teaching (includes field experience)	6cp

Semester 2

023821	Special Education 1: Managing Challenging Behaviours	6cp
023822	Special Education 2: Preventing and Remediating Difficulties in Reading and Writing	6cp
023826	Special Education 6: Educating Students with Delayed or Disordered Communication	6cp
023862	Practicum 2: Future Directions in Special Education Service Delivery (includes field experience)	6cp

Bachelor of Education (Honours)

- ◆ Course code: TE17
 - ◆ Testamur title: Bachelor of Education (Honours)
 - ◆ Abbreviation: BEd(Hons)
 - ◆ Course Coordinator: Associate Professor Barbara Poston-Anderson
 - ◆ Course fee: HECS (local) \$6,250 per semester (international)
-

Overview

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

Admission requirements

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

1. Educational qualifications that demonstrate you have:
 - (a) 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
 - (b) shown competence in the practicum as demonstrated by practicum reports or their equivalents
 - (c) completed an Educational Research subject with a grade of Credit level or better.
2. If your tertiary education was conducted in a language other than English you are 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.

Advanced standing

Admission with advanced standing may be granted with the permission of the Associate Dean.

Course duration

The Bachelor of Education (Honours) is a one-year, full-time program. There is also a provision for this program to be completed in part-time mode over two years.

Course structure

You must complete all components of the program. The program consists of coursework and an Honours thesis. The thesis component and Honours seminar are full-year (FY) subjects.

Course program

Autumn semester

023623	Honours Seminar (FY)	3cp
023625	Research Seminar	6cp
xxxxx	Elective	6cp
xxxxx	Elective	6cp

Spring semester

023623	Honours Seminar (FY) (cont.)	3cp
023699	Honours Thesis	24cp

Elective

You can choose electives from any other related 6-credit-point subjects approved by the Associate Dean.

Bachelor of Education in Primary Education (Honours)

- ◆ Course code: TE22
- ◆ Testamur title: Bachelor of Education in Primary Education (Honours)
- ◆ Abbreviation: BEd(Hons)
- ◆ Course Coordinator: Associate Professor Barbara Poston-Anderson
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

Admission requirements

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

1. successfully completed requirements of the first three years of the Bachelor of Education in Primary Education (TE19) course with a grade point average of Credit level or better
2. shown competence in the practicum as demonstrated by practicum reports or their equivalents
3. completed an educational research subject with a grade of Credit level or better.

Course duration

The Bachelor of Education in Primary Education (Honours) is a one-year, full-time program.

Course structure

You must complete all components of the program. The program consists of coursework and an Honours thesis. The thesis component and Honours seminar are full-year (FY) subjects.

Course program

Semester 1

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

Semester 2

023623	Honours Seminar (FY) (cont.)	3cp
023624	Honours Thesis	18cp

Bachelor of Education in Special Education (Honours)

- ◆ Course code: TE23
- ◆ Testamur title: Bachelor of Education in Special Education (Honours)
- ◆ Abbreviation: BEd(Hons)
- ◆ Course Coordinator: Associate Professor Barbara Poston-Anderson
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

Admission requirements

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

1. successfully completed requirements for the first three years of the Bachelor of Education in Special Education (TE20) course with a grade point average of Credit level or better
2. shown competence in the practicum as demonstrated by practicum reports or their equivalents
3. completed an Educational Research subject with a grade of Credit level or better.

Course duration

The Bachelor of Education in Special Education (Honours) is a one-year, full-time program.

Course structure

You must complete all components of the program. The program consists of coursework and an Honours thesis. The thesis component and Honours seminar are full-year (FY) subjects.

Course program

Semester 1

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

Semester 2

023623	Honours Seminar (FY) (cont.)	3cp
023624	Honours Thesis	18cp

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

- ◆ Course code: BL14
- ◆ UAC code: 600050
- ◆ Testamur title: Bachelor of Arts in Human Movement Studies
Graduate Diploma in Education
- ◆ Abbreviation: BA GradDipEd
- ◆ Course Coordinator: Tracy Taylor
- ◆ Course fee: HECS (local)
\$6,500 per semester (international)

Overview

This course is offered jointly by the Faculty of Business and the Faculty of Education. 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.

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.

Admission requirements

Admission to the Graduate Diploma in Education may be subject to a quota and therefore offered on merit.

Course duration

The Bachelor of Arts in Human Movement Studies, Graduate Diploma in Education is a four-year, full-time course.

Course program

Bachelor of Arts in Human Movement Studies

Semester 1

27228	Human Growth and Development
27180	Functional Kinesiology
91429	Physiological Bases of Human Movement
27111	Mechanics of Human Motion

Semester 2

27171	Applied Kinesiology
27106	Social Psychology of Leisure
27152	Measurement and Development of Physical Capacity
27186	Leisure and Sport in Social Context

Semester 3

27252	The Sport Industry
27155	Research Design and Statistics for Human Movement
27160	Sport and Exercise Behaviour
27226	Analysis of Motor Control

Semester 4

27227	Current Issues in Health and Wellbeing
27175	Energetics of Human Movement
27105	Nutrition for Health and Physical Activity
2xxxx	Elective 1
	<i>or</i>
27149	Performance Studies 1: Motor Development (Gymnastics and Dance)

Semester 5

27173	Efficiency of Human Movement 1
27331	Motor Learning and Control
27190	Workplace Learning 2
2xxxx	Elective 2
	<i>or</i>
27249	Performance Studies 2: Preparation for Performance (Sport)

Semester 6

27222	Exercise Prescription
27174	Efficiency of Human Movement 2
27190	Workplace Learning 2 (cont.)
2xxxx	Elective 3
	<i>or</i>
27349	Performance Studies 3: Skills Analysis (Track and Field and Swimming)
2xxxx	Elective 4
	<i>or</i>
27449	Performance Studies 4: Skill Acquisition (Sport)

Graduate Diploma in Education

Semester 1

027001	Learning in Personal Development, Health and Physical Education (FY)	—
023001	Psychology of Secondary Students	3cp
023002	Meeting Special Needs in the Secondary School	3cp
023191	Secondary Practicum 1	12cp

Semester 2

027001	Learning in Personal Development, Health and Physical Education (FY) (cont.)	14cp
023192	Secondary Practicum 2	12cp
023003	The Secondary School: Social Bases and Critical Issues	4cp

Professional recognition

The degree is fully recognised by the NSW Department of Education and Training.

Other information

Further information is available from the School of Leisure, Sport and Tourism on telephone (02) 9514 5497.

POSTGRADUATE COURSES

Graduate Certificate in Adult Education in Community Education

- ◆ Course code: TA66
 - ◆ Testamur title: Graduate Certificate in Adult Education in Community Education
 - ◆ Abbreviation: none
 - ◆ Course Coordinator: Jane Sampson
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

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

Course aims

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

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

Attendance

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

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

Course duration

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

Assessment

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

Course structure

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

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

In Autumn semester, the seminars are entitled **Adult Teaching and Learning**. You are encouraged to examine certain adult learning principles and a number of adult learning theories. This leads to a study of teaching and learning approaches that place an emphasis on facilitation and dialogue, and which draw on the theory and practice of educators with experience in the fields of community development and social action.

In Spring semester the seminars are entitled **Developing Community Adult Education Programs**. In these seminars you are encouraged to examine the theory and practice of designing and implementing a range of educational activities in different community contexts. By looking at the work of a number of adult educators you are encouraged to develop your own theoretical framework to guide your practice.

Community Workplace Practice is a composite activity requiring attendance on the same weekday evening as the seminars. Sessions last one-and-a-half hours. A member of staff works with you, using lectures and exercises to help develop your facilitation and teaching skills. You also work with a small group of students in semi-autonomous study groups on a number of learning projects which, within given parameters, the group members are able to choose and design themselves.

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

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

www.acwa.asn.au/ccwt

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

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

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

Course program

Autumn semester

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

Spring semester

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

Articulation and progression

The course articulates with other courses offered by the Faculty in the following way: once you have completed the Graduate Certificate you may apply to enter the Master of Arts in Lifelong Learning, Master of Education, Master of Education in Vocational Education and Training, or Master of Education in Adult Education. The Graduate Certificate is credited towards these Master's degrees (12 credit points).

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

Graduate Certificate in Adult Education in Training

- ◆ Course code: TA65
- ◆ Testamur title: Graduate Certificate in Adult Education in Training
- ◆ Abbreviation: none
- ◆ Course Coordinator: Kate Collier
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

This course is for practising trainers and adult educators who already have a degree or equivalent but who want to enhance their 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.

Course aims

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

As part of this adult education course, you are provided with opportunities to:

- apply adult learning theory and principles to training practices
- demonstrate presentation and training skills that are appropriate to a wide range of adult learners
- 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
- learn to critique your own practices through the development of the professional practitioner model, and
- critically evaluate existing training practices.

Admission requirements

Admission requirements are:

- undergraduate degree or equivalent, or

- demonstration of having reached an equivalent academic standard through work experience.

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

Advanced standing credit for previous study at a postgraduate level may be gained. This is assessed on a case by case basis by the Program Director.

Attendance

This course is offered in either face-to-face or in distance mode. Attendance for face-to-face classes is one evening per week from 5.00 p.m. – 9.00 p.m. (usually Wednesdays). A minimum of 85 per cent attendance is required for satisfactory completion of this course. Compulsory attendance at two weekend (Saturday) workshops per semester is also required.

Course duration

The course is offered over one year of part-time study. As part of this course, you will need to have a 'mentor' who will help you with your workplace learning.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded pass or fail accordingly. It includes learning contracts, case-study analysis, group-based assessments of workshops, and various forms of tutorial group evaluation. As part of your workplace assessment you need to have a workplace mentor who helps you with the development of a learning contract.

Course program¹

Autumn semester

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

Spring semester

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

¹ All subjects in this course program are also offered in distance mode. To enrol in distance subjects, change the first three digits of the subject code from 016 to 011.

Articulation and progression

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

- You may apply for and enrol in the Graduate Certificate and complete the course after one year.
- Once you have completed the Graduate Certificate course, you may apply for and enrol in the Graduate Diploma in Vocational Education and Training. The Graduate Certificate is equivalent to half of a Graduate Diploma, so you need to complete four more subjects in order to qualify.
- Once you have completed the Graduate Certificate you may apply to enter the Master of Arts in Lifelong Learning, Master of Education, Master of Education in Higher and Professional Education, Master of Education in Vocational Education and Training, or Master of Education in Adult Education. The Graduate Certificate is worth 12 credit points towards a Masters qualification (a full Master's is 48 credit points).
- The Graduate Certificate in conjunction with a recognised Workplace Assessor qualification enables you to apply to UTS' Training and Development Services for a Certificate IV Assessment and Workplace Training qualification.

Graduate Certificate in Communication Development

-
- ◆ Course code: TA49
 - ◆ Testamur title: Graduate Certificate in Communication Development
 - ◆ Abbreviation: none
 - ◆ Course Coordinator: Dr Shirley Saunders
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

The Graduate Certificate in Adult Communication Development is designed to meet the needs of graduates who wish to gain a qualification to teach communication to others, for example in courses in technical and further education, community service and staff development. Students in the course come from a diverse range of disciplinary and trade backgrounds including human resource development, business, health care, community service, professional development, organisational consultants and technical and vocational education.

Course aims

The aims of the course are for you to:

- explain and critique a range of contemporary theoretical perspectives on adult communication and adult learning principles
- apply academic knowledge of adult communication and adult learning principles to develop and contextualise courses on communication using appropriate educational strategies for adult learners
- critically analyse and evaluate appropriate and wide-ranging sources of information and teaching/training resources on adult communication and communication education
- analyse a significant problem, issue or aspect of adult communication development
- develop personal communication knowledge and skills in interpersonal relations, organisational development, team work and organisational frames in order to enhance self-awareness and facilitate others' learning in communication development studies

- identify and determine ways of developing and enhancing adult communication competence of adults-as-learners in the workplace and other social settings
- acknowledge the multiple perspectives that are brought to any communication and learning situation as a result of gender, ethnicity, class, age, sexuality and/or physical abilities, and
- establish a foundation for continued self-directed learning and development in adult communication education.

Articulation and progression

A graduate will obtain 24 credit points advanced standing in the MEd, MEd in VET, MEd in Higher and Professional Education, MEd in Adult Education and MA in Lifelong Learning.

Admission requirements

An undergraduate degree from any field or equivalent is required for entry into this course.

Attendance

The course is delivered with weekly classes on the City campus. Two subjects are available for distance study.

Course duration

The course can be completed in one year of part-time study if you complete some of the subjects by distance. You will complete the course in two years of part-time study if you enrol in the weekly mode.

Assessment

Some subjects are assessed on a pass/fail basis, others are graded according to the range of grades adopted by the University.

You are required to submit a portfolio-in-progress of evidence to show you are achieving the course graduate attributes of each subject.

Course structure

The course comprises four compulsory subjects:

013343	Adult Communication Management and Interpersonal Relations	6cp
013344	Adult Communication Management and Organisational Development	6cp
013205	Adult Communication Management and Teamwork ¹	6cp
013206	Adult Communication Management and Organisational Frames ¹	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Graduate Certificate in Creative Arts

- ◆ Course code: TE66, TE62 (for Children's Art)
- ◆ Testamur title: Graduate Certificate in Creative Arts
- ◆ Abbreviation: none
- ◆ Course Coordinator: Rosemary Johnston
- ◆ Course fee: HECS (local)¹
\$6,250 per semester (international)

Overview

The Graduate Certificate in Creative Arts is a flexible degree that offers three specialisms, Children's Literature and Literacy, Children's Art and Youth Performance Studies. Students may choose to pursue one specialism, or design their own degree by choosing a mixture of subjects, both from the creative arts and from a wider postgraduate pool. Four subjects must focus on the creative arts.

The emphasis of these specialisms is the creative arts in education. The creative arts enlarge perceptions; shift perspectives and ways of seeing; make imaginative connections; encourage critical reflection and multiple ways of meaning-making, interpretation and appreciation; and stimulate and develop metaphors of thinking and interpretation which enhance problem solving and thinking skills. The specialism in Children's Literature and Literacy offers the opportunity to focus on children's literacy needs, as well as on the advanced study of literature and theory. The specialisms in Children's Art and Youth Performance Studies are designed to ensure that graduates are immersed in a wide range of pedagogical and content knowledge, and to provide scope for deeper understandings and research.

Admission requirements

You must have an undergraduate degree or equivalent to enrol in this course.

Attendance

Subjects are offered in flexible mixed mode.

¹ Those students taking the Children's Art specialisation and are sponsored by their employer are charged a discounted fee, and do not come under HECS.

Course duration

This course is offered over a one-year, part-time period. It will be offered full-time to local and international students if there is a sufficient cohort.

Assessment

A variety of assessment tasks are incorporated into this degree, including essays, presentations and research.

Course structure

To complete the Graduate Certificate, students need a total of 24 credit points.

Children's Art specialisation

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

Children's Literature and Literary specialisation

024911	Children and Literacy	6cp
024915	The Multi-arts of Children's Literature	6cp
024918	Australian Children's Literature	6cp
0xxxxx	Elective	6cp

Youth Performance Studies specialisation

027905	The Art and Traditions of Storytelling	6cp
027907	Playwriting, Acting and Directing	6cp
0xxxxx	Elective	6cp
0xxxxx	Elective	6cp

Elective subjects

020963	Arts in the Community	6cp
020964	Creative Arts Method	6cp
024913	Literary Theory	6cp
027708	Theatre Traditions and Performance	6cp

Articulation and progression

This program provides articulated study from graduate certificate work through to higher degree programs.

Students may proceed to the Master of Education in Creative Arts degree with 24 credit points advanced standings after completing the Graduate Certificate course.

Graduate Certificate in Diabetes Education and Management

- ◆ Course code: KN92
- ◆ Testamur title: Graduate Certificate in Diabetes Education and Management
- ◆ Abbreviation: none
- ◆ Course Coordinator: Sue Dean (Faculty of Nursing, Midwifery and Health)
- ◆ Course fee: \$3,000 (local)
\$6,500 per semester (international)

Overview

This 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.

Admission requirements

Applicants should have a degree or equivalent diploma. As practitioners in the field it is assumed that applicants have basic knowledge of the practice of diabetes education and management.

Advanced standing

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.

Course aims

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

Assessment

Assessment is graded. Three specific forms of assessment are 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 is delivered in mixed mode. This means it uses 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 duration

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

Course program

Autumn semester

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

Spring semester

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

Graduate Certificate in e-Learning

- ◆ Course code: TA89
 - ◆ Testamur title: Graduate Certificate in e-Learning
 - ◆ Abbreviation: none
 - ◆ Course Coordinator: Dr Lynette Schaverien
 - ◆ Course fee: \$5,000 (local)¹
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Overview

The Graduate Certificate in e-Learning recognises the emergence of electronically mediated learning as a new force in Education. The web is now increasingly utilised by a technologically literate population, that lives and works in an information society, expects access to lifelong learning, and leads a lifestyle in which flexible delivery is essential for formal learning to take place. Electronically mediated teaching and learning are now central to contemporary education and training delivery methods. This course is designed to provide a rapidly growing graduate group with the capacity to enhance learning, in their diverse workplaces, through new technologies, specifically, but not exclusively, web-based. The course has been collaboratively developed and is jointly taught by academic staff from the Faculty of Education and the Institute for Interactive Media and Learning.

For more information, refer to the entry for the Master of Arts in e-Learning (TA91) on page 95.

Course aims

Over the duration of the Graduate Certificate, you are expected to:

- develop your understanding of the structures, functions and dynamics of a variety of e-Learning systems, both locally and internationally
- become familiar, as learners, designers and teachers, with a range of e-Learning environments in different disciplines, designed for different educational purposes and with different underlying values
- gain confidence in describing and analysing learning and recognising it when it occurs in e-Learning contexts
- develop the ability to detect implicit educational principles in e-Learning contexts and become more discerning critics of e-Learning

- gain insights into e-Learning design and development, from concept to prototype, including basic familiarity with a range of technical solutions to particular educational problems
- deepen your understanding of the educational support required in e-Learning, including how to nurture individual learners and learning communities, and
- explore the value bases of obstacles to e-Learning, together with any ethical implications and consequences for the sustainability of e-Learning initiatives, and devise possible ways of addressing these in your organisations.

Admission requirements

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

It is expected that applicants have standard computing skills including word-processing and facility with email and web browsers. While shared computing facilities are available on campus, students are strongly advised to arrange their own access to the Internet.

Advanced standing

Since the four core e-Learning subjects that comprise the Graduate Certificate in e-Learning are distinctive in their orientation, advanced standing is rarely granted. However, students can apply for advanced standing and each case will be considered on its merits.

Attendance

The course is offered in mixed mode. Most coursework is online but work in these subjects is supported by two to three weekend block attendances per semester. In 2002, this will require Friday and/or Saturday and/or Sunday attendance at the City campus of the Faculty of Education.

Course duration

The Graduate Certificate in e-Learning is normally completed in one year of part-time study. Full-time study is not currently an

¹ This course is not offered to international students.

option for this course. At the time of writing, no midyear intake is planned for this course in 2002, but students interested in enrolling are advised to check with the Faculty in April 2002 in case circumstances change.

Assessment

All subjects are criterion-referenced. This means that you are assessed on whether you meet certain criteria and are marked accordingly. Assessment tasks typically include individual and group assignments.

Course structure

The Graduate Certificate in e-Learning comprises 24 credit points and consists of four e-Learning subjects, offered in two pairs.

Course program

Autumn semester

013706	e-Learning Experiences, Models and Theories I	6cp
013707	e-Learning Experiences, Models and Theories II	6cp

Spring semester

013708	e-Learning Technologies	6cp
013709	e-Learning Design	6cp

Articulation and progression

The Graduate Certificate in e-Learning is part of an articulated suite of e-Learning courses. (Refer also to the entries for the Graduate Diploma in e-Learning, Master of Arts in e-Learning and Master of Science in e-Learning.) The first four subjects of this suite constitute the Graduate Certificate in e-Learning.

Subject to availability of places, Master of Interactive Multimedia and Master of e-Business students can choose to do a set of e-Learning subjects as an e-Learning module. Master of e-Business students can do three e-Learning subjects, while Master of Interactive Multimedia students can choose one, two, three or four e-Learning subjects. It is anticipated that other faculties will also set up degree courses delivered online or addressing the impacts of e-learning and e-commerce for their disciplines and professional practice. It is likely that a package of some or all of the e-Learning subjects outlined here will be offered as elective modules in such qualifications.

Postgraduate Certificate in English Language Teaching

- ◆ Course code: TA97
- ◆ Testamur title: Postgraduate Certificate in English Language Teaching
- ◆ Abbreviation: none
- ◆ Course Coordinator: To be advised
- ◆ Course fee: \$1,690 (106,250 yen) per subject (international)¹

Overview

The Postgraduate Certificate in English Language Teaching has been designed to meet the needs of teachers of English in Japan. UTS was selected by the Australia–Japan Foundation to deliver this distance learning course as the major partner in the English Language Teacher Education Australia (ELTEA) consortium. This course is similar in structure and content to the Graduate Certificate in TESOL provided on campus, but comprises distance materials specifically designed for the Japanese context. These materials include Japanese text and margin notes for key sections of the subjects.

Course aims

The course is designed to develop the knowledge and teaching skills required of English language teachers in Japan, with the focus on development of effective spoken and written communication. The course develops teachers' understanding of the interrelationships between context, theory and practice in English language learning. The course aims to meet the needs of teachers and students using a variety of teaching methodologies as recommended by the Japanese Ministry of Education, Science and Technology in their report for reforming English teaching in schools in the 21st century. The course provides practical activities which teachers can use in their own classrooms.

Admission requirements

Applicants should have:

- an undergraduate degree
- recognised teaching qualifications (students without this requirement but with significant experience may be admitted on a case-by-case basis and are required to complete an additional subject – Practice Teaching)

¹ This course is not offered to local students.

- at least two years teaching experience in the Japanese school context, and
- IELTS 5.0 or TOEFL 510 with TWE 3.5 (paper based), 180 (computer based), and with essay writing 3.5.

Attendance

The subjects are offered in distance mode and semesters start in April and October. There is an optional face-to-face introductory workshop for each subject to guide you through the course materials. Workshops are conducted in Tokyo, and in other cities if numbers permit. There are academic advisers available in Japan.

Course duration

This course can be completed over a one-year, part-time period.

Assessment

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

Course structure

The course has been specifically designed for English teachers in Japanese classrooms. Subjects include Japanese translation of the glossary, overview, aims, objectives, key concepts and assessment tasks. Each subject also includes explanatory margin notes in Japanese.

There are two compulsory subjects:

011014 Curriculum and Methodology of TESOL (Speaking and Listening)	6cp
011015 Language in Use	6cp

To complete your qualification, choose two subjects from:

011153 Teaching and Learning Literacy	6cp
011158 Language Development	6cp
011019 Planning and Evaluation of Language, Learning and Teaching (offered by Curtin University of Technology)	6cp

If you do not have a teacher training qualification you are required to do an additional subject:

011013 Practice Teaching	6cp
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Articulation and progression

The Postgraduate Certificate course is a terminating course as well as a pathway to the Master of Arts in English Language Teaching. If you complete the Postgraduate Certificate in English Language Teaching you may enrol directly in the Master of Arts in English Language Teaching and take out the Master's award by successfully completing four additional subjects.

Other information

For further information, see the following website:

www.eigokyoshi.uts.edu.au

Graduate Certificate in Higher Education Teaching and Learning

- ◆ Course code: T050
- ◆ Testamur title: Graduate Certificate in Higher Education Teaching and Learning
- ◆ Abbreviation: none
- ◆ Courses Coordinator: Jo Mackenzie
- ◆ Course fee: \$1,000 (local)¹

This course is offered by the Institute for Interactive Media and Learning through the Faculty of Education.

Course aims

The course for current university teachers aims to help you to reflect critically on your teaching and subjects in ways which are underpinned by your experiences and those of your students and colleagues, and by the research on learning and teaching in higher education. It aims to enhance your:

- understanding of different ways of thinking about university teaching and the consequences for student learning, which enables you to make informed decisions about approaches to teaching, course and subject design and assessment in a variety of contexts and with a diversity of students
- ability to reflect critically on and evaluate your own teaching and subjects and make changes aimed at improving your students' learning
- commitment to scholarship in teaching and to self-directed continuing teaching development, and
- broader awareness of the higher education, university and academic career contexts in which you work, to assist you to develop your academic potential more effectively.

Admission requirements

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

¹ This course is not offered to international students.

Attendance

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

Course duration

The course is a modular part-time program, equivalent to eight weeks full-time study.

Assessment

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

Course structure

The course consists of a series of 1.5 credit point modules, of which eight must be completed to be eligible for the award. The course may be completed over two semesters, but you may also choose to complete by taking modules over a longer period of time. The modules offered are:

- Reflective Practice (underpinning)
- Student Learning (underpinning)
- Assessment (core)

- Course Design (core)
- Evaluating Practice (core)
- Teaching for Flexible Learning (core)
- The Academic Professional/Mentor (core)
- Face-to-face Teaching Approaches (elective)
- Flexible Learning Issues (elective)
- Negotiated Project or Course Design Project (elective)
- Research Supervision (elective).

The underpinning modules Student Learning and Reflective Practice introduce the key themes which underpin all other modules in the course. Other modules may be developed and offered in negotiation with faculty groups. For the purposes of enrolment, the modules are grouped in different combinations into four 3 credit point subjects.

Other information

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

Graduate Certificate in Language Teaching in TESOL

- ◆ Course code: TA48
 - ◆ Testamur title: Graduate Certificate in Language Teaching in TESOL
 - ◆ Abbreviation: none
 - ◆ Courses Coordinator: Liam Morgan
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

This is a short practical course designed for those interested in teaching English to speakers of other languages (TESOL) and who do not already have an initial teaching qualification. The course specifically focuses on the teaching of adult students, and is not suitable for teachers who wish to work in the school sector.

This is a short course, designed as a minimal initial teaching qualification for those who wish to teach English as a Second Language (ESL) in Australian contexts, or to teach English as a Foreign Language (EFL) in overseas contexts.

Course aims

This course aims to:

- develop your understanding of, and sensitivity to, the needs of adult language learners
- develop your understanding and knowledge of language, text, and context, relevant to the teaching and learning of languages
- enable you to achieve a basic level of competence as a teacher of English as a second or foreign language.

Admission requirements

The essential entry requirement is an undergraduate degree. Preference is given to applicants who have prior experience in ESL/EFL contexts.

Advanced standing

Advanced standing may be granted on the basis of prior teacher training or experience in the area of ESL/EFL. Advanced standing is decided on a case-by-case basis.

Attendance

Days and times depend on timetabling. Attendance would normally be required on

one afternoon/evening per week together with some Saturday workshops. The Graduate Certificate in Language Teaching in TESOL is not available in distance mode.

Course duration

The Graduate Certificate Language Teaching in TESOL is normally completed over one year of part-time study.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Course structure

The Graduate Certificate Language Teaching in TESOL consists of four compulsory core subjects. Each subject is worth 6 credit points.

To be eligible for the award of Graduate Certificate Language Teaching in TESOL, you must complete the four compulsory core subjects, which makes a total of 24 credit points.

Course program

Autumn semester

015421	Language Teaching Methodology	6cp
015250	Professional Experience 1: Introduction to Teaching	6cp

Spring semester

015422	Linguistic Foundations for Language Teachers	6cp
015253	Professional Experience 2: Teaching and Learning in Context	6cp

Articulation and progression

The Graduate Certificate in Language Teaching in TESOL articulates into the Graduate Diploma in Language Teaching in TESOL (TA78), which provides a broader and more extensive teacher preparation in TESOL.

On completion of the Graduate Certificate in Language Teaching in TESOL, students are eligible for 24 credit points advanced standing towards the Graduate Diploma in Language Teaching in TESOL (TA78). To complete the award of the Graduate Diploma in Language Teaching in TESOL, the satisfactory completion of a further four subjects is required.

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

- ◆ Course code: TA54
- ◆ Testamur title: Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
- ◆ Abbreviation: none
- ◆ Course Coordinator: Dr Christopher Nesbitt
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

This short course is designed for practicing teachers who are working in the field of TESOL or related fields, who already have a recognised teaching qualification. This course is relevant to teachers working in both the school sector and the adult sectors.

Course aims

This course aims to enable you to:

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

Admission requirements

Entry requirements are:

- an undergraduate degree or equivalent
- a recognised teaching qualification
- relevant teaching experience, and
- concurrent relevant teaching experience (desirable).

Advanced standing

The Graduate Certificate in TESOL is a specialist post-service teaching qualification. Therefore, advanced standing cannot be granted on the basis of initial pre-service teaching qualifications.

Attendance

Days and times depend on timetabling. For part-time study, attendance would normally be required on one afternoon/evening per week.

The Graduate Certificate in TESOL is also available in distance mode. Subjects taken in distance mode do not require attendance at lectures.

Course duration

The Graduate Certificate in TESOL is normally completed in one year of part-time study.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Course structure

The Graduate Certificate in TESOL consists of four compulsory core subjects. Each subject is worth 6 credit points.

To be eligible for the award of Graduate Certificate in TESOL, you must complete the four compulsory core subjects, which makes a total of 24 credit points.

Course program¹

Autumn semester

015152 Language in Social Context	6cp
015120 Theory and Practice in TESOL	6cp

Spring semester

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

¹ All subjects in this course program are also offered in distance mode. To enrol in distance subjects, change the first three digits of the subject codes from 015 to 011.

Articulation and progression

The Graduate Certificate in TESOL articulates into the Graduate Diploma in TESOL. On completion of the Graduate Certificate in TESOL, you are eligible for a maximum of 24 credit points advanced standing towards the Graduate Diploma in TESOL. To take out the award of the Graduate Diploma in TESOL, the satisfactory completion of a further two subjects is required.

Graduate Diploma in Adult Basic Education

- ◆ Course code: TA52
- ◆ Testamur title: Graduate Diploma in Adult Basic Education
- ◆ Abbreviation: GradDipABE
- ◆ Course Coordinator: Liam Morgan
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

This course is for participants who already possess a teaching qualification and who wish to gain a specialist qualification in the field of Adult Basic Education. Graduates of the course are employed 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.

Course aims

This course aims to enable you to:

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

Admission requirements

Entry requirements are:

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

Advanced standing

Advanced standing for a maximum of 24 credit points may be awarded to applicants who have completed the Graduate Certificate in TESOL (TA54).

The Graduate Diploma in Adult Basic Education is a specialist post-service teaching qualification. Therefore advanced standing for initial teaching qualifications cannot be given.

Attendance

The course is delivered in weekly mode. Some subjects are available in distance mode, however, the subject 015252 Professional Experience: Reflecting on Practice requires face-to-face attendance.

Course duration

The Graduate Diploma in Adult Basic Education is normally completed in two years of part-time study.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and are graded pass or fail accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Course program

Year 1

Autumn semester

015152 Language in Social Context ¹	6cp
015153 Teaching and Learning Numeracy ¹	6cp

Spring semester

015128 Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp
015121 Theory and Practice in ABE	6cp

Year 2

Autumn semester

015153 Teaching and Learning Literacy ¹	6cp
015250 Professional Experience 1: Introduction to Teaching	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Articulation and progression

The Graduate Diploma in Adult Basic Education articulates into the Master of Arts in TESOL (TA71), Master of Arts in Language and Literacy Education (TA72), and Master of Arts in Applied Linguistics (TA73). Students may be eligible for a maximum of 36 credit points advanced standing towards one of these Master's degrees.

Graduate Diploma in e-Learning

- ◆ Course code: TA90
- ◆ Testamur title: Graduate Diploma in e-Learning
- ◆ Abbreviation: GradDipe-Learning
- ◆ Course Coordinator: Dr Lynette Schaverien
- ◆ Course fee: \$10,000 (local)
\$6,250 per semester (international)

Overview

The Graduate Diploma in e-Learning recognises the emergence of electronically mediated learning as a new force in Education. The web is now increasingly utilised by a technologically literate population, that lives and works in an information society, expects access to lifelong learning, and leads a lifestyle in which flexible delivery is essential for formal learning to take place. Electronically mediated teaching and learning are now central to contemporary education and training delivery methods. This course is designed to provide a rapidly growing graduate group with the capacity to enhance learning, in their diverse workplaces, through new technologies, specifically, but not exclusively, web-based. The course has been collaboratively developed and is jointly taught by academic staff from the Faculty of Education and the Institute for Interactive Media and Learning. For more information, refer to the entry for Master of Arts in e-Learning (TA91) on page 95.

Course aims

Over the duration of the Graduate Diploma, you are expected to:

- develop your understanding of the structures, functions and dynamics of a variety of e-Learning systems, both locally and internationally
- become familiar, as learners, designers and teachers, with a range of e-Learning environments in different disciplines, designed for different educational purposes and with different underlying values
- gain confidence in describing and analysing learning and recognising it when it occurs in e-Learning contexts
- develop the ability to detect implicit educational principles in e-Learning contexts and become more discerning critics of e-Learning

- gain insights into e-Learning design and development, from concept to prototype, including basic familiarity with a range of technical solutions to particular educational problems
- deepen your understanding of the educational support required in e-Learning, including how to nurture individual learners and learning communities
- explore the value bases of obstacles to e-Learning, together with any ethical implications and consequences for the sustainability of e-Learning initiatives, and devise possible ways of addressing these in your organisations
- deepen your understandings of the multi-media industry within which e-Learning is developing, and of the interplay between it and the embryonic field of e-Learning itself, and
- develop your appreciation of a specific education-, technology- or workplace-related field, through a relevant, approved elective subject of your choice.

Admission requirements

For entry into this course, you need to have completed an undergraduate degree, or equivalent qualification. If you do not have an undergraduate degree, you may be able to apply for special entry into the Graduate Certificate, provided you have workplace experience that is equivalent to an undergraduate degree and you may subsequently be able to proceed to the Graduate Diploma on merit. The Graduate Diploma is available to international students wishing to study locally.

It is expected that applicants have standard computing skills including word-processing and facility with email and web browsers. While shared computing facilities are available on campus, students are strongly advised to arrange their own access to the Internet.

Advanced standing

Since the four e-Learning subjects that comprise the core of the Graduate Diploma in e-Learning are distinctive in their orientation, advanced standing in them is rarely granted. However, students can apply for advanced standing and each case is considered on its merits. With respect to advanced standing in the two relevant approved electives, student applications are considered on their merits.

Attendance

The course is offered in mixed mode. Most coursework in the core e-Learning subjects is online but work in these subjects is supported by two to three weekend block attendances per semester. In 2002, this will require Friday and/or Saturday and/or Sunday attendance at the City campus of the Faculty of Education. Attendance requirements also vary depending on students' elective subject choices. The mode of delivery for subjects 95560 Multimedia Industry and Processes and 95561 Multimedia Products and Technologies is currently face-to-face.

Course duration

The Graduate Diploma in e-Learning is normally completed in three semesters of part-time study or one year of full-time study. At the time of writing, no midyear intake is planned for this course in 2002, but students interested in enrolling are advised to check with the Faculty in April 2002 in case circumstances change.

Full-time students can complete their course in a year of study by taking one relevant approved elective, in addition to the core e-Learning subjects, in each semester.

Assessment

All subjects are criterion-referenced. This means that you are assessed on whether you meet certain criteria and are marked accordingly. Assessment tasks typically include individual and group assignments.

Course structure

The Graduate Diploma in e-Learning comprises 36 credit points and consists of six subjects.

Course program

Year 1

Autumn semester

013706 e-Learning Experiences, Models and Theories I 6cp

013707 e-Learning Experiences, Models and Theories II 6cp

Spring semester

013708 e-Learning Technologies 6cp

013709 e-Learning Design 6cp

Year 2

Autumn semester

95560 Multimedia Industry and Process¹ 6cp

95561 Multimedia Products and Technologies¹ 6cp

or

01xxxx Elective² 6cp

¹ Offered by the Institute for Interactive Media and Learning.

² To be taken from the Master of Education or other approved courses.

Articulation and progression

The Graduate Diploma in e-Learning is part of an articulated suite of e-Learning courses. (Refer also to the entries for the Graduate Certificate in e-Learning, the Master of Arts in e-Learning and the Master of Science in e-Learning.) The four core e-Learning subjects constitute the Graduate Certificate in e-Learning.

Subject to availability of places, Master of Interactive Multimedia and Master of e-Business students can choose to do a set of e-Learning subjects as an e-Learning module. Master of e-Business students can do three e-Learning subjects, while Master of Interactive Multimedia students can choose one, two, three or four e-Learning subjects. It is anticipated that other faculties will also set up degree courses delivered online or addressing the impacts of e-Learning and e-Commerce for their disciplines and professional practice. It is likely that a package of some or all of the e-Learning subjects outlined here will be offered as elective modules in such qualifications.

Graduate Diploma in Education¹

- ◆ Course code: TE51 Science; TE56 Mathematics; TE58 Personal Development, Health and Physical Education; TE67 Technology and Applied Studies
- ◆ Testamur title: Graduate Diploma in Education
- ◆ Abbreviation: GradDipEd
- ◆ Course Coordinator: Dr Kathie Forster
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Course aims

This course has four strands (see course codes above) and is 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.

Admission requirements

You must elect to undertake studies in the area in which you have academic qualifications at degree level. Admission to the Personal Development, Health and Physical Education (PDHPE) strand requires a degree in Human Movement Studies or equivalent, including studies in health; admission to the Science strand requires two years' study in one Science discipline and one year's study of a another, provided that Physics and/or Chemistry are included. Admission to the Mathematics strand requires at least two years study in mathematics (preferably a full major). Admission to the Technology and Applied Studies (TAS) strand requires a degree in industrial design, computing, engineering or equivalent, including a study in a second TAS subject area.

English requirements

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

required to demonstrate proficiency in the English language with a score of at least 7.0 on the International English Language Testing System (IELTS). An equivalent score on the TOEFL/TWE test is acceptable if you are from a country where IELTS is not readily available.

Advanced standing

Students who have successfully completed initial teacher education subjects at other institutions may apply for exemptions from equivalent parts of the course. Applications should be accompanied by documentation and may be submitted after enrolment.

Course duration

The full-time Graduate Diploma of Education course lasts for one year. It may be taken over a longer period on a part-time basis.

Assessment

Assessment in the course focuses on the competencies needed for effective teaching and intelligent professional practice in the secondary school. Accordingly, it is criterion-based. It encompasses a range of assessment tasks, both written and practical, requiring the application of research findings and theoretical understandings to educational practice.

Course structure

The current course structure comprises Curriculum Studies, Education Studies and Practicum.

Curriculum Studies are available in these secondary school strands: Mathematics (TE56); Personal Development and Health and Physical Education (TE58); Science (TE51); Technology and Applied Studies (TE67). These subjects aim to develop the professional knowledge, skills and values needed by an effective educator in your key learning area.

Education Studies provide research-based studies of educational theory and practice as a basis for professional decision making in the school context. These subjects draw upon the foundation education disciplines of psychology, sociology and philosophy as well as addressing the education of students with special needs.

The Practicum or professional experience component includes both campus-based and field-based experiences. Overall, this course

¹ This course is currently under review and changes are likely to be in place for 2002. Information about the changes to the course may be obtained from the Teacher Education Office on the Kuring-gai campus from the second half of 2001.

offers extensive, structured and closely supported experiences of secondary school teaching in different settings.

Course program

Details of the current course structure follow.

Semester 1

Curriculum Studies

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

or

028001 Learning in Science 1 7cp

or

021001 Learning in Technological and Applied Studies (FY) —

or

025001 Learning in Mathematics (FY) —

Education Studies

023001 Psychology of Secondary Students 3cp

023002 Meeting Special Needs in the Secondary School 3cp

Practicum

023191 Secondary Practicum 1 12cp

Semester 2

Curriculum Studies

027001 Learning in Personal Development, Health and Physical Education (FY) 14cp

or

028002 Learning in Science 2 7cp

or

021001 Learning in Technological and Applied Studies (FY) 14cp

or

025001 Learning in Mathematics (FY) 14cp

Education Studies

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

Practicum

023192 Secondary Practicum 2 12cp

Graduate Diploma in Languages Teaching

- ◆ Course code: TA60
- ◆ Testamur title: Graduate Diploma in Languages Teaching
- ◆ Abbreviation: GradDipLangTeach
- ◆ Course Coordinator: Liam Morgan
- ◆ Course fee: HECS (local)
\$7,750 per semester (international)

Overview

This course is an initial teacher training qualification for people who have an undergraduate degree and want to teach languages other than English in secondary schools in Australia. The course is both comprehensive and practical and constitutes a recognised teaching qualification. The course is tailored to the needs of participants who as yet have no teaching experience, as well as to the needs of participants who have experience, but do not have a recognised initial teaching qualification.

Course aims

The course aims to:

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

Admission requirements

Participants are assessed at an interview and are expected to have appropriate levels of proficiency in English. Entry requirements are:

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

Attendance

Full-time attendance is 15 hours per week for lectures and five hours per week for designated school attachment days. There is a 45-day professional experience program which involves full-time attendance in schools.

Part-time attendance is based on a program worked out in conjunction with the course coordinator and normally involves attending two evenings a week. Participants who wish to attend part time should be prepared to allocate time for school attachment days and the 45-day professional experience program.

Course duration

The Graduate Diploma in Languages Teaching is normally completed in one year of full-time study, or two years of part-time study.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Course structure

The Graduate Diploma comprises 54 credit points of study.

Course program

Typical full-time program

Autumn semester

015421	Language Teaching Methodology	6cp
015170	English for Academic and Teaching Purposes	6cp
015393	Psychology of Secondary Students	3cp
015128	Sociopolitical Contexts of Language Literacy and Numeracy Education ¹	6cp
015250	Professional Experience 1: Introduction to Teaching	6cp

Spring semester

015158	Language Development ¹	6cp
015122	Assessment Programming and Evaluation ¹	6cp
015164	Technology-based Language Learning	6cp
015394	Meeting Special Needs in the Secondary School	3cp
015253	Professional Experience 2: Teaching and Learning in Context	6cp

Typical part-time program

Year 1

Autumn semester

015421	Language Teaching Methodology	6cp
015393	Psychology of Secondary Students	3cp
015128	Sociopolitical Contexts of Language Literacy and Numeracy Education ¹	6cp

Spring semester

015158	Language Development ¹	6cp
015164	Technology-based Language Learning	6cp
015394	Meeting Special Needs in the Secondary School	3cp

Year 2

Autumn semester

015170	English for Academic and Teaching Purposes	6cp
015250	Professional Experience 1: Introduction to Teaching	6cp

Spring semester

015253	Professional Experience 2: Teaching and Learning in Context	6cp
015122	Assessment Programming and Evaluation ¹	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Articulation and progression

The Graduate Diploma in Languages Teaching articulates into Master of Arts in TESOL (TA71); Master of Arts in Applied Linguistics (TA73) and Master of Arts in Language and Literacy (TA72). On completion of the Graduate Diploma in Languages Teaching you may be eligible for a maximum of 24 credit points advanced standing towards one of these Master's degrees.

Graduate Diploma in Languages Teaching in TESOL

- ◆ Course code: TA78
- ◆ Testamur title: Graduate Diploma in Languages Teaching in TESOL
- ◆ Abbreviation: GradDipLangTeach(TESOL)
- ◆ Course Coordinators: Liam Morgan
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

The course is comprehensive and practical, and is designed for those interested in teaching English to speakers of other languages (TESOL) and who do not already have an initial teaching qualification. The course specifically focuses on the teaching of adult students, and is not suitable for teachers who wish to work in the school sector.

The Graduate Diploma in Language Teaching in TESOL is an initial pre-service qualification for those who wish to work as teachers of English as a Second Language (ESL) in Australia, or, as teachers of English as a Foreign Language (EFL) in overseas contexts. The course is tailored to cater to the needs of participants who as yet have no teaching experience, as well as to the needs of participants with experience, but no recognised initial teaching qualification.

Admission

The essential entry requirement is an undergraduate degree. Preference is given to applicants who have prior experience in ESL/EFL contexts.

Advanced standing

Advanced standing may be granted to applicants on the basis of prior teacher training or experience in the area of ESL/EFL. Advanced standing is decided on a case-by-case basis.

Course aims

The course aims to:

- develop your understanding of and sensitivity to the needs of adult language learners
- develop your understanding and knowledge of language, text, and context, relevant to the teaching and learning languages

- enable you to achieve a high level of competence as a teacher of English as a second or foreign language.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Attendance

Days and times depend on timetabling. For full-time study, attendance is normally required on two afternoons/evenings per week. For part-time study, attendance is normally required on one afternoon/evening per week. Some subjects are available in distance mode and these do not require attendance at lectures.

Course duration

The Graduate Diploma in Languages Teaching in TESOL is normally completed over two years of part-time study. It is also possible to complete the course as a full-time student over a shorter period of time.

Course structure

The Graduate Diploma in Languages Teaching in TESOL consists of eight compulsory subjects comprising a total of 48 credit points. Each subject is worth 6 credit points.

Course program

Typical full-time program

Autumn semester

015421	Language Teaching Methodology	6cp
015422	Linguistic Foundations for Language Teachers	6cp
015125	Phonology and Pronunciation	6cp
015250	Professional Experience 1: Introduction to Teaching	6cp

Spring semester

015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp
015122	Assessment, Programming and Evaluation ¹	6cp
015253	Professional Experience 2: Teaching and Learning in Context	6cp

Typical part-time program**Year 1***Autumn semester*

015421	Language Teaching Methodology	6cp
015250	Professional Experience 1: Introduction to Teaching	6cp

Spring semester

015422	Linguistic Foundations for Language Teachers	6cp
015158	Language Development	6cp

Year 2*Autumn semester*

015153	Teaching and Learning Literacy	6cp
015125	Phonology and Pronunciation	6cp

Spring semester

015122	Assessment, Programming and Evaluation ¹	6cp
015253	Professional Experience 2: Teaching and Learning in Context	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Articulation and progression

The Graduate Diploma in Languages Teaching in TESOL articulates into the Master of Arts in TESOL (TA71), Master of Arts in Applied Linguistics (TA73), and Master of Arts in Language and Literacy (TA72). On completion of the Graduate Diploma in Languages Teaching in TESOL, you may be eligible for a maximum of 24 credit points advanced standing towards these Master's degrees.

Graduate Diploma in Literacy and Numeracy Education

- ◆ Course code: TA47
- ◆ Testamur title: Graduate Diploma in Literacy and Numeracy Education
- ◆ Abbreviation: GradDipLLN
- ◆ Course Coordinator: Liam Morgan
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

This course is for participants who do not already possess a teaching qualification and who wish to gain an initial specialist qualification in the field of adult basic education. Graduates of the course work in a variety of public and private adult education institutions that offer opportunities for adults to learn and build on basic literacy and numeracy skills.

Course aims

The course aims to:

- develop a sound understanding of practices in teaching literacy and numeracy to adults
- develop competent techniques for teaching adults
- acquire skills in designing/implementing and evaluating a variety of learning activities
- evaluate critically relevant research findings and theoretical concepts 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.

Admission requirements

Entry requirements are:

- an undergraduate degree or equivalent
- relevant teaching experience (desirable)
- concurrent recent teaching experience (desirable).

Advanced standing

Advanced standing may be granted to you on the basis of relevant prior teacher training or

experience. Advanced standing is decided on a case-by-case basis.

Attendance

The course is delivered primarily in weekly mode. However, some subjects are available in distance mode.

Course duration

The Graduate Diploma in Literacy and Numeracy Education is normally completed over two years of part-time study.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Course program

Year 1

Semester 1

015250	Professional Experience 1: Introduction to Teaching	6cp
015121	Theory and Practice in ABE	6cp

Semester 2

010157	Teaching and Learning in Numeracy ¹	6cp
015153	Teaching and Learning Literacy ¹	6cp

Year 2

Semester 1

015128	Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp
015422	Linguistic Foundations for Language Teachers	6cp

Semester 2

015253	Professional Experience 2: Teaching and Learning in Context	6cp
015290	Mathematics for Numeracy Teachers ¹	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from either 010 or 015 to 011.

Articulation and progression

The Graduate Diploma in Literacy and Numeracy Education articulates with the Master of Arts in Language and Literacy (TA72). On completion of the Graduate Diploma in Literacy and Numeracy Education, you may be eligible for a maximum of 24 credit points advanced standing towards this Master's degree.

Graduate Diploma in Music Therapy¹

- ◆ Course code: TE59
- ◆ Testamur title: Graduate Diploma in Music Therapy
- ◆ Abbreviation: GradDipMusTh
- ◆ Course Coordinator: Dr Rosemary Johnston
- ◆ Course fee: \$8,000 (local)
\$6,250 per semester (international)

Overview

The Graduate Diploma in Music Therapy provides the opportunity for suitably qualified people to acquire knowledge, develop specialist skills and gain required basic experience in preparation for a career as a music therapist. Some subjects in the Graduate Diploma are provided by the Faculty of Nursing, Midwifery and Health.

Course aims

The course aims to:

- develop skills in the design, implementation and evaluation of music therapy programs in a wide range of clinical and special education settings
- develop a knowledge of clinical conditions and an understanding of how music can be applied in a therapeutic and special education modality
- develop musicianship skills to a level at which you will be able to confidently devise and lead therapeutic music activities for select clients
- develop research interests in all aspects of music therapy.

Admission requirements

You must have a degree or equivalent in music, music education, nursing or another relevant field from a recognised tertiary institution. Should you hold a degree in an area other than music, competencies in music must be of an advanced standard. Preference is given to you if you have also completed courses in Orff method, Dalcroze method, Nordoff-Robbins method or psychology which included cognition, perception, theories of learning and memory, neuropsychology, social psychology and statistics. You need to attend an interview /audition to determine suitability.

¹ This course is under review.

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 duration

The course is offered over two years of part-time study. In 2002, this course may be offered full time.

Assessment

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

Course program

Year 1

Autumn semester

026901 Music Therapy Practice 1 (includes Practicum 1)	5cp
026911 Music Skills 1	3cp
92814 Clinical Studies 1: People and Health Care	5cp

Spring semester

026902 Music Therapy Practice 2 (includes Practicum 2)	6cp
026912 Music Skills 2	3cp
92815 Clinical Studies 2: Health, Illness and Disability	3cp

Year 2

Autumn semester

026903 Music Therapy Practice 3 (includes Practicum 3)	7cp
026913 Music Skills 3	3cp
92816 Clinical Studies 3: Interventions in Health Care	3cp

Spring semester

026904 Music Therapy Practice 4 (includes Practicum 4)	7cp
026914 Music Skills and Application 4	3cp

Professional recognition

As a Graduate, you are eligible for registration as a music therapist with the Australian Music Therapy Association.

Graduate Diploma in Special Education

- ◆ Course code: TE53
- ◆ Testamur title: Graduate Diploma in Special Education
- ◆ Abbreviation: GradDipSpecEd
- ◆ Course Coordinator: Dr Jennifer Stephenson
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

In this course academic study and school experience are combined to prepare you to teach people with mild to severe difficulties and disabilities whose ages range from pre-school to adult. The course presents a non-categorical approach to education for persons who need additional support. Support for students in mainstream classes and the provision of an alternative, functional approach to education are both examined. The Graduate Diploma in Special Education enables you to work in any special education setting other than those for persons with visual and/or aural impairment.

Course aims

The Bachelor of Education in Special Education prepares you to work with people with special education needs. You acquire skills in assessing student performance, setting educational goals, designing programs and teaching strategies to meet students' educational needs and in monitoring and evaluating programs. You gain an understanding of special education service delivery and the role of collaborative teamwork with families and other professionals. Completion of the course enables you to work with students with special needs in inclusive settings and in any special education setting other than those for persons with visual and/or aural impairment.

Admission requirements

You are required to have satisfactorily completed an appropriate degree or diploma. Normally, this qualification will be a degree in education, or a degree with a major in education, but related degrees, such as those in nursing or speech pathology, or an Arts degree with a relevant major, may be considered.

Advanced standing

You may apply for subject exemptions if you have completed equivalent special education subjects at another University.

Course duration

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

Assessment

You complete a variety of criterion-referenced assessment tasks based on classroom content and on your professional experience activities. These include formal essays, program design, evaluation of research, teaching and assessment materials and commercial curricula, participation in class tasks, presentations to your peers, class tests and formal examinations. Two practicum subjects include a pass/fail assessment of your professional skills.

Course program

The full-time structure of the course is as follows:

Autumn semester

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

Spring semester

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

Articulation and progression

If you do not have a recognised teaching qualification, this course by itself will not provide a teaching qualification.

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

- ◆ Course code: TA53
- ◆ Testamur title: Graduate Diploma in Teaching English to Speakers of Other Languages
- ◆ Abbreviation: GradDipTESOL
- ◆ Course Coordinator: Dr Christopher Nesbitt
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

This course is designed for practicing teachers who are working in the field of TESOL or related fields and already have a recognised teaching qualification. This course is relevant to teachers working in both the school sector and the adult sectors.

Admission requirements

Entry requirements are:

- an undergraduate degree or equivalent
- a recognised teaching qualification
- relevant teaching experience
- concurrent relevant teaching experience (desirable).

Advanced standing

The Graduate Certificate in TESOL (TA54) articulates into the Graduate Diploma in TESOL. Advanced standing of 24 credit points is awarded to applicants who have completed the Graduate Certificate in TESOL (UTS).

Note the Graduate Diploma of TESOL is a specialist post-service teaching qualification. Therefore advanced standing cannot be granted on the basis of initial pre-service teaching qualifications.

Course aims

The course aims to:

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

- develop your capacity for theoretically informed reflective practice
- develop your understanding of the linguistic demands of teaching and learning, and of issues in language development
- develop your critical understanding of the sociopolitical context of your work and its impact on your practice.

Assessment

Assessment is criterion-referenced. This means that you are assessed on whether you meet certain criteria, and graded 'pass' or 'fail' accordingly. Assessment tasks may include essays, journals, units of work, as well as take-home and in-class exams.

Attendance

Days and times depend on timetabling and availability of electives. For part-time study, attendance is normally required on one afternoon/evening per week. For full-time study, attendance is normally required on at least two afternoons/evenings per week.

The Graduate Diploma in TESOL is also available in distance mode. Subjects taken in distance mode do not require attendance at lectures.

Course duration

The Graduate Diploma in TESOL is normally completed in two years of part-time study. It is also possible to complete the course as a full-time student over a shorter period of time.

Course structure

The Graduate Diploma in TESOL consists of six subjects. Each subject is worth 6 credit points.

To be eligible for the award of Graduate Diploma in TESOL, you must complete the four compulsory core subjects and a further two elective subjects, making a total of 36 credit points.

Compulsory core subjects

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
015153	Teaching and Learning Literacy ¹	6cp
015158	Language Development ¹	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

Possible elective subjects (choose two)

015122	Assessment, Programming and Evaluation ¹	6cp
015123	Language for Specific Purposes ²	6cp
015125	Phonology and Pronunciation	6cp
015127	Grammar and the Construction of Meaning ²	6cp
015128	Sociopolitical Contexts of Language, Literacy and Numeracy Education ²	6cp
015129	Language, Power and Critical Literacies	6cp
015130	Global Englishes	6cp

Note: The full range of electives is not available every year. Your program for any semester depends on availability of subjects in that semester.

¹ This subject is also offered in distanced mode. To enrol in the distance subject, use the codes 011122 or 011021.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject codes from 015 to 011.

Course programs

Typical full-time program

<i>Autumn semester</i>		
015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
xxxxxx	Elective	6cp
<i>Spring semester</i>		
015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp
xxxxxx	Elective	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

Typical part-time program

Year 1

<i>Autumn semester</i>		
015152	Language in Social Context	6cp
015120	Theory and Practice in TESOL	6cp
<i>Spring semester</i>		
015153	Teaching and Learning Literacy	6cp
015158	Language Development	6cp

Year 2

<i>Autumn semester</i>		
xxxxxx	Elective	6cp
xxxxxx	Elective	6cp

Articulation and progression

The Graduate Diploma in TESOL articulates into the following Masters degrees: Master of Arts in TESOL (TA71), Master of Arts in Language and Literacy Education (TA72) and Master of Arts in Applied Linguistics (TA73). On completion of the Graduate Diploma in TESOL, students may be eligible for a maximum of 36 credit point advanced standing towards one of these Master's degrees.

Graduate Diploma in Vocational Education and Training

- ◆ Course code: TA50
 - ◆ Testamur title: Graduate Diploma in Vocational Education and Training
 - ◆ Abbreviation: GradDipVocEd&Training
 - ◆ Course Coordinator: Kate Collier
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

The Graduate Diploma in Vocational Education and Training has been developed to meet the needs of graduate vocational and adult educators and trainers. It provides teaching qualification that is recognised by TAFE NSW.

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 you to continue your professional development following completion of the course
- the ability to critically evaluate existing training practices
- a comprehensive understanding of current vocational education policy and practice.

Admission requirements

To apply for this course you must have either an appropriate degree from a university or college of advanced education, or an appropriate diploma at an approved tertiary institution or equivalent. In addition, you should be concurrently engaged either on a part-time or full-time basis as a trainer/teacher/facilitator in a vocational or adult education setting. If you have qualifications and experience other than those described above you may be considered for special admission.

Advanced standing

Credit may be granted for previous post-graduate study in a related area. This is decided on a case-by-case basis by the Program Director.

Attendance

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

Course duration

This course is offered over a one-year, full-time, or two-year, part-time period.

Assessment

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

Course program¹

Autumn semester

016001	Workplace Practice 1	6cp
016002	Introduction to 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

¹ All subjects in this course program are also offered in distance mode. To enrol in distance subjects, change the first three digits of the subject codes from 016 to 011.

Articulation and progression

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

- Once you have completed the Graduate Diploma, you may apply for entry to the Master of Arts in Lifelong Learning, Master of Education, Master of Education in Higher and Professional Education, Master of Education in Vocational Education and Training or Master of Education in Adult Education. The Graduate Diploma is worth 24 credit points towards a full 48 credit point Master's qualification.
- The Graduate Diploma enables you to apply to UTS Training and Development Services for a Certificate IV Assessment and Workplace Training qualification.

Master of Arts in Applied Linguistics

- ◆ Course code: TA73
- ◆ Testamur title: Master of Arts in Applied Linguistics
- ◆ Abbreviation: MA
- ◆ Course Coordinator: Dr Jenny Hammond
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

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
- increase your understanding of the linguistic dimensions of cultural diversity, globalisation and social change, and
- develop skills in the application of insights of linguistic theory to a range of professional practice.

Admission requirements

Entry requirements are:

- an undergraduate degree or equivalent (essential)
- evidence of strong academic record (essential).

Advanced standing

If you have completed the Graduate Diploma in TESOL (TA53), or Graduate Diploma in Adult Basic Education (TA52) you may be eligible for advanced standing for a maximum of 36 credit points in the MA in Applied Linguistics.

If you have completed Graduate Diploma in Language Teaching (TESOL) (TA78) or Graduate Diploma in Language Teaching (TA60) you may be eligible for advanced standing for a maximum of 24 credit points in the MA in Applied Linguistics.

Advanced standing may also be granted on the basis of equivalent postgraduate study undertaken at other universities. This is decided on a case-by-case basis.

Attendance

Days and times depend on your choice of electives and timetabling.

For full-time study, attendance is normally required for two afternoon/evenings per week. For part-time study, attendance is normally required for one afternoon/evening per week.

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

Course duration

The Master of Arts in Applied Linguistics is normally completed in one year of full-time study or part-time study over three to four semesters. You must complete subjects totalling 48 credit points to be eligible for the award of Master of Arts in Applied Linguistics.

Assessment

Assessment is criterion-referenced and on a pass/fail basis. Assessment tasks may include essays, text analysis, and practice-based tasks.

Course structure

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

Compulsory subjects

015152	Language in Social Context ¹	6cp
015127	Grammar and the Construction of Meaning ¹	6cp
015163	Phonetics, Phonology and Sociolinguistic Variation in Spoken Language	6cp
	<i>or</i>	
015125	Phonology and Pronunciation ¹	6cp
015126	Research Approaches ¹	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011

Electives

Those with a theoretical focus:

013367 Cultural Diversity in the Workplace: Management and Learning	6cp
013369 Language, Power and Critical Literacies	6cp
015128 Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp
015130 Global Englishes ¹	6cp
015277 Grammar, Semantics and Text Analysis	6cp
015291 Mathematics in Social Contexts	6cp

Those with a pedagogical focus:

015120 Theory and Practice in TESOL	6cp
<i>or</i>	
015157 Theory and Practice in TLOTE	6cp
<i>or</i>	
015121 Theory and Practice in ABE	6cp
015122 Assessment, Programming and Evaluation ²	6cp
015378 Advanced Curriculum Design	6cp
015153 Teaching and Learning Literacy	6cp
011278 Research Project	12cp

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

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011122 or 011021.

Course program**Typical full-time program****Autumn semester**

015152 Language in Social Context ¹	6cp
015126 Research Approaches ¹	6cp
xxxxx Elective	6cp
xxxxx Elective	6cp

Spring semester

015127 Grammar and the Construction of Meaning ¹	6cp
015125 Phonology and Pronunciation ¹	6cp
xxxxx Elective	6cp
013356 Independent Study Project (recommended)	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Typical part-time program**Year 1****Autumn semester**

015152 Language in Social Context ¹	6cp
xxxxx Elective	6cp

Spring semester

015127 Grammar and the Construction of Meaning ¹	6cp
015125 Phonology and Pronunciation ¹	6cp

Year 2**Autumn semester**

015126 Research Approaches ¹	6cp
xxxxx Elective	6cp

Spring semester

xxxxx Elective	6cp
013356 Independent Study Project (recommended)	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Articulation and progression

The Graduate Diploma in TESOL (TA53), and Graduate Diploma in Adult Basic Education (TA52) articulate with the MA in Applied Linguistics. If you have completed these Diplomas, you may be eligible for a maximum of 36 credit points towards the MA in Applied Linguistics. To take out the award of MA in Applied Linguistics would require the satisfactory completion of a further two subjects.

The Graduate Diploma in Language Teaching (TESOL) (TA78) and Graduate Diploma in Language Teaching (TA60) also articulate with the MA in Applied Linguistics. If you have completed these Diplomas, you may be eligible for a maximum of 24 credit points. To take out the award of MA in Applied Linguistics would require the satisfactory completion of a further four subjects.

Master of Arts in e-Learning

- ◆ Course code: TA91
 - ◆ Testamur title: Master of Arts in e-Learning
 - ◆ Abbreviation: MA
 - ◆ Course Coordinator: Dr Lynette Schaverien
 - ◆ Course fee: \$10,000 (local)
\$7,000 per semester (international)
-

Master of Science in e-Learning

- ◆ Course code: TA99
 - ◆ Testamur title: Master of Science in e-Learning
 - ◆ Abbreviation: tba
 - ◆ Course Coordinator: Dr Lynette Schaverien
 - ◆ Course fee: \$10,000 (local)
\$7,000 per semester (international)
-

Overview

The Master of Arts in e-Learning and the Master of Science in e-Learning recognises the emergence of electronically mediated learning as a new force in Education. The web is now increasingly utilised by a technologically literate population that lives and works in an information society, expects access to lifelong learning, and leads a lifestyle in which flexible delivery is essential for formal learning to take place. Electronically-mediated teaching and learning are now central to contemporary education and training delivery methods. This course is designed to provide a rapidly growing graduate group with the capacity to enhance learning, in their diverse workplaces, through new technologies, specifically, but not exclusively, web-based. The course has been collaboratively developed and is jointly taught by academic staff from the Faculty of Education and the Institute for Interactive Media and Learning. Catering for professionals in a wide range of formal and informal educational environments, including primary, secondary and tertiary institutions and commercial, government and community organisations, the course:

- familiarises professionals working in a variety of settings with what is currently possible in e-Learning, highlighting exemplary practice
- assists them to develop educationally coherent and powerful ways of thinking about these approaches to learning, and

- helps discern and operationalise wise, sustainable directions for e-Learning, so graduates can take an influential role in the future of e-Learning in communities and workplaces.

This course is positioned at the leading edge of this emerging field. It seeks to furnish you with state-of-the-art knowledge and expertise in e-Learning, while also preparing you to move beyond that knowledge, in educationally principled ways as technological development proceeds. It is distinctive in adopting an innovative, problem-oriented approach to learning: you are immersed in and encouraged to reflect upon a series of e-Learning environments. This series is tuned, wherever possible, to meet the needs of student groups and to include a balance of the actual experiences of academic teaching staff and reported cases from the expanding literature of the field. It respects and exploits your potential to contribute to this field through your diverse experiences of it, assisting you to develop an accumulating set of perspectives: first, as an astute e-learner; secondly, as a sensitive and principled e-designer; and thirdly, as a wise e-teacher and/or trainer. A key feature of the Masters degree is the 12 credit point e-Learning Research and Development Project, designed to provide an opportunity for you to conduct and report a small, authentic e-Learning investigation in a particular context of special interest to them.

Course aims

Over the duration of the Master of Arts and Master of Science in e-Learning, you are expected to:

- develop your understanding of the structures, functions and dynamics of a variety of e-Learning systems, both locally and internationally
- become familiar, as learners, designers and teachers, with a range of e-Learning environments in different disciplines, designed for different educational purposes and with different underlying values
- gain confidence in describing and analysing learning and recognising it when it occurs in e-Learning contexts
- develop the ability to detect implicit educational principles in e-Learning contexts and become more discerning critics of e-Learning
- gain insights into e-Learning design and development, from concept to prototype,

including basic familiarity with a range of technical solutions to particular educational problems

- deepen your understanding of the educational support required in e-Learning, including how to nurture individual learners and learning communities
- explore the value bases of obstacles to e-Learning, together with any ethical implications and consequences for the sustainability of e-Learning initiatives, and devise possible ways of addressing these in your organisations
- deepen your understandings of the multimedia industry within which e-Learning is developing, and of the interplay between it and the embryonic field of e-Learning itself
- develop your appreciation of a specific education-, technology- or workplace-related field, through a relevant, approved elective subject of your choice.
- become familiar with key approaches to the embryonic field of e-Learning research and development
- increase your understanding of how to operationalise aspects of an e-Learning design which addresses an educational problem or issue
- develop expertise in formulating and justifying educational investigations of e-Learning systems and in conducting, analysing and reporting their outcomes, and
- pursue implications of your own project for the role of e-Learning research and development in generating educational knowledge in your workplace or other settings.

Admission requirements

For entry into this course, you need to have completed an undergraduate degree, or equivalent qualification. If you do not have an undergraduate degree, you may be able to apply for special entry into the Graduate Certificate in e-Learning, provided you have workplace experience that is equivalent to an undergraduate degree. You may subsequently be able to proceed to the Graduate Diploma and to the Masters degree on merit. The Master of Arts and Master of Science in e-Learning is available to international students wishing to study locally.

It is expected that applicants have standard computing skills including word-processing and facility with email and web browsers. While shared computing facilities are available on campus, students are strongly advised to arrange their own access to the Internet.

Advanced standing

Since the four e-Learning subjects that comprise the core of the Master of Arts and Master of Science in e-Learning are distinctive in their orientation, advanced standing in them is rarely granted. Nor can advanced standing be granted for the e-Learning Research and Development Project. However, students can apply for advanced standing and each case is considered on its merits. With respect to advanced standing in the two relevant approved electives, student applications are considered on their merits.

Attendance

The course is offered in mixed mode. Most coursework in the four core e-Learning subjects is online but work in these subjects is supported by two to three weekend block attendances per semester. In 2002, this will require Friday and/or Saturday and/or Sunday attendance at the City campus of the Faculty of Education. Attendance requirements also vary depending on students' elective subject choices. The mode of delivery for subjects 95560 Multimedia Industry and Processes and 95561 Multimedia Products and Technologies is currently face-to-face. Completion of the e-Learning Research and Development Project requires regular consultation with an academic mentor, much of which may be conducted by email, although face-to-face meetings may also be necessary, depending on students' progress.

Course duration

The Master of Arts in e-Learning and Master of Science in e-Learning is normally completed in two years of part-time study or one year of full-time study. At the time of writing, no mid-year intake is planned for this course in 2002, but students interested in enrolling are advised to check with the Faculty in April 2002 in case circumstances change.

Full-time students can complete their course in one year of study by taking two relevant approved electives, in addition to the first two core e-Learning subjects, in the first semester,

and completing the e-Learning Research and Development Project with the second two core e-Learning subjects in the second semester.

Assessment

All subjects are criterion-referenced. This means that you are assessed on whether you meet certain criteria and marked accordingly. Assessment tasks typically include individual and group assignments.

Course structure

The Master of Arts in e-Learning and Master of Science in e-Learning comprise 48 credit points each and are offered part-time over four semesters.

Course program

Year 1

Autumn semester

013706 e-Learning Experiences, Models and Theories I 6cp

013707 e-Learning Experiences, Models and Theories II 6cp

Spring semester

013708 e-Learning Technologies 6cp

013709 e-Learning Design 6cp

Year 2

Autumn semester

95560 Multimedia Industry and Process¹ 6cp

95561 Multimedia Products and Technologies¹ 6cp

or

01xxxx Elective² 6cp

Spring semester

013710 e-Learning Research and Development Project 12cp

¹ Offered by the Institute for Interactive Media and Learning.

² To be taken from the Master of Education or other approved courses.

Subject to availability of places, Master of Interactive Multimedia and Master of E-Business students can choose to do a set of e-Learning subjects as an e-Learning module. Master of E-Business students can do three e-Learning subjects, while Master of Interactive Multimedia students can choose one, two, three or four e-Learning subjects. It is anticipated that other faculties will also set up degree courses delivered online or addressing the impacts of e-Learning and E-Commerce for their disciplines and professional practice. It is likely that a package of some or all of the e-Learning subjects outlined here will be offered as elective modules in such qualifications.

Articulation and progression

The Master of Arts in e-Learning and Master of Science in e-Learning are part of an articulated suite of e-Learning courses. (Refer also to the entries for the Graduate Certificate in e-Learning and the Graduate Diploma in e-Learning.) The four core e-Learning subjects constitute the Graduate Certificate in e-Learning.

Master of Arts in English Language Teaching

- ◆ Course code: TA98
- ◆ Testamur title: Master of Arts in English Language Teaching
- ◆ Abbreviation: MA
- ◆ Course Coordinator: to be advised
- ◆ Course fee: \$1,690 (106,250 yen) per subject (international)¹

Overview

The Master of Arts in English Language Teaching has been designed to meet the needs of school teachers of English in Japan. This course is similar in structure and content to the Master of Arts in TESOL but comprises distance materials specifically designed for the Japanese context. Students may take two subjects offered by Curtin University of Technology (CUT) as part of their degree.

Course aims

The course is designed to develop the knowledge, skills and attributes required of English language teachers in Japan, and increase the quality of English teaching in Japan by meeting the needs of teachers and students. The focus is on the development of effective spoken and written communication. The course further develops teachers' understanding of the interrelationships between context, theory and practice in English language learning. The course uses a variety of teaching and learning methods which teachers can use in their own classrooms.

Admission requirements

Entry requirements for this course are:

- an undergraduate degree
- recognised teaching qualifications
- at least two years teaching experience in the Japanese school context
- IELTS 6.5 with a 6.0 in writing; or TOEFL 575 with TWE 4.5 (paper based), 231 (computer based) with essay writing 4.5 (for direct entry without the Postgraduate Certificate). Students who have successfully completed the Postgraduate Certificate in English Language Teaching (TA97) can gain direct entry to this course.

Attendance

The subjects are offered in distance mode and semesters start in April and October. There is an optional face-to-face introductory workshop for each subject to guide you through the course materials. Workshops are conducted in Tokyo, and in other cities if numbers permit. Academic advisers are available in Japan.

Many of the subjects include a Japanese translation of the glossary, the aims and objectives and the overview of each subject assessment task and explanatory margin notes in Japanese.

Course duration

You may complete your course in one or two years (two–four semesters), depending on your work and other commitments.

Assessment

Assessment is criterion-referenced and based on pass/fail.

Course structure

You must complete eight 6-credit-point subjects to qualify for the Master of Arts in English Language Teaching.

Core subjects

011014	Curriculum and Methodology of TESOL (Speaking and Listening)	6cp
011015	Language in Use	6cp

Electives

011125	Phonology and Pronunciation	6cp
011277	Grammar, Semantics and Text Analysis	6cp
011130	Language Policy and Planning	6cp
011126	Research Approaches	6cp
011153	Teaching and Learning Literacy	6cp
011158	Language Development	6cp
011016	Lexis and Grammar	6cp
301144	Talking Across Cultures ¹	6cp
12384	Computer-assisted Language Learning ¹	6cp

¹ Offered by Curtin University of Technology.

Other information

For further information, see the following website:

www.eigokoyoshi.uts.edu.au

¹ This course is not offered to local students.

Master of Arts in Lifelong Learning

- ◆ Course code: TA94
- ◆ Testamur title: Master of Arts in Lifelong Learning
- ◆ Abbreviation: MA
- ◆ Course Coordinator: to be advised
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

The Master of Arts in Lifelong Learning is designed to meet the needs of a broad range of practitioners whose work includes helping others learn, but who do not identify as educators and who would not wish their qualification to be designated in education. Students in the course come from a diverse range of fields of practice and sites of learning including human resource development, community development, community service, working with older people, professional development and all forms of non-formal learning.

The open structure of the course allows flexible patterns of study enabling you to choose a pathway through the subjects on offer which fits your particular interest and personal needs.

The subjects on which it draws are identical with those of the Master of Education (by coursework) (TE86).

Course aims

The aims of the course are for you to:

- develop expertise in understanding and managing learning
- acquire new and more advanced knowledge in designing, implementing, and evaluating learning programs
- contribute to the development of a democratic and socially just society
- expand and evaluate the personal capacity to be self-directed in learning
- analyse the social, political and economic contexts of lifelong learning
- develop and apply techniques of critical inquiry to your practice
- conceptualise and criticise epistemological frameworks underlying your theory and practice

- exhibit scholarly rigour in research, critique, evaluation, design and implementation of learning
- be a force for innovation in lifelong learning practices, and
- acknowledge the multiple perspectives that are brought to any learning situation as a result of your gender, ethnicity, class, age, sexuality and/or physical abilities.

Admission requirements

Admission to the course is based on a Bachelor's degree with evidence of appropriate involvement and experience in lifelong learning in a professional or voluntary capacity.

For international students, IELTS 6.5 with a 6.0 in writing; or TOEFL 575 with TWE 4.5 (paper based), 231 (computer based) with essay writing 4.5 is required.

Advanced standing

This course does not articulate with any other program. However if you complete a Graduate Certificate consisting of Level A subjects you will receive 12 credit points of advanced standing into the Master of Arts in Lifelong Learning. If you have a Graduate Certificate consisting of Level B or Master's subjects you will receive 24 credit points of advanced standing into the Master of Arts in Lifelong Learning.

If you have completed a Graduate Diploma consisting of Level A subjects, you will receive 24 credit points of advanced standing into the award. If you have completed a Graduate Diploma consisting of Level B or Master's-level subjects you will receive 36 credit points of advanced standing into the Master of Arts in Lifelong Learning.

Assessment

Assessment is criterion-referenced and based on pass/fail.

Course duration

The course can be completed full time over two semesters. The course can also be undertaken part time over three to eight semesters.

Attendance

Three main delivery modes are used: (a) weekly on campus, (b) intensive weekend block with distance study, and (c) full distance study.

Course structure

You must complete 48 credit points to graduate with the award of Master of Arts in Lifelong Learning. You may select any subject available as listed for the Master of Education (see page 108).

Master of Arts in Indigenous Social Policy

- ◆ Course code: TA74 (fees); TA76 (HECS)
 - ◆ Testamur title: Master of Arts in Indigenous Social Policy
 - ◆ Abbreviation: MA
 - ◆ Program Director: Ms Karen Vaughan
 - ◆ Course fee: TA74 \$8,000; TA76 HECS (local) \$6,250 per semester (international)
-

Overview

This course is offered jointly by the Faculty of Education, Faculty of Humanities and Social Sciences and Jumbunna, Indigenous House of Learning. It is designed to provide opportunities for those involved in indigenous social policy process in community and government settings to broaden and deepen their professional skills and knowledge. The Master of Arts provides an option of exit points with a Graduate Certificate in Indigenous Social Policy or a Graduate Diploma in Indigenous Social Policy.

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.

Admission requirements

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

Attendance

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

Course duration

This course is offered over four semesters, full-time. Part-time study can be negotiated.

Assessment

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

Course program

Year 1

Autumn semester

015384	Issues in Indigenous Social Research Ethics	6cp
50291	Australian Political and Social Systems	6cp

Spring semester

50290	Australian Indigenous Social Policy <i>plus one elective from the following</i>	6cp
015386	Indigenous Social Policy: International Experiences	6cp
013348	Research Perspectives	6cp
xxxxxx	Elective from another course (exit point for Graduate Diploma)	6cp

Year 2

Autumn semester

013349	Research Design	6cp
50292	Policy Processes in Australian Indigenous Settings	6cp

(exit point for Graduate Diploma)

Spring semester

013356	Independent Study Project <i>plus one elective from the following</i>	6cp
023979	Special Study in Education	6cp
xxxxxx	Elective from another course	6cp

Articulation and progression

This course is structured in three stages:

- Stage 1: Graduate Certificate
- Stage 2: Graduate Diploma
- Stage 3: Master's level

It is expected that you complete all subject requirements at each level before progressing to the next stage of the course.

Master of Arts in Language and Literacy (by coursework)

- ◆ Course code: TA72
- ◆ Testamur title: Master of Arts in Language and Literacy
- ◆ Abbreviation: MA
- ◆ Course Coordinator: Dr Jenny Hammond
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

Course aims

The course aims to:

- enable you to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in your field of practice
- develop your understanding of the linguistic demands of teaching and learning and of issues in language development
- develop your critical understanding of the sociopolitical context of work and its impact on your practice
- develop or strengthen your capacity to undertake a range of leadership roles in your field(s) of practice whether as curriculum developers, researchers, program managers, advisers or exemplary teachers
- 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
- equip you with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in your field(s) of practice.

Admission requirements

Entry requirements are:

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

Advanced standing

If you have completed the Graduate Diploma in TESOL (TA53), or Graduate Diploma in Adult Basic Education (TA52) you may be eligible for advanced standing for a maximum of 36 credit points in the Master of Arts in Language and Literacy.

If you have completed Graduate Diploma in Language Teaching in TESOL (TA78) or Graduate Diploma in Language Teaching (TA60) you may be eligible for advanced standing for a maximum of 24 credit points in the Master of Arts in Language and Literacy.

Advanced standing may also be granted on the basis of equivalent post graduate study undertaken at other universities. This is decided on a case-by-case basis.

Attendance

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

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

Course duration

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

Assessment

Assessment is criterion-referenced and on a pass/fail basis. Assessment tasks may include essays, text analysis and practice-based tools.

Course structure

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

Compulsory core subjects

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
	<i>or</i>	
015157	Theory and Practice in TLOTE	6cp
	<i>or</i>	
015121	Theory and Practice in ABE	6cp
015153	Teaching and Learning Literacy ¹	6cp
015128	Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp
015126	Research Approaches	6cp
013356	Independent Study Project (recommended)	6cp

Possible electives

010157	Teaching and Learning in Numeracy ³	6cp
015120	Theory and Practice in TESOL ²	6cp
015121	Theory and Practice in ABE	6cp
015122	Assessment, Programming and Evaluation ¹	6cp
015123	Language for Specific Purposes ¹	6cp
015125	Phonology and Pronunciation ¹	6cp
015127	Grammar and the Construction of Meaning ¹	6cp
015129	Language, Power and Critical Literacies	6cp
015130	Global Englishes ¹	6cp
015157	Theory and Practice in TLOTE	6cp
015158	Language Development ¹	6cp
015170	English for Academic and Teaching Purposes	6cp
015277	Grammar, Semantics and Text Analysis ⁵	6cp
015378	Advanced Curriculum Design	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

³ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 010 to 011.

⁴ This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011122 or 011021.

⁵ Prerequisite subject is 015127 Grammar and the Construction of Meaning.

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

Course program

Typical full-time program

Autumn semester

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
	<i>or</i>	
015157	Theory and Practice in TLOTE	6cp
	<i>or</i>	
015121	Theory and Practice in ABE	6cp
015126	Research Approaches ¹	6cp
xxxxx	Elective	6cp

Spring semester

015153	Teaching and Learning Literacy ¹	6cp
015128	Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp
013356	Independent Study Project (recommended)	6cp
xxxxx	Elective	6cp

Typical part-time program

Year 1

Autumn semester

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
	<i>or</i>	
015157	Theory and Practice in TLOTE	6cp
	<i>or</i>	
015121	Theory and Practice in ABE	6cp

Spring semester

015153	Teaching and Learning Literacy ¹	6cp
015128	Sociopolitical Contexts of Language, Literacy and Numeracy Education ¹	6cp

Year 2

Autumn semester

015126	Research Approaches ¹	6cp
xxxxx	Elective	6cp

Spring semester

013356	Independent Study Project	6cp
xxxxx	Elective	6cp

Articulation and progression

The Graduate Diploma in TESOL (TA53), and Graduate Diploma in Adult Basic Education (TA52) articulate with the Master of Arts in Language and Literacy. If you have completed these Diplomas, you may be eligible for a maximum of 36 credit points towards the MA in Language and Literacy. To take out the award of Master of Arts in Language and Literacy would require the satisfactory completion of a further two subjects.

The Graduate Diploma in Language Teaching in TESOL (TA78), Graduate Diploma in Language Teaching (TA60), and Graduate Diploma in Literacy and Numeracy Education (TA47) also articulate with the Master of Arts in Language and Literacy. If you have completed these Diplomas, you may be eligible for a maximum of 24 credit points. To take out the award of Master of Arts in Language and Literacy would require the satisfactory completion of a further four subjects.

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

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

- ◆ Course code: TA71
 - ◆ Testamur title: Master of Arts in Teaching English to Speakers of Other Languages (TESOL)
 - ◆ Abbreviation: MA
 - ◆ Course Coordinator: Dr Jenny Hammond
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

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

Course aims

The course aims to:

- enable you to achieve or consolidate specialist, professional competence as practitioners in teaching and programming for spoken and written language development in the field of TESOL
- develop your capacity for theoretically informed reflective practice
- develop your understanding of the linguistic demands of teaching and learning and of issues in language development
- develop your critical understanding of the sociopolitical context of your work and its impact on teaching practices
- develop or strengthen your capacity to undertake a range of leadership roles in the field of TESOL whether as curriculum developer, researcher, program manager, adviser or exemplary teacher
- 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
- equip you with skills, knowledge and critical perspectives to undertake theoretically informed research and curriculum development in TESOL.

Admission requirements

Entry requirements are:

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

Advanced standing

If you have completed the Graduate Diploma in TESOL (TA53), or Graduate Diploma in Adult Basic Education (TA52) you may be eligible for advanced standing for a maximum of 36 credit points in the Master of Arts in TESOL.

If you have completed the Graduate Diploma in Language Teaching in TESOL (TA78) or the Graduate Diploma in Language Teaching (TA60) you may be eligible for advanced standing for a maximum of 24 credit points in the Master of Arts in TESOL.

Advanced standing may also be granted on the basis of equivalent post graduate study undertaken at other universities. This is decided on a case-by-case basis.

Attendance

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

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

Course duration

The Master of Arts in TESOL is normally completed in one year of full-time study or two years of part-time study.

Assessment

Assessment is criterion-referenced and on a pass/fail basis. Assessment tasks may include essays, text analysis and practice-based tools.

Course structure

The course comprises 48 credit points of study. In order to complete the Master of Arts in TESOL you need to complete six compulsory subjects and two elective subject.

Compulsory subjects

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
015127	Grammar and the Construction of Meaning ¹	6cp
015153	Teaching and Learning Literacy ¹	6cp
015126	Research Approaches ¹	6cp
015158	Language Development ¹	6cp
013336	Independent Study Project (recommended)	6cp

Possible electives

010157	Teaching and Learning in Numeracy ³	6cp
015121	Theory and Practice in ABE	6cp
015122	Assessment, Programming and Evaluation ⁴	6cp
015123	Language for Specific Purposes ¹	6cp
015125	Phonology and Pronunciation ¹	6cp
015129	Language, Power and Critical Literacies	6cp
015130	Global Englishes ¹	6cp
015157	Theory and Practice in TLOTE	6cp
015170	English for Academic and Teaching Purposes	6cp
015277	Grammar, Semantics and Text Analysis	6cp
015378	Advanced Curriculum Design	6cp

Subjects offered by distance:

011290	Mathematics for Numeracy Teachers
011291	Mathematics in Social Contexts

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

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

³ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 010 to 011.

⁴ This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011122 or 011021.

Course program

Typical full-time program

Autumn semester

015152	Language in Social Context ¹	6cp
015120	Theory and Practice in TESOL ²	6cp
015126	Research Approaches ¹	6cp
xxxxx	Elective	6cp

Spring semester

015153	Teaching and Learning Literacy ¹	6cp
015158	Language Development ¹	6cp
015127	Grammar and the Construction of Meaning ¹	6cp
013356	Independent Study Project	6cp

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

Typical part-time program

Year 1

Autumn semester

015152	Language in Social Context	6cp
015120	Theory and Practice in TESOL	6cp

Spring semester

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

Year 2

Autumn semester

015126	Research Approaches ¹	6cp
xxxxx	Elective	6cp

Spring semester

015127	Grammar and the Construction of Meaning ¹	6cp
013356	Independent Study Project	6cp

¹ This subject is also offered in distance mode. To enrol in them, change the first three digits of the subject codes (013) to 011.

² This subject is also offered in distance mode. To enrol in distance mode, use the codes 011120 or 011012.

Articulation and progression

The Graduate Diploma in TESOL (TA53), and Graduate Diploma in Adult Basic Education (TA52) articulate with the Master of Arts in TESOL. If you have completed these Diplomas, you may be eligible for a maximum of 36 credit points towards the Master of Arts in TESOL. To take out the award of Master of Arts in TESOL would require the satisfactory completion of a further two subjects.

The Graduate Diploma in Language Teaching in TESOL (TA78) and Graduate Diploma in Language Teaching (TA60) also articulate with the Master of Arts in TESOL. If you have completed these Diplomas, you may be eligible for a maximum of 24 credit points. To take out the award of Master of Arts in TESOL would require the satisfactory completion of a further four subjects.

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: Dr Robert Pithers
 - ◆ Course fee: vary by subject¹
-

Overview

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

Course aims

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

- develop expertise in understanding and managing adult learning and organisational learning
- acquire new and more advanced knowledge in designing, implementing and evaluating training programs for employees and organisations
- develop an understanding of the social, political and economic context of training and HRD
- expand and evaluate the personal capacity to be self-directed in learning
- understand the emerging roles of HRD, in relation to your personal strengths and interests
- understand the relationship of adult education and training theory and organisational practices in order to implement training and to make career and organisational interventions that enhance organisational effectiveness, and

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

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

Admission requirements

Undergraduate qualifications are required together with current workplace experience.

Advanced standing

Advanced standing for formal study is considered with appropriate documentation.

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

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

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

Attendance

The course is offered in Hong Kong by flexible delivery mode, which includes:

- a two-day seminar for each subject at or near the beginning of each semester
- use of computer-mediated learning to enable one-to-one communication for students and teachers
- provision of a distance learning study package for each subject which includes learning activities and readings communication for students and teachers
- study groups.

Course duration

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

Assessment

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

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

Course program

Year 1

Autumn semester

013332	Understanding Adult Education and Training	6cp
016007	Program Design and Evaluation	6cp

Spring semester

013337	Managing Change in Adult Education and Training	6cp
013339	Skills, Technology and Workplace Learning	6cp

Year 2

Autumn semester

013368	The Psychology of Adult Development	6cp
013363	Supporting Workplace Learning and Reform	6cp

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.

Articulation and progression

This course enables students to be eligible to apply for the Master of Education (Honours) or Doctoral programs in the Faculty.

Other information

A minimum cohort of 30 students is required for commencement.

Master of Education (by coursework)

- ◆ Course code: TE86
- ◆ Testamur title: Master of Education
- ◆ Abbreviation: MEd
- ◆ Course Coordinator: Rick Flowers
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

The Master of Education is designed to meet the specific educational development needs of a broad range of practitioners whose work includes helping others learn. Graduates are well positioned to be at the cutting edge of learning and change in school, community and organisational settings. Graduates take on educational and training leadership roles in various capacities – planning, curriculum development and management in teaching and learning organisations, policy making, research and consulting.

Given the Faculty's equal strengths in adult and school education, the UTS Master of Education course offers distinct opportunities to study learning and education across all education sectors. Faculty members have taken a leading role in some of the most significant educational developments of the past decade, including productive pedagogies, education for women and girls, work-based learning, in social action, informal learning, problem-based learning, flexible and e-Learning, competency-based education and social and critical approaches to language and literacy policy and practice. The Faculty has a strong commitment to social justice in education.

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

Course aims

The aims of the course are for you to:

- develop expertise in understanding and managing learning
- acquire new and more advanced knowledge in designing, implementing, and evaluating educational programs
- use 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 education
- develop and apply techniques of critical inquiry to their education practice
- conceptualise and criticise epistemological frameworks underlying theory and practice in education
- exhibit scholarly rigour in research, critique, evaluation, design and implementation of learning
- be a force for innovation in education, and
- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of their gender, ethnicity, class, age, sexuality and/or physical abilities.

Admission requirements

Admission to the course is based on one or more of the following:

- a Bachelor of Education
- a Bachelor's degree with an education major or a recognised qualification in education (e.g. Diploma of Education)
- a Bachelor's degree without an education major but with evidence of appropriate involvement and experience in education in a professional or voluntary capacity

Applicants admitted under point 3 may be required to undertake designated education subjects.

Advanced standing

Advanced standing is granted to students who have previous postgraduate qualifications (Graduate Certificate, Graduate Diploma and Master's degrees) in related fields. These fields include education, human resource development, IT and the social sciences. We also consider granting advanced standing to students who have extensive and impressive scholarly, work and other achievements that are judged to be the equivalent of postgraduate study.

To seek advanced standing you should complete an application form for subject exemptions. This form can be obtained from the Faculty Student Services Office, or directly from the Faculty website:

www.education.uts.edu.au
or
email education@uts.edu.au

You are required to attach documentation to the application form. If you are seeking exemptions for previous credentialled learning it is a fairly straightforward process. There is no need to write a covering letter. If you are seeking exemption for uncredentialled learning you should first liaise with the Program Director before proceeding.

Attendance

Three main delivery modes are used: (a) weekly on campus, (b) intensive weekend block with distance study, and (c) full distance study.

Some subjects are offered in weekly classes, late afternoon and evenings, on Tuesdays, Wednesdays and Thursdays. We know that many students cannot attend weekly classes on campus. Therefore, we teach a considerable number of subjects in an intensive weekend workshop(s) supplemented with distance study. We also know that some students cannot make it to campus at all, be it for weekend or weekly classes. For these students we offer an extensive number of subjects fully by distance.

Course duration

Most students do one or two subjects per semester. There are eight subjects to be completed. Students who do two subjects per semester complete the degree in four semesters, i.e. two years. Students who do one subject per semester complete the degree in eight semesters, i.e. four years. There is, however, freedom to vary the pace of your study. You might do one subject in the first semester, two subjects in the second semester, and three subjects in the following semester, and so on. The course can also be completed full time over two semesters.

Assessment

Some subjects are assessed on a pass/fail basis, others are graded according to the range of grades adopted by the university.

Course structure

You need to complete eight subjects in order to graduate. There are no core subjects

The criterion you use to choose subjects is what most interests you. This should be shaped by both intellectual and career considerations. When choosing subjects you also have to take

into account when subjects are offered. The frequency of when a particular subject is offered is constrained by practical considerations such as level of student demand, staff availability and university resources.

The Faculty Student Services office has one-page subject outlines. You can request them from:

email education@uts.edu.au
telephone 9514 3900

Another very good source of information is other students who have done the subjects.

Generally you should not do more than four subjects per semester. In order to study three or four subjects per semester you would need to be free of, or at least have minimal, work commitments. Most students who are working full time or part time (be it in the paid workforce, family or community) do one or two subjects per semester. You are free to choose how many subjects you do each semester and can vary the number of subjects each semester.

Three or four subjects per semester is regarded as full-time study. One or two subjects per semester is regarded as part-time study.

Subjects available

- 013343 Adult Communication Management and Interpersonal Relationships
- 013344 Adult Communication Management and Organisational Development
- 013206 Adult Communication Management and Organisational Frames¹
- 013205 Adult Communication Management and Teamwork¹
- 013701 Adult Learning: Contexts and Perspectives
- 015378 Advanced Curriculum Design
- 020963 Arts in the Community
- 015122 Assessment, Programming and Evaluation
- 024918 Australian Children's Literature
- 013315 Autobiography and Lifelong Learning
- 013377 Change, Equity and Pedagogy
- 024911 Children and Literacy
- 013336 Contemporary Issues in Australian Education
- 013378 Constructing Effective Programs for Learning
- 013379 Continuing Professional Education

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

- 020706 Creative Arts Method
 013380 Creation of Lifelong Learning, The
 013318 Culture Difference and Curriculum
 013367 Cultural Diversity in the Workplace: Management and Learning¹
 015419 Discourse Analysis
 020965 Drawing and Young Children
 013383 Education Policy
 013319 Educational and Organisational Leadership: Theory, Practice and Research
 013320 Educational and Organisational Leadership: Strategic Influence
 013326 Effective Cognitive Learning Strategies
 013706 e-Learning Experiences, Models and Theories I
 013709 e-Learning Design
 013707 e-Learning Experiences, Models and Theories II
 013710 e-Learning Research and Development Project
 013708 e-Learning Technologies
 013384 Ethics and Mentoring
 013385 Evaluating Educational Practice
 013358 Experience-based Learning 1: Learners' Perspectives
 013359 Experience-based Learning 2: Facilitators' and Animators' Perspectives
 011154 Flexible and Distance Learning
 013386 Fostering Learning in Professional Practice
 013387 Gender and Learning
 015127 Grammar and the Construction of Meaning²
 015130 Global Englishes²
 013704 Global/Local Learning
 013388 Health Education and Community Development
 013314 Identity, Adult Development and Learning¹
 013356 Independent Study Project
 015386 Indigenous Social Policy: International Experiences
 013324 International Perspectives on Education and Development
 015384 Issues in Indigenous Social Research Ethics
 015167 Japanese Language Analysis
 011155 Knowledge Management and Flexible Learning
 013360 Language, Power and Critical Literacies
 015158 Language Development¹
 015420 Language Education Management
 015152 Language in Social Context¹
 015123 Language for Specific Purposes¹
 024913 Literary Theory
 013705 Locating Oneself in Global Learning
 013337 Managing Change in Organisations²
 013389 Mentoring in the Workplace
 013390 Nature of Social Justice
 013371 New Identities and New Pedagogies
 013372 New VET Practitioner, The
 020966 Painting and Printmaking for Young Children
 015125 Phonology and Pronunciation
 027907 Playwriting, Acting and Directing
 013373 Popular Education and Cultural Action
 023974 Professional Ethics for Educators
 013368 Psychology of Adult Development, The
 015126 Research Approaches¹
 013349 Research Design²
 013348 Research Perspectives²
 024914 Research Project³
 013210 Skill Learning and the Development of Expertise
 013339 Skills, Technology and Workplace Learning²
 023979 Special Study in Education
 013374 Social Change
 015128 Sociopolitical Contexts of Language, Literacy and Numeracy Education
 013375 Social Justice Challenges
 011156 Society and Computer-mediated Education
 020967 Structure and Sequence in 3-Dimensional Art
 013363 Supporting Workplace Learning and Reform²
 010157 Teaching and Learning in Numeracy⁴
 015153 Teaching and Learning Literacy¹
 015164 Technology-based Language Learning
 020968 Technologies, Resources and Managing Learning in Children's Art
 027905 Art and Traditions of Storytelling, The
 024915 Multi-arts of Children's Literature, The
 027708 Theatre Traditions and Performance
 015121 Theory and Practice in ABE

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

³ This subject is also offered in distance mode. To enrol in the distance subject, use the code 011278.

⁴ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 010 to 011.

- 015120 Theory and Practice in TESOL¹
 015157 Theory and Practice in TLOTE
 013332 Understanding Adult Education and Training²
 013376 Understanding Learning in Higher and Professional Education
 013699 Understanding Research
 020964 Creative Arts Method
 013327 Vocational Education and Training Reform
 013702 Work and Learning

¹ This subject is also offered in distance mode. To enrol in the distance subject, use the codes 011120 or 011012.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Health Education major

The Faculty also offers a major in health promotion as part of the Master of Education. This major is for those who are engaged in planning, doing and/or teaching health promotion, health education, and community and youth health work.

This course is a joint initiative of the UTS Faculty of Nursing, Midwifery and Health and the UTS Faculty of Education. Both Faculties are currently supporting the development of continuing professional education (CPE) courses and a research network in health and community education.

There are four core subjects for this major.

- 92721 Health Promotion and Health Education
 013388 Health Education and Community Development
 xxxxxx Planning and Evaluating Capacity Building in Health
 013373 Popular Education and Cultural Action

Articulation and progression

Progression to Master of Education (Honours) thesis or doctoral degree study depends on obtaining assessment feedback that satisfies the requirements of the higher degree selection committee.

Master of Education in Adult Education (by coursework)

- ◆ Course code: TA70
- ◆ Testamur title: Master of Education in Adult Education
- ◆ Abbreviation: MEd
- ◆ Course Coordinator: Rick Flowers
- ◆ Course fee: HECS (local)
\$6,250 per semester (international)

Overview

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

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

Course aims

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

The aims of the course are for you to:

- develop expertise in understanding and managing adult learning
- acquire new and more advanced knowledge in designing, implementing, and evaluating educational programs for adults
- use adult education to contribute to the development of a democratic and socially just society
- expand and evaluate the personal capacity to be self-directed in learning
- develop an analysis of the social, political and economic context of adult education
- develop and apply techniques of critical inquiry to your adult education practice
- conceptualise and criticise epistemological frameworks underlying theory and practice in adult education

- exhibit scholarly rigour in research, critique, evaluation, design and implementation of adult learning
- be a force for innovation in adult education, and
- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of their gender, ethnicity, class, age, sexuality and/or physical abilities.

Admission requirements

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

Advanced standing

Advanced standing is granted to students who have previous postgraduate qualifications (Graduate Certificate, Graduate Diploma and Master's degrees) in related fields. These fields include education, human resource development, IT, health and the social sciences. We also consider granting advanced standing to students who have extensive and impressive scholarly, work and other achievements that are judged to be the equivalent of postgraduate study.

To seek advanced standing you should complete an application form for subject exemptions. This form can be obtained from the Faculty Student Services Office, or directly from the Faculty website:

www.education.uts.edu.au

or

email education@uts.edu.au

You are required to attach documentation to the application form. If you are seeking exemptions for previous credentialled learning it is a fairly straightforward process. There is no need to write a covering letter. If you are seeking exemption for uncredentialled learning you should first liaise with the Program Director before proceeding.

Attendance

Three main delivery modes are used: (a) weekly on campus, (b) intensive weekend block with distance study, and (c) full distance study.

Some subjects are offered in weekly classes, late afternoon and evenings, on Tuesdays,

Wednesdays and Thursdays. We know that many students cannot attend weekly classes on-campus. Therefore, we teach a considerable number of subjects in an intensive weekend workshop/s supplemented with distance study. We also know that some students cannot make it to campus at all, be it for weekend or weekly classes. For these students we offer an extensive number of subjects fully by distance.

Course duration

Most students do one or two subjects per semester. There are eight subjects to be completed. Students who do two subjects per semester complete the degree in four semesters, i.e. two years. Students who do one subject per semester complete the degree in eight semesters, i.e. four years. But there is freedom to vary the pace of your study. You might do one subject in the first semester, two subjects in the second semester, and three subjects in the following semester, and so on. The course can also be completed full time over two semesters.

Assessment

Some subjects are assessed on a pass/fail basis, others are graded according to the range of grades adopted by the university.

Course structure

You need to complete eight subjects in order to graduate with a Master of Education in Adult Education from UTS.

There are two core subjects: 013332 Understanding Adult Education and Training and 013348 Research Perspectives. They can be studied either in the weekly program or by distance.

You can do the core subjects when you choose but we recommend you do 013332 Understanding Adult Education and Training as near to the commencement of your degree as possible. In many cases we would recommend you do 013348 Research Perspectives after you have completed at least four other subjects.

The criterion you use to choose subjects should be shaped by both intellectual and career considerations. When choosing subjects you also have to take into account when subjects are offered. The frequency of when a particular subject is offered is constrained by practical considerations such as level of student demand, staff availability and University resources.

The Faculty Student Services office has one-page subject outlines. You can request them from:

email education@uts.edu.au
telephone 9514 3900

Another very good source of information is other students who have done the subjects.

Generally you should not do more than four subjects per semester. In order to study three or four subjects per semester you would need to be free of, or at least have minimal, work commitments. Most students who are working full time or part time (be it in the paid workforce, family or community) do one or two subjects per semester.

You are free to choose how many subjects you do each semester and can vary the number of subjects each semester.

Three or four subjects per semester are regarded as full-time study. One or two subjects per semester are regarded as part-time study.

There is no standard 'class' time. It varies across subjects as the timetable indicates. Weekly classes require attendance on campus for 13 x two-hour sessions. Weekend classes vary from one-day intensive workshops to a series of evenings. Some distance subjects have workshops, and some do not.

You should spend at least the equivalent of three to four hours per week reading and investigating for each subject. You will then also spend intensive blocks of time at different times during the semester writing your assignments. You are required to write about 6,000–7,000 words for each subject.

You can do distance study one semester and attend weekly classes the next semester. You might attend one weekly class and do a subject in the weekend program in the same semester. Any combination of study modes is possible.

Core subjects

- 013332 Understanding Adult Education and Training
013348 Research Perspectives

Electives

The following subjects have been organised into interest areas simply for the purpose of making them easier to read and to help you choose electives. You are free to choose subjects from any number of interest areas. It is possible to graduate with majors in human resource development, popular education,

educational leadership, and distance education. To be awarded a major it is necessary to do at least four subjects that are approved by the Course Coordinator.

Foundation Education

- 013333 Adult Learning and Program Development¹
013326 Effective Cognitive Learning Strategies
013371 New Identities and New Pedagogies
013314 Identity, Adult Development and Learning¹
013386 Fostering Learning in Professional Practice
013376 Understanding Learning in Higher and Professional Education
013705 Locating Oneself in Global Learning
013336 Contemporary Issues in Australian Education
013380 Creation of Lifelong Learning, The
013701 Adult Learning: Contexts and Perspectives

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Experience-based Learning

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

Education, Policy and Planning

- 013383 Education Policy
015386 Indigenous Social Policy: International Experiences
011155 Knowledge Management and Flexible Learning
023974 Professional Ethics for Educators
013385 Evaluating Educational Practice

Culture, Gender and Difference

- 013318 Culture Difference and Curriculum
013367 Cultural Diversity in the Workplace: Management and Learning¹
013387 Gender and Learning

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Social Justice

- 013390 Nature of Social Justice
013373 Popular Education and Cultural Action
013374 Social Change
013375 Social Justice Challenges
013324 International Perspectives on Education and Development

Psychology and Education

- 013368 Psychology of Adult Development, The¹
013314 Identity, Adult Development and Learning

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Adult Literacy and Numeracy

- 015419 Discourse Analysis
013360 Language, Power and Critical Literacies
010157 Teaching and Learning in Numeracy¹
015153 Teaching and Learning Literacy²
015121 Theory and Practice in ABE

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 010 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 015 to 011.

Educational and Organisational Leadership

- 013319 Educational and Organisational Leadership: Theory, Practice and Research
013320 Educational and Organisational Leadership: Strategic Influence
013337 Managing Change in Organisations¹

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

e-Learning

- 013706 e-Learning Experiences, Models and Theories I
013709 e-Learning Design
013707 e-Learning Experiences, Models and Theories II
013708 e-Learning Technologies
013710 e-Learning Research and Development Project

Mentoring

- 013384 Ethics and Mentoring
013389 Mentoring in the Workplace

Distance Education

- 011154 Flexible and Distance Learning
011155 Knowledge Management and Flexible Learning
011156 Society and Computer-mediated Education

Health Promotion

- 013388 Health Education and Community Development
013373 Popular Education and Cultural Action
92721 Health Promotion and Health Education

Adult Communication Management

- 013343 Adult Communication Management and Interpersonal Relationships
013344 Adult Communication Management and Organisational Development
013206 Adult Communication Management and Organisational Frames¹
013205 Adult Communication Management and Teamwork¹

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Research

- 015384 Issues in Indigenous Social Research Ethics
013349 Research Design
024914 Research Project
013699 Understanding Research

Vocational Education, HRD and Training

- 013372 New VET Practitioner, The
013210 Skill Learning and the Development of Expertise
013339 Skills, Technology and Workplace Learning
013363 Supporting Workplace Learning and Reform
013327 Vocational Education and Training Reform
013702 Work and Learning

Independent Study

- 013356 Independent Study Project
023979 Special Study in Education
024914 Research Project

You may select to undertake an independent study project equivalent to approximately 6,000 words. To do this, liaise with academic staff to find a supervisor for your project. Academic areas of specialisation can be found in the handbook or on the website at:

www.education.uts.edu.au/research/degrees/staff.html

Then enrol yourself in the subject. The maximum you may take is two Independent Projects.

Articulation and progression

Progression to Master of Education (Honours) thesis or doctoral degree study depends on obtaining assessment feedback that satisfies the requirements of the higher degree selection committee.

Master of Education in Adult Learning and Global Change

- ◆ Course code: TA88
- ◆ Testamur title: Master of Education in Adult Learning and Global Change
- ◆ Abbreviation: MEd
- ◆ Course Coordinator: To be advised
- ◆ Course fee: \$8,000 (local)
\$6,250 per semester (international)

Overview

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

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

Course aims

The course aims to develop competence in adult learning practice in international cross-cultural contexts. It promotes networking across countries, contexts and sites of practice. It exemplifies flexible study through interplay of form and content. While the course is an innovative contribution to the range of courses offered in the world, it also provides the collaborating groups with an opportunity to develop the skills they need as educators in a globalised context.

The specific capabilities developed in the degree include the ability to:

- learn how to learn in a complex international environment
- understand and act on commonalities and differences across different contexts for adult learning
- learn and work globally
- understand knowledge-based societies and their implications for learning
- understand the implications for practice of different discourses of globalisation
- appreciate the historical context of present developments and link these to practice
- adopt a social justice perspective on all issues of learning
- use teaching and learning technologies globally
- read and act on cultural sensibilities and sensitivities
- critically reflect on one's own professional practice
- create networks of relationships across countries and help establish a global community of adult learning practitioners, and
- challenge orthodoxies in adult learning theory and practice.

Admission requirements

Undergraduate qualifications are required for entry into this course.

Advanced standing

No advanced standing is available for the core subjects (013701 to 013705 inclusive) as the course pedagogy is based upon a cohort of students from different countries studying together over a two-year period.

Attendance

The core subjects are offered only in a web-based mode.

Course duration

The course is offered only part time over two years.

Assessment

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

Course structure

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

Course program

Year 1

Autumn semester

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

Spring semester

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

Year 2

Autumn semester

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

Spring semester

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

Just over half of the program (i.e. five subjects) is offered simultaneously in all four institutions with responsibility for teaching each subject taken equally by one of the four. The remaining half of the program is taught locally by each institution. In the case of UTS, three subjects (the research subject, and the two negotiated units) are taken from existing offerings in Master's programs in the Faculty of Education.

Articulation and progression

The core subjects (013701 to 013705 inclusive) may only be taken in the order specified. 013699 Understanding Research and the two Negotiated Subjects may be taken at any time. 013699 Understanding Research may be taken as one of the other Master's level research subjects offered in the Master of Education course. Any substitution or variation is subject to the approval of the Course Coordinator.

Other information

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

Master of Education in Creative Arts

- ◆ Course code: TE87
- ◆ Testamur title: Master of Education in Creative Arts
- ◆ Abbreviation: MEd
- ◆ Program Director: Rosemary Johnston
- ◆ Course fee: HECS (local)¹
\$6,250 per semester (international)

Overview

The Master of Education in Creative Arts is an innovative degree designed for those interested in Creative Arts Education, particularly education of young children. The creative arts enlarge perceptions; shift perspectives and ways of seeing; make imaginative connections; encourage critical reflection and multiple ways of meaning-making, interpretation and appreciation; and stimulate and develop metaphors of thinking and interpretation which enhance problem solving and thinking skills.

The Master of Education in Creative Arts is a flexible degree that offers three specialisms, Children's Literature and Literacy, Children's Art and Youth Performance Studies. Students may choose to pursue one specialism, or design their own degree by choosing a mixture of subjects, both from the creative arts and from a wider postgraduate pool. Four subjects and the research project must focus on the creative arts.

The emphasis of these degrees is the creative arts in education. The specialism in Children's Literature and Literacy offers the opportunity to focus on children's literacy needs, as well as on the advanced study of literature and theory. The specialisms in Children's Art and Youth Performance Studies are designed to ensure that graduates are immersed in a wide range of pedagogical and content knowledge, and to provide scope for deeper understandings and research.

All specialisms offer the opportunity for a theoretical, practical or creative project. The UTS Kuring-gai campus in particular is recognised as a centre of achievement in research and education in the creative arts.

Admission requirements

You must have an undergraduate degree or equivalent to enrol in this course.

¹ Those students taking the Children's Art specialisation and are sponsored by their employer are charged a discounted fee, and do not qualify for HECS.

Attendance

Subjects are offered in flexible mixed mode.

Course duration

The course is normally offered over two years of part-time study. If there is sufficient demand, this course may be offered over one year of full-time study.

Assessment

A variety of assessment tasks are incorporated into this degree, including essays, presentations and research. The main focus of the Master's is the Research Project, which is negotiated individually.

Course structure

You must complete 48 credit points to graduate with a Master of Education in Creative Arts.

Core subjects

015126 Research Approaches	6cp
024914 Research Project	12cp

Prior to undertaking these two subjects, you must complete four subjects from the following list:

024911 Children and Literacy	6cp
024915 The Multi-arts of Children's Literature	6cp
024918 Australian Children's Literature	6cp
027905 The Art and Traditions of Storytelling	6cp
027708 Theatre Traditions and Performance	6cp
027907 Playwriting, Acting and Directing	6cp
020965 Drawing and Young Children	6cp
020966 Painting and Printmaking for Children	6cp
020967 Structure and Sequence in 3-Dimensional Arts	6cp
020968 Technologies, Resources and Managing Learning in Children's Art	6cp
024913 Literary Theory	6cp
020963 Arts in the Community	6cp
020964 Creative Arts Method	6cp

Articulation and progression

These programs provide articulated study from graduate certificate work through to higher degree programs. If you have completed the Graduate Certificate in Creative Arts you will receive 24 credit points of advanced standing into the Master of Education in Creative Arts.

Master of Education in Higher and Professional Education

-
- ◆ Course code: TA93
 - ◆ Testamur title: Master of Education in Higher and Professional Education
 - ◆ Abbreviation: MEd
 - ◆ Course Coordinator: to be advised
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

The Master of Education in Higher and Professional Education is designed to meet the needs of a broad range of practitioners who work in higher education institutions, professional bodies or other organisations involved in professional development work.

Course aims

The aims of the course are identical to those for the Master of Education (TE86), except in so far as these are specifically focused on the domain of higher and professional education. See the section under the Master of Education, page 108.

Admission requirements

Admission to the course is based on a Bachelor's degree with evidence of appropriate involvement and experience in higher education in a professional or voluntary capacity.

Advanced standing

The course Graduate Certificate in Teaching and Learning (T050) receives 12 credit points of advanced standing into this program.

Attendance

Three main delivery modes are used: (a) weekly on campus, (b) intensive weekend block with distance study, and (c) full distance study. The core subjects are initially offered in weekly mode and subsequently offered in other modes according to demand.

Course duration

The course can be completed full time over two semesters. The course can also be undertaken part time over three to eight semesters.

Assessment

A variety of assessment tasks may be used. Given the wide diversity of student backgrounds and the nature of a Master's degree, these are likely to be written rather than observation of physical performance although in some subjects presentation of researched papers may be an assessment option. The forms used include the use of critical, analytical reviews, as well as reports on implementations, proposed programs, policy proposals and implementations. Some may be self-critical, reflective of own ideas and practices, while others require a more wide-ranging, distanced perspective of applications of theory and policies from the perspectives of others. Wherever possible assignments include choices so that individual needs and opportunities/constraints as well as experiences are catered for. Some subjects are assessed on a pass/fail basis, others are graded according to the range of grades adopted by the University.

Course structure

The open structure of the rest of the course allows flexible patterns of study enabling you to choose a pathway through the subjects on offer which fits your particular interest and career needs.

Core subjects

- 013376 Understanding Learning in Higher and Professional Education
- 016004 Learner Assessment
- 013706 e-Learning Experiences, Models and Theories I
- 013356 Independent Study Project (on a topic relevant to higher and professional education)

You must then choose a further four elective subjects. Electives can be drawn from the bank of subjects established for the Master of Education (by coursework). Refer to page 109 for the full list of subjects.

Articulation and progression

This course does not articulate with any other courses in the Faculty.

Master of Education in Vocational Education and Training

-
- ◆ Course code: TA92
 - ◆ Testamur title: Master of Vocational Education and Training
 - ◆ Abbreviation: ME
 - ◆ Course Coordinator: Dr Ian Cornford
 - ◆ Course fee: HECS (local)
\$6,250 per semester (international)
-

Overview

This course is designed to meet the need for advanced professional knowledge of practitioners involved in vocational education and training. Many of these practitioners are involved in teaching or training in TAFE, private training institutions and schools but the course may include those involved in administration and policy making in the various institutions and systems. This degree is designed to further the study of those who already possess a degree and basic teaching qualifications, e.g. Bachelor of Teaching, Bachelor of Education in Adult Education or another Bachelor's degree with a Diploma of Education or Diploma in Vocational Education and Training.

Course aims

The aims of the course are for you to:

- identify, understand and critically analyse different theories and practices in vocational education and training
- develop expertise in understanding and managing teaching, learning and workplace performance in the VET context
- acquire new and more advanced knowledge to assist in designing, implementing, and evaluating vocational education programs and policies
- develop an understanding of how social, political, technological and economic factors influence various aspects of vocational education and training
- use education to contribute to the development of a democratic and socially just society
- expand and evaluate the personal capacity to be self-directed and self-critical in learning
- develop and apply techniques of critical inquiry to your own educational practice with a view to its enhancement

- exhibit scholarly rigour in research, critique, design, implementation and evaluation of learning and teaching
- be a force for innovation in education, and
- acknowledge the multiple perspectives that individuals bring to any learning situation as a result of your gender, ethnicity, class, age, sexuality and/or physical abilities.

Admission requirements

Admission to the course is based on one or more of the following:

- Bachelor of Education
- a Bachelor's degree with an education major or a recognised qualification in education (e.g. Diploma of Education)
- a Bachelor's degree without an education major but with evidence of appropriate involvement and experience in education in a professional or voluntary capacity.

Applicants admitted under point 3 may be required to undertake designated education subjects.

For international students, IELTS 6.5 with a 6.0 in writing; or TOEFL 575 with TWE 4.5 (paper based), 231 (computer based) with essay writing 4.5 is required.

Advanced standing

Those who have graduated from UTS with the Graduate Diploma in Vocational Education and Training can obtain 24 credit points of advanced standing.

Attendance

Three main delivery modes are used for subjects within the program: (a) weekly on campus, (b) intensive block with distance study, and (c) fully distance study.

Course duration

The course can be completed full time over two semesters, provided timetabling permits. The course can also be undertaken part time over three to eight semesters.

Course structure

The course consists of eight 6-credit-point subjects. These subjects, both core and elective, have been chosen to reflect the interest and career needs of those of you

working in an area which continues to undergo rapid change. The four core subjects have been especially chosen to provide a well-rounded understanding of this specialist area.

Core subjects

The four core subjects are:

- 013327 Vocational Education and Training Reform
- 013372 New VET Practitioner, The
- 013210 Skill Learning and the Development of Expertise
- 013339 Skills, Technology and Workplace Learning¹

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Elective subjects

The recommended electives allow choice to satisfy individual, specialist interests and needs in areas of especial importance in VET. You select four subjects from the following recommended elective list, with these subjects having particular relevance for Vocational Education and Training.

- 013337 Managing Change in Organisations¹
- 013319 Educational and Organisational Leadership: Theory, Practice and Research
- 013333 Adult Learning and Program Development¹
- 016004 Learner Assessment²
- 011154 Flexible and Distance Learning
- 013389 Mentoring in the Workplace
- 013706 e-Learning Experiences, Models and Theories I
- 013368 The Psychology of Adult Development¹
- 013326 Effective Cognitive Learning Strategies

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

² This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 016 to 011.

Articulation and progression

The Master of Vocational Education and Training does not articulate with any other course in the Faculty. The Graduate Diploma in Vocational Education and Training articulates with this Master's degree and graduates receive 24 credit points advanced standing into the Master's program.

Master of Professional Practice in Education

- ◆ Course code: TW94
- ◆ Testamur title: Master of Professional Practice in Education
- ◆ Abbreviation: MEd
- ◆ Courses Coordinator: Associate Professor Nicky Solomon
- ◆ Course fee: see note (local)¹

Overview

Work-based Learning awards are based on the premise that the formal study undertaken at university is only one of many ways that learning can be gained. These awards acknowledge that people can learn from many other experiences including work, their families and friends, from participation in community activities and so on.

This program is one of the work-based learning (WBL) programs at UTS. It has been developed through an innovative partnership between the NSW Department of Education and UTS. This partnership provides a strong learning infrastructure and supports you in achieving your performance and professional development goals by negotiating a customised, award-bearing learning program.

Note: The cost of your WBL award is calculated on a credit-point basis:

- Cost per credit point of Program Planning and Work-based Projects – \$125
- Cost per credit point of Recognition of Current Capability – \$80
- Cost per credit point of Formal Subjects varies but is approximately – \$166

Course aims

The aim of many learning programs is to provide you with knowledge that you don't have. A WBL award challenges this by engaging you in processes that require you to consider:

- the work-related knowledge you already have and for which you can demonstrate current capability
- the learning needs you have which relate to your current job, and
- the learning needs you have which relate to your long-term needs and career aspirations.

Thinking of learning in this way is useful because it provides you with opportunities to reflect on what you know, gain formal recognition for this learning and use this learning as a base on which to build future learning activities. This encourages you to take a more systematic, integrated and holistic approach to your learning.

Work-based learning engages you in a process that encourages you to explore and make links between the learning you gain in a range of contexts including work and education. It encourages you to apply critical questions, reasoning and reflection in your work practices and use theories to provide a framework for how you approach your work.

One of the key requirements of a WBL award is to make knowledge explicit. Reflection is seen as the key to assisting you to interrogate your past learning experiences and current learning needs and to help you to understand and make explicit your knowledge.

Admission requirements

The NSW Department of Education and Training (DET), who are our workplace sponsors with this award, currently selects entry for this course.

Course duration

Your WBL award is largely self managed. This provides you with a great deal of flexibility in terms of course duration. By undertaking a WBL award, you should expect to undertake an equivalent amount of work and engage in learning at an equivalent level of complexity as students engaged in traditional awards. When estimating the anticipated completion timeframes for your award you will need to consider the composition of your individual program with the maximum time being two years.

Stage 1: Program Planning

WBL participants are required to complete and submit their WBL Program Plan 24 weeks after commencement of Stage 1 of their WBL award.

Up to two-thirds of your WBL award can be claimed as Recognition of Current Capacity (RCC). A large claim for RCC can clearly significantly reduce the time that it will take you to achieve your WBL award. In cases where RCC claims exceed 18 credit points, WBL participants are provided an additional

¹ This course is not offered to international students.

four weeks to submit their WBL Program Plan in Stage 1 of their WBL award, i.e. 28 weeks from the time of commencement.

Stage 2: Program Implementation

The duration of Stage 2, the implementation of your WBL program plan, depends on:

- the proportion of your award which you allocate to 'future learning'
- the extent to which you are able to integrate your WBL award into your normal work practices, and
- the contingencies of work.

Assessment

As part of your WBL proposal you will indicate an assessment strategy for each of the areas of learning (AOLs) that make up your WBL award. Assessment is the process of determining that WBL participants have acquired a level of capability necessary to demonstrate the achievement of the learning outcomes for each of the AOLs that make up their WBL award.

- Assessment of Recognition of Current Capability (RCC) involves the development of a portfolio.
- Assessment of 'future learning' involves undertaking either a work-based project or formal subject.

Grading for all components of your WBL award is on a pass/fail basis.

Course structure

Participants work towards obtaining their WBL award in two stages:

- In Stage 1 participants plan their WBL program plan in consultation with their UTS adviser and manager. Your course structure is based on this plan, and falls into the ranges of credit points outlined in the diagram below. You have the option of planning a Graduate Certificate, Graduate Diploma, or a Master of Professional Practice award (see diagram).
- In Stage 2 participants undertake the formal subjects and/or work-based projects which they identified in the 'future learning' component of their WBL program plan.

Recognised Current Capability (RCC)

One of the underpinning principles of work-based learning is that learning can be gained from a range of contexts including education, work and other relevant experiences. Learning which has been completed prior to starting your program and which contributes to the major focus area of your target award may be recognised by UTS and assigned academic value (credit points). To gain RCC, WBL participants develop a strong case and provide documenting evidence of their learning in their portfolio for each of the AOLs in their claim for RCC.

Future Learning

'Future Learning' is the overarching category for the AOLs in your WBL award in which you intend to develop further capability.

The assessment of your 'future learning' areas of learning can be achieved:

- Through undertaking formal subjects and recognised in-house training.

You may choose to enrol in formal subjects at UTS or any other tertiary learning institution or university, or undertake accredited in-house training programs as part of your learning program.

In the case of undertaking formal subjects it is useful to refer to a university handbook, university website and contact the relevant lecturers to gain further information on prerequisite knowledge and subjects, assessment tasks, learning outcomes, etc.

- By undertaking work-based projects. Work-based projects provide you with the opportunity to conduct research of relevance to your work. A work-based project involves five interconnected stages:
 - Phase 1: Identifying your focus
 - Phase 2: Devising your action plan
 - Phase 3: Implementing your work plan and collecting data
 - Phase 4: Analysing and interpreting your data
 - Phase 5: Reflecting on the process and future directions.

For each work-based project that you undertake as part of Stage 2 of your award you are required to write a report that documents your understanding of the process of undertaking the five stages of your work-based project. You have access to six hours of

support from a UTS adviser to assist you with the development of your work-based project. Each stage of the process is outlined in detail in the Stage 2 WBL program workbook, *Work-Based Learning (WBL) Program Implementation Workbook*.

Articulation and progression

Learners first enrol in the Program Planning subject. The subject is classified as a non-award subject (that is, not formally linked to a specific award or degree). UTS enrolment forms are provided to you in the first workshop. Successful completion of Program Planning enables your enrolment as an award student with UTS. When enrolling in a Master of Professional Practice in Education you carry forward nine credit points for completion of your WBL Program Plan, in addition to the credit points you gain for RCC in your portfolio. On commencement of Stage 2 of your award you are required to complete an application for admission form, the Application for Admission Graduate Coursework form. If undertaking a formal subject at an institution other than UTS, you also need to comply with the enrolment procedures at the relevant institution.

RESEARCH DEGREES

Master of Education (Honours)

- ◆ Course code: TA83
 - ◆ Testamur title: Master of Education (Honours)
 - ◆ Abbreviation: MEd(Hons)
 - ◆ Course Coordinator: Professor Lyn Yates
 - ◆ Course fee: see note (local)
\$6,250 per semester (international)
-

Course aims

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

Admission requirements

Entry to the MEd(Hons) is by direct admission or through a 'research pathway' from the Master of Education by coursework. Direct admission requires the minimum of a Bachelor's degree, preferably with Honours or its equivalent. For direct entry you must be able to demonstrate adequate prior research experience. Entry from the Master of Education 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.

Course duration

The MEd(Hons) is a two-year, full-time or equivalent research degree.

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee-paying basis. Students should contact the faculty or the University Graduate School for further details. There are, however, student service fees to be paid (see Fees and costs, page 9).

Assessment

Satisfactory criterion-referenced achievement in the coursework subjects together with satisfactory examination of the thesis leads to the award of Master of Education (Honours). No class of Honours is awarded. Before or at the end of the first two semesters (full time) or the first three semesters (part time), you need to present a seminar and written document as part of the Master's (by thesis) assessment process. This assessment is generally the key process for students wishing to transfer from a Master's (by thesis) to a doctoral degree.

Course structure

The program comprises research coursework, participation in Faculty research seminars and a thesis of 50,000 words. The thesis work of MEd(Hons) candidates is generally closely related to the research interests of supervising members of staff in the Faculty's areas of research strength. The coursework comprises the two 6 credit point research subjects currently offered in the Master of Education in Adult Education

Course program

013348 Research Perspectives ¹	6cp
013349 Research Design ¹ (or demonstrated equivalence)	6cp

The thesis constitutes 84 credit points.

016109 Thesis (Education) (F/T)

016108 Thesis (Education) (P/T)

¹ This subject is also offered in distance mode. To enrol in the distance subject, change the first three digits of the subject code from 013 to 011.

Articulation and progression

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

Rules and regulations

Master's degree (by thesis) – unsatisfactory progress

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

Doctor of Philosophy

- ◆ Course code: TA95
 - ◆ Testamur title: Doctor of Philosophy
 - ◆ Abbreviation: PhD
 - ◆ Course Coordinator: Professor Lyn Yates
 - ◆ Course fee: see note (local)
\$6,250 per semester (international)
-

Overview

This program is for those who wish to pursue high level research in one of the areas of research strength within the Faculty. It involves a sustained, individual program of research, culminating in a major thesis which makes a contribution to knowledge in that field. The research is pursued under the guidance of a principal staff supervisor, and supported by seminars, facilities, and a range of activities of research centres and strengths within the faculty research and postgraduate program. Further details about the program and admission procedures, and about faculty and staff research strengths, can be found in the booklet, *Research Study in the Faculty of Education: a guide for students*, available from the Faculty Student Information office.

Admission requirements

Those considering applying for entry to the PhD should first contact the Course Coordinator, and/or a potential supervisor. (The Course Coordinator can direct you to potential supervisors, and you should also refer to the Staff Research Interests and Expertise at the back of this handbook.) It is recommended that you do this at least four weeks before the closing date for applications. As part of the application process, you are required to submit a two- to three-page outline of your area of research interest, and this should normally be done in consultation with the Course Coordinator or a potential supervisor.

Admission is based on several criteria.

1. Academic qualifications (for full details see University Rule 3.5.3). Generally speaking, you need a BA(Hons) degree or a Master's degree which includes a minor thesis. It is also possible to transfer from the MEd(Hons) degree.

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee-paying basis. Students should contact the faculty or the University Graduate School for further details. There are, however, student service fees to be paid (see Fees and costs, page 9).

2. Prior research experience. Usually this is a major research component in either a BA(Hons) degree or a Master's degree. Other professional research experience, however, may be taken into account.
3. A research proposal that matches a research area of the Faculty and/or a member of staff.

Attendance

Attendance at the University during this time will depend on arrangements with your supervisor(s), though it normally involves meeting once or twice a month.

Course duration

You may enrol as either a full-time or a part-time student. As a full-time student, you are expected to complete the degree in a minimum of four semesters and a maximum of eight semesters. As a part-time student, you are expected to complete the degree in a minimum of six semesters and a maximum of 12 semesters.

Assessment

There are no coursework requirements though you may follow courses where useful. In some cases, coursework may be prescribed as a condition of candidature. You are also expected, where possible, to take an active role in the research culture of the Faculty, attending seminars, presenting your work, and so on. Before, or at the end of the first two semesters full time or four semesters part time, you present your work for the doctoral assessment, which requires a seminar presentation and a developed research proposal of about 10,000 words.

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

Doctor of Education

- ◆ Course code: TA96
 - ◆ Testamur title: Doctor of Education
 - ◆ Abbreviation: EdD
 - ◆ Course Coordinator: Professor Lyn Yates
 - ◆ Course fee: see note [local]
\$6,250 per semester (international)
-

Overview

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

Course aims

Both the EdD and the PhD may be undertaken by a range of education practitioners, and both require you to produce a substantial research thesis. In addition to some differences of aim (as above), the EdD differs from the PhD in the following ways:

- the EdD involves some substantial coursework
- the EdD has a more structured program
- the EdD includes more regular and ongoing interaction with a group of other Doctoral students.

Admission requirements

Normal admission

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

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee-paying basis. Students should contact the faculty or the University Graduate School for further details. There are, however, student service fees to be paid (see Fees and costs, page 9).

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 is also required.

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.

Attendance

The four compulsory subjects are normally offered in block mode (usually Fridays and Saturdays). The usual attendance pattern is to complete these four subjects in the first year, whether studying in full-time or part-time mode.

Attendance at the University once the coursework is completed depends on arrangements with your supervisor(s), though it normally involves meeting once or twice a month. You are also expected, where possible, to take an active role in the research culture of the Faculty, attending seminars, presenting your work, and so on.

Course duration

As a full-time student, you are expected to complete the degree in a minimum of four and a maximum of eight semesters. As a part-time student, you are expected to complete the degree in a minimum of six and a maximum of 12 semesters.

Assessment

The main goal of this degree is to undertake a dissertation related to an issue or problem arising from practice. The dissertation is 40,000–60,000 words and comprises two-thirds of the course load.

Before, or at the end of the first two semesters (full time) or four semesters (part time) after the completion of your coursework, you will present your work for the doctoral assessment, which requires a seminar presentation and a developed research proposal of about 10,000 words.

Course structure

You are required to complete four compulsory semester-length subjects (nine credit points each) and an additional two subjects related to your later work in the program (six credit points each).

Course program

The four compulsory subjects in the degree are:

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

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

Rules and regulations

You should also be aware that in accordance with Rule 3.2.6.2 and 3.3.7.2 any postgraduate coursework candidate in the Faculty of Education who records failures in any one subject twice or in any two subjects is deemed to be making unsatisfactory progress and may have his or her registration discontinued by the Faculty Board.

ENGLISH LANGUAGE STUDY SKILLS ASSISTANCE CENTRE

The English Languages Study Skills Assistance (ELSSA) Centre enhances teaching and learning at UTS through a focus on academic language development, which involves reading, writing, listening, speaking, critical thinking and cultural knowledge.

The Centre does this by:

- collaborating with faculties to integrate the development of students' academic language in their areas of study
- teaching custom-designed programs to meet the specific requirements and changing needs of undergraduate and postgraduate UTS students and staff
- fostering interest in, and knowledge of, language and learning through research, intellectual contributions and staff development, and
- valuing quality, diversity, internationalisation and flexibility as the Centre serves the wider academic and professional communities.

In addition to a wide range of free academic language development services available to UTS students who complete undergraduate and postgraduate degrees in English, the ELSSA Centre also offers the following award courses, programs and elective subjects.

UNDERGRADUATE PROGRAMS FOR INTERNATIONAL STUDENTS

Advanced Diploma in Australian Language and Culture

- ◆ UTS course code: HA30
 - ◆ Testamur title: Advanced Diploma in Australian Language and Culture
 - ◆ Abbreviation: none
 - ◆ Course fee: \$6,000 (local)
\$9,000 (international)
-

The Advanced Diploma in Australian Language and Culture (ADALC) has been designed jointly by the ELSSA Centre and the Institute for International Studies for international students – either as a study-abroad year in their current degree (fee-paying), or as part of a university-to-university exchange agreement, or as a stand-alone program.

It can be taken at either undergraduate or postgraduate level and allows students to enrol in subjects about Australian society and culture while tailoring a program to their own interests and level of English language competence.

Students will audit classes in their area of study as an integral part of the ADALC.

The Advanced Diploma is aimed at two types of students:

- exchange and Study Abroad students who wish to complete the ADALC and return to their country, or
- international students who do not meet the UTS language entry requirements and who need to develop their academic literacy skills to enable them to enrol in undergraduate courses at UTS.

International students graduating from the the ADALC meet the UTS language entry requirements and, provided they meet academic entry requirements into faculties, are eligible to study at UTS after completing the ADALC.

Admission requirements

Students must have reached an English language competence level of 5.0 (IELTS) or TOEFL 510 (computer 180). Students with an IELTS of 6.0 or TOEFL of 550 are exempt from Semester 1.

Course duration

The Advanced Diploma is normally a two-semester program.

Course structure

This program is a 48-credit-point course, comprising six subjects.

Course program

Semester 1

59304	English for Academic Purposes 1	8cp
59306	Researching Australia 1 – Ethnography	8cp
59308	Australian Society and Culture 1	8cp

Semester 2

59305	English for Academic Purposes 2	8cp
59307	Researching Australia – Researching Students	8cp
59309	Australian Society and Culture 2	8cp

Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

Australian English Language and Culture Program

- ◆ UTS course code: n/a
- ◆ Testamur title: n/a – Students receive a Statement of Completion
- ◆ Abbreviation: n/a
- ◆ Course fee: \$9,000 (international)¹

The Australian English Language and Culture Program is aimed at study-abroad or exchange students who are not able to enrol in the Advanced Diploma in Australian Language and Culture.

This program enables international students from language backgrounds other than English to develop their English language skills through the study of aspects of contemporary Australian society and culture. Through both class activities and excursions, it introduces students to a range of intercultural issues and provides them with opportunities to interact with native speakers in order to develop the cultural understanding, skills, knowledge and confidence required to use English and participate actively in a variety of settings.

The program focuses particularly on oral skills and includes some participation in mainstream University classes. Students complete a major project using ethnographic research techniques.

Admission requirements

Students whose language level is below IELTS 5.0 or TOEFL 510 (computer 180).

Course duration

This program is completed over two semesters.

Course structure

This program consists of two full-time subjects, comprising 24 credit points each.

Course program

Semester 1

59314	Australian English Language and Culture 1	24cp
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¹ This program is not offered to local students.

Semester 2

59315	Australian English Language and Culture 2	24cp
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Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

ELECTIVE SUBJECTS

The ELSSA Centre offers five elective subjects aimed specifically at students from language backgrounds other than English. Some of these subjects may be completed during semester or, in intensive mode during the February or July vacation periods.

Semester 1 or 2

59316	Essay Writing	4cp
59317	Report Writing	4cp
59318	Seminar Presentation	4cp
59319	Communication for Employment	4cp
59320	English for Business	6cp

POSTGRADUATE PROGRAM**Graduate Certificate in English for Academic Purposes**

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- ◆ UTS course code: HA80
 - ◆ Testamur title: Graduate Certificate in English for Academic Purposes
 - ◆ Abbreviation: none
 - ◆ Course fee: \$3,500 (local)
\$5,100 (international)
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The Graduate Certificate in English for Academic Purposes (GCEAP) is aimed at international postgraduate research students who do not meet the UTS English language requirement but who meet all other academic requirements to commence studies at UTS at postgraduate research level.

Participation in the program is only possible for students who have already enrolled in a postgraduate research degree program elsewhere at UTS. Enrolment in the GCEAP is an integral part of the enrolment in a postgraduate research degree and emphasises the developmental approach of an integrated program.

Admission requirements

Applicants must:

- be international students
- be eligible to enrol in a postgraduate research degree at UTS, and
- have an IELTS score of 5.5 to 6.0 (minimum of 5.5 in writing) or TOEFL score of 530–550 (computer 197–213) or equivalent.

Other postgraduate students who meet the UTS language entry requirements and who feel they need to develop their language skills would also be eligible to attend the program.

Course duration

The first two subjects of the GCEAP are offered in the intensive pre-sessional mode (eight weeks before semester) and the final subject is offered concurrent with the first semester of students' enrolment in their research degree.

Course structure

In addition to being enrolled in a postgraduate research degree at UTS, students must complete the three compulsory subjects of the GCEAP (totalling 24 credit points).

Course program

59310	Postgraduate Study in Australia	8cp
59311	Academic English for Postgraduate Study	8cp
59312	Postgraduate Academic Writing in Context	8cp

Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

SUBJECT DESCRIPTIONS

59304

English for Academic Purposes 1

8cp; prerequisite(s): IELTS score 5.0 (students with an IELTS of 6.0 and above are exempt from this subject)

(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students. The aim of these subjects is to ensure that students' language and study skills have developed sufficiently to enable them to successfully participate in classes alongside other UTS students.

The subjects focus on developing the language and learning skills required for tertiary study in Australia. They integrate the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. These issues are linked to subjects which may be studied in subsequent years at UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for an Australian tertiary context.

59305

English for Academic Purposes 2

8cp; prerequisite(s): IELTS score 6.0 or 59304

English for Academic Purposes 1

(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students. The aim of these subjects is to ensure that students' language and study skills have developed sufficiently to enable them to successfully participate in classes alongside other UTS students.

The subjects focus on developing the language and learning skills required for tertiary study in Australia. They integrate the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. These issues are linked to subjects which may be studied in subsequent years at UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for an Australian tertiary context.

59306**Researching Australia 1 – Ethnography**

8cp; prerequisite(s): IELTS score 5.0
(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. The aim of these subjects is to introduce students to a range of intercultural issues and to investigate the cultural norms of Australian society through the application of specific research methods. At this level, students use ethnographic techniques to investigate aspects of contemporary Australian experience.

59307**Researching Australia 2 – Researching for Study**

8cp; prerequisite(s): IELTS score 6.0 or 59306
Researching Australia 1 – Ethnography
(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. The aim of these subjects is to introduce students to a range of intercultural issues and to investigate the cultural norms of Australian society through the application of specific research methods. At this level, students use questionnaire and interview techniques to investigate aspects of contemporary student life and present their research both orally and in written report form.

59308**Australian Society and Culture 1**

8cp; prerequisite(s): IELTS score 5.0
(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. In these subjects students are introduced to several aspects of Australian society and culture: the indigenous experience; aspects of rural and urban Australia; the history of migration; and the development of multiculturalism. Students explore these aspects through film, documentaries, literature, music, art, sport events, etc. Visits to cultural institutions as well as presentations and guest lectures from experts are key features of these subjects.

59309**Australian Society and Culture 2**

8cp; prerequisite(s): IELTS score 6.0 or 59308
Australian Society and Culture 1
(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. In these subjects students are introduced to several aspects of Australian society and culture: the indigenous experience; aspects of rural and urban Australia; the history of migration; and the development of multiculturalism. Students explore these aspects through film, documentaries, literature, music, art, sport events, etc. Visits to cultural institutions as well as presentations and guest lectures from experts are key features of these subjects.

59310**Postgraduate Study in Australia**

8cp; prerequisite(s): IELTS score 5.5 (minimum of 5.5 in writing); corequisite(s): enrolled in a postgraduate research degree at UTS
(only for postgraduate international students)

This is the first of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically for international students enrolled in a postgraduate research degree at UTS. The aim of this intensive subject is to provide students with a foundation in academic literacy and oracy skills required to start postgraduate studies at UTS.

This subject focuses on developing the language and learning skills required for tertiary study in an Australian university. It integrates the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. The subject also provides students with an understanding of studying at an Australian university and living in Australia.

59311

Academic English for Postgraduate Study

8cp; prerequisite(s): 59310 Postgraduate Study in Australia or equivalent; corequisite(s): enrolled in a postgraduate research degree at UTS (only for postgraduate international students)

This is the second of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically for international students enrolled in a postgraduate research degree at UTS. The aim of this intensive subject is to provide students with academic literacy and oracy skills required to be effective postgraduate students.

This subject focuses on developing the academic written and spoken language skills required for postgraduate study in the students' disciplines. These academic skills are developed in the context of students' areas of study and in conjunction with staff from faculties across UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for the Australian context. The subject focuses in particular on critical reading skills, paraphrasing and summarising, selecting, evaluating and using a variety of sources of information, developing written arguments, presenting seminars, etc. In this subject, texts are selected and assessment prepared jointly by academic literacy experts and postgraduate coordinators and supervisors in students' faculties.

59312

Postgraduate Academic Writing in Context

8cp; prerequisite(s): 59311 Academic English for Postgraduate Study or equivalent; corequisite(s): enrolled in a postgraduate research degree at UTS (only for postgraduate international students)

This is the final of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically aimed at international students enrolled in a postgraduate research degree at UTS. The aim of this subject is to provide students with ongoing integrated academic literacy and oracy support during the first semester of their postgraduate studies at UTS.

This subject focuses on consolidating postgraduate international students' academic literacy and oracy skills while they complete the first semester of postgraduate studies at UTS. The subject focuses on advanced skills in reading, text drafting and editing, the development of critical writing skills and the

preparation of postgraduate assignments or research documents (articles, conference papers, etc.).

59314

Australian English Language and Culture 1

24cp; 20hpw

This subject enables international students from language backgrounds other than English to develop their English language skills through the study of aspects of contemporary Australian society and culture. Through both class activities and excursions, it introduces students to a range of intercultural issues and provides them with opportunities to interact with native speakers in order to develop the cultural understanding, skills, knowledge and confidence required to use English and participate actively in a variety of settings. The subject focuses particularly on oral skills and includes some participation in mainstream University classes. Students complete a major project using ethnographic research techniques.

59315

Australian English Language and Culture 2

24cp; 20hpw; prerequisite(s): 59314 Australian English Language and Culture 1 or equivalent

This subject continues the language skill development of 59314 Australian English Language and Culture 1 and extends student participation in mainstream University classes. Students complete a number of field projects on topics relating to their own interests or study areas. Lecturers coordinate student progression through these projects through individual and group meetings, presentations by guest speakers, excursions and readings.

59316

Essay Writing

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their essay-writing skills. It focuses on the critical analysis of topics relevant to different academic areas of study, the development of essay outlines and the final preparation of essays.

59317**Report Writing**

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their report-writing skills. It focuses on the analysis of topics relevant to different academic areas of study, the development of report plans and the final preparation of reports.

59318**Seminar Presentation**

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their seminar presentation skills. It focuses on the analysis of topics relevant to different academic areas of study and the development of seminar presentation skills.

59319**Communication for Employment**

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their employment-seeking skills. It focuses on the analysis of recruitment advertisements relevant to different academic areas of study, and the development of writing and speaking skills required for gaining employment. It also covers work-related communication skills.

59320**English for Business**

6cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background business students who need to develop their written and spoken communication skills. It focuses on the critical analysis of topics relevant to business study, the development of essay outlines, report outlines, seminar structures and the final preparation of an essay, a report and a seminar.

SUBJECT DESCRIPTIONS

010123

Adult Teaching and Learning

6cp; 2hpw; weekly
 TA66 Graduate Certificate in Adult Education
 in Community Education
 Postgraduate; Level A
 Subject Coordinator: Jane Sampson

In this subject, participants are encouraged to survey certain adult learning principles and a number of adult learning theories. This leads to a review of teaching and learning techniques which places an emphasis on facilitation and dialogue and which draws on the theories and practice of educators with experience in the fields of community development and social action.

010157

Teaching and Learning in Numeracy

6cp; 2hpw; weekly
 TA52 GradDipABE
 Postgraduate; Level B
 Subject Coordinator: Keiko Yasukawa

This subject engages participants in thinking about numeracy from three perspectives: as a learner of numeracy; as an adult education practitioner; and as a citizen in society. The question 'why numeracy?' is considered in the contexts of these three perspectives. The subject seeks to illustrate that numeracy is more than being able to perform mathematical operations. Learning numeracy is explored as a process of meaning-making and problem-solving. Teaching numeracy is critically examined by problematising the 'discipline' of numeracy, and numeracy teaching and learning in their historical contexts. It is then explored as a process involving negotiation, provocation, and facilitation of learning.

011001

Workplace Practice 1

6cp; distance
 TA65 GradCert Adult Education in Training
 TA50 GradDipVocEd&Training
 Postgraduate; Level A
 Subject Coordinator: Kate Collier

The purpose of this subject is to assist participants to develop professional skills through reflective learning and critical thinking. The subject considers how the

theories and principles encountered within the course impact upon relevant practices within participants' workplaces. Specific content is generated by the participants, according to their emerging needs and interests. Participants 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 is encouraged through the use of learning journals, learning partners, self-evaluation and peer feedback, cooperative feedback, negotiated learning contracts and team workshops.

011002

Adult Teaching and Learning

6cp; distance
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: To be advised

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.

011003

Language, Culture and Communication

6cp; distance
 TA50 GradDipVocEd&Training
 Postgraduate; Level B

This subject aims to provide participants with an understanding of:

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

011004**Learner Assessment**

6cp; distance

TA50 GradDipVocEd&Training, TA79 MA, TA92 MEd,

TA86 MEd, TA70 MEd

Postgraduate; Level B

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 was 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.

011005**Workplace Practice 2**

6cp; distance

TA65 GradCert Adult Education in Training,

TA50 GradDipVocEd&Training

Postgraduate; Level A

Subject Coordinator: Kate Collier

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

011006**The Professional Practitioner**

6cp; distance

TA50 GradDipVocEd&Training

Postgraduate; Level A

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.

011007**Program Design and Evaluation**

6cp; distance

TA50 GradDipVocEd&Training

Postgraduate; Level A

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.

011008**Workplace Context**

6cp; distance

TA50 GradDipVocEd&Training

Postgraduate; Level A

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.

011009**Analysing Current Issues in Australian Education**

6cp; distance

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Roger Morris

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

011010

Introduction to Adult Learning and Teaching

6cp; distance
TA65 GradCert Adult Education in Training,
TA50 GradDipVocEd&Training
Postgraduate; Level A

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 are also 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 explore their educational values and examine how these affect the teaching and learning process.

011011

Research and Inquiry

6cp; distance
TA21 BEd, TA25 BEd BA, TA26 BA
Undergraduate
Subject Coordinator: Bob Pithers

The subject offers a range of perspectives on research from the contexts of adult and workplace education. It deals with a range of different types of research (formal, policy-related and informal) and illustrates different research paradigms and perspectives. It also forms one pathway to a research-based Honours year. The subject extends the participant's ability to evaluate current research and to reflect critically upon their practice by developing their understanding of research and inquiry processes.

011012

Theory and Practice in TESOL

6cp; distance; schools
TA54 GradCert in TESOL, TA53 GradDipTESOL,
TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA
Postgraduate; Level B

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 are expected to demonstrate competence in teaching TESOL.

011013

Practice Teaching

6cp; distance
TA97 GradCertELT; TA98 MA
Postgraduate; Level B
Subject Coordinator: To be advised

This subject is compulsory for students without sufficient training and experience in teaching English. It aims to:

- increase your ability to critically reflect on teaching
- develop your understanding of different models of language and learning
- develop your ability to implement a coherent sequence of teaching and learning activities.

011014

Curriculum and Methodology of TESOL (Speaking and Listening)

6cp; distance
TA97 GradCertELT, TA98 MA
Postgraduate; Level B
Subject Coordinator: To be advised

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 are expected to demonstrate competence in teaching TESOL.

011015

Language in Use

6cp; distance
TA97 GradCertELT, TA98 MA
Postgraduate; Level B
Subject Coordinator: Chris Nesbitt

This subject is an introduction to the nature and organisation of language and the relationship between language, text and context for teachers in the fields of TESOL, LOTE 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.

011016**Lexis and Grammar**

6cp; distance; prerequisite(s): 015152 Language in Social Context
TA97 GradCertELT; TA98 MA
Postgraduate; Level B
Subject Coordinator: Chris Nesbitt

This subject builds on the functional approach to language and social context introduced in the prerequisite subject 015152 Language in Social Context. It explores the functional organisation of grammar and how it creates meaning both through the classification of our physical, social and psychological worlds, as well as through the dynamics of negotiating and maintaining social and interpersonal relationships. This subject enables students to develop practical skills in the analysis of the grammar of real-life texts and to develop skills in evaluating the appropriateness and effectiveness of language use. This subject aims for students to develop an understanding of the nature and structure of grammar and text and to develop a terminology to talk about the competencies and needs of language learners in the effective teaching of language, literacy and numeracy.

011019**Planning and Evaluation of Language, Learning and Teaching**

6cp; distance
TA97 GradCertELT, TA98 MA
Postgraduate; Level B
Subject Coordinator: To be advised

This subject provides students with a range of methods for improvement of teaching methods. It aims to:

- assist you in the development of an informed practice in lesson planning
- introduce you to a range of materials used in teaching and learning
- focus on evaluation of lesson plans.

011021**Assessment, Programming and Evaluation**

6cp; schools
TA60 GradDipLangTeach, TA53 GradDipTESOL,
TA52 GradDipABE, TA78 GradDipLangTeach (TESOL)
TA71 MA, TA73 MA
Postgraduate; Level B

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 is considered. Current issues affecting programming and assessment are discussed.

011069**Designing and Delivering Open Learning**

6cp; distance
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Peter Russell

This subject is designed to extend the adult educator's competence in the design and delivery of adult education. It is focused specifically on developing understanding and skills in designing and delivering open learning.

011120**Theory and Practice in TESOL**

6cp; distance (adults)
TA54 GradCert in TESOL, TA53 GradDipTESOL,
TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA
Postgraduate; Level B

For subject description, refer to 011012 Theory and Practice in TESOL.

011122**Assessment, Programming and Evaluation**

6cp; distance (Adults)
TA60 GradDipLangTeach, TA53 GradDipTESOL,
TA52 GradDipABE, TA78 GradDipLangTeach (TESOL)
TA71 MA, TA73 MA
Postgraduate; Level B

For subject description, refer to 011021 Assessment, Programming and Evaluation.

011123**Language for Specific Purposes**

6cp; distance
TA52 GradDipABE, TA72 MA, TA70 MEd
Postgraduate

This subject engages students in designing programs to meet the needs of particular groups of learners and in describing language demands in its different contexts of use. The subject is targeted to the needs of LSP, LOTE, ABE teachers, or school teachers concerned with language across the curriculum.

011125

Phonology and Pronunciation

6cp; distance

TA53 GradDipTESOL, TA83 GradDipTLOTE, TA71 MA, TA72 MA, TA78 GradDipLangTeach (TESOL)

Postgraduate; Level B

Subject Coordinator: To be advised

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 are considered, and the role of prosody in contributing to the construction of meaning is explored. Students develop strategies for the teaching of pronunciation to learners of a second language, and also consider phonological aspects of the first language.

011126

Research Approaches

6cp; distance

TA71 MA, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: Jenny Hammond

This subject introduces students to a range of research methods for investigating language, arts, literacy and numeracy learning and teaching. It develops skills for critical reading of research literatures in relevant fields 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.

011127

Grammar and the Construction of Meaning

6cp; distance

TA53 GradDipTESOL, TA71 MA, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: Chris Nesbitt

This subject builds on the functional approach to language and social context introduced in the prerequisite subject 015152 Language in Social Context. It explores the functional organisation of grammar and how it creates meaning both through the classification of our physical, social and psychological worlds, as well as through the dynamics of negotiating and maintaining social and interpersonal relationships. This subject enables students to develop practical skills in the analysis of the grammar of real-life texts and to develop skills in evaluating the appropriateness and effectiveness of language use. This subject

aims for students to develop an understanding of the nature and structure of grammar and text and to develop a terminology to talk about the competencies and needs of language learners in the effective teaching of language, literacy and numeracy.

011128

Sociopolitical Contexts of Language, Literacy and Numeracy Education

6cp; distance

TA60 GradDipLangTeach, TA53 GradDipTESOL, TA52 GradDipABE,

TA72 MA, TA73 MA, TA71 MA

Postgraduate; Level B

Subject Coordinator: Hermine Scheeres

This subject aims to develop students' knowledge and understanding of the historical, social, political, economic and cultural contexts of language, literacy and numeracy teaching. It explores the multicultural, multilingual society in which Australians live and examines the factors and events which have influenced the development of Adult Basic Education (ABE), Teaching English to Speakers of Other Languages (TESOL) and Teaching Languages Other than English (LOTE). The focus is on factors at classroom, institution and system level – on past policies and developments and future trends. Techniques of analysis are developed. Students wishing to develop their knowledge and understanding of language policy and planning in international contexts should refer to the subject 015130 Global Englishes.

011130

Global Englishes

6cp; distance

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd

Postgraduate; Level B

Subject Coordinator: To be advised

This subject deals with one of the most hotly debated current issues in TESOL and applied linguistics: the implications of the global spread of English. We look at the general causes and effects of the global spread of English, including its current relationship with global media and the Internet and arguments about linguistic imperialism, linguistic genocide, and the maintenance of global inequality. A second focus is on contemporary roles, status, forms and implications of different varieties of new Englishes, such as Indian, Singaporean and Australian Aboriginal English, as well as less standardised or accepted forms. A third

focus is on global Englishes in the classroom, including questions of standardisation and intelligibility as well as the contested notions of native and non-native speakers. A fourth focus is on the forms of resistance and appropriation through language rights and post-colonial writing. This subject should be of broad interest to students across and beyond the Faculty of Education.

011152

Language in Social Context

6cp; distance

TA54 GradCert in TESOL, TA53 GradDipTESOL,

TA52 GradDipTESOL,

TA71 MA, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: Chris Nesbitt

This subject is an introduction to the nature and organisation of language and the relationship between language, text and context for teachers in the fields of TESOL, LOTE 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.

011153

Teaching and Learning Literacy

6cp; distance

TA53 GradDipTESOL, TA52 GradDipABE, TA71 MA

TESOL, TA72 MA, TA73 MA, TA54 GradCert in

TESOL

Postgraduate; Level B

Subject Coordinator: Jacque Widin

This subject aims to provide students with the knowledge and skills to enable them to teach literacy in a variety of contexts. It provides an introduction to the relationship between language use and power relationships in our society and an understanding of the nature and development of literacy practices. Students explore the research which supports different concepts of literacy, with particular attention given to the understanding of literacy as social construct. Literacy teaching and learning strategies in L1 and L2 contexts are examined and evaluated in the light of the theoretical frameworks provided in this subject and in the subject 015152 Language in Social Context.

011154

Flexible and Distance Learning

6cp; distance

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd

Postgraduate; Level B

Subject Coordinator: Viktor Jakupec

This subject introduces students to current theories and practices learning, teaching, interaction and competing perspectives and concepts of flexible and distance education. The objective of this subject is to enhance student potential to articulate learning experiences of other learners in a manner that is in line with contemporary flexible and distance education practices in a variety of educational settings and learning environments. Students are encouraged to review and reflect on their own learning experiences and various competing models of student learning in flexible and distance education and to develop strategies for design and delivery of flexible and distance education courses and subjects.

011155

Knowledge Management and Flexible Learning

6cp; distance

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd

Postgraduate; Level B

Subject Coordinator: To be advised

This subject intends to prepare students to become familiar with processes required to prepare strategies and outline policies required for knowledge management in learning organisations with a focus on globalisation and equity and participation in knowledge economy. Student are required to analyse contemporary literature, policies, reports and case studies, in order to gain conceptual and practical understanding for capacity building leading to:

- increased organisational learning capability
- equitable access to knowledge and information for individuals and learning organisations nationally, internationally, regionally and globally
- equitable participation of individuals in developed and developing nations in knowledge economies, and
- equitable knowledge transfer globally, regionally internationally and nationally with the purpose of narrowing the existing economic gap between developed and developing economies.

140 Subject descriptions

Specifically, the subject examines how knowledge management in learning organisations is put into practice in various workplaces, and it critically reviews the implications for practice of changing organisational cultures for education and training in the knowledge economy using contemporary best practices of flexible and distance education.

011156

Society and Computer-mediated Education

6cp; distance

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd

Postgraduate; Level B

Subject Coordinator: To be advised

This subject brings together, in a coherent manner, the relationships between social, educational, historical and gender-based issues and Computer and Information Technology (CIT) in a contemporary education and training context. Students are introduced to various concepts, approaches and research findings in Computer-Mediated Communication (CMC) enabling them to:

- develop a conceptual understanding of CMC used in education and training
- analyse impact of national, international regional and global influences on CMC based education
- critically evaluate technological, social, educational, historical and gender-based issues involved in new information technologies in education and training
- apply the concepts in a reflectively to specific education and training settings.

This is achieved through examinations of various types of CMC and the relation between conceptual, generic and specific technological features of CMC as a tool for education and training in various settings. This promotes the understanding and critical analysis of various media and technologies used in CMC application. It analyses characteristics, utilisation, advantages and limitations of CMC technology and media as they can be applied effectively in various education and training milieu relevant to the student's professional environment. Particular emphasis is given to the equity and access issues.

011157

Teaching and Learning in Numeracy

6cp; distance

TA52 GradDipABE

Postgraduate; Level B

Subject Coordinator: Keiko Yasukawa

For subject description, refer to 010157 Teaching and Learning in Numeracy.

011158

Language Development

6cp; distance

TA71 MA, TA72 MA, TA73 MA, TA53 GradDipTESOL,

TA60 GradDipLangTeach

Postgraduate; Level B

Subject Coordinator: Liam Morgan

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.

011162

Competency Assessment in the Workplace

6cp; distance

TA21 BEd (Adult)

Undergraduate

Subject Coordinator: Tony Holland

For subject description, refer to 015162 Competency Assessment in the Workplace.

011205

Adult Communication Management and Teamwork

6cp; distance

TA70 MEd, TA49 Graduate Certificate in Communication Development

Postgraduate; Level B

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.

011206**Adult Communication Management and Organisational Frames**

6cp; distance

TA70 MEd, TA49 Graduate Certificate in

Communication Development

Postgraduate; Level B

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.

011277**Grammar, Semantics and Text Analysis**

6cp; distance

TA73 MA, TA72 MA, TA71 MA

Postgraduate; Level B

Subject Coordinator: Chris Nesbitt

This core subject builds on participants' knowledge of functional grammar to introduce them to a range of techniques for discourse analysis which can be applied to spoken and written texts. The orientation is to the social construction of text and the ways in which features of text function to realise aspects of the social and cultural context.

011278**Research Project**

12cp; distance

TE75 MEd; TA71 MA; TA72 MA; TA73 MA

Postgraduate; Level B

Subject Coordinator: Rhondda Brill

This subject allows students to carry out a research project in an area of their choice. They 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.

011290**Mathematics for Numeracy Teachers**

6cp; distance

TA52 GradDipABE

Postgraduate; Level B

Subject Coordinator: Keiko Yasukawa

This subject enables participants to revisit basic mathematical concepts such as numeration and the decimal system, measurement,

chance and data, algebraic expressions and elementary functions in a learner-centred, self-paced manner in order to develop participants confidence and strategies in learning mathematics. Content is negotiated, based on participant's individual needs.

011291**Mathematics in Social Contexts**

6cp; distance

TA52 GradDipABE, TA53 GradDipTESOL, TA72 MA

Postgraduate; Level B

Subject Coordinator: Keiko Yasukawa

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.

011314**Identity, Adult Development and Learning**

6cp; distance

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Sallie Saunders

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.

011332

Understanding Adult Education and Training

6cp; distance

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: To be advised

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.

011333

Adult Learning and Program Development

6cp; distance

TA70 MEd, TE86 MEd, TA92 MEd, TA93 MEd,

TA94 MA

Postgraduate; Level B

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.

011337

Managing Change in Organisations

6cp; distance

TA70 MEd, TA79 MA, TE86 MEd, TA93 MEd,

TA94 MA

Postgraduate; Level B

Subject Coordinator: Bob Pithers

This subject enables 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 is outlined, illustrated and tested. The attributes of effective change leaders are 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.

011339

Skills, Technology and Workplace Learning

6cp; distance

TA70 MEd, TA92 MEd, TE86 MEd, TA93 MEd,

TA94 MA

Postgraduate; Level B

Subject Coordinator: Ian Cornford

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.

011348

Research Perspectives

6cp; distance

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Viktor Jakupec

This subject introduces students to ways of approaching educational research through two strands which inform each other. The first strand is a personal exploration of interests in and understandings of educational inquiry in the student's context of practice, while the second strand develops formal knowledge of research perspectives in educational research and introduces students to key debates regarding the nature of educational inquiry. This subject is a requirement for the MEd (Hons).

011349

Research Design

6cp; distance

prerequisite(s): 013348 Research Perspectives

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: To be advised

This subjects builds on its prerequisite by developing competencies in designing and conducting research in education. Whereas 013348 Research Perspectives 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: 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 define a research problematic and draw out the research issues this problematic implies. They design research to investigate these issues, seeking insights from different fields and identifying the methodological issues raised by the research approach taken. This thinking is brought together in a formal research proposal.

This subject contributes to the aim of deepening knowledge of research design and methodology. In doing so, it also contributes one of the components in a pathway to the MEd (Hons) research degree.

011363

Supporting Workplace Learning and Reform

6cp; distance; prerequisite(s): 013339 Skills, Technology and Workplace Learning
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: To be advised

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.

011367

Cultural Diversity in the Workplace: Management and Learning

6cp; distance
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
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.

011368

The Psychology of Adult Development

6cp; distance
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: Bob Pitthers

This subject is designed to promote an understanding of the psychology of adult development and ageing. It focuses on those aspects of adult development deemed to be most useful and relevant to the teaching-learning process. It examines 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.

013205

Adult Communication Management and Teamwork

6cp; 2hpw; weekly
TA70 MEd, TA93 MEd, TA94 MA, TA49 Graduate
Certificate in Communication Development
Postgraduate; Level B
Subject Coordinator: Shirley Saunders

For subject description, refer to 011205 Adult Communication Management and Teamwork.

013206

Adult Communication Management and Organisational Frames

6cp; 2hpw; weekly
TA70 MEd, TA93 MEd, TA94 MA, TA49 Graduate
Certificate in Communication Development
Postgraduate; Level B
Subject Coordinator: Shirley Saunders

For subject description, refer to 011206 Adult Communication Management and Organisational Frames.

013210

Skill Learning and the Development of Expertise

6cp; 2hpw
TA70 MEd, TA92 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
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.

013314

Identity, Adult Development and Learning

6cp; weekly
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: Sallie Saunders

For subject description, refer to 011314 Identity, Adult Development and Learning.

013315

Autobiography and Lifelong Learning

6cp; 3 x weekend workshops
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
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.

013318

Culture Difference and Curriculum

6cp; 2hpw; distance
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
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: Theory, Practice and Research

6cp; 2hpw
TA70 MEd, TA79 MA, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: Bob Pithers

This subject should enable students to develop their understanding of current educational and organisational leadership as applied to a range of people and contexts. Effective leadership is required to meet most educational and organisational challenges, including learning and other forms of change management; otherwise, the organisation may not stay competitive. This subject is one of the core subjects for the major in Educational Leadership and it may also be taken alone.

013320

Educational and Organisational Leadership: Strategic Influence

6cp; 2hpw
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: Bob Pithers

The subject Educational and Organisational Leadership 2 should continue to enable students to develop their understanding of current educational and organisational leadership as applied to a range of people and contexts. Its focus is educational and organisational leadership in practice, including strategies and tactics. This subject is the second of the core subjects for the major in Educational Leadership.

013324**International Perspectives on Education and Development**

6cp; 2hpw

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Rick Flowers

The subject examines relationships of education, learning and economic and social development from a global perspective, focusing in particular on the distribution of wealth and poverty. It examines competing meanings given to the notion of development and a range of perspectives on how education does and can contribute to development. Emphasis is placed on studying experiences and issues of development and education from the perspective of people from developing nations.

013326**Effective Cognitive Learning Strategies**

6cp; 2hpw

TA70 MEd, TA92 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

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 examines the links between skill, will and self-regulation and provides the knowledge and skills to assist adult educators to teach selected cognitive learning strategies necessary for effective lifelong learning to their students and to use these strategies themselves.

013327**Vocational Education and Training Reform**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd

Postgraduate; Level B

Subject Coordinator: Ian Cornford

Training reform is a major, ongoing issue in the areas of post-compulsory and vocational education and training as Australia confronts continuing economic, technological and knowledge revolutions. This subject aims to provide an overview of current key policy reform issues. It also aims to develop the knowledge and skills to assist adult educators to understand current reforms and develop the ability to contribute to informed professional

debate. Such knowledge and skills help in designing new programs, implementing and evaluating educational programs for adults, and also generally assist in managing adult teaching and learning. The subject also aims to further develop liberal attitudes and a heightened awareness of the importance of access and equity in a pluralist, multicultural society.

013332**Understanding Adult Education and Training**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: To be advised

For subject description, refer to 011332 Understanding Adult Education and Training.

013333**Adult Learning and Program Development**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Sue Knights

For subject description, refer to 011333 Adult Learning and Program Development.

013334**Economics and Politics of Education and Learning, The**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd

Postgraduate; Level B

Subject Coordinator: To be advised

This subject helps educators to develop the capacity to critically analyse the political and economic contexts of education and learning. It complements other course units which deal with education theory and particular aspects of education and learning such as organisational learning and experiential learning. The subject aims to produce more rounded graduates by developing students' capacity to understand and act on the political and economic contexts of education and learning. On completion of this subject students will have developed:

- an understanding of a range of theoretical positions and core concepts in the study of politics and economics
- a broad and critical understanding of the relationship of economics, politics and education and learning

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- a capacity to make intellectual and ethical judgments about the worth of various approaches to understanding the political and economic context of education and learning, and
- a capacity to act effectively, individually and collectively, on these judgments.

013336

Contemporary Issues in Australian Education

6cp; one-day conference; prerequisite(s): 013332
Understanding Adult Education and Training
TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B

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 is promoted.

013337

Managing Change in Organisations

6cp; 2hpw; weekly
TA70 MEd, TA79 MA, TE86 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: Bob Pithers

For subject description, refer to 011337 Managing Change in Organisations.

013339

Skills, Technology and Workplace Learning

6cp; 2hpw; weekly
TA70 MEd, TA92 MEd, TE86 MEd, TA93 MEd,
TA94 MA
Postgraduate; Level B
Subject Coordinator: Ian Cornford

For subject description, refer to 011339 Skills, Technology and Workplace Learning.

013343

Adult Communication Management and Interpersonal Relations

6cp; 2hpw
TA70 MEd, TE86 MEd, TA93 MEd, TA49 Graduate
Certificate in Communication Development,
TA94 MA
Postgraduate; Level B
Subject Coordinator: Shirley Saunders

In this subject, participants develop their ability to apply the adult communication management conceptual framework to professional practice. Particular attention is given to core abilities: language; nonverbal communication; listening; assertiveness; and intercultural communication competence.

013344

Adult Communication Management and Organisational Development

6cp; 2hpw
TA70 MEd, TE86 MEd, TA93 MEd, TA49 Graduate
Certificate in Communication Development,
TA94 MA
Postgraduate; Level B
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.

013348

Research Perspectives

6cp; 2hpw
TA70 MEd, TE86 MEd, TA93 MEd, TA92 MEd,
TA94 MA
Postgraduate; Level B
Subject Coordinator: Viktor Jakupec

For subject description, refer to 011348 Research Perspectives.

013349

Research Design

6cp; 2hpw; prerequisite(s): 013348 Research
Perspectives
TA70 MEd, TA74/76 MA, TE86 MEd, TA92 MEd, TA93
MEd, TA94 MA
Postgraduate; Level B
Subject Coordinator: To be advised

For subject description, refer to 011349 Research Design.

013356

Independent Study Project

6cp
TA70 MEd, TE86 MEd, TA74 MA, TA76 MA,
TE87 MEd, TA93 MEd, TA94 MA
Postgraduate; Level B

This subject enables 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 involves 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.

013358**Experience-based Learning 1: Learners' Perspectives**

6cp; 2hpw

Prerequisite(s): 013332 Understanding Adult Education and Training

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

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 examines issues from the learners' perspective and focus on the learner in context.

013359**Experience-based Learning 2: Facilitators' and Animators' Perspectives**

6cp; 2hpw

prerequisite(s): 013358 Experience-based Learning 1: Learners' Perspectives

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

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 examines issues from the perspective of the facilitation of learning and focus on facilitation in context.

013360**Language, Power and Critical Literacies**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Alastair Pennycook

The subject covers 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 include: policy legislation; classroom and workplace interaction; official documents; the written language of the workplace; academic writing; and the media and information technology.

013363**Supporting Workplace Learning and Reform**

6cp; 2hpw; weekly; prerequisite(s): 013339 Skills, Technology and Workplace Learning

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: To be advised

For subject description, refer to 011363 Supporting Workplace Learning and Reform.

013367**Cultural Diversity in the Workplace: Management and Learning**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Nicky Solomon

For subject description, refer to 011367 Cultural Diversity in the Workplace: Management and Learning.

013368**The Psychology of Adult Development**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA93 MEd, TA94 MA

Postgraduate; Level B

Subject Coordinator: Bob Pithers

For subject description, refer to 011368 The Psychology of Adult Development.

013369**Language, Power and Critical Literacies**

xcp

For subject description, refer to 013360 Language, Power and Critical Literacies.

013371**New Identities and New Pedagogies**

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd

Postgraduate; Level B

Subject Coordinator: Debra Hayes

The initial focus here is on the human subject in educational contexts in today's world. Learners today come with a different set of experiences than those of a few decades ago; and education programs are more explicitly concerned with the identities they are producing (that is, with concerns about what it means to be a man or a woman, or a 'worker', or a 'lifelong learner'). This subject examines some of the theories and arguments about these issues: the self-directing individual and 'technologies of the self'; the production of

difference and inequalities within the individual and within different education settings; the debates about women and men as disadvantaged groups.

This subject also considers a range of theories and a range of cases of new approaches to pedagogy, including examples from schools, informal education settings, workplaces and adult education institutions. Students explore the relevance of these different approaches to their own work and interests, as well as consider why different pedagogies were favoured in different contexts.

013372

New VET Practitioner, The

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

VET in Australia has been the subject of more than a decade of reform. However the impact of these changes on VET practitioners has not been adequately examined. This subject investigates how these reforms challenge the traditional identity of VET professionals and construct new professional identities and different forms of practice.

013373

Popular Education and Cultural Action

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: Rick Flowers

Popular education literally means education by the people, with the people, and for the people. The term has gained currency in range of contexts. Here is an example.

In the eighteenth century working class people in England did not have the right to formal education. Various working people's associations were established to campaign against what they perceived as an injustice. In the early 1960s Paulo Freire in Brazil developed an innovative approach to literacy education. Freire believed that learning literacy should mean much more than simply learning how to read and write. He was working with landless peasants. Friere argued that educators should also help people to analyse their situation. Friere's students learned to read and write through discussion of basic problems they themselves were experiencing, such as no access to agricultural land. As the causes of their problems were con-

sidered, the students analysed and discussed what action could be taken to change their situation. Friere coined the term 'conscientization' to describe this type of education.

Today popular education has a similar poignancy to the example above. Educators can and do make an important contribution to helping people take more control of their lives and struggle against injustices such as poverty, inequality, discrimination, and environmental destruction.

Cultural action refers to a tradition of using collaborative, arts-based practice to engage in popular education. A key feature of the creative practices that is considered is the process of helping people create and tell their stories. By creating and telling their stories – whether it be by using theatre, song, writing or other art forms – people have an opportunity to analyse their current situation and values in the light of their own experiences. They have an opportunity to work with others to create a 'story' that highlights issues and needs they have in common with others. The challenge is to use the story-creation and -telling process to promote community participation, critical reflection, raising awareness and willingness to initiate community action. That is easier said than done. And one aim of this subject is to examine the efforts of those who have tried.

In this subject we study and practice a range of strategies and tools used to engage in popular education and cultural action.

013374

Social Change

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

In this subject we are first and foremost interested in the educational dimension of social change. We study the education and learning associated with social movements of all kinds, such as the women's, workers', indigenous people's and environmental movements. We critique various political ideologies and draw on them to analyse social change – postmodernism, Marxism, Fascism, anarchy and more – and relate these to a study of learning.

013375**Social Justice Challenges**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd, TE87 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

We identify and examine a range of social injustices at a local, regional and international level. We then draw on multidisciplinary approaches to developing strategies that may address the social injustices. Lecturers and students are drawn from various UTS Faculties, including Law; Humanities and Social Science; Business; Nursing, Midwifery and Health; Engineering; and Education.

013376**Understanding Learning in Higher and Professional Education**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

The focus of this subject is on learners and learning. What is knowledge and knowing? Disciplinary and transdisciplinary knowledge. What kinds of outcomes for learning are there? Learning as understanding variation. The problems of transfer of learning. Learning for different purposes: as acquiring new knowledge, as responding to needs and goals, as understanding self and context. Concepts and concept maps. The role of reflection and reflective devices in learning.

013377**Change, Equity and Pedagogy**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

This subject is concerned with how practitioners can better understand their work, and more effectively act on it. It emphasises the role of practitioners in fostering learning, in changing workplaces, communities and societies. The subject is built around the idea that practice in work situations, communities and educational institutions has a 'learning dimension'. In practice situations participants continually learn and teach. Much of this learning and education is incidental and informal, embedded in other activities. The subject teaches participants how to make this learning explicit and to harness its productive

potential. Particular attention is given to the changing contexts and dynamics of professional practice, and what these mean for how practitioners think about and act on their work situations. The subject critically reviews major approaches to leading and facilitating organisational and social change. It also teaches a combination of analytical, interpersonal and educational skills required in leading and facilitating social and organisational change and learning. Subject assessment involves participants in conducting an action research project on an issue or problem arising from their practice.

013378**Constructing Effective Programs for Learning**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

The focus is on the context of learning and how suitable situations can be constructed to support learning for different purposes and how purpose influences approaches to facilitating learning. The subject is not about teaching per se, but about the considerations involved in creating learning situations including the design of programs and the issues which influence this. The emphasis is on the influence of context and purpose on supporting learning and individual, group and problem-oriented approaches. The subject also focuses on maximising the contribution of peers and context in planning and understanding and responding to diversity in learning

013379**Continuing Professional Education**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

The focus of this subject is on the particular needs of provision for the professional development of practitioners throughout their careers. It examines debates about mandatory continuing education and the accreditation of professional development programs. There is an emphasis on the determination of development needs, models of program provision, the integration of programs with working practice and issues involved in the location of CPE.

013380

The Creation of Lifelong Learning

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

The subject acts as an introduction to the lifelong learning courses as well as providing a perspective on lifelong learning to students in any area. It sets discussions of lifelong learning in their social, political and cultural context and examines how the notion of lifelong learning has developed and drawn from earlier concepts (such as 'the educated man'). It includes both an epistemological and a policy-oriented focus examining various debates about the notion of lifelong learning, the learning society and learning throughout the lifespan initiated internationally and in Australia. It confronts the paradox: 'but haven't people always learned throughout their lives?'. It examines questions such as: who are learners? how does lifelong learning relate to education and schooling? what goals are lifelong learning policies intended to pursue? what are the links between lifelong learning and equity and access issues?

013383

Education Policy

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

This subject aims to assist participants to extend their understanding of education policy and its significance for their professional practice. The context in which education policy is made and implemented is analysed enabling critical reflection on policy context. Finally, participants are assisted to develop strategies for actively participating in and influencing the policy process.

013384

Ethics and Mentoring

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: Dr Sandy Schuck

This subject aims to encourage participants to extend their understanding of the ethical dimensions of their professional practice and the kinds of ethical dilemmas confronting education professionals and to critically examine a number of ethical theories as a basis for ethical decision-making. Students are also

assisted to develop skills in assisting less experienced colleagues to be conscious of the ethical dimensions of their work and to identify and work through ethical dilemmas as they arise. Participants reflect on the ethical dimensions of the relationship between mentor and protege and are assisted to develop skills in assisting fellow professionals to work collaboratively to enhance the ethical culture of the organisation.

013385

Evaluating Educational Practice

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

This subject offers participants an introduction to the evaluation of educational programs and services. It offers an overview of how practitioners can improve their own practice either alone or with colleagues. The emphasis is on providing participants with the skills to analyse the structure and operation of their work using small scale, local investigations. The subject reviews the available evaluation paradigms and follows the Program Evaluation Standards in defining evaluation as the systemic investigation of the merit or worth of some object. Case studies are used to emphasise the nature of educational evaluation and qualitative approaches are used to determine the merit of educational programs, policies and services for individuals and groups.

013386

Fostering Learning in Professional Practice

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

This subject is concerned with how practitioners in work settings, communities and educational institutions can better understand their work, and more effectively act on it. Its focus is on the role of practitioners in fostering learning, in a changing global context. The subject is built around the ideas that practice has a 'learning dimension', and that the capacity to learn how to learn is essential to effective practice. In practice situations participants continually learn and teach. Much of this learning and education is incidental and informal, embedded in other activities. The subject will teach participants how to make this learning explicit and how to harness its productive potential.

013387**Gender and Learning**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: Sue Knights

This subject provides an opportunity to examine the relationship of gender and learning in all fields of education. It gives participants the opportunity to become familiar with scholarship and research in this field and to examine some of the initiatives which have been taken in vocational, work-place and school education to remove barriers to learning for girls and boys and women and men. While examining the operation of gender in specific educational contexts participants are invited to reflect on their own assumptions and develop their personal and professional philosophy of gender equity.

013388**Health Education and Community Development**

6cp; 2hpw; weekly
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: Rick Flowers

Practitioners in community development and health education are looking for techniques and tools to work effectively with people who are poor and 'at risk' – for example, from substance abuse, discrimination, unemployment, violence, etc. In particular, many practitioners are looking for ways to move people from a state of powerlessness, apathy and passivity to a state of concern, activism and power. In this subject we study a range of community development strategies used for this sort of health promotion practice.

013389**Mentoring in the Workplace**

6cp; 2hpw
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

This subject aims to develop participants' professional learning and mentoring skills. It provides participants with opportunities to develop and incorporate a research dimension within their professional role.

013390**Nature of Social Justice**

6cp; 2hpw
 TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93 MEd
 Postgraduate; Level B
 Subject Coordinator: Rick Flowers

We examine the nature of social justice drawing on lecturers from various UTS Faculties, including Law; Humanities and Social Science; Business; Nursing, Midwifery and Health; Engineering; and Education.

013699**Understanding Research**

6cp; distance
 TA88 MEd
 Postgraduate; Level B
 Subject Coordinator: To be advised

This subject introduces students to ways of approaching educational research through two strands which inform each other. The first strand is a personal exploration of interests in and understandings of educational inquiry in the student's context of practice, while the second strand develops formal knowledge of research perspectives in educational research and introduces students to key debates regarding the nature of educational inquiry.

013701**Adult Learning: Contexts and Perspectives**

6cp; distance
 TA88 MEd
 Postgraduate; Level B
 Subject Coordinator: Madeleine Dahlgren,
 Linköping University

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

013702**Work and Learning**

6cp; distance
 TA88 MEd
 Postgraduate; Level B
 Subject Coordinator: Professor Kjell Rubenson,
 University of British Columbia

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

013703

Fostering Learning in Professional Practice

6cp; distance

TA88 MEd

Postgraduate; Level B

Subject Coordinator: To be advised

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

013704

Global/Local Learning

6cp; distance

TA88 MEd

Postgraduate; Level B

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

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

013705

Locating Oneself in Global Learning

6cp; distance

TA88 MEd

Postgraduate; Level B

Subject Coordinator: David Boud

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

013706

e-Learning Experiences, Models and Theories I

6cp; 2hpw; weekly

TA89 Graduate Certificate in e-Learning, TA90

GradDip e-Learning, TA91 MA/MSc e-Learning

Postgraduate; Level B

Subject Coordinator: Lyn Schaverien

This subject immerses students, as learners in a learning community, in a small set of carefully chosen e-Learning contexts, of which a featured example is UTSONline. By using these contexts to cater for students' diverse needs and interests in e-Learning itself, students' sensitivities to the potency of these media for learning are sharpened. As well, their understanding of problem-oriented approaches to learning (a key set of strategies within this suite of e-Learning subjects and courses) is developed. Particular emphasis is placed on understanding the nature and educational significance of e-Learning communities. Students attain a basic level of technological fluency by using e-Learning approaches to enhance their understanding of aspects of this new field; and they develop their critical appreciation of the worth of e-Learning approaches, from the perspectives of an individual learner and an active member of a learning community. They will use their experience of e-Learning, together with their

reading and discussion in this subject, to begin to distil educational models and theories for testing and use later in the course.

013707

e-Learning Experiences, Models and Theories II

6cp; 2hpw; weekly; corequisite(s): 013706
e-Learning Experiences, Models and Theories I
TA89 Graduate Certificate e-Learning, TA90
GradDipe-Learning, Tn91 MA/MSc e-Learning
Postgraduate; Level B
Subject Coordinator: Lyn Schaverien

In this subject students reflect on their continuing experience of a range of e-Learning systems, including a variety of innovative e-Learning contexts developed here at UTS and elsewhere. They develop their confidence in recognising, describing and analysing learning and hence the learning models and theories implicit in the design and operation of these contexts. e-Learning systems in which students can learn about learning are integral to theorising learning in this subject. Consistent with the problem-oriented approach being taken here, students consider e-Learning contexts as solutions to educational problems or challenges. Particular emphasis is placed on developing students' understanding of current, leading-edge thinking about learning and exploring its worth for distilling models and theories of e-Learning. As well, students develop their insights into such salient e-Learning design parameters as assessment and evaluation. In these ways, this subject aims at an even deeper level of technological fluency: understanding e-Learning systems through the educational principles that underpin their design.

013708

e-Learning Technologies

6cp; 2hpw; weekly; prerequisite(s): 013706
e-Learning Experiences, Models and Theories I;
013707 e-Learning Experiences, Models and
Theories II
TA89 Graduate Certificate e-Learning, TA90
GradDip e-Learning, TA91 MA/MSc e-Learning
Postgraduate; Level B
Subject Coordinator: Lyn Schaverien

In this subject, students engage with selected problem-oriented scenarios, chosen to fit with their needs and experiences, in which actual learning problems are presented, and which have led to the development of particular e-Learning contexts. By considering steps, both actual and possible, towards the solution

of these learning problems, students develop a basic understanding of a range of e-Learning technologies, equipping them to take an informed part in interdisciplinary e-Learning design teams. As a central part of their experience in this subject, students are introduced to and develop a basic familiarity with a selected range of technical solutions that are possible for a variety of educational problems. So, students' technological fluency is further developed in this subject through their consideration of the technological principles implicit in e-Learning systems.

013709

e-Learning Design

6cp; 2hpw; weekly; corequisite(s): 013708
e-Learning Technologies
TA89 Graduate Certificate e-Learning, TA90
GradDip e-Learning, TA91 MA/MSc e-Learning
Postgraduate; Level B
Subject Coordinator: Lyn Schaverien

In this subject, students explore the processes of design, development and operationalisation of e-Learning systems, locating such study in actual cases. Students examine ways these new cultural forms might influence and be influenced by existing structures and functions of organisations, relationships that are fundamental to knowledge management. They analyse possible cultural barriers to implementation of e-Learning, including deep values, principles and prejudices (in particular, in relation to equity and social justice for disempowered groups, locally and globally) and how such barriers might be circumvented. In particular, students elicit those values and principles underpinning e-Learning systems that are in tune with existing organisational and cultural structures. They consider how such values and principles might be developed in organisations and cultures confronting potentially destabilising development. The subject culminates in a draft proposal for an e-Learning design to address an educational problem in students' own discipline or field of professional practice. By their use of technological ideas to think with in these ways, students will further increase their level of technological fluency.

013710

e-Learning Research and Development Project

12cp; prerequisite(s): 013706 e-Learning Experiences, Models and Theories I; 013707 e-Learning Experiences, Models and Theories II; 013708 e-Learning Technologies; 013709 e-Learning Design; pre/corequisite(s): two relevant, approved subjects chosen from a bank of subjects offered by the Faculty of Education, the Institute for Interactive Media and Learning and other faculties, at least one of which is from the Institute for Interactive Media and Learning

TA91 MA/MSc e-Learning

Postgraduate; Level B

Subject Coordinator: Lyn Schaverien

In this subject, small groups of students collaborate to develop and research an e-Learning environment, using and extending the knowledge they have developed in preceding subjects in their course. Small teams are formed, under the primary supervision of a member of the Faculty of Education, and work to delineate individual responsibilities for the purposes of project development and research and subject assessment. There may be some limited opportunities for team members to take up internships in industry, if relevant positions become available at the appropriate time. Students in employment or involved in community projects are encouraged to use the opportunity of this subject as a test-bed. As well as producing an artefact in the form of an e-Learning environment, students become familiar with key approaches to the embryonic field of researching e-Learning. Alongside their development project, they conduct and report a small empirical study, for example, piloting, comparing and contrasting a set of possible development pathways or trialing their project so as to examine the learning that results from it. They learn how to argue a case for their inquiry, justify its methodology and report their findings and implications. Students negotiate the form of reporting of their e-Learning research and development project with their subject lecturer. However, it is intended that through this study and its reporting, students develop their appreciation of the role of e-Learning research and development in the generation of educational knowledge.

013800

Program Planning

9cp; distance; weekend workshop

TW92 Graduate Certificate of Professional Practice in Education, TW93 GradDipEd, TW94 MEd

Postgraduate; Level B

Subject Coordinator: Nicky Solomon

This subject assists participants in planning their Work-based Learning (WBL) program. This plan reflects both individual and organisational capability goals and needs and is the blueprint for their WBL award. It establishes the purpose, scope, content and timeframe for the WBL award, as well as the course structure. Once the WBL program is approved, it becomes an official learning agreement between the student, UTS and the sponsoring organisation.

013820–013825

Work-based Projects

6cp distance

TW92 GradCert ProfPrac, TW93 GradDipEd, TW94 MEd

Postgraduate; Level B

Subject Coordinator: Nicky Solomon

Work-based projects provide you with the opportunity to conduct research of relevance to your work. A work-based project involves five interconnected stages:

Phase 1: Identifying your focus

Phase 2: Devising your action plan

Phase 3: Implementing your work plan and collecting data

Phase 4: Analysing and interpreting your data

Phase 5: Reflecting on the process and future directions.

For each work-based project that you undertake as part of stage two of your award you are required to write a report that documents your understanding of the process of undertaking the five stages of your work-based project. You have access to six hours of support from a UTS adviser to assist you with the development of your work-based project. Each stage of the process is outlined in detail in the stage two WBL program workbook, Work-Based Learning (WBL) Program Implementation Workbook.

014100**Educational Media**

6cp; weekend workshop

TA21 BEd

Undergraduate

Subject Coordinator: Peter Russell

This course examines the usage of audiovisual media in the classroom and in other learning contexts, and the roles that audiovisual media play as tools for effective communication and learning. Production methods for many types of audiovisual resources are explored, and skills are introduced in the areas of computer-based presentation and basic video production.

015001**Language, Culture and Communication**

6cp; 1.5hpw; weekly

TA21 BEd, TA25 BEd BA, TA26 BA

Undergraduate

Subject Coordinator: Hermine Scheeres

This subject discusses and critiques notions of culture and diversity. It examines what it means to take on a cultural perspective in adult education and training.

The subject also introduces participants to a social theory of language. This theory highlights the relationship between culture, context and language. An understanding of this approach to language provides participants with an important tool for understanding the language of learning and also for understanding their own use of English in a range of contexts.

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

015002**Adult Teaching and Learning**

6cp; 1.5hpw; weekly

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: To be advised

For subject description, refer to 011002 Adult Teaching and Learning.

015003**Portfolio Development**

6cp; weekend workshop

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Peter Russell

This subject is designed to provide participants with the knowledge and skills to identify, document and present their prior and

current learning in a portfolio. This subject, while providing participants with a tangible record of their personal learning achievements, models the process of portfolio development that is now a common feature of monitoring and recording workplace learning in organisational contexts.

015004**Communication and Learning**

6cp; 1.5hpw; weekly

prerequisite(s): 015001 Language, Culture and Communication (or equivalent)

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Shirley Saunders

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

015005**Psychological Perspectives on Adult Learning**

6cp; 1.5hpw; weekly

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Ian Cornford

This subject aims to provide participants with an understanding of the major psychological approaches to issues in adult learning and teaching. These include processes for developing cognitive skills, variables affecting acquisition, retention and transfer and a range of learner characteristics that affect learning. Participants are encouraged to apply this understanding to their teaching practices.

015006**Program Development and Needs Analysis**

6cp; 1.5hpw; weekly

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Clive Chappell

This subject aims to provide participants with the knowledge and skills to develop and implement adult education and training programs in the context of the contemporary education and training environment. It

enables students to critically evaluate these processes within the context of teaching and learning.

015007

Adult Learning in Social Context

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Sallie Saunders

This core subject aims to assist the educator of adults to understand how adult learning is shaped by social context, and to understand and respond appropriately to social influences on their professional practice. Context is examined at different levels of the group, the organisation, community and society, introducing the participant to a range of social theories and perspectives.

015009

Analysing Current Issues in Australian Education

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Roger Morris

For subject description, refer to 011009 Analysing Current Issues in Australian Education.

015011

Research and Inquiry

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA, TA26 BA
Undergraduate
Subject Coordinator: Bob Pithers

For subject description, refer to 011011 Research and Inquiry.

015012

International Perspectives on Education

6cp
TA21 BEd
Undergraduate
Subject Coordinator: Jennifer Newman

There are a range of educational issues that are the common subject of research and policy debate in countries across the world. Such issues are shaped by social, political, historical and economic forces. Participants will study these issues and forces which shape them and are encouraged to undertake regional case studies in the Asia-Pacific region.

015017

Community Practicum

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Sallie Saunders

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

015018

Workplace Practicum

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Robyn Johnston

This subject draws on theoretical principles and practical skills considered in other subjects to further develop practical HRD skills. A major component of this subject is the requirement for students to successfully complete an observed practicum conducted in their workplace working with a group of trainees/staff members. Students develop skills in reflecting on and critically analysing aspect of their own practice and enhance their own skills in and understandings of the nature of effective HRD practice.

015019

The Language, Literacy and Numeracy Learner

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Sheilagh Kelly

This subject focuses on the factors which influence individual adult learners of language and numeracy. These factors are studied in four areas: social, cultural, psychological and educational. Participants explore influences on their own learning and research and describe the experience of an individual learner in the field of language, literacy and numeracy. In exploring their own learning, participants consider the literacy demands of university study and develop skills in reading and writing for academic purposes.

015020**Field of Practice Specialist Knowledge 1 (VOC ED)**

6cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Laraine Spindler

In this subject, participants explore ways in which their own background, prior knowledge, resources and work requirements shape their experience as an adult learner and influence their approach to the tasks they encounter at work. The learning activities in this subject support the transition from a focus on self as a competent practitioner to a focus on self as a learner, in order to provide a sound educational base for facilitating the learning of others.

015021**Adult Teaching Practices 1**

6cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jane Sampson

This subject draws on the theoretical principles explored in core subjects to develop the practical teaching and facilitation skills of participants in their roles as community educators.

015022**Human Resource Development Practices**

6cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Tony Holland

This subject extends students' understanding of the theoretical principles which inform human resource development practice. It allows participants to apply their understandings and develop their practical training, development and facilitation skills. The relationship of teaching to learning is explored in the context of participants' concurrent role in the workplace and as teachers and learners.

015023**Teaching and Learning in Practice (LLN)**

12cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Keiko Yasukawa

This subject draws 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 is explored in the context of participants' roles as language, literacy and numeracy teachers and learners.

015024**Teaching and Learning in Practice (VOC ED)**

12cp; 1.5hpw; weekly; full-year subject
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Bob Gowing

This subject draws 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 is explored in the context of participants' concurrent roles in the workplace and as teachers and learners. This relationship is explored in one-to-one and group learning sessions.

015031**Language, Literacy and Numeracy Practicum 1**

6cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Hermine Scheeres

This subject aims to develop initial practical teaching skills with a focus on classroom management, lesson planning and evaluation. The development of these skills is assisted by observation and analysis of lessons given by experienced teachers in the field of language literacy and numeracy, by self-evaluation and peer evaluation, by discussion with cooperating teachers before and after teaching sessions and by the keeping of a reflective journal.

015032**Field of Practice Specialist Knowledge 2 (VOC ED)**

6cp; 1.5hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Laraine Spindler

This subject enables the student to explore the field of practice from the perspective of practitioner and educator in the field. Students 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 explore the diversity of roles within their field of practice, the range of practices and the diversity of clients and appropriate strategies to build an inclusive learning environment.

015033

Program Planning in Community Settings

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Rick Flowers

This subject introduces students working in community settings to the practice of planning strategies and programs to help people learn. Students study various methods for identifying education needs in community settings and a wide range of possible teaching and learning strategies. Emphasis is placed on helping students make informed decisions about choosing an appropriate combination of needs-analysis techniques and teaching and learning strategies. This subject has a focus on practice and is a stepping stone to the more theoretical core subject Program Development.

015034

Program Delivery and Evaluation

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Tony Holland

This subject provides the opportunity for students to examine and apply models of program delivery to their own workplace. Through workplace activities and negotiated learning tasks, students develop competence in implementing, managing and evaluating training programs.

015043

Language, Literacy and Numeracy Practicum 2

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Hermine Scheeres

This subject provides students with an opportunity to extend the expertise developed in Practicum 1. It focuses on practical teaching skills including classroom management, and the development and evaluation of teaching and learning activities. Students observe and analyse lessons given by experienced teachers in their field. They also undertake supervised classroom teaching and complete a reflective practicum journal.

015044

Field of Practice Specialist Knowledge 3 (VOC ED)

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: To be advised

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 identifies and critique a range of delivery strategies for practical specialisations, and provides further opportunities for applying methods of program delivery and assessment of learning in specific learning contexts.

015046

Influences on the Contemporary Workplace

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA, TA26 BA
Undergraduate
Subject Coordinator: To be advised

This subject investigates some current issues impacting on organisations and on human resource development practices. Participants examine the implications of such trends on the nature and organisation of learning at work. They are presented with case studies that illustrate the impact of these trends on work and work organisation and are provided with opportunities to critically examine the responses of organisations to these emergent issues.

015052

The Professional Practitioner (VOC ED)

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Ian Cornford

This subject explores the nature of professional practice for the adult educator in a variety of contexts. Participants explore the ethical dimensions of professional practice, the roles and responsibilities of the professional practitioner and the nature of professional development.

It identifies the professional forces which provide support for the field, examines career options both within participants' fields and in the fields of others and develops greater awareness of the role of continuing professional education to specialisms.

015054**Organisational Learning: An Experiential Approach**

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Elysabeth Leigh

This subject is the 'capstone' subject for the HRD strand of the Bachelor of Education. As such, it provides an interactive learning environment, using a structured simulation to represent a hypothetical organisational setting within which students work together to develop an understanding of the forces at work within groups and organisations. It provides resources for learning about professional development and organisational learning interventions to support and sustain continuous improvement and lifelong learning.

015056**Examining the Organisational Context (VOC ED)**

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Elysabeth Leigh

This subject focuses on the practitioner in the context of working with (or for) large or small organisations. Such organisations may have a variety of purposes, but the usual role for the participant as practitioner is that of facilitator and provider of teaching and learning experiences. This subject addresses the knowledge, skills and attributes which a competent practitioner needs to work effectively in such contexts.

015066**Leading and Facilitating Change**

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA, TA26 BA

Undergraduate

Subject Coordinator: Tony Holland

This subject is designed to provide the knowledge, skills and attributes necessary for adult educators to monitor and facilitate changes in their own organisations. There is a focus on how theories, models and current research about change management impact on the participants' field of practice.

015070**Adolescent and Adult Development**

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Peter Russell

An understanding of adolescent and adult development, especially of intellectual, cognitive and personality development, helps adult educators understand their own learning and the learning of others. Issues in adolescent and adult development are taken into consideration with regard to the design, development and presentation of courses to people of differing ages. Furthermore, an understanding of issues raised can provide more objective evidence for participants who wish to reflect not only on their own development but also on that of their clients.

015072**Developing Interpersonal Communication**

6cp; weekend workshops; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Shirley Saunders

In this subject, the focus is 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 are analysed, including development of public speaking, self-presentation and helping skills. This subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015073**Developing Group Communication**

6cp; weekend workshops; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Shirley Saunders

In this subject, the educational process is examined from a communication perspective to assist adult educators to facilitate the learning and performance of groups and

teams. In particular, adult educators investigate a variety of group process techniques to enhance quality and productivity, increase member satisfaction and motivation, improve performance as a group member, achieve and maintain cohesiveness and interpret communication interactions within the group. This subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015074

Developing Systems Communication

6cp; weekend workshops; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent)
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Shirley Saunders

In this subject, the focus is 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 are investigated. This assists adult educators to develop, apply and evaluate strategic interventions to facilitate their own and others' learning in systems such as community and/or workplace settings. The subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015075

Independent Study Project in Communication

6cp; prerequisite(s): 015001 Language, Culture and Communication (or equivalent); 015004 Communication and Learning (or equivalent); and at least one of the following subjects: 015072 Developing Interpersonal Communication (or equivalent); or 015073 Developing Group Communication (or equivalent); or 015074 Developing Systems Communication (or equivalent)
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Shirley Saunders

In this subject, participants design and negotiate their own study project in consultation with a member of academic staff. Possible areas of study are: interpersonal communication; group communication; systems/

organisational communication; or another approved area which extends understanding of adult education and the learning process from a communication perspective. The subject forms part of a major sequence of study in communication development studies, providing specialist knowledge for adult educators wishing to teach/train in the area of communication studies.

015076

Social Education in Community Settings

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Peter Russell

This subject is for people working with adults in group homes, residential care, hostels and nursing homes, and other supported accommodation. Participants develop competence in planning and providing living skills and related education opportunities.

015078

Adult Education and Social Action

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: To be advised

This subject examines the ways adult education can grow out of, give rise to, and play a part in, community, social and political action.

015081

Adult Education and the Unemployed

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Rick Flowers

This subject is designed to provide an overview of the role that adult education can play in addressing the challenges posed by unemployment to the individual, the community and the wider Australian society.

015082

Development, Growth and Education in South-East Asia

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Rick Flowers

This subject helps 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 critiques models of development and growth and examine the role of adult education in South-East Asia.

015083

Managing Education Programs

6cp; 1.5hpw; weekly; block
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Sallie Saunders

This subject is designed for people with responsibilities for managing education and training programs in community organisations. It is concerned with establishing an environment which promotes learning, access and equity, selecting adult educators, marketing and promotion, and maintaining the standards required for accredited programs.

015084

Organising Community Adult Education

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Sallie Saunders

This subject is designed to develop participants' knowledge and understanding of community adult education organisations. The principles and practices which underpin the distinguishing characteristics of these organisations are critically examined.

015086

Introduction to Language

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Chris Nesbitt

In order to be an effective language and literacy teacher, it is important to develop an understanding of the nature of language and language variation. This subject aims to develop such an understanding by introducing participants to the study of language. It contrasts language theories and explores their practical implications. It focuses, in particular, on a functional model of language in order to study texts that are relevant to participants' work contexts.

015087

Social Contexts of Language, Literacy and Numeracy

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Hermine Scheeres

This subject aims to provide an introduction to key concepts in social approaches to language, literacy and numeracy, providing students with the opportunity to relate the theoretical material to their own language, literacy and numeracy practices, and explore the implications for teaching. Students also have the opportunity to examine the impact of social, industrial and political influences on the teaching contexts.

015088

Teaching Literacy

6cp; 1.5hpw; weekly; prerequisite(s): 015086
Introduction to Language; 015087 Social Contexts of Language, Literacy and Numeracy; 015001
Language, Culture and Communication
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Sheilagh Kelly

This subject introduces participants to the range of written and spoken text types relevant to the needs of their participants. The focus is on the social purposes of different text types, how text types differ in generic structure, and how text types have different linguistic features relevant to their social purposes and their context of situation. Participants are introduced to relevant methodologies for the teaching of language and literacy, which draw on an understanding of language, text and context.

015089

Numeracy Awareness

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: To be advised

This subject aims to provide participants with an introduction to issues about the nature of numeracy. This is followed by development of strategies for participants' own learning of numeracy, practice teaching numeracy, and awareness of curriculum and numeracy teaching resources.

015090

Programming and Assessment in Language, Literacy and Numeracy

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Sheilagh Kelly

This subject aims to provide participants with the knowledge and skills to develop and implement language, literacy and numeracy programs in adult education contexts. It locates 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 examine and evaluate assessment methods and procedures to use in developing coherent programs.

015091

Promoting Workplace Learning

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Peter Russell

Attending to, and providing adequate resources for workplace learning are acknowledged as vital components of organisational survival, change and growth. Various factors often combine to generate resistance to provision of on-time, effective training and learning programs which could support organisational goals. This subject addresses the needs of adult educators who are interested in or are required to develop, promote and market learning programs within or for their organisation.

015096

Simulations and Games: Theory and Design

6cp; weekend workshop
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Elysabeth Leigh

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

015097

HRD Strategies for Individual Development

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Peter Russell

Mentoring, coaching, job rotation, workplace projects and the use of learning plans, learning contracts and reflective journals are all ways in which organisations can provide support for individual learners. Each approach has resource implications. This subject identifies and explores the benefits and limitations of these and related strategies.

015099

Developing the Learning Organisation

6cp; 1.5hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Peter Russell

Organisations are made up of individuals and groups. Membership may change yet the learning organisation attempts to retain its collective experience. This subject reviews current writing and research in the area and assists participants to explore the implications for their own organisation.

015107

Individualised Project B

4cp
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Jane Sampson

Individualised projects are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015110

Aboriginal Cultures and Philosophies

8cp; 3hpw; weekly; block
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Jennifer Newman

This subject introduces participants to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal culture is presented as an evolving response to colonialism and as an assertion of cultural empowerment.

015111**Issues in Aboriginal Education**

8cp; 3hpw; weekly; block; prerequisite(s): 015110
 Aboriginal Cultures and Philosophies
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jennifer Newman

This subject provides opportunities for participants to develop a critical understanding of a range of issues concerning Aboriginal education. It explores the historical background and contemporary factors affecting Aboriginal education.

015112**Aboriginal Initiatives in Education: Towards Community Control**

8cp; 3hpw; weekly; block; prerequisite(s): 015111
 Issues in Aboriginal Education
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jennifer Newman

This subject provides opportunities for participants to critically explore Aboriginal initiatives in education. The major thrust of this subject is carried out by field visits and each participant completes an extended internship.

015113**Teaching Aboriginal Studies**

8cp; 3hpw; weekly; block
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jennifer Newman

This subject provides an opportunity for students to become competent teachers of Aboriginal studies in a practical hands-on way. This subject explores a number of ways of translating social content in learnable/teachable episodes.

015114**Aboriginal Studies**

4cp; 3hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jennifer Newman

This subject introduces students to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal culture is presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

015115**Introducing Aboriginal Cultures and Philosophies**

6cp; 3hpw; weekly
 TA21 BEd, TA25 BEd BA
 Undergraduate
 Subject Coordinator: Jennifer Newman

This subject introduces students to Aboriginal culture and social organisation as expressions of Aboriginal cosmology. Contemporary Aboriginal cultures are presented as an evolving response to colonialism and as a reassertion of cultural empowerment.

015120**Theory and Practice in TESOL**

6cp; 2hpw; weekly
 TA54 GradCert in TESOL, TA53 GradDipTESOL,
 TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA
 Postgraduate; Level B

For subject description, refer to 011012 Theory and Practice in TESOL.

015121**Theory and Practice in ABE**

6cp; 2hpw; weekly
 TA52 GradDipABE, TA71 MA, TA72 MA, TA73 MA
 Postgraduate; Level B

Curriculum is viewed as a social construction, shaped by the beliefs and values of the individuals or groups who produce it. In this subject, 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 are expected to demonstrate competence in teaching practice.

015122**Assessment, Programming and Evaluation**

6cp; 2hpw; weekly
 TA60 GradDipLangTeach, TA53 GradDipTESOL,
 TA52 GradDipABE, TA78 GradDipLangTeach
 (TESOL)
 TA71 MA, TA73 MA
 Postgraduate; Level B

For subject description, refer to 011012 Assessment, Programming and Evaluation.

015123

Language for Specific Purposes

6cp; 2hpw; weekly
TA52 GradDipABE, TA72 MA, TA70 MED
Postgraduate

For subject description, refer to 011123
Language for Specific Purposes.

015124

Individualised Project 1

6cp; prerequisite(s): 015135 Developing
Individualised Projects
TA21 BEd, TA25 BEd
Undergraduate
Subject Coordinator: Susan Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant, in consultation with a staff adviser, designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015125

Phonology and Pronunciation

6cp; 2hpw; weekly
TA53 GradDipTESOL, TA83 GradDipTLOTE,
TA71 MA, TA72 MA, TA78 GradDipLangTeach
(TESOL)
Postgraduate; Level B
Subject Coordinator: To be advised

For subject description, refer to 011125
Phonology and Pronunciation.

015126

Research Approaches

6cp; 2hpw; weekly
TA71 MA, TA72 MA, TA73 MA, TE87 MED
Postgraduate; Level B
Subject Coordinator: Jenny Hammond

For subject description, refer to 011126
Research Approaches.

015127

Grammar and the Construction of Meaning

6cp; 2hpw; weekly
TA53 GradDipTESOL, TA71 MA, TA72 MA,
TA73 MA
Postgraduate; Level B
Subject Coordinator: Chris Nesbitt

For subject description, refer to 011127
Grammar and the Construction of Meaning.

015128

Sociopolitical Contexts of Language, Literacy and Numeracy Education

6cp; 2hpw; weekly
TA60 GradDipLangTeach, TA53 GradDipTESOL,
TA52 GradDipABE,
TA72 MA, TA73 MA, TA71 MA
Postgraduate; Level B
Subject Coordinator: Hermine Scheeres

For subject description, refer to 011128
Sociopolitical Contexts of Language, Literacy
and Numeracy Education.

015129

Language, Power and Critical Literacies

xcp
For subject description, refer to 013360
Language, Power and Critical Literacies.

015130

Global Englishes

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93
MEd
Postgraduate; Level B
Subject Coordinator: To be advised

For subject description, refer to 011130 Global
Englishes.

015131

Individualised Project 2

6cp; prerequisite(s): 015135 Developing
Individualised Projects
TA21 BEd, TA25 BEd
Undergraduate
Subject Coordinator: Susan Knights

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015133**Educational and Psychological Testing**

6cp; 2hpw; weekly
TA21 BEd, TA25 BEd
Undergraduate

Subject Coordinator: Peter Russell

This subject extends students' earlier studies in educational psychology. It provides a sense of how educational and psychological tests are constructed, how they are used and how an understanding of them can make a difference at work and in everyday life. An overview of testing and measurement 'basics' is provided followed by a coverage of the most widely used tests in industrial and educational settings. These include tests which measure intelligence, achievement, vocational interests and personality types. Focused real-life examples demonstrate the uses of testing today and relevant test profiles are used to show students the applications of the tests in learning and instructional settings.

015135**Developing Individualised Projects**

6cp
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Peter Russell

This subject introduces students to the process of developing and carrying out individually-negotiated learning projects. Individualised projects encourage learners to take more responsibility for their own learning needs, and to use existing skills and experiences as the basis for new learning. The emphasis is on making the chosen activity relevant to those professional and personal needs of the student which are consistent with the aims of the course. Successful completion of Developing Individualised Projects is a prerequisite for Individualised Projects in the Bachelor of Education in Adult Education.

015138**Individualised Project 3**

6cp; prerequisite(s): 015135 Developing Individualised Projects
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Susan Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and

implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015140**Aboriginal Studies Project**

8cp; 2hpw; weekly; block
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Jennifer Newman

This subject provides an opportunity for students to carry out a major project in Aboriginal studies under the supervision of a member of academic staff, either in groups or individually. Students negotiate the project through a learning contract.

015141**Human Resource Development Strategies**

6cp; 2hpw; weekly
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinator: Tony Holland

This subject examines the diversity of practices that contribute to effective human resource development in organisational settings. It extends students' skills in developing practical, targeted, human resource development strategies which are appropriate for individual, team and organisational development. It also introduces concepts of learner and performance assessment.

015142**Experiential Learning and Cultural Action**

6cp; 2hpw; weekly; block
TA21 BEd, TA25 BEd BA
Undergraduate

Subject Coordinators: Susan Knights and Kate Collier

Participatory action research combines three main activities: research, education and action. Participatory action research has a rich tradition in adult education and draws on a range of drama and art tools and strategies that educators can use when helping people address issues in the community.

015143**Context and Strategies in Community Education**

6cp; 2hpw; weekly; block

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: To be advised

A challenge for adult and community educators is how to use education as a way to help people critically evaluate and understand themselves, and the world around them, and to see themselves as active participants in that world. Community educators often work to help disempowered individuals and groups – for example, the unemployed, young people, prisoners, the aged, victims of discrimination – come to see themselves as creators of culture, history and an alternative social vision. This subject aims to help educators to develop their capacity to work with critical and activist forms of education and learning which contribute to social justice.

015144**Education and Cultural Diversity**

6cp; 2hpw; weekly; block

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Rick Flowers

Australia is one of the most culturally and linguistically diverse countries in the world and is still in the process of developing appropriate ways of responding to this diversity in terms of equity and social justice; and in terms of valuing and maximising the advantages of such diversity. Adult educators working in a range of community and Aboriginal contexts need therefore to develop an understanding of their own and others' cultures in order to operate effectively and flexibly within such a culture of change.

015145**Individualised Project 4**

6cp; prerequisite(s): 015135 Developing

Individualised Projects

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Susan Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and implements manageable learning activities. The emphasis is on making the activity

relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015152**Language in Social Context**

6cp; 2hpw; weekly

TA54 GradCert in TESOL, TA53 GradDipTESOL,

TA52 GradDipTESOL,

TA71 MA, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: Chris Nesbitt

For subject description, refer to 011152 Language in Social Context.

015153**Teaching and Learning Literacy**

6cp; 2hpw; weekly

TA53 GradDipTESOL, TA52 GradDipABE, TA71 MA

TESOL, TA72 MA, TA73 MA, TA54 GradCert in TESOL

Postgraduate; Level B

Subject Coordinator: Jacquie Widin

For subject description, refer to 011153 Teaching and Learning Literacy.

015157**Theory and Practice in TLOTE**

6cp; 2hpw; weekly

TA60 GradDipLangTeach, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: Liam Morgan

This subject is designed to provide an introduction to the theory and methodology in the teaching of LOTE. It includes an overview of past and present trends in methodology and syllabus design and examines goals of language learning. It emphasises the relationship between theory and classroom practice. The practical application of theories of language, learning and teaching to the design of communicative tasks is examined in detail. Students are expected to demonstrate competence in the effective teaching of LOTE.

015158**Language Development**

6cp; 2hpw; weekly

TA71 MA, TA72 MA, TA73 MA, TA53 GradDipTESOL,

TA60 GradDipLangTeach

Postgraduate; Level B

Subject Coordinator: Liam Morgan

For subject description, refer to 011158 Language Development.

015162**Competency Assessment in the Workplace**

6cp; 2hpw; weekly

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Tony Holland

This subject aims to provide participants with the knowledge and skills to develop and implement workplace assessment strategies in order to measure both the achievement of learning outcomes and competent performance in the workplace.

015163**Phonetics, Phonology and Sociolinguistic Variation in Spoken Language**

6cp; 2hpw; weekly

TA53 GradDipTESOL, TA83 GradDipTLOTE, TA71 MA, TA72 MA, TA78 GradDipLangTeach (TESOL)

Postgraduate; Level B

Subject Coordinator: tba

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 are considered, and the role of prosody in contributing to the construction of meaning is explored. Students develop strategies for the teaching of pronunciation to learners of a second language, and also consider phonological aspects of the first language.

015164**Technology-enhanced Language Learning**

6cp; 2hpw; weekly

TA60 GradDipLangTeach, TA53 GradDip TESOL

Postgraduate; Level A

Subject Coordinator: Liam Morgan

This subject provides students with the initial computing and multimedia competencies applicable to the teaching and learning of language. Participants 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 are expected to undertake projects relating to the classroom applications of the technologies to which they are introduced.

015167**Japanese Language Analysis**

6cp; 2hpw; weekly

TA53 GradDipTESOL, TA82 GradDipTLOTE,

TA60 GradDipLangTeach, TA73 MA, TA71 MA, TA72 MA

Postgraduate; Level B

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 makes use of a range of approaches in analysing written and spoken language and includes aspects of socio-linguistics as well as exploring the generic organisation of texts in Japanese. The subject aims to develop practical skills in the analysis of written and spoken Japanese relevant to the classroom contexts.

015170**English for Academic and Teaching Purposes**

6cp; 2hpw; weekly

TA60 GradDipLangTeach, TA53 GradDipTESOL, TA72 MA

Postgraduate

Subject Coordinator: Liam Morgan

This subject is open to all students, but is particularly designed to assist overseas students. It develops students' abilities to meet the language and technology demands of university courses. Students develop effective reading and writing strategies for academic literacy needs, drawing on knowledge of reading and writing processes. This subject analyses key readings from other subjects in the course and provides support to students with writing needs. Other key areas include the analysis of the discourses of learning and teaching and an examination of the cross-cultural dimensions of these in Australian and overseas contexts.

015189**Adult Teaching Practices 2**

6cp; 2hpw; weekly; block

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Jane Sampson

In this subject, the relationship of teaching to learning is explored in the contexts of participants' concurrent roles in the workplace and

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as teachers and learners. This relationship is explored in one-to-one and group learning events.

015198

Individualised Project A

6cp

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Jane Sampson

Individualised projects are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015250

Professional Experience 1: Introduction to Teaching

6cp

TA60 GradDipLangTeach, TA52 GradDipABE, TA53

GradDipTESOL, TA78 GradDipLangTeach (TESOL),

TA47 GradDipLit&NumEd

Postgraduate; Level A

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

Professional Experience 2: Teaching and Learning in Context

6cp

TA60 GradDipLangTeach, TA52 GradDipABE, TA53

GradDipTESOL, TA78 GradDipLangTeach (TESOL),

TA47 GradDipLit&NumEd

Postgraduate; Level A

This subject provides students with an opportunity to extend the expertise developed in 015250 Professional Experience 1. It focuses on practical teaching skills including management of the learning context, and the development and evaluation of teaching and learning activities. Students observe and analyse lessons given by experienced teachers in their field. They also undertake supervised

teaching and complete a reflective practicum journal.

015261

Developing Community Adult Education Programs

6cp; 2hpw; weekly

TA66 GradCert Adult Education in Community Education

Postgraduate; Level A

Subject Coordinator: Jane Sampson

In this subject, participants 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 are encouraged to develop their own theoretical framework to guide their practice.

015277

Grammar, Semantics and Text Analysis

6cp; 2hpw; weekly

TA73 MA, TA72 MA, TA71 MA

Postgraduate; Level B

Subject Coordinator: Chris Nesbitt

For subject description, refer to 011277 Grammar, Semantics and Text Analysis.

015289

Professional Experience: Reflecting on Practice

6cp

TA52 GradDip ABE

Postgraduate; Level A

Subject Coordinator: To be advised

This subject is field based and has two components – undertaking field visits and demonstrating teaching competence. It aims to:

- develop participants' appreciation of the role of critical reflection on practice in the context of their own professional development
- provide opportunities for participants to engage in the process of reflective practice with other experienced numeracy education practitioners
- provide participants with a range of strategies to use in order to critically evaluate their own practice in consultation with at least one other experienced practitioner. This may be done either by inviting the field advisers into their own classrooms or by visiting the classrooms of the field advisers.

015290**Mathematics for Numeracy Teachers**

6cp; 2hpw; weekly

TA52 GradDipABE

Postgraduate; Level B

Subject Coordinator: Keiko Yasukawa

For subject description, refer to 011290
Mathematics for Numeracy Teachers.

015291**Mathematics in Social Contexts**

6cp; 2hpw; weekly

TA52 GradDipABE, TA53 GradDipTESOL, TA72 MA

Postgraduate; Level B

Subject Coordinator: Keiko Yasukawa

For subject description, refer to 011291
Mathematics in Social Contexts.

015309**Computing for Adult Educators**

6cp; 1.5hpw; weekly; block

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Mez Egg

This subject aims to develop the participants' competence in using basic computer software applications suitable for adult educators, and to expand their understanding of computer systems. It covers graphics, word processing, spreadsheets and databases; computer hardware systems; computer operating systems; computer memory and storage systems; computer network systems; and the educational uses of computers.

015323**Individualised Project 5**

6cp; prerequisite(s): 015135 Developing

Individualised Projects

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Susan Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015324**Individualised Project 6**

6cp; prerequisite(s): 015135 Developing

Individualised Projects

TA21 BEd, TA25 BEd BA

Undergraduate

Subject Coordinator: Susan Knights

Individualised projects are a feature of the Bachelor of Education in Adult Education. They are delivered through the learning contract method. A learning contract is a structured method whereby each participant in consultation with a staff adviser designs and implements manageable learning activities. The emphasis is on making the activity relevant to those professional and personal needs of the participant which are consistent with the aims of the course.

015342**Programming for Diabetes Education**

6cp; 2hpw; prerequisite(s): 015343 Teaching and

Learning in Diabetes Education

KN92 GradCert Diabetes Education

and Management

Postgraduate; Level A

Subject Coordinator: Jane Sampson

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

015343**Teaching and Learning in Diabetes Education**

6cp; 2hpw; corequisite(s): 92844 Clinical

Management of Diabetes

KN92 GradCert Diabetes Education

and Management

Postgraduate; Level A

Subject Coordinator: Jane Sampson

This subject aims to help participants: identify and critique an overall framework which links the many elements that make up the teaching and learning process; use this framework to improve their professional performance in the design, delivery and evaluation of diabetes education learning sessions in both group and one-to-one contexts; identify various assumptions about what constitutes effective teaching and learning and evaluate their own levels of performance against these indicators; identify and develop the skills necessary for effective

self-directed professional learning; and use these to guide their own development as diabetes educators.

015378

Advanced Curriculum Design

6cp; 2hpw; weekly
TA72 MA, TA73 MA
Postgraduate; Level B

This subject explores in-depth curriculum development issues in TESOL, covering the current theoretical debates underpinning TESOL curriculum design and good practice in needs analysis, curriculum development and evaluation.

015380

Thesis (F/T)

30cp; full-year subject
TA24 BEd(Hons)
Undergraduate
Subject Coordinator: Barbara Poston-Anderson

This subject is the thesis component of the Bachelor of Education (Honours) in Adult Education. Students are required to undertake a 15,000–20,000 word thesis. The topic of the thesis is negotiated between the student, the Honours Coordinator and the preferred supervisor, and is approved by the Faculty Research Committee. Assessment is based on the definition of the research problem; critical review of the literature; data or information selection and analysis; cogency of argument; interpretation and assessment of findings and the quality of presentation.

015381

Thesis Development and Appraisal

6cp; block
TA24 BEd(Hons)
Undergraduate
Subject Coordinator: Bob Pithers

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

015382

Research in Practice

6cp; 3hpw; block
TA24 BEd (Hons)
Undergraduate
Subject Coordinator: Bob Pithers

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

015383

Thesis (P/T)

30cp; three-semester long subject
TA24 BEd(Hons)
Undergraduate
Subject Coordinator: Barbara Poston-Anderson

This subject is the thesis component for part-time students of the Bachelor of Education (Hons) in Adult Education. Students are required to undertake a 15,000–20,000 word thesis. The topic of the thesis is negotiated between the student, the Honours Coordinator and the preferred supervisor, and is approved by the Faculty Research Committee. Assessment is based on the definition of the research problem; critical review of the literature; data or information selection and analysis; cogency of argument; interpretation and assessment of findings and the quality of presentation.

015384

Issues in Indigenous Social Research Ethics

6cp; block
TA74/76 MA
Postgraduate
Subject Coordinator: Larissa Behrendt

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 are 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 is explored as a means of providing an informed context for contemporary research partnerships.

015386

Indigenous Social Policy: International Experiences

6cp; block
TA74/76 MA

Postgraduate; Level B

Subject Coordinator: James Lukabyo

This subject facilitates 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 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 heightens student awareness of international trends and diversity within the area of indigenous social policy process.

015393

Psychology of Secondary Students

3cp; 3hpw; weekly
TE51/TE56/TE58 GradDipEd,

TA60 GradDipLangTeach

Postgraduate; Level A

Subject Coordinator: To be advised

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.

015394

Meeting Special Needs in the Secondary School

3cp; 4hpw; weekly

TA53 GradDipEd, TA60 GradDipLangTeach

Postgraduate; Level A

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.

015395

Aboriginal Social and Political History

8cp; 3hpw; weekly; block; prerequisite(s): 015110

Aboriginal Cultures and Philosophies

200 level

This subject is a campus-wide elective. It examines and analyses the impact of colonialism on indigenous people, with particular reference to the Aboriginal inhabitants of this region. The emergence of Aboriginal social and political movements is presented as the basis for repossession of traditional heritages in land and culture.

015396

Community Workplace Practice 1

6cp; 1.5hpw; weekly; plus 2 x 1 day workshops

TA66 GradCert Adult Education in Community Education

Postgraduate; Level A

Subject Coordinator: Jane Sampson

This subject is designed to assist participants in the development of their professional skills as community adult educators, helping adults learn. Participants explore issues in structuring and facilitating learning experiences, working with learning groups, peer learning and negotiated learning. Within the subject, participants engage in peer learning processes and through the use of a learning journal they are encouraged to critically reflect on their current practices.

015397

Community Workplace Practice 2

6cp; 1.5hpw; weekly; plus 2 x 1 workshops

TA66 GradCert Adult Education in Community Education

Postgraduate; Level A

Subject Coordinator: Jane Sampson

In this subject, participants continue to develop their professional skills as community adult educators. Participants 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 engage in some peer learning approaches and work with a negotiated learning contract.

015398

Teaching Spoken Language

6cp; 2hpw; weekly; prerequisite(s): 015086
Introduction to Language; 015088 Teaching
Literacy
TA21 BEd, TA25 BEd BA
Undergraduate
Subject Coordinator: Pauline Gibbons

This subject aims to provide an integrated approach to the teaching of spoken English which is informed by a systematic description of spoken English as well as first and second language acquisition and research. It provides students with an opportunity to examine current methodology for teaching spoken English.

015400

Work and People

6cp; 3hpw; weekly
TA26 BA
Undergraduate
Subject Coordinator: Jim Athanasou

This subject provides participants with an introduction to the world of work and with an overview of the global changes in modern employment. It provides participants with the skills to analyse the structure and organisation of work in mature industrial societies. The subject reviews the various shifts in the nature and composition of the labour force. Case studies are used to emphasise the nature of work and its impact on individuals and groups. Participants study the trends and developments in workplace contexts through applied projects.

015401

Adult Learning and Work

6cp; 3hpw; weekly
TA26 BA
Undergraduate
Subject Coordinator: Tony Holland

Learning is widely accepted as an essential skill for success in the world of work. Success in the marketplace increasingly depends on learning, yet how adults learn at work is not always well understood. This subject reviews alternative theories of adult learning in work contexts. It examines the importance of, and differences between, individual, group and

organisational learning. Specifically, the subject examines how different theories of adult learning are put into practice in various workplaces and critically reviews the implications for practice of using particular theoretical approaches in training, staff development, human resource and organisational development contexts. The subject enables participants to consider the connections between adult learning theory and their personal experiences of learning at work.

015402

e-Learning Experiences

6cp; 3hpw; weekly
TA26 BA
Undergraduate
Subject Coordinator: Deb Hayes

This subject introduces students to the field of technology-mediated learning by immersing them in an e-Learning experience. Students choose from a bank of such experiences which utilise a range of technologies such as videos, CD-ROMs and the Internet. This experience, or case study, is aimed at facilitating learning about learning. It is designed to provoke critical reflection on how e-Learning environments impact on learning processes and the roles of teachers and students.

015403

e-Learning Theories

6cp; 3hpw; weekly; corequisite(s): 015402
e-Learning Experiences
TA26 BA
Undergraduate
Subject Coordinator: Deb Hayes

Building on the subject 015402 e-Learning experiences, students unpack and deconstruct learning theories and designs which underpin a range of educational technologies. This is facilitated by students becoming familiar with a range of theories about learning and reflecting on their own learning experiences. They develop a research-based understanding of effective technology mediated pedagogies and appropriate assessment and evaluation methods. Rich e-Learning environments, such as iNK and the Jason Project, are studied for their complexity and range of potential applications.

015404**e-Learning Technologies**

6cp; 3hpw; weekly; prerequisite(s) 015402
e-Learning Experiences and 015403 e-Learning
Theories
TA26 BA

Undergraduate
Subject Coordinator: Deb Hayes

This subject extends the scope of the preceding subjects by focusing on the technologies behind e-Learning environments while continuing to foreground issues of educational design. Students become familiar with a range of issues that arise when constructing e-Learning environments through case studies and by talking with professionals working in the e-Learning industry. They also utilise concept maps and flow charts as ways to visualise and operationalise e-Learning designs.

015405**e-Learning Project Design**

6cp; corequisite(s): 015402 e-Learning
Experiences, 015403 e-Learning Theories; 015404
e-Learning Technologies
TA26 BA

Undergraduate
Subject Coordinator: Deb Hayes

This subject explores how e-Learning environments are designed, developed and implemented. It focuses on the project nature of this task and understanding the various roles and relationships involved in integrating interactive learning environments with existing learning environments. Students develop an understanding of how the nature of projects relating to online tasks are different to other types of projects.

015406**Psychology of Organisational Learning**

6cp; 3hpw; weekly
TA26 BA

Undergraduate
Subject Coordinator: Sallie Saunders

This subject provides participants with an understanding of the major psychological approaches to human learning. It includes relevant theory and research about the nature and process of learning and remembering. Issues about the development of knowledge and cognition, perceptual-motor skills and attitudes and their application in a work-based context are examined. Furthermore, those variables affecting acquisition and

remembering and the transfer and application of learning, including a range of learner characteristics, are discussed.

015407**HRD in Organisations**

6cp; 3hpw; weekly
TA26 BA

Undergraduate
Subject Coordinator: Tony Holland

This subject introduces learners to human resource development as a field of organisational practice which enhances both individual and organisational performance. The subject reviews the evolution of the field and contextual features which are currently shaping this area of practice. It also considers the multiplicity of roles enacted by HRD practitioners and examines a range of commonly used HRD practices and activities. The subject also provides learners with opportunities to both examine and design simple learning and development activities.

015408**Analysing Organisational Learning Needs**

6cp; 3hpw; weekly
TA26 BA

Undergraduate
Subject Coordinator: Sallie Saunders

This subject provides participants with the knowledge and skills to analyse the learning needs of individuals, groups and organisations. The subject reviews the various analytical methods that are employed using a number of extended case studies and simulations, which provide participants with opportunities to critically analyse the factors which together determine the selection and use of particular needs analysis strategies. The subject also provides participants with the opportunity to design, plan and manage the needs analysis process in ways that are commercially viable and which recognise the contextual and cultural factors of organisations.

015409**Cultural Diversity at Work**

6cp; 3hpw; weekly
TA26 BA

Undergraduate
Subject Coordinator: Nicky Solomon

This subject examines the workplace as a social and cultural context and introduces the complexities of learning and working with diversity. It provides participants with the

knowledge and skills to identify and understand the sociopolitical nature of cultural diversity and how this has developed in Australian society and its workplaces. The subject reviews our cultural history and how it is relevant to the changing workplace and the changing nature of work in an increasingly globalised world. Finally, the subject investigates and analyses practical applications of approaches to working with and managing cultural diversity.

015410

Project Management

6cp; 3hpw; weekly

TA26 BA

Undergraduate

Subject Coordinator: Sallie Saunders

This subject immerses participants in a scalable integrated problem-based learning process. It enables them to acquire and develop project management skills and related knowledge in a manner relevant to the subject content. It does so through the use of a simulation – developed specifically for this subject – which models the cycle of work in a standard project. The subject addresses the nine competencies established in the national competencies framework and guides participants in the development of strategies for achieving competence at level 3 or 4 of the framework.

015411

Designing and Evaluating Learning

6cp; 3hpw; weekly

TA26 BA

Undergraduate

Subject Coordinator: Sallie Saunders

This subject addresses key elements in the design of learning activities that assist in the development of individuals, and work teams in organisational settings. It considers various modes of learning delivery e.g. orthodox technical and procedural training classes, on the job instruction, multimedia delivery, flexible delivery systems and provides opportunities for participants to develop an analytical framework for making development design decision.

015413

Work Project

6cp; 3hpw; weekly

TA26 BA

Undergraduate

Subject Coordinator: Sallie Saunders

This subject provides participants with the knowledge and skills to negotiate and design workplace learning projects. The subject has two broad aims. The first is to provide participants with the ability to act as facilitator in the development of work-based learning projects. The second aim is to equip participants with the skills to negotiate and develop a work-based learning contract that they implement in their work placement. This involves a tri-partite negotiation with their workplace mentor and a member of the academic staff.

015415

Work Placement

12cp

TA26 BA

Undergraduate

Subject Coordinator: Sallie Saunders

This subject draws on the theoretical and practical skills gained in the degree to further develop and integrate participants learning and experiences in workplaces. A major component of the subject is the requirement that participants successfully complete a negotiated work-based learning project developed with their host organisation, workplace supervisor and a member of academic staff. Participants develop the skills of critically reflecting on their own practice when working in an organisation.

015417

Strategic HRD

6cp; 3hpw; weekly

TA26 BA

Undergraduate

Subject Coordinator: Sallie Saunders

This subject extends students' awareness of the diverse practices of Human Resource Development as an area of organisational activity. It emphasises the importance of integrating HRD practice and activity with organisational strategic direction and examines development related activities used to achieve desired organisational outcomes. While some attention is directed to traditional approaches to organisational training, this subject particularly examines a diverse range of alternate

learning, organisational development and performance improvement strategies which can be used to enhance organisational learning and facilitate organisational change and development.

015418

E-portfolio

6cp; 3hpw; weekly

prerequisite(s): 015400 Work and People;

015401 Adult Learning at Work;

015407 HRD in Organisations;

corequisite(s): 015406 Psychology of Organisational

Learning; 015408 Analysing Organisational Learning Needs

TA26 BA

Undergraduate

Subject Coordinators: Sallie Saunders and Keiko Yasukawa

This is a key subject in the degree and is designed to provide participants with the knowledge and skills to monitor, document and present their learning in an e-portfolio. This subject is designed not only to build expertise in the technical aspects of building and electronic portfolio but also investigates the theoretical and reflective aspects of keeping and organising an e-Learning portfolio. The subject provides participants with information management tools and strategies, not only for recording achievements, but also for monitoring and tracking their own development with respect to the course profile. At the end of this subject, students will have the beginnings of an e-portfolio which they will add to during the duration of the course. Students are also exposed to some of the ethical issues associated with the uses of information technology and information management systems.

015419

Discourse Analysis

6cp; 2hpw; weekly

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd, TA71 MA, TA72 MA, TA73 MA

Postgraduate; Level B

Subject Coordinator: To be advised

This subject looks at the theory and practice of discourse analysis. It is aimed both at students with a language and literacy background as well as students from other areas who are interested in understanding how discourse analysis may be used as a tool for teaching and researching. The subject aims to give a broad overview of different approaches to discourse analysis, and shows how different forms of discourse analysis can be applied to

different contexts. Areas covered include the analysis of spoken language (and especially casual conversation), the use of language corpora, textual analysis from a systemic functional perspective, analysis of classroom discourse, discourse analysis as a tool for qualitative research, and forms of critical discourse analysis. Participants have the opportunity to work on different types of discourse analysis related to their own fields of interest.

015420

Language Education Management

6cp; 2hpw

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd, TA53 GradDipTESOL

Postgraduate; Level B

Subject Coordinator: Jacquie Widin

This subject is designed to appeal to existing and new managers of English language programs and projects; to TESOL teachers who see management as part of their future career; and to international students who wish to focus on management of English Language programs and projects. It covers the following areas:

- sociopolitical and cultural contexts of ELT management
- management of language programs: managing the roles of English as a foreign/international language; project implementation; curriculum/academic management; managing curriculum innovations; management of short and long courses; management of resources and self-access centres; staff appointment and professional development, and
- management of ELT projects: project planning; writing grant applications; recruiting; appointing, inducting, appraising, training of staff; managing teams, leading and consulting.

015421

Language Teaching Methodology

6cp; 2hpw; weekly

TA78 GradDipLangTeach(TESOL),

TA60 GradDipLangTeach,

TA47 GradDipLit&NumEd

Postgraduate; Level A

Subject Coordinator: To be advised

This subject is designed to provide students working towards an initial teacher qualification with an introduction to the theory and practice of language teaching. It includes an overview of past and present trends in

methodology, syllabus design and assessment. Students will have the opportunity to develop an understanding of those strategies that promote purposeful and communicative language use in relation to specific contexts for language teaching and learning. Features of good lesson and task design and the impact of learner centred theories of teaching and learning on recent developments in the field will be examined.

Students will be expected to complete two major assessment tasks that will include an essay based on the course objectives and a portfolio presentation of lesson plans, resources and extended communicative tasks.

015422

Linguistic Foundations for Language Teachers

6cp; 2hpw; weekly
TA78 GradDipLangTeach(TESOL),
TA60 GradDipLangTeach,
TA47 GradDipLit&NumEd
Postgraduate; Level A
Subject Coordinator: To be advised

This subject provides a broad and applied introduction to the study of language for students who are working towards an initial teacher qualification. It explores the structure and organisation of language, including phonetics, phonology (pronunciation), morphology (word forms), grammar, and text semantics (meaning). The subject also investigates how language is used in real life socio-cultural contexts, looking in particular at the structure and purposes of the different text types or genres. Assessment will consist of the satisfactory completion of practical language analyses in class time and a number of take-home exams also focused on practical language analysis.

016001

Workplace Practice 1

6cp; 2hpw; weekly
TA65 GradCert Adult Education in Training
TA50 GradDipVocEd&Training
Postgraduate; Level A
Subject Coordinator: Kate Collier

For subject description, refer to 011001 Workplace Practice 1.

016002

Introduction to Adult Learning and Teaching

6cp; 2hpw; weekly
TA65 GradCert Adult Education in Training,
TA50 GradDipVocEd&Training
Postgraduate; Level A

For subject description, refer to 011010 Introduction to Adult Learning and Teaching.

016003

Language, Culture and Communication

6cp; 2hpw; weekly
TA50 GradDipVocEd&Training; TA93 MEd
Postgraduate; Level B

For subject description, refer to 011003 Language, Culture and Communication.

016004

Learner Assessment

6cp; 2hpw; weekly
TA50 GradDipVocEd&Training, TA79 MA, TA92 MEd,
TE86 MEd, TA70 MEd
Postgraduate; Level B

For subject description, refer to 011004 Learner Assessment.

016005

Workplace Practice 2

6cp; 2hpw; weekly
TA65 GradCert Adult Education in Training,
TA50 GradDipVocEd&Training
Postgraduate; Level A
Subject Coordinator: Kate Collier

For subject description, refer to 011005 Workplace Practice 2 .

016006

The Professional Practitioner

6cp; 2hpw; weekly
TA50 GradDipVocEd&Training
Postgraduate; Level A

For subject description, refer to 011006 The Professional Practitioner.

016007

Program Design and Evaluation

6cp; 2hpw; weekly
TA50 GradDipVocEd&Training
Postgraduate; Level A

For subject description, refer to 011007 Program Design and Evaluation.

016008**Workplace Context**

6cp; 2hpw; weekly
TA50 GradDipVocEd&Training
Postgraduate; Level A

For subject description, refer to 011008 Workplace Context.

016108**Thesis (Education) (P/T)**

84cp
TA83 MEd(Hons)
Postgraduate
Subject Coordinator: Lyn Yates

This subject is the thesis component for part-time students of the Master of Education (Honours). Students are required to complete a thesis of 50,000 words.

016109**Thesis (Education) (F/T)**

84cp
TA83 MEd(Hons)
Postgraduate
Subject Coordinator: Lyn Yates

This subject is the thesis component for full-time students of the Master of Education (Honours). Students are required to complete a thesis of 50,000 words.

016714**Dissertation Development and Appraisal**

9cp; block
TA96 EdD
Postgraduate
Subject Coordinator: Lyn Yates

This subject is designed to help participants develop their dissertation plan. The elements of a dissertation and strategies for conducting it are clarified and analysed (e.g. choosing an area of investigation, conducting a literature review, critiquing existing studies, identifying a problem or issue to be investigated, adopting an appropriate methodology, the concept of a 'thesis', planning writing tasks, obtaining feedback from others, referencing, proof-reading, data analysis and interpretation). Participants are required to develop a proposal, and critique the proposals of some other participants in the group.

016715**Analysing Professional Practice**

9cp; block
TA96 EdD
Postgraduate
Subject Coordinator: Lyn Yates

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 is discussed and then applied, illustrated and refined using the participants' educational sites as case studies. Participants are required to present their own case study and maintain a portfolio of written comments on the presentations of other participants.

016716**Introduction to the Doctor of Education**

9cp; block
TA96 EdD
Postgraduate
Subject Coordinator: Lyn Yates

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

020211**Visual Arts and Craft Education**

6cp; 2hpw for one semester
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Anne Bamford

Visual arts and craft is an essential component of primary education. This year-long subject aims to develop skills and positive attitudes in an intellectual, practical and aesthetic context. Students 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 explore the nature of art. A range of making and appreciation activities enables students to gain a detailed understanding of the diverse and comprehensive nature of visual arts in the classroom. Students develop competencies in both two- and three-dimensional forms, and are encouraged to reflect upon the importance of art in the total education of the child.

020411**Art Major Study 1: People in Art**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Anne Bamford

By studying a single theme in art, students explore change and continuity in visual expression. Students 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 is viewed as a form of social and personal communication that serves a range of purposes. Through the theme of 'People in Art', students explore aspects of human existence and identity that inform personal explorations in art and teaching practices.

020412**Art Major Study 2: A Sense of Place**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Anne Bamford

A sense of place is an important part of national and personal identity. This subject explores our physical, spiritual and artistic link to the land through the study of both traditional and contemporary visual impressions of landscape. Through both practical and critical activities, students reflect upon personal perceptions of 'place' and will develop strategies that enable children to respond creatively to the environment. Students examine public art in the environment with special reference to sculptural forms.

020413**Art Major Study 3: Stories, Myths and Truth**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Anne Bamford

All people seem to have a need to tell stories though visual means. The narrative qualities of art are explored to provide insight into the personal, social and cultural forces that shape society. Particular emphasis is placed on Asian-Pacific art and culture. Students 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 develop strategies to encourage children to interpret

art and express personal stories through art. Students compare Western traditions of beauty with those of other cultures and recognise style and nationality in art forms.

020414**Art Major Study 4: Design and Power**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Anne Bamford

Students develop an understanding of aesthetics as it relates to visual arts. Through problem-solving activities, students document the design process as it applies to art production and the education of children. Analysis of all facets of the commercialisation of art forms the basis for the development and marketing of practical visual arts 'products'. Students are encouraged to investigate the creative potential of a range of new technologies. The political and social power of art is examined and students will research one interest area of art in depth and present these findings in a written paper and a major work exhibition.

020703**Issues in Art Education**

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Anne Bamford

This subject examines educational trends and philosophies behind art education practice; investigates the usefulness of various aspects of visual arts syllabuses; develops strategies for accommodating the needs of individual learners in visual arts; explores school-based policy and program development; extends skills in a range of media; reflects on current practices in art education; makes a comparative study of art policy and practice; and looks at needs-based learning in art and craft.

020704**Studio Practice in Visual Arts**

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Anne Bamford

Studio Practice in Visual Arts studies the art of contemporary Australia from the perspective of artist, critic, historian, contextualist and curator. Students are 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 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.

020705

Educational Drama

6cp; 2hpw; weekly
BEd Prim, BEd Spec Ed, BEd T Lib, BEd/BA
Undergraduate
Subject Coordinator: P March

This one semester subject develops a foundation knowledge in the theory and practice of Educational Drama; explores a variety of drama strategies and forms a approach for developing literacy; investigates the role of the teacher in developing literacy through drama; develops Educational Drama resources and teaching materials suitable for use in the school; evaluates the acquired knowledge through talk, reading enactment and writing, and examines the role of Educational Drama across the Key Learning Areas.

020706

Creative Arts Method

6cp; 2hpw; weekly
TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93
MEd, TE87 MEd
Postgraduate; Level B
Subject Coordinator: To be advised

This subject aims to examine approaches to the use of process drama in educational settings. Attention is given to strategies for integrating drama into key curriculum areas and for evaluating its learning outcomes.

020963

Arts in the Community

6cp; 2hpw
TE85 MEd
Postgraduate
Subject Coordinator: Anne Bamford

Students access and evaluate a range of community groups and organisations involved both directly and indirectly in arts education. Students study local, national and international projects where the arts community has worked collaboratively with an arts education provider. Students develop analytical skills in determining the success of community initiatives in an art education context and explore the role of the arts in issues of access and equity.

020964

Creative Arts Method

6cp; 2hpw
TE86 MEd
Postgraduate; Level B
Subject Coordinator: Anne Bamford

Students are 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 use the latest technologies to access peak bodies in visual arts teaching and to apply this knowledge to develop enhanced teaching skills in secondary and primary schools and in non-school educational situations.

020965

Drawing and Young Children

6cp
TE62 GradCert Children's Art, TE66 MEd, TE86 MEd
Postgraduate; Level B
Subject Coordinator: Anne Bamford

This subject helps students to introduce children to the notion of visual literacy and explores conceptions of children's drawing as graphic, communicative symbols. Needs-based and sequential programming in visual arts is emphasised. Students develop practical teaching and learning strategies for drawing education with young children. Students are encouraged to extend their own ability in drawing and expand frameworks for production and appreciation of drawn images.

020966

Painting and Printmaking for Young Children

6cp
TE62 GradCert Children's Art, TE66 MEd, TE86 MEd
Postgraduate; Level B
Subject Coordinator: Anne Bamford

The exploration of colour and materials is an essential part of painting and Printmaking with young children. Students examine children's painting as part of the continuum of artist's work and extrapolate ideas and techniques for effective programs in painting and printmaking for young children by exploring the work of famous printers and painters throughout history. Contemporary painting is also studied. Students develop skills in a range of innovative painting and printmaking techniques that will enhance personal modes of artistic communication to provide a wealth of creative possibilities for art educators working with young children.

020967

Structure and Sequence in 3-Dimensional Arts

6cp

TE62 GradCert Children's Art, TE66 MEd, TE86 MEd
Postgraduate; Level B

Subject Coordinator: Anne Bamford

Children's natural urge to play with materials is very evident in the sculpture of young children. Expanding on this natural urge, teachers have a great opportunity to introduce a wonderful range of materials and techniques to children that expand the 2-dimensional offerings of most children's art programs. In this subject students use art appreciation of public sculptures as the stimulus for working in ceramics, metal and wire, aerated concrete, plaster and a range of natural and fabricated materials to explore carving and modelling techniques suitable for young children.

020968

Technologies, Resources and Managing Learning in Children's Art

6cp

TE62 GradCert Children's Art, TE66 MEd, TE86 MEd
Postgraduate; Level B

Subject Coordinator: Anne Bamford

Young children are bombarded with imagery that has been generated digitally. From CD covers to posters and T-shirts, electronically generated art work filters into every aspect of life. As another media form, electronic art opens a range of possibilities for the young artist. Yet often, computer art for children is based on stamping and appropriation of adult cartooned images. This subject focuses on making students confident at producing art using a range of technologies. Emphasis is also given to the need to examine contemporary images from a post-modernist viewpoint. This subject reviews classroom organisation and assesses available resources and health and safety issues pertinent to art education with young children.

021001

Learning in Technological and Applied Studies

14cp; 8hpw; corequisite(s): 023191 Secondary Practicum 1; 023192 Secondary Practicum 2

TE67 GradDipEd

Postgraduate

Subject Coordinator: Janette Griffin

This subject aims to prepare teachers in the craft of teaching Technology. Students develop a range of approaches and strategies to use in and out of the classroom. They develop a philosophy of teaching technology in line with the range of current syllabuses and policies. Students gain practical experience in a range of technology subject areas, gain an applied knowledge of the management of design projects, and insights into learning about technology and about learning through technology.

021311

Computer-mediated Learning for Children

4cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd/BA

Undergraduate

Subject Coordinator: Matthew Kearney

This subject aims to encourage students to develop a broad knowledge of the uses of computers in the school environment and for their own productivity. Students gain an understanding of basic strategies in using computers in an educational setting and enhance their skills in the use of application software. Students consider applications in the Key Learning Areas and identify the strengths and weaknesses of computer-mediated learning for children. The content focuses on productivity software for education (e.g. word processing, spreadsheets and presentation software) and the use of multimedia and the Internet to enhance meaningful learning.

021411

Educational Computing Major Study 1

6cp; 3hpw; prerequisite(s): 021311 Information Technology

TE19 BEd

Undergraduate

Subject Coordinator: Matthew Kearney

This is a hands-on workshop-based subject which introduces the LOGO-based authoring environment Microworlds Project Builder. Students gain skills in using the application and develop a 'project', a LOGO-based

teaching and learning package which is suitable for a primary class. This project is situated in the context of the primary key learning area, literature on LOGO and learning, and a unit or lesson plan.

021412

Educational Computing Major Study 2

6cp; 3hpw; prerequisite(s): 021311 Information Technology
TE19 BEd
Undergraduate
Subject Coordinator: Matthew Kearney

This subject focuses on the use of integrated packages as information-handling and problem-solving tools, with specific reference to educational context. Students are introduced to spreadsheets and further work is done on databases. Finally, concept mapping software is studied from a student learning perspective as well as a teacher productivity tool.

021413

Educational Computing Major Study 3

6cp; 3hpw; prerequisite(s): 021311 Information Technology
TE19 BEd
Undergraduate
Subject Coordinator: Matthew Kearney

Communications technology and the classroom, the Internet, the World Wide Web – this subject examines the role of communications technology in changing classroom environments. It focuses on the integration of the Web into the teaching of a variety of subjects. Students cooperatively create a website with links to subject-specific resources, and the creation of support materials for classroom implementation.

021414

Educational Computing Major Study 4

6cp; 3hpw; prerequisite(s): 021411 Educational Computing Major Study 1;
021412 Educational Computing Major Study 2;
021413 Educational Computing Major Study 3
TE19 BEd
Undergraduate
Subject Coordinator: Matthew Kearney

This one-semester subject introduces students to the use of interactive educational multimedia. Students consider issues relating to the use of multimedia to enhance learning. Students develop their own multimedia authoring skills and consider possibilities of primary children as multimedia authors.

Students also evaluate curriculum software from various Key Learning Areas (KLAs).

021702

Current Issues and Applications in Educational Computing

6cp; 2hpw; prerequisite: not available to students who have completed any subject in the Educational Computing Major Study sequence
TE19 BEd, TE20 BEd; advanced study elective
Undergraduate
Subject Coordinator: Matthew Kearney

This one-semester subject provides an overview of current issues and applications in the use of computers in schools, focusing on primary schools. It introduces a variety of applications software which have been covered in greater detail in the Educational Computing major studies. The course excludes students who have completed any of the courses in Educational Computing in the major studies. It covers teaching and learning with LOGO, the use of integrated packages such as Clarisworks, curriculum documents and policy statements, the Internet and implications for teaching and learning, and changes in school use of technology.

021703

Internet and Electronic Information Networking

4cp; 2hpw
TE19 BEd; advanced study elective
Undergraduate
Subject Coordinator: Matthew Kearney

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

022601

Learning Beyond the Classroom

6cp; 2hpw
TE19 BEd, TE20 BEd; advanced study elective
Undergraduate
Subject Coordinator: Janette Griffin

An important component of teaching involves taking students outside the classroom. Research increasingly shows that teaching strategies need to be specifically developed for these learning environments, and that class-

room teachers are often not aware of the range of options available for making these experiences meaningful. This subject investigates the research base and then looks at applications of its findings. The subject includes considerable 'learning outside the classroom'.

022602**Independent Study**

6cp; 1hpw equivalent; prerequisite(s): 023505 Educational Research
TE19 BEd, TE20 BEd; advanced study elective
Undergraduate
Subject Coordinator: Joan Jardine

This subject allows students to develop their own learning project in consultation with a member of the academic staff. The project may take the form of a reading course, a field-based study or an action-research project relating to an aspect of primary school education.

022603**Teaching Across the Curriculum**

6cp; 2hpw; prerequisite(s): successful completion of curriculum subjects
TE19 BEd, TE20 BEd,
TE21 BEd/BA; advanced study elective
Undergraduate
Subject Coordinator: Rosemary Johnston

This one-semester subject focuses 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 is 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 are also explored.

023001**Psychology of Secondary Students**

3cp; 3hpw
TE51/TE56/TE58/TE67 GradDipEd,
TA60 GradDipLangTeach
Postgraduate
Subject Coordinator: To be advised

The aim of this subject is to provide students with: an understanding of the principles and patterns of human growth and development in the secondary school years; a knowledge of types of learning and their interaction with teaching approaches; and a knowledge of effective ways of interacting with students.

023002**Meeting Special Needs in the Secondary School**

3cp; 3hpw
TE51/TE56/TE58/TE67 GradDipEd,
TA60 GradDipLangTeach
Postgraduate
Subject Coordinator: Nicole Todd

The aim of this subject is to provide students with: effective ways of interacting with students; strategies for identifying students with learning or behavioural difficulties; knowledge of how secondary school teachers can meet the challenges presented by students with special needs, including those with learning or behavioural difficulties, and gifted and talented students; and an understanding of the educational issues relevant to the use of alternative curricula and learning contexts, including alternate pathways in post-compulsory education.

023003**The Secondary School: Social Bases and Critical Issues**

4cp; 4hpw
TE51/TE56/TE58/TE67 GradDipEd
Postgraduate
Subject Coordinator: Kathie Forster

This subject consists of two strands which together enable students to investigate the sociological and philosophical dimensions of secondary education. In the Social Bases strand students explore social theories which seek to explain the social forces shaping schools and classrooms and the ways in which school and society interacts in the Australian context. They also investigate how social characteristics influence the educational outcomes of certain social groups and current policies and programs which address these influences. In the Critical Issues strand students begin to clarify their own educational philosophy. They do this by analysing and evaluating a range of positions on critical educational issues which confront secondary educators at the present time. From this they determine their own stance on these issues and identify how this will impact on their professional practice.

023111**Practicum 1: Beginning Teaching – Issues in the Primary School**

8cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd/BA

Professional experience: six half-days between March and May

Undergraduate

Subject Coordinator: Rhondda Brill

This one-semester subject provides 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 influences the educational practices conducted therein. Further practicum curriculum subjects focus on the requisite skills required of the practitioner. This subject lays the foundation which allows such skills to evolve in reflective ways which transcend the technical. Field-based experience provides the basis for examination of the roles of the primary school teacher, the relationship of teacher to learner, and the diversity of learning experiences offered by the different disciplinary areas.

023112**Practicum 2: Developing Classroom Management**

8cp; 3hpw; prerequisite(s): 023111 Practicum 1:

Beginning Teaching – Issues in the Primary School;

023511 Developmental Psychology

TE19 BEd, TE20 BEd, TE21 BEd BA

Professional experience: 14–29 October

Undergraduate

Subject Coordinator: Alan Scully

This subject provides students with a knowledge and skill base which enables 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 engages 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, engages students in the development, practice and evaluation of fundamental skills of classroom management.

023113**Practicum 3: Promoting Student-centred Learning**

8cp; 3hpw; prerequisite(s): 023111 Practicum 1:

Beginning Teaching – Issues in the Primary School;

023112 Practicum 2: Developing Classroom

Management

TE19 BEd, TE20 BEd, TE21 BEd BA

Professional experience: 29 April–25 May

Undergraduate

Subject Coordinator: Laurie Brady

This subject enables students to: account for the broad range of individual differences among primary school students; appraise the basic principles of student-centred learning; synthesise a range of pedagogical skills which meet the needs of individuals in small group and whole class contexts; understand and apply the theories of small group functioning; and justify the inclusion of more student participation in the teaching/learning process.

023114**Practicum 4: Managing Learning Difficulties**

8cp; 3hpw; prerequisite(s): 023111 Practicum 1:

Beginning Teaching – Issues in the Primary School;

028112 Practicum 2: Developing Classroom

Management

TE19 BEd, TE20 BEd, TE21 BEd BA

Professional experience: 14–31 October

Undergraduate

Subject Coordinator: Jennifer Stephenson

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 are 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

8cp; 2hpw; prerequisite(s): 023113; Practicum 3: Promoting Student-centred Learning; 023114 Practicum 4: Managing Learning Difficulties TE19 BEd, TE21 BEd BA
Professional experience: 30 April–13 May
Undergraduate
Subject Coordinator: Laurie Brady

This subject aims to analyse and process key elements involved in programming, such as rationale, content, methods, assessment and evaluation, and interpret them within the context of school management plans. Students learn to design teaching programs based on the above elements and appropriate to nominated year levels and school, and to examine the different techniques of program evaluation.

023116

Practicum 6: Assessing and Evaluating in Education

8cp; 2hpw; prerequisite(s): 023114 Practicum 4: Managing Learning Difficulties; 023115 Practicum 5: Designing Educational Programs TE19 BEd, TE21 BEd BA
Professional experience: 14–29 October
Undergraduate
Subject Coordinator: Laurie Brady

This subject is intended to investigate and improve practical decisions of teachers regarding their own teaching and their students' learning. In particular, it examines the decisions made in schools about the assessment of students' learning. In this context, emphasis is 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 are examined and a range of evaluative strategies explored.

023117

Practicum 7: Reflecting on Educational Practice

8cp; 2hpw; prerequisite(s): 023115 Practicum 5: Designing Educational Programs; 023116 Practicum 6
TE19 BEd, TE20 BEd, TE21 BEd BA
Professional experience: 28–31 January, 20 April–1 May, 14 October–2 November
Undergraduate
Subject Coordinator: Alan Scully

This one-semester subject is structured in such a way that students: reflect on teaching practices; analyse the school as a workplace; examine, test and evaluate their theories of teaching and learning; explore educational problems; and critically evaluate methodologies to solve educational problems.

023118

Practicum 8: Analysing Current Issues in Australian Education

6cp; 3hpw; prerequisite(s): 023117 Practicum 7: Reflecting on Educational Practice
TE19 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Kathie Forster

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

023191

Secondary Practicum 1

12cp; 2hpw; corequisite(s): 027001 Learning in PDHPE or 028001 Learning in Science or 025001 Learning in Mathematics or 021001 Learning in TAS
TE51/TE56/TE58/TE67 GradDipEd
Professional experience: 25–29 March, 29 April–22 May
Postgraduate
Subject Coordinator: Lori Beckett

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

023192**Secondary Practicum 2**

12cp; 2hpw; prerequisite(s): 023191 Secondary Practicum 1; corequisite(s): 027001 Learning in Personal Development, Health and Physical Education or 028002 Learning in Science 2; 025001 Learning in Mathematics; 021001 Learning in Technological and Applied Studies
TE51/TE56/TE58/TE67 GradDipEd
Professional experience: 9–20 September, 14 October–1 November
Postgraduate
Subject Coordinator: Lori Beckett

This subject prepares students for implementing current developments in learning and teaching by addressing a range of policy issues and their implications for professional practice. An emphasis is placed on the development of professional commitment and its implications for lifelong learning. Further integration of theory and practice occurs as students engage in and reflect upon their school-based practice.

023411**Education Major Study 1: History of Australian Education**

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Geoffrey Riordan

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 are given the opportunity to use and assess both primary and secondary documentation as sources of information.

023412**Education Major Study 2: Moral Development**

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Laurie Brady

This subject enables students to: develop and refine a definition of morality and the morally educated or morally autonomous person; understand and implement the currently practised major approaches to moral education, such as trait approach, values, clarification, cognitive developmental theory and role play; examine the implications of these approaches for classroom management; and suggest ways of integrating the major approaches to moral education across both approaches and key learning areas.

023413**Education Major Study 3: Changing Schools**

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Kathie Forster

This subject seeks to provide student teachers with an understanding of change in schools. Students 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 develop the skills and knowledge appropriate for seeking and implementing change in schools. The approach taken by this subject rests on an acknowledgment that educational situations are dynamic and that continual modification of one's approach is part of the professional role of the teacher and the continued effectiveness of the school.

023414**Education Major Study 4: Educational Policy Studies**

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Kathie Forster

This one-semester subject is structured in such a way that students: 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**

6cp; 3hpw
TE19 BEd, TE20 BEd
Undergraduate
Subject Coordinator: Lyn Schaverien

This subject aims to develop students' understanding of research through their active participation in it. With the support of the lecturer, students 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 deepens their understanding of the broad spectrum of educational research paradigms. This subject is designed both as

an essential preparation for the BEd (Hons) course and as a core subject for third year Bachelor of Education students.

023506

Philosophical Bases of Education

4cp; 2hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Kathie Forster

This subject is directed towards assisting teachers to be effective and thoughtful decision makers. Such decision making implies a reasoned and informed approach to teaching based upon an understanding and evaluation of relevant arguments and underlying principles. Students develop and clarify their own philosophy of education by examining the arguments and principles involved in some current educational issues. In so doing, it is expected that students will develop logical skills needed for effective decision making.

023511

Developmental Psychology

4cp; 3hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Alan Scully

This subject provides students with an understanding of the discipline of developmental psychology and associated basic principles. The subject engages students in a systematic examination of human growth and development as they apply to early and middle childhood. It demonstrates the link between education and development, and it equips students with basic data-gathering skills which they are expected to apply within the subject, and in their practice as developing primary teachers. In doing so, this subject develops a professional knowledge base about children in the early and middle childhood years which assists the student in making sound educational decisions.

023512

Sociological Bases of Education

4cp; 2hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Geoffrey Riordan

This one-semester subject enables students to: appreciate the nature of social relationships in the school and how these affect teacher and student behaviour; understand social theories; understand how social characteristics influence

the educational outcomes of certain social groups; understand the part that the socialisation process plays in shaping educational outcomes; and study the direction of social change, the implications of these for change in schools and the interaction between schools and society in this context.

023614

International Perspectives on Education

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate
Subject Coordinator: Lynette Schaverien

This one-semester subject aims to engage students actively in gaining first-hand knowledge of contemporary educational ideas and systems and their development in other countries and cultures, by utilising the resources of the Internet. Students undertake a sustained study of aspects of education in a country of their choice, as well as a comparison and contrast, across countries, with respect to particular, significant and contemporary educational issues.

023615

Professional Ethics

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate
Subject Coordinator: Kathie Forster

This subject aims to encourage students to acquire a critical understanding of the ethical implications of viewing themselves as professionals in such areas as professional-client relations and accountability. Students 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 also reflect on the need for and nature of an appropriate code of ethics for teachers.

023616

Current Issues in Australian Education: A Critical Analysis

6cp; 2hpw
TE19 BEd
Subject Coordinator: Kathie Forster
Undergraduate

This subject is designed to provide an overview of contemporary issues in education and their relation to development in the wider Australian society; to consider how these

relate to educational policy and practice across the sectors of society, throughout the life span of the individuals; and to provide opportunities for participation in scholarship and debate within the educational community.

023621

School and Community Relations

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Kathie Forster

This subject focuses 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 analyse and discuss problems of implementation of such policies. They study varied interpretations and forms of the school and community concept and address the information needs and skills necessary for teachers to develop links with the community.

023622

Honours Practicum

6cp; 2hpw

TE22 BEd (Prim) (Hons),

TE23 BEd (SpecEd.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This subject provides students with a practice teaching placement in a school context. In addition to direct teaching experience, this supervised practicum gives students the opportunity to network with educators and classes in preparation for implementation of a research study.

023623

Honours Seminar

6cp; 2hpw; full year subject

TE22 BEd (Prim) (Hons),

TE23 BEd (SpecEd.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This subject develops competencies in planning and writing an Honours thesis. Focus is on the development of a research proposal in the first semester and on the monitoring of thesis progression in the second semester. Seminars, discussions, evaluations, guest lectures and student presentations form the basis of learning.

023624

Honours Thesis

18cp

TE22 BEd (Prim) (Hons),

TE23 BEd (Spec) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

Students enrolled in Honours Thesis design and implement a research study investigating a question which involves data collection and analysis, culminating in a thesis.

023625

Research Seminar

6cp; 2hpw; prerequisite(s): 023505 Educational Research

TE22 BEd (Prim) (Hons),

TE23 BEd (SpecEd.) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This is an advanced research subject which explores the ranges of paradigms, methods, and procedures appropriate for disciplinary and interdisciplinary based research investigations. Both quantitative and qualitative methods are analysed, particularly as they relate to the student's thesis work. Focus is on critically evaluating research from a range of perspectives and developing an appropriate methodological approach for the student's thesis.

023626

Advanced Specialisation Study

6cp

TE22 BEd (Prim) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

Students engage in an in-depth investigation of an area of subject specialisation in a field of disciplinary or interdisciplinary study. One aspect of this study is an individualised learning component involving higher level thinking skills and analysis of the research-based literature in the chosen area. This subject is graded as pass/fail only.

023627

Advanced Curriculum Study

6cp; 2hpw

TE22 BEd (Prim) (Hons)

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

Students engage in an in-depth study of a selected area in the primary curriculum. One aspect of this study is an individualised

learning component involving higher level thinking and reading of the research-based literature in the chosen area. This subject is graded as pass/fail only.

023628

Advanced Studies in Special Education 1: Educating Students who have Difficulty with Written Text

6cp; 3hpw
TE23 BEd (Spec) (Hons)
Undergraduate
Subject Coordinator: To be advised

Through its focus on developing an understanding of the processes of comprehending and composing, this subject provides students with knowledge that increases their understanding of the difficulties some students experience in comprehending and composing written text. The emphasis on critical analysis and evaluation contributes to their development as researchers and the emphasis on instructional strategies enables them to teach more effectively. This subject is graded as pass/fail only.

023629

Advanced Studies in Special Education 2: Numeracy Instruction for Students with Learning Difficulties and Disabilities

6cp; 3hpw
TE23 BEd (Spec) (Hons)
Undergraduate
Subject Coordinator: To be advised

This subject examines effective instruction of numeracy for students with learning difficulties and disabilities. It addresses key issues, assessment, program development and implementation of programs. This subject is graded as pass/fail only.

023699

Honours Thesis

24cp; full-year subject; prerequisite: admission to BEd(Hons); corequisite(s): 023698
Honours Seminar
TE17 BEd (Hons)
Undergraduate
Subject Coordinator: Barbara Poston-Anderson

This subject aims to provide students with the opportunity to demonstrate a high level of competence in research on an issue related to education and/or professional practice. It is only available to students enrolled in the Bachelor of Education (Honours).

023821

Special Education 1: Managing Challenging Behaviours

6cp; 3hpw
TE12/TE20 BEd
Undergraduate
Subject Coordinator: Jennifer Stephenson

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It also explores the ways in which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students are given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in the practicum. The subject is compulsory for those seeking accreditation to teach in special education.

023822

Special Education 2: Preventing and Remediating Difficulties in Reading and Writing

6cp; 3hpw
TE12/TE20 BEd
Undergraduate
Subject Coordinator: Jennifer Stephenson

This subject examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. Participants analyse and evaluate research on reading and spelling acquisition, apply the findings to the instructional needs of students, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023823

Special Education 3: Educating Students who have Difficulties with Written Text

6cp; 3hpw; corequisite(s): 023822 Special Education 2: Preventing and Remediating Difficulties in Reading and Writing
TE12/TE20 BEd
Undergraduate
Subject Coordinator: Jennifer Stephenson

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations, are investigated. The effectiveness of various approaches to facilitating writing is evaluated and attention

is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023824

Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities

6cp; 3hpw
TE12/TE20 BEd
Undergraduate

Subject Coordinator: Jennifer Stephenson

In this subject, participants critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They are provided with information and experiences which assists them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants 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 are investigated in detail.

023825

Special Education 5: Educating Students with Moderate and High Support Needs

6cp; 3hpw
TE20 BEd
Undergraduate

Subject Coordinator: Jennifer Stephenson

In this subject, participants critically examine key issues and approaches in the education of people with moderate and high support needs. The evaluation of curriculum models and assessment tools appropriate for students with moderate and high support needs is a component of this subject. Use of assessment data to develop individual education programs to meet students' needs across a range of curricula domains is examined. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023826

Special Education 6: Educating Students with Delayed or Disordered Communication

6cp; 3hpw
TE12/TE20 BEd
Undergraduate

Subject Coordinator: Jennifer Stephenson

In this subject, participants acquire an understanding of communication 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 communication in a wide range of contexts.

023831

Special Education Practicum 1: Assessment, Programming and Evaluation

6cp; 3hpw; 3 April, 10 April, three-week block 29
April–17 May
TE12/TE20 BEd
Undergraduate

Subject Coordinator: Jennifer Stephenson

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023832

Special Education Practicum 2: Collaborative Participation in Inclusive Service Models

6cp; 3hpw; 25 days, 9 September–20 September, 14 October–1 November
TE12/TE20 BEd
Undergraduate

Subject Coordinator: Jennifer Stephenson

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.

023851

Educational Perspectives on the Management of Challenging Behaviours

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

This one-semester subject develops an understanding of the theoretical approaches to programming for students who have challenging behaviour. It also explores the ways in which these approaches have been researched. It examines the criteria for selecting different preventive and management approaches. Students are given the opportunity to discuss concepts raised in the lecture/workshop sessions, from the perspectives of their experiences in practicum.

023852

Reading and Spelling Instruction for Students with Special Education Needs

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

This subject examines the teaching of early reading and spelling to students who fail to learn from normal instructional techniques. Participants analyse and evaluate research on reading and spelling acquisition, apply the findings to the instructional needs of students, and examine and evaluate diagnostic and assessment tools both formal and informal in reading and spelling.

023853

Written Text and Students with Learning Difficulties

6cp; 3hpw; prerequisite(s): 023852 Reading and Spelling Instruction for Students with Special Education Needs; corequisite(s): 023852 Reading and Spelling Instruction for Students with Special Education Needs

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

This subject examines ways in which teachers can support and assist students who have difficulty in understanding their school texts and school writing tasks. Strategies for increasing comprehension, and their applicability to classroom situations, are investigated. The effectiveness of various approaches to facilitating writing is evaluated, and attention is given to both upper primary and high school reading and writing, with an emphasis on non-fiction content areas.

023854

Numeracy Instruction for Students with Learning Difficulties and Disabilities

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

In this subject, participants critically examine key issues, research and approaches in numeracy instruction for students with learning difficulties and a range of disabilities. They are provided with information and experiences which assist them to determine and utilise appropriate assessment tools and develop programs based on the assessment results. Participants 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 are investigated in detail.

023855

Instructional Issues in the Education of Students with Moderate and High Support Needs

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

In this subject, participants 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 are components 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 are given the opportunity to evaluate commercially produced curricula. This subject also involves examination of a variety of transition processes that persons with high support needs may be involved in throughout their lives.

023856**Delayed or Disordered Communication:
An Educational Approach**

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

In this subject, participants acquire an understanding of language delays and deficits in the context of current theories of language acquisition in oral and non-oral forms. They also learn to evaluate the validity, reliability and educational usefulness of commonly used methods of assessment, consider the issues and procedures involved in the choice of a communication system, and identify effective facilitation methods for both oral and non-oral language in a wide range of contexts.

023861**Practicum 1: Exceptional Teaching**

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

This subject integrates lecture/workshop and field experience components to develop an understanding of the theoretical approaches to programming for people who have learning difficulties and disabilities. It stimulates thinking about the ways in which these approaches have been researched. It explores research designs used in special education, and analyses their validity and efficiency.

023862**Practicum 2: Future Directions in Special
Education Service Delivery**

6cp; 3hpw

TE53 GradDipSpecEd

Postgraduate; Level A

Subject Coordinator: Jennifer Stephenson

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.

023974**Professional Ethics for Educators**

6cp; 2hpw

TE86 MEd

Postgraduate; Level B

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 learn to apply ethical perspectives to specific cases which challenge their responsibilities to their clients, employers/employees and the general public. They also address the need for and nature of an appropriate code of ethics for educators.

023979**Special Study in Education**

6cp; 2hpw

TE86 MEd

Postgraduate; Level B

Subject Coordinator: To be advised

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.

023999**Research Literacies**

9cp; 2hpw

TA96 EdD

Postgraduate

Subject Coordinator: Lyn Yates

This subject enables participants to become competent, sophisticated readers of research by examining the conventions and assumptions within the different research traditions. The subject is designed to enable participants to engage in collaborative appraisal of recent research studies as well as to individually analyse and evaluate a study pertinent to the student's field of practice.

024211

English Education 1

6cp; 4hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinators: Lesley Ljungdhal and

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 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 is 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 is covered and the crucial importance of language in the key learning areas is explored.

024212

English Education 2

6cp; 2hpw for one semester; prerequisite(s): 024211

English Education 1

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinators: Paul March and Rhondda Brill

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 are actively engaged in analysing different texts and contexts and develop proficiency in planning, implementing, monitoring and evaluating literacy development of children K–6. Students are also engaged in reading and writing activities of their own. Through a functional approach to learning language, students come to appreciate a diversity of language contexts within a multicultural society and gain increasing facility in describing how language works, not only in reading and writing but across all of the key learning areas.

024213

English Education 3: Teaching ESL

6cp; 2hpw; prerequisite(s): 024211 English

Education 1 or 024212 English Education 2

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Lesley Ljungdhal

This one-semester subject develops an understanding of the implications of a multicultural society for TESOL teaching; examines the sociocultural basis of language and the implications for language methodologies; explores appropriate language pedagogy relevant to the field of TESOL; examines ways of promoting a positive learning environment for the language development of the bilingual/multilingual student; examines assessment techniques for spoken and written language; examines the effectiveness of a language teaching program within the school context; and develops a language for learning across the key learning areas.

024411

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

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject introduces 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 develops and encourages 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 is studied, with particular reference to the prescribed texts. Students are expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024412**English Major Study 2: Images of Australia: The Place and the People: Literary Representations in Prose, Poetry and Drama**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject introduces a broad study of Australian literature, within a context of the literature of place. There are 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 are studied. A wide range of material is discussed, but there is particular reference to the selected texts. Students are expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024413**English Major Study 3: The Literature of Protest: Changing the World**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject introduces 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 focuses on such changes. Texts as diverse as *Hard Times* (Dickens) and *One Flew over the Cuckoo's Nest* (Kesey) are studied, as are the Romantic poets, T. S. Eliot, George Orwell and Aleksandr Solzhenitsyn. Two Shakespearian plays are also studied within a framework of Elizabethan concepts of world order. A wide range of material is discussed, but there is particular reference to the selected texts. Students are expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024414**English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject focuses on two different types of appropriation. First, it studies the appropriation of English by the indigenous populations of post-colonial countries, as the chosen language of their unique cultural voice. Secondly, it studies the appropriation of texts of the literary 'canon' by moviemakers as they 'take over' and rewrite literature texts for the screen. Several texts are studied and comparisons are 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 is explored. A wide range of material is discussed, but there is particular reference to the selected texts. Students are expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024421**Children's Theatre and the Creative Arts 1: Overview of World Theatre; Production Roles; Scriptwriting**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This one-semester subject introduces knowledge and understanding of drama in an historical and cultural context with a focus on its practical and multidisciplinary nature and includes the study of the roles of a production process, as well as scriptwriting and adaptation. Emphasis is given to scriptwriting, story adaptation, and play building productions for young people.

024422

Children's Theatre and the Creative Arts 2: Acting and Performing Skills; Genres for Children – Pantomime, Fairytale, etc.

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This one-semester subject introduces the student to the acting techniques and skills required to perform for children at different stages of development – developing imagination, audibility, voice production, concentration and an awareness of the skills involved in interpreting a role and developing a character.

024423

Children's Theatre and the Creative Arts 3: Production and Direction – Lighting, Scenery, Costuming, etc.

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

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

024424

Children's Theatre and the Creative Arts 4: Staging Performances – a Performance for Children

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Barbara Poston-Anderson

This one-semester subject focuses on working towards and presenting a performance for children. The performance may include the multidisciplinary skills of dance and music and partially involves the children in the performance so that they are able to have a total theatre experience. The performance brings together the students' acting skills, knowledge of theatre forms and expertise in stage management, lighting, scenery and costuming.

024705

Advanced Children's Literature

6cp; 2hpw; prerequisite(s): 024211 English

Education 1; 024212 English Education 2

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Rosemary Johnston

This one-semester subject develops advanced understanding of children's literature texts and of creative and innovative ways to present these texts in a classroom. It explores the historical sources of children's literature, and makes special reference to the development of Australian children's literature. A wide range of material is discussed, but there is particular reference to the selected texts. Students are expected to develop and demonstrate an understanding of a range of literary concepts and research skills in the fields of literature and literary theory.

024711

Language, Literacy and Education

4cp; 2hpw; prerequisite(s): 024211 English

Education 1; 024212 English Education 2

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Paul March

This one-semester subject consolidates knowledge and teaching applications of the nature of language and literacy in educational practice. It focuses on the nature of language, and on the social factors which affect it. These include age, class, ethnicity and gender. It also explores the relationships between language and power, and the significance of this for classroom teachers.

024712

Approaches to the Teaching of English

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Paul March

This one-semester subject evaluates current theories and pedagogies with respect to the teaching of English. A thorough exploration and analysis of the English K-6 Syllabus takes place. A functional model of language is considered together with ways of integrating English into the curriculum. Literary theories as they relate to using literature in the classroom are explored. An appreciation of the diversity of language learners and the importance of catering for individual needs is fostered.

024713**Teaching English to International Students**

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Rhondda Brill

This subject develops students' understanding of the learning of a second language. It examines a range of practices for teaching English to speakers of other languages and raises awareness of cultural and linguistic diversity. This subject is compulsory for all students undertaking an international practicum program. In Autumn semester the subject is offered only to students accepted into an international practicum program in Thailand, China or Samoa. In Spring semester the subject is available to any students with an interest in teaching English to international students. It is assessed on a pass/fail basis.

024911**Children and Literacy**

6cp; 2hpw

Postgraduate

Subject Coordinator: Rhondda Brill

This subject develops an understanding of current theories of language and literacy learning and their implications for literacy learning from early childhood to mid-primary. Students will examine children's early reading and writing behaviours, formulate guiding principles for the design and implementation of a literacy curriculum for this age range, and design and evaluate strategies for the teaching of literacy from early childhood to mid-primary.

024913**Literary Theory**

6cp; 2hpw; prerequisite(s): all prior subjects

Postgraduate; Level B

Subject Coordinator: Rosemary Johnston

This subject considers children's literature in relation to movements in general literature and literary theory. Students become familiar with the major concepts in structuralist and post-structuralist literary theory and will be able to apply these concepts to children's literature so as to develop insights into the nature and value of that literature.

024915**The Multi-arts of Children's Literature**

6cp; 2hpw or equivalent

TE66 Creative Arts

Postgraduate; Level B

Subject Coordinator: Rosemary Johnston

This subject develops a critical appreciation of picture books and explores ways of developing the appreciative, critical, and creative responses of children to literature.

024918**Australian Children's Literature**

6cp; 2hpw or equivalent

TE66 Creative Arts

Postgraduate

Subject Coordinator: Rosemary Johnston

This subject explores the history and development of Australian literature for children across all ages, from picture books to the young adult novel. It traces the influence of European and colonial traditions, post-colonial and feminist influences, and focuses on changing ideologies and the construction of an Australian identity.

024919**Research Project**

12cp; weekly

TE75 MEd

Postgraduate; Level B

Subject Coordinator: Rhondda Brill

For subject description, refer to 011278 Research Project.

025001**Learning in Mathematics**

14cp; 8hpw

TE56 GradDipEd

Postgraduate; Level A

subject Coordinator: Graham Barnsley

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. Students 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 helps students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the secondary school.

025211

Mathematics Education 1

6cp; 3hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Sandy Schuck

This one-semester subject aims to encourage students to become aware of their beliefs about the nature of mathematics and the teaching and learning of mathematics. Students examine the implications that these beliefs can have for their teaching. Students consider the importance of reflection about their learning in mathematics and 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 emphasises the sociocultural nature of mathematics. The study of measurement concepts involves the modelling of participative and collaborative learning approaches.

025212

Mathematics Education 2

6cp; 2hpw for one semester
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Sandy Schuck

This year-long subject aims to encourage students to use problem-solving approaches in the teaching and learning of mathematics. Students 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 is employed and the use of portfolios is modelled. The link with the practicum helps students to develop the professional insights and competencies necessary for a reflective practitioner teaching mathematics in the primary school.

025213

Mathematics Education 3

4cp; 3hpw; prerequisite(s): 025212 Mathematics Education 2
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate
Subject Coordinator: Graham Barnsley

The subject allows students to further develop their own personal philosophy on the teaching and learning of mathematics; examines the construction of sound methodological

principles for the development of concepts in rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; strengthens students' own concepts relating to the topics of rational number, introductory algebraic concepts, elementary number theory, and basic ideas in probability and statistics; identifies and analyses some of the critical issues in contemporary mathematics education, and develops an awareness of their implications for the teaching and learning of mathematics.

025411

Mathematics Major Study 1: Statistics

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Graham Barnsley

This subject provides an introduction to the analysis and presentation of data and to elementary concepts, computational procedures and applications of statistics; increases students' awareness of the pervasive influence of statistics and enables them to assist their pupils to acquire knowledge and develop skills which encourage critical evaluation of assertions based on numerical data, particularly in contexts appropriate to the primary and junior secondary school levels; and assists students to develop some facility in the interpretation of statistical information in research literature.

025412

Mathematics Major Study 2: Finite Mathematics

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Gerry Foley

This subject provides an introduction to a selection of finite mathematical structures; develops an awareness of finite mathematical processes and the systematic, logical framework within which quantitative relations can be described and analysed; and develops students' appreciation of some applications of finite mathematical processes in areas which are particularly relevant to primary and junior secondary school levels.

025413**Mathematics Major Study 3: The Historical and Societal Context of Mathematics**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Sandy Schuck

This one-semester subject highlights the social and historical contexts of learning and teaching mathematics. A deeper understanding of the nature of mathematics is 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 develop sensitivity to the cultural, gender and class differences which affect access to mathematics for individual members of communities.

025414**Mathematics Major Study 4: An Introduction to Graph Theory**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Sandy Schuck

This one-semester subject develops useful mathematical ideas of increasing importance in a technological world. Students 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 is developed and students will be able to apply their new insights to the teaching of mathematics in the primary school.

026211**Music Education**

6cp; 3hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Peter DeVries

This subject focuses on the development of basic skills and understandings in music literacy; classroom-based performance skills; and appropriate teaching strategies in the areas of vocalising, movement and playing.

026411**Music Major Study 1**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Peter DeVries

This one-semester subject comprises: aural musicianship in the areas of melodic dictation, rhythmic dictation, chord identification, and playing back melodies in keyboard; and overview of western music; the use of information technology in music; and selecting choral music, performing in a choir, and conducting a choir.

026412**Music Major Study 2**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Peter DeVries

This one-semester subject comprises: aural musicianship in the area of sight singing; renaissance and baroque music; arranging music for small ensembles using computer software; and developing music lessons for the primary school.

026413**Music Major Study 3**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Peter DeVries

This one-semester subject comprises: developing recorder teaching and playing skills; music from classical and romantic periods; pursuing and applied study in the field of music performance and/or composition.

026414**Music Major Study 4**

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Peter DeVries

This one-semester subject comprises: developing skills in ensemble conducting and performance; music in the 20th century and non-western music; pursuing an applied study in the field of music performance and/or composition.

026702

Music and Society

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate; Level A
Subject Coordinator: Peter DeVries

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 are studied.

026901

Music Therapy Practice 1

5cp; 1hpw; 224 hours clinical training practicum
TE59 GradDipMusTh
Postgraduate; Level A
Subject Coordinator: Dr Rosemary Faire

This subject provides a framework of reference for understanding the basic practice of music therapy. This is done through an examination of current methods in music therapy, a review of research trends and an investigation of the philosophical principles on which music therapy is based. The subject includes a study of the physiological and psychological responses to music. Students undertake 224 hours of clinical practice in an institution.

026902

Music Therapy Practice 2

6cp; 2hpw; 224 hours clinical training practicum;
prerequisite(s): 026901 Music Therapy Practice 1
TE59 GradDipMusTh
Postgraduate; Level A
Subject Coordinator: Dr Rosemary Faire

This subject approaches the practical aspect of clinical music therapy. It integrates current psychological and theoretical ideas into the context of music therapy method. This subject also extends the student's communication skills in order to facilitate music therapy practice. Students undertake 224 hours of clinical practice in an institution.

026903

Music Therapy Practice 3

7cp; 2hpw; 232 hours clinical training practicum;
prerequisite(s): 026901 Music Therapy Practice 1;
026902 Music Therapy Practice 2
TE59 GradDipMusTh
Postgraduate; Level A
Subject Coordinator: Dr Rosemary Faire

This subject addresses the need for the therapeutic process in casework to have direction and purpose. An understanding of the therapeutic processes and programming possibilities is the main concern of this subject. Students undertake 232 hours of clinical practice in an institution.

026904

Music Therapy Practice 4

7cp; 3hpw; 232 hours clinical training practicum;
prerequisite(s): 026902 Music Therapy Practice 2;
026903 Music Therapy Practice 3
TE59 GradDipMusTh
Postgraduate; Level A
Subject Coordinator: Dr Rosemary Faire

This subject contributes to the professional development of the music therapist by raising the awareness of current concerns, standards, practices and research interests. A case study is made, research project position papers are presented and students undertake 232 hours of clinical practice in an institution.

026911

Music Skills 1

3cp; 1hpw; prerequisite(s): music skills as required for entry to the subject
TE59 GradDip Music Therapy
Postgraduate; Level A
Subject Coordinator: Diane Langan

This subject addresses the consolidation and extension of music knowledge and practical music skills peculiar and essential to the study and practice of music therapy. It is concerned with the student's ability to theoretically and practically harmonise melodies, memorise melodies, construct songs and transpose music. The subject involves the student's ability to accompany songs using a portable instrument. It is also concerned with the development of a personal folio of works suitable for therapeutic application with the young.

026912**Music Skills 2**

3cp; 1hpw; prerequisite(s): 026911 Music Skills 1
 TE59 GradDipMusTh
 Postgraduate; Level A
 Subject Coordinator: Diane Langan

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

026913**Music Skills 3**

3cp; 1hpw; prerequisite(s): 026912 Music Skills 2; corequisite(s): 026911 Music Skills 1
 TE59 GradDipMusTh
 Postgraduate; Level A
 Subject Coordinator: Dr Rosemary Faire

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

026914**Music Skills and Application 4**

3cp; 1hpw; prerequisite(s): 026913 Music Skills 3; corequisite(s): 026912 Music Skills 2
 TE59 GradDipMusTh
 Postgraduate; Level A
 Subject Coordinator: Diane Langan

This subject addresses the development of those skills essential to the practice of music therapy. It is concerned with the development of the facility to notate and chord from memory and to extend this into performance. The subject deals with accompanying skills both on the student's main instrument and upon a portable instrument and with modes of application with respect to improvisation. It is also concerned with the development of a personal folio of works suitable for therapeutic application with older adults.

027001**Learning in Personal Development, Health and Physical Education**

14cp; 8hpw
 TE58 GradDipEd
 Postgraduate
 Subject Coordinator: Lori Beckett

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

027211**Personal Development, Health and Physical Education 1**

6cp; 3hpw
 TE19 BEd, TE20 BEd, TE21 BEd BA
 Undergraduate
 Subject Coordinator: Bob Tremayne

This subject aims to develop students' understanding of, and positive attitudes to, Personal Development, Health and Physical Education (PDHPE) in primary schools. This involves a thorough analysis of the NSW K-6 PDHPE syllabus, consideration of children's growth and development, and discussion of the relevance of the subject to community health.

027411**PDHPE Major Study 1: Fundamental Principles of Sports Coaching**

6cp; 3hpw
 TE19 BEd
 Undergraduate
 Subject Coordinator: Bob Tremayne

This subject is designed to provide students with the opportunity to develop, consolidate and apply physical literacy, understanding and skills related to the principles and practices which enhance sports performances. It focuses on the principles of skill acquisition, enhancement and performance and examines the interrelationship between physical activity and the physiological and anatomical development of the individual.

027412

PDHPE Major Study 3: Advanced Principles of Coaching

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Bob Tremayne

This subject is designed to challenge assumptions that underlie students' beliefs and ethical principles associated with the practice of PDHPE sport in an educational context. It is also designed to develop skills in problem solving, decision making, reflection and critical analysis as they are applied to these areas.

027413

PDHPE Major Study 2: Advanced Principles of Coaching

6cp; 3hpw; prerequisite(s): 027411 PDHPE Major

Study 1: Fundamental Principles of Sports

Coaching

TE19 BEd

Undergraduate

Subject Coordinator: Bob Tremayne

This subject builds on the subject 027411 PDHPE Major Study 1: Fundamental Principles of Sports Coaching by exploring more advanced techniques of the art and science of coaching. This subject enables students to do the following: understand the role and responsibilities of the sports coach in the school setting; learn about different coaching styles; put theory into practice by conducting an effective coaching session; understand how to develop a season coaching program; and obtain an accredited coaching certificate.

027414

PDHPE Major Study 4: School/Community Project

6cp; 3hpw; prerequisite(s): 027412 PDHPE Major

Study 3: Advanced Principles of Coaching

Undergraduate

Subject Coordinator: Bob Tremayne

This subject aims to utilise the skills, knowledge and values developed in the earlier electives in PDHPE to identify needs and/or problems related to topics in the NSW K-6 PDHPE syllabus that exist within a school and/or community setting. After identification, students design, implement and evaluate projects to address such needs and/or problems. The subject is presented in a flexible manner to allow students to implement their own projects in a variety of areas.

027706

Sports Science and Education

6cp; 3hpw

TE21 BEd BA, TE22 BEd (Prim) (Hons)

Advanced Study Elective

Undergraduate

Subject Coordinator: Bob Tremayne

This subject is designed to enable students to identify and learn the basics of sports science; understanding the principles and practices of curriculum design and implementation for team and individual sports; investigate the latest developments in sports science; analyse how these developments can be applied to the school situation; and apply these developments in a practical situation.

027708

Theatre Traditions and Performance

6cp; 2hpw

TA70 MEd, TE86 MEd, TA92 MEd, TA94 MA, TA93

MEd, TE87 MEd

Postgraduate; Level B

Subject Coordinator: To be advised

This subject focuses on the range of dramatic and performance-based traditions available for use with young people. Development theories, practice principles and evaluation techniques as they relate to children's theatre; puppetry; and educational drama become the basis for students developing their own programs for use with children.

027905

The Art and Traditions of Storytelling

6cp; 2hpw or equivalent

TE66 GradCert Creative Arts

Postgraduate

Subject Coordinator: Barbara Poston-Anderson

This subject aims to increase students' understandings of the role of story in the communication process. Students examine the sources and forms of story as they apply in a range of situations and learn techniques for selecting, telling and evaluating stories. Special focus is given to the principles and techniques of sharing stories and using readers' theatre with young people.

027907**Playwriting, Acting and Directing**

6cp; 2hpw or equivalent
TE66 GradCert Creative Arts
Postgraduate

Subject Coordinator: Barbara Poston-Anderson

This subject develops students' understanding and skills in relation to the writing/adapting of plays and the performance and production of theatre works, particularly those for young people. Playwriting processes, acting and directing theories, and design principles provide the groundwork for a consideration of how plays are produced and evaluated.

028001**Learning in Science 1**

7cp; 8hpw
TE51 GradDipEd
Postgraduate; Level A

Subject Coordinator: To be advised

This subject aims to develop the craft of teaching science while blending professional skill with suitable academic insights. The students develop a range of approaches and strategies to use in the classroom and laboratory which reflect research findings in science education. They develop a philosophy of teaching science consistent with current syllabuses and policies and demonstrate understanding of the professional insights and demands of the practising science teacher.

028002**Learning in Science 2**

7cp; 8hpw; prerequisite(s): 028001 Learning in Science 1
TE51 GradDipEd

Postgraduate; Level A

Subject Coordinator: Janette Griffin

This subject aims to prepare proficient beginning teachers in science. It is intended as a foundation for continuing professional development. On completion of this subject, students will be able to apply their educational studies to the teaching of science; to design, organise and evaluate methods and materials for science teaching; and to use the theoretical framework as a basis for their future careers in science teaching.

028211**Science and Technology Education 1**

4cp; 3hpw
TE19 BEd, TE20 BEd, TE21 BEd BA
Undergraduate

Subject Coordinator: Janette Griffin

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

028212**Science and Technology Education 2**

4cp; 3hpw; prerequisite(s): 028211 Science and Technology Education 1
TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: Janette Griffin

Science and Technology Education 2 builds on students' learning in Science and Technology Education 1 and continues to assist students to become lifelong learners. Science and Technology Education 2 guides students in their use of the discipline's major forms of inquiry (creation of new ideas and using established knowledge) and passes an increasing responsibility for learning to the student. Students will be able to develop a learning unit in science and technology for a particular primary class. In requiring students to use a variety of sources (including the Internet) for accessing, analysing and evaluating 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

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Janette Griffin

This subject takes 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 are encountered. Where possible, examples of these same principles in the 'physical' world are investigated. The bulk of the subject is 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 allows each group to investigate their own questions in a way chosen by them.

028412

Science and Technology Major Study 2: Science and Technology in Daily Life

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Janette Griffin

This subject is designed to provide students with a sound knowledge base from which to draw, as well as a working understanding of the processes and skills of science and technology. It looks specifically at the workings of everyday items and processes, and emphasises Australian scientific endeavour. The emphasis is on broadening and extending understanding in science and technology through an integrated approach which removes disciplinary boundaries.

028413

Science and Technology Major Study 3: Issues in Science, Technology and Society

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Janette Griffin

This subject aims to develop ideas about the nature of science and technology and its impact on society. Students investigate issues embedded in a range of contexts – social, cultural, political, historical and economic. Ethical considerations are raised in order to present a reasoned and informed understanding of the issues. Students 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 is also studied. Students have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to science, technology and society.

028414

Science and Technology Major Study 4: Planet Earth

6cp; 3hpw

TE19 BEd

Undergraduate

Subject Coordinator: Janette Griffin

This subject develops an overall view of the structure and systems of planet Earth incorporating information gained from all science disciplines. Students 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 have opportunities to investigate areas of personal interest as part of the assessment criteria. As prospective primary teachers, students will be able to select appropriate strategies for the students in their care, based on an informed understanding of issues relating to this planet.

028713**Environmental Education**

6cp; 2hpw

TE19 BEd, TE20 BEd

Undergraduate

Subject Coordinator: Gilda Segal

This subject develops an understanding of the nature of the total environment – natural, social, political and economic. Students 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 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**

6cp; 2hpw for one semester

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: To be advised

This full-year subject develops a student's understanding of the NSW primary curriculum area of Human Society and its Environment. Students acquire proficiency in planning, presenting, assessing and evaluating pupils' learning experiences at the K–6 levels, consistent with current syllabus approaches. They are also encouraged to critically reflect on the wider challenges of preparing Australian school children to become community, national and global citizens.

029311**Aboriginal and Torres Strait Islander History and Cultures**

6cp; 2hpw

TE19 BEd, TE20 BEd, TE21 BEd BA

Undergraduate

Subject Coordinator: James Lukabyo

This subject aims to encourage students to develop historical and cultural knowledge about the Australian Indigenous peoples as well as skills that would enhance their classroom discourse in teaching Aboriginal studies in accordance with principles set out in the primary curriculum. Students 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 develop understanding and appreciation of Aboriginal culture and its significant impact upon the learning style of Aboriginal children. The link with the practicum helps students to develop the professional insights and appropriate competencies necessary for a conscientious practitioner teaching a social science subject such as Aboriginal studies in the primary school.

029410**International Major**

24cp; one complete semester

TE19 BEd

Undergraduate

Subject Coordinator: Rhondda Brill

The International Major is designed to enhance students' cultural awareness and understanding through first hand experience of living and studying in a non-English speaking culture. It provides students with the opportunity to spend one semester at an overseas university studying the language and culture of the host country and participating in Education subjects which are taught in the English language. Students 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 is 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 is held to allocate places.

Students undertaking the International Major are responsible for meeting their own travel

and living expenses for the semester abroad. Normal HECS arrangements apply but there are no extra tuition fees. Host institutions include Jonkoping University and Linkoping University in Sweden. The International Major takes place in Semester 5 of the Bachelor of Education program.

029411

History Major Study 1: Australia to 1900

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Keith Amos

This subject uses the approaches and methods of history as a discipline to examine the foundations of Australian society, pre-1788 to 1901. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including field sites.

029412

History Major Study 2: Australia in the 20th Century

6cp; 3hpw; prerequisite(s): 029411 History Major Study 1: Australia to 1900
TE19 BEd
Undergraduate
Subject Coordinator: Keith Amos

This subject uses the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Students are exposed to differing interpretations and given the opportunity to use and evaluate a variety of relevant sources, including oral history.

029413

History Major Study 3: Europe in the 20th Century

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Keith Amos

The specific content of this subject presents students with major issues about the nature of modern society raised by the history of Europe in the 20th century. Assessment is by essay, tutorial presentation and final examination.

029414

History Major Study 4: Aspects of Asia from Ancient Times to the More Recent Past

6cp; 3hpw
TE19 BEd
Undergraduate
Subject Coordinator: Keith Amos

This subject engages students with Asian history and, by implication, with the cultures of Asia. It demonstrates 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 is by essay, tutorial presentation and final examination.

029602

Colonial Australian History

6cp; 2hpw
TE16 BEd, TE19 BEd, TE20 BEd
Subject Coordinator: Keith Amos
Undergraduate

This advanced study elective is the same subject as History Major Study 1: Australia to 1900, for students who have not studied the History major elective sequence. The subject uses the approaches and methods of history as a discipline to examine the foundations of Australian society, pre-1788 to 1901. It is designed to foster competence and confidence in teaching Australian colonial history in ways appropriate to curriculum recommendations for K-6 and junior secondary.

029704

Initiatives and Innovations in Aboriginal and Torres Strait Islander Education

6cp; 2hpw
TE19 BEd, TE20 BEd
Undergraduate
Subject Coordinator: To be advised

Initiatives and Innovations in Aboriginal and Torres Strait Islander Education provides 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 explore the history of Aboriginal and Torres Strait Islander Education in Australia and are 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 are 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 assists students in understanding the global indigenous education experience and how indigenous scholars and educators have contributed to education generally.

029901

Aboriginality, Power and Education

6cp; 2hpw

TE84 MEd

Postgraduate

Subject Coordinator: To be advised

This subject helps students to critically analyse theoretical and research approaches to the understanding of Aboriginality and power in education; examine critical issues related to the suppression of Aborigines in Australian education institutions, particularly in primary and secondary education; critique literature related to Aboriginal culture and the socialisation process in the family, school and community; examine Aboriginal education policies and their implications for current and future options in Australian education; and reflect on one's own assumptions to develop a personal professional philosophy of Aboriginal education in specific educational contexts.

SUBJECTS OFFERED BY OTHER FACULTIES

21129

Managing People and Organisations

6cp

Undergraduate

Introduces students to the fundamentals of management and organisational behaviour in the context of today's contemporary global business environment. Examines the major theories and models in areas of communication, group dynamics, individual behaviour and motivation, decision making, leadership, power and politics, and ethics and social responsibility. Places particular emphasis upon the application of theory to dilemmas and issues likely to confront managers today and in the future.

21134

Introduction to Community Management

6cp

Undergraduate

The subject introduces the basic features of nonprofit organisations, and develops a foundation for students to develop skills in effectively organising and managing aspects of a nonprofit organisation. It examines the requirements of establishing an organisation, the principles underlying the voluntary management structure of nonprofit organisations, the range of types of nonprofits, and their relationship to the community.

21140

Monitoring Organisational Performance

6cp

Undergraduate

Assists students in developing competence in monitoring organisational performance on a number of levels. Incorporates a critical analysis of current theories of organisational performance, examining the difficulties of measuring the performance of organisations providing human services, the tools and technologies for evaluating and improving the performance of nonprofit organisations, and the use of evaluation data for performance improvement.

21143

Current Issues in the Community Sector

6cp

Undergraduate

This subject provides an opportunity for students to keep up-to-date with current issues, and to apply the theoretical frameworks already gained to systemic problems and concerns. Through regular seminars, students explore the social, political and economic issues affecting the the operation of community organisations.

21183

Funds Development

6cp

Undergraduate

Introduces students to the variety of revenue sources utilised by third-sector organisations and the variety of methods that are used to tap these resources. Particular attention is given to fundraising from individuals and corporations, but the emphasis is on effectively managing a whole variety of funding resources.

21184

Government and Community Sector

6cp

Undergraduate

Familiarises students with the ways governments operate, and relations between community organisations and governments are constructed and conducted.

21185

Social Change and Community Practice

6cp

Undergraduate

Critically appraises the contributions that community organisations and their programs and activities make to personal and societal transformation in the current social, political, and economic context. The connection of principles drawn from social and political theory to the practice of community organisations will be discussed. Students will explore these links, and develop specific skills in the organisational practice of strategic planning and program development as they undertake individual and group projects.

21210

Business, Government and Society

6cp; prerequisite(s): 21129 Managing People and Organisations

Undergraduate

Focuses on the relationship between business and government in Australia. Examines the structures and processes of government in Australia and the social context in which business and government operate. Students develop an understanding of techniques for the formal analysis of government/business relationships, and of the ethical and social responsibilities of business.

21223

Social Analysis and Indigenous Community Organisations

6cp

Undergraduate

Introduces a conceptual framework for examining the historical and current social context of policy development in regards to indigenous people in Australia. Explores the role of indigenous organisations in responding to social policy.

21224

Indigenous Community Research

6cp

Undergraduate

Provides a foundation in basic research and evaluation skills as they can be applied in indigenous community organisations. Introduces students to basic research skills which they may be able to use in a variety of ways, such as carrying out a community needs analysis, evaluating the performance of their organisation, conducting action research, assessing the community's response to the service, and undertaking research into community issues. Students are encouraged to evaluate and modify techniques for use in indigenous communities.

21225

Managing Human Resources in Indigenous Organisations

6cp

Undergraduate

Introduces the basic principles of personnel management and industrial relations and explores their applicability and application in indigenous organisations. Explores the unique features of community management

and the roles and personnel practices in relation to paid staff and volunteers. Examines recruitment, selection, staff development principles, industrial conditions and resolving industrial disputes.

21440

Management Skills

6cp; prerequisite(s): 21129 Managing People and Organisations
Undergraduate

Develops an understanding of the nature of intrapersonal and interpersonal competencies and their relevance to management practice in contemporary organisations. Explores behavioural skill learning in order to establish a platform for continued development on the part of the student. Cultural and gender issues are also explored in this context.

Topics covered include the nature of intrapersonal and interpersonal competence; theoretical underpinnings of behavioural skills learning; self-management skills; basic interpersonal communications skills; assertion and influence skills; and the applied skills of small group management, presentation, negotiation and conflict resolution, interviewing, networking and leadership.

21555

Human Resource Management

6cp
Undergraduate

Introduces students to the theory and practices utilised to manage an organisation's human resources. Establishes the nature and function of the various components of typical human resource management (HRM) practices, and exposes students to the skills of HRM through the use of structured exercises. Considers the future direction and strategic application of HRM within Australia and overseas.

27105

Nutrition for Health and Physical Activity

6cp; prerequisite(s): 27173 Efficiency of Human Movement 1
Undergraduate

Examines the role of nutrition in maintaining a healthy lifestyle and in exercise and sports performance. Focuses on dietary guidelines for exercise prescription and sports performance and on the relationships between physical activity and eating disorders such as anorexia, bulimia and obesity.

27106

Social Psychology of Leisure

6cp
Undergraduate

Provides students with a basic grounding in the principles of social psychology and how these can be understood and applied within a leisure context. Specific reference is made to the role of social psychology within a range of professional contexts including tourism, sport and the outdoors. Builds a critical awareness in students of the methods and assumptions that underpin social psychological inquiry.

22107

Accounting for Business

6cp
Undergraduate

In most economies business success is measured in financial terms. It is the accountants who undertake this measurement. Many decisions in business are made based on accounting information, both historical (based on past events) and projected (based on estimates of the future). Understanding accounting as a systematic way of measuring and communicating financial information on the financial status of various business entities is the foundation for any successful career in both the private and public business sectors.

27111

Mechanics of Human Motion

6cp
Undergraduate

Investigates the mechanical principles required to produce movement. Analyses both internal and external forces with respect to the human body and its environment.

27149

Performance Studies 1: Motor Development (Gymnastics and Dance)

6cp
Undergraduate

Provides students with the knowledge and skills necessary to understand the relationships between human motor development and performance in physical activity. Competence in a range of dance and gymnastics activities is required.

27152

Measurement and Development of Physical Capacity

6cp; prerequisite(s): 27175 Energetics of Human Movement
Undergraduate

Examines the interrelationships between physical activity and the physiological and anatomical development of the individual, with emphasis on the measurement and development of physical capacity (strength, flexibility and endurance) and basic training methodology. Provides students with proficiency in the skills required to measure fundamental human-movement-related capacities.

27155

Research Design and Statistics for Human Movement

6cp
Undergraduate

Introduces students to the concepts and skills necessary to understand and conduct research in the human movement context. Provides an essential understanding of research procedures and statistical concepts and techniques applicable to professional practice and academic inquiry in human movement.

27160

Sport and Exercise Behaviour

6cp; prerequisite(s): 27106 Social Psychology of Leisure; 27155 Research Design and Statistics for Human Movement
Undergraduate

Examines sport performance and exercise participation in relation to cognitive and social psychological constructs. Emphasises the utilisation of sport psychology for performance enhancement in sport. Examines the psychological responses involved in exercise with an emphasis on how these responses influence future exercise behaviour.

27171

Applied Kinesiology

6cp; prerequisite(s): 27180 Functional Kinesiology; 27111 Mechanics of Human Motion
Undergraduate

Involves the detailed analysis of human motion and provides the opportunity to gain experience and expertise in data collection, video and computer digitisation techniques. This is acquired through a detailed analysis of the anatomical and mechanical principles that surround a selected movement pattern.

27173

Efficiency of Human Movement 1

6cp; prerequisite(s): 27175 Energetics of Human Movement
Undergraduate

Examines human physiological responses and adaptations to exercise with emphasis on efficiency of movement, training adaptations, cardiorespiratory function, muscle metabolism, and exercise training methodology. Focuses on developing a strong theoretical understanding as well as developing proficiency in the skills required for fundamental assessment in exercise physiology.

27174

Efficiency of Human Movement 2

6cp; prerequisite(s): 27171 Applied Kinesiology
Undergraduate

Examines techniques for quantifying aspects of human motion and explores applications of biomechanical principles and methodologies in ergonomics, orthopaedics, sport, exercise and rehabilitation.

27175

Energetics of Human Movement

6cp; prerequisite(s): 91429 Physiological Bases of Human Movement
Undergraduate

Examines the interactions between the bioenergetic, metabolic, neurological and hormonal aspects of human movement, muscular control and cardiorespiratory function and performance.

27180

Functional Kinesiology

6cp
Undergraduate

Incorporates a detailed examination of the structure and function of bones, joints, muscles and nerves with emphasis on the identification of anatomical structures and their relevance to human motion. Forms the basis for subsequent study of the physiological and kinesiological aspects of human movement.

27186**Leisure and Sport in Social Context**

6cp; prerequisite(s): 27126 Leisure in Australia
Undergraduate

Students will examine the meaning of leisure and human movement in a social context through an introduction to the literature of sociology and sociological analysis. They will be required to apply these specifically to the phenomena of human movement and leisure and thus develop critical understandings of the roles of leisure and human movement in society with specific reference to Australian society.

27190**Workplace Learning 2**

6cp; prerequisite(s): 27189 Workplace Learning 1
(advisable but not essential)
Undergraduate

Provides practical opportunities through which students can further develop professional and personal skills in the leisure and human movement field. Through a 180-hour placement, students will be able to apply and test the various theories and concepts learnt during their course of study in a practical setting. Project management, report writing and presentations are the major assessment components. Career planning and job application skills are an additional element of this subject.

27222**Exercise Prescription**

6cp; prerequisite(s): 27173 Efficiency of Human Movement 1
Undergraduate

Examines principles related to the prescription of exercise across a wide variety of populations to achieve specific gains in strength, power, endurance and speed. Considers the areas of testing physiological function, program development and gender in exercise programming.

27226**Analysis of Motor Control**

6cp; prerequisite(s): 27180 Functional Kinesiology;
91429 Physiological Bases of Human Movement
Undergraduate

Examines the structure of the motor control system, the processes underlying movement control, methods of assessing muscle and nerve function, posture and balance control, and the development of coordinated movement patterns.

27227**Current Issues in Health and Wellbeing**

6cp; prerequisite(s): 27228 Human Growth and Development
Undergraduate

Examines the links between certain behavioural risk factors (e.g. smoking, high-fat diet, chronic stress) and illness and mortality; as well as between health behaviours (e.g. balanced nutrition, exercise, good sleep habits and stress reducing activities) and disease prevention and wellness. Also examines behaviour change principles and strategies for effective implementation of healthy lifestyle goals and habits.

27228**Human Growth and Development**

6cp
Undergraduate

Investigates human growth and development across the lifespan. Examines the effects of age, gender and development stages on physical capacity and the effects of physical activity and health behaviours on growth and development.

27249**Performance Studies 2: Preparation for Performance (Sport)**

6cp; prerequisite(s): 27149 Performance Studies 1:
Motor Development (Gymnastics and Dance)
Undergraduate

Provides students with the knowledge and skills necessary to understand the development of human physical capacities, strength, power, flexibility and cardiorespiratory fitness. Competence in a range of exercise, sport and dance activities is required.

27252**The Sport Industry**

6cp
Undergraduate

As the Australian sport industry becomes more complex, the number of agencies involved in the delivery of sport products and services multiplies. Examines individual agencies to determine their respective input into the sport environment and explores the relationships and interconnectedness between such groups. Assesses and analyses the impact of business, technology and the various arms of government on both mass and elite sport to provide a coordinated perspective of the sport industry.

27331

Motor Learning and Control

6cp; prerequisite(s): 27228 Human Growth and Development
Undergraduate

Examines the processes underlying skilled motor performance, how skilled performances are learnt, and how to apply the principles of skilled performance and learning in instructional settings in human movement.

27349

Performance Studies 3: Skills Analysis (Track and Field and Swimming)

6cp; prerequisite(s): 27249 Performance Studies 2: Preparation for Performance (Sport); 27175 Energetics of Human Movement; 27171 Applied Kinesiology
Undergraduate

Provides students with the knowledge and skills necessary to understand biomechanical and physiological analysis procedures in sport. Competence in various swimming and track and field activities will be required.

27449

Performance Studies 4: Skill Acquisition (Sport)

6cp; prerequisite(s): 27349 Performance Studies 3: Skills Analysis (Track and Field and Swimming); 27171 Applied Kinesiology
Undergraduate

Utilises a practical framework to investigate the theoretical and practical components required for the performance of four individual/team sports.

50290

Australian Indigenous Social Policy

8cp

This subject introduces 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 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 are 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 become familiar with the broad structures of contemporary Australian political, legal and social systems, in both the public and private spheres. Students 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 are 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 are encouraged to apply a critical approach to indigenous social policy management in its cultural and social setting.

70105

Legal Research

4cp

Undergraduate

This subject aims to familiarise students with the basic tools available to engage in legal research. It includes an introduction to various paper-based resources (citations, digests, etc.).

Students are also introduced to the use of computerised systems as an aid to legal research. The emphasis is on Internet-based systems such as AustLII, Scale Plus and Butterworths Online. CD-ROM products are also briefly covered.

Text

Watt, R J, *Concise Legal Research*, 3rd edn, Federation Press, 1997

79404**Law for Third Sector Managers**

6cp; one semester

Undergraduate Cross-disciplinary

This subject is designed to provide a basic understanding of the many strands of law that affect community managers in their work. An introduction to the legal system is followed by consideration of areas of contract, company, taxation, employment and tort law that are relevant to community managers.

85208**Reconciliation Studies**

6cp

Undergraduate

Reconciliation is a key strategy for a sustainable future for Australia. By reconciliation we mean creating 'a united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all' (Council for Aboriginal Reconciliation, 1992). Reconciliation Studies introduces students to the challenges of this process. Core reconciliation issues are investigated and discussed, drawing on relevant life experiences, academic research and professional practice. Skills in applying reconciliation principles in a professional field, industry or community are developed, including the use of cultural plurality and diversity of perspectives found in reference material and the classroom.

85209**Reconciliation Studies**

8cp

Undergraduate

For subject description, see 85208 Reconciliation Studies.

85210**Reconciliation Studies**

6cp

Postgraduate

For subject description, see 85208 Reconciliation Studies.

85211**Reconciliation Studies**

8cp

Postgraduate

For subject description, see 85208 Reconciliation Studies.

92721**Health Promotion and Health Education**

6cp; 500-level subject; intensive mode; professional studies subject

Postgraduate

The aim of this subject is for students to establish an expanded knowledge base in the theory and processes of health promotion, including health education, which can be applied in a range of health settings. Students extend their understanding so they may participate in the planning process for health promotion programs.

92814**Clinical Studies 1: People and Health Care**

5cp; 2hpw

TE59 GradDipMusTh

Postgraduate

Subject Coordinator: K Kellehear

This subject aims to give students a foundation knowledge of the growth and development of the person across the life span, within complex environments including health care settings. It examines the contribution of theories of human growth and development to an understanding of people in health care. Students analyse the multiple factors that impact upon the delivery of health care.

92815**Clinical Studies 2: Health, Illness and Disability**

3cp; 1hpw; prerequisite(s): 92814 Clinical Studies

1: People and Health Care

TE59 GradDipMusTh

Postgraduate

Subject Coordinator: K Kellehear

This subject will enable students to understand patterns of health, illness and disability in the community. It will enable students to understand the aetiology, clinical features, therapeutic interventions and management programs for people with selected disorders, relevant to music therapy practice across a range of settings.

92816

Clinical Studies 3: Interventions in Health Care

3cp; 1hpw; prerequisite(s): 92815 Clinical Studies
2: Health, Illness and Disability
GradDip Music Therapy
Postgraduate
Subject Coordinator: K Kellehear

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders. It looks at therapeutic interventions using behavioural interventions and psychotherapeutic interventions. It is concerned with counselling skills and with loss and grief counselling. Legal and ethical rights and responsibilities of clients and therapists are also addressed.

92844

Clinical Management of Diabetes

6cp; intensive mode
Postgraduate

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

92845

Primary Health Care

6cp; intensive mode
Postgraduate

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

95560

Multimedia Industry and Process

8cp

This subject will examine the nature of the interactive multimedia industry today. It explores industry structure and trends, government policies in relation to the industry, job specifications, multimedia development teams and roles, the interactive multimedia development process, costs associated with development, and significant issues such as copyright and intellectual property. This subject also includes a series of optional master classes to introduce some common Web development tools and techniques.

95561

Multimedia Products and Technologies

8cp

This subject situates the study of multimedia products and technologies in the comparative, historical context of the traditional media. It looks at debates about the impact of communication technologies on society and culture, the trends and impacts of globalisation, and the ways in which audiences can create meaning out of print and audio-visual communication.

INTERNATIONAL STUDIES SUBJECTS

Language programs

971111, 972111, 973111, 974111 Chinese Language and Culture

The Chinese program is open to students who are either complete beginners, who first learnt Chinese at secondary school level in Australia or who already have a working knowledge of Chinese characters and communicative competence in a Chinese language other than Modern Standard Chinese. There are three points of entry into this program: Chinese 1 for complete beginners; Chinese 3 for students who have successfully completed HSC 2/3-unit Chinese; and Chinese 7 for students who have a working knowledge of Chinese characters, as well as communicative competence in a Chinese language other than Modern Standard Chinese. Students in the combined degree take four consecutive units in the program, usually either units 1–4, 3–6 or 7–10, determined by their point of entry. Other programs may be negotiated according to the student's level of proficiency.

The Chinese language program is designed to provide students with the communicative skills necessary to undertake In-country Study in China. A communicative approach is adopted for classroom instruction and students are expected to participate fully in class activities in the process of acquiring practical language skills. The teaching incorporates an introduction to Chinese culture and helps students to appreciate the wider cultural ramifications of Chinese in various contexts. The program lays a solid foundation for further cultural studies in Chinese.

Chinese Unit 1

8cp; 6hpw; prerequisite: nil

Chinese 1 aims to develop in students a survival communicative ability in basic social interactions. It teaches students *Pinyin*, the official transcription system, as a guide to the pronunciation of the Chinese language, and some basic structures and devices of the language. Students are expected to know about 300 Chinese characters by the end of this unit.

Chinese Unit 2

8cp; 6hpw; prerequisite: Chinese Unit 1

Chinese 2 continues to develop in students a survival communicative ability in basic social interactions. It also introduces students to some of the basic structures and devices of the language. Students are expected to know about 600–800 Chinese characters by the end of this unit.

Chinese Unit 3

8cp; 6hpw; prerequisite: Chinese Unit 2 or HSC 2/3-unit Chinese

Chinese 3 is the entry point for students who have completed HSC 2/3-unit Chinese and who first learnt Chinese at school in Australia. Chinese 3 aims to further develop students' oral communicative competence in basic social interactions. More written texts are gradually introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language are reinforced. Students are expected to know about 1,200 Chinese characters by the end of this unit.

Chinese Unit 4

8cp; 6hpw; prerequisite: Chinese Unit 3

Chinese 4 is the second unit for students who have completed HSC 2/3-unit Chinese.

Chinese 4 aims to further develop students' communicative competence in basic social interactions. More written texts are introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language are also reinforced. Students are expected to know about 1,600 Chinese characters by the end of this unit.

Chinese Unit 5

8cp; 6hpw; prerequisite: Chinese Unit 4

Chinese 5 is the third unit for students who first learnt Chinese at school in Australia and obtained HSC 2/3-unit Chinese.

Chinese 5 aims to further develop students' communicative competence in general social interactions. While reinforcing the macro-skills of reading, writing, listening and speaking, this unit focuses on practical writing skills. Students are expected to know about 2,000 Chinese characters by the end of this unit.

Chinese Unit 6

8cp; 6hpw; prerequisite: Chinese Unit 5

Chinese 6 is the fourth subject for students who have obtained HSC 2/3-unit Chinese with basic communicative skills and the ability to undertake In-country Study in China.

Chinese 6 aims to further develop students' communicative competence in general social interactions. While reinforcing basic structures and devices of the language, this unit further develops students' writing skills. Students are expected to know about 2,500 Chinese characters by the end of this unit.

Chinese Unit 7

8cp; 4hpw; prerequisite: a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.

Chinese 7 is for students who have a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.

This unit aims to develop communicative competence to meet students' needs in social and professional interactions where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Simplified characters, pronunciation, intonation and situational Chinese usages are the focus of class instruction.

Chinese Unit 8

8cp; 4hpw; prerequisite: Chinese Unit 7 or equivalent

This unit aims to develop a communicative competence at a more sophisticated level. Students are exposed to a range of Chinese texts in varied sociocultural contexts in order to master the use of Chinese for different purposes, and are provided with opportunities to further improve speaking and listening skills through discussions of the texts and making cross-cultural comparisons.

Chinese Unit 9

8cp; 4hpw; prerequisite: Chinese Unit 8 or equivalent

This unit aims to develop in students a high level of communicative competence required for understanding various electronic and published media articles, correspondence and texts related to contemporary society where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of Chinese texts in order to master the use of Chinese for

different purposes, and are provided with opportunities to maintain speaking and listening skills through discussion of the texts.

Chinese Unit 10

8cp; 4hpw; prerequisite: Chinese Unit 9 or equivalent

This unit aims to further develop in students a high level of communicative competence in reading and writing to meet students' needs in social and professional interactions. Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of diverse texts from modern Chinese literature, history, language and culture in order to master the use of written Chinese for different purposes, and are provided with further opportunities to maintain speaking and listening skills through discussion of the texts.

971411, 972411, 973411, 974411 French Language and Culture

French is a language program for students who are either complete beginners or who first learnt French at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit French, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in French that is higher than the program may be able to undertake further studies in French at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in French. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes and are presented using written and audiovisual materials.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and strategies for continuing their learning of the language in French-speaking environments. Those students with prior knowledge of French entering the program at a higher level are expected to communicate comfortably on a wide range of topics, with the ability to

adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week. Some of the class time may be conducted in the Learning Resources Centre using computers and the language laboratory.

French Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

French 1 is the first in a series of four units designed to provide students who have no prior knowledge of the French language with basic survival skills in language and culture, and the ability to undertake In-country Study in France.

By the end of the unit, students are expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of French-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways to express new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

French Unit 2

8cp; 2nd semester, 6hpw; prerequisite: French Unit 1 or equivalent

French 2 is the second in a series of four units designed to provide students who have no prior knowledge of the French language with basic survival skills in language and culture, and the ability to undertake In-country Study in France.

By the end of the unit, students are expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing and be able to satisfy immediate communication needs and minimum courtesy requirements required in basic social interaction. Students also develop an understanding of the sociocultural contexts in which the language is used and develop further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

French Unit 3

8cp; 1st semester, 6hpw; prerequisite: French Unit 2, HSC French, or equivalent

French 3 is the third in a series of four units for students with no prior knowledge of the French language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit French, or its equivalent. It provides students with basic survival skills in French language and culture, and the ability to undertake In-country Study in France.

By the end of the unit, students are expected to have achieved communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

French Unit 4

8cp; 2nd semester, 6hpw; prerequisite: French Unit 3 or equivalent

French 4 is the fourth in a series of four units for students with no prior knowledge of the French language, or the second in a series of four units for students who have successfully completed French 3, HSC 2/3-unit French, or its equivalent; and equips these students with basic survival skills in French language and culture and the ability to undertake In-country Study in France.

By the end of the unit, students are expected to have begun to develop the communication skills required to satisfy limited routine social or work demands related to the situation covered. Students would also have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to express opinions, discuss

education, entertainment and travel, and develop the language skills and background knowledge required to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

French Unit 5

8cp; 1st semester, 6hpw; prerequisite: French Unit 4 or equivalent

French 5 is the third in a series of four units designed to provide students who have successfully completed French 4, HSC 2/3-unit French, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in France.

By the end of the unit, students are expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in French and to compare lifestyles, university life and education and practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

French Unit 6

8cp; 2nd semester, 6hpw; prerequisite: French Unit 5 or equivalent

French 6 is the fourth in a series of four units designed to provide students who have successfully completed French 5, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in France.

By the end of the unit, students are expected to have achieved the communicative competence required for limited formal and informal conversations on practical and social topics. Students are also expected to have developed the ability to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language development focuses on topics such as

economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

French Unit 7

8cp; 1st semester, 4hpw; prerequisite: French Unit 6

French 7 is designed to provide students who have successfully completed French 6, or its equivalent, with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to be able to communicate confidently in French in a wide variety of everyday situations, and to have comprehension skills which enable them to read a wide variety of authentic materials in French. Students are expected to extend their knowledge of present-day French society and culture and to have acquired the vocabulary and linguistic structures necessary to participate in formal and informal conversations with considerable accuracy.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use French to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

French Unit 8

8cp; 2nd semester, 4hpw; prerequisite: French Unit 7

French 8 is designed to provide students who have successfully completed French 7, or its equivalent, with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to demonstrate the linguistic skills and cultural awareness required to engage appropriately in a range of formal and informal discussions in social, professional and educational contexts.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use

French to discuss set topics and to respond to authentic texts, television programs and films. Students are required to read extensively in preparation for classroom presentations and discussions.

971421, 972421, 973421, 974421 **German Language and Culture**

German is a language program for students who are either complete beginners or who first learnt German at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit German, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in German that is higher than the usual level accepted in the program may be able to undertake further studies in German at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in German. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and strategies for continuing their learning of the language in German-speaking environments. Those students with prior knowledge of German entering the program at a higher level are expected to communicate comfortably on a wide range of topics, with the ability to adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week. Some of the class time may be conducted in the Learning Resources Centre using computers and the language laboratory.

German Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

German 1 is the first in a series of four units designed to provide students who have no prior knowledge of the German language with basic survival skills in German language and culture, and the ability to undertake In-country Study in Germany.

By the end of the unit, students are expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. Students gain, in particular, an awareness of the background of German-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

German Unit 2

8cp; 2nd semester, 6hpw; prerequisite: German Unit 1 or equivalent

German 2 is the second in a series of four units designed to provide students with no prior knowledge of the German language with basic survival skills in German language and culture, and the ability to undertake In-country Study in Germany.

By the end of the unit, students are expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing and be able to satisfy immediate communication needs and minimum courtesy requirements required in basic social interaction. Students also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers may be used to facilitate learning.

German Unit 3

8cp; 1st semester, 6hpw; prerequisite: German Unit 2, HSC German, or equivalent

German 3 is the third in a series of four units for students with no prior knowledge of the German language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit German, or its equivalent. It provides students with basic

survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students are expected to have achieved the communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

German Unit 4

8cp; 2nd semester, 6hpw; prerequisite: German Unit 3 or equivalent

German 4 is the fourth in a series of four units for students with no prior knowledge of the German language, or the second in a series of four units for students who have successfully completed German 3, HSC 2/3-unit German, or its equivalent. It provides them with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students are expected to have begun to develop the communication skills required to satisfy limited routine social and work demands related to the situation covered. Students would also have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

German Unit 5

8cp; 1st semester, 6hpw; prerequisite: German Unit 4 or equivalent

German 5 is the third in a series of four units designed to provide students who have successfully completed German 4, HSC 2/3-unit German, or its equivalent, with the ability to consolidate and extend their knowledge

during a period of In-country Study in Germany.

By the end of the unit, students are expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. Students would have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in German when comparing lifestyles, university life and education and to practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

German Unit 6

8cp; 2nd semester, 6hpw; prerequisite: German Unit 5 or equivalent

German 6 is the fourth in a series of four units designed to provide students who have successfully completed German 5, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Germany.

By the end of the unit, students are expected to have achieved the communicative competence required to speak the language with reasonable accuracy, and to be able to participate readily in limited formal and informal conversations on practical and social topics. Students are also expected to have developed the ability to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, and literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

German Unit 7

4cp; 1st semester, 4hpw; prerequisite: German Unit 6

German 7 is designed to provide students who have successfully completed German 6, or its equivalent, with the ability to consolidate and extend their knowledge of the German language in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to be able to communicate confidently and with a high level of accuracy in German in a wide range of formal and informal conversations, and to have comprehension skills which enable them to read a wide variety of authentic materials in German. Students are expected to be able to read and write for academic and general purposes with sufficient accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

German Unit 8

4cp; 2nd semester, 4hpw; prerequisite: German Unit 7

German 8 is designed to provide students who have successfully completed German 7, or its equivalent, with the ability to consolidate and extend their knowledge of German in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to have achieved a high level of proficiency and speak the language with a high level of accuracy. They are able to participate in a wide range of formal, informal and academic conversations on topics such as the economy, gender roles, social life, politics and current issues. They also learn about academic writing and develop academic skills such as note taking and essay writing in German. They are expected to read and write academic and general texts with a high degree of accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to discuss set topics and to respond to authentic texts, television programs and

films. Students are required to read extensively in preparation for classroom presentations and discussions.

**971710, 972710, 973710, 974710
Greek**

Greek is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The program focuses on furthering writing and oral skills in contemporary Greek and learning about Hellenic literature, society and culture.

**971311, 972311, 973311, 974311
Indonesian Language and Culture**

Indonesian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Indonesian language program is to give students a good working knowledge of modern written and spoken Indonesian and to enable them to express themselves in the language correctly and with reasonable clarity.

**971431, 972431, 973431, 974431
Italian Language and Culture**

Italian is a language program for students who are either complete beginners or who first learnt Italian at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit Italian, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in Italian that is higher than the program may be able to undertake further studies in Italian at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in Italian. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes and are presented using written and audio-visual materials.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and

strategies for continuing their learning of the language in Italian-speaking environments. Those students with prior knowledge of Italian, who are entering the program at a higher level, are expected to communicate comfortably on a wide range of topics, with the ability to adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week.

Italian Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

Italian 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Italian language with basic survival skills in Italian language and culture, and the ability to undertake In-country Study in Italy.

By the end of the unit, students are expected to have achieved 'minimum creative proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of Italian-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

Italian Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 1 or equivalent

Italian 2 is the second in a series of four units designed to provide students who have no prior knowledge of the Italian language with basic survival skills in Italian language and culture, and the ability to undertake In-country Study in Italy.

By the end of the unit, students are expected to have achieved 'basic transactional proficiency' in speaking, listening, reading and writing, and be able to satisfy immediate communication needs and minimum courtesy requirements for basic social interaction.

Students also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

Italian Unit 3

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 2, HSC Italian, or equivalent

Italian 3 is the third in a series of four units for students with no prior knowledge of the Italian language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students are expected to have achieved the communicative competence in speaking, listening, reading and writing skills to be able to satisfy all 'survival' needs and limited social needs. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

Italian Unit 4

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 3 or equivalent

Italian 4 is the fourth in a series of four units for students with no prior knowledge of Italian language, or the second in a series of four units for students who have successfully completed Italian 3, HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students are expected to have begun to develop the communication skills required to satisfy limited routine social and work demands related to the situation covered. Students would also have developed an awareness of the various social and

cultural contexts in which the language is used. Students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required e.g. to find accommodation.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

Italian Unit 5

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 4 or equivalent

Italian 5 is the third in a series of four units designed to provide students who have successfully completed Italian 4, HSC 2/3-unit Italian, or its equivalent, with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

By the end of the unit, students are expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in Italian while comparing lifestyles, university life and education and practice interview techniques in preparation for In-country Study.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

Italian Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 5 or equivalent

Italian 6 is the fourth in a series of four units designed to provide students who have successfully completed Italian 5, or its equivalent, with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

By the end of the unit, students are expected to have achieved the communicative competence required to speak the language with sufficient accuracy for limited formal and informal conversations on practical and social

topics. Students are also expected to be able to read and write with sufficient accuracy to meet a limited range of social needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers are used to facilitate learning.

971211, 972211, 973211, 974211 Japanese Language and Culture

This program comprises six units offered in two main streams: beginners and post-HSC. There are two main points of entry into the Japanese Language and Culture program. Students with no prior experience of the language enter the program at Japanese 1, while students with HSC-level Japanese or equivalent are required to enter the program at the post-HSC level (Japanese 3).

The program enables students to develop the skills to communicate in everyday situations in order to live, study and work in a Japanese-speaking environment; or interact with Japanese people in a social, university or work-related context. The emphasis is on the development of communication skills, particularly speaking and listening, with an increased focus on reading and writing skills at the post-HSC level. The study of socio-cultural aspects of Japan is an integrated and essential part of the language program.

Japanese Unit 1

8cp; 6hpw; prerequisite: nil

This is the first subject in the Japanese Language and Culture program. It is designed as the first step in providing students who have no prior knowledge of Japanese with the basic language survival skills and socio-cultural awareness to enable them to undertake In-country Study in Japan.

While focusing primarily on the development of speaking and listening skills, this subject also provides a working knowledge of the *hiragana* and *katakana* scripts and approximately 50 *kanji*. Sociocultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Unit 2

8cp; 6hpw; prerequisite: Japanese Unit 1

This is the second in a series of four units for students with no prior knowledge of the Japanese language. By the completion of this unit, the student should be able to demonstrate the language and sociocultural skills required to establish and maintain relationships in social or work-related spheres, and fulfil basic survival needs in a Japanese-speaking environment.

Emphasis is given to the development of speaking and listening skills, but students also further develop their reading and writing skills. Besides *kana*, they will know approximately 150 *kanji* by the end of the unit. Sociocultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Unit 3

8cp; 6hpw; prerequisite: Japanese Unit 2 or HSC Japanese

Japanese 3 is the third in a series of four units for students with no prior knowledge of the Japanese language, or the first in a series of four units for students who have successfully completed HSC-level Japanese. By the end of the unit, students are expected to have achieved 'survival proficiency' in the use of the language, and be able to satisfy survival needs and limited social demands relating to topics and situations covered.

At the end of the subject, students are expected to have developed their listening, speaking, reading and writing skills to a level where they can communicate in everyday situations, and are able to demonstrate an awareness of the social implications of language and behaviour.

It is expected that students know approximately 250 *kanji* by the end of the unit.

Japanese Unit 4

8cp; 6hpw; prerequisite: Japanese Unit 3

Japanese 4 is the fourth in a series of four units for beginners. It is also the second in a series of four units for those who have successfully completed HSC-level Japanese, or its equivalent, and aim to further develop Japanese listening, speaking, reading and writing skills. By the end of the unit, students are expected to have achieved 'limited social proficiency', and be able to interact in limited social, study and work contexts with Japanese speakers in Japan or Australia. They will also have learnt approximately 350 *kanji*.

Japanese Unit 5

8cp; 6hpw; prerequisite: Japanese Unit 4

Japanese 5 is the third in a series of four units in the post-HSC series, and is for those who have successfully completed either Japanese 4, or its equivalent, and aim to further develop listening, speaking, reading, writing and cultural skills. By the end of the unit, students are expected to have achieved 'limited social proficiency', and be able to satisfy routine social and limited work demands. The emphasis is on the development of the language and of the cultural sensitivity required in both formal and informal situations. By the end of the subject, students are expected to be able to read and write approximately 470 *kanji*.

Japanese Unit 6

8cp; 6hpw; prerequisite: Japanese Unit 5

Japanese 6 is the fourth in a series of four units in the post-HSC series and is for those who have successfully completed either Japanese 5, or its equivalent. By the end of this subject, students are expected to have achieved 'minimal vocational proficiency', and be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in many formal and informal conversations on practical, social and limited vocational topics. The emphasis is on the development of the language and of the cultural sensitivity required in both formal and informal situations. By the end of the subject, students should be able to read simple prose and read and write approximately 600 *kanji*.

Japanese Unit 7

8cp; 4hpw; prerequisite: Japanese Unit 6

Japanese 7 is designed to provide students who have successfully completed Japanese 6 or its equivalent with the ability to consolidate and extend their knowledge of Japanese.

Students are expected to continue to develop communication skills required to function effectively in academic and vocational contexts in Japan. In the first half of the unit, the focus is on the development of academic reading and writing skills and the acquisition of vocabulary based on reading, understanding and discussing various topics and viewpoints on the interrelationship between Japanese language and culture. In the second half of the unit, the focus is on workplace communication and the comprehension of university lectures in Japan, with an emphasis on the development of listening and note-

taking skills. In terms of literacy development, students will be expected to be able to recognise and pronounce the *kanji* introduced in the prescribed texts, to have increased their pace of reading as a result of regular and habitual reading and improved dictionary skills, and to be able to write an increasing number of *kanji* as required for specific academic tasks.

971331, 972331, 973331, 974331 **Malaysian Language and Culture**

Malaysian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Malaysian language program is to give students a good working knowledge of modern written and spoken Malaysian and to enable them to express themselves in the language correctly and with reasonable clarity.

971734, 972734, 973734, 974734 **Russian**

Russian is offered to UTS students through an arrangement with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Russian language program is to give students a good working knowledge of modern written and spoken Russian and to enable them to express themselves in the language correctly and with reasonable clarity.

971501, 972501, 973501, 974501 **Spanish Language and Culture**

This language program is designed for students who are either complete beginners or who first learnt Spanish at school in Australia. There are two points of entry: the first for complete beginners and the second for students who have successfully completed HSC-level Spanish or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry.

The language program covers a broad range of communicative situations relevant to daily interaction in Spanish. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar are taught using written and audiovisual materials that cover a range of themes and situations.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions, and to have developed skills and strategies for continuing their learning of the language in Spanish-speaking countries. Those students with prior knowledge of Spanish, who enter the program at a higher level, are expected to be able to communicate comfortably on a wide range of themes, with the ability to adjust their language according to social variables such as formality, age and status. Each subject is covered in 13 weeks in one semester. There are six hours of language classes per week.

Spanish Unit 1

8cp; 1st semester, 6hpw; prerequisite: nil

Spanish 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the subject, students are expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. Students gain, in particular, an awareness of the background of Hispanic countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways they might express new meanings.

Spanish 1 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides students with many opportunities to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers are used to facilitate learning.

Spanish Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 1

Spanish 2 is the second in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the subject, students are expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing, and be able to satisfy immediate communication needs and minimum courtesy requirements in basic social interactions. Students also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

Spanish 2 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers are used to facilitate learning.

Spanish Unit 3

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 2 or HSC Spanish

Spanish 3 is the third in a series of four units for students with no prior knowledge of the Spanish language, or the first in a series of four units for students who have successfully completed HSC-level Spanish, or its equivalent. It provides students with basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, students are expected to have achieved a communicative competence in speaking, listening, reading and writing skills in order to be able to satisfy all 'survival' needs and limited social needs. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this unit, students also develop the ability to understand the general content of magazine and newspaper articles.

Spanish 3 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers are used to facilitate learning.

Spanish Unit 4

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 3

Spanish 4 is the fourth in a series of four units for students with no prior knowledge of the Spanish language, or the second in a series of four units for students who have successfully completed Spanish 3 and HSC-level Spanish, or its equivalent. It provides students with

basic survival skills in the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, students are expected to have begun to develop the communication skills required to satisfy limited routine social and work demands. They are also expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this subject, students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required, e.g. to find accommodation.

Spanish 4 consist of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers are used to facilitate learning.

Spanish Unit 5

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 4

Spanish 5 is the third in a series of four units designed to provide students who have successfully completed Spanish 4 and HSC-level Spanish, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students are expected to have achieved communicative competence in speaking, listening, reading and writing, and to be able to satisfy routine social demands and limited work requirements. They would have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in Spanish to compare lifestyles, university life and education, and practise interview techniques in preparation for In-country Study.

Spanish 5 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. There are discussions and debates on set topics. Audio-visual equipment and computers are used to facilitate learning.

Spanish Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 5

Spanish 6 is the fourth in a series of four units designed to provide students who have successfully completed Spanish 5 and HSC-level Spanish, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students are expected to be able to speak the language with sufficient accuracy, and to participate in limited formal and informal conversations on practical and social topics. Students are also expected to be able to read and write with sufficient accuracy to meet a limited range of social and work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

Spanish 6 consists of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. There are discussions and debates on set topics. Audio-visual equipment and computers are used to facilitate learning.

Spanish Unit 7

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 6

Spanish 7 is designed to provide students who have successfully completed Spanish 6, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit students are expected to be able to communicate confidently in Spanish within a wide range of everyday situations, and to have further improved their comprehension skills by reading a wide variety of authentic materials in Spanish. Students are also expected to have extended their knowledge of today's world-wide Hispanic society and culture and to have acquired the vocabulary and structures necessary to be able to discuss and write about the cultural context of texts with considerable accuracy.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use the language to respond to authentic texts and to discuss set topics. Students are required to read

extensively during self-study periods in preparation for classroom presentation and discussion.

Spanish Unit 8

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 7

Spanish 8 is designed to provide students who have successfully completed Spanish 7, or its equivalent, with a higher level of communicative and cultural competence, and the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America or Spain.

By the end of the unit, students are expected to have further developed the linguistic and cultural awareness skills required to engage appropriately in a range of formal and informal discussions at a social and professional level on topics such as employment, job applications, academic presentations and university life, social welfare, human rights, leisure and sport, the media, family roles and relationships, etiquette, and immediate concerns such as arranging accommodation and banking.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy in speaking and writing as they use the language in response to authentic texts such as newspaper, and magazine articles and television programs in Spanish. Students are required to read extensively during self-study periods in preparation for classroom presentations, debates and discussions.

971320, 972320, 973320, 974320**Thai**

Thai is offered to UTS students through the language program offered jointly by the University of Sydney and Macquarie University. The program is designed to allow complete beginners in Thai to reach a survival level that will allow them to continue their studies in Thailand. If student numbers permit, classes will be available at UTS campuses.

Contemporary Society Subjects

976111

Contemporary China

8cp; 2nd semester, 4hpw

This subject examines the contours and dynamics of social, political and economic change in the People's Republic of China since the death of Mao Zedong and the start of the reform era. A central theme is the emerging relationship between state and society in a state socialist system in the process of change and reform. It is an introductory subject that requires no prior knowledge of the People's Republic of China or of any Chinese language.

976401

Contemporary Europe

8cp; 2nd semester, 4hpw

This subject is an introduction and an overview laying the groundwork for the study of contemporary Europe and individual countries within Europe. It aims to provide students with a basic understanding of contemporary European history, politics, society and culture, as well as national convergences and divergences in these areas. In particular, it aims to provide students with the critical skills that allow them to identify major contemporary issues in the European region of the world, and beyond it. Insights are gained into Europe's national and regional diversity and heterogeneity in national, continental and international contexts. This gives students the opportunity to develop a critical appreciation for societies outside Australia. Students are exposed to ideas that challenge Eurocentric modes of thinking, and that also draw attention to the legacies of imperialism, colonisation, and transnational capitalism and their impact on contemporary European peoples, wherever they may reside. Students develop critical thinking skills relevant to the multidisciplinary nature of the subject.

976211

Contemporary Japan

8cp; 2nd semester, 4hpw

This subject provides an introduction to the dynamics of political, social and economic systems in modern Japan. Central themes are the causes and consequences of social change and continuity in the context of Japan's

emergence as an economic superpower. In the process, it offers a general introduction to Japan's culture. This subject requires no prior knowledge of Japan or of Japanese.

976301

Contemporary South-East Asia

8cp; 2nd semester, 4hpw

This subject provides an introduction to the countries of Indonesia, Malaysia, Thailand and Vietnam. The themes of modernity and identity are examined at a political-economic level and also at an individual level. Issues which are explored include: migration patterns in the context of regional interrelationships; increasing urbanisation; legacies of colonialism; the commodification of culture and the growing impact of tourism; new creative forms in the visual, literary and performing arts; the beliefs about and behaviour of women in the region; and ways in which religion and social practice intersect.

976501

Contemporary Latin America

8cp; 2nd semester, 4hpw

Latin America has been a crucible for social, political and economic change in the 19th and 20th centuries. Intense struggles for nationhood, democracy, economic modernisation and secularisation have all resonated in the countries of Latin America. During the middle of the 20th century, Latin America's primary concerns were focused on national self-determination, inward industrialisation and populist authoritarian efforts to legitimise elite rule. In the late 20th century, the emphasis shifted towards economic growth, internationalisation, and pressures to improve the capacity and accountability of governments. The unit aims to provide students with the historical background, cultural awareness and analytic skills to interpret everyday social, political and economic reality during their period of In-country Study. The subject requires no prior knowledge of Latin America or of Spanish.

50140**Comparative Social Change (U/G)**

8cp

Disciplinary Strand – Social, Political and Historical Studies – 200 level

Compulsory subject in the combined degrees with International Studies. This subject is for undergraduate students only. Graduate students refer to 50175.

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 highlight a number of key issues, e.g. 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 is emphasised that differing interpretations of modernisation flow from various relations of power which lead to a multiplicity of views on its meanings and significance.

50175**Comparative Social Change (P/G)**

8cp

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 highlight a number of key issues, e.g. 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 is emphasised that differing interpretations of modernisation flow from various relations of power, which lead to a multiplicity of views on its meanings and significance.

977xxx**In-country Study 1**

24cp; prerequisite: completion of relevant subjects appropriate to the student's International Studies major.

In-country Study subjects are only available to students doing the Bachelor of Arts in International Studies.

As part of the International Studies combined degrees, students spend two semesters of In-country Study at a university or institution of higher education overseas. The location is determined by the student's International Studies major.

In the International Studies program, students focus on one of the following countries or majors: Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Spain and Thailand. There is also a Heritage major that permits students with previous exposure to a language and culture to continue their study in countries such as Croatia, Greece, Hong Kong, Korea, Poland, Russia, Taiwan, the Phillipines, Vietnam and others.

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

978xxx**In-country Study 2**

24cp; prerequisites: 977xxx In-country Study 1

For subject description, see 977xxx In-Country Study 1.

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Aboriginal Cultures and Philosophies	015110	Analysing Professional Practice	016715
Aboriginal Initiatives in Education: Towards Community Control	015112	Approaches to the Teaching of English	024712
Aboriginal Social and Political History	015395	Art and Traditions of Storytelling, The	027905
Aboriginal Studies	015114	Art Major Study 1: People in Art	020411
Aboriginal Studies Project	015140	Art Major Study 2: A Sense of Place	020412
Aboriginality, Power and Education	029901	Art Major Study 3: Stories, Myths and Truth	020413
Adolescent and Adult Development	015070	Art Major Study 4: Design and Power	020414
Adult Communication Management and Interpersonal Relationships	013343	Arts in the Community	020963
Adult Communication Management and Organisational Development	013344	Assessment, Programming and Evaluation	011021
Adult Communication Management and Organisational Frames	011206	Assessment, Programming and Evaluation	011122
Adult Communication Management and Organisational Frames	013206	Assessment, Programming and Evaluation	015122
Adult Communication Management and Teamwork	011205	Australian Children's Literature	024918
Adult Communication Management and Teamwork	013205	Autobiography and Lifelong Learning	013315
Adult Education and Social Action	015078	Change Equity and Pedagogy	013377
Adult Education and the Unemployed	015081	Children and Literacy	024911
Adult Education Practices 2	015089	Children's Theatre and the Creative Arts 1: Overview of World Theatre; Production Roles; Scriptwriting	024421
Adult Learning and Program Development	011333	Children's Theatre and the Creative Arts 2: Acting and Performing Skills; Genres for Children – Pantomime, Fairytale, etc.	024422
Adult Learning and Program Development	013333	Children's Theatre and the Creative Arts 3: Production and Direction – Lighting, Scenery, Costuming, etc.	024423
Adult Learning and Work	015401	Children's Theatre and the Creative Arts 4: Staging Performances – a Performance for Children	024424
Adult Learning in Social Context	015007	Colonial Australian History	029602
Adult Learning: Contexts and Perspectives	013701	Communication and Learning	015004
Adult Teaching and Learning	010123	Community Practicum	015017
Adult Teaching and Learning	011002	Community Workplace Practice 1	015396
Adult Teaching and Learning	015002	Community Workplace Practice 2	015397
Adult Teaching Practices 1	015021	Competency Assessment in the Workplace	015162
Adult Teaching Practices 2	015189	Computer-assisted Language Learning	12384
Advanced Children's Literature	024705	Computer-mediated Learning for Children	021311
Advanced Curriculum Design	015378	Computing for Adult Educators	015309
Advanced Curriculum Study	023627	Constructing Effective Programs for Learning	013378
Advanced Specialisation Study	023626	Contemporary Issues in Australian Education	013336
Advanced Studies in Special Education 1: Educating Students who have Difficulty with Written Text	023628	Context and Strategies in Community Education	015143
Advanced Studies in Special Education 2: Numeracy Instruction for Students with Learning Difficulties and Disabilities	023629	Continuing Professional Education	013379
Analysing Current Issues in Australian Education	011009	Creation of Lifelong Learning, The	013380
Analysing Current Issues in Australian Education	015009	Creative Arts Method	020706
		Creative Arts Method	020964
		Cultural Diversity at Work	015409
		Cultural Diversity in the Workplace: Management and Learning	011367

Cultural Diversity in the Workplace: Management and Learning	013367	e-Learning Research and Development Project	013710
Culture Difference and Curriculum	013318	e-Learning Technologies	013708
Current Issues and Applications in Educational Computing	021702	e-Learning Technologies	015404
Current Issues in Australian Education: A Critical Analysis	023616	e-Learning Theories	015403
Curriculum and Methodology of TESOL (Speaking and Listening)	011014	English Education 1	024211
Delayed or Disordered Communication: An Educational Approach	023856	English Education 2	024212
Designing and Delivering Open Learning	015069	English Education 3: Teaching ESL	024213
Designing and Evaluating Learning	015411	English for Academic and Teaching Purposes	015170
Developing Community Adult Education Programs	015261	English Major Study 1: Shapes and Patterns in Literary Narrative from Sendak to Shakespeare	024411
Developing Group Communication	015073	English Major Study 2: Images of Australia: The Place and the People: Literary Representations in Prose, Poetry and Drama	024412
Developing Individualised Projects	015135	English Major Study 3: The Literature of Protest: Changing the World	024413
Developing Interpersonal Communication	015072	English Major Study 4: Cultural and Textual Cross-currents: New Representations and New Voices	024414
Developing Systems Communication	015074	Environmental Education	028713
Developing the Learning Organisation	015099	E-portfolio	015418
Development, Growth and Education in South-East Asia	015082	Ethics and Mentoring	013384
Developmental Psychology	023511	Evaluating Educational Practice	013385
Discourse Analysis	015419	Examining the Organisational Context (VOC ED)	015056
Dissertation Development and Appraisal	016714	Experience-based Learning 1: Learners' Perspectives	013358
Drawing and Young Children	020965	Experience-based Learning 2: Facilitators' and Animators' Perspectives	013359
Education and Cultural Diversity	015144	Experiential Learning and Cultural Action	015142
Education Major Study 1: History of Australian Education	023411	Field of Practice Specialist Knowledge 1 (VOC ED)	015020
Education Major Study 2 : Moral Development	023412	Field of Practice Specialist Knowledge 2 (VOC ED)	015032
Education Major Study 3: Changing Schools	023413	Field of Practice Specialist Knowledge 3 (VOC ED)	015044
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Educational and Organisational Leadership: Strategic Influence	013320	Fostering Learning in Professional Practice	013703
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Educational Computing Major Study 2	021412	Global Englishes	015130
Educational Computing Major Study 3	021413	Global/Local Learning	013704
Educational Computing Major Study 4	021414	Grammar and the Construction of Meaning	011127
Educational Drama	020705	Grammar and the Construction of Meaning	015127
Educational Media	014100	Grammar, Semantics and Text Analysis	011277
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Educational Research	023505	History Major Study 1: Australia to 1900	029411
Effective Cognitive Learning Strategies	013326	History Major Study 2: Australia in the 20th Century	029412
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Honours Thesis	023624	Language in Social Context	011152
Honours Thesis	023699	Language in Social Context	015152
HRD in Organisations	015407	Language in Use	011015
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Implementing Educational Changes	023617	Language, Literacy and Numeracy Learner, The	015019
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International Perspectives on Education and Development	013324	Managing Change in Organisations	011337
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Sociological Bases of Education	023512	Theatre Traditions and Performance	027708
Sociopolitical Contexts of Language, Literacy and Numeracy Education	011128	Theory and Practice in ABE	015121
Sociopolitical Contexts of Language, Literacy and Numeracy Education	015128	Theory and Practice in TESOL	011012
Special Education 1: Managing Challenging Behaviours	023821	Theory and Practice in TESOL	015120
Special Education 2: Preventing and Remediating Difficulties in Reading and Writing	023822	Theory and Practice in TLOTE	015157
Special Education 3: Educating Students who have Difficulties with Written Text	023823	Thesis (Education) (F/T)	016109
Special Education 4: Numeracy Instruction for Students with Learning Difficulties and Disabilities	023824	Thesis (Education) (P/T)	016108
Special Education 5: Educating Students with Moderate and High Support Needs	023825	Thesis (F/T)	015380
Special Education 6: Educating Students with Delayed or Disordered Communication	023826	Thesis (P/T)	015383
Special Education Practicum 1: Assessment, Programming and Education	023831	Thesis Development and Appraisal	015381
Special Education Practicum 2: Collaborative Participation in Inclusive Service Models	023832	Understanding Adult Education and Training	011332
Special Study in Education	023979	Understanding Adult Education and Training	013332
Sports Science and Education	027706	Understanding Research	013699
Strategic HRD	015417	Visual Arts and Craft Education	020211
Structure and Sequence in 3-Dimensional Arts	020967	Vocational Education and Training Reform	013327
		Work and Learning	013702
		Work and People	015400
		Work Placement	015415
		Work Project	015413
		Workplace Context	011008
		Workplace Context	016008
		Workplace Practice 1	016001
		Workplace Practice 2	011005
		Workplace Practice 2	016005
		Workplace Practicum	015018
		Written Text and Students with Learning Difficulties	023853

SUBJECTS OFFERED BY OTHER FACULTIES

Accounting for Business	22107	Multimedia Industry and Process	95560
Analysis of Motor Control	27226	Multimedia Products and Technologies	95561
Applied Kinesiology	27171	Nutrition for Health and Physical Activity	27105
Australian Indigenous Social Policy	50290	Performance Studies 1: Motor Development (Gymnastics and Dance)	27149
Australian Political and Social Systems	50291	Performance Studies 2: Preparation for Performance (Sport)	27249
Business, Government and Society	21210	Performance Studies 3: Skills Analysis (Track and Field and Swimming)	27349
Chinese Language and Culture	97x111	Performance Studies 4: Skill Acquisition (Sport)	27449
Clinical Management of Diabetes	92844	Physiological Bases of Human Movement	91429
Clinical Studies 1: People and Health Care	92814	Policy Processes in Australian Indigenous Settings	50292
Clinical Studies 2: Health, Illness and Disability	92815	Primary Health Care	92845
Clinical Studies 3: Interventions in Health Care	92816	Reconciliation Studies (UG)	85209
Comparative Social Change	50140	Reconciliation Studies (UG)	85210
Contemporary China	976111	Reconciliation Studies (PG)	85211
Contemporary Europe	976401	Reconciliation Studies (PG)	85212
Contemporary Japan	976211	Research Design and Statistics for Human Movement	27155
Contemporary Latin America	976501	Russian	97x734
Contemporary South-East Asia	976301	Social Analysis and Indigenous Community Organisations	21223
Current Issues in Health and Wellbeing	27227	Social Change and Community Practice	21185
Current Issues in the Community Sector	21143	Social Psychology of Leisure	27106
Efficiency of Human Movement 1	27173	Spanish Language and Culture	97x501
Efficiency of Human Movement 2	27174	Sport and Exercise Behaviour	27160
Energetics of Human Movement	27175	Thai	97x320
Exercise Prescription	27222	The Sport Industry	27252
French Language and Culture	97x411	Workplace Learning 2	27190
Functional Kinesiology	27180		
Funds Development	21183		
German Language and Culture	97x421		
Government and Community Sector	21184		
Greek	97x710		
Health Education and Health Promotion	92721		
Human Growth and Development	27228		
Human Resource Management	21555		
In-country Study 1	977xxx		
In-country Study 2	978xxx		
Indigenous Community Research	21224		
Indonesian Language and Culture	97x311		
Introduction to Community Management	21134		
Italian Language and Culture	97x431		
Japanese Language and Culture	97x211		
Law for Third Sector Managers	79404		
Leisure and Sport in Social Context	27186		
Malaysian Language and Culture	97x331		
Management Skills	21440		
Managing Human Resources in Indigenous Organisations	21225		
Managing People and Organisations	21129		
Measurement and Development of Physical Capacity	27152		
Mechanics of Human Motion	27111		
Monitoring Organisational Performance	21140		
Motor Learning and Control	27331		

BOARDS AND COMMITTEES

FACULTY BOARD MEMBERSHIP

Ex officio members

Dean of the Faculty

Professor A P Gonczi (Chair)

Associate Dean, Teaching and Learning

Associate Professor D Slade

Associate Dean, Research and Development

Professor D J Boud

Professors

Professor A Pennycook

Professor P Hager

Professor L Yates

Director, Jumbunna, Indigenous House of Learning

Dr Larissa Behrendt

Faculty Manager

Mr H McCuaig

Chair of the Staff Meetings

(alternates between two Chairs)

Dr K Forster

Ms S Saunders

Nominated members

One nominee of the University Librarian

Mr C Langeveldt

One nominee of the Director, Institute for

Interactive Media and Learning

Vacant

One member of the academic staff from a faculty board of a faculty that contributes to the teaching programs of the Faculty

Dr Anne Ross-Smith (Faculty of Business)

Elected members

16 members of the academic staff of the Faculty

Associate Professor C Chappell¹

Dr P DeVries

Dr J Griffin¹

Dr D Hayes

Mr M Kearney

Dr Rosemary Johnston

Mr L Morgan

Associate Professor R Morris¹

Ms J Newman

Dr R Pithers

Ms J Sampson

Dr L Schaverien

Dr S Schuck

Ms H Scheeres

Associate Professor N Solomon¹

One vacancy

Two members of the support staff of the Faculty (one from each campus)

Ms S Buck

Mrs P Yip¹

Two undergraduate students of the Faculty, with one member each from Haymarket and Kuring-gai campuses

Mr J Hawkins¹

Vacant

Two postgraduate students of the Faculty

Mr P Hill¹

Vacant

¹ Term ends 31 October 2001.

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
 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
 Hermine Scheeres
 Rosie Wickert(P)
 Keiko Yasukawa (P)

Adult learning and development

Adult development
Cooperative education
Learning styles
Memory
Motivation studies
Development and counselling
Identity and learning
Skills acquisition
Transfer of learning
 James Athanasou (P)
 David Boud (P)
 Clive Chappell (P)
 Ian Cornford (P)
 Geof Hawke
 Susan Knights
 Elysebeth Leigh
 Bob Pithers (P)
 Peter Russell
 Jane Sampson
 Sallie Saunders
 Shirley Saunders (P)

Analysis of competence

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

Assessment of learning

Assessment and accreditation of prior learning
Self, peer and collaborative processes
Assessment of skills and competencies
Assessment of vocational interests and abilities
Outcomes based learning in the school curriculum
Authentic assessment
 James Athanasou (P)
 David Boud (P)
 Laurie Brady
 Ian Cornford (P)
 Kathie Forster (P)
 Andrew Gonczi (P)
 Janette Griffin (P)
 Paul Hager (P)
 Geof Hawke
 Deb Hayes
 Tony Holland (P)
 Bob Pithers (P)
 Peter Russell

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
Learning in different contexts
 Lori Beckett (P)
 Laurie Brady (P)
 Kathie Forster
 Janette Griffin (P)
 Deb Hayes (P)

Liam Morgan
 Bob Pithers (P)
 Geoffrey Riordan (P)
 Shirley Saunders (P)
 Sandy Schuck (P)
 Lynette Schaverien (P)
 Lyn Yates (P)

Computer-based education and training

Computers in the teaching and learning process
Information technology in education
Designing, implementing and evaluating computer mediated learning environments
Issues in computer education and training
 Graham Barnsley (P)
 Deb Hayes (P)
 Tony Holland (P)
 Viktor Jakupec (P)
 Matthew Kearney
 Liam Morgan
 Chris Nesbitt (P)
 Lynette Schaverien (P)
 Sandy Schuck (P)
 Lyn Yates (P)

Cooperative learning

Reciprocal peer learning
Collaborative learning
 David Boud (P)
 Laurie Brady (P)
 Janette Griffin (P)
 Susan Knights
 Elysebeth Leigh
 Jane Sampson
 Sandy Schuck (P)
 Alan Scully

Creative and performing arts education

Children's theatre
Educational drama
Storytelling
Music education
Drama in education
Creative writing
Integrated arts
Art education
Dance education
Music therapy
Drama therapy
Puppetry
Readers Theatre
 Anne Bamford
 Kate Collier
 Peter DeVries (P)
 Rick Flowers
 Linda Knight
 Rosemary Johnston (P)
 Paul March
 Barbara Poston-Anderson (P)

Curriculum studies

Curriculum design
Contemporary curriculum issues
Curriculum management
Curriculum evaluation
Curriculum theory in adult education
Construction of knowledge
Sociology of curriculum change
 Lori Beckett (P)
 Laurie Brady (P)
 Clive Chappell (P)
 Rick Flowers
 Deb Hayes (P)
 Viktor Jakupec (P)
 Lyn Yates (P)

Discourse analysis

Approaches to discourse analysis
Critical discourse analysis
Studies of classroom interaction
Studies of spoken language corpus
Analysis of casual conversation
Ethnography of communication
Discourse and policy
 Kath Copley
 Pauline Gibbons (P)
 Jenny Hammond (P)
 Chris Nesbitt (P)
 Alastair Pennycook (P)
 Sallie Saunders
 Hermine Scheeres
 Diana Slade (P)
 Rosie Wickert (P)

Education and social action

Parental involvement and participation
Empowerment in education
Community organisations and learning
Community development
Activism
Learning in social contexts
Popular education
Social movements
Trade union education
Aboriginal adult education
Community adult education
 Lori Beckett (P)
 Kate Collier
 Kath Copley
 Rick Flowers
 Kathie Forster (P)
 Deb Hayes (P)
 Viktor Jakupec (P)
 Susan Knights
 Jane Sampson
 Sallie Saunders
 Lynette Schaverien (P)

Jennifer Stephenson
Rosie Wickert (P)
Lyn Yates (P)

Educational management (leadership and 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)
Andrew Gonczi (P)
Deb Hayes (P)
Robyn Johnston
Elyssebeth Leigh
Bob Pithers (P)
Geoffrey Riordan
Sallie Saunders
Shirley Saunders (P)
Geoff Scott (P)
Rosie Wickert (P)

Experience-based and practice-based learning

Action learning
Games and simulations in training
Learning in informal settings
Learning in the workplace
Models of learning
Problem-based learning
Role of reflection
Self-directed learning
Work-based learning
Autobiography and learning
The practicum
Museums and learning
David Boud (P)
Peter DeVries (P)
Kate Collier
Ian Cornford (P)
Margaret Goninan
Janette Griffin (P)
Paul Hager (P)
Geof Hawke
Linda Knight
Susan Knights
Elyssebeth Leigh
Bob Pithers (P)
Jane Sampson
Sallie Saunders
Shirley Saunders (P)
Lynette Schaverien (P)
Sandy Schuck (P)
Alan Scully

First and second language development

Bilingual education
Mother tongue development
Second language development
Second language literacy development
Studies in cultural diversity
Pauline Gibbons (P)
Jenny Hammond (P)
Lesley Ljungdhal
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
Janette Griffin (P)
Tony Holland (P)
Viktor Jakupec (P)
Matthew Kearney
Elyssebeth Leigh
Kathy Nicoll
Shirley Saunders (P)
Lynette Schaverien (P)
Sandy Schuck (P)

Gender and education

Gender equity in education
Women and learning
Feminist pedagogy
Language, literacy and gender
Gender as practice
Sociology of gender
Lori Beckett (P)
Kath Copley
Deb Hayes (P)
Betty Johnston (P)
Susan Knights
Alastair Pennycook (P)
Jane Sampson
Sallie Saunders
Hermine Scheeres
Nicky Solomon
Lyn Yates (P)

Higher and professional education

Innovation in course design and development
Assessment practice
Experience-based learning approaches
Conceptions of teaching and learning
Professional development practices
Research supervision
David Boud (P)
Viktor Jakupec (P)
Rosemary Johnston (P)
Sandy Schuck
Keith Trigwell (P)
Lyn Yates (P)

Historical, philosophical and social perspectives

Australian studies
Philosophy of adult and vocational education
History of adult education
Sociology of education
Cultural theory
International/comparative adult education
Adult education in the Third World
Language and globalisation
Comparative adult and vocational education
 Keith Amos (P)
 Ian Cornford (P)
 Rick Flowers
 Kathie Forster (P)
 Andrew Gonczi (P)
 Paul Hager (P)
 Deb Hayes (P)
 Viktor Jakupec (P)
 Rosemary Johnston (P)
 Susan Knights
 Roger Morris (P)
 Alastair Pennycook (P)
 Barbara Poston-Anderson (P)
 Geoffrey Riordan
 Hermine Scheeres
 Rosie Wickert (P)
 Lyn Yates (P)

Literacy education

Learning perceptions
Learning in informal settings
Literacy development
Policy development in literacy education
School literacy education
Remedial reading and spelling
Children's literature
Ethnography of literacy practices
Literacy assessment
Policy analysis
Tertiary literacy
 Rhondda Brill
 Pauline Gibbons (P)
 Janette Griffin
 Jenny Hammond (P)
 Rosemary Johnston (P)
 Linda Knight
 Lesley Ljungdhal
 Paul March
 Alastair Pennycook (P)
 Hermine Scheeres
 Rosie Wickert (P)
 Keiko Yasukawa (P)

Mathematics education

Mathematics as social practice
Maths anxiety
Beliefs about maths
Attitude to maths
 Graham Barnsley (P)
 Lynette Schaverien (P)
 Sandy Schuck (P)
 Keiko Yasukawa (P)

Mentoring

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

Numeracy education

School numeracy education
Adult numeracy education
 Graham Barnsley (P)
 Lynette Schaverien (P)
 Sandy Schuck (P)
 Keiko Yasukawa (P)

Numeracy practices

Theories of numeracy
Numeracy practices of the young unemployed
Language and mathematics
 Graham Barnsley (P)
 Lynette Schaverien (P)
 Sandy Schuck (P)
 Keiko Yasukawa (P)

Organisational learning and change

Organisational development
Human resources development
Organisational planning and learning
Change management
Staff development
Organisational culture
 James Athanasou (P)
 Clive Chappell (P)
 Geof Hawke
 Tony Holland (P)
 Robyn Johnston
 Bob Pithers (P)
 Sallie Saunders
 Shirley Saunders (P)
 Geoff Scott (P)
 Nicky Solomon

Policy in education and training

Adult and vocational education policy
Politics of adult education
The role of government in adult education and school education
Policy studies in post-secondary education and training
Educational planning and implementation
Politics in school education
Politics of higher education
Language policy and education
 Lori Beckett (P)
 Clive Chappell (P)
 Kath Copley
 Ian Cornford (P)
 Kathie Forster (P)
 Andrew Gonczi (P)
 Paul Hager (P)
 Geof Hawke
 Deb Hayes (P)
 Viktor Jakupec (P)
 Susan Knights
 Roger Morris (P)
 Alastair Pennycook (P)
 Geoffrey Riordan (P)
 Sallie Saunders
 Hermine Scheeres
 Rosie Wickert (P)
 Lyn Yates

Professional development

Self-study of practice
Self-appraisal for professional development
Staff/professional development
Organisational aspects
Role of supervisors
Professional development of school principals
Development review/appraisal
Professional development of adult educators and teachers
Mentoring beginning teachers
 Lori Beckett (P)
 David Boud (P)
 Laurie Brady (P)
 Rhondda Brill
 Clive Chapell (P)
 Ian Cornford (P)
 Janette Griffin (P)
 Rosemary Johnston (P)
 Susan Knights
 Elyssebeth Leigh
 Roger Morris (P)
 Jane Sampson
 Lynette Schaverien (P)
 Sandy Schuck (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
 James Athanasou (P)
 Clive Chappell (P)
 Ian Cornford (P)
 Rick Flowers
 Geof Hawke
 Tony Holland (P)
 Susan Knights
 Roger Morris (P)
 Bob Pithers (P)
 Jane Sampson
 Geoff Scott (P)
 Diana Slade (P)

Recognition and assessment of prior learning

Credit transfer/articulation
Portfolio development
 Rick Flowers
 Tony Holland (P)

Research and evaluation strategies

Illuminative/responsive approaches
Cooperative inquiry
Methodological issues
Interpretive research
Ethnography of education settings
Action research
Case studies and grounded theorising
Problem-based methodology
Qualitative research
Quantitative research
Research design and statistical analysis
Social critical research
Narrative enquiry
 James Athanasou (P)
 David Boud (P)
 Peter DeVries (P)
 Rhondda Brill
 Clive Chappell (P)
 Ian Cornford (P)
 Janette Griffin (P)
 Jenny Hammond (P)
 Viktor Jakupec (P)
 Geof Hawke
 Linda Knight
 Roger Morris (P)
 Alastair Pennycook (P)
 Bob Pithers (P)
 Barbara Poston-Anderson (P)

Lynette Schaverien (P)
Sandy Schuck (P)
Lyn Yates

Science and technology education

Learning beyond the classroom
Gender and science
Computer-based learning
Communities of learners
Social constructivist approaches to learning
Janette Griffin (P)
Matthew Kearney
Lynette Schaverien (P)

Social and environmental education

Primary teacher education: studies of society and environment
Curriculum development, NSW: human society and its environment (K-6)
Environmental education
Keith Amos (P)
Laurie Brady (P)
Janette Griffin (P)

Special education

Special needs education
Learning difficulties
Gifted and talented students
Graham Barnsley (P)
Barbara Poston-Anderson (P)
Nicole Todd
Jennifer Stephenson

Systemic functional linguistics

Analysis of classroom interaction
Genre analysis
Theory of systemic linguistics
Spoken and written language
Educational applications of systemic linguistics
Analysis of spoken language
Pauline Gibbons (P)
Jenny Hammond (P)
Chris Nesbitt (P)
Hermine Scheeres
Diana Slade (P)

TESOL curriculum and methodology

TESOL curriculum
Language assessment
Approaches to TESOL
Languages other than English
Program evaluation
TESOL and cultural difference
Rhondda Brill
Pauline Gibbons (P)
Jenny Hammond (P)
Rosemary Johnston (P)
Sheilagh Kelly

Lesley Ljungdahl (P)
Liam Morgan
Alastair Pennycook (P)
Diana Slade (P)
Jacquie Widin

Training and development

Skill formation
Industrial training
Evaluation of educational and training programs
Competency-based education
Workplace reform and training
James Athanasou (P)
Clive Chappell (P)
Ian Cornford (P)
Andrew Gonczi (P)
Paul Hager (P)
Geof Hawke
Tony Holland (P)
Robyn Johnston
Elyssebeth Leigh
Bob Pithers (P)
Peter Russell
Hermine Scheeres
Diana Slade (P)
Nicky Solomon (P)

Work-based learning

Learning at work
Links between learning and performance
Learning and organisational goals
Capability
James Athanasou (P)
David Boud (P)
Clive Chappell (P)
Andrew Gonczi (P)
Paul Hager (P)
Geof Hawke
Sallie Saunders
Nicky Solomon (P)

STAFF LIST

Professor and Dean of Education

A Gonczi, MA, MEd(Hons) (Syd), PhD (UTS)

Associate Dean, Research

To be advised

Associate Dean, Teaching and Learning

To be advised

Academic Staff

Professor of Adult Education

D J Boud, BSc(Hons), PhD (Sur), CPhys, FSRHE, FRSA, MIstP

Professor of Education

P J Hager, BSc(Hons), BA(Hons), PhD (Syd), DipEd (Tech) (Syd Teach Coll)

Professor of Teacher Education

L Yates, BA(Hons), DipEd, MA(Hons), (Melb), MEd (Bristol), PhD (LTU)

Professor of Language in Education

A Pennycook, BA (Leeds), MEd (TESL) (McG), PhD (Tor)

Adjunct Professor in Adult Education

G Woodburne, PSM, MA (Syd)

Adjunct Professor in Language and Literacy

C N Candlin, BA(Hons), MA(Hons) (Oxf), DipED (TEFL) (Lond), MPhil (Yale), PhD (Jyvasklya, Finland), FRSA

Adjunct Professors in Research

R Usher, BA(Hons), MA (Oxf), PhD (S'ton)

J C Walker, BA, DipEd, MEd, PhD (Syd)

Adjunct Professors in Vocational Education

K Schofield, BA, DipEd, MEd (Syd)

R Sweet, BA (Syd)

Emeritus Professor

C E Deer, BA, MTCP, DipEd (Syd), PhD (Macq), FACE

Associate Professors

J A Athanasou, BA (UNSW), LittB (UNE), MA (Syd), PhD (UNE), DipEd (Armidale CAE), MAPsS

L I Brady, MA, MEd, DipEd (Syd),

PhD (Macq), FTCL, FACE

C S Chappell, BSc (Brist), MEd (UNSW), GradCertSE (Lond) PhD (UTS)

A Lee, BA(Hons), MEd (Tas), PhD (Murd)

R K J Morris, BA, MLitt (UNE), MEd (Syd),

PhD (Minn), TeachCert (Syd Teach Coll),

GradDipAdultEd (SCAE), AMACEA

B Poston-Anderson, BA (Carthage), MA

(Rhetoric and Public Address), MA (LibSc),

PhD (Iowa), MA (Medieval Studies) (Macq),

ALAA

G P Riordan, BEd (UNSW), MEd (CCE),

PhD (Alta)

D Slade, BA (Adel), MA (Lond), PhD (Syd),

DipEd (Murray Park CAE)

N Solomon, MA (Syd), DipEd (Syd Teach

Coll)

R Wickert, BSc (Aston), GradDipAdultEd

(SCAE), GradCertFE (Lond), PhD (UTS)

Senior Lecturers

K W Amos, BA, MLitt, PhD (UNE),

TeachCert (Bathurst Teach Coll)

G J Barnsley, BSc, PhD, DipEd (UNSW),

MLitt (UNE), MACE

R M Brill, BEd, GradDipEdStudies (KCAE),

MEd (Syd), DipSpecEd (AMCAE),

TeachCert (Armidale Teach Coll)

K Collier, BA (Open), MA (Sus), DipTeach

(Lond), AGSM (Guild)

I R Cornford, BA(Hons), PhD (Syd), DipEd

(Syd Teach Coll)

R Flowers, BA (Lond), MA (Freiburg),

GradDipAdultEd (UTS)

K M Forster, BA, DipEd (Melb), BEd, PhD

(Monash), MEd (Harv)

P Gibbons, BA (Wales), MA (Penn), MA

(Syd), CertTESL (Lond), PhD (UTS)

J M Griffin, BA, DipEd (Macq), DipSpecEd

(Mitchell CAE), GradDipCommM (UTS),

PhD (UTS)

J Hammond, BA, MA (AppLing), PhD

(Syd), DipEd (Syd)

A M Holland, BSc(Hons) (UNSW), BA,

MEd(Hons), PhD (W'gong), DipEd (SCAE),

DipEd (Comp) (SAustCAE)

V Jakupec, BEd (Adel CAE), MEd(Hons)

(James Cook), PhD (F U Hagen), DipTeach

(Syd Teach Coll)

R R Johnston, BA, DipEd (Syd), MA, PhD

(Macq)

S M Knights, BA (York), MSc (Edin),

GradDipEmpRels (NSWIT)

L Ljungdahl, BA(Hons), PhD (UNSW), MA

(Concordia), MLS (McG), MA(Hons) (Syd),

DipEd (Syd Teach Coll), DipLib (Lond),

GradDipEdStudESL (W'gong), RSA,

CertTEFL, GradDipIntStudies

J A McIntyre, BEd, MA(Hons) (Syd), PhD

(UTS)

P March, MLitt (UNE), MA(Hons) (Syd),
LTCL, FESB, FRSA, MACE
M S Newman, BA (Syd), PhD (UTS)
R T Pithers, MA(Hons), PhD, DipEd (Syd),
MAPsS

P M Russell, BA (UNE), MEd (Syd),
DipTeach (Tech) (Syd Teach Coll)
S Saunders, BA (UNE), MEd (UTS)
S D Saunders, MA(Hons) (UNSW), PhD
(Syd), GradDipAdultEd (SCAE)
L R Schaverien, BEd(Hons) (Syd), MA
(Educ) (Lond), PhD (UTS)
H Scheeres, MA (Syd), DipEd (Syd Teach
Coll), GradDipTESOL (SCAE)
S Schuck, BA (Witw), TTHD (JCE),
BA(Hons) (SAf), GradDipEdComputer
Studies (CSturt), PhD (UTS)
G A Segal, BSc(Hons), MSc (UNSW), PhD
(UTS), TeachCert (WBTC)

Lecturers

A K Bamford, BEd (Armidale CAE),
MEdCA (UNSW), DipTeach (KCAE)
L Beckett, DipPE, CertHEd (W'gong Teach
Coll), PhD (Deakin)
P DeVries BA(Hons) (UQ), GradDipTeach
(KGAE), MEd, PhD (Griff), LTCL
D Hayes, BSc (Syd), DipEd (N'cle), MA
(Macq) PhD (N'cle)
R Johnston, BA DipEd (Syd), MA (Macq)
M Kearney, BSc, MEd (Syd), GradDipEd
(SCAE)
S Kelly, MEd (Deakin), GradDipReadingEd
(Adel), GradDipTESOL (SCAE)
E E Leigh, BA, DipEd (Syd), MEd (UNSW),
GDE (HAC)
M McDaniel, BSocSc (UWS)
L A Morgan, MA, MPhil, DipEd (Syd)
J Newman, BA (UWS)
K G Nicoll, BEd (Edin), MPH (Dund)
C Nesbitt, BA(Hons), PhD (Syd)
J H Sampson, BA (ANU), DipContEd (UNE)
A K Scully, BEd (CCA), MEd (Syd),
DipTeach (KCAE)
R Tremayne, BEd, MEd (Syd)
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15 Broadway, Broadway
- Building 2 (CB02)
15 Broadway, Broadway
- Bon Marche, Building 3 (CB03)
765 Harris Street, Broadway
- Building 4 (CB04)
751 Harris and 95 Thomas Streets
- Peter Johnson Building
Building 6 (CB06)
702 Harris Street, Broadway
- The Terraces (CB08)
9, 11 and 13 Broadway, Broadway

Haymarket

- Haymarket, Building 5
(CM05A–CM05D)
1–59 Quay Street
Haymarket

Blackfriars

- Corner Blackfriars and Buckland Streets
Chippendale (CC01–CC07)

Smail Street

- 3 Smail Street, Ultimo (CS01)

Harris Street

- 645 Harris Street, Ultimo (CH01)

McKee Street

- McKee Street Childcare (CK01)
1–15 McKee Street, Ultimo

Quay Street

- 10 Quay Street, Haymarket
- Prince Centre
8 Quay Street, Haymarket

Student housing

- Bulga Ngurra (CA02)
23–27 Mountain Street, Ultimo
- Geegal (CA01)
82–84 Ivy Street, Chippendale

Institute for Sustainable Futures

- National Innovation Centre
Corner Garden, Cornwallis and
Boundary Streets
Eveleigh NSW 1430
telephone (02) 9209 4350
fax (02) 9209 4351

Kuring-gai campus

- Buildings KG01–KG05
Eton Rd, Lindfield
(PO Box 222, Lindfield NSW 2070)
- UTS Northshore Conference Centre

St Leonards campus

- Dunbar Building (SL01)
Corner Pacific Highway and
Westbourne Street, Gore Hill
- Clinical Studies Building (SH52)
Centenary Lecture Theatre (SH51)
West Wing (SH11A), Reserve Road
Royal North Shore Hospital
- Gore Hill Research Laboratories (SH44)
and Biological Annexe (SHHHA) Royal
North Shore Hospital

Yarrowood conference and research centre

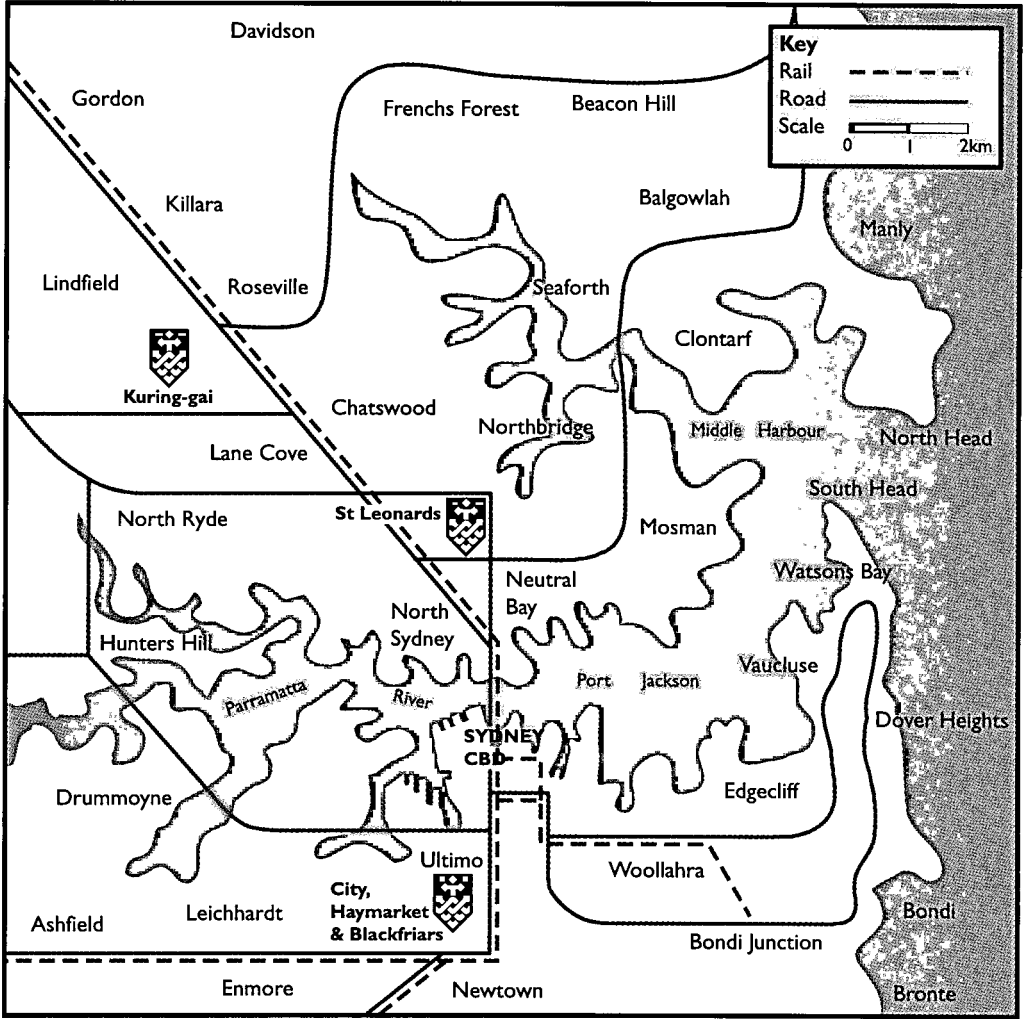
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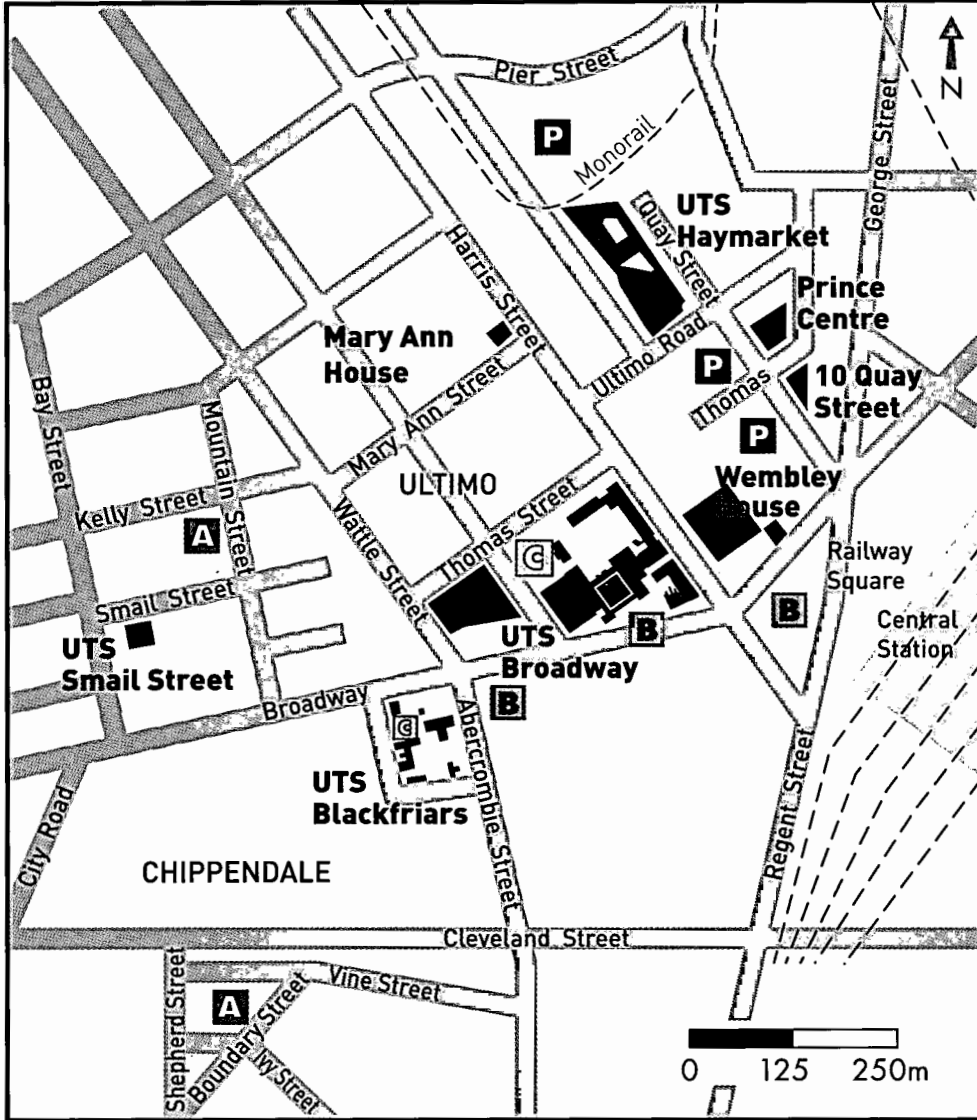
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UTS MAPS

Sydney regional map

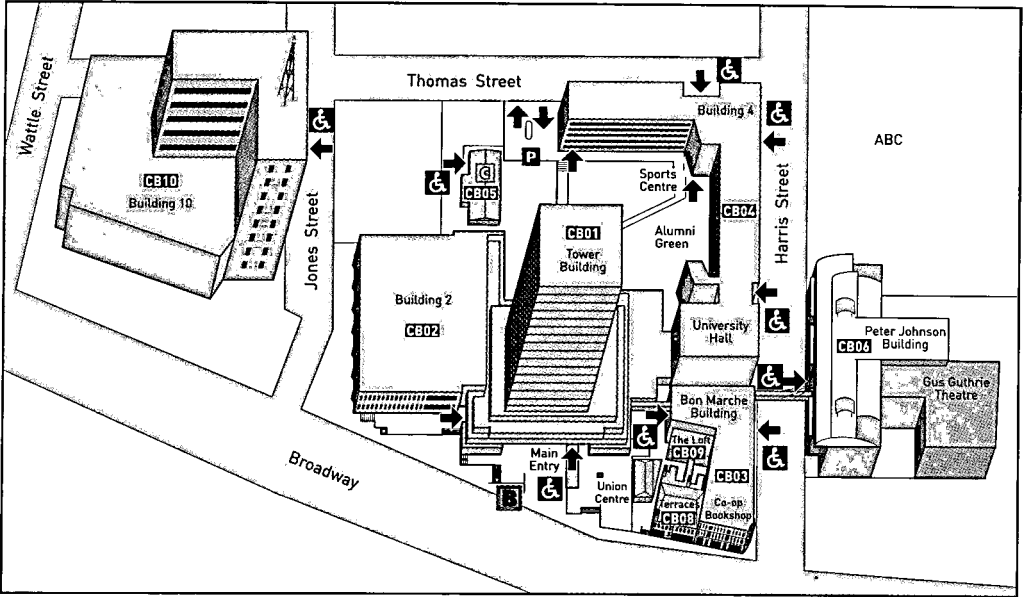


City campus

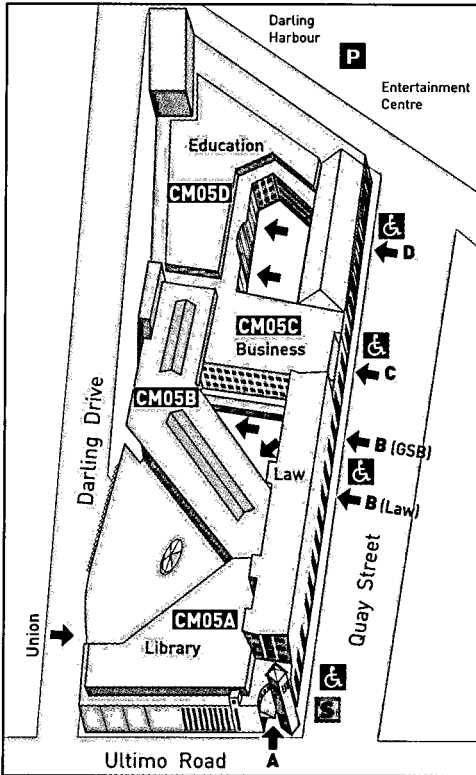


KEY	
	Entry / Exit
	Disabled access
	Main bus stop
	UTS shuttle bus
	Parking
	Child care
	Student accommodation
	Building numbers

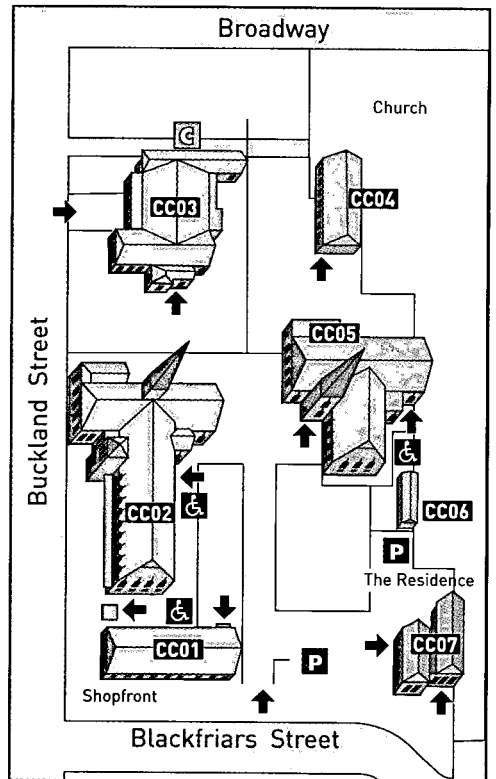
Broadway



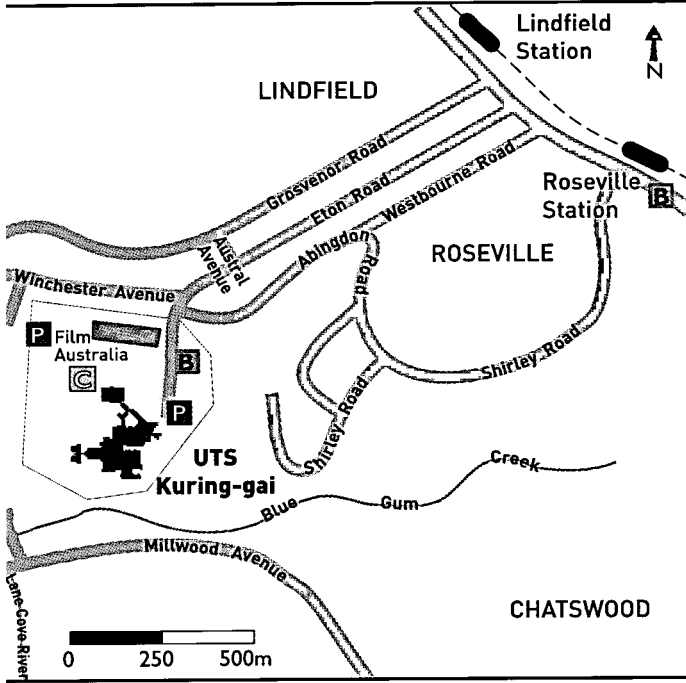
Haymarket



Blackfriars

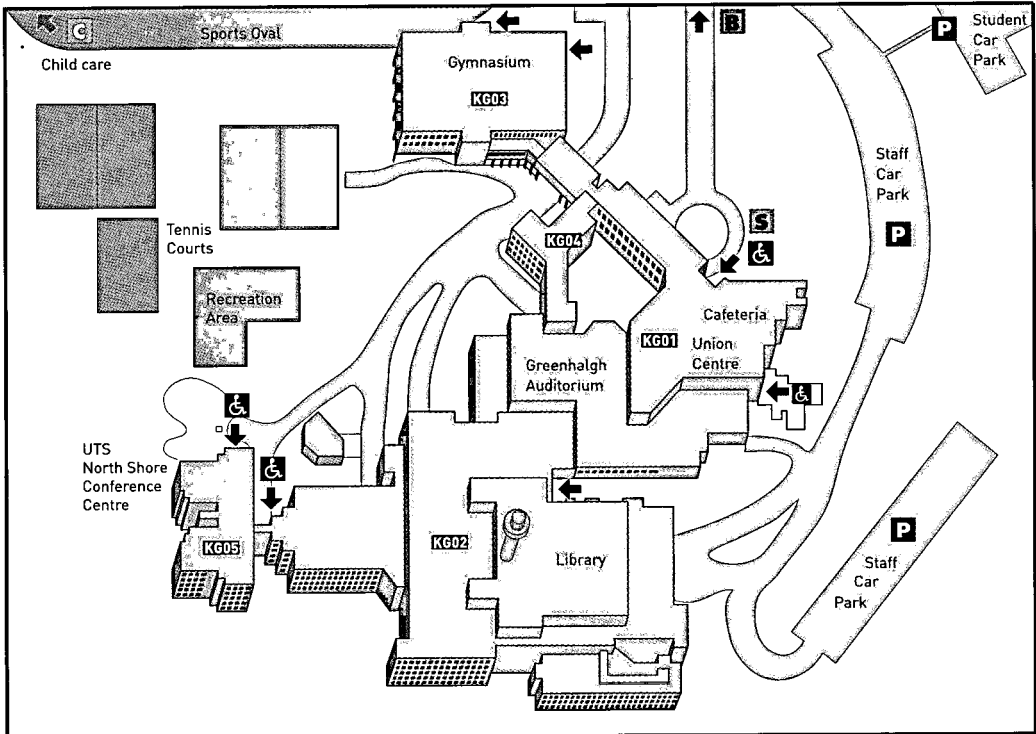


Kuring-gai campus

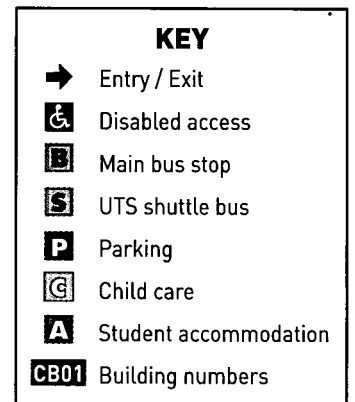
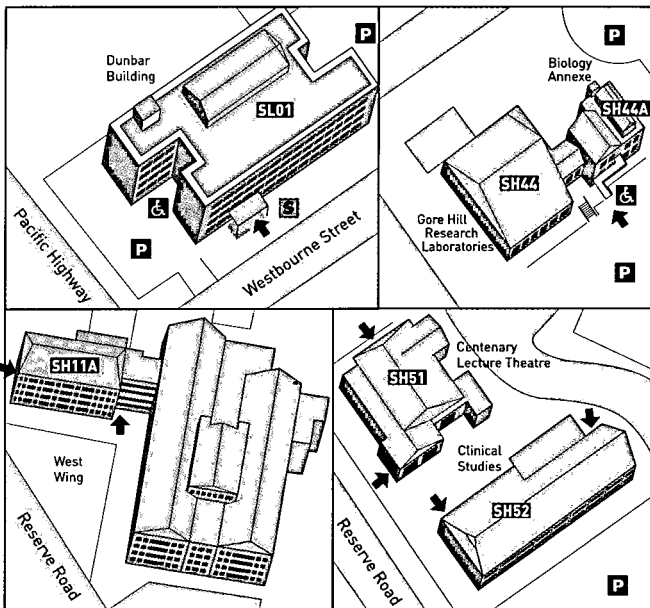
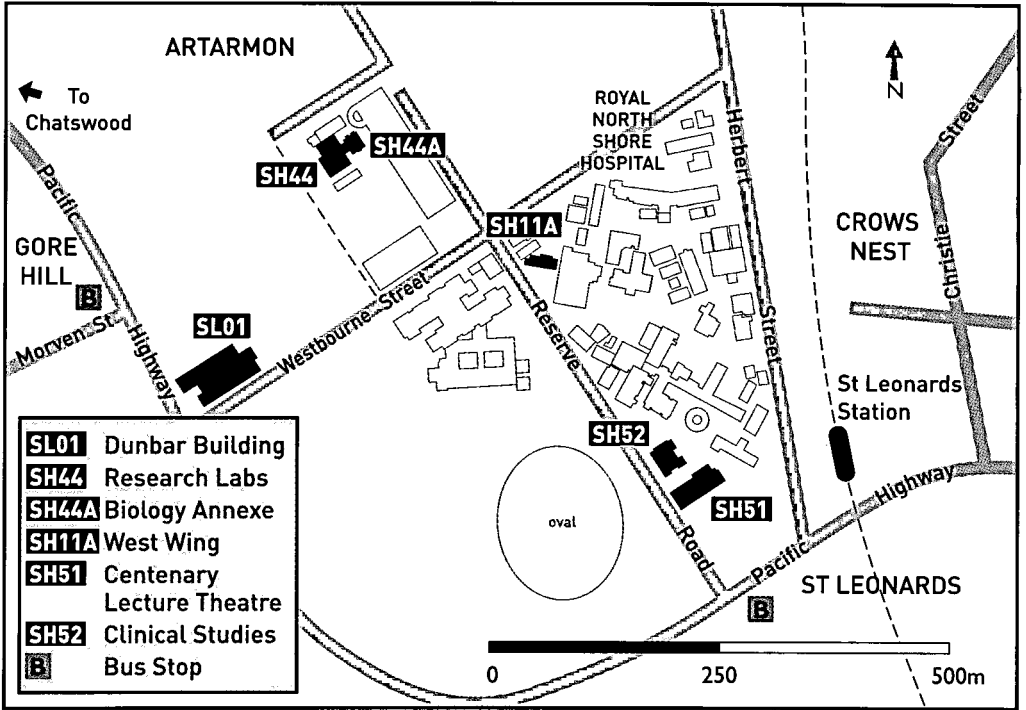


KEY

- ➔ Entry / Exit
- ♿ Disabled access
- B Main bus stop
- S UTS shuttle bus
- P Parking
- G Child care
- A Student accommodation
- CB01 Building numbers



St Leonards campus



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