Welcome to the University of Melbourne

As a postgraduate student at the University of Melbourne you join an enriching collegial community including world-class researchers and fellow research students. The University undertakes research and training of international significance and quality across a range of disciplines, and ranks among Australia's largest research organisations.

Melbourne is one of Australia's leading universities. In 2001 it has:

✓ The highest level of research funding and research higher degree completions of any Australian university;

✓ The largest scholarship program of any Australian university, ranging from highly prestigious Melbourne National Scholarships that attract some of the very best students from all Australian states, to substantial numbers of equity and access scholarships that make study in the University of Melbourne possible for qualified students from community groups and regions characterised by low higher education participation;

✓ Outstanding academic staff, including two Nobel Laureates engaged in teaching and research through three year, part-time contracts; and

✓ The largest program in Australia of investment in the development of multimedia courseware and online learning environments for on-campus students.

These and other hallmarks of academic excellence make the University of Melbourne one of only a small number of Australian universities able to realistically aspire to becoming internationally competitive at the highest level. The University provides excellent support and facilities for postgraduate students ranging from the best in multimedia and internationally acclaimed academic staff to the School of Graduate Studies (SCS), the Graduate Centre, and the University of Melbourne Postgraduate Association (UMPA).

SCS, located in the Graduate Centre, is a focal point for postgraduate students. A key goal for the School is to foster collegiality and broaden the horizons for postgraduate students, both academically and culturally. To this end the SCS offers a program of lectures and events which recognise cultural diversity and the internationalisation of research. With the University of Melbourne Postgraduate Association, the SCS co-manages the Graduate Centre, which provides postgraduate students with support and a lively stimulating environment. The Graduate Centre has a bar and bistro, a loft and quiet study rooms, seminar rooms and conference facilities, a print room, a study centre and student carrels.

When you enter the University of Melbourne you enter an international world of learning. I look forward to welcoming you to this distinguished university.

Alan D. Gilbert
IMPORTANT DATES 2002

Dates for applications
Students are advised to submit their applications by the following dates:

- For coursework programs commencing Semester 1, 2002: 26 October 2001
- For coursework programs commencing Semester 2, 2002: 31 May 2002

Research applications are accepted all year.

Scholarship applications
Closing dates for applications vary according to the scholarship applied for, type of course, and entry point (eg. Semester 1, Semester 2 or other entry point). See Scholarships section for details on individual scholarships.

Vice-Chancellor

THE MELBOURNE EXPERIENCE

Why Study in Melbourne?
Melbourne is Australia's most cosmopolitan city. It is home to people from over 100 nations. Languages and cultures mix easily. Friendships are formed that span the globe. Living and studying in Melbourne guarantees a lifelong network of friends and professional colleagues.

THE CITY OF MELBOURNE

Melbourne is a safe city. Whether you are walking the streets, travelling on public transport, shopping or eating with friends, you will feel secure. The public transport system runs smoothly, the shops sell everything imaginable and the variety of food is second-to-none.

Melbourne has the most moderate climate of all of the major Australian cities. It doesn't get as hot as the northern cities, nor as cold as some of the inland cities.

Within an hour or so of Melbourne lie some of the most scenic spots in Australia. Beaches, rainforests, mountains, lakes, in fact just about every type of environment you can imagine. You can hire a car or catch a train or bus. It's a great way to escape your studies for a short time.

Something for everyone
Melbourne has something for everyone and for every occasion. For those interested in the arts, it has world-class theatre, concerts and galleries. Lovers of sport can attend world-class sporting events such as the Formula One Grand Prix, the Australian Tennis Open, and the Melbourne Cup. Eating out is an experience one never tires of, simply because of the variety and the quality of the cuisine.

For those moments when peace and quiet are called for, solitude can be found in Melbourne's parks and gardens. Few cities in the world have looked after their natural environment with such care. When it's time for celebrating, a club or other nightspot is close at hand. And to take you where you want to go is an efficient, cheap public transport system.

Studying in Melbourne is not just an educational choice, it's a lifestyle choice.

VICTORIA

Victoria is the smallest State on the Australian mainland and is the most densely populated and urbanised. A multicultural State with more than a quarter of its population having been born overseas, there are more than 100 different nationalities represented among Victoria's residents, creating a vibrant and diverse cultural life. The State's economic life is equally rich, with its extensive manufacturing and commercial activities, and its position as headquarters for many leading Australian and multinational corporations.

The climate is moderate with crisp winters, cool springs, long, hot summers and an even longer balmy autumn.

RESEARCH PERFORMANCE

The University of Melbourne is playing a leading role in Australia's largest and most sophisticated biomedical research and biotechnological development — the $400 million Bio21 project. Bio21 is designed to take Australia's cutting-edge biomedical research and technology into commercial development. It's a project that consolidates Melbourne as Australia's leading research university and emphasises our commitment to the spirit of entrepreneurship.

Patenting Knowledge
The University of Melbourne is ranked fourth among Australian enterprises (and the highest university) in the number of Australian-invented patents assigned in the US system from 1989 — 1998. Examples include:
A scalable commercial process for extracting petroleum derivatives, cellulose and other high value raw materials from waste biomass. The now patented process can reduce sawdust and forestry wastes to chemicals each worth more than $1500 a tonne. The feed waste provides all the energy needed. (School of Forestry)

Australia's first locally-owned gene company, Hexima Limited, was launched at the University of Melbourne. Hexima will commercialise a novel gene which acts as a natural insecticide in plants, potentially saving farmers worldwide hundreds of millions of dollars. The company is a joint venture between the University of Melbourne, key members of the research team and Australia's largest farmer-owned company, Pivot Limited.

International Positioning
The University of Melbourne is also proud of the leading role it took in establishing the elite Universitas 21 network of 18 research-intensive universities. Universitas 21 was incorporated in London in 1999 and among its initiatives are the exploration of joint venture opportunities in 'e-Education' and the development of framework agreements for international cooperation in multimedia courseware development, student mobility programs, and international conjoint staff appointments.

Australia's Premier Research University
Latest figures show that more than $100 million of research funds flowed into the University of Melbourne in 1999. The University also:

- attracted the largest share of National Health and Medical Research Council (NHMRC) Project Grants for 2001 ($21.5 million);
- topped the Australian Research Council's Small Grants funding for 2001 ($3.4 million);
- received the largest number of Australian Postgraduate Awards for 2001 (161).

THE LIBRARY

The University of Melbourne Library is one of the nation's oldest and largest academic libraries. With more than three million volumes, the Library houses one of the largest collections in the southern hemisphere.

Spread across 23 smaller branch libraries, the collection includes books, journals and magazines, periodicals, newspapers, parliamentary papers, audio-visual materials, microform and CD-ROM databases, maps, musical scores and recordings, rare books and prints.

The Library's online catalogue can be accessed at any time via the Web.

Web site: http://www.lib.unimelb.edu.au

MULTIMEDIA

The University of Melbourne is one of Australia's leading universities in the use of new technologies in teaching and learning. Information technology initiatives, such as interactive multimedia projects, assist the transformation of teaching and learning.

Learning is delivered in multimedia classrooms, where you can access the Web or use multimedia packages specially designed by academic staff. Students can form teams on the Internet to work collaboratively in their practical work and assignments. You can even work with people internationally if your assignment calls for it.

CURRICULUM EVALUATION

All courses are evaluated annually by staff and students, and new courses are developed in line with changing industry and professional needs. Regular appraisal of staff keeps the quality of teaching high. Input from the University's extensive research activities also ensures that our teaching incorporates the latest knowledge.

ALUMNI

The University of Melbourne has a well-established network of 130,000 past students. Melbourne alumni hold qualifications from more than 100 different degree programs, and feature prominently in all professions and walks of life in 101 countries around the world. Membership to the University of Melbourne alumni community is free.

The Alumni@Melbourne web site http://www.unimelb.edu.au/alumni/ is the key contact point for alumni of the University of Melbourne. This interactive site has been developed to incorporate the Melbourne Forum, an online discussion board, e-postcards, and a CyberMentoring Program.

For more information on the Alumni Relations Program, telephone 03 8344 7469, fax 03 8344 6895, or email: alumni-info@unimelb.edu.au

EXCHANGE OPPORTUNITIES

The University of Melbourne has formal student exchange agreements with approximately 115 institutions in 27 countries around the world. Eligible students studying at the University can apply to be placed for either one or two semesters in an Institution in Canada, China, France, Indonesia, Japan, Korea, Sweden, Taiwan, the UK, the USA, Mexico and more. The best part is that you gain credit towards your degree here at Melbourne.

Melbourne Abroad Scholarships are available to eligible exchange students to assist with travel and living costs. Exchange programs are also recognised for Youth Allowance purposes. The Melbourne Abroad Outgoing Exchange unit coordinates the Exchange Program in the International Centre. For more information telephone +61 3 8344 745, email exchange-out@unimelb.edu.au, or visit the web site at: www.services.unimelb.edu.au/scholarships/exchanges/index.html
SPORT AND RECREATION

Melbourne University Sport

Melbourne University Sport is one of the most extensive sport and recreational facilities in Melbourne. All enrolled students are encouraged to participate and get involved in a wide range of sporting and recreational activities on and off campus. Not only can you have fun and become healthier but it’s also a great way to settle into Uni life and make new friends.

On-campus indoor facilities are located in the Sports Centre and Beaurepaire Centre buildings located at Tin Alley, north of the Union building. The Sports Centre is where all bookings occur and has seven squash courts, two multi-purpose stadiums, weight-training rooms, personal training studio, cardio theatre, sports medicine clinic, fitness testing room, meeting room, SPINNING studio and change rooms. The Beaurepaire Centre features a multi-purpose stadium, box-a-cise/martial arts room, recreation hall, yoga studio and change rooms. Outdoor facilities include tennis courts, synthetic running track, turf oval, pavilion, artificial turf hockey field, a synthetic wicket cricket practice area, basketball/netball courts, baseball batting cage and a barbecue.

Off-campus facilities include a boat shed on the Yarra and a 42-bed modern Alpine Lodge at Mount Buller. See www.sports.unimelb.edu.au for more information.

CLUBS AND SOCIETIES

There are numerous student clubs and societies on campus, many of which cater to the interests of international students, by faculty or by nationality. The Melbourne University Overseas Student Society (MUOSS) is the peak body for international students on campus and new students are encouraged to join. Some other clubs of interest to international students are:

- Chinese Students and Scholars Society
- Hong Kong Students Society
- Indonesian Students Association
- Malaysian Students Society
- Singapore Students Society

Most of the clubs and societies operate through the Student Union, where there is a Clubs and Societies Officer to help you find clubs of interest to you. Many faculties also have clubs for international students.


SERVICES AND FACILITIES

GRADUATE CENTRE

Established in the historic 1888 Building and surrounded by beautifully landscaped gardens, the Graduate Centre, co-managed by the University of Melbourne Postgraduate Association and the School of Graduate Studies, provides postgraduate students with a range of facilities and support services. The Graduate Centre has:

- A café and bar adjoining the delightful Plane Tree Courtyard;
- A large loft for relaxation or study;
- Seminar rooms and conference facilities;
- Computing facilities (catering for both Mac and PC users and providing design and photo editing software and scanners);
- A presentation and publishing centre, providing computers, software and services varying from coloured printing to laminating and thesis binding;
- A Study Centre, with resources to assist postgraduates with academic skills development and career planning;
- Quiet study rooms;
- Student carrels (with computer and phone) catering for up to 70 students, which are allocated to successful applicants who are usually students in the final six months of their candidature and writing up their thesis;
- A new ground floor study carrel specifically modified to suit postgraduate students with physical disabilities.

SCHOOL OF GRADUATE STUDIES

The purpose of the School of Graduate Studies (SGS) is to enhance the quality of education of all postgraduate students at the University of Melbourne through targeted academic support, policy development and performance monitoring.

As an integral part of the School’s service provision, a range of workshops, seminars and skills development courses are run each semester for postgraduate students. The School also organises a program of lectures and events that recognise and celebrate cultural diversity, interdisciplinary studies and the internationalisation of research.

Our Postgraduate Library Research Consultant runs workshops and seminars on the effective use of electronic databases and library print resources and provides individual advice to students. We employ IT support staff to assist postgraduate students, and provide individual study carrels for students in the writing-up phase of their studies.

The School of Graduate Studies also offers a comprehensive range of professional development opportunities for local and international postgraduate students. A flagship program of the School is the Advanced Leadership and Professional Skills Program.
WELCOME TO THE UNIVERSITY OF MELBOURNE (ALPS), which has been designed specifically to complement postgraduate studies, to develop transferable skills and to enhance the employability of our postgraduate students.

To find out more about these and other programs provided by SGS visit the website at www.gradstudies.unimelb.edu.au

Contact the Student Employment Service on 03-8344-6550 or visit http://www.services.unimelb.edu.au/careers/

UNIVERSITY OF MELBOURNE POSTGRADUATE ASSOCIATION

The role of the University of Melbourne Postgraduate Association is to represent the interests of all postgraduate students at the University, to enhance the quality of their academic experience, and to foster the growth of a community of enquiring scholars. They do this through skills workshops, publications, education advice and support including orientation activities, interdisciplinary seminars and conferences, assistance with postgraduate journals and presentations, and social and cultural activities.

See www.umpa.unimelb.edu.au for more information.

CAREERS AND EMPLOYER LIAISON UNIT

Careers & Employment provides employment, career and labour market information to current students and graduates up to one year out. Make sure you subscribe to our weekly email careers bulletin, jobs@careers@unimelb, for all the latest job vacancies, details of careers and employer sessions, and much more. Careers & Employment offers a comprehensive Careers Resource Centre, providing information on careers associated with your degree, course handbooks and directories, organisations employing our graduates, employment opportunities for international students, work and study overseas, and course-related vacation work.

The Unit also assists you with preparing for work skills through a range of free workshops, and conducts Employer information sessions and career fairs. There is also an Industry Consultants Program that gives you the opportunity to undertake a job placement with an organisation, working as part of a team to solve problems for industry and community service organisations. Careers Consultants are available to advise you on career implications of degree choice and how to identify employment and further study options. An International Careers Consultant is also available. Need your resume reviewed? Bring it in for a consultation with a qualified reviewer.

Access employment vacancies anytime, anywhere using Unimelb Job Search. This is a database of hundreds of part-time, casual, temporary and full-time vacancies for you to browse online at www.services.unimelb.edu.au/careers.

SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

The Melbourne Scholarships Program is one of the most comprehensive and generous of its kind in Australia. In 2001, we will award approximately 150 new scholarships to international postgraduate students.

If you are an international student with a first-class academic record you are invited to consider one of our prestigious Melbourne Scholarships which are available for both postgraduate coursework and research higher degree programs.

Melbourne International Research Scholarships (MIRS)

Number to be awarded and benefits
Up to 80 new MIRS are awarded each year and provide a living allowance of A$16,732 (in 2001) for the standard duration of the degree. The level of stipend is reviewed annually.

Both commencing international research higher degree students and currently enrolled international students are eligible.

Commencement
¥ Recipients may begin any time in the semester in which they have an offer of a place.
¥ Students who hold an IPRS in addition to an MIRS must begin by 31 August.

Melbourne International Fee Remission Scholarships (MIFRS)

Number to be awarded and benefits
Up to 50 MIFRS will be awarded. These meet the full cost of tuition fees for the standard duration of the degree. Benefits do not include coverage of Overseas Student Health Cover (OSHC).

Scholarships are available in all courses although each faculty has a limit on the number awarded in any year. Only commencing international research higher degree students are eligible for MIFRS.

Commencement
¥ Recipients may begin any time in the semester for which they have an offer of a place.
¥ Awards may not be deferred to the following year.

International Postgraduate Research Scholarships (IPRS)

These are highly sought Australian Government scholarships which are awarded annually to
commencing full-time research higher degree students who have been offered an unconditional place in masters, approved higher doctorates, masters leading to PhD and PhD programs. Students who are awarded an IPRS from the University of Melbourne will automatically be allocated a Melbourne International Research Scholarship (living allowance).

Number to be awarded and benefits
Based on the 2001 allocation, up to 20 scholarships will be available in 2002. Scholarships cover full tuition fees for each year of the course and the annual Overseas Student Health Cover (OSHC) for the standard duration of the degree.

Commencement
IPRS holders must begin by 31 August.

International Postgraduate Coursework Awards (IPCA)

Number to be awarded and benefits
A limited number of scholarships covering between 25% and 100% of the annual tuition cost for the standard duration of the course will be available for high-achieving international students undertaking masters programs by coursework in the following faculties:
- Architecture, Building and Planning
- Arts
- Economics and Commerce (excluding Master of Applied Finance and Master of International Business)
- Education
- Law
- Medicine, Dentistry and Health Sciences
- Institute of Land and Food Resources

or postgraduate diploma in the faculties of:
- Education
- Institute of Land and Food Resources
- Law
- Medicine, Dentistry and Health Sciences.

Closing dates
- 15 September for applicants who wish to be considered for an IPRS.
- 31 October for applicants who wish to be considered for a MIRS, MIFRS or IPCA.

Education cost for dependents
Students who are in receipt of an Australian Higher Education Scholarship which covers full course fees (eg. MIFRS or IPRS) are not required to pay school fees for dependent children who attend a Victorian Government school. For further information see the Victorian Department of Education web site: http://www.dse.vic.gov.au/

Postgraduate scholarships selection
The University holds a Primary Scholarship Selection Round during December every year when the majority of available scholarships are awarded. International students who submit applications after the closing date will be considered on a continuous basis after completion of the primary selection round in December. (Note: Although a number of scholarships are available at this time, allocation is subject to availability within faculties.)

Application Procedures
Students applying for a new course of study using the Application for Admission as an International Postgraduate Student Form are not required to provide an additional application form or documentation for scholarship selection. Students receiving an unconditional offer of a place will be considered automatically.

Students already enrolled in the course for which they are seeking a scholarship (MIRS only) should complete the application form available from the Melbourne Scholarships Office.

General Eligibility Requirements
- Candidates are selected on academic merit and demonstrated research potential.
- Scholarships are available to students from any overseas country (excluding permanent residents of Australia and citizens of New Zealand).
- All candidates must meet the University’s English language requirements and documentary evidence must be submitted by the closing date for applications.
- All candidates must have an unconditional offer of a place in an eligible postgraduate program for which scholarships are available.
- The University of Melbourne is unable to make offers of scholarships to students who have completed an AusAID funded course within the last two years or have other contractual obligations to sponsoring bodies which may affect their ability to receive a scholarship.

Australian Development Scholarships (ADS)
The Australian Government offers scholarships for students from developing countries to study in Australia to enable students to gain knowledge and skills which will help the development of their home country when they return. For further information contact the Australian Diplomatic Mission in your home country or visit the AusAID web site at www.AusAID.gov.au

Asian Development Bank (ADB) Scholarship
The ADB Scholarship program is offered at 18 well-known institutions in the Asian region, the University of Melbourne is one of three institutions in Australia. To be eligible, applicants must be a citizen of the Bank Member Countries and have an unconditional offer from the University of Melbourne in an approved field of study.

Further information can be found at www.services.unimelb.edu.au/
SCHOLARSHIPS FOR AUSTRALIAN STUDENTS

Major living stipends
Research Scholarships, of fundamental importance in the research education program at the University, are available for outstanding Australian or permanent resident students who wish to pursue higher degrees by research (PhD, approved Research Higher Doctorates and Masters by Research Degrees).

Australian Postgraduate Awards (APA with stipend)
The APA is the principal program of support for promising researchers funded by the Australian Government through the Department of Employment, Training and Youth Affairs (DETYA).

Number awarded and benefits
In 2001, Melbourne's allocation of 161 awards was the largest of any university in Australia — an indication of its strength in research and research education. The value of the APA with stipend in 2002 and the numbers available to the University of Melbourne will be announced by the Federal Government towards the end of the year.


Melbourne Research Scholarships (MRS)
In addition to the APA, the University of Melbourne offers its own Melbourne Research Scholarships (MRS) program to support students undertaking research higher degrees.

Number awarded and benefits
Up to 150 new scholarships are available each year to Australian students, many of which are awarded in conjunction with the faculties (Faculty MRS).


Duration of awards
$ APA and MRS are awarded for three years for full-time PhD studies and 18 months for full-time masters studies;

$ Students may be granted an extension of six months if candidature is also extended.

Commencement
APAs and MRSs should normally be taken up between 1 January and 31 March of the year for which they are granted. In exceptional circumstances, which require the support of the department and approval from DETYA, a later date of commencement (no later than 31 July) may be granted by the University. Faculty-based MRS awards may be allocated and commenced later in the year, subject to recommendations and availability within the faculty quota. Awards cannot be deferred to the following academic year.

Part-time awards
Applications for part-time study will only be considered if the applicant can demonstrate compelling social reasons. These include major family commitments involving young children, and restrictive or medical conditions, but not merely the desire to undertake part-time or full-time employment.

For further detailed information please view the Melbourne Scholarships Office web site: http://www.services.unimelb.edu.au/scholarships/pgrad or visit the office located in the John Smyth Building, Level 3, University of Melbourne.

THE INTERNATIONAL CENTRE

The aim of the International Centre is to look after you from the time you make enquiries about studying at the University to the time you become an alumnus on your return home.

The International Centre achieves this by giving your application maximum individual attention. Once accepted, the centre will assist you with placement in housing and provide you with comprehensive information prior to arrival.

Please make the International Centre your first stop after your arrival in Melbourne. And then treat it as your home away from home. For further information contact our friendly staff at the front desk.

International Centre
University of Melbourne
Victoria 3010 Australia
Tel: +61 3 8344 4505 (outside Australia)
(03) 8344 4505 (within Australia)
Fax: +61 3 9349 3204 (outside Australia)
(03) 9349 3204 (within Australia)
Email enquiries: www.services.unimelb.edu.au/admissions/query/international.html

FEES
All international students must pay tuition fees unless they have been awarded a scholarship. Details of fees for particular courses are listed in the Schedule of Courses and Fees for International Students, and are
LIVING AND WORKING IN AUSTRALIA

STUDENTS WITH FAMILIES

Before bringing your spouse or children to Australia you will have to prove you can support them financially. The Australian Embassy in your country is responsible for granting approval.

EMPLOYMENT AND WORK CONDITIONS

Most international students may work up to 20 hours a week during their stay in Australia. Spouses accompanying postgraduate students are allowed to work full-time. Students are advised, however, that part-time employment is difficult to obtain. Students can obtain a work visa after enrolling in their course in Australia. The work visa costs A$50.

The University recommends that PhD students avoid working more than nine hours a week because of their heavy study load. Students with Australian Development Scholarships are not permitted to work during semester without special consent from AusAID.

SCHOOLING FOR DEPENDENTS

It is immigration policy that school-age dependents of international students undertake formal schooling while they are in Australia. You will need to provisionally enrol your child in a school before you leave your home country, and if you are not on an Australian scholarship you will have to pay the school fees one semester in advance. The Australian Diplomatic Mission in your country can tell you which Victorian schools are registered to enrol international students. The school will send you a Confirmation of Enrolment Form stating the name of the schooling program and its duration, so that you can obtain the appropriate visa for your child.

You will be required to pay school fees for your child unless you are the recipient of:

- sponsorship or scholarships from the Australian Government (eg. the Australian Sponsored Training Scholarship, the Australian Development Cooperation Scholarship, Overseas Postgraduate Research Scholarships Scheme); or
- a higher institution or approved non-government scholarship. These scholarships must be approved by the Victorian Government in order for your children to be exempt from school fees.

LIVING COSTS

There are a number of factors that have to be taken into account when calculating your likely living costs while studying at university. Your main costs will relate to your accommodation (such as rent and bills), but you should also consider the amount of money you are likely to spend on food/drink, transport and entertainment. There will also be study-related expenses on such items as books, stationery and photocopying.

When considering the type of accommodation you prefer, you have to weigh up the differences between living on your own and paying all the rent and household expenses, and sharing a flat or house and sharing the rent and household expenses.

HEALTH INSURANCE

It is compulsory for international students to have health insurance in the form of Overseas Student Health Cover (OSHC). In 2001 the cost of OSHC was A$274 (single) and A$548 (family) for 12 months. Expect fees to be slightly higher in 2002.

Overseas Student Health Cover entitles students to free medical care when attending the Student Health Service at the University of Melbourne. The University also operates optometry and dental clinics which are not covered by OSHC, but are reasonably priced compared to private practices.

Since 1999, all Swedish and Norwegian students have been exempted from OSHC in favour of a scheme sourced by their governments.

PART-TIME EMPLOYMENT

Students can obtain a work visa after enrolling in their course in Australia. The work visa currently costs A$50 and permits students to work up to 20 hours a week during the semester period and to work full time outside the semester period.

There is an employment office on campus to help students find part-time work, but such work can often be difficult to find and students should not rely on
finding work to finance their living expenses and cost of tuition. Students will need to show evidence of sufficient funds to support themselves at the time of applying for a student visa.

- Satisfactorily completing the final two years of secondary studies in an approved secondary school with English as the medium of instruction and gaining a pass in English in the final year.
- Completing at least the first year of an approved tertiary program taught in the English language in an institution where English is the language of instruction.
- Satisfactorily completing additional English language studies which, in the opinion of the Selection Committee, is the equivalent of the other tests specified above.

Further information is available via the University's web page at www.unimelb.edu.au

ENGLISH LANGUAGE REQUIREMENTS

Applicants for postgraduate degrees can satisfy the English language requirements in a number of ways:

- Meeting the University's TOEFL or IELTS requirements in a test taken no more than 24 months prior to application. (A certified copy of your TOEFL or IELTS test score must be included with your application.) Please note that some faculties may accept students with a slightly lower score. These students will be required to undertake additional English as part of their academic programs.
- Satisfactorily completing secondary studies in a country where English is the official language and gaining a pass in the final year English. (Applicants from countries with more than one official language may be required to meet TOEFL or IELTS requirements.)

ACCOMMODATION

The University of Melbourne understands how important it is for international students to find appropriate accommodation. We also understand that what suits one student, may not suit another. That's why we have a number of housing options and services for international students. These options include College Square, University City Apartments and the University's Residential Colleges. More comprehensive information regarding the following options will be included with your Letter of Offer to Study at the University of Melbourne. International students are eligible for Priority Placement in either University City Apartments or College Square.

HOUSING SERVICES

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE REQUIREMENTS</th>
<th>POSTGRADUATE COURSES</th>
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<tbody>
<tr>
<td><strong>TOEFL</strong></td>
<td><strong>IELTS</strong></td>
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<tr>
<td>Architecture, Building and Planning</td>
<td>577 + TWE 4.5</td>
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<tr>
<td>Arts</td>
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<tr>
<td>Graduate Diploma</td>
<td>577 + TWE 5.0</td>
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<tr>
<td>Masters PhD Postgraduate Diploma</td>
<td>577 + TWE 5.0</td>
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<tr>
<td>Economics and Commerce</td>
<td>577 + TWE 5.0</td>
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<tr>
<td>Master of International Business</td>
<td>577 + TWE 5.0</td>
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<tr>
<td>Education</td>
<td>600 + TWE 5.0</td>
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<tr>
<td>Engineering</td>
<td>577 + TWE 4.5</td>
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<tr>
<td>Institute of Land and Food Resources</td>
<td>577 + TWE 4.5</td>
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</table>
Priority Placement Program
University City Apartments — UCA

UCA is a modern apartment complex located right in the heart of the city. It has fully-furnished studio apartments and is just a 15-minute walk or a five-minute tram ride to campus. UCA is close to libraries, health centres, food markets, restaurants and cafés. International-style meals can be purchased from a bistro located within the building.

Each of the 214 apartments has a separate telephone and Internet connection. The kitchens all contain an oven, cook-top and refrigerator. However, students have to provide their own linen, cutlery and crockery, and television. Heating is provided and security is controlled through electronic access cards and surveillance cameras. UCA is staffed 24 hours per day.

Rental prices at UCA vary according to the location of the apartment in the building. All tenants must sign a 12-month lease and pay one month’s rent as bond. Single semester rates can be provided on application.

University City Apartments
Tel: +61 3 9600 1296
Fax:+61 3 9600 4832
Email: uniaccom@ymcavic.asn.au
Web site: www.services.unimelb.edu.au/sss/

College Square on Lygon

College Square on Lygon is a new, modern student accommodation complex, just 10 minutes walking distance from the University. Its facilities include a fitness centre, a swimming pool, a lounge, a bistro, seminar and function rooms, a business centre with full computing services, and on-site parking. The leases are for 12 months and six weeks rent is required as bond.

One- two- and three-bed apartments are available. They are all fully self-contained, and comprise a living room, a kitchen, a bathroom, and a study area which is usually a separate room. Each study room has a comfortable and ergonomic work area complete with desk, shelving, pinboards and Internet connection. All apartments also feature voicemail, a security telephone service, convection/microwave oven, gas stove, a wok-burner and rangehood, and heating. However, students have to provide their own linen, cutlery and crockery, and television.

College Square on Lygon
Tel: +61 3 9349 3600
Fax:+61 3 9349 2455
Email: college@ymcavic.asn.au
Web site: www.collegesquare.ymca.asn.au

Colleges and Halls of Residence

There are 12 Colleges at the University of Melbourne which admit students. All are on campus or within short walking distance. The Colleges provide academic and pastoral support to resident students, as well as opportunities for extracurricular activities and for developing friendships with students from all faculties. They also offer educational programs of small-group tutorials and study-related facilities such as libraries, computer rooms, and music practice rooms.

Residence in a College offers security and comfort in fully-furnished single rooms. Most student rooms have Internet as well as telephone connections. Catering is provided by Colleges and communal dining creates opportunities to meet academic staff, professionals and guest speakers, as well as other students. Limited self-catering facilities are provided by some of the Colleges.

College charges conveniently include meals, utilities, and the use of many facilities. They provide the opportunity for students to become part of a close, friendly community, with lasting relationships. Typically, Colleges only require payment for the academic year of 31 or 32 weeks, enabling students to lower costs by returning home during major vacations. However, students have the option of securing accommodation for as many further weeks as they require. Scholarships and various forms of financial assistance are available in all colleges.

Each College has a student club which organises activities and events which provide residents with the opportunity to participate in a rich cultural, social and sporting life. Residents also enjoy access to individual College sporting resources, in addition to the excellent sporting facilities offered on campus.

All Colleges in the University are co-educational, and accept applicants regardless of gender or religion. The Colleges vary in a number of ways, including in size and in religious affiliation, if any. To understand what is offered by individual Colleges, it is important to contact the Colleges which most interest you.

Applications should be made to one College only and can be completed and submitted through the College Web site, or sent to:

The Admissions Office, (Name of the College of first preference), Parkville, Vic 3052, Australia.

Applications should be made before the end of November.

For more information on Colleges and Halls of Residence contact:

Intercollegiate Office
Tel: +61 3 9347 9320
Fax: +61 3 9347 9320
Email: enquiries@colleges.unimelb.edu.au
Web site: www.colleges.unimelb.edu.au

Homestay

Homestay provides students with a supportive environment and an outstanding opportunity to experience, first-hand, the Australian lifestyle. Options vary but students can elect to be placed with a family where the rental covers the costs of a furnished room, meals and most bills. The University does not manage this service and should this option interest you, we will refer you to many of the placement organisations that operate this service. Costs tend to average A$150 per week plus a one-off application fee.

Private Renting in Melbourne

Some students prefer to lease their own property in areas around the University campus. The main advantage of this option is that if more than one student resides in a property, many living costs can be shared.
However, this option is difficult to organise before you arrive in Melbourne.

Other issues to be aware of are:

- properties are usually leased unfurnished e.g. no fridge, washing machine, sofa, TV;
- lease periods are usually fixed at 12 months;
- no pastoral or academic care is provided by the University;
- your rights and responsibilities as a tenant may vary from property to property.

Student Support Services has information regarding local estate agents and tips on how to locate rental property that best suits your needs. Please send an email to housing-info@unimelb.edu.au or phone +61 3 8344 6550 au or phone +61 3 8344 6550 for a brochure.

Student on Arrival Assistance Program
This program ensures you are met by one of the University's senior students who can help show you around the University and Melbourne, including finding accommodation if you have not already arranged this prior to your arrival in Melbourne.

For more information on housing contact:
Student Support Services
Tel: +61 3 8344 6550
Fax: +61 3 8344 5624
Email: housing-info@unimelb.edu.au
Web: www.services.unimelb.edu.au/sss/housing

TYPES OF COURSES OFFERED
POSTGRADUATE COURSES: AN OVERVIEW

Research
To help you search for areas of research which interest you, the University provides a comprehensive Research Report on the World Wide Web at:

You can search the site using key words or the names of particular researchers.

This site provides listings of all research degrees available at the University, by faculty.

Doctor of Philosophy
The Doctor of Philosophy (PhD) is the University's major research qualification. Candidates undertake a research program which is likely to make a significant and new contribution to their discipline. Supervision is normally through a supervisory panel with one principal supervisor. Candidates may write up to a 100,000 word thesis, which is examined externally.

While the PhD degree is often an entirely research-based degree assessed by thesis, the University now also has some PhD degrees with coursework components.

Length/mode
The normal period of candidature is three years for full-time candidates with the possibility of two, six month extensions. All PhD candidates are required to complete a minimum of 12 months full-time research at the University.

Throughout their candidature students are expected to attend the University in order to benefit from planning, conducting and writing up their research within a University community and environment. The degree may be undertaken in any department of the University provided adequate supervision is available.

Admission requirements
The minimum requirement for admission is normally a four-year Honours degree from an Australian university, or a qualification or combination of qualifications considered by the University to be equivalent.

International students interested in applying for a PhD or Masters by Research are advised to enter into written communication with a prospective supervisor to clarify and develop their research proposal prior to making a formal application.

Doctoral degrees
Doctoral degrees or higher doctorates are the senior higher degrees administered by the faculties. They normally involve coursework and thesis components.

The number of Higher Doctorates awarded have increased in number in recent years, particularly in the professional faculties. Approved Higher Doctorates are eligible for research scholarships.

Masters degrees
Masters courses within the University vary considerably in structure: from research only, through varying proportions of research/coursework, to coursework only.

The research component at Masters level provides students with the opportunity to carry out independent and sustained research under appropriate supervision, to develop advanced research skills and techniques, and to present findings in documented, scholarly form. The research should make an independent contribution to learning, or offer a critical perspective on existing scholarship or methodology.

The coursework component at Masters level provides students with advanced specialist or professional training in a particular discipline or interdisciplinary area.

Length/mode
Normally 1 to 2 years full-time.

Admission requirement
Normally an Honours degree of a high standard, or completion of a Masters Preliminary program or Postgraduate Diploma. An increasing number of the one-year Masters programs require work experience.

Postgraduate diploma
A postgraduate diploma course gives students experience in carrying out a research project in a specialist field of study, a knowledge of the research and theoretical preoccupations current in the selected field, and an ability to develop their own inquiries. In some faculties a postgraduate diploma course is offered as an alternative to a masters preliminary program, in order to give students a recognised qualification at the same time as providing a basis for further postgraduate study.

Length/mode
Normally 1 year full-time.

Admission requirement
Normally an undergraduate degree with a major or sequence in the relevant or a closely related discipline.

Graduate diploma
A graduate diploma course gives students expertise in a particular specialist area equivalent to that of a major in an undergraduate degree, or specialist training at graduate level.

Length/mode
Normally 1 year full-time.

Admission requirement
Normally an undergraduate degree, not necessarily in the same area of study as the proposed graduate diploma. Some courses, however, may specify certain subjects or discipline studies as prerequisites.

Postgraduate certificate
A short course at postgraduate diploma level.

Admission Requirement
As for the postgraduate diploma.

Length/mode
Normally 6 months (1 semester) full-time.

Graduate certificate
Also a short course at graduate level. Students who subsequently enrol in a graduate diploma or a postgraduate diploma course in the same discipline may have the graduate or postgraduate certificate credited as partial completion of the diploma.

Length/mode
Normally 6 months (1 semester) full-time.

Admission requirement
As for graduate diploma courses.

Further Information
Further information on these courses are available from the faculties. Application forms are available from the International Centre.

All courses, details of specific course prerequisites, course structures and individual subjects and subject areas are listed in the University's faculty-based Postgraduate Handbooks.

Admission requirement
Normally an undergraduate degree, not necessarily in the same area of study as the proposed graduate diploma. Some courses, however, may specify certain subjects or discipline studies as prerequisites.

Postgraduate certificate
A short course at postgraduate level.

Admission Requirement
As for the postgraduate diploma.

Length/mode
Normally 6 months (1 semester) full-time.

Graduate certificate
Apply any time

Further Information
Further information on these courses is available from the faculties. Application forms are available from the International Centre.

All courses, details of specific course prerequisites, course structures and individual subjects and subject areas are listed in the University's faculty-based Postgraduate Handbooks.

APPLYING FOR COURSES (INTERNATIONAL STUDENTS)

CLOSING DATES FOR APPLICATIONS

Diploma and Masters by Coursework
Semester 1 — 26 October
For commencement in the following year
Semester 2 — 31 April

Masters by Research and PhD candidates
Apply any time
APPLICATION PROCEDURE

An application form is available on the web or in the International Prospectus.

Step 1
Complete all sections of the application form. Please be sure to sign and date the form.

Step 2
Attach certified copies of all relevant documents (include TOEFL or IELTS results, academic transcripts, references, a key to the grading system used on your transcripts, a research proposal if you are applying for a research degree etc). If you are applying for credit for subjects studied at another tertiary institution please include a detailed description of each of the subjects with your application. If any of these documents is written in a language other than English, you must include an official certified translation of the document.

Step 3
Include with your application a non-refundable application fee of AUSSO. If you are accepted by the University this money will be credited to your tuition fees. The application fee can be paid by bank draft (payable to The University of Melbourne) or by credit card (Mastercard, Bankcard or Visa). The credit card authorisation section of the application should be completed if you choose to pay by credit card.

Step 4
Send the application form to:
International Admissions
International Centre
The University of Melbourne
Victoria 3010
Australia

On receipt of an application International Admissions will immediately send you an acknowledgment letter. If your application is not complete you will be asked to send additional information.

Applications for coursework will normally take three weeks to assess if the application has all the necessary documentation.

Applications for research programs normally take five weeks to assess.

As soon as your application has been assessed by the faculty, International Admissions will send you a letter informing you of the decision that has been made. Please allow time for this mail to arrive.

Queries regarding your application should be submitted to:
International Admissions
Tel: 03 8344 4505
Fax: 03 9347 9062
Enquiries
Our most valuable commodity. More than ever before, education underpins the success of nations and the hope of individuals. This is certainly straight talk about the importance of education.

I invite you to consider a personal investment in this vision of tomorrow by applying to enter one of our programs today. At a time of lifelong professional learning and in the era of the knowledge society we have been fine-tuning our programs to meet the needs of the information age. We believe that they offer you the opportunity to achieve personal and professional success. Staff are in the forefront of their fields, in many cases leading the very developments in education that are now so highly valued. Our networks extend to scores of nations around the globe and you will find many of my colleagues assisting in settings that range from those nations that have already made a major investment in education to others where such investment is only now getting underway. We share these experiences and these findings with students in all of our programs. We are committed to preparing and building the capacity of professionals who will help energise what may well prove to be a new era in education. I look forward to personally welcoming you, when you join us in this endeavour.

Professor Brian Caldwell
Dean, Faculty of Education
A MESSAGE FROM THE ASSOCIATE DEAN (RESEARCH AND GRADUATE STUDIES)

Your Investment Your Partner

Education is an investment in yourself, an opportunity to take time out and explore new possibilities, to challenge your thinking and expand your horizons.

A postgraduate degree provides you with that and more:
- Collaborative adult learning;
- Expertise in the latest perspectives in education;
- Educational multiskilling;
- Proposal formulation;
- Research-informed policy and practice;
- Networking and information exchange with other committed educators.

The Faculty of Education has provided professional education and development for almost 150 years. It sets the pace in developing new approaches to educator practice, technology, leadership and partnerships with education providers locally and internationally.

As your partner, you will benefit from access to:
- Global Alliance in School Leadership
- Leading edge ideas such as the proposed Centre for Innovation in Learning - a world first initiative at Melbourne Docklands
- Well equipped computing and multi-media facilities with after hours access
- Comprehensive library collections with leading online databases
- A supportive, team based learning environment.

I look forward to meeting you and to welcoming you to our postgraduate community.

Associate Professor John Baird,
Associate Dean, Research and Graduate Studies

FACULTY OF EDUCATION POSTGRADUATE COURSES

Graduate Certificate in Early Childhood Studies
Postgraduate Certificate in Educational Studies (Languages Other Than English — LOTE)
Postgraduate Certificate in Educational Studies (Teaching English to Speakers of Other Languages — TESOL)
Postgraduate Certificate in Mathematics and Mathematics Education
Postgraduate Certificate in Professional Studies in Education
Postgraduate Certificate in Science (Teaching)#
Postgraduate Certificate in Science Education (Physics)#
Postgraduate Certificate of Education and Training
Postgraduate Diploma in Assessment and Evaluation#
Postgraduate Diploma in Computer Education
Postgraduate Diploma in Educational Administration
Postgraduate Diploma in Educational Studies (Disabilities & Impairments)
Postgraduate Diploma in Educational Studies (Early Childhood)
Postgraduate Diploma in Educational Studies (Early Intervention)
Postgraduate Diploma in Educational Studies (Gifted Development)
Postgraduate Diploma in Educational Studies (Hearing Impaired)
Postgraduate Diploma in Educational Studies (Learning Disabilities)
Postgraduate Diploma in Educational Studies (Modern Languages Education)
Postgraduate Diploma in Educational Studies (Reading Recovery)#
Postgraduate Diploma in Educational Studies (Student Welfare)
Postgraduate Diploma in Educational Studies (Teaching English to Speakers of Other Languages — TESOL)
Postgraduate Diploma in Educational Studies (Teaching English to Speakers of Other Languages/Modern Languages Education — TESOL/Modern Languages Education)
Postgraduate Diploma in Mathematics and Mathematics Education
Postgraduate Diploma in Professional Studies in Education
Postgraduate Diploma of Education and Training
Master of Assessment and Evaluation
Master of Early Childhood Studies
Master of Early Intervention
Master of Education
Master of Education of the Hearing Impaired
Master of Educational Management
Master of Educational Psychology
Master of Gifted Education
Master of Information Technology in Education
Master of Modern Languages Education
Master of Special/Inclusive Education
Master of Student Welfare
Master of Teaching English to Speakers of Other Languages — TESOL
Master of Training and Development
Doctor of Education
Doctor of Educational Psychology
Doctor of Philosophy (Education)

# these courses are available on a fee paying basis only

WHERE TO GO FOR ADVICE AND COURSE INFORMATION

Students can contact the Faculty Office with any question they may have concerning their course. Faculty Office staff are available to discuss any issues relating to study or enrolment.

Matters students may wish to discuss with Faculty Office staff include:

✓ Application for admission and selection into a course
✓ Change of address
✓ Planning a course and selecting subjects
✓ Credit
✓ Enrolment and re-enrolment procedures
✓ Fees and HECS liabilities
✓ Leave of absence
✓ Prerequisites
✓ Results
✓ Special consideration
✓ Subjects offered by other faculties/institutions
✓ Unsatisfactory progress
✓ Withdrawal from the course
✓ Addition or cancellation of subjects

Much information relating to processes and procedures, course content and requirements together with subject details for all postgraduate courses is contained in this Handbook. Students who wish to discuss a matter in more detail should contact a Student Adviser.

The Faculty Office is located on Level 2 (street level), Alice Hoy Building, Parkville Campus
Tel: (+61 3) 8344 8285.

INFORMATION GUIDES AND PUBLICATIONS PRODUCED BY THE FACULTY OFFICE

FACULTY OF EDUCATION
POSTGRADUATE HANDBOOK


INSIGHT, THE GRADUATE RESEARCH WEBSITE


INFORMATION GUIDE FOR RESEARCH STUDENTS

This is an Information booklet specifically produced for research students in the Faculty of Education, covering all aspects of preparing and submitting a thesis, as well as providing a comprehensive listing of staff available to supervise students and their research interests. It is available from the Faculty Office free of charge.

FACULTY POLICY ON CREDIT

This publication details the policy on granting credit for studies undertaken elsewhere towards a Faculty of Education course. It is available from the Faculty Office.

THE ROLE OF THE FACULTY OFFICE

Each faculty has a General Manager who is in charge of the Faculty Office and whose responsibilities include:

✓ advising prospective students about courses available in the faculty;
✓ advising on university entrance requirements and course prerequisites;
✓ providing information about admission and course planning;
✓ approving enrolments; and
✓ providing assistance with subject and course changes.

The General Manager is assisted by an Academic Programs Manager and a team of Student Advisers.
STUDENTS RESPONSIBILITIES

Students at the University of Melbourne are responsible for:
- being well informed about their course and course requirements and ensuring that they are correctly enrolled;
- taking an active role in planning and pursuing their studies;
- attending all set classes;
- being aware of their rights and obligations — see the Student Diary for the most comprehensive coverage.

APPLICATION FOR ENTRY INTO COURSES

Application forms may be obtained from the Faculty Office, Alice Hoy Building, Parkville Campus, Tel: (+61 3) 8344 8285.

Completed application forms along with necessary documentary evidence should be returned to the Selection Office, located within the Faculty Office. Applicants are required to provide certified evidence of Australian citizenship or permanent residency.

The closing date for applications is 26 October 2001. Notification of the outcome of applications will be sent by the end of November. Subsequent rounds will be held if places are available. Contact the Faculty Office for details of closing dates.

ENROLMENT INFORMATION

ENROLMENT PROCEDURES FOR NEW STUDENTS

Generally, successful applicants are enrolled by mail in the subjects the applicant selected at the time of application. Successful applicants will be advised of the specific enrolment procedures in their letter of offer. If course advice is required, students should make an appointment with a Student Adviser.

New students are required to confirm their enrolment by (1) paying the required fees at Australia Post by the deadline listed on their invoice, and (2) returning various forms to the University by the deadline specified on enrolment day. A late fee will be levied against students who do not confirm their enrolment by the given deadline(s).

Students may verify that their enrolment has been confirmed by telephoning the University's Student InfoLine on (+61 3) 9349 4731 or by accessing the University's Student Information System (SIS): http://sis.unimelb.edu.au

ENROLMENT PROCEDURES FOR RE-ENROLLING STUDENTS

In October each year, all re-enrolling students are required to plan the studies they intend to undertake in the following year. Information on course planning and re-enrolment is sent to students in September. Course plans are submitted via the University's Student Information System (SIS): http://sis.unimelb.edu.au

The Faculty strongly recommends that students carefully examine the course information in this Handbook in order to familiarise themselves with their course structures and subjects before seeking any further advice and before re-enrolling. Student Advisers are available to assist with subject selection and course planning. Please note that while advisers are able to help students plan their courses, the overall responsibility for enrolling correctly and satisfying course requirements lies with the student. A course plan is subject to Faculty approval.

In mid-December, students who have course planned and who have passed all their subjects will be issued with an authorised enrolment record, along with details of how to complete the re-enrolment process. Students who do not pass all their subjects will be advised in writing that their course plan has not been authorized and that it is necessary to re-plan their course (subject to permission to re-enrol by the Faculty's Student Progress Committee). Students who have not planned their course will be advised in writing of the necessity to do so immediately, otherwise they risk losing their place in the course. Failure to arrange re-enrolment by 17 January 2002 is interpreted as abandonment of the course and will result in termination of enrolment.

For 2002, re-enrolling students are required to confirm their re-enrolment by paying the required fees at Australia Post by 17 January 2002. A late fee will be levied against students who do not confirm their enrolment by this deadline.

Students may verify that their re-enrolment has been confirmed by telephoning the University's Student InfoLine on (+61 3) 9349 4731 or by accessing the University's Student Information System (SIS): http://sis.unimelb.edu.au

FULL-TIME AND PART-TIME ENROLMENT

A student's enrolment status is classified by the University on the basis of the total workload undertaken in the academic year. Students who enrol in 75 points across the year are considered full-time students for the year, while students who enrol in less than 75 points across the year are considered part-time students for the year. However, enrolment status can vary from semester to semester depending on the total weight of the range of subjects selected. A standard full-time load is 50 points (0.50 weight) per semester, and a part-time load is less than 37.5 points per semester (normally 25 points).
ADDING AND CANCELLED SUBJECTS

Students who feel that they have made a wrong choice of course or subjects, or where personal circumstances cause reconsideration of enrolment, should contact the Faculty Office immediately. All requests to change a student's enrolment must be received in writing, signed by the student, and must be approved by the Faculty Office.

It is possible to add, cancel or change subjects, but it must be done within certain time limits and only under certain circumstances. Students should be aware of the time limits and the correct procedures for changing subjects, so that their academic record is not adversely affected and they do not incur fees for subjects not undertaken. Subjects may be added within the first two teaching weeks of the semester with the approval of the lecturer concerned. A student who does not withdraw from a subject in a timely manner and who does not satisfactorily meet assessment requirements in a subject will receive a fail result for the subject.

Note for students enrolled in subjects that do not run in standard semester or year-long mode (eg. intensive mode over one week, or on weekends). Request for withdrawal must be lodged by the end of the last day of classes to avoid receiving a fail mark for the subject. Students who wish to add an intensive subject can usually do so up until the first day of classes for that subject; contact a Student Adviser in the Faculty Office for further information, Tel: (+61 3) 8344 8285.

CRITICAL DATES FOR ADDING AND CANCELING SUBJECTS

Semester 1 2002

**4-15 March**
Students may add or cancel a Semester 1 or year-long subject without penalty. A cancelled subject will not appear on the academic record. 16 March is the deadline to cancel a subject without receiving a WD on the academic record.

**16 March — 10 May**
Students may cancel a subject with appropriate reason, but a WD is recorded on the academic record. 11 May is the final deadline to cancel a subject.

**after 10 May**
Cancellation of subjects no longer permitted. Students who do not satisfactorily meet assessment requirements in a subject will receive a fail result.

Semester 2 2002

**29 July — 9 August**
Students may add or cancel a Semester 2 subject without penalty. A cancelled subject will not appear on the academic record. 16 March is the deadline to cancel a subject without receiving a WD on the academic record.

**10 August — 11 October**
Students may cancel a subject with appropriate reason, but a WD is recorded on the academic record. 12 October is the final deadline to cancel a subject.

**after 11 October**
Cancellation of subjects no longer permitted. Students who do not satisfactorily meet assessment requirements in a subject will receive a fail result.

CRITICAL DATES RELATING TO HECS/FEES LIABILITY AND REFUNDS

HECS students

**31 March**
HECS Census Date for Semester 1. Deadline to cancel a Semester 1 subject without incurring a HECS liability.

**31 August**
HECS Census Date for Semester 2. Deadline to cancel a Semester 2 subject without incurring a HECS liability.

**Intensive/Summer Term**
If the subject is less than six weeks long, the HECS Census Date is the end of the first day of teaching in the subject. If the subject is six or more weeks in length, the HECS Census Date is the end of the second week of teaching in the subject. Students cancelling summer term subjects must do so by the appropriate HECS Census Date to avoid a HECS liability.

Fee-paying students

Fee-paying students should note the following deadlines. Full details of the policy relating to fees and refunds are contained in The University's booklet Arrangements Relating to the Payment of Student Fees. All queries regarding the reimbursement of fees should be directed to the Student Administration Office, First Floor, Raymond Priestley Building, Tel: (+61 3) 8344 8016.

**Semester 1 2002**

**15 March**
Deadline to cancel a subject without incurring fees for the subject. For students taking leave of absence, a $300 administrative fee will be deducted from the amount of fees to be refunded.

**26 April**
Deadline to withdraw from a course or take leave of absence without incurring the total fee liability for the semester. Half of the semester's fees is deducted from the amount refunded.

**after 26 April**
The total fee liability for the semester is incurred.

**Semester 2 2002**

**9 August**
Deadline to cancel a subject without incurring fees for the subject. For students taking leave of absence, a
Faculty of Education: General Information 2002

$300 administrative fee will be deducted from the amount of fees to be refunded.

29 September
Deadline to withdraw from a course or take leave of absence without incurring the total fee liability for the semester. Half of the semester's fees is deducted from the amount refunded.

After 29 September
The total fee liability for the semester is incurred.

Deferment
Students may defer commencement of a postgraduate course, subject to Faculty Office approval.

Leave of Absence
A student enrolled in one of the postgraduate courses of the Faculty may apply for leave of absence in the event of serious health, financial and personal difficulties. The Faculty normally grants leave up to a maximum of one academic year if a student has good reason to be absent from studies and if academic performance is of a standard sufficient to warrant a place in the course being reserved. Students may submit a request for leave of absence in writing to the Academic Programs Manager in the Faculty Office, or complete the Cancellation of Enrolment form, available from the Faculty Office.

Leave is normally granted only after successful completion of at least one subject, and is approved on the condition that students undertake to inform the Faculty Office of their intentions to resume their course in the September before the end of the period of leave. Failure to do this is interpreted as abandonment of the course and the enrolment is terminated. Leave of absence is subject to Faculty approval. Leave will not be considered for a particular semester after the final deadline for subject withdrawal for that semester.

Discontinuation of Studies
Students who no longer wish to continue their studies must advise the Academic Programs Manager in the Faculty Office in writing of this intention, or complete the Cancellation of Enrolment form available from the Faculty Office. Students should be aware of the critical dates for adding and deleting subjects and the critical dates for HECS/fees liability (outlined on the previous page).

Fees, HECS and Financial Assistance

HECS places
Students in HECS places should note that individual subject choice will determine their overall HECS liability for each semester. While most Education-related subjects are classified in HECS Band 1 (the lowest amount), some subjects have been classified as HECS Band 2 and therefore attract a higher charge. The 2001 HECS liability for a full-time load of 100 points is $3,521 (assuming all subjects are HECS Band 1 classified).

For most students, payment of HECS fees can be deferred (if a tax file number is provided) or made up-front each semester. Contact Student Administration for deadlines - 8344 8018.

Students enrolled in HECS places are also required to pay an annual Amenities and Services Fee (GST included). The Amenities and Services Fees for 2001 were as follows:

Parkville campus: $375.10 (full-time) and $233.20 (part-time)

Re-enrolling students are required to pay the Amenities and Services Fee by mid February.

Fee-paying places
Students who are unsuccessful in gaining a HECS place may wish to be considered for a fee-paying place. Part-fee remission bursaries are available to all local (i.e. non-international) fee-based students, with the exception of students enrolled in the Master of Educational Management.

In 2002, the course fees for full-fee places for local students will be as follows:

- Master of Educational Management: $15,000 per 100 points of study
- All other Masters courses: $15,000 per 100 points of study (with part-fee remission bursary, student contribution is $7,200)
- Postgraduate Diploma courses: $15,000 per 100 points of study (with part-fee remission bursary, student contribution is $7,200)
Postgraduate Certificate courses: $7,500 per 50 points of study (with part-fee remission bursary, student contribution is $3,600)

In 2002, the total course fees for international students will be as follows:

- Doctoral courses: $15,000 per 100 points of study
- Masters courses: $15,000 per 100 points of study
- Postgraduate Diploma courses: $15,000 per 100 points of study
- Postgraduate Certificate courses: $7,500 per 50 points of study

In 2002, the total course fees for international students who undertake a course entirely in external mode of delivery (where available; please refer to the section on this) are as follows:

- Masters courses: $12,000 per 100 points of study
- Postgraduate Diploma courses: $12,000 per 100 points of study
- Postgraduate Certificate courses: $6,000 per 50 points of study

Students in fee-paying places do not pay an additional amount for amenities and services, as these fees are included in the total course fee.

Students in fee-paying places can choose to pay their fees annually in advance (with a discount), one semester in advance or twice a semester (in instalments). The deadlines for payment for re-enrolling students are:

- annual payment: TBA
- semesterly payment: TBA
- quarterly instalments: TBA

The University’s booklet Arrangements Relating to the Payment of Student Fees contains information about the policy relating to refunds for fee-paying students. All queries regarding the reimbursement of fees should be directed to the Student Administration Office, First Floor, Raymond Priestley Building, Tel. (+61 3) 8344 8016.

The Faculty offers a number of coursework-only courses and subjects in external mode of delivery, either by correspondence, on-line via the Internet, or face-to-face teaching in approved off-campus or off-shore locations. Students may choose to undertake the following courses entirely by external mode of delivery, depending on subject selection:

- Graduate Certificate in Early Childhood Studies#
- Postgraduate Certificate in Mathematics and Mathematics Education*
- Postgraduate Certificate in Professional Studies in Education*#
- Postgraduate Certificate of Education and Training*
- Postgraduate Diploma in Assessment and Evaluation*
- Postgraduate Diploma in Computer Education*
- Postgraduate Diploma in Educational Studies (Early Childhood)#
- Postgraduate Diploma in Educational Studies (Hearing Impaired) +Perth, Western Australia only
- Postgraduate Diploma in Professional Studies in Education*#
- Postgraduate Diploma of Education and Training*
- Master of Assessment and Evaluation (Stream 2B)*
- Master of Education (Stream 1B)*#
- Master of Education (Stream 2B)*#
- Master of Educational Management (Stream 1B) +
- Master of Information Technology in Education (Stream 1B)*

* on-line
# correspondence

### FEES REFUND POLICY

### FINANCIAL ASSISTANCE

If help is needed in order to meet fees or living costs, students can consider applying for a student loan, or for assistance through the government student assistance scheme. The government student assistance scheme provides assistance to full-time students in approved courses. Awards are subject to a means test and satisfactory academic progress.

The Student Financial Aid Office on the Ground Floor, Baldwin Spencer Building, Parkville Campus (Tel: +61 3 8344 6053) has staff available to discuss a student’s situation and options. These staff members are experts on financial issues and can advise on Austudy Payment, Youth Allowance, obtaining loans, bursaries, unemployment benefits, budgeting, etc.

### COMPUTER LITERACY

Successful study in postgraduate programs will require students to develop computer literacy. To assist with computer literacy, the Faculty provides an open access computer laboratory comprising 30 machines (PC and Mac). This laboratory operates six days per week, including some evenings. Students have access to four other laboratories when classes are not in progress. Postgraduate students also have access to a multimedia laboratory for video editing, CD-ROM burning and scanning.

The Faculty’s Computer Facility offers a number of training courses specifically tailored to the needs of students. At the beginning of each semester, courses are run to allow students to become familiar with the student account system, email, access to the Internet and various printing options. For further information about computer facilities and courses, Tel: (+61 3) 8344 8736.

### EXTERNAL MODE OF DELIVERY

The Faculty offers a number of coursework-only courses and subjects in external mode of delivery, either by correspondence, on-line via the Internet, or face-to-face teaching in approved off-campus or off-shore locations. Students may choose to undertake the following courses entirely by external mode of delivery, depending on subject selection:

- Graduate Certificate in Early Childhood Studies#
- Postgraduate Certificate in Mathematics and Mathematics Education*
- Postgraduate Certificate in Professional Studies in Education*#
- Postgraduate Certificate of Education and Training*
- Postgraduate Diploma in Assessment and Evaluation*
- Postgraduate Diploma in Computer Education*
- Postgraduate Diploma in Educational Studies (Early Childhood)#
- Postgraduate Diploma in Educational Studies (Hearing Impaired) +Perth, Western Australia only
- Postgraduate Diploma in Professional Studies in Education*#
- Postgraduate Diploma of Education and Training*
- Master of Assessment and Evaluation (Stream 2B)*
- Master of Education (Stream 1B)*#
- Master of Education (Stream 2B)*#
- Master of Educational Management (Stream 1B) +
- Master of Information Technology in Education (Stream 1B)*

* on-line
# correspondence
+ face-to-face teaching in approved off-campus or off-shore locations, by arrangement only

Note that is not possible at present to undertake a thesis externally due to residency requirements.

Alternatively, students may choose to take some but not all of their subjects in external mode of delivery, depending on subject selection. The following is a list of subjects available in external mode of delivery (please note that not all subjects are offered in 2002):

- 466-613 Early Childhood Language and Literacy#
- 466-620 Ethics in Research on the Young#
- 466-678 Reconceptualising Early Childhood Development#
- 466-680 Negotiated Project in Early Childhood#
- 466-681 Early Childhood Curriculum#
- 466-682 Facilitating Family Functioning#
- 466-846 Foundation Studies in Early Childhood#
- 466-847 Learning Environments in the Early Years#
- 466-848 Management in Early Childhood Services#
- 466-849 Social Contexts of Early Childhood#
- 466-850 Theories of Parenting and the Family#
- 466-851 Infant and the First Years of Life#
- 468-601 Management Learning*
- 468-814 Information Technology and Society*
- 468-827 Human Resource Strategies*
- 468-839 Online Education and Training*
- 468-844 Designing Vocational Programs*
- 476-622 Advanced Language Assessment and Teaching of Hearing Impaired Students *(Perth only)
- 476-661 Assessment Design and Analysis*
- 476-662 Competency and Performance Assessment*
- 476-694 Educational Measurement, Assessment and Evaluation*
- 476-695 Assessment and Reporting for Student Learning*
- 476-888 Foundation Studies — Learning Disabilities*
- 476-898 Foundation Studies in Deaf Education *(Perth only)
- 476-899 Listening, Speech and Language Development
- 477-801 Audiology in Education *(Perth only)
- 477-802 Assessment and Teaching of Speech in Hearing Impaired Students *(Perth only)
- 477-803 Assessment and Teaching of Language in Hearing Impaired Students *(Perth only)
- 477-804 Teaching, Learning and Hearing Impairment *(Perth only)
- 477-805 Professional Practice: Hearing Impaired 1 *(Perth only)
- 477-806 Professional Practice: Hearing Impaired 2 *(Perth only)
- 481-809 Program Evaluation: Forms and Approaches*
- 481-810 Evaluating Large Scale Programs*
- 481-811 Evaluation for Management and Development*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*
- 481-814 Project in Assessment and Evaluation*
- 482-620 Evaluation Theory*
- 482-621 Information Use in Change Management*
- 483-604 Teaching Second Language Speaking Skills*
- 483-620 Assessment in the Language Classroom*
- 483-625 Genre Analysis and Education*
- 483-626 Language Education: Functional Grammar*
- 483-804 Researching Language Classrooms*
- 485-646 Research Methods in Education*
- 485-829 Teaching with Information Technology*
- 485-830 Software Tools for Learning*
- 485-833 Telecommunications and Multimedia*
- 485-837 Computers and Curriculum*
- 485-859 Discrete Mathematics and Mathematical Modelling*
- 485-870 Mathematical Statistics for Teachers*

For descriptions of the above courses and subjects (including details on availability in 2002), refer to the course description and subject description sections of this Handbook.

ADVANTAGES OF EXTERNAL LEARNING

Learning externally can have a number of advantages over traditional forms of campus-based delivery. These include:

- the ability to schedule commitments around study
- time efficiency gains by saving on travel to study venues
- childcare considerations are minimised
- for on-line study, immediate access to on-line materials, papers and journals, and chat groups of fellow students and teaching staff

WHO IS ELIGIBLE TO STUDY EXTERNALLY?

Despite the advantages of external delivery, this type of learning does not suit everyone's circumstances. Students who are wondering whether they should study externally should ask themselves the following questions:

- Do I work well independently?
- Am I self motivated?

and for those wanting to study on-line:

- Am I comfortable or likely to become comfortable using a computer and associated software?

Those who answered YES to all three questions may enjoy the experience of studying externally. Those who answered NO may be better suited to traditional on-campus delivery.
LIBRARY ACCESS FOR EXTERNAL STUDENTS

When deciding whether to study by external mode, the availability of resources needs to be considered. The University Library has no facility to send books and articles to students although some online resources and electronic journals are made available via the Library's website and Buddy program. Visit the Library's web site at: http://www.lib.unimelb.edu.au/

If a student cannot come to the University Library to borrow books and follow up references, the student will need to consider whether there is a library nearby that has a satisfactory collection in the area of study, and whether access to available electronic resources is adequate. The amount of electronic material available varies for given areas of study. Reciprocal borrowing rights exist between Victorian universities. Letters of indemnity or introduction can be provided to interstate libraries, however it is an individual library's decision to grant borrowing rights and conditions may apply. For further information please enquire at the Education Resource Centre (Tel. +61 3) 8344 8316.

SUBMISSION OF ASSIGNMENTS FOR EXTERNAL STUDENTS

External students are responsible for submitting their assignments in a timely and secure manner, and must factor delivery time into their planning. The use of registered post and overnight delivery couriers is highly recommended.

HARDWARE AND SOFTWARE NEEDS FOR ON-LINE STUDY

To study a subject on-line from home, the basic requirement is a computer with Internet access. The University operates a dual PC/Macintosh environment, so in general students may work with either a Microsoft Windows or a Macintosh operating system.

The better the computer and the modem, the easier it will be to download material, and the fewer delays and less frustration the student is likely to have. Students who are buying or upgrading their computers should get as much memory as they can afford, and the latest version of any software. However, the recommended basic equipment required for undertaking subjects online in 2001 is:

- Macintosh computer (running at least Mac OS 8), or a PC (running at least Windows 98 or NT), with CD-ROM, and at least 64 MB of RAM.
- Hard-drive capacity should be at least a gigabyte
- Colour monitor capable of 256 colours (minimum)
- Modem (28.8kbps minimum)
- Web browser (Netscape Navigator is recommended)

Students will also need a word-processing application. The University uses Microsoft Office, which has Word, Excel and PowerPoint, is recommended.

Particular subjects may also require particular software or equipment. These are specified in the subject description in the relevant section of this Handbook, and on the subject guides available from the lecturer at the time of enrolment. However, these requirements are subject to change given the frequency in technology advancements, and students are advised to contact the lecturer in charge of the subject to confirm the requirements prior to purchasing any software or equipment specified in the subject description. In some cases, the University holds site licenses for software programs, and students are able to download the applications needed for particular subjects. When this is the case, it is noted in the information for the subject. Students enrolling in multimedia subjects in particular will certainly need more than the basic hardware and software requirements, and should contact the lecturer in charge of the subject for details.

INTERNET ACCESS

Students undertaking on-line subjects must obtain a connection to the Internet. This will normally be through an Internet Service Provider (ISP).

The University's Information Division recommends that students select an ISP whose service works with the Inbound proxy service. The University keeps a list of ISPs whose service is known to work with the Inbound proxy service, at: http://www.unimelb.edu.au/student/isp.html.

Students using these ISPs will have access to all the areas of the University's site that are restricted to students and which cannot be accessed by the general public.

Postgraduate students may also apply for a University of Melbourne dial-in account. Details of this are also available in the on-line Student IT Handbook, at: http://www.unimelb.edu.au/students.html.

Students are required to set up a university e-mail account.

WHAT HAPPENS AFTER ENROLMENT?

After enrolling in an on-line subject, students must create a computer account with the both the University and the Faculty of Education, which will provide them with access to the subject sites of the subjects in which they are enrolled, and a University and Faculty e-mail address.

Step 1
Access the URL (often called location at the top of the Netscape/Internet Explorer window) and enter the following: http://www.edfac.unimelb.edu.au/
Select students. When presented with the student’s menu, select Create Education Account. This will give instructions for creating your account, then take you to the ITS account management page. This form needs to be filled out with:

- A Student identification number
- Library Bar Code
- Birth Date
- Post code
- A password of the student’s choice

The Student Identification number and Library Bar Code are both on the student card, which is issued on enrolment.

Step 2

After entering the details requested in above, select Submit. You will get a list of all your university accounts, including your Education Faculty account. Select the accounts you want to create, then select Submit. It will take between 2 and 10 minutes to create an account. It is important that you write down your account details at this stage.

Step 3

Go back to http://www.edfac.unimelb.edu.au/ and select Login to Student Account from the student’s menu. Type in the login name of the account you just created in (2) above and the password chosen on the registration form.

Step 4

When presented with the student utilities page, select view subjects to display all the registered subjects. Select the subject in which you are enrolled to access the subject site.

On-line students must send an introductory e-mail message to their lecturer(s) by the end of the first week of the semester, in order to provide the lecturer with their e-mail address and contact details.

Students who are having difficulties with the on-line aspects of their studies should contact their lecturer(s) in the first instance.

ENGLISH LANGUAGE REQUIREMENTS

PERMANENT RESIDENTS

Applicants whose most recent qualifications were gained in a medium of instruction in a language other than English may be required to pass a test in reading, writing and listening and to demonstrate competence in spoken English at an interview to be conducted by the Faculty.

OVERSEAS RESIDENTS

Applicants for postgraduate Faculty of Education courses whose most recent qualifications were gained in a medium of instruction in a language other than English must provide documentary evidence that they have obtained a score as follows at a sitting within 24 months preceding application:

- A minimum overall band score of 7.0 in the International English Language Testing System (IELTS), including a minimum score of 7.0 in the Academic Writing Module; or
- A minimum score of 600 in the American Test of English as a Foreign Language (TOEFL), including a minimum score of 5.0 in the Test of Written English (TWE); or
- A minimum score of 250 in the computer-based American Test of English as a Foreign Language (TOEFL), including a minimum Essay Rating score of 5.

Applicants who achieve an overall band score of 6.5 in the IELTS with a minimum score of 6 on each component part, or a score of 577 in the American TOEFL with a TWE score of 4.5, or a score of 233 in the computer-based American TOEFL including an Essay Rating Score of 5, may be considered for selection into a course on the condition that they enrol in and successfully complete a Faculty program in English Language, Acculturation and Academic Study Orientation prior to the commencement of their studies in the postgraduate award course.

Applicants who have been offered a place in a course may be tested for English by the University or Faculty when they arrive. If the results indicate the need for further English support, they may be required to undertake a designated English studies program in conjunction with their course.

POLICE CLEARANCE

To work in any school setting, prospective employees must undergo a police record check. This requirement is now being extended to all students undertaking practical experience in these settings. All students in courses which require a school placement will need to undergo a police record check before they can be placed in schools. Students who do not receive records clearance will be unable to complete the requirements of the course. The process for gaining police clearance will be explained at enrolment.

It should be noted that a police record does not automatically disqualify a person from being placed or working in a school or other education setting. The nature of the conviction determines whether they are disqualified or not. Students who would like further advice on this matter should contact the Faculty Office.

All such enquiries will be treated in the strictest confidence. Tel: (+61 3) 8344 8285, or E-mail: enquiries@edfac.unimelb.edu.au.
ASSESSMENT AND ACADEMIC PROGRESS

SPECIAL CONSIDERATION

Students who are having difficulties with their studies should talk immediately with academic staff or a Student Adviser in the Faculty Office. Students may be eligible to apply for special consideration if, for example, they are unable to attend an examination or meet deadlines, or if the student’s academic performance is adversely affected in some way. Applications for special consideration must be made no later than three working days after the due date for the component of assessment in question.

Special consideration may be given when students are adversely affected by illness or circumstances beyond their control, as noted above. It is not given because of clashes in timetabled lectures, seminars, tutorials or other work within or outside the University. Students are required to ensure that there are no such clashes when they plan their subjects at the beginning of each year.

Applications for Special Consideration should be lodged with Faculty Office as soon as practicable but not later than three working days after the due date for the component of assessment in question. Medical certificates, if appropriate, should be attached. The Faculty Office will forward the request for special consideration to the relevant Department/s for their consideration and approval. Departments take into account the information provided in applications for special consideration when assessing candidates progress in the subjects concerned. Students are required to contact the relevant Department and/or lecturer(s) to ascertain the result of their application for special consideration.

ASSESSMENT

The details of assessment requirements for each subject are specified in the detailed subject descriptions, and further information is provided by the lecturer at the commencement of classes. Students are required to submit work for assessment by the date specified by the lecturer-in-charge. Extensions of time of up to two weeks beyond that date should be sought from the lecturer-in-charge of the subject. Longer extensions require an application for Special Consideration to be lodged.

STANDARDS FOR WRITTEN WORK

Work submitted for assessment in all subjects within the Faculty of Education must meet the requirements of satisfactory expression, presentation, and referencing. Students must show a satisfactory command of all elements of the conventions of written expression, including spelling, punctuation, sentence structure, paragraphing and text structure. If there are problems in any of these areas, students should put appropriate strategies in place as soon as practicable to deal with them. The Learning Skills Unit at 723 Swanston Street (Tel. +61 3 8344 0930) and the Centre for Communication Skills and English as a Second Language at Level 2, 138-146 Cardigan Street (Tel. +61 3 8344 4491) are able to help with these and other study-related problems.

All debts to works consulted in preparing assignments must be acknowledged, and a full bibliography of all such works must be included. Particular Departments or lecturers may require particular referencing systems, notice of which will be given in the initial assessment statements in the subjects. Otherwise, any generally recognised, consistent system will be acceptable.

SUPPLEMENTARY ASSESSMENT

The Faculty may offer additional assessment in any of its subjects to students who have applied for special consideration and to other students whose circumstances warrant such arrangements. The additional supplementary assessment may take the form of a formal three-hour supplementary examination or any other form of assessment as determined by the examiner.

SUBJECT GRADES AND MARKS

There is a standard grading system for all subjects studied at the University. These are the grades and corresponding ranges of marks:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>H1 80-100%</td>
</tr>
<tr>
<td>Second Class Honours</td>
<td>H2A 75-79%</td>
</tr>
<tr>
<td></td>
<td>H2B 70-74%</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>H3 65-69%</td>
</tr>
<tr>
<td>Pass</td>
<td>P 50-64%</td>
</tr>
<tr>
<td>Fail</td>
<td>N below 50%</td>
</tr>
</tbody>
</table>

ACCESSING RESULTS

Students access their results electronically via the Student Information System (SIS) or the Student InfoLine. A four-digit PIN or password is required to use these systems. Students using the SIS or InfoLine for the first time should enter their birthday as their PIN, eg. the PIN for birthdate 7 May 1980 is 0705. For PIN problems or to re-set a PIN, contact the Student Administration Office, Level 1, Raymond Priestley Building, Tel: (+61 3) 8344 8016.

A statement of results will only be sent if ordered via the University’s Student Information System or Student InfoLine.
Student Information System (SIS):
http://sis.unimelb.edu.au/

Student InfoLine: (+61 3) 9349 4731

Results for Semester 1 and Summer 2002 subjects will be released on Friday, 13 July. Results for Semester 2 and Year-long 2002 subjects will be released on Friday, 14 December.

ACADEMIC MISCONDUCT
The University Council has made rules under Statute 12.2.10 in relation to cheating which prohibit inter alia:
✓ the submission of work substantially similar to that submitted by a student in the same or any preceding year whether at this University or any other institution;
✓ the submission of work not based substantially on a student’s own work (or, in the case of joint work, not based on the work of those named as having done that joint work);
✓ the submission of work containing substantial quotations from another work (whether in exactly the same words or in some variation thereof), without reference to the source.

UNSATISFACTORY PROGRESS
Unsatisfactory progress is a term used to describe performance which does not meet the academic standard required by the Faculty.

Following the determination of results at the end of each semester, the Faculty reviews the enrolments of those students who have made less than satisfactory progress. Students in the following categories are deemed to have made unsatisfactory progress, and may be required to demonstrate why they should be permitted to continue in their course:
✓ Students who satisfactorily complete less than one-half of their total enrolment in that semester;
✓ Students who fail a subject for the second time;
✓ Students who do not complete their course within the specified time limit (as specified in the period of candidature for each course).

Such students may receive a letter requesting them to forward a written submission explaining their lack of progress, the circumstances that may have affected their progress, and how they will make satisfactory progress if permitted to continue in their course. They may also be requested to appear before the Faculty’s Student Progress Committee. The Committee’s main concern is to look at the options available to enable the student to progress at a satisfactory rate. However, in some circumstances, the Progress Committee may place certain limitations on a student’s enrolment or may recommend to the University’s Academic Board that a student’s enrolment be terminated because of poor academic progress.

STUDY SKILLS
It is not unusual for students to find that they need some extra help with their studies at times. Often these difficulties are associated with study methods and techniques — keeping up with assignments, writing essays, and managing time, for example.

The Learning Skills Unit is located at 723 Swanston Street (Tel: +61 3 8344 0930) and provides assistance to students with these and any other study-related problems. Students can call in, make an appointment for an individual consultation, or meet with groups of students with similar problems. All consultations are free and confidential.

POLICY ON CREDIT FOR PREVIOUS STUDY
Credit for tertiary studies already completed may be granted in certain circumstances. Students may be eligible for credit if any of their previous study is:
✓ comparable in content and assessment; and
✓ equivalent in standard and level of study; and
✓ suitable to be included as part of the course.

The Faculty specifies the maximum credit allowable, and will always try to give eligible students maximum credit for previous relevant study. Credit will not be granted for similar studies in a course for which the student has already taken out an award (unless specified in the Credit Policy), or which was used to gain entry to the course in which the student is enrolled. A time limit applies to subjects or courses for which credit is sought.

Applications for credit should be lodged with the Faculty Office together with the application for admission to the course, or at least three weeks before the commencement of the course.

The Faculty of Education Policy on Credit provides further detail and is available from the Faculty Office.

FURTHER STUDY OPTIONS
The Faculty offers a number of specialist programs at different levels which can lead to further study at a higher level. Graduates of Postgraduate Certificate-level programs can proceed to a Postgraduate Diploma in the same field, and then on to either a specialist Masters program or the Master of Education with subjects chosen from the same field. Students who complete a masters degree with a thesis component may wish to go on to doctoral level studies. Faculty Office staff can advise on further study options, Tel: (+61 3) 8344 8285.
TIMETABLES

Subjects in postgraduate courses are mostly offered in the evenings (between 5:00 pm and 8:00 pm), although some subjects are offered intensively over weekends or during school holidays.

It is the student's responsibility to obtain timetabling details prior to the start of each semester. Students may access timetabling details via the University's Student Information System on the website address: http://sis.unimelb.edu.au

ATTENDANCE AT LECTURES

Once a student has enrolled in a subject, they are required to attend all classes (lectures, tutorials, practical work etc.) and submit all set assignments. Students who do not meet these conditions may be excluded from assessment in the subject concerned. It is important, therefore, to be aware of the requirements of each subject undertaken. Students should ensure that they obtain all programs, instructions and guidelines issued by staff, particularly at the beginning of the relevant semester.

All Faculty of Education subjects require a minimum of 80 per cent attendance at classes, and attendance of 100 per cent for practicum subjects, in order to be eligible for assessment in the subject concerned.

COMMUNITY ACCESS PROGRAM

Those persons who do not wish to enrol in an entire course may be able to study individual subjects, which are normally offered as part of a degree course, under the University's Community Access Program. The Community Access Program provides members of the general public with access to the wide variety of subjects offered by the University.

Community Access Program students must pay an up-front fee to enrol in each subject. Application material for the Community Access Program is available from the Faculty Office. Applicants should submit their applications at least three weeks prior to the commencement date of the subject in which they wish to enrol.

LIBRARIES

The University Library system is one of the richest and most extensive in the country with over 20 branch libraries. These house a wealth of information, both historical and recent, across the disciplines in a variety of formats, including electronic and media. Library collections have been built over the decades to support the teaching, learning and research of the University.

Resources in electronic format are becoming increasingly available.

The Ballieu Library is the largest library of the University, however, Faculty of Education students will make extensive use of the education collections and services at the Education Resource Centre at the Parkville Campus. A wide range of services is offered including an information enquires desk, classes in accessing material and using electronic databases, subject consultations, and interlibrary loans.

For more information, visit the Education Resource Centre's web site at: http://www.lib.unimelb.edu.au/erc/erchp.html

The opening hours of the Branch libraries vary and may include evenings and weekends. Twenty-four hour access is also available off-campus to electronic databases and the library catalogue. For more information visit the Library's web site at: http://www.lib.unimelb.edu.au/

INTER LIBRARY LOANS

Students enrolled in research-classified courses should contact their Departments for information concerning the payment of the $6.00 handling fee for inter library loans. Please note that some Departments impose a monetary limit on the number of inter library loans they will cover for each student each year.

PRINCIPAL DATES FOR 2002 ACADEMIC YEAR

EDUCATION FACULTY

Summer Semester 2002
Monday 7 January — Sunday 24 February

Orientation Week*
Monday 25 February — Friday 1 March
* An orientation day for new postgraduate research students is planned for a Saturday in late February or early March. Please contact the Faculty Office for details.

Semester 1 2002
Monday 4 March — Sunday 9 June
Non-teaching period: Good Friday 29 March — Sunday 14 April
Eastern Good Friday 29 March — Tuesday 2 April
Winter Recess: Monday 3 June — Sunday 28 July
SWOT Vac Monday 3 June — Friday 7 June
Examinations: Friday 7 June — Friday 21 June
AVCC Common Week: Monday 1 April - Friday 5 April
Semester 2 2002
Monday 29 July — Sunday 3 November

Non-teaching period: Monday 23 September — Sunday 6 October
AVCC Common Week: Monday 30 September — Sunday 6 October
SWOT Vac: Monday 4 November — Wednesday 6 November
Examinations: Thursday 7 November — Friday 29 November

Summer Semester 2003
Monday 7 January 2003 — Sunday 24 February 2003

GOVERNMENT SCHOOL TERM DATES 2002
Term 1: 29 January — 28 March
Term 2: 15 April — 28 June
Term 3: 15 July — 20 September
Term 4: 7 October — 20 December

PUBLIC HOLIDAYS 2002
The Faculty will be closed on:
Good Friday: 29 March
Easter Monday: 1 April
Easter Tuesday: 2 April
Anzac Day: 25 April
Queen’s Birthday: 10 June

DEPARTMENTS AND CENTRES OF RESEARCH IN THE FACULTY

✓ Department of Education Policy and Management
  Centre for Applied Educational Research
  Centre for Human Resource Development and Training
  Centre for Organisational Learning and Leadership
  Centre for Program Evaluation
  Educational Outcomes Research Unit
  Youth Research Centre

✓ Department of Language, Literacy and Arts Education

✓ Department of Learning and Educational Development
  Assessment Research Centre

✓ Department of Science and Mathematics Education

✓ Centre for the Study of Higher Education

DEPARTMENT OF EDUCATION POLICY AND MANAGEMENT

The Department of Education Policy and Management embraces key areas of education and training concerned with management, policy making and student outcomes. The Department focuses on the leadership and management capabilities of educators in schools, education and training institutions, and in the wider community. The Department aims to provide the theoretical and practical skills needed to:

✓ develop policies and programs which meet the needs of a diverse range of students;
✓ contribute to understanding of the changing role of education and training;
✓ understand the contextual issues which have an impact on education and training policy;
✓ effectively manage and lead educational organisations undergoing change and transformation;
✓ conduct research on the impact of contemporary education and training policy and practices on teachers and trainers (or training personnel), young people and adults, and enterprises and communities.

The Department offers studies in the fields of school systems and management, education policy, evaluation, educational administration, the design and management of workplace related skills development, the history, philosophy and sociology of education.

Research Centres and Units
✓ The Centre for Applied Educational Research (CAER) is a leading centre for applied research into school effectiveness and for policy studies on issues of national and international significance affecting schools and education systems.
✓ The Centre for Human Resource Development and Training (CHRDT) conducts research into key issues and problems in vocational education and training including workplace culture, work organisation and management technology, and adult education and training.
✓ The Centre for Organisational Learning and Leadership (COLL) combines a focus on leadership in educational and other social organisations with improving expertise through the fostering of organisational learning.
✓ The Centre for Program Evaluation (CPE) is an acknowledged centre for the study of theory, practice and teaching of evaluation.
✓ The Educational Outcomes Research Unit (EORU) is an acknowledged research unit in the areas of student

DEPARTMENT OF LANGUAGE, LITERACY AND ARTS EDUCATION

The Department of Language, Literacy and Arts Education offers an extensive range of programs for the initial preparation and continuing professional development of teachers and other educators. The core aim of these programs is to advance the understanding of the theory and practice of education in language, literacy and the arts.

Research Interests of the Department

Arts Education
- Visual arts education
- Drama education
- Music education
- Cognitive studies in the arts
- Aesthetics and arts education
- The arts and Asia
- Cultural theory and arts education
- Classroom-based research in arts education
- Curriculum and policy development in the arts
- Qualitative research methods

Language and Literacy
- Systemic linguistics and education
- Language and content area teaching
- Catering for ESL students in the generalist/mainstream classroom
- Literacy programs in primary and post-primary schools
- Curriculum and methodology in adult ESL and multi-ethnic settings
- Mother-tongue maintenance and bilingual education in primary schools
- Teaching English in developing countries/ESL methodology
- Classroom discourse analysis and oral language development
- Writing development
- Contemporary Chinese language learning and teaching
- Classroom-based action research
- Teaching texts in the post-primary classroom
- Critical literacy
- Professional leadership/initiating and managing change in language and literacy education
- Children and young adult fiction and reading

DEPARTMENT OF LEARNING AND EDUCATIONAL DEVELOPMENT

The Department of Learning and Educational Development focuses on key aspects of learning, teaching, curriculum, assessment and professional development, throughout early childhood, primary and secondary schooling. The Department offers postgraduate studies in each of these key areas and also for those specialising as educators of: hearing impaired students; gifted students; students with learning disabilities; young children in a range of settings including schools and childcare centres; and in the areas of educational psychology, early intervention and student welfare.

The Department is organised around the following units:
- Classroom Teaching and Learning Unit
- Deafness Studies Unit, including Early Intervention
- Disability Studies and Integration Unit, including the Learning Improvement Centre
- Early Childhood Studies Unit
**RESEARCH EXPERTISE OF THE STAFF OF THE FACULTY OF EDUCATION**

Please refer to the Faculty's Research Profile and Information Guide for Research Students for a detailed outline of Faculty of Education staff and their areas of research expertise.
POSTGRADUATE CERTIFICATE AND DIPLOMA COURSES

Graduate Certificate in Early Childhood Studies
Graduate Certificate of Training and Development

POSTGRADUATE CERTIFICATE COURSES

Postgraduate Certificate in Educational Studies (TESOL) or (Modern Languages Education)
Postgraduate Certificate in Mathematics and Mathematics Education
Postgraduate Certificate in Professional Studies in Education
Postgraduate Certificate in Science Education (Physics)
Postgraduate Certificate in Science (Teaching)
Postgraduate Certificate of Education and Training

POSTGRADUATE DIPLOMA COURSES

Postgraduate Diploma in Assessment and Evaluation
Postgraduate Diploma in Computer Education
Postgraduate Diploma in Educational Administration
Postgraduate Diploma in Educational Studies
Postgraduate Diploma in Mathematics and Mathematics Education
Postgraduate Diploma in Professional Studies in Education
Postgraduate Diploma of Education and Training
GRADUATE CERTIFICATE IN EARLY CHILDHOOD STUDIES

Course Code
480AA Graduate Certificate in Early Childhood Studies

Overview
The Graduate Certificate in Early Childhood Studies is offered only to University of Melbourne Faculty of Education graduates of the 350-point Bachelor of Early Childhood Studies course. It enables graduates to upgrade to four-year-trained status.

Course Objectives
On completion of the Graduate Certificate in Early Childhood Studies, students should be able to:
- Demonstrate an increased understanding of the nature of the early childhood period, defined as 0-8 years;
- Demonstrate an increased understanding of the social and political contexts in which early childhood services operate and the impact on the work of the early childhood professional, children and families;
- Demonstrate enhanced managerial and personal skills involved in running early childhood services;
- Undertake research on an aspect of early childhood practice or policy.

Entrance Requirements
An applicant may be eligible for selection into the Graduate Certificate in Early Childhood Studies if the applicant has:
- Completed the 350-point Bachelor of Early Childhood Studies degree from the University of Melbourne.

Course Structure
The course is comprised of one compulsory subject and three elective subjects.

Compulsory subject:
465-407 Special Research Study (12.5 points)

Elective subjects (select any three of the following):
485-360 CFS31: Information Technology (12.5 points)
465-401 CDS41: Social Diversity (12.5 points)
465-402 CDS42: Assessment and Evaluation (12.5 points)
465-403 CTP41: Inclusive Curriculum (12.5 points)
465-404 ECP41: Leadership and Advocacy (12.5 points)
465-405 ECP42: Administrative Processes (12.5 points)
465-406 ECP43: Managing the Centre (12.5 points)

Refer to the Subject Description section of the Undergraduate Handbook, under the Bachelor of Early Childhood Studies, for details about these subjects.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one semester and not more than one academic year.

Part-time students are required to pursue studies for at least one and not more than two academic years.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

GRADUATE CERTIFICATE OF TRAINING AND DEVELOPMENT

Course Code
604AA Graduate Certificate of Training and Development

Overview
The Graduate Certificate of Training and Development is designed for managers who are keen to increase learning and development opportunities for staff. The course aims to develop participants' capacity to design and implement strategic, innovative and cost-effective learning and development solutions that are responsive to organisational and personnel needs and goals. Participants will be encouraged to apply course concepts and principles to address priority quality issues in their work settings. Students who complete the Graduate Certificate of Training and Development can apply and enter the Graduate Diploma of Training and Development. This is a fee-paying only course.

Course Objectives
On completion of the course graduates should be able to:
- Demonstrate appropriate professional qualities including self-management, leadership and organisational skills;
- Apply and adapt key concepts and theories of education to the changing contexts of workplace learning;
- Engage in ongoing critical reflection as a means of continuing their professional development;
- Develop and maintain professional relationships and collaborative work practices;
- Evaluate the contexts of workplace learning using a range of theoretical perspectives; and
- Analyse the interplay between group, individual and organisational needs and how these can be addressed through training and development.
Entrance Requirements

Applicants must have:

- completed an approved three year degree or approved equivalent; and
- have access to an education and training role which allows the professional practice component of the course to be met.

Course Structure

Please refer to the Undergraduate handbook for subject descriptions.

- 468-109 Foundations of Adult Learning
- 468-121 facilitating Learning and Development
- 468-110 Advanced Learning Theory
- 468-122 Instructional Design and Evaluation

Period of Candidature

The course may be completed in a minimum of one year part-time study and maximum of three years part-time study.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

POSTGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (TESOL), and
POSTGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (MODERN LANGUAGES EDUCATION)

Course Codes

HECS liable courses
568LB Postgraduate Certificate in Educational Studies (Modern Languages Education)
568TB Postgraduate Certificate in Educational Studies (TESOL)

Fee paying intensive courses (offered by special arrangement with the Victorian Department of Education, Employment and Training)
568LD Postgraduate Certificate in Educational Studies (Modern Languages Education)
568LC Postgraduate Certificate in Educational Studies (Modern Languages Education) — Professional Practice subject only

568TD Postgraduate Certificate in Educational Studies (TESOL)
568TC Postgraduate Certificate in Educational Studies (TESOL) — Professional Practice subject only

Overview

The Postgraduate Certificate in Educational Studies is designed for people who are already qualified to teach in Australia but do not have qualifications in teaching English as a second language (TESOL) or Modern Languages Education (also known as languages other than English (LOTE) and wish to obtain an initial formal qualification in the specialisation of TESOL or Modern Languages Education. This course is also designed for international students seeking training in the teaching of languages for employment outside Australia.

In combination with an initial teaching qualification, the Postgraduate Certificate in Educational Studies is recognised as an approved course of study for appointment and promotion to tagged positions within the Victorian Department of Education, Employment and Training. Qualifying for the Certificate will fulfill the first half of the requirements for the Postgraduate Diploma in Educational Studies (TESOL) or Modern Languages Education. The course is offered at the Parkville campus on a part-time basis over one year.

Course Objectives

The course aims to upgrade and/or retrain teachers in TESOL or Modern Languages Education in the primary, secondary and adult education sectors.

More specifically, it is intended that graduates should be able to:

- identify the principles and approaches to teaching and learning English as a second language (TESOL) or Modern Languages Education;
- understand and apply current TESOL or Modern Languages Education methodologies;
- apply strategies for recognising students requiring TESOL or Modern Languages Education tuition and analyse their learning needs;
- understand the nature and form of the English or target language;
- demonstrate competence in the management of TESOL or Modern Languages Education programs and resources which are culturally and linguistically appropriate.

Entrance Requirements

An applicant may be eligible for entry into the Postgraduate Certificate in Educational Studies if the applicant has:

- completed an approved degree and an approved teaching qualification; or
- completed an approved four-year teaching degree; or
- completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record
of professional or teaching experience in a field and at a level acceptable to the Faculty.

Additional entrance requirements for individual specialisations:

**Modern Languages Education**
Students intending to teach in Australia should have:
- ✓ completed or be completing a three-year post VCE major in a language other than English; or
- ✓ have been tested by a relevant language department at an Australian university and deemed to have reached an equivalent standard of proficiency.

Students intending to teach languages or seek employment opportunities outside Australia should have:
- ✓ native or near native competence of a language/s
- ✓ a high degree of proficiency in English.

**TESOL (Teaching English to Speakers of Other Languages)**
- ✓ a high degree of proficiency in English.

Course Structure

The course is comprised of three compulsory subjects taken over one year part-time:

**TESOL**
- 483-829 Language and Language Acquisition (25 points)
- 483-888 Methodology and Curriculum Design: TESOL (12.5 points)
- 483-830 Professional Practice: TESOL (12.5 points)

**Important note:** International students must replace the compulsory subject, 483-830 Professional Practice: TESOL, with 483-642 Professional Practice: TESOL (International), except where the Program Co-ordinator approves enrolment in 483-830 Professional Practice: TESOL.

**Modern Languages Education**
- 483-829 Language and Language Acquisition (25 points)
- 483-889 Methodology and Curriculum Design: Modern Languages Education (12.5 points)
- 483-850 Professional Practice: Modern Languages Education (12.5 points)

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, students are required to pursue studies for at least one and not more than two academic years as a part-time student.

External Mode of Delivery

This course is not offered in external mode of delivery.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285.

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**POSTGRADUATE CERTIFICATE IN MATHEMATICS AND MATHEMATICS EDUCATION**

**Course Code**

66888 Postgraduate Certificate in Mathematics and Mathematics Education

**Overview**

The Postgraduate Certificate in Mathematics and Mathematics Education was developed to provide tertiary studies in mathematical statistics, discrete mathematics and mathematical modelling for teachers of Years 11 and 12. The course includes a sub-major sequence in Mathematics, which fully qualifies graduates for appointment and promotion to Mathematics positions in Victorian secondary schools.

The course consists of two subjects, 485-870 Mathematical Statistics for Teachers and 485-869 Discrete Mathematics and Mathematical Modelling, and is taken part-time over one year.

Completion of this course fulfills the mathematical requirements of the Postgraduate Diploma in Mathematics and Mathematics Education for those who subsequently seek and gain entry to that course.

**Course Objectives**

The course aims to improve the quality of mathematics teaching in schools, particularly in Year 11 and 12 in the areas of mathematical statistics, discrete mathematics and mathematical modelling.

On completion of the course, students should be able to:
- ✓ demonstrate increased effectiveness in classroom teaching in Year 11 and 12 mathematics in the areas of mathematical statistics, discrete mathematics and mathematical modelling;
- ✓ disseminate the new knowledge in the above areas to other teachers in their schools and foster an appropriate...
Entrance Requirements

An applicant may be eligible for entry into the Postgraduate Certificate in Mathematics and Mathematics Education if the applicant has:

✓ completed an approved degree, with at least a first-year subject incorporating calculus, and an approved teaching qualification; or

✓ completed an approved four-year teaching degree with at least a first-year subject incorporating calculus; or

✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure

Students are required to successfully complete the two 25-point compulsory subjects, 485-870 Mathematical Statistics for Teachers, and 485-869 Discrete Mathematics and Mathematical Modelling.

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, students are required to pursue studies for at least one and not more than two academic years as a part-time student.

External Mode of Delivery

Both subjects within this course are also offered in external (on-line) mode of delivery, therefore, it is possible to undertake the entire course externally. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Course Objectives

Students completing the course should:

✓ have knowledge of current thinking and research in their field of study;

✓ be stimulated to think critically and analytically about issues and ideas;

✓ be encouraged to think critically and creatively with imagination;

✓ have the opportunity to explore the relevance and application of new ideas to their professional practice;

✓ engage in problem solving both independently and as a member of a team;

✓ tease out their own assumptions and evaluate their own ideas;

✓ demonstrate broad writing and communication skills.
Entrance Requirements

An applicant may be eligible for entry into the Postgraduate Certificate in Professional Studies in Education if the applicant has:

✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved four-year teaching degree; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure

To qualify for the award of Postgraduate Certificate in Professional Studies in Education, a student must satisfactorily complete 50 points of coursework, selected from the pool of postgraduate level subjects accessible to Masters and Postgraduate Certificate/Diploma students. Students are not required to undertake studies in one particular area of specialisation.

Coursework Offered

Students may select subjects from the pool of postgraduate subjects listed below, which are loosely grouped into subject matter areas by department.

Subjects that may be undertaken in external mode of delivery (either on-line, by correspondence, or face-to-face teaching in an approved external location) are marked with an asterisk.

Refer to the Subject Description section of this Handbook for details about these subjects.

Faculty of Education Shell Subjects

Professional Development:
460-811 Professional Development Studies 1
460-812 Professional Development Studies 2
460-813 Professional Development Studies 3
460-814 Professional Development Studies 4

Department of Education Policy and Management

Educational Administration, Management and Leadership:
481-805 Project (Educational Policy and Management)
481-806 Management of Resources in Education
481-807 Human Resource Management in Education
482-801 Education Planning and Workplace Change
482-805 Marketing in Education
482-825 Assessment and Development of Educational Administrators
482-827 Human Resource Development
482-848 Leading the Educational Organisation
482-854 Information Technology and the Educational Administrator
482-898 Managing the Educational Organisation
482-899 Education Policy and Policy Processes

Culture and Society:
482-622 Social Context and Educational Outcomes
482-676 Managing Cultural Diversity
482-678 Cross-Cultural Communication in Education

Professional Development:
482-623 Responsive Middle Schooling
482-804 Role Play for Health Education
482-807 Curriculum Leadership and Management
482-809 Leading the Learning Community
482-829 Personal and Interpersonal Processes for Educational Leaders
482-832 Current Thinking about Thinking
482-833 Designing a Thinking Curriculum
482-844 Education, Technology and Change
482-890 Leadership In Action: Strategic Leadership
482-891 Understanding Human Resource Management: People Leadership
482-892 School Effectiveness and Improvement
482-894 Using the Web for Teaching and Learning: Emerging Technologies

Program Evaluation:
481-809 Program Evaluation: Forms and Approaches*
481-810 Evaluating Large Scale Programs*
481-811 Evaluation for Management and Development*
481-812 Qualitative Methods*
481-813 Quantitative Methods*
481-815 Survey Design and Analysis
482-620 Evaluation Theory*
482-621 Knowledge Use in Change Management*

Human Resource Development and Training:
468-601 Management Learning*
468-603 Adult Education and Professional Practice
468-605 Vocational Learning
468-620 Current Issues in Education and Training
468-621 Special Project (VET)
468-811 Leaders and Agents of Change
468-812 Development and Change in Organisations
468-820 Quantitative Analysis in VET
468-827 Human Resource Strategies*
468-840 Strategic Thinking

Department of Language, Literacy and Arts Education

Arts Education:
483-635 Advanced Project Studies in the Arts
483-637 Researching Arts Education
483-639 Contemporary Arts Practice and Curriculum

Language and Literacy:
483-603 Innovation and Change in Language Education
483-604 Teaching Second Language Speaking Skills*
483-620 Assessment in the Language Classroom*
483-621 Critical Literacy: Social Theory and Literacy Education*

* may be undertaken in external mode of delivery (on-line, by correspondence, or through face-to-face teaching in approved off-campus locations)
483-633 Literature for Young People in the Classroom
483-634 Project in Modern Languages Education
483-641 Teaching English for Academic Purposes
483-642 Professional Practice: TESOL (International)
483-829 Language and Language Acquisition
483-830 Professional Practice: TESOL
483-850 Professional Practice: Modern Languages Education
483-871 Professional Practice: ALBE
483-888 Methodology and Curriculum Design: TESOL
483-890 Methodology and Curriculum Design: ALBE

Department of Learning and Educational Development

Assessment:
476-661 Assessment, Design and Analysis*
476-662 Competency and Performance Assessment*
476-664 Advanced Measurements and Psychometrics
476-694 Educational Measurement, Assessment and Evaluation*
476-695 Assessment and Reporting for Student Learning*

Curriculum:
476-621 Curriculum Improvement
476-689 Curriculum Design

Deafness Studies:
472-616 Developing Auditory Function in Hearing Impaired Children
476-614 Developing Spoken Language in Hearing Impaired Students
476-615 Educational Audiology and Sensory Aids
476-622 Advanced Language Assessment and Teaching for Hearing Impaired Students*
476-623 Early Intervention for Hearing Impaired Children
476-898 Foundation Studies in Deaf Education*
476-899 Listening, Speech and Language Development*
477-801 Audiology in Education*
477-802 Assessment and Teaching of Speech to Hearing Impaired Students*
477-803 Assessment and Teaching of Language to Hearing Impaired Students*
477-804 Teaching, Learning and Hearing Impairment*

Disabilities and Impairments and Learning Disabilities:
476-819 Professional Practice (Learning Disabilities and to 823 Disabilities and Impairments) A, B and C
476-864 Understanding and Teaching Students with Disabilities
476-874 Inclusive Curriculum Strategies for Students with Disabilities
476-886 Instructional Methods and Strategies for Students with Disabilities
476-888 Foundation Studies in the Education of Students with Learning Disabilities*
476-889 Learning Disabilities: Literacy
476-890 Learning Disabilities: Numeracy
477-807 Policy Analysis, Program Management and Leadership in Special Education and Integration
477-808 Assessing Special Needs and Planning Programs

Early Childhood Studies:
466-613 Early Childhood Language and Literacy*
466-620 Ethics in Research on the Young*
466-678 Reconceptualising Early Childhood Development*
466-679 The Politics of Early Childhood
466-680 Negotiated Project in Early Childhood*
466-682 Facilitating Family Functioning*
466-684 Early Childhood Intervention: Advanced Inter-disciplinary Study of Policy and Practice
466-846 Foundation Studies in Early Childhood*
466-847 Learning Environments in the Early Years*
466-848 Management in Early Childhood Services*
466-849 Social Contexts and Early Childhood*
466-850 Theories of Parenting and the Family*
466-851 Infancy and the First Years of Life*

Early Intervention:
472-601 Working with Challenging Behaviour
472-602 Assessment and Programming in Early Intervention
476-839 Parent Guidance in Early Intervention
466-840 Children with Cognitive and Socioemotional Needs
466-842 Theories and Practices in Early Intervention
466-843 Neurological and Sensory Disability
476-899 Listening, Speech & Language Development

Educational Psychology:
476-646 Differences in Intelligence and Achievement
476-676 Theories and Research in Child Development
476-679 Applications of Educational Psychology in the Classroom
476-681 Assessing Individual Differences in Learning
476-683 Current Issues in Vocational Psychology

Gifted Education:
476-682 Current Issues in Gifted Education
476-684 Introduction to Gifted Development and Education
476-685 Administering Programs for the Gifted
476-686 The Neuropsychology of Giftedness
476-803 Practicum in Gifted Education
476-891 Social and Emotional Aspects of Giftedness
476-892 Classroom Strategies for Gifted Education
476-893 Foundation Studies in Gifted Education
476-894 Systems and Models of Gifted Education
476-895 Developmental Psychology of Giftedness
476-896 Giftedness Throughout the Lifespan
476-897 Comprehensive Programming for the Gifted

Learning and Teaching:
472-801 Adult Learning in Learning Organisations 1
472-802 Adult Learning in Learning Organisations 2
476-641 Improving Classroom Teaching and Learning Through Multimedia
476-688 Teaching for Effective Learning
476-699 The Study of Learning
476-845 Evaluating Multimedia for Learning and Teaching
476-884 Teaching and Learning in the Middle School
476-885 Designing a Multimedia Package

Learning and Educational Development Studies:
476-696 Integrative Study in Learning and Educational Development
476-697 Special Study in Learning and Educational Development

Professional Development:
476-693 Professional Development, Appraisal and Change
476-698 Professional Development: Collaboration and Consultancy
476-881 Professional Development for Improvement

Research Methodology:
476-645 Multivariate Research Methods

Student Welfare:
476-643 Approaches to Trauma and Grief in Educational Settings
476-644 Managing Conflict in Educational Settings

* may be undertaken in external mode of delivery (online, by correspondence, or through face-to-face teaching in approved off-campus locations)

Department of Science and Mathematics Education

Information Technology in Education:
485-828 Teaching Info Tech at Senior Levels
485-829 Teaching with Information Technology*
485-830 Software Environments for Learning*
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-835 Information Management and Education
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*
486-814 Information Technology and Society*
486-839 On-line Education and Training*

Mathematics Education:
485-613 How Children Learn Mathematics
485-620 The Mathematics Classroom
485-805 Teaching for Numeracy
485-822 Technology Enriched Mathematics Education
485-866 Developing an Effective Mathematics Curriculum
485-869 Discrete Mathematics and Mathematical Modelling*
485-870 Mathematical Statistics for Teachers*
485-893 Technology Enriched Mathematics Teaching 1
485-894 Technology Enriched Mathematics Teaching 2
485-895 Teaching Maths and Science with the Internet

Research Methodology:
485-646 Research Methods in Education*

Science Education:
485-621 Reconstructing Science Education
485-622 Learning Science in a Computer Age
485-624 Recent Developments in Science and Technology
485-802 Updating Physics Teaching in the Middle School
485-806 Communicating Science
485-851 Science in the Primary School
485-853 New Science and New Approaches to Teaching Secondary School Science

Additional Subjects:
485-643 Negotiated Project in Science and Mathematics Education
485-803 Sexuality Issues in the School
485-804 Outdoor Education in the Primary School

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least six months and not more than one academic year. Part-time students are required to pursue studies for at least one academic year and not more than two academic years.

External Mode of Delivery
Some subjects within this course are also offered in external mode of delivery. It is possible to undertake this course entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. The mode of delivery for specific subjects is listed under each subject description. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia.
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

POSTGRADUATE CERTIFICATE IN SCIENCE EDUCATION (PHYSICS)

Course Code
640 Postgraduate Certificate in Science Education (Physics)

Overview
The Postgraduate Certificate in Science Education (Physics) consists of two 25-point subjects and is
completed over one year on a part-time basis. The course is offered on a full-fee paying basis only, normally through sponsorship by the Victorian Department of Education, Employment and Training.

Course Objectives
By the end of the course participants will have:

* developed sufficient understanding of relevant physics concepts to enable them to teach, with competence and confidence, levels 5 - 6 of the Physical Science strand of the CSF (and extension), plus selected outcomes of the sub-strand Our Place in Space of the Earth and Space sciences strand;

* considered the challenges involved in teaching and learning physical science, and developed and trialled in their own classroom a range of pedagogical strategies appropriate to the effective teaching and learning of physical science;

* become familiar with specialised equipment used in the teaching and learning of physical science, and learned to use this equipment safely and effectively;

* considered, and trialled in their own classroom, strategies to help students develop skills in communication, investigation and independent and cooperative learning;

* considered ways in which new information technologies, including data-logging equipment, as well as traditional resources such as text, can be effectively used to enhance and support the teaching and learning of physical science;

* developed a range of assessment strategies which support and enhance the teaching and learning of physical science, and encourage the development of students' skills in communicating and investigating;

* learned about contemporary advances in physics and physics-related areas, developed an understanding of the epistemological basis of physics, and gained a broad perspective on present day developments, career opportunities and the place of physics in the modern world.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Certificate in Science Education (Physics) if the applicant has:

* completed an approved degree and an approved teaching qualification from a university or tertiary institution approved by the Faculty of Education.

Course Structure
Students are required to complete two 25-point compulsory subjects as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>485-819</td>
<td>Teaching about Force and Motion in General Science</td>
</tr>
<tr>
<td>495-820</td>
<td>Teaching about Energy in General Science</td>
</tr>
</tbody>
</table>

Mode of delivery
The subjects are offered at the Parkville Campus in two intensive three-day programs. A draft timetable will be available from the Education Faculty Office late in 2001. Refer to the subject descriptions section of the Faculty of Education Postgraduate Handbook 2002 for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Christina Hart
Department of Science and Mathematics Education,
Room 1001, Doug McDonell Building
Tel: (+61 3) 8344 8561
E-mail: harte@unimelb.edu.au

POSTGRADUATE CERTIFICATE IN SCIENCE (TEACHING)

Course Code
669AA Postgraduate Certificate in Science (Teaching)

Overview
The Postgraduate Certificate in Science (Teaching) has been designed in partnership with the Victorian Department of Education, Employment and Training and the Faculty of Science to enable primary teachers in Victoria to develop knowledge and experience using advances in science and technology; to explore the feasibility of using activities to teach scientific knowledge and processes in science classrooms; to integrate pedagogical competence within the context of the Science Curriculum appropriate to Victoria; and to encourage primary teachers to build scientific knowledge and processes into their primary school courses.

The course is normally undertaken over two years part-time. The course attracts a tuition fee (HECS does not apply), and students are normally sponsored by a Victorian school authority.

Course Objectives
Students completing the Postgraduate Certificate in Science (Teaching) should have:

* increased their knowledge and updated their prior knowledge of science principles and practices;

* gained confidence and skill in using scientific terminology in explanations;
2002 POSTGRADUATE CERTIFICATE AND DIPLOMA COURSES

✓ developed further skills in teaching science using new communication information technologies;
✓ been provided with a manual which describes exemplary instructional strategies in science and technology content covered in the Curriculum Standards Framework II and recommended equipment, references and resources;
✓ gained familiarity with teaching practices which employ information technology and appropriate assessment and reporting;
✓ learned to select and use safely scientific equipment suitable for children in primary schools;
✓ learned to manage science practical work for large groups.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Certificate in Science (Teaching) if the applicant has:
✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved four-year teaching degree; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure
Students are required to complete four 12.5-point compulsory subjects, as follows:
- 485-815 Chemical Science Curriculum Study
- 485-816 Physical Science Curriculum Study
- 485-817 Earth and Space Science Curriculum Study
- 485-818 Biological Science Curriculum Study
Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature
After being admitted to the course, students are required to pursue studies for at least one academic year and not more than two academic years. The course is normally undertaken on a part-time basis over two years.

External Mode of Delivery
This course is not offered in external mode of delivery.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285.
Email: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Jo Sadler, Department of Science and Mathematics Education,
Room 1001, Doug McDonell Building
Tel: (+61 3) 8344 8563.

POSTGRADUATE CERTIFICATE OF EDUCATION AND TRAINING

Course Code 605AA Postgraduate Certificate of Education and Training

Overview
This course has been specifically designed for educators and trainers who wish to update their skills and theoretical knowledge in the field of education and training. The course is normally undertaken over one year part-time or six months full-time.

Course Objectives
Students completing the Postgraduate Certificate of Education and Training should be able to:
✓ demonstrate a superior knowledge and understanding of educational theory and practice related to vocational education and training settings;
✓ express informed opinions about particular specialist areas within the field of vocational education and training;
✓ make effective use of the findings of research and scholarship in addressing professional problems in certain specialist areas within the field of vocational education and training;
✓ demonstrate an appreciation of appropriate professional responsibilities and ethical principles associated with particular vocational education and training roles.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Certificate of Education and Training if the applicant has:
✓ completed a Bachelor of Education and Training or approved equivalent; or
✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.
Course Structure
To qualify for the award of the Postgraduate Certificate of Education and Training, any two 25-point subjects must be completed from the pool of subjects available. These subjects are classified within overlapping strands as follows.
Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Policy and Context Strand
468-603 Adult Education and Professional Practice
Learning and Vocational Curriculum Strand
468-605 Vocational Learning
Organisational Change Strand
468-601 Management Learning*
468-811 Leaders and Agents of Change
468-812 Development and Change in Organisations
468-827 Human Resource Strategies*
468-840 Strategic Thinking

Information Technology Strand
468-814 Information Technology and Society*
468-839 On-line Education and Training*
485-828 Teaching Info Tech at Senior Levels
485-829 Teaching with Information Technology*
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-835 Information Management and Education
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*

Additional subjects available:
468-620 Current Issues in Education and Training
468-621 Special Project #
468-820 Quantitative Analysis in VET #
485-646 Research Methods in Education* #
# only to be taken in exceptional circumstances; approval from Program Co-ordinator required.

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least six months and not more than one academic year. Part-time students are required to pursue studies for at least one academic year and not more than two academic years.

External Mode of Delivery
Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake this course entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.
demonstrate a superior knowledge and understanding of assessment and evaluation theory and practice.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Diploma in Assessment and Evaluation if the applicant has:
- completed an approved degree and an approved teaching qualification; or
- completed an approved four-year teaching degree; or
- completed an approved degree or graduate diploma in a social or human science discipline and can demonstrate a record of research and publications or professional experience in a field and at a level acceptable to the Faculty.

Course Structure
Students select four 25-point subjects from the following pool of subjects. At least one subject must be from the list of combined assessment and evaluation subjects below.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

**Combined Assessment and Evaluation subjects:**
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*
- 481-814 Project in Assessment or Evaluation*
- 481-813 Survey Design and Analysis
- 476-645 Multivariate Research Methods

**Evaluation subjects:**
- 481-809 Program Evaluation: Forms and Approaches*
- 481-810 Evaluating Large Scale Programs*
- 481-811 Evaluation for Management and Development*
- 482-620 Evaluation Theory*
- 482-621 Knowledge Use in Change Management*

**Assessment subjects:**
- 476-661 Assessment Design and Analysis*
- 476-662 Competency and Performance Assessment*
- 476-664 Advanced Measurement and Psychometrics
- 476-694 Educational Measurement, Assessment and Evaluation*
- 476-695 Assessment and Reporting for Student Learning

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery
Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake this course entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Course Enquiries
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Program Co-ordinator (Evaluation)
John Owen, Department of Education Policy and Management
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Program Co-ordinator (Assessment)
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**POSTGRADUATE DIPLOMA IN COMPUTER EDUCATION**

Course Code 686AB Postgraduate Diploma in Computer Education

Overview
The course aims to provide participants with the knowledge and skills they need to confidently utilise computers and information technology for a variety of educational purposes. The course may be taken over one year full-time or two years part-time.

Course Objectives
At the conclusion of the course, students should be able to:
- take a leadership role in the development of IT policy at the school level;
understand various resource issues relating to IT in the school;
use the common generic tools provided by IT for professional purposes;
utilise IT as a tool in their own teaching areas and to teach this use to their students;
evaluate software for educational purposes;
utilise IT to enhance teaching in a variety of ways and situations;
understand and discuss state and federal policy as it relates to Information Technology in education;

and, depending on choice of electives:
access and use computerised communication facilities and to understand and develop their full educational possibilities;
design and develop multimedia-based educational software;
teach about IT as a subject in its own right at different year levels.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Diploma in Computer Education if the applicant has:

- completed an approved degree and an approved teaching qualification; or
- completed an approved four-year teaching degree; or
- completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Students are encouraged to seek advice from the Program Co-ordinator in regard to subject selection so as to select the most appropriate subjects for their needs.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery
Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake this course entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Course Enquiries
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Program Co-ordinator
John Murnane, Department of Science and Mathematics Education
Room S807, Doug McDonell Building
Tel: (+61 3) 8344 8266
E-mail: J.murnane@unimelb.edu.au

POSTGRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION

Course Code
23888 Postgraduate Diploma in Educational Administration

Overview
The Postgraduate Diploma in Educational Administration is a one-year full-time or equivalent part-time course designed for practising educational professionals who are aspiring to or who are in positions of responsibility and leadership within an educational setting and who wish to pursue studies in the field of administration, management and leadership.

The course aims to develop an understanding of the theory and practice of educational administration, together with a range of interpersonal, organisational
and supervisory skills appropriate to administrative processes in education and training. The course recognises the need to blend the latest state-of-the-art research with practical real-world experience. While addressing local needs, the program is also focused on international best practice in educational administration.

Course Objectives

Students completing the Postgraduate Diploma in Educational Administration should be able to:

✓ appreciate the issues and tasks central to the administration and organisation of education;
✓ understand a range of administrative and organisational theories relevant to all aspects of management;
✓ develop a consistent, individual administrative modus operandi compatible with personality and ability;
✓ appreciate that administrative processes take place within social contexts and that administrators and their tasks are subject to a variety of both organisational and societal influences and forces;
✓ understand and promote social justice principles and act as agents of change for social justice in their own organisations;
✓ apply appropriate and specific skills, practices and procedures involved in the management of educational organisations.

Entrance Requirements

An applicant may be eligible for entry into the Postgraduate Diploma in Educational Administration if the applicant has:

✓ completed an approved degree and an approved teaching qualification and has a record of at least four years of professional or teaching experience in a field and at a level acceptable to the Faculty; or
✓ completed an approved four-year teaching degree and has a record of at least four years of professional or teaching experience in a field and at a level acceptable to the Faculty; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of at least four years of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure

Students are required to gain a cumulative score of 100 points by successfully completing two compulsory subjects and 50 points worth of elective subjects from the pool of elective subjects listed below. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Compulsory subjects (25 points each):
482-848 Leading the Educational Organisation
482-898 Managing the Educational Organisation

Elective subjects (select subjects to accumulate 50 points)
481-805 Project (Education Policy and Management) (25 points)
481-806 Management of Resources in Education (25 points)
481-807 Human Resource Management in Education (25 points)
481-811 Evaluation for Management and Development (25 points)*
482-801 Education Planning and Workplace Change (25 points)
482-805 Marketing in Education (25 points)
482-825 Assessment and Development of Educational Administrators (25 points)
482-827 Human Resource Development (25 points)
482-854 Information Technology and the Educational Administrator (25 points)
482-899 Education Policy and Policy Processes (25 points)
482-807 Curriculum Leadership and Management (12.5 points)
482-809 Leading the Learning Community (12.5 points)
482-829 Personal and Interpersonal Processes for Educational Leaders (12.5 points)
482-844 Education, Technology and Change (12.5 points)
482-890 Leadership in Action: Strategic Leadership (12.5 points)
482-891 Understanding Human Resource Management: People Leadership (12.5 points)
482-892 School Effectiveness and Improvement (12.5 points)

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery

Only one subject within this course (481-811 Evaluation for Management and Development) is offered in external (on-line) mode of delivery. Students wishing to undertake this subject should first check that they meet the requirements to study externally. Refer to the Faculty’s General Information section of this Handbook for details.

Enquiries

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E-mail: enquiries@edfacs.unimelb.edu.au
Program Co-ordinator
POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES

Course Codes
138DI Postgraduate Diploma in Educational Studies (Disabilities & Impairments)
138EC Postgraduate Diploma in Educational Studies (Early Childhood)
138EI Postgraduate Diploma in Educational Studies (Early Intervention)
138GD Postgraduate Diploma in Educational Studies (Gifted Development)
138HI Postgraduate Diploma in Educational Studies (Hearing Impaired)
138LD Postgraduate Diploma in Educational Studies (Learning Disabilities)
138LO Postgraduate Diploma in Educational Studies (Modern Languages Education)
138RS Postgraduate Diploma in Educational Studies (Reading Recovery)
138SW Postgraduate Diploma in Educational Studies (Student Welfare)
138TE Postgraduate Diploma in Educational Studies (Teaching English to Speakers of Other Languages)
138TL Postgraduate Diploma in Educational Studies (TESOL/Modern Languages Education)

Overview
The Postgraduate Diploma in Educational Studies course is designed principally for professional educators who have a four-year undergraduate Bachelor of Education degree or equivalent, and preferably at least one year of professional experience.

This course is normally completed in one year full-time or equivalent part-time and requires the successful completion of 100 points. Students must specialise in a particular area by choosing a stream from the above options.

Course Objectives
Students completing the Postgraduate Diploma in Educational Studies should be able to:
✓ deepen their knowledge and extend their understanding in the general area of educational thought and practice;
✓ acquire a substantial understanding of relevant theory and practice in particular areas of education pertinent to the specialisation program in their course;
✓ improve their ability to present carefully reasoned and appropriately documented positions on matters of educational significance related to their chosen subjects;
✓ be acquainted with the range of expert writing and research on particular topics in the field of education;
✓ apply, to the resolution of practical situations in areas of education related to their studies, principles for action based on pertinent writings and research;
✓ be eligible, under particular specified conditions, for employment in designated positions within the Victorian Department of Education, Employment and Training, and in other schools authorities;
✓ have an ongoing interest in the study and practice of education;
✓ establish a sound basis for further studies in Education at the Masters level.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Diploma in Educational Studies if the applicant has:
✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved four-year teaching degree; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Additional Entrance Requirements for Individual Specialisations
Modern Languages Education
An applicant may be eligible for entry into the Postgraduate Diploma in Educational Studies (Modern Languages Education) if the applicant meets the general entrance requirements detailed above and also has:
✓ completed a three-year post-VCE major in a language other than English; or
✓ a high degree of proficiency in a language other than English.

TESOL (Teaching English to Speakers of Other Languages):
An applicant may be eligible for entry into the Postgraduate Diploma in Educational Studies (TESOL) if the applicant meets the general entrance requirements detailed above and also has:
¥ a high degree of proficiency in English.

Reading Recovery:
An applicant may be eligible for entry into the Postgraduate Diploma in Educational Studies (Reading Recovery) if the applicant meets the general entrance requirements detailed above and also has:

¥ completed an approved qualification in early childhood or primary education that includes studies in literacy, curriculum studies and child development; and

¥ recent teaching experience in the early years of schooling acceptable to the Faculty; and

¥ a record of at least five years full-time or regular teaching experience in a primary school.

Student Welfare:
An applicant may be eligible for entry into the Postgraduate Diploma in Educational Studies (Student Welfare) if the applicant meets the general entrance requirements detailed above and also has:

¥ a record of at least three years professional experience in teaching or a field acceptable to the Faculty.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

138AL ADULT LITERACY AND BASIC EDUCATION (ALBE)
This course is not offered in 2002. Currently enrolled students please refer to the 2001 Postgraduate Handbook for course structure.

138DI EDUCATION OF STUDENTS WITH DISABILITIES AND IMPAIRMENTS
The Disabilities and Impairments stream aims to provide students with the knowledge and skills required to teach students with intellectual, physical, social-emotional, and other related disabilities. Students undertaking this stream complete 100 points of compulsory subjects. These subjects enable graduates to meet the requirements for specialist positions in schools.

476-864 Understanding and Teaching Students with Disabilities (12.5 points)
476-874 Inclusive Curriculum Strategies for Students with Disabilities (12.5 points)
476-886 Instructional Methods and Strategies for Students with Disabilities (12.5 points)

477-807 Policy Analysis, Program Management and Leadership in Special Education and Integration (25 points)
477-808 Assessing Special Needs and Planning Programs (25 points)
476-819/820/821 or 823/824/825 LD/DI Professional Practice (4.2 points each) #
# Students who do not require professional practice for registration and/or specialist positions in schools may replace the professional practice subjects with one of the following subjects to qualify for the Postgraduate Diploma in Educational Studies (Disabilities and Impairments):
476-888 Foundation Studies in the Education of Students with Learning Disabilities (12.5 points)
476-889 Learning Disabilities: Literacy (12.5 points)
476-890 Learning Disabilities: Numeracy (12.5 points)
Refer to the Subject Description section of this Handbook for details about these subjects.

External Mode of Delivery
This stream is not offered in external mode of delivery.

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Elisabeth Murdoch Building
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138EC EARLY CHILDHOOD
The Department of Learning and Educational Development offers postgraduate studies in early childhood education.

In order to complete the Early Childhood stream, students must complete one compulsory subject of 25 points and 75 points of elective subjects to accumulate a total of 100 points.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Compulsory subject:
466-846 Foundation Studies in Early Childhood (25 points)*

Elective subjects (select 75 points worth of subjects):
466-613 Early Childhood Language and Literacy (25 points)*
466-620 Ethics In Research on the Young (25 points)*
466-678 Reconceptualising Early Childhood Development (25 points)*
466-679 The Politics of Early Childhood (25 points)
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466-847 Learning Environments in the Early Years (12.5 points)*
466-848 Management in Early Childhood Services (12.5 points)*
466-849 Social Contexts of Early Childhood (12.5 points)*
466-850 Theories of Parenting and the Family (12.5 points)*
466-851 Infancy and the First Years of Life (12.5 points)*

Refer to the Subject Description section of this Handbook for details about these subjects.

External Mode of Delivery
Some subjects within this course are also offered in external (correspondence) mode of delivery. It is possible to undertake all components of this stream externally providing students select subjects that are available in external mode of delivery.

Enquiries
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The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
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Program Co-ordinator
Margaret Brown, Department of Learning and Educational Development
Room 341, 234 Queensberry Street
Tel: (+61 3) 8344 0987
E-mail: p.m.brown@unimelb.edu.au

138GD EDUCATION AND DEVELOPMENT OF GIFTED STUDENTS

This course is not offered in 2002.

The Department of Learning and Educational Development offers postgraduate studies in the education and development of gifted students. Students complete 100 points comprising seven compulsory subjects and one elective subject, as follows:

Compulsory subjects (12.5 points each):
476-891 Social and Emotional Aspects of Giftedness
476-892 Classroom Strategies for Gifted Education
476-893 Foundation Studies in Gifted Education
476-894 Systems and Models of Gifted Education
476-895 Developmental Psychology of Giftedness
476-896 Giftedness Throughout the Lifespan
476-897 Comprehensive Programming for the Gifted

Plus a 12.5-point elective from the following list:
476-682 Current Issues in Gifted Education
476-803 Practicum in Gifted Education

Refer to the Subject Description section of this Handbook for details about these subjects.

External Mode of Delivery
This stream is not offered in external mode of delivery.

138HI EDUCATION OF STUDENTS WITH IMPAIRED HEARING

The Department of Learning and Educational Development offers postgraduate studies in the education of students with impaired hearing. For students wishing to undertake an initial training course for a career in teaching students with impaired hearing, the following set of eight compulsory subjects provides
accreditation as a teacher of the deaf in Victoria, and throughout Australia.

Subjects that may be undertaken in external mode of delivery (face-to-face teaching in Perth, Western Australia) are marked with an asterisk.

Compulsory subjects (12.5 points each):
476-898 Foundation Studies in Deaf Education*
476-899 Listening, Speech and Language Development*
477-801 Audiology in Education*
477-802 Assessment and Teaching of Speech to Hearing Impaired Students*
477-803 Assessment and Teaching of Language to Hearing Impaired Students*
477-804 Teaching, Learning and Hearing Impairment*
477-805 Professional Practice (Hearing Impaired) 1*
477-806 Professional Practice (Hearing Impaired) 2*

Refer to the Subject Description section of this Handbook for details about these subjects.

External Mode of Delivery
This stream is also offered in external mode of delivery in conjunction with the Western Australia Foundation for Deaf Children (Inc). Face-to-face teaching is done at the Western Australia Institute for Deaf Education in Perth, Western Australia.

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Program Coordinator
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Room 315, 234 Queensberry Street
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138LD EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

The Learning Disabilities stream aims to provide students with the knowledge and skills required to teach children and adolescents with learning disabilities. Students undertaking this stream complete 100 points of compulsory subjects. These subjects enable graduates to meet the requirements for specialist positions in schools. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

476-888 Foundation Studies in the Education of Students with Learning Disabilities (12.5 points)*
476-889 Learning Disabilities: Literacy (12.5 points)
476-890 Learning Disabilities: Numeracy (12.5 points)

477-807 Policy Analysis, Program Management and Leadership in Special Education & Integration (25 points)
477-808 Assessing Special Needs and Planning Programs (25 points)
476-819/820/821 or 823/824/825 LD/DI Professional Practice (4.2 points each) #

# Students who do not require professional practice for registration and/or specialist positions in schools may replace the professional practice subjects with one of the following subjects to qualify for the Postgraduate Diploma in Educational Studies (Learning Disabilities):
476-864 Understanding and Teaching Students with Disabilities (12.5 points)
476-874 Inclusive Curriculum Strategies for Students with Disabilities (12.5 points)
476-886 Instructional Methods and Strategies for Students with Disabilities (12.5 points)

Refer to the Subject Description section of this Handbook for details about these subjects.

External Mode of Delivery
One subject within this course (476-888 Foundation Studies in the Education of Students with Learning Disabilities) is also offered in external (on-line) mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

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Program Coordinator
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138LO MODERN LANGUAGES EDUCATION

This program is designed for students who are already practising as teachers of language in Australia, or students who already hold an Australian initial teaching qualification but do not have an approved initial or pre-service modern languages (LOTE) method qualification; or international students seeking training in the teaching of languages for employment outside Australia.

To be admitted, students intending to teach in Australia should have completed or be completing an approved three year post-VCE major in a language other than English or have been tested by a relevant language department at an Australian university and deemed to have reached an equivalent standard of proficiency. Other students should have native or near native competence.
Students not yet qualified to teach languages in Australia, or international students not seeking to teach in Australia, should complete the subjects outlined below.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

**Year 1**

**Compulsory subjects:**

- 483-604 Teaching Second Language Speaking Skills *(25 points)*
- 483-829 Language and Language Acquisition (25 points)
- 483-889 Methodology and Curriculum Design: Modern Languages Education (12.5 points)
- 483-850 Professional Practice: Modern Languages Education (12.5 points)

**Plus a 25-point elective in language and literacy education from the following list:**

- 483-603 Innovation and Change in Language Education
- 483-620 Assessment in the Language Classroom *
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-634 Project in Modern Languages Education
- 483-641 Teaching English for Academic Purposes
- 482-678 Cross Cultural Communication in Education

Refer to the Subject Description section of this Handbook for details about these subjects.

Students already qualified to teach languages in Australia, who have some practical experience will need to complete the course as outlined below:

**Compulsory subject:**

- 483-604 Teaching Second Language Speaking Skills *

75 points of elective subjects from the list above.

Refer to the Subject Description section of this Handbook for details about these subjects.

International students are encouraged to seek advice from the Program Coordinator in regard to subject selection so as to select the most appropriate subjects for their needs.

**External Mode of Delivery**

Some subjects within this course are also offered in external (on-line) mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Enquiries

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**138RS READING RECOVERY TUTOR TRAINING**

This specialisation is designed for four-year qualified primary teachers wishing to gain accreditation for work in the Reading Recovery Program. This stream attracts a tuition fee (HECS does not apply), and students must be sponsored by a school authority.

Students who successfully complete the four compulsory subjects will qualify for the Postgraduate Diploma in Educational Studies (Reading Recovery) award, and will be provided with a statement of the program for presentation to their employing authority for the purpose of Reading Recovery Tutor accreditation. Note: Students should check with their school authority, as individual authorities may have additional requirements for teachers to be employed as Reading Recovery tutors.

**Compulsory subjects (25 points each):**

- 476-806 Reading Recovery Teaching and Tutoring Practicum
- 476-809 Issues in Literacy Difficulties
- 476-814 Learning, Literacy and Reading Recovery
- 476-816 Researching Older ‘At Risk’ Literacy Students

Refer to the Subject Description section of this Handbook for details about these subjects.

**External Mode of Delivery**

This stream is not offered in external mode of delivery.

Enquiries

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**Program Co-ordinator**
Professor Bridie Raban, Department of Learning and Educational Development
234 Queensberry Street
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**138SW STUDENT WELFARE**

This stream is designed to produce graduates who can collaborate effectively with, and resource their colleagues in the development, implementation and evaluation of student welfare policy, programs and strategies. The program caters for the needs of experienced teachers who wish to take a leadership role in this area.

Students are provided with the frameworks and skills of observation, reflection and critical analysis to enable them to evaluate existing provisions for student welfare in schools and colleges and to lead the design and implementation of new initiatives.

Enquiries

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**Program Co-ordinator**

Jane Orton, Department of Language, Literacy and Arts Education
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E-mail: j.orton@edfac.unimelb.edu.au
implementation of more effective student welfare programs within their organisation. This course aims to develop students knowledge and skills in both the interpersonal, counselling and problem solving area and in the area of organisational and systems change.

Postgraduate Diploma in Educational Studies (Student Welfare) students are required to complete seven compulsory subjects, as follows:

**Year 1**
- 476-822 Counselling in Educational Contexts 1 (12.5 points)
- 476-831 Counselling in Educational Contexts 2 (12.5 points)
- 476-859 The Socio-political Context of Student Welfare (12.5 points)
- 476-860 School Community Partnerships and Student Welfare (12.5 points)

**Year 2**
- 476-852 Interpersonal and Group Processes (12.5 points)
- 476-862 Organisational Change and Student Welfare (12.5 points)
- 476-858 Research Project in Student Welfare (25 points)

Refer to the Subject Description section of this Handbook for details about these subjects.

**External Mode of Delivery**
This stream is not offered in external mode of delivery.

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Elizabeth Freeman, Department of Learning and Educational Development
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**138TE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

This program is designed for teachers with some second language teaching experience but no approved initial or pre-service method qualifications who wish to obtain the equivalent of an advanced specialist TESOL qualification. A high degree of proficiency in English is required. Students are required to complete four compulsory subjects and two elective subjects.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

**Year 1**
**Compulsory subjects**
- 483-829 Language and Language Acquisition (25 points)
- 483-888 Methodology and Curriculum Design: TESOL (12.5 points)
- 483-830 Professional Practice: TESOL (12.5 points)

**Year 2**
**Compulsory subject**
- 483-603 Innovation and Change in Language Education (25 points)

**Plus a 25-point elective in language and literacy education from the following list:**
- 483-604 Teaching Second Language Speaking Skills*
- 483-620 Assessment in the Language Classroom*
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-641 Teaching English for Academic Purposes
- 482-678 Cross-Cultural Communication in Education

Refer to the Subject Description section of this Handbook for details about these subjects.

**Important note:** International students must replace the compulsory subject, 483-830 Professional Practice: TESOL, with 483-642 Professional Practice: TESOL (International), except where the Program Co-ordinator approves enrolment in 483-830 Professional Practice: TESOL.

**Important note:** International students who do not intend to teach in Australia may replace the compulsory subject, 483-603 Innovation and Change in Language Education, with a 25-point subject from the list of language and literacy electives above. International students are encouraged to seek advice from the Program Co-ordinator in regard to subject selection so as to select the most appropriate subjects for their needs.

Teachers with a recent recognised initial or pre-service qualification in TESOL who wish to update and extend their knowledge and skills may apply to the Faculty Office for permission to replace 483-829 Language and Language Acquisition and 483-888 Methodology and Curriculum Design with 37.5 points of approved subjects focusing on language and literacy education.

**External Mode of Delivery**
Some subjects within this course are also offered in external (on-line) mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

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**Program Co-ordinator**
Kieran O Loughlin, Department of Language, Literacy and Arts Education
138TA COMBINED TESOL/ALBE

This course is not offered in 2002.
Currently enrolled students please refer to the 2001 Postgraduate Handbook for course structure.

138TL COMBINED TESOL/MODERN LANGUAGES EDUCATION

Applicants wishing to obtain an approved initial TESOL qualification as well as a Modern Languages Education qualification should enrol in the Postgraduate Diploma in Educational Studies (TESOL/Modern Languages Education). Students are required to complete six compulsory subjects.

**Compulsory subjects**

- 483-829 Language and Language Acquisition (25 points)
- 483-888 Methodology and Curriculum Design: TESOL (12.5 points)
- 483-889 Methodology and Curriculum Design: Modern Languages Education (12.5 points)
- 483-830 Professional Practice: TESOL (12.5 points)
- 483-850 Professional Practice: Modern Languages Education (12.5 points)
- 483-603 Innovation and Change in Language Education (25 points)

Refer to the Subject Description section of this Handbook for details about these subjects.

**Important note:** International students must replace the compulsory subject, 483-830 Professional Practice: TESOL, with 483-642 Professional Practice: TESOL (International), except where the Program Co-ordinator approves enrolment in 483-830 Professional Practice: TESOL.

**Important note:** International students who do not intend to teach in Australia may replace the compulsory subject, 483-603 Innovation and Change in Language Education, with a 25-point subject from the list of language and literacy electives available in the TESOL stream. International students are encouraged to seek advice from the Program Co-ordinator in regard to subject selection so as to select the most appropriate subjects for their needs.

External Mode of Delivery

This course is not offered in external mode of delivery.

Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia

POSTGRADUATE DIPLOMA IN MATHEMATICS AND MATHEMATICS EDUCATION

Course Code

736AA Postgraduate Diploma in Mathematics and Mathematics Education

Overview

The course is designed to assist mathematics teachers to provide high quality mathematics teaching in schools.

The course aims to respond to current developments in mathematics curriculum and teaching practice. For example, the teaching of problem-solving and modelling are major components of the course. Projects and investigations are features of the work requirements for some of the subjects in the course, and the organisation of such work will be considered in the mathematics education components of the course. The practical statistics components will assist teachers to deal with statistical education across the school curriculum, and assist them in the design and analysis of research projects. Students who complete the course to a satisfactory standard are eligible to apply for entry to the one-year full-time (or equivalent part-time) Master of Education streams.

Course Objectives

The course aims to improve the overall quality of mathematics teaching in schools by providing teachers with a better understanding of both the applicability of mathematics (including statistics) and of contemporary...
developments in mathematics education, thus equipping them to take on a more effective leadership role in mathematics education in the secondary school environment.

On completion of the course students should be able to:

✓ demonstrate an awareness and understanding of contemporary developments in mathematics education;
✓ demonstrate increased effectiveness in classroom teaching particularly in the areas of mathematical modelling and statistics;
✓ foster enthusiasm for the teaching and learning of mathematics in the secondary school environment;
✓ show leadership in developing and evaluating mathematics curricula in secondary schools.

Entrance Requirements

An applicant may be eligible for entry into the Postgraduate Diploma in Mathematics and Mathematics Education if the applicant has:

✓ completed an approved degree, with at least a sub-major sequence in mathematics, and an approved teaching qualification, and at least one year of primary or post-primary teaching; or
✓ completed an approved four-year teaching degree, with at least a sub-major sequence in mathematics, and at least one year of primary or post-primary teaching; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course, and has a record of at least one year of primary or post-primary teaching.

A limited number of places in the course may be available to experienced mathematics teachers without such a sub-major sequence but with at least a first-year (non-terminal) mathematics subject incorporating calculus in their tertiary qualification.

Course Structure

To satisfy the requirements of the Postgraduate Diploma in Mathematics and Mathematics Education course, a student must satisfactorily complete four 25-point subjects, including at least one from Group A and one from Group B. Candidates may not enrol for a subject which is substantially the same as one studied during a previous course but may be permitted to substitute another approved subject. Both subjects in Group A are required to meet the criteria for a fully qualified teacher of mathematics.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

**Mathematics Group A**

485-869 Discrete Mathematics and Mathematical Modelling*
485-870 Mathematical Statistics for Teachers*

**Mathematics Education Group B**

485-613 How Children Learn Mathematics
485-620 The Mathematics Classroom
485-805 Teaching for Numeracy
485-822 Technology Enriched Mathematics Education
485-836 New Visions for Teaching and Learning
485-866 Developing an Effective Mathematics Curriculum

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery

Some subjects within this course are also offered in external (on-line) mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator

Gary Asp, Department of Science and Mathematics Education
Room 5713, Doug McDonell Building
Tel: (+61 3) 8344 8443.
E-mail: garypa@unimelb.edu.au

POSTGRADUATE DIPLOMA IN PROFESSIONAL STUDIES IN EDUCATION

Course Code

992AA Postgraduate Diploma in Professional Studies in Education

Overview

The Faculty of Education has responded to the significant demand from schools for relatively short, intensive and flexible programs of professional development — programs which will enable participants to access the latest developments in research, policy and practice. In designing a program of studies to reflect the current professional development priorities for teachers in leadership positions in both government and non-government schools, the Faculty has consulted closely with the Victorian Department of Education, Employment and Training, the Australian Principals
Centre, and the Standards Council of the Teaching Profession.

Course Objectives
At the conclusion of the course, students should:
✓ have a knowledge of current thinking and research in the field;
✓ be stimulated to think critically and analytically about issues and ideas;
✓ be encouraged to think creatively and with imagination;
✓ have the opportunity to explore the relevance and application of new ideas to their professional practice;
✓ have the opportunity to engage in problem solving both independently and as a member of a team;
✓ be able to tease out their own assumptions and evaluate their own ideas;
✓ be able to demonstrate broad writing and communication skills.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Diploma in Professional Studies in Education if the applicant has:
✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved four-year teaching degree; or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure
To satisfy the requirements of the Postgraduate Diploma in Professional Studies in Education course, a student must satisfactorily complete 100 points of coursework, selected from the pool of postgraduate-level subjects. Students are not required to undertake studies entirely in one particular area of specialisation. Refer to the Postgraduate Certificate in Professional Studies in Education section of this Handbook for a list of the subjects available in the course, and to the Subject Description section for details about individual subjects.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery
Some subjects within this course are also offered in external mode of delivery providing students select subjects that are available in external mode of delivery. The mode of delivery for specific subjects is listed under each subject description. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

POSTGRADUATE DIPLOMA OF EDUCATION AND TRAINING

Course Code
S94AA Postgraduate Diploma of Education and Training

Overview
This course is designed for practising education professionals who have been employed in industry prior to undertaking bachelor or graduate diploma courses in the field of education and training. The course involves study in an area of particular priority for professional development within the vocational education and training sector, and is normally undertaken on a one year full-time or two year part-time basis.

Course Objectives
On completion of this course students should be able to:
✓ demonstrate a superior knowledge and understanding of particular specialist areas of educational theory and practice related to vocational education and training settings;
✓ express informed opinions about particular specialist areas within the field of vocational education and training;
✓ make effective use of the findings of research and scholarship in addressing professional problems in certain specialist areas within the field of vocational education and training;
2002 POSTGRADUATE CERTIFICATE AND DIPLOMA COURSES

✓ demonstrate the depth of knowledge and understanding appropriate for leadership in particular vocational education and training settings;

✓ demonstrate an appreciation of appropriate professional responsibilities and ethical principles associated with particular vocational education and training roles.

Entrance Requirements
An applicant may be eligible for entry into the Postgraduate Diploma of Education and Training if the applicant has:

✓ completed a Bachelor of Education and Training or approved equivalent; or

✓ completed an approved degree and an approved teaching qualification; or

✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.

Course Structure
To satisfy the requirements for the Postgraduate Diploma of Education and Training students must complete four 25-point subjects from the strands listed below, but are advised of the wisdom of specialisation for employment purposes in many education and training settings. Most subjects are oriented towards professionals working in VET settings.

Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Policy and Context Strand
468-603 Adult Education and Professional Practice

Learning and Vocational Curriculum Strand
468-605 Vocational Learning

Organisational Change Strand
468-601 Management Learning*
468-811 Leaders and Agents of Change
468-812 Development and Change in Organisations
468-827 Human Resource Strategies*
468-840 Strategic Thinking

Information Technology Strand
468-814 Information Technology and Society*
468-839 On-line Education and Training*
485-828 Teaching Info Tech at Senior Levels
485-829 Teaching with Information Technology*
485-830 Software Environments for Learning
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-835 Information Management and Education
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*

Additional subjects available
468-620 Current Issues in Education and Training
468-621 Special Project
468-820 Quantitative Analysis in VET

485-646 Research Methods in Education*
Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

External Mode of Delivery
Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake this course entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Pam St Leger
Room GS29
Alice Hoy Building
Tel: (+61 3) 8344 6086
E-mail: p.stleger@edfac.unimelb.edu.au
GENERAL MASTERS COURSE
  Master of Education
  Research Areas of the Faculty

SPECIALIST MASTERS COURSES
  Master of Assessment and Evaluation
  Master of Early Childhood Studies
  Master of Early Intervention
  Master of Education of the Hearing Impaired
  Master of Educational Management
  Master of Educational Psychology
  Master of Environment
  Master of Gifted Education
  Master of Information Technology in Education
  Master of Modern Languages Education
  Master of Special/Inclusive Education
  Master of Student Welfare
  Master of TESOL
  Master of Training and Development
  Master of Youth, Health, Education and Welfare

DOCTORAL COURSES
  Doctor of Education
  Doctor of Educational Psychology
  Doctor of Philosophy (Education)
MASTERS DEGREES

The Faculty of Education offers a Master of Education degree by research or coursework or a combination of the two, in which students can either develop a specialisation in a particular subject area or undertake a range of subjects in a number of subject areas.

The Faculty also offers several specialist Masters degrees for those who wish to undertake a specialist qualification, as follows:

✓ Master of Assessment and Evaluation
✓ Master of Early Childhood Studies
✓ Master of Early Intervention
✓ Master of Education of the Hearing Impaired
✓ Master of Educational Management
✓ Master of Gifted Education
✓ Master of Information Technology in Education
✓ Master of Modern Languages Education
✓ Master of Special/inclusive Education
✓ Master of Student Welfare
✓ Master of TESOL
✓ Master of Training and Development

MASTER OF EDUCATION

Course Codes

One-Year/100-Point Streams:
013AR Master of Education, Stream 1 (thesis of 40,000 words)
013AT Master of Education, Stream 1A (thesis of 16,000 to 20,000 words and coursework)
013BW Master of Education, Stream 1B (coursework)

Two-Year/200-Point Streams:
013TH Master of Education, Stream 2 (thesis of 40,000 words and coursework)
013MT Master of Education, Stream 2A (thesis of 16,000 to 20,000 words and coursework)
013CW Master of Education, Stream 2B (coursework)

Overview

The Master of Education is directed at practising professionals in a broad range of fields related to education — early childhood, primary, secondary, tertiary, vocational and adult. The degree will also meet the needs of other professionals whose work has an educational component or some educational responsibility.

The degree offers several streams, allowing students to complete the degree through a mix of coursework and thesis, totally by thesis, or totally by coursework. Students can either develop a specialisation in a particular subject area or undertake a range of subjects in a number of subject areas.

The Master of Education has one-year streams (Streams 1, 1A and 1B) and two-year streams (Streams 2, 2A and 2B). Eligibility for each stream depends on the level of the applicant's previous qualifications.

Course Objectives

Students completing this course should be able to:

✓ demonstrate a superior knowledge and understanding of educational theory and practice in general and in a specialised area in particular;
✓ express informed opinions about particular areas of current educational interest;
✓ have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity;
✓ make effective use of the findings of educational writings and research in addressing professional problems;
✓ have the depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;
✓ demonstrate an appreciation of professional responsibilities and ethical principles which should characterise leaders in the education profession.

Entrance Requirements for Streams 1, 1A and 1B

An applicant may be eligible for entry into the Master of Education, Streams 1, 1A or 1B, if the applicant has:

✓ completed an approved relevant fifth-year level education qualification such as a Postgraduate Diploma in Education, a Bachelor of Teaching (Honours), a Bachelor of Early Childhood Studies (Honours), a Bachelor of Education — Primary (Honours), or a Bachelor of Education and Training (Honours); or
✓ completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and can demonstrate a record of research and publications or professional or teaching experience in a field and at a level acceptable to the Faculty.

Applicants for Streams 1 and 1A are required to submit a thesis proposal signed by their proposed supervisor and the Head of Department with their application.

Entrance Requirements for Streams 2, 2A and 2B

An applicant may be eligible for entry into the Master of Education, Streams 2, 2A or 2B, if the applicant has:

✓ completed an approved degree and an approved fourth-year level education qualification such as a Graduate Diploma in Education or Bachelor of Teaching; or
✓ completed an approved four-year education degree such as a Bachelor of Education or Bachelor of Education and Training; or
Previous Qualification and/or Prerequisites

Applicants for Streams 1, 1A or 1B of the Master of Education (013AR, 013AT or 013BW) who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies or Postgraduate Diploma in Education and Training or Postgraduate Diploma in Mathematics and Mathematics Education or Graduate Diploma in Educational Administration and gain an H2A or above in each subject prior to admission to Stream 1 or 1A within the Master of Education course.

Applicants for Streams 2, 2A or 2B of the Master of Education (013TH, 013MT or 013CW) who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission to those Streams if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Educational Studies or other fifth-year level equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters degree studies after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Education course.

Course Structure

**Stream 1: Thesis of 40,000 words (013AR)**

Students are required to complete a thesis of 40,000 words, representing 100 points of study. Students are required to undertake methodology studies concurrently with their Masters studies if methodology studies have not already been undertaken prior to entry to the course or at the direction of their supervisor. This is a research-classified course. Graduates of Stream 1 are eligible to apply for entry to the PhD or Doctor of Education programs. With Faculty approval, students may convert their candidature to PhD.

**Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (013AT)**

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a methodology component (75 points total) and 25 points of coursework. This is a research-classified course. Graduates of Stream 1A are eligible to apply for entry to the PhD or Doctor of Education programs.

**Stream 1B: Coursework (013BW)**

Students are required to undertake 100 points of coursework. This is a coursework-classified course. Graduates of Stream 1B are eligible for admission to the Doctor of Education coursework program.

**Stream 2: Thesis of 40,000 words and Coursework (013TH)**

Students are required to undertake 200 points of study, consisting of 50 points of coursework and a thesis of 40,000 words with a methodology component (150 points total). In order to proceed to the thesis, students must achieve grades of H2A or above in the coursework component. Students who do not achieve this level will be able to complete the degree by transferring to Stream 2A or 2B. This is a research-classified course. Graduates of Stream 2 are eligible to apply for entry to the PhD or Doctor of Education programs. With Faculty approval, students may convert their candidature to PhD.

**Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (013MT)**

Students are required to undertake 200 points of study, consisting of 125 points of coursework, a methodology subject (25 points), and a thesis of 16,000 to 20,000 words (50 points). This is a coursework-classified course. Graduates of Stream 2A are eligible to apply for entry to the PhD or Doctor of Education programs.

**Stream 2B: Coursework (013CW)**

Students are required to undertake 200 points of coursework. This is a coursework-classified course. Graduates of Stream 2B are eligible for admission to the Doctor of Education coursework program.

Period of Candidature

Full-time students in Streams 1, 1A and 1B, and students in the phasing-out course code 013AB are required to pursue studies for at least one academic year and not more than two academic years. Part-time students in Streams 1, 1A and 1B, and students in the phasing-out course code 013AB are required to pursue studies for at least two academic years and not more than four academic years.

Full-time students in Streams 2, 2A and 2B are required to pursue studies for at least two academic years and not more than four academic years. Part-time students in Streams 2, 2A and 2B are required to pursue studies for at least four academic years and not more than six academic years.

Coursework Offered in the Master of Education

Students undertaking coursework may select subjects from the pool of postgraduate subjects listed below, which are loosely grouped into subject areas by academic department.

Subjects that may be undertaken in external mode of delivery (on-line, by correspondence, or through face-to-face teaching in approved off-campus locations) are marked by an asterisk.

Refer to the Subject Description section of this Handbook for details about these subjects.
Department of Education Policy and Management

**Educational Administration, Management and Leadership:**

- 481-803 Creating the Learning Organisation
- 481-805 Project (Education Policy and Management)
- 481-806 Management of Resources in Education
- 481-807 Human Resource Management in Education
- 482-707 Leadership
- 482-801 Education Planning and Workplace Change
- 482-805 Marketing in Education
- 482-811 Analysing Educational Performance
- 482-825 Assessment and Development of Educational Administrators
- 482-827 Human Resource Development
- 482-848 Leading the Educational Organisation
- 482-854 Information Technology and the Educational Administrator
- 482-855 Managing the Educational Organisation
- 482-859 Education Policy and Policy Processes

**Culture and Society:**

- 482-622 Social Context and Educational Outcomes
- 482-676 Managing Cultural Diversity
- 482-678 Cross-Cultural Communication in Education

**Professional Development:**

- 482-623 Responsive Middle Schooling
- 482-804 Interactive Processes for Health Education
- 482-807 Curriculum Leadership and Management
- 482-809 Leading the Learning Community
- 482-829 Personal and Interpersonal Processes for Educational Leaders
- 482-832 Current Thinking about Thinking
- 482-833 Designing a Thinking Curriculum
- 482-844 Education, Technology and Change
- 482-890 Leadership in Action: Strategic Leadership
- 482-891 Understanding Human Resource Management: People Leadership
- 482-892 School Effectiveness and Improvement
- 482-894 Using the Web for Teaching and Learning: Emerging Technologies

**Program Evaluation:**

- 481-809 Program Evaluation: Forms and Approaches*
- 481-810 Evaluating Large Scale Programs*
- 481-811 Evaluation for Management and Development*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*
- 482-620 Evaluation Theory*
- 482-621 Knowledge Use in Change Management*

**Human Resource Development and Training:**

- 468-601 Management Learning*
- 468-603 Adult Education and Professional Practice
- 468-605 Vocational Learning
- 468-607 Learning in the Postmodern Workplace
- 468-620 Current Issues in Education and Training
- 468-621 Special Project (VET)
- 468-811 Leaders and Agents of Change
- 468-812 Development and Change in Organisations
- 468-820 Quantitative Analysis in VET
- 468-827 Human Resource Strategies*
- 468-840 Strategic Thinking
- 468-844 Designing Vocational Programs*

Department of Language, Literacy and Arts Education

**Arts Education:**

- 483-610 The Arts and Cognition
- 483-635 Advanced Project Studies in the Arts
- 483-637 Researching Arts Education
- 483-639 Contemporary Arts Practice and Curriculum
- 483-640 Postmodern Education: Texts and the Arts

**Language and Literacy:**

- 483-603 Innovation and Change in Language Education
- 483-604 Teaching Second Language Speaking Skills*
- 483-606 Language Teaching and Culture
- 483-620 Assessment in the Language Classroom*
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-625 Genre Analysis and Education*
- 483-626 Language Education: Functional Grammar*
- 483-633 Literature for Young People in the Classroom
- 483-634 Project in Modern Languages Education
- 483-636 Teaching English in the International Context
- 483-641 Teaching English for Academic Purposes
- 483-642 TESOL Professional Practice (International)
- 483-804 Researching Language Classrooms*
- 483-829 Language and Language Acquisition
- 483-830 Professional Practice: TESOL
- 483-835 Professional Practice: Modern Languages Education
- 483-871 Professional Practice: ALBE
- 483-888 Methodology and Curriculum Design: TESOL
- 483-889 Methodology and Curriculum Design: Modern Languages Education
- 483-890 Methodology and Curriculum Design: ALBE

Department of Learning and Educational Development

**Assessment:**

- 476-661 Assessment, Design and Analysis*
- 476-662 Competency and Performance Assessment*
- 476-664 Advanced Measurements and Psychometrics
- 476-694 Educational Measurement, Assessment and Evaluation*
- 476-695 Assessment and Reporting for Student Learning*

**Curriculum:**

- 476-621 Curriculum Improvement
- 476-689 Curriculum Design

**Deafness Studies:**

- 472-616 Developing Auditory Function in Hearing Impaired Children
- 472-617 Advanced Practicum for Hearing Impaired Children
- 476-614 Developing Spoken Language for Hearing Impaired Students
476-615 Educational Audiology and Sensory Aids
476-622 Advanced Language Assessment and Teaching for Hearing Impaired Students*
476-623 Early Intervention for Hearing Impaired Children
476-898 Foundation Studies in Deaf Education
478-899 Listening, Speech and Language Development
477-801 Audiology in Education
477-802 Assessment and Teaching of Speech to Hearing Impaired Students
477-803 Assessment and Teaching of Language to Hearing Impaired Students
477-804 Teaching, Learning and Hearing Impairment* may be undertaken in external mode of delivery (online, by correspondence, or through face-to-face teaching in approved off-campus locations)

Disabilities and Impairments and Learning Disabilities:
476-674 Transitional Planning and Vocational Preparation for Persons with Disabilities
476-675 Contemporary Issues in Disability and Education
476-819 to -823 Professional Practice (Learning Disabilities and Impairments) A, B and C
476-864 Understanding and Teaching Students with Disabilities
476-874 Inclusive Curriculum Strategies for Students with Disabilities
476-886 Instructional Methods and Strategies for Students with Disabilities
476-888 Foundation Studies in the Education of Students with Learning Disabilities*
476-889 Learning Disabilities: Literacy
476-890 Learning Disabilities: Numeracy
477-807 Policy Analysis, Program Management and Leadership in Special Education and Integration
477-808 Assessing Special Needs and Planning Programs

Early Childhood Studies:
466-613 Early Childhood Language and Literacy*
466-620 Ethics in Research on the Young*
466-678 Reconceptualising Early Childhood Development*
466-679 The Politics of Early Childhood
466-680 Negotiated Project in Early Childhood*
466-681 Early Childhood Curriculum*
466-682 Facilitating Family Functioning*
466-684 Early Childhood Intervention: Advanced Interdisciplinary Study of Policy and Practice
466-846 Foundation Studies in Early Childhood*
466-847 Learning Environments in the Early Years*
466-848 Management in Early Childhood Services*
466-849 Social Contexts and Early Childhood*
466-850 Theories of Parenting and the Family*
466-851 Infancy and the First Years of Life*

Early Intervention:
472-601 Working with Challenging Behaviour
466-684 Early Childhood Intervention: Advanced Interdisciplinary Study
466-838 Assessment and Programming in Early Intervention
466-839 Parent Guidance in Early Intervention
466-840 Children with Cognitive and Socioemotional Needs
466-842 Theories and Practices in Early Intervention
466-843 Neurological and Sensory Disability

Educational Psychology:
476-646 Differences In Intelligence and Achievement
476-676 Theories and Research in Child Development
476-678 Adolescent Psychology and Its Impact on Education
476-679 Applications of Educational Psychology in the Classroom
476-680 Stress and Coping in Education: Children, Parents and Teachers
476-681 Assessing Individual Differences in Learning
476-683 Current Issues in Vocational Psychology

Gifted Education:
476-682 Current Issues in Gifted Education
476-684 Introduction to Gifted Development and Education
476-685 Administering Programs for the Gifted
476-686 The Neuropsychology of Giftedness
476-803 Practicum in Gifted Education
476-891 Social and Emotional Aspects of Giftedness
476-892 Classroom Strategies for Gifted Education
476-893 Foundation Studies in Gifted Education
476-894 Systems and Models of Gifted Education
476-895 Developmental Psychology of Giftedness
476-896 Giftedness Throughout the Lifespan
476-897 Comprehensive Programming for the Gifted

Learning and Teaching:
476-641 Improving Classroom Teaching and Learning Through Multimedia
476-688 Teaching for Effective Learning
476-692 Reflection and Metacognition in Learning and Teaching
476-699 The Study of Learning
476-845 Evaluating Multimedia for Learning and Teaching
476-884 Teaching and Learning in the Middle School
476-885 Designing a Multimedia Package

Professional Development:
472-801 Adult Learning in Learning Organisations 1
472-802 Adult Learning in Learning Organisations 2
476-693 Professional Development, Appraisal and Change
476-698 Professional Development: Collaboration and Consultancy
476-881 Professional Development for Improvement

Research Methodology:
476-645 Multivariate Research Methods

Student Welfare:
476-643 Approaches to Trauma and Grief in Educational Settings
476-644 Managing Conflict in Educational Settings

Learning and Educational Development Studies:
476-696 Integrative Study in Learning and Educational Development
476-697 Special Study in Learning and Educational Development

Department of Science and Mathematics Education

Information Technology in Education:
485-828 "Teaching Info Tech at Senior Levels"
485-829 "Teaching with Information Technology*"
485-830 Software Environments for Learning*
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-835 Information Management and Education
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*
485-838 Information Technology and Society*
485-839 On-line Education and Training*

Mathematics Education:
485-613 How Children Learn Mathematics
485-620 The Mathematics Classroom
485-805 Teaching for Numeracy
485-822 Technology Enriched Mathematics Education
485-850 Key Issues in Mathematics Education
485-866 Developing an Effective Mathematics Curriculum
485-869 Discrete Mathematics and Mathematical Modelling*
485-870 Mathematical Statistics for Teachers*

Research Methodology:
485-646 Research Methods in Education*

Science Education:
485-621 Reconstructing Science Education
485-622 Learning Science in a Computer Age
485-623 Education in a Technological World
485-624 Recent Developments in Science and Technology

Additional subjects:
485-632 Negotiated Project in Science and Mathematics Education
485-703 Co-ordination of the Curriculumlab.edu.au

Research Areas of The Faculty of Education

Please refer to the Faculty’s General Information section of this Handbook for details on the Departments and Research Centres of the Faculty.

For a more detailed outline of Faculty of Education staff and their areas of research expertise, refer to the Faculty’s Research Profile and Information Guide for Research Students.

Information Guide for Research Students

It is essential that all thesis research students obtain a copy of the Information Guide for Research Students before commencing the thesis component of their Masters degree. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants for Stream 1, 1A, and 2 are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor’s Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course, and certainly before enrolment in 485-646 Research Methods in Education.

All students enrolled in the thesis streams should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

Thesis of 40,000 Words (Streams 1 and 2)

In the thesis for Streams 1 and 2, students are expected to demonstrate that they have mastered the research and synthesising skills involved in producing an original contribution to scholarship, although the thesis itself may not be particularly new in its field.

A student proceeding to the 40,000-word thesis will have completed a one-semester subject which gives preparation in the research methods and conceptual frameworks by means of which the thesis investigation will be carried out.

The length of the thesis for Streams 1 and 2 varies from field to field, but should not exceed 40,000 words, excluding appendices. The thesis is examined by two appropriate academics external to the University of Melbourne, neither of whom is the supervisor of the thesis.

The thesis should not, as a general rule, take a part-time Stream 1 student more than two years to complete. Stream 2 part-time students should not take more than three years to complete.

The Freda Cohen Prize will be awarded in March each year to the student who submits the most meritorious 40,000-word thesis during the preceding year.

Thesis of 16,000 to 20,000 Words (Streams IA and 2A)

The thesis for Streams IA and 2A permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis for Streams IA and 2A should demonstrate the student’s ability to handle research and to present...
the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

A thesis for Streams 1A and 2A should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

Some subjects within this course are also offered in external mode of delivery. It is possible to undertake all components of the coursework only streams (Streams 1B or 2B) of this course externally providing students select subjects that are available in external mode of delivery. However, the thesis streams may not be undertaken entirely in external mode of delivery as the thesis must be undertaken while on-campus at the University of Melbourne. The particular mode of delivery for specific subjects is listed under each subject description. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries

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MASTER OF ASSESSMENT AND EVALUATION

Course Codes

666AT  Master of Assessment and Evaluation, Stream 1A
666MT  Master of Assessment and Evaluation, Stream 2A
666CW  Master of Assessment and Evaluation, Stream 2B

Overview

The Master of Assessment and Evaluation provides a program of specialist training to those people who wish to take a leadership role in assessment and evaluation practice. Such people are normally employed as policy and program planners, trainers, teachers, performance auditors, managers and consultants. They are drawn from public sector organisations (in areas such as education, welfare and health), non-government agencies, business, or from consultants offering assessment and evaluation services.

The course aims to enable students to become familiar with key concepts and theories underlying policy and program development, the roles of various types of evaluation, key concepts and theories of assessment and appraisal of individuals in process and outcome terms. It will encourage critical review of important issues in the conduct of evaluation and assessment, and program implementation.

There is a one-year thesis and coursework stream (Stream 1A), a two-year thesis and coursework stream (Stream 2A), and a two-year coursework only stream (Stream 2B). Eligibility for each stream depends on the level of the applicant's previous qualifications.

Streams 2A and 2B of the Master of Assessment and Evaluation are coursework-classified, while Stream 1A of the Master of Assessment and Evaluation is research-classified. Graduates of Stream 1A and 2A are eligible to apply for entry to the PhD or Doctor of Education programs. Graduates of Stream 2B are eligible for admission to the Doctor of Education coursework program.

Course Objectives

Students who have completed the Master of Assessment and Evaluation course should be able to:

✓ demonstrate a high level of competence in the management of assessment and evaluation programs;
✓ make effective use of current relevant research in assessment and evaluation;
✓ have a depth of knowledge and understanding that will enable them to be a resource for colleagues in assessment and evaluation related professional situations;
✓ demonstrate a superior knowledge and understanding of assessment and evaluation theory and practice.

Entrance Requirements for Stream 1A

An applicant may be eligible for entry into the Master of Assessment and Evaluation, Stream 1A, if the applicant has:

✓ completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Assessment and Evaluation or approved equivalent; or
✓ completed an approved four-year teaching degree and the Postgraduate Diploma in Assessment and Evaluation or approved equivalent; or
✓ completed an approved degree or graduate diploma in a social or human science discipline and can demonstrate a record of research and publications and professional experience in assessment or evaluation at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.
Entrance Requirements for Streams 2A and 2B

An applicant may be eligible for entry into the Master of Assessment and Evaluation, Streams 2A or 2B, if the applicant has:

✓ completed an approved degree and an approved teaching qualification; or
✓ completed an approved four-year teaching degree; or
✓ completed an approved degree or graduate diploma in a social or human science discipline and can demonstrate a record of professional experience in assessment or evaluation at a level acceptable to the Faculty.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Evaluation or other equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters degree studies after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to the Master of Assessment and Evaluation.

Course Structure

Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (666AT)

Students are required to undertake 25 points of coursework from the pool of subjects listed below, and complete a thesis of 16,000 to 20,000 words incorporating research methodology studies (75 points in total). Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Coursework subjects (select one):
481-809 Program Evaluation: Forms and Approaches*
481-810 Evaluating Large Scale Programs*
481-811 Evaluation for Management and Development*
482-620 Evaluation Theory*
482-621 Knowledge Use in Change Management*
476-661 Assessment Design and Analysis*
476-662 Competency and Performance Assessment*
476-664 Advanced Measurement and Psychometrics
476-694 Educational Measurement, Assessment and Evaluation*
476-695 Assessment and Reporting for Student Learning*

Approved research methodology studies (select one):
481-812 Qualitative Methods*
481-813 Quantitative Methods*
481-815 Survey Design and Analysis

Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (666MT)

Students are required to undertake 150 points of coursework from the pool of subjects listed below, and complete a thesis of 16,000 to 20,000 words (50 points of study). At least one subject must be from the list of combined assessment and evaluation subjects below. Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Combined Assessment and Evaluation subjects (select one):
481-812 Qualitative Methods*
481-813 Quantitative Methods*
481-815 Survey Design and Analysis
476-645 Multivariate Research Methods

Assessment subjects:
476-651 Assessment Design and Analysis*
476-652 Competency and Performance Assessment*
476-664 Advanced Measurement and Psychometrics
476-694 Educational Measurement, Assessment and Evaluation*
476-695 Assessment and Reporting for Student Learning*

Evaluation subjects:
481-809 Program Evaluation: Forms and Approaches*
481-810 Evaluating Large Scale Programs*
481-811 Evaluation for Management and Development*
482-620 Evaluation Theory*
482-621 Knowledge Use in Change Management*

Students may select up to 50 points worth of coursework from offerings outside the above lists, with the written permission of the Program Co-ordinator/s.

Students are encouraged to seek advice from the Program Co-ordinators in regard to subject selection so as to select the most appropriate subjects for their needs.

Refer to the Subject Description section of this Handbook for details about the above subjects.

Stream 2B: Coursework only (666CW)

Students are required to undertake 200 points of coursework from the pool of subjects listed below. At least one subject must be from the list of combined assessment and evaluation subjects below. Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Combined Assessment and Evaluation subjects (select one):
481-812 Qualitative Methods*
481-813 Quantitative Methods*
481-815 Survey Design and Analysis
476-645 Multivariate Research Methods
481-814 Project In Assessment or Evaluation*

**Assessment subjects:**

476-661 Assessment Design and Analysis*
476-662 Competency and Performance Assessment*
476-664 Advanced Measurement and Psychometrics
476-694 Educational Measurement, Assessment and Evaluation*
476-695 Assessment and Reporting for Student Learning*

**Evaluation subjects:**

481-809 Program Evaluation: Forms and Approaches*
481-810 Evaluating Large Scale Programs*
481-811 Evaluation for Management and Development*
482-620 Evaluation Theory*
482-621 Knowledge Use in Change Management*

Students may select up to 50 points worth of coursework from offerings outside the above lists, with the written permission of the Program Co-ordinator/s.

Students are encouraged to seek advice from the Program Co-ordinators in regard to subject selection so as to select the most appropriate subjects for their needs.

Refer to the Subject Description section of this Handbook for details about the above subjects.

**Period of Candidature**

After being admitted to Stream 1A of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Streams 2A or 2B of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

**Information Guide for Research Students**

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

**Thesis Provisions**

**General Requirements and Thesis Supervision**

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students enrolled in the thesis streams should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

**The Thesis of 16,000 to 20,000 Words**

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the student in demonstrating research and writing skills, and also in collecting and analysing primary data from the field, or in building a new construct from available materials. The result should give clear evidence of problem solving and critical judgment.

The thesis should demonstrate the student's ability to undertake research and to present the outcomes in a disciplined way that conforms with contemporary scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

**External Mode of Delivery**

Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake Stream 2A entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. It is also possible to undertake the coursework components of Streams 1A and 2A externally providing students select subjects that are available in external mode of delivery. However, Streams 1A and 2A cannot be undertaken entirely in external mode of delivery as the thesis must be undertaken while on campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

**Course Enquiries**

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MASTER OF EARLY CHILDHOOD STUDIES

Course Code
321AT Master of Early Childhood Studies

Overview
The Master of Early Childhood Studies is a one-year coursework and thesis degree which aims to provide training in research skills in the field of early childhood studies to professionals working in early childhood settings or in related policy areas.

This is a research-classified course. Graduates are eligible to apply for entry to the PhD or Doctor of Education programs.

Course Objectives
Students who have completed the Master of Early Childhood Studies course should be able to:

✓ show an understanding of the theory and practice of research in disciplines related to the study of young children;
✓ evaluate relevant research literature and carry out research in the area of early childhood;
✓ apply relevant research findings to practice in early childhood settings;
✓ demonstrate a depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;
✓ take an informed role in debates on early childhood policy;
✓ demonstrate an appreciation of professional responsibilities and ethical principles which should characterise professionals in the early childhood field.

Entrance Requirements
An applicant may be eligible for entry into the Master of Early Childhood Studies if the applicant has:

✓ completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in early childhood studies at a level acceptable to the Faculty.

Applicants are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants for the Master of Early Childhood Studies who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Early Childhood) and gain an H2A or above in each subject prior to admission to the Master of Early Childhood Studies.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to the Master of Early Childhood Studies.

Course Structure
Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework selected from the list below.

Subjects that may be undertaken in external mode of delivery (on-line or by correspondence) are marked by an asterisk.

Refer to the Subject Description section of this Handbook for details about these subjects.

Coursework subjects (select 25 points worth):
466-613 Early Childhood Language and Literacy (25 points)*
466-620 Ethics in Research on the Young (25 points)*
466-678 Reconceptualising Early Childhood Development (25 points)*
466-679 The Politics of Early Childhood (25 points)
466-681 Early Childhood Curriculum (25 points)*
466-847 Learning Environments in the Early Years (12.5 points)*
466-848 Management in Early Childhood Services (12.5 points)*
466-849 Social Contexts and Early Childhood (12.5 points)*
466-850 Theories of Parenting and the Family (12.5 points)*
466-851 Infancy and the First Years of Life (12.5 points)*

Approved research methodology studies (select one):
476-645 Multivariate Research Methods
485-646 Research Methods in Education*
481-812 Qualitative Methods*
481-813 Quantitative Methods*
Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students should finalise the topic of their thesis with their supervisor as early as possible.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

The Thesis of 16,000 to 20,000 Words

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, both of whom are external to the University of Melbourne.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

Some subjects within this course are also offered in external (on-line) or external (correspondence) mode of delivery. It is possible to undertake the coursework component of this course externally providing students select subjects that are available in external mode of delivery. However, the course cannot be undertaken entirely in external mode of delivery as the thesis must be done while on campus at the University of Melbourne. The particular mode of delivery for specific subjects is listed under each subject description. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally.

Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries

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MASTER OF EARLY INTERVENTION

Course Code
331AT Master of Early Intervention

Overview

The Master of Early Intervention is a one-year coursework and thesis degree which provides further advanced training for teachers working with infants and young children with a range of disabling conditions, within a family centred practice framework. For the coursework component of the course students will gain advanced knowledge and skills in either advanced theory, policy and practice in early childhood intervention or in the assessment and management of challenging behaviours in young children.

This is a research-classified course. Graduates are eligible to apply for entry to the PhD or Doctor of Education programs.

Course Objectives

Students who have completed the Master of Early Intervention should be able to:

♦ demonstrate a superior knowledge and understanding of educational theory and practice in general and in the specialist area of early intervention;

♦ express informed opinions about particular areas of current educational interest;

♦ have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity;

♦ make effective use of the findings of educational writing and research in addressing professional problems;

♦ have the depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;
Entrance Requirements

An applicant may be eligible for entry into the Master of Early Intervention if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Early Intervention) or approved equivalent; or
- completed an approved four-year teaching degree and the Postgraduate Diploma in Educational Studies (Early Intervention) or approved equivalent; or
- completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in early intervention at a level acceptable to the Faculty.

Applicants are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants for the Master of Early Intervention who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Early Intervention) and gain an H2A or above in each subject prior to admission to the Master of Early Intervention.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to the Master of Early Intervention.

Course Structure

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and a 25-point coursework subject, 472-601 Working with Challenging Behaviour or 466-684 Early Childhood Intervention: Advanced Interdisciplinary Study of Policy & Practice.

Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Approved research methodology studies (select one):
476-645 Multivariate Research Methods
485-646 Research Methods in Education*
481-812 Qualitative Methods*
481-813 Quantitative Methods*

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students should finalise the topic of their thesis with their supervisor as early as possible.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

The Thesis of 16,000 to 20,000 Words

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, both of whom are external to the University of Melbourne.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

Some of the research methodology subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake the research methodology component of this course externally. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries

Education Faculty Office, Alice Hoy Building
MASTER OF EDUCATION OF THE HEARING IMPAIRED

Course Codes

- 336AT Master of Education of the Hearing Impaired, Stream 1A
- 336BW Master of Education of the Hearing Impaired, Stream 1B
- 336MT Master of Education of the Hearing Impaired, Stream 2A
- 336CW Master of Education of the Hearing Impaired, Stream 2B

Overview

The Master of Education of the Hearing Impaired offers a masters level specialist qualification in the teaching and educational management of hearing impairment. Students will gain superior knowledge and understanding of theory and practice of teaching students with hearing impairment, understand the theory and practice of educational management of hearing impaired students and make effective use of the research addressing hearing impairment-related professional problems.

The course has a one-year coursework and thesis stream (Stream 1A), a two-year coursework and thesis stream (Stream 2A), a one-year coursework-only stream (Stream 1B) and a two-year coursework-only stream (Stream 2B). Eligibility for each stream depends on the level of the applicant’s previous qualifications.

Graduates of the Master of Education of the Hearing Impaired are not automatically eligible for registration as a teacher of the deaf. Registration requires students to have completed the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent.

Entrance Requirements for Stream 1A

An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 1A, if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent; or
- completed an approved four-year teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent; or
- completed an approved honours degree with a major specialisation in hearing impairment or approved equivalent; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent and can demonstrate a record of research and publications and professional experience in hearing impairment at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Entrance Requirements for Stream 1B

An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 1B, if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved four-year teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved honours degree with a major specialisation in hearing impairment or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent and can demonstrate a record of research and publications and professional experience in hearing impairment at a level acceptable to the Faculty.

Entrance Requirements for Stream 2A

An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 2A, if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved four-year teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved honours degree with a major specialisation in hearing impairment or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent and can demonstrate a record of research and publications and professional experience in hearing impairment at a level acceptable to the Faculty.

Entrance Requirements for Stream 2B

An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 2B, if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved four-year teaching qualification and the Postgraduate Diploma in Educational Studies (Hearing Impaired) or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved honours degree with a major specialisation in hearing impairment or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent and can demonstrate a record of research and publications and professional experience in hearing impairment at a level acceptable to the Faculty.

Course Objectives

Students who have completed the Master of Education of the Hearing Impaired course should be able to:

- demonstrate a high level of competence in the educational management of students with hearing impairment;
- demonstrate a superior knowledge and understanding of the theory and practice of teaching students with hearing impairment;
- have an understanding of the theory and practice of research in the educational management of students with hearing impairment;
- make effective use of the findings of educational writings and research in addressing hearing impairment-related professional problems;
- have the depth of knowledge and understanding that will enable them to be a resource for colleagues in hearing impaired-related professional situations.
Entrance Requirements for Stream 2A
An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 2A, if the applicant has:

- completed an approved degree and an approved teaching qualification with at least 50 points of study in the areas of hearing science, speech science or deafness studies; or
- completed an approved four-year teaching degree with at least 50 points of study in the areas of hearing science, speech science or deafness studies; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent; or
- completed an approved degree or equivalent and can demonstrate a record of research and publications or professional experience in hearing impairment at a level acceptable to the Faculty.

Entrance Requirements for Stream 2B
An applicant may be eligible for entry into the Master of Education of the Hearing Impaired, Stream 2B, if the applicant has:

- completed an approved degree and an approved teaching qualification with at least 50 points of study in the areas of hearing science, speech science or deafness studies, plus three years full-time experience teaching hearing impaired children; or
- completed an approved four-year teaching degree with at least 50 points of study in the areas of hearing science, speech science or deafness studies, plus three years full-time experience teaching hearing impaired children; or
- completed an approved degree or graduate diploma in a hearing or speech science discipline or approved equivalent, plus three years full-time experience teaching hearing impaired children; or
- completed an approved degree or equivalent and can demonstrate a record of research and publications or professional experience in hearing impairment at a level acceptable to the Faculty, plus three years full-time experience teaching hearing impaired children.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites
Applicants for Streams 1A or 1B of the Master of Education of the Hearing Impaired who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Hearing Impaired) and gain an H2A or above in each subject prior to admission to Stream 1A of the Master of Education of the Hearing Impaired.

Applicants for Streams 2A or 2B of the Master of Education of the Hearing Impaired who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Educational Studies (Hearing Impaired) or other fifth-year level equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Education of the Hearing Impaired.

Course Structure

**Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (336AT)**

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework selected from the list below. Subjects that may be undertaken in external mode of delivery (on-site teaching in Perth) are marked by an asterisk.

**Coursework subjects (select one):**
- 472-615 Developing Auditory Function in Hearing Impaired Children
- 476-614 Developing Spoken Language In Hearing Impaired Children
- 476-615 Educational Audiology and Sensory Aids
- 476-622 Advanced Language Assessment and Teaching for Hearing Impaired Students*  
- 476-623 Early Intervention for Hearing Impaired Children

**Approved research methodology studies (select one):**
- 476-645 Multivariate Research Methods
- 485-646 Research Methods In Education*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*

Refer to the Subject Description section of this Handbook for details about these subjects.

**Stream 1B: Coursework (336BW)**

Students are required to undertake 100 points of compulsory and elective subjects as outlined below. Subjects that may be undertaken in external mode of delivery (on-site teaching in Perth) are marked by an asterisk.

**Compulsory subjects:**
- 472-616 Developing Auditory Function In Hearing Impaired Children
- 472-617 Advanced Practicum for Hearing Impaired Students
476-614 Developing Spoken Language in Hearing Impaired Children

Elective subjects (select one):
476-615 Educational Audiology and Sensory Aids
476-623 Early Intervention for Hearing Impaired Children

Students can elect to study a maximum of 25 points of subjects outside the above lists with the approval of the Program Co-ordinator.

Refer to the Subject Description section of this Handbook for details about these subjects.

Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (336CW)

Students are required to undertake 200 points of study, consisting of 125 points of coursework selected from the list below, a methodology subject (25 points) selected from the list below, and a thesis of 16,000 to 20,000 words (50 points). Subjects that may be undertaken in external mode of delivery (on-site teaching in Perth) are marked by an asterisk.

Coursework subjects (select 125 points in total):
472-616 Developing Auditory Function in Hearing Impaired Children (25 points)
476-614 Developing Spoken Language in Hearing Impaired Children (25 points)
476-615 Educational Audiology and Sensory Aids (25 points)
476-622 Advanced Language Assessment and Teaching for Hearing Impaired Students (25 points)*
476-623 Early Intervention for Hearing Impaired Children (25 points)
476-898 Foundation Studies in Deaf Education (12.5 points)*
476-899 Listening, Speech and Language Development (12.5 points)*
477-801 Audiology in Education (12.5 points)*
477-802 Assessment and Teaching of Speech to Hearing Impaired Students (12.5 points)*
477-803 Assessment and Teaching of Language to Hearing Impaired Students (12.5 points)*
477-804 Teaching, Learning and Hearing Impairment (12.5 points)*

Elective subjects (select one):
476-615 Educational Audiology and Sensory Aids
476-623 Early Intervention for Hearing Impaired Children

Students can elect to study a maximum of 25 points of subjects outside the above lists with the approval of the Program Co-ordinator.

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to Stream 1A or 1B of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Stream 2A or 2B of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor’s Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students enrolled in the thesis streams should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.
Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

The Thesis of 16,000 to 20,000 Words
The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery
Some subjects within this course are offered in externally, with on-site teaching taking place in Perth. It is possible to undertake some of the coursework components of this course externally in Perth providing students select subjects that are available in external mode of delivery. However, the course cannot be undertaken entirely in external mode of delivery, as not all subjects are offered externally. Moreover, the thesis must be done while on campus at the University of Melbourne.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Coordinator
Margaret Brown, Department of Learning and Educational Development
Room 341, 234 Queensberry Street
Tel: (+61 3) 8344 0987
E-mail: p.m.brown@edfac.unimelb.edu.au

MASTER OF EDUCATIONAL MANAGEMENT

Course Code
302AA Master of Educational Management, Stream 1B

302BB Master of Educational Management, Stream 1A

Overview
The Master of Educational Management is a one-year full time or equivalent part-time course designed to prepare leaders in educational organisations to work in an international environment in the twenty-first century. The program is designed to fill a need for a specialist qualification at the advanced level for those who hold senior positions and seek further advancement in education and training in the public and private sectors. It is intended to be inclusive of those who work in fields variously described as early childhood, school, vocational, adult, further, higher, tertiary, university and in workplace training in other fields. It is intended to have broad appeal, nationally and internationally.

The course is an MBA-style course which aims to provide a blend of practical knowledge, conceptual frameworks, and state-of-the-art research. A central feature of the program is its problem-based approach to learning, which involves Harvard-style advanced case studies of significant problems and issues experienced at senior levels in the work setting. The course distinguishes itself from other Australian educational management courses by emphasizing a global perspective.

The course has a one-year coursework only stream (Stream 1B) and a one-year coursework and research project stream (Stream 1A). Graduates of Stream 1A are eligible to apply for entry to the PhD or Doctor of Education programs. Graduates of Stream 1B are eligible for admission to the Doctor of Education coursework program. The Master of Educational Management is a coursework-classified course.

The course attracts a tuition fee (HECS does not apply). The fee is $15,000 per 100 points of study.

Course Objectives
Students who have completed the Master of Educational Management should be able to:

\( \checkmark \) demonstrate a superior knowledge and understanding of current management issues and challenges in each of the selected specialized areas of the course;

\( \checkmark \) demonstrate an in-depth knowledge and understanding of various conceptual frameworks and theoretical perspectives presented in the course;

\( \checkmark \) demonstrate an understanding and application of the latest research findings in each selected specialized area of the program;

\( \checkmark \) demonstrate the capacity to understand and analyze advanced case studies of significant problems and issues experienced at senior levels in the work setting;

\( \checkmark \) demonstrate a global perspective in tackling management issues;

\( \checkmark \) demonstrate an appreciation of professional responsibilities and ethical principles associated with leading educational organisations.
Entrance Requirements

An applicant may be eligible for entry into the Master of Educational Management if the applicant has:

- completed an approved four-year degree or an approved equivalent; and
- achieved a record of at least five years of experience in an educational setting including a senior appointment.

Course Structure

**Stream 1A: Coursework and Research Project (302BE)**

Students must complete four 12.5-point subjects from the pool of subjects listed below, and two compulsory subjects: 482-642 Research Methods in Educational Management, and 482-644 Research Project in Educational Management. The research project totals 15,000 words.

**Compulsory subjects:**

- 482-642 Research Methods in Educational Management (12.5 points)
- 482-644 Research Project in Educational Management (37.5 points)

**Elective subjects (select four):**

- 482-632 Strategic Leadership and Management
- 482-639 Information Technology and Learning
- 482-635 Effectiveness and Improvement
- 482-633 Policy Analysis and Public Accountability
- 482-636 The Economics and Finance of Education and Training
- 482-640 Curriculum and Assessment
- 482-637 Personnel and Employee Relations
- 482-638 Organisation and Culture
- 482-634 Program Design and Evaluation
- 482-641 MEM Practicum

Refer to the Subject Description section of this Handbook for details about these subjects.

**Stream 1B: Coursework (302AA)**

Students must complete eight 12.5-point subjects from the pool of subjects listed below. At least one subject shall involve an international experience for local students, either in another country or in Australia, with a cohort of international participants.

- 482-632 Strategic Leadership and Management
- 482-639 Information Technology and Learning
- 482-635 Effectiveness and Improvement
- 482-633 Policy Analysis and Public Accountability
- 482-636 The Economics and Finance of Education and Training
- 482-640 Curriculum and Assessment
- 482-637 Personnel and Employee Relations
- 482-638 Organisation and Culture
- 482-634 Program Design and Evaluation
- 482-641 MEM Practicum

With the approval of the Program Co-ordinator, students may replace two 12.5 point electives with 481-803 Project (Education Policy and Management).

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

Through negotiation, a choice of program arrangements may provide participants with an opportunity to accelerate their study and complete the program in a shorter period of time.

External Mode of Delivery

It is possible to undertake this course externally by arrangement with the Faculty.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Lawrie Drysdale, Department of Education Policy and Management
Room 455, Alice Hoy Building
Tel: (+61 3) 8344 8514
E-mail: l.drysdale@edfac.unimelb.edu.au

MASTER OF EDUCATIONAL PSYCHOLOGY

Course Code
312AA Master of Educational Psychology

Overview

This program is a professional qualification for psychologists who wish to work in educational settings (including schools, TAFE colleges, universities, or those associated with hospitals, or business and industry, either as staff members or as private practitioners). Academic and professional studies are integrated to allow for maximum flexibility in their application. The program is normally undertaken over two years full time or four years part time.

Course Objectives

Students completing the Master of Educational Psychology should be able to:

- demonstrate an understanding of contemporary issues in human development theory, particularly differential development, learning processes and social processes in development;
- understand exceptional development and approaches to providing for children and adolescents with exceptional needs;
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✓ use assessment and observation procedures and interpret findings to gain accurate information on the cognitive, social, emotional and personality development of children and adolescents;

✓ use professional approaches to interact with others with regard to interviewing, counselling and assessment;

✓ compose reports to other professionals, parents, and organisations;

✓ apply knowledge of approaches to intervention, development, interactive processes, and assessment to the treatment of children and adolescents with identified problems, and where necessary to make appropriate referrals;

✓ contribute in multidisciplinary professional teams and co-ordinate programs for meeting developmental needs;

✓ evaluate critically and interpret research and theory in this field, and carry out research and program evaluation of their own;

✓ understand and apply ethical principles and procedures;

✓ develop a wide range of practical professional skills in appropriate educational settings.

Entrance Requirements

An applicant may be eligible for selection into the Master of Educational Psychology if the applicant has:

✓ completed an approved degree with honours in psychology; or

✓ completed an approved equivalent qualification in psychology and is eligible for Associate Membership of the Australian Psychological Society.

Course Structure

Students are required to complete a total of 200 points made up of nine compulsory subjects (totalling 100 points) together with four field practica (totalling 50 points) and a research project of 10,000 to 12,000 words (50 points). The course comprises 200 points of study.

Full-time Progression in the Course

Year 1:
476-649 Working with Groups: The Individual in the Social Context
476-650 Learning Processes and Problems
476-651 Psychological Tests
476-652 Counselling Skills for Educational Psychologists
476-653 Exceptionality: Assessment and Intervention
476-656 Research Methods
476-647 Practicum 1
476-658 Practicum 2

Year 2:
476-648 Differences
476-654 Intervention in the Problems of Childhood and Adolescence
476-655 Consultation in Educational Settings
476-659 Practicum 3

Year 4:
476-657 Research Project
476-660 Practicum 4

Refer to the Subject Description section of this Handbook for details on these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years. All students must complete the course by no later than the end of their sixth academic year, after which credit will be lost for subjects taken more than six years previously.

External mode of delivery

This course is not offered in external mode of delivery.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
Email: enquiries@edfac.unimelb.edu.au

Program Co-ordinator

Erica Frydenberg, Department of Learning and Educational Development
Room 3.43, 234 Queensberry Street
Tel: (+61 3) 8344 9541
Email: e.frydenberg@edfac.unimelb.edu.au
MASTER OF ENVIRONMENT

Enquiries
This one-year full-time or equivalent course offers an Education stream. For further enquiries and application procedures contact The Office for Environmental Programs.
Tel: (+61 3) 8344 4773
Email: http://www.environment.unimelb.edu.au

MASTER OF GIFTED EDUCATION

This course is not offered in 2002.

Course Codes
326AT Master of Gifted Education, Stream 1A
326MT Master of Gifted Education, Stream 2A

Overview
The Master of Gifted Education offers an advanced course of study for school teachers, departmental section leaders and others with responsibility for the implementation of gifted education programs. Students will gain a superior knowledge and understanding of educational theory and practice in the specialist area of gifted development and education.

The course has a one-year coursework and thesis stream (Stream 1A), and a two-year coursework and thesis stream (Stream 2A). Eligibility for each stream depends on the level of the applicant's previous qualifications.

The Master of Gifted Education, Stream 1A is a research-classified course. Graduates are eligible to apply for entry to the PhD or Doctor of Education programs. The Master of Gifted Education, Stream 2A is a coursework-classified course. Graduates are eligible to apply for entry to the Doctor of Education coursework program.

Course Objectives
Students who have completed the Master of Gifted Education course should be able to:

- demonstrate a superior knowledge and understanding of educational theory and practice in general and of the specialist area of Gifted Education;
- express informed opinions about particular areas of current educational interest;
- have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity;
- make effective use of the findings of educational writing and research in addressing professional problems;
- have the depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;
- demonstrate an appreciation of professional responsibilities and ethical principles which should characterise leaders in the education profession.

Entrance Requirements for Stream 1A
An applicant may be eligible for entry into the Master of Gifted Education, Stream 1A, if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Gifted Development) or approved equivalent; or
- completed an approved four-year teaching degree and the Postgraduate Diploma in Educational Studies (Gifted Development) or approved equivalent; or
- completed and approved degree and the Bachelor of Teaching (Honours) with a major specialisation in gifted development or approved equivalent; or
- completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in gifted development or gifted education at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Entrance Requirements for Stream 2A
An applicant may be eligible for entry into the Master of Gifted Education, Stream 2A, if the applicant has:

- completed an approved degree and an approved teaching qualification with at least 50 points of study in the area of gifted development and gifted education; or
- completed an approved four-year teaching degree with at least 50 points of study in the area of gifted development and gifted education; or
- completed an approved degree or graduate diploma in gifted education or a related discipline approved by the Faculty and can demonstrate a record of research and publications or professional experience in gifted development or gifted education at a level acceptable to the Faculty.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites
Applicants for Stream 1A of the Master of Gifted Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Gifted Development) and gain an H2A or above in each subject.
prior to admission to Stream 1A of the Master of Gifted Education.

Applicants for Stream 2A of the Master of Gifted Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Educational Studies (Gifted Development) or other fifth-year level equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Gifted Education.

Course Structure

Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (326AT)

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework selected from the list below. Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Coursework subjects (select one):

- 476-685 Administering Programs for the Gifted
- 476-686 The Neuropsychology of Giftedness

Approved research methodology studies (select one):

- 476-645 Multivariate Research Methods
- 485-646 Research Methods in Education*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*

Refer to the Subject Description section of this Handbook for details about these subjects.

Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (336MT)

Students are required to undertake 200 points of study, consisting of 125 points of coursework selected from the list below, a research methodology subject (25 points) selected from the list below, and a thesis of 16,000 to 20,000 words (50 points). Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Coursework subjects (select 125 points in total):

- 476-891 Social and Emotional Aspects of Giftedness (12.5 points)
- 476-892 Classroom Strategies for Gifted Education (12.5 points)
- 476-893 Foundation Studies in Gifted Education (12.5 points)
- 476-894 Systems and Models of Gifted Education (12.5 points)
- 476-895 Developmental Psychology of Giftedness (12.5 points)
- 476-896 Giftedness Throughout the Lifespan (12.5 points)
- 476-897 Comprehensive Programming for the Gifted (12.5 points)
- 476-682 Current Issues in Gifted Education (12.5 points)
- 476-685 Administering Programs for the Gifted (25 points)
- 476-686 The Neuropsychology of Giftedness (25 points)

Students can elect to study a maximum of 25 points of subjects outside the above list with the approval of the Program Co-ordinator.

Research methodology studies (select one):

- 476-645 Multivariate Research Methods
- 485-646 Research Methods in Education*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to Stream 1A of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Stream 2A of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.
The Thesis of 16,000 to 20,000 Words

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

Some of the research methodology subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake the research methodology component of this course externally. However, all other components including the thesis must be undertaken while on-campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

MASTER OF INFORMATION TECHNOLOGY IN EDUCATION

Course Codes

327AR Master of Information Technology in Education, Stream 1
327AT Master of Information Technology in Education, Stream 1A
327BW Master of Information Technology in Education, Stream 1B

Overview

Information technology in education is an important and expanding area, and the Master of Information Technology in Education provides the opportunity for practitioners, managers and administrators to undertake specialist research in the area. The course provides a specialist pathway from the Postgraduate Diploma in Computer Education or approved equivalent qualification.

The course has three one-year stream options: a 40,000-word thesis stream (Stream 1), a coursework and 16,000 to 20,000-word thesis stream (Stream 1A), and a coursework-only stream (Stream 1B).

The Master of Information Technology in Education, Streams 1 and 1A are research-classified courses, and the Master of Information Technology in Education, Stream 1B is a coursework-classified course. Graduates of Streams 1 and 1A are eligible to apply for entry to the PhD or Doctor of Education programs. Graduates of Stream 1B are eligible to apply for entry to the Doctor of Education coursework program.

Course Objectives

Students who have completed the Master of Information Technology in Education course should be able to:

- show an understanding of the theory and practice of research in educational computing;
- evaluate relevant research literature and carry out research related to the use of computing and related technologies for learning;
- make effective use of the findings of writings and research in addressing professional problems in the use of learning technologies;
- demonstrate a depth of knowledge and understanding that will enable them to be a resource for colleagues in technology-supported educational settings;
- take an informed role in debates on policy in relation to learning technologies;
- demonstrate an appreciation of professional responsibilities and ethical principles which should characterise leaders in educational computing.

Entrance Requirements

An applicant may be eligible for entry into the Master of Information Technology in Education if the applicant has:

- completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Computer Education or approved equivalent; or
- completed an approved four-year teaching degree and the Postgraduate Diploma in Computer Education or approved equivalent; or
- completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in a field and at a level acceptable to the Faculty.

Applicants for Stream 1 and 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants for the Master of Information Technology in Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the
year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Computer Education and gain an H2A or above in each subject prior to admission to the Master of Information Technology in Education.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Information Technology in Education.

Course Structure

**Stream 1: Thesis of 40,000 words (327AR)**

Students are required to complete a thesis of 40,000 words, representing 100 points of study. Students are required to undertake methodology studies concurrently with their Masters studies if methodology studies have not already been undertaken prior to entry to the course or at the direction of their supervisor.

**Approved research methodology studies:**

485-646 Research Methods in Education*

**Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (327AT)**

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework selected from the list of 25-point subjects below. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

**Coursework subjects (select one):**

468-814 Information Technology and Society*
468-839 On-Line Education and Training*
485-828 Teaching Information Technology at Senior Levels
485-829 Teaching with Information Technology*
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*

**Approved research methodology studies:**

485-646 Research Methods in Education*

Students may not select subjects already taken within the Postgraduate Diploma in Computer Education, and equivalent subjects for which the content has major overlap with specific subjects in the above list.

Refer to the Subject Descriptions section of this Handbook for details about these subjects.

**Period of Candidature**

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

**Information Guide for Research Students**

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

**Thesis Provisions**

**General Requirements and Thesis Supervision**

Applicants for Streams 1 and 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

**Thesis of 40,000 Words**

In the thesis for Stream 1, students are expected to demonstrate that they have mastered the research and synthesising skills involved in producing an original contribution to scholarship, although the thesis itself may not be particularly new in its field.

A student proceeding to the 40,000-word thesis will have completed a one-semester subject which gives preparation in the research methods and conceptual frameworks by means of which the thesis investigation will be carried out.

The length of the thesis for Stream 1 should not exceed 40,000 words, excluding appendices. The thesis is examined by two appropriate academics external to the University of Melbourne.

The thesis should not, as a general rule, take a part-time Stream 1 student more than two years to complete.

The Freda Cohen Prize will be awarded in March each year to the student who submits the most meritorious 40,000-word thesis during the preceding year (see Standing Resolution R6.64).

**The Thesis of 16,000 to 20,000 Words**
The thesis for Stream IA permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis for Stream IA should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis for Stream IA should be between 16,000 to 20,000 words in length, excluding appendices. The thesis is examined by two appropriate academics external to the University of Melbourne.

The thesis for Stream IA should not, as a general rule, take a part-time student more than one year to complete.

External Mode of Delivery

Some subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake Stream 1B entirely in external mode of delivery providing students select subjects that are available in external mode of delivery. It is also possible to undertake the coursework component of Stream 1A externally providing students select subjects that are available in external mode of delivery. However, Streams 1A and 1B cannot be undertaken entirely in external mode of delivery as the thesis must be done while on campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries

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MASTER OF MODERN LANGUAGES EDUCATION

Course Codes
332AT Master of Modern Languages Education, Stream 1A
332MT Master of Modern Languages Education, Stream 2A
332CW Master of Modern Languages Education, Stream 2B

Overview

The Master of Modern Languages Education is an advanced course for both Australian and International students who desire specialist studies in Computer Assisted Language Learning (CALL) and Modern Languages Education (also called languages other than English (LOTE) education).

The course has a one-year thesis and coursework stream (Stream 1A), a two-year thesis and coursework stream (Stream 2A), and a two-year coursework-only stream (Stream 2B). Eligibility for each stream depends on the level of the applicant's previous qualifications.

The Master of Modern Languages Education, Stream 1A is a research-classified course, while the Master of Modern Languages Education, Stream 2A or 2B, is a coursework-classified course. Graduates of Stream 1A and 2A are eligible to apply for entry to the PhD or Doctor of Education programs. Graduates of Stream 2B are eligible to apply for entry to the Doctor of Education coursework program.

Course Objectives

Students who have completed the Master of Modern Languages Education course should be able to:

✓ demonstrate a high level of competence in the management and teaching of at least one modern language;
✓ demonstrate a superior knowledge and understanding of the theory and practice of language learning;
✓ have an understanding of the theory and practice of research in modern languages education;
✓ make effective use of the findings of educational writings and research in addressing language education-related professional problems;
✓ have the depth of knowledge and understanding that will enable them to be a resource for colleagues in language education-related professional situations.

Entrance Requirements for Stream 1A

An applicant may be eligible for entry into the Master of Modern Languages Education, Stream 1A, if the applicant has:

✓ completed an approved four-year degree or equivalent, comprising a significant component of modern language studies (e.g., a three-year post-VCE major in a language other than English), the Postgraduate Diploma in Educational Studies (Modern Languages Education) or approved equivalent, and one year of professional experience in an educational setting; or
✓ completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in
modern languages education at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Entrance Requirements for Stream 2A or 2B
An applicant may be eligible for entry into the Master of Modern Languages Education, Streams 2A or 2B, if the applicant has:

- completed an approved four-year degree or equivalent, comprising a significant component of modern language studies (e.g. a three-year post-VCE major in a language other than English), and one year of professional experience in an educational setting; or
- completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in modern languages education at a level acceptable to the Faculty.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites
Applicants for Stream 1A of the Master of Modern Languages Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Modern Languages Education) and gain an H2A or above in each subject prior to admission to Stream 1A of the Master of Modern Languages Education.

Applicants for Stream 2A or 2B of the Master of Modern Languages Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Educational Studies (Modern Languages Education) or other fifth-year level equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Modern Languages Education.

Course Structure
Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (332AT)
Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework selected from the list below. Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Coursework subjects (select one):

- 483-606 Language Teaching and Culture: or
- 483-604 Teaching Second Language Speaking Skills*: or both of
- 183-509 Introduction to CALL
- 183-510 Introduction to CALL:Project

Approved research methodology studies:
- 483-646 Research Methods in Education*

Students may not select subjects already completed in the Postgraduate Diploma in Educational Studies (Modern Languages Education) or subjects which have a significant overlap with specific subjects in the above list.

Refer to the Subject Description section of this Handbook for details about these subjects.

Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (332MT)
Students are required to undertake 200 points of study, consisting of 125 points of coursework, a research methodology subject (25 points), and a thesis of 16,000 to 20,000 words (50 points). Subjects that may be undertaken in external (on-line) mode of delivery are marked by an asterisk.

Compulsory subjects for students who do not have a teaching qualification:
- 483-604 Teaching Second Language Speaking Skills*
- 483-606 Language Teaching and Culture
- 183-509 Introduction to CALL
- 183-510 Introduction to CALL:Project
- 485-646 Research Methods in Education*
- 483-829 Language and Language Acquisition
- 483-850 Professional Practice: Modern Languages Education
- 483-889 Methodology and Curriculum Design: Modern Languages Education

Compulsory subjects for students who have a teaching qualification:
- 483-604 Teaching Second Language Speaking Skills*
- 483-606 Language Teaching and Culture
- 183-509 Introduction to CALL
- 183-510 Introduction to CALL:Project
- 485-646 Research Methods in Education*

Elective subjects (choose two) for students who have a teaching qualification:
- 483-620 Assessment in the Language Classroom*
- 483-626 Language Education: Functional Grammar*
- 483-634 Project in Modern Languages Education
- 483-636 Teaching English in the International Context
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-804 Researching Language Classrooms*
- 183-503 CALL Software Design and Delivery
- 183-505 CALL in Language Programs

Students wishing to improve their language proficiency may take up to 50 points of approved postgraduate language subjects for which they are eligible from the Faculty of Arts.

Refer to the Subject Description section of this Handbook for details about these subjects.
Stream 2B: Coursework (332CW)

Students are required to undertake 200 points of coursework selected from the list of 25-point subjects below. Subjects that may be undertaken in external (online) mode of delivery are marked with an asterisk.

Compulsory subjects for students who do not have a teaching qualification:

- 483-604 Teaching Second Language Speaking Skills*
- 483-606 Language Teaching and Culture
- 183-509 Introduction to CALL
- 183-510 Introduction to CALL: Project
- 483-829 Language and Language Acquisition
- 483-850 Professional Practice: Modern Languages Education
- 483-889 Methodology and Curriculum Design: Modern Languages Education

Elective subjects (choose three) for students who do not have a teaching qualification:

- 483-620 Assessment in the Language Classroom*
- 483-626 Language Education: Functional Grammar*
- 483-634 Project in Modern Languages Education
- 483-636 Teaching English in the International Context
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-804 Researching Language Classrooms*
- 183-503 CALL Software Design and Delivery
- 183-505 CALL in Language Programs

Compulsory subjects for students who have a teaching qualification:

- 483-604 Teaching Second Language Speaking Skills*
- 483-606 Language Teaching and Culture
- 183-509 Introduction to CALL
- 183-510 Introduction to CALL: Project

Elective subjects (choose five) for students who have a teaching qualification:

- 483-620 Assessment in the Language Classroom*
- 483-626 Language Education: Functional Grammar*
- 483-634 Project in Modern Languages Education
- 483-636 Teaching English in the International Context
- 483-621 Critical Literacy: Social Theory and Literacy Education
- 483-804 Researching Language Classrooms*
- 183-503 CALL Software Design and Delivery
- 183-505 CALL in Language Programs

Students wishing to improve their language proficiency may take up to 50 points of approved postgraduate language subjects for which they are eligible from the Faculty of Arts.

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to Stream 1A of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Stream 2A or 2B of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students enrolled in the thesis streams should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

The Thesis of 16,000 to 20,000 Words

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

A small number of subjects within this course are offered in external (online) mode of delivery. It is possible to undertake one or two subjects externally providing students select subjects that are available in
external mode of delivery, but there are not enough external subjects on offer to enable students to undertake Stream 2B entirely by distance. Moreover, it is not possible to undertake the coursework and thesis streams entirely by distance as the thesis must be undertaken while on-campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

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Program Co-ordinator
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MASTER OF SPECIAL/INCLUSIVE EDUCATION

Course Codes

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Overview
The Master of Special/Inclusive Education provides a range of studies at the masters level in the specialist areas of integration and special education. Students in the course will gain an advanced knowledge and understanding of educational theory and practice in the specialist areas of learning disabilities and disabilities and impairments.

The course has a one-year thesis and coursework stream (Stream 1A) and a two-year thesis and coursework stream (Stream 2A). Eligibility for each stream depends on the level of the applicant's previous qualifications.

The Master of Special/Inclusive Education, Stream 1A is a research-classified course. Graduates are eligible to apply for entry to the PhD or Doctor of Education programs. The Master of Special/Inclusive Education, Stream 2A is a coursework-classified course. Graduates are eligible to apply for entry to Doctor of Education coursework program.

Graduates of the Master of Special/Inclusive Education are not automatically eligible for registration as a special education teacher. Registration requires students to have completed the Postgraduate Diploma in Educational Studies (Disabilities and Impairments) or (Learning Disabilities).

Course Objectives
Students who have completed the Master of Special/Inclusive Education course should be able to:

✓ demonstrate an advanced knowledge and understanding of educational theory and practice in general and of the specialist area of Learning Disabilities, and Disabilities and impairments;
✓ express informed opinions about particular areas of current educational interest;
✓ have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate research activity;
✓ make effective use of the findings of educational writing and research in addressing professional problems;
✓ have the depth of knowledge and understanding that will enable them to be a resource for colleagues in particular professional situations;
✓ demonstrate an appreciation of professional responsibilities and ethical principles which should characterise leaders in the education profession.

Entrance Requirements for Stream 1A
An applicant may be eligible for entry into the Master of Special/Inclusive Education, Stream 1A, if the applicant has:

✓ completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Learning Disabilities) or (Disabilities and Impairments) or approved equivalent; or
✓ completed an approved four-year teaching degree and the Postgraduate Diploma in Educational Studies (Learning Disabilities) or (Disabilities and Impairments) or approved equivalent; or
✓ completed an approved degree and the Bachelor of Teaching (Honours) with a major specialisation in learning disabilities or disabilities and impairments or approved equivalent; or
✓ completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in learning disabilities or disabilities and impairments at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Entrance Requirements for Stream 2A
An applicant may be eligible for entry into the Master of Special/Inclusive Education, Stream 2A, if the applicant has:

✓ completed an approved degree and an approved teaching qualification with at least 50 points of study in the area of special education; or
Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants for Stream 1A of the Master of Special/Inclusive Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Learning Disabilities) or (Disabilities and Impairments) and gain an H2A or above in each subject prior to admission to Stream 1A of the Master of Special/Inclusive Education.

Applicants for Stream 2A of the Master of Special/Inclusive Education who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, may be granted admission if, in the view of the Faculty, the applicant has maintained an appropriate level of active involvement in the field of education during the time since the relevant prerequisite qualification(s) were conferred. No credit will be granted for studies undertaken for a Postgraduate Diploma in Educational Studies (Learning Disabilities) or (Disabilities and Impairments) or other fifth-year level equivalent qualification completed more than 10 years prior to the year for which selection is sought.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to any stream of the Master of Special/Inclusive Education.

Course Structure

**Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (346AT)**

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (25 points total) and 25 points of coursework selected from the list below. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

### Coursework subjects (select 125 points in total):

- 476-674 Transitional Planning and Vocational Preparation for Persons with Disabilities (25 points)
- 476-675 Contemporary Issues in Disability and Education (25 points)
- 476-864 Understanding and Teaching Students with Disabilities (12.5 points)
- 476-874 Inclusive Curriculum Strategies for Students with Disabilities (12.5 points)
- 476-886 Instructional Methods and Strategies for Students with Disabilities (12.5 points)
- 476-888 Foundation Studies in Education of Students with Learning Disabilities (12.5 points)
- 476-889 Learning Disabilities: Literacy (12.5 points)
- 476-890 Learning Disabilities: Numeracy (12.5 points)
- 477-807 Policy Analysis, Program Management and Leadership in Special Education and Integration (25 points)
- 477-808 Assessing Special Needs and Planning (25 points)

Students can elect to study a maximum of 25 points of subjects outside the above list with the approval of the Program Co-ordinator.

### Research methodology studies (select one):

- 476-645 Multivariate Research Methods
- 485-646 Research Methods in Education*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*

Refer to the Subject Descriptions section of this Handbook for details about these subjects.

### Period of Candidature

After being admitted to Stream 1A of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Stream 2A of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

**Information Guide for Research Students**

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before
commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

**General Requirements and Thesis Supervision**

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

**The Thesis of 16,000 to 20,000 Words**

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

**External Mode of Delivery**

Some of the research methodology subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake the research methodology component of this course externally. However, all other components including the thesis must be undertaken while on-campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details on these requirements.
✓ demonstrate an appreciation of professional responsibilities and ethical principles which should characterise professionals in the student welfare field.

Entrance Requirements

An applicant may be eligible for entry into the Master of Student Welfare if the applicant has:

✓ completed an approved degree and an approved teaching qualification and the Postgraduate Diploma in Educational Studies (Student Welfare) or approved equivalent; or

✓ completed an approved four-year teaching degree and the Postgraduate Diploma in Educational Studies (Student Welfare) or approved equivalent; or

✓ completed an approved degree and the Bachelor of Teaching (Honours) with a major specialisation in student welfare or approved equivalent; or

✓ completed an approved four-year degree or equivalent and can demonstrate a record of research and publications and professional experience in student welfare at a level acceptable to the Faculty.

Applicants are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Length of Time Acceptable Since Completion of Previous Qualification and/or Prerequisites

Applicants for the Master of Student Welfare who are applying for entry on the basis of qualifications obtained more than ten years prior to the year in which selection is sought, will normally be required to undertake two subjects from the Postgraduate Diploma in Educational Studies (Student Welfare) and gain an H2A or above in each subject prior to admission to the Master of Student Welfare.

Applicants who wish to resume their Masters study after a gap of more than 10 years will normally be required to undertake two subjects and gain an H2A or above in each subject prior to re-admission to the Master of Student Welfare.

Course Structure

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework from the list below. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Coursework subjects (select one):

- 476-643 Approaches to Trauma and Grief in Educational Settings
- 476-644 Managing Conflict in Educational Settings
- 476-680 Stress and Coping in Education
- 482-623 Responsive Middle Schooling
- 476-678 Adolescent Psychology and Its Impact on Education
- 466-682 Facilitating Family Functioning

Students can elect to study a 25-point subject outside the above list with the approval of the Program Coordinator.

Approved research methodology studies (select one):

- 476-645 Multivariate Research Methods
- 485-646 Research Methods in Education*
- 481-812 Qualitative Methods*
- 481-813 Quantitative Methods*

Refer to the Subject Descriptions section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor's Head of Department. Students should finalise the topic of their thesis with their supervisor as early as possible.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.

The Thesis of 16,000 to 20,000 Words

The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, both of whom are external to the University of Melbourne.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery

Some of the research methodology subjects within this course are also offered in external (on-line) mode of delivery. It is possible to undertake the research...
methodology component of this course externally. However, all other components including the thesis must be undertaken while on-campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally; refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

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MASTER OF TESOL

Course Codes
489AT Master of TESOL, Stream 1A
489AA Master of TESOL, Stream 2A
48988 Master of TESOL, Stream 2B

Overview
The Master of TESOL course is designed to provide specialist training in Teaching English to Speakers of Other Languages (TESOL) in overseas countries in which a Master’s level qualification is the minimum requirement for employment.

The course has a one-year thesis and coursework stream (Stream 1A), a two-year thesis and coursework stream (Stream 2A), and a two-year coursework-only stream (Stream 2B). Eligibility for each stream depends on the level of the applicant’s previous qualifications.

The Master of TESOL, Stream 1A is a research-classified course, while the Master of TESOL, Stream 2A or 2B, is a coursework-classified course. Graduates of Stream 1A and 2A are eligible to apply for entry to the PhD or Doctor of Education programs. Graduates of Stream 2B are eligible to apply for entry to the Doctor of Education coursework program.

Course Objectives
Students who have completed the Masters of TESOL course should be able to:

- demonstrate a high level of competence in the management and teaching of English to speakers of other languages;
- demonstrate a superior knowledge and understanding of the theory and practice of TESOL;
- have an understanding of the theory and practice of research in TESOL;
- make effective use of the findings of educational writings and research in addressing TESOL-related professional problems;
- have the depth of knowledge and understanding that will enable them to be a resource for colleagues in TESOL-related professional situations.

Entrance Requirements for Stream 1A
An applicant may be eligible for entry into the Master of TESOL, Stream 1A, if the applicant has:

- completed an approved four-year degree or equivalent, the Postgraduate Diploma in Educational Studies (TESOL) or approved equivalent, and one year of professional experience in an educational setting; or
- completed an approved honours degree or equivalent and can demonstrate a record of research and publications and professional experience in teaching English to speakers of other languages at a level acceptable to the Faculty.

Applicants for Stream 1A are required to submit a thesis proposal signed by their prospective supervisor and the Head of Department with their application.

Entrance Requirements for Streams 2A or 2B
An applicant may be eligible for entry into the Master of TESOL, Streams 2A and 2B, if the applicant has:

- completed an approved four-year degree or equivalent, comprising a significant component of English language studies, and one year of professional experience in an educational setting; or
- completed an approved degree or equivalent and an approved qualification in teaching English to speakers of other languages (such as the Cambridge/RSA TESOL CELTA or an approved fourth-year level Graduate Certificate in TESOL), and can demonstrate at least one year of appropriate professional experience in teaching English to speakers of other languages.

Course Structure

Stream 1A: Coursework and Thesis of 16,000 to 20,000 words (489AT)

Students are required to undertake 100 points of study, consisting of a thesis of 16,000 to 20,000 words with a research methodology component (75 points total) and 25 points of coursework from the list below. Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Coursework subjects (select one):
483-604 Teaching Second Language Speaking Skills*
483-606 Language Teaching and Culture
483-620 Assessment In the Language Classroom*
483-625 Genre Analysis and Education*
483-626 Language Education: Functional Grammar*
483-636 Teaching English In the International Context
483-641 Teaching English for Academic Purposes
483-804 Researching Language Classrooms*
Approved research methodology studies:
485-646 Research Methods in Education*

Refer to the Subject Description section of this Handbook for details about these subjects.

Stream 2A: Coursework and Thesis of 16,000 to 20,000 words (489AA)

Students are required to undertake a combination of the following compulsory and elective subjects (150 points in total) followed by a thesis of 16,000 to 20,000 words (50 points). Subjects that may be undertaken in external (on-line) mode of delivery are marked with an asterisk.

Compulsory subjects:
483-829 Language and Language Acquisition (25 points)
483-888 TESOL Methodology and Curriculum Design (12.5 points)
485-646 Research Methods in Education (25 points)*
483-830 TESOL Professional Practice (12.5 points)

Elective subjects (select any three of the following):
483-604 Teaching Second Language Speaking Skills (25 points)*
483-606 Language Teaching and Culture (25 points)
483-620 Assessment in the Language Classroom (25 points)*
483-625 Genre Analysis and Education (25 points)*
483-626 Language Education: Functional Grammar (25 points)*
483-636 Teaching English in the International Context (25 points)
483-641 Teaching English for Academic Purposes (25 points)
483-804 Researching Language Classrooms (25 points)*
483-646 Research Methods in Education (25 points)* or any approved TESOL-related elective

Important note: International students must replace the compulsory subject, 483-830 Professional Practice: TESOL, with 483-642 Professional Practice: TESOL (International), except where the Program Co-ordinator approves enrolment in 483-830 Professional Practice: TESOL.

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature

After being admitted to Stream 1A of the course, full-time students are required to pursue studies for at least one academic year and not more than two academic years. Part-time students are required to pursue studies for at least two academic years and not more than four academic years.

After being admitted to Streams 2A or 2B of the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

Information Guide for Research Students

It is essential that all thesis students obtain a copy of the Information Guide for Research Students before commencing the thesis component. The publication is free of charge and is available from the Faculty Office.

Thesis Provisions

General Requirements and Thesis Supervision

Applicants for Stream 1A are required to write a preliminary thesis proposal and obtain a supervisor as part of the application process. The thesis proposal must be signed by the supervisor and the supervisor’s Head of Department. Students in Stream 2A should obtain a supervisor shortly after admission to the course.

All students enrolled in the thesis streams should finalise the topic of their thesis with their supervisor as early as possible, and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised.

Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff.
The Thesis of 16,000 to 20,000 Words
The thesis permits the student to draw on the themes discussed in the various subjects undertaken, and to apply them to an area of particular interest. Although this work may rely to some extent on the work of others, it should be a new presentation which involves the writer in demonstrating research and writing skills, and also in collecting primary data from the field, or in building some new construct from available materials. The result should give clear evidence of research skills and critical judgment.

The thesis should demonstrate the student's ability to handle research and to present the outcomes in a disciplined way that conforms with normal scholarly conventions.

The thesis should be between 16,000 to 20,000 words in length, excluding appendices. The thesis will be examined by two appropriate academics, at least one of whom is external to the University of Melbourne, neither of whom is the supervisor of the thesis. Theses produced for Stream 1A are required to be examined by two external examiners.

The thesis should not, as a general rule, take a part-time student more than twelve months to complete.

External Mode of Delivery
A small number of subjects within this course are offered in external (on-line) mode of delivery. It is possible to undertake a small number of subjects externally providing students select subjects that are available in external mode of delivery, but there are not enough external subjects on offer to enable students to undertake Stream 2B entirely by distance. Moreover, it is not possible to undertake the coursework and thesis streams entirely by distance as the thesis must be undertaken while on-campus at the University of Melbourne. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty's General Information section of this Handbook for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Coordinator
Kieran O Loughlin, Department of Language, Literacy and Arts Education
Room 513, Doug McDonell Building
Tel: (+61 3) 8344 8377
E-mail: k.oloughlin@edfac.unimelb.edu.au

MASTER OF TRAINING AND DEVELOPMENT

Course Code
630AA Master of Training and Development

Overview
The Master of Training and Development is a graduate program taken over two years on a full-time basis or four years on a part-time basis. It is designed to prepare students who already have a university degree or equivalent for careers in training and development — in government, education and training agencies, amongst private providers, and in the training divisions of public and private enterprises. The program also provides students with the skills and knowledge to take on broader responsibilities in planning, design, supervision, management and policy-analysis of training and development functions. It is not designed for secondary or primary teachers wanting to enter the training and development sector: such individuals should apply for either the Postgraduate Diploma of Education and Training, or the Master of Education.

This is a coursework-classified course. Graduates are not eligible to apply for entry to the PhD or Doctor of Education programs, unless they undertake either Stream 1 or 1A of the Master of Education after completing the Master of Training and Development.

Course Objectives
Students who have completed the Master of Training and Development should be able to:

✓ demonstrate a high level of knowledge and understanding of educational theory and practice as it relates to training and development;

✓ demonstrate an understanding of the issues and methodologies of training and development planning, design, supervision and management;

✓ demonstrate a capacity to critically evaluate training and development in its economic, technological, social and policy contexts;

✓ demonstrate either an understanding of quantitative analysis applied to training and development issues, or a more general appreciation of research methodologies in the field of education, and the ability to apply these skills and knowledge to the evaluation of research in training and development.

Entrance Requirements
An applicant may be eligible for entry into the first year of the Master of Training and Development if the applicant has:

✓ completed an approved three-year degree in a discipline other than education or approved equivalent; and

✓ a record of a minimum of two years professional work experience in the area of training and development.

An applicant may be selected directly into the second year of the Master of Training Development if the applicant has:
$ completed the Graduate Diploma in Training and Development or approved equivalent; and
$ a record of a minimum of two years professional work experience in the area of training and development.

Course Structure

Students are required to undertake the following compulsory and elective subjects to accumulate 200 points. Subjects that may be undertaken in external (online) mode of delivery are marked with an asterisk.

First year Refer to the Undergraduate Handbook for subject descriptions.

Compulsory subjects:
468-109 Foundations of Adult Learning
468-110 Advanced Learning Theory
468-120 VET Provision: Contexts, Challenges and Change
468-123 The Practising Professional
468-124 Designing for Flexible Delivery
468-125 The VET Sector: Contexts, Challenges and Change

Elective subjects (select one):
468-820 Quantitative Analysis in VET
485-646 Research Methods in Education (including Part B module, Researching VET)*

Second year

Compulsory subject
468-854 T & D in Communities of Practice

Elective subjects
Students select three elective subjects from the pool of subjects listed below. Two of the three elective subjects must be selected from different strands. Students who have completed a research subject in the first year may elect to do another research subject. Students who have not yet completed one of the research subjects and who gain entry to the second year are required to choose either 485-646 Research Methods in Education (including Part B module, Researching VET) or 468-820 Quantitative Analysis in VET.

Assessment and Evaluation Strand
476-661 Assessment Design and Analysis
476-662 Competency and Performance Assessment
476-664 Advanced Measurement and Psychometrics
476-694 Educational Measurement, Assessment and Evaluation
476-695 Assessment for Reporting and Student Learning
481-809 Program Evaluation: Forms and Approaches
481-810 Evaluating Large Scale Programs
481-811 Evaluating for Management and Development
481-815 Survey Design and Analysis
482-620 Evaluation Theory
482-621 Knowledge Use in Change Management

Policy and Context Strand
468-603 Adult Education and Professional Practice
468-620 Current Issues in Education and Training

Learning and Vocational Curriculum Strand
468-605 Vocational Learning

Organisational Change Strand
468-601 Management Learning*
468-812 Development and Change in Organisations
468-827 Human Resource Strategies*
468-840 Strategic Thinking

Information Technology in Education and Training Strand
468-814 Information Technology and Society*
468-839 Online Education and Training*
485-828 Teaching Info Tech at Senior Levels
485-829 Teaching with Information Technology*
485-831 Educational Programming Environments
485-832 Developing Multimedia
485-833 Telecommunications and Multimedia*
485-835 Information Management and Education
485-836 New Visions for Teaching and Learning
485-837 Computers and Curriculum*

Research Subjects
476-645 Multivariate Research Methods
485-646 Research Methods in Education (Including Part B module, Researching VET)*
468-820 Quantitative Analysis in VET
481-812 Qualitative Methods
481-813 Quantitative methods (if 468-620 Quantitative Analysis in VET has not been completed)

Refer to the Subject Description section of this Handbook for details about these subjects.

Period of Candidature
After being admitted to the course, full-time students are required to pursue studies for at least two academic years and not more than four academic years. Part-time students are required to pursue studies for at least four academic years and not more than six academic years.

External Mode of Delivery
Some subjects within this course are also offered in external (on-line) mode of delivery. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

Course Enquiries
Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Ian Roos, Centre for Human Resource Development and Training Room GS31, Alice Hoy Building
Tel: (+61 3) 8344 5385
E-mail: i.roos@edfac.unimelb.edu.au

MASTER OF YOUTH,
HEALTH, EDUCATION AND WELFARE

To commence in 2003.

This is a full fee paying one year full-time equivalent course to be offered in a part-time mode.

The course is designed to provide the knowledge, skills and processes to enable education, health and welfare professionals to engage in effective cross-sectoral work with young people. The course is a collaborative initiative of the Faculty of Education (Youth Research Centre and PGDES- Student Welfare Program) and the Faculty of Medicine, Dentistry and Health Sciences (Centre for Adolescent Health and Mental Health Services for Kids and Young People.)

For further enquiries please contact:

Professor Johanna Wyn
Youth Research Centre
Tel: 8344 9643
E-mail: j.wyn@edfac.unimelb.edu.au
or
Liz Davies
The Centre for Adolescent Health
Tel: 9345 6682
E-mail: daviesl@rch.cryptic.unimelb.edu.au

DOCTOR OF EDUCATION

Course Code

300AA Doctor of Education (Research Classified)
300CW Doctor of Education (Coursework Classified)
300SS Doctor of Education (off-shore Thailand stream)

Overview

The Doctor of Education is an advanced professional doctorate for experienced professionals with educational responsibilities. Carefully designed to parallel their regular work, the course enables experienced educators to carry out advanced academic and professional study which has direct relevance to their professional role. It is undertaken over three years on a full-time basis or six years on a part-time basis.

Course Objectives

Students who have completed the Doctor of Education should have:

- advanced their knowledge in areas of special significance to their profession;
- achieved an advanced level of education and professional development in respect to the operation, design and development of Victorian, Australian and other systems of education;
- been involved effectively in a program of study and research directly related to their professional settings and educational responsibilities;
- made a contribution to the wider theoretical and/or professional debates in the relevant field of study.

Entrance Requirements

An applicant is eligible for entry into either stream of the Doctor of Education if the applicant has:

- completed a Masters degree or equivalent in the discipline of Education or a cognate field relevant to the proposed area of study; and
- has a documented record of at least five full-time equivalent years of professional or teaching experience in a field relevant to the proposed area of study.

Students are initially admitted to probationary candidature.

DOCTOR OF EDUCATION
(COURSEWORK CLASSIFIED)

This course is offered on a fee-paying basis only.

Course Structure

Coursework (5 x 25 point subjects) 125 points
Professional Project Proposal 12.5 points
Professional Project 37.5 points
Research Seminar 12.5 points
Thesis Proposal 12.5 points
Thesis - 25,000 - 30,000 words 100 points

Refer to the Subject Description section of this Handbook for details about these subjects.

Department of Language, Literacy and Arts Education
483-606 Language, Teaching and Culture
483-610 The Arts and Cognition
483-625 Genre Analysis and Education
483-626 Language Education: Functional Grammar
483-636 Teaching English in the International Context
483-640 Postmodern Education: Texts and the Arts
483-804 Researching Language Classrooms

Department of Learning and Educational Development
466-681 Early Childhood Curriculum
472-774 Research-based Inclusive Practices
472-775 Management of Instruction and Behaviour
476-674 Transitional Planning and Vocational Preparation for Persons with Disabilities
476-675 Contemporary Issues in Disability and Education
476-678 Adolescent Psychology and its Impact on Education
DOCTOR OF EDUCATION (RESEARCH CLASSIFIED)

Course Structure

**Probationary Candidature (100 points)**

In the probationary period, students are required to successfully complete studies totaling 100 points. This includes the preparation, formal presentation and satisfactory defence of a thesis proposal:

- Coursework (3 x 25-point subjects) 75 points
- Thesis Research Seminar (482-717) 12.5 points
- Thesis Proposal 12.5 points

Students select three 25-point subjects from the list below in the light of a chosen field of professional interest or specialisation. The subjects are designed to assist students to become fully conversant with the most up-to-date developments in the chosen field. Students should select a supervisor on admission to the course and are advised to select subjects in consultation with the supervisor.

The demarcation between Masters level and Doctoral work is indicated primarily by the Doctoral student demonstrating a level of scholarship that exceeds that expected of Masters students in relation to conceptual sophistication, the scope and depth of the work undertaken, independent thinking, and level of oral contribution.

Refer to the Subject Description section of this Handbook for details about these subjects.

Subjects that may be undertaken in external (on-line) or external (correspondence) mode of delivery are marked by an asterisk.

**Learning and Educational Development:**

- 466-613 Early Childhood Language and Literacy*
- 466-677 Reconceptualizing Early Childhood Development*
- 466-679 The Politics of Early Childhood
- 466-681 Early Childhood Curriculum*
- 476-621 Curriculum Improvement
- 476-643 Approaches to Trauma and Grief in Educational Settings
- 476-644 Managing Conflict in Educational Settings
- 476-661 Assessment Design and Analysis
- 476-662 Competency and Performance Assessment
- 476-678 Adolescent Psychology and Its Impact on Education
- 476-680 Stress and Coping in Education: Children, Parents and Teachers
- 476-685 Administering Programs for the Gifted
- 476-688 Teaching for Effective Learning
- 476-689 Curriculum Design
- 476-692 Reflection and Metacognition in Learning and Teaching
- 476-693 Professional Development, Appraisal and Change
- 476-694 Educational Measurement, Assessment and Evaluation
- 476-695 Assessment and Reporting for Student Learning
- 477-807 Policy Analysis, Program Management and Leadership in Special Education and Integration
- 477-808 Assessing Special Needs and Planning Programs

**Education Policy and Management:**

- 468-601 Management Learning*
- 468-603 Adult Education and Professional Practice
- 468-607 Learning in the Postmodern Workplace
- 468-812 Development and Change in Organisations
- 468-840 Strategic Thinking
- 468-844 Designing Vocational Programs*
- 481-803 Creating the Learning Organisation
- 481-806 Management of Resources in Education
- 481-807 Human Resource Management in Education
- 481-809 Program Evaluation: Forms and Approaches*
- 481-810 Evaluating Large Scale Programs*
- 481-811 Evaluation for Management and Development*
The final component of probationary candidature is the thesis proposal, culminating in a thesis proposal presentation. Students enrol in the thesis proposal (12.5 points) after having completed 75 points of coursework and 482-717 Thesis Research Seminar (12.5 points). Once enrolled, students are required to present their thesis proposal to an examining panel by the end of the semester in which they are enrolled. Students who do not present their thesis proposal to an examining panel by the end of the semester in which they are enrolled may request to re-enrol in the thesis proposal for another semester; however, the thesis proposal must be presented to an examining panel by the end of the second semester of enrolment or the student's progress will be reviewed by the Faculty's Unsatisfactory Progress Committee.

Arrangements for thesis proposal presentations and examination are made by the Faculty Office upon advice from the supervisor and student. The membership of the panel which examines the thesis proposal is as follows:

- the student's supervisor (who chairs the panel);
- a member of the Faculty's Research and Graduate Studies Committee;
- the Head of the Department which provides the supervisor for the student or the nominee of the Head;
- a member of the education profession who may not necessarily be employed in a post-secondary education institution.

Following the presentation, the panel forwards its recommendations to the Faculty's Research and Graduate Studies Committee which decides whether the student may proceed to confirmed candidature. The panel may request further work on the thesis proposal and/or subsequent presentation to the panel as a normal element of the examination process. The student is advised in writing of the outcome of the decision by the Research and Graduate Studies Committee.

Confirmed Candidature (200 points)

During confirmed candidature, students complete a doctoral thesis which constitutes a significant piece of research and makes a significant contribution to theory and practice in education. The merit of the thesis is judged by traditional canons of academic excellence as well as by its ability to apply research findings, new analyses, syntheses, and interpretations to appropriate professional purposes. The thesis offers an original contribution to the promotion of those purposes, to the improvement of practice in educational institutions, or to professional development within the education sector generally. It should be approximately 55,000 words in length.

Students must enrol in 200 points of thesis during confirmed candidature, unless reduced candidature has been approved (refer to Period of Candidature for details).

GENERAL INFORMATION FOR DOCTOR OF EDUCATION COURSES
Period of Candidature

The minimum total period of candidature is normally three years (36 months) full-time or six years (72 months) part-time. The course regulations allow a maximum total period of candidature of four years (48 months) full-time or eight years (96 months) part-time.

An on-campus residency period of one year full-time or two years part-time is required, to be devoted to advanced study and research in the University. This period of on-campus residency is defined as a period during which the student is available to use all the facilities provided by the University as required. These facilities include not only supervision and physical resources, but also such formal research training as may be required.

Students who make exceptional progress with their thesis may apply to have their period of confirmed candidature reduced by up to one year full-time or two years part-time. In these cases, the student’s total enrollment for the thesis may be less than 200 points, but not less than 100 points. To apply for reduced candidature, confirmed students should forward a written request to the Faculty Office, enclosing a letter of recommendation for reduced candidature from the supervisor.

Part-time Students

The standard part-time enrolment is 25 points per semester or 50 points over the year. In the probationary period, part-time students are not permitted to undertake more than 75 points in a twelve month period. Students who wish to enrol on a part-time basis are required to provide evidence that employment commitments are such as to allow an average of one day per week to devote to doctoral studies.

Full-time Students

The standard full-time enrolment is 50 points per semester or 100 points over the year. Students who wish to enrol on a full-time basis must provide evidence that their employment commitments constitute no more than six hours in a week. For an academic this would include preparation and correction time.

Unsatisfactory Progress

Following the confirmation of results at the end of each semester the enrolment of certain students comes under review as follows:

1. Students who fail more than one 25-point subject during their probationary candidature;
2. Students who do not successfully present their thesis proposal to an appropriately convened examining panel by the end of their second semester of enrolment in the thesis proposal;
3. Students who are recommended not to proceed with the degree by the examining panel;
4. Students who do not complete the course within four years on a full-time basis or eight years on a part-time basis.

Please refer to the Faculty’s General Information section of this Handbook, under Unsatisfactory Progress, for an outline of the University process in dealing with students who fall into these categories.

Research Areas of The Faculty of Education

Please refer to the Faculty’s General Information section of this Handbook for details on the Departments and Research Centres of the Faculty.

For a more detailed outline of Faculty of Education staff and their areas of research expertise, refer to the Faculty’s Research Profile and Information Guide for Research Students.

Information Guide for Research Students

It is essential that all thesis research students obtain a copy of the Information Guide for Research Students before commencing the thesis. The publication is free of charge and available from the Hawthorn and Faculty Offices.

Supervision

Students should obtain a supervisor shortly after admission to the course and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised. Students who require assistance in obtaining a supervisor should obtain a copy of the Information Guide for Research Students, for details on the research areas of Faculty of Education academic staff. Students should finalise the topic of their thesis with their supervisor as early as possible.

External Mode of Delivery

Some subjects within this course are offered in external (on-line) or external (correspondence) mode of delivery. It is possible to undertake the coursework component of this course externally providing students select subjects that are available in external mode of delivery. The particular mode of delivery for specific subjects is listed under each subject description. Students wishing to undertake subjects offered in external (on-line) mode of delivery should first check that they meet the requirements to study externally. Refer to the subject descriptions and the Faculty’s General Information section of this Handbook for details.

External students must make arrangements to meet the 12 months full-time or 24 months part-time residency requirement (refer to Period of Candidature above).

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@ecfac.unimelb.edu.au

DOCTOR OF EDUCATIONAL PSYCHOLOGY
Course Code

316AA Doctor of Educational Psychology

Overview

The Doctor of Educational Psychology course trains students in professional areas of the discipline of educational psychology. The program has three broad emphases: training, through classroom teaching, in the theoretical, conceptual and empirical knowledge relevant to the practice of educational psychology and in the skills relevant to various areas of professional practice; supervised practical experience in the application of knowledge and skills; and research training, including the conduct of a thesis. A major objective of the course is to train educational psychologists to have a strong academic and research orientation in their professional activities.

The course is undertaken over three years on a full-time basis or six years on a part-time basis. This is a coursework-classified course. Graduates of the Master of Educational Psychology are not eligible for entry to the course.

Course Objectives

Students who have completed the Doctor of Educational Psychology should be able to:

✓ demonstrate a strong grounding in the theoretical and empirical basis of educational psychology;
✓ demonstrate highly developed skills in professional practice;
✓ participate at a high level in the systematic analysis of practical problems in educational psychology;
✓ undertake a substantial piece of original research in educational psychology that is informed by knowledge of educational psychology practice and by a high level of professional skill in educational psychology.

Entrance Requirements

An applicant may be eligible for entry into the Doctor of Educational Psychology if the applicant:

✓ has completed an approved degree with honours at H2A level or above in psychology, or an approved equivalent; or
✓ is currently enrolled in the Master of Educational Psychology degree and has successfully completed the following three subjects at H2A level or above: 476636 Research Methods; 476652 Counselling Skills for Educational Psychologists; and 476649 Working with Groups: The Individual in the Social Context.

Entry is also subject to supervision and resource availability.

Graduates of the Master of Educational Psychology are not eligible for entry to the course.

Course Structure

Students are required to complete a total of 300 points, comprising ten compulsory subjects (totalling 112.5 points) together with five field practica (totalling 87.5 points) and a research thesis of 45,000 words (100 points).

Full-time Progression in the Course

Year 1:
476-649 Working with Groups: The Individual In the Social Context (12.5 points)
476-650 Learning Processes and Problems (12.5 points)
476-651 Psychological Tests (12.5 points)
476-652 Counselling Skills for Educational Psychologists (12.5 points)
476-656 Research Methods (12.5 points)
476-647 Practicum 1 (12.5 points)
476-658 Practicum 2 (12.5 points)
472-706 Thesis proposal (12.5 points)

Year 2:
476-648 Development and Differences (12.5 points)
476-653 Exceptionality: Assessment and Intervention (12.5 points)
476-654 Intervention in the Problems of Childhood and Adolescence (6.25 points)
476-655 Consultation in Educational Settings (6.25 points)
476-659 Practicum 3 (12.5 points)
476-660 Practicum 4 (12.5 points)
Thesis (37.5 points)

Year 3:
472-721 Advanced Seminar in Psycho-Educational Practice (12.5 points)
472-720 Practicum 5 (37.5 points)
Thesis (50 points)

Refer to the Subject Description section of this Handbook for details on these subjects.

Part-time Progression in the Course

Year 1:
476-650 Learning Processes and Problems (12.5 points)
476-651 Psychological Tests (12.5 points)
476-652 Counselling Skills for Educational Psychologists (12.5 points)
476-656 Research Methods (12.5 points)
476-647 Practicum 1 (12.5 points)
472-706 Thesis proposal (12.5 points)

Year 2:
476-649 Working with Groups: The Individual In the Social Context (12.5 points)
476-656 Research Methods (12.5 points)
476-647 Practicum 1 (12.5 points)
472-706 Thesis proposal (12.5 points)

Year 3:
476-648 Development and Differences (12.5 points)
476-653 Exceptionality: Assessment and Intervention (12.5 points)
476-654 Intervention in the Problems of Childhood and Adolescence (6.25 points)
476-655 Consultation in Educational Settings (6.25 points)
Thesis (12.5 points)

Year 4:
Period of Candidature

The minimum total period of candidature is normally three years (36 months) full-time or six years (72 months) part-time. The course regulations allow a maximum total period of candidature of four years (48 months) full-time or eight years (96 months) part-time.

An on-campus residency period of one year full-time or two years part-time is required, to be devoted to advanced study and research in the University. This period of on-campus residency is defined as a period during which the student is available to make systematic use of the facilities provided by the University as required. These facilities include not only supervision and physical resources, but also such formal research training as may be required.

Part-time Students

The standard part-time enrolment is 25 points per semester or 50 points over the year. In the probationary period, part-time students are not permitted to undertake more than 75 points in a twelve month period. Students who wish to enrol on a part-time basis are required to provide evidence that employment commitments are such as to allow an average of one day per week to devote to doctoral studies.

Full-time Students

The standard full-time enrolment is 50 points per semester or 100 points over the year. Students who wish to enrol on a full-time basis must provide evidence that their employment commitments constitute no more than six hours in a week. For an academic this would include preparation and correction time.

Unsatisfactory Progress

Following the confirmation of results at the end of each semester the enrolment of certain students comes under review as follows:

1. Students who fail more than one subject during their probationary candidature;
2. Students who do not successfully present their thesis proposal to an appropriately convened examining panel by the end of Semester 1 of Year 2 (for full-time students) or Semester 1 of Year 3 (for part-time students);
3. Students who are recommended not to proceed with the degree by the examining panel;
4. Students who do not complete the course within 4 years on a full-time basis or 8 years on a part-time basis.

Please refer to the General Information section at the front of this Handbook, under Unsatisfactory Progress for an outline of the Faculty process in dealing with students who fall into these categories.

Information Guide for Research Students

It is essential that all thesis research students obtain a copy of the Information Guide for Research Students before commencing the thesis. The publication is free of charge and available from the Faculty Office.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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<td>475-659</td>
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<td>472-720</td>
<td>Practicum 5</td>
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<td></td>
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<td><strong>Year 6:</strong></td>
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<tr>
<td>472-721</td>
<td>Advanced Seminar in Psycho-Educational Practice</td>
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<tr>
<td></td>
<td>Thesis</td>
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</tbody>
</table>

Refer to the Subject Description section of this Handbook for details on these subjects.
Supervision

Students must obtain a supervisor shortly after admission to the course and must register the name of their supervisor with the Faculty Office as soon as the matter is finalised. Students should approach the course co-ordinator to discuss supervision arrangements. Details regarding the research interests of staff available to be supervisors may be found in the Information Guide for Research Students.

Students should finalise the topic of their thesis with their supervisor as early as possible.

External Mode of Delivery

This course is not offered in external mode of delivery.

Course Enquiries

Education Faculty Office, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
Tel: (+61 3) 8344 8285
E-mail: enquiries@edfac.unimelb.edu.au

Program Co-ordinator
Erica Frydenberg, Department of Learning and Educational Development
Room 3.43, 234 Queensberry Street
Tel: (+61 3) 8344 9541
E-mail: e.frydenberg@edfac.unimelb.edu.au

DOCTOR OF PHILOSOPHY
(EDUCATION)

Enquiries

This three-year full-time or equivalent research course is administered by:
School of Graduate Studies
1888 Building, The University of Melbourne
Parkville Victoria 3052, Australia.

Please direct all enquiries to the School of Graduate Studies
Tel: (+61 3) 8344 8789.
Detailed descriptions of Faculty of Education subjects are listed below in numerical order.

Details for each subject were correct at the time of printing. In exceptional circumstances, the Faculty may vary the detail of a subject. The offering of any subject may be dependent on adequate enrolments in that subject.

For details on course requirements, refer to the course sections of this Handbook.

Students may access timetabling details for these subjects via the University’s Student Information System (SIS) on the website address: http://sis.unimelb.edu.au
460-811 PROFESSIONAL DEVELOPMENT STUDIES 1
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 1, 2 or Summer (by arrangement)
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 15-18 hours
Description: A study of some major current area of concern in educational policy and/or practice. Students examine appropriate theoretical frameworks that illuminate the area, and consider the implications for their own practice. They undertake a program of classes, reading, investigative work and attendance at professional development activities to develop their knowledge and understanding of the area examined.
Assessment: Assignments totalling 3000 words (100 per cent).

460-812 PROFESSIONAL DEVELOPMENT STUDIES 2
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 1, 2 or Summer (by arrangement)
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 15-18 hours
Description: A study of some major current area of concern in educational policy and/or practice. Students examine appropriate theoretical frameworks that illuminate the area, and consider the implications for their own practice. They undertake a program of classes, reading, investigative work and attendance at professional development activities to develop their knowledge and understanding of the area examined.
Assessment: Assignments totalling 3000 words (100 per cent).

460-813 PROFESSIONAL DEVELOPMENT STUDIES 3
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 1, 2 or Summer (by arrangement)
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 15-18 hours
Description: A study of some major current area of concern in educational policy and/or practice. Students examine appropriate theoretical frameworks that illuminate the area, and consider the implications for their own practice. They undertake a program of classes, reading, investigative work and attendance at professional development activities to develop their knowledge and understanding of the area examined.
Assessment: Assignments totalling 3000 words (100 per cent).

460-814 PROFESSIONAL DEVELOPMENT STUDIES 4
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 1, 2 or Summer (by arrangement)
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 15-18 hours
Description: A study of some major current area of concern in educational policy and/or practice. Students examine appropriate theoretical frameworks that illuminate the area, and consider the implications for their own practice. They undertake a program of classes, reading, investigative work and attendance at professional development activities to develop their knowledge and understanding of the area examined.
Assessment: Assignments totalling 3000 words (100 per cent).

466-613 EARLY CHILDHOOD LANGUAGE AND LITERACY
Available in these courses: DEd, MEd, MEarlyChild, PGDipProfStud, PGCertProfStud, PGDipEdStud(EarlyChild)
Offered: Either Parkville Campus or external (correspondence) mode
Credit points: 25
HECS-band: 1
Staff: Kevin Fell
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 288 hours.
Description: This subject examines early influences on language and literacy by considering the role of developmental theory in explaining language acquisition and early reading. It considers both the cognitive/linguistic processes underpinning language/literacy development and the structural and
interactional factors within families which contribute to literacy outcomes. It also examines research on early childhood curriculum practices which support children's emerging literacy. Students are expected to evaluate different explanations of how children acquire language and become literate by reference to current research. They are also required to review early childhood curriculum practices and evaluate their effectiveness in achieving literacy outcomes. The subject will evaluate national and state early literacy policies and early intervention strategies.

Assessment for DEd students: Two 4000 word essays (50 per cent each)

Assessment for all other students: Two 3000 word essays (50 per cent each)

**466-620 ETHICS IN RESEARCH ON THE YOUNG**

This subject is not offered in 2002

Available in these courses: MEd, MEarlyChild, PGDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)

Offered: Either Parkville Campus or external (correspondence) mode

Credit points: 25

HECS-band: 1

Staff: Margaret Coady

Contact for DEd students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 288 hours.

Description: A study of ethical implications of using persons under 18 years of age as research subjects. Relevant ethical frameworks, including frameworks using feminist perspectives, are considered. Examples are taken from a large range of research, including both quantitative and qualitative research. Particular topics to be covered may include: the extent and limits of parental consent; questions raised by surrogate decision making by parents, guardians or professionals; developmental differences in children's understanding of the research process and the ability to consent; ethical questions in the use of particular theories of child development; the use of deception in research with children; ethical problems in using institutional and organizational codes of ethics in regulating ethics; moral education of children using the research process; ethical issues raised by particular vulnerabilities such as illness, homelessness, family dysfunction.

Assessment: A seminar paper of 1500 words (25 per cent) and an assignment of 4500 words (75 per cent)

**466-678 RECONCEPTUALIZING EARLY CHILDHOOD DEVELOPMENT**

This subject is not offered in 2002

Available in these courses: DEd, MEd, MEarlyChild, PGDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)

Offered: Either Parkville Campus or external (correspondence) mode

Credit points: 25

HECS-band: 1

Staff: Kevin Fell

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 288 hours.

Description: This subject involves an in-depth study of the process of development during the early childhood period. It emphasises the significance of a cross-cultural perspective in understanding contexts of development. It involves a critical appraisal of current theory, research and debates about the effects of experience on development and detailed study of the diverse contexts of contemporary childhood. Comparisons of home-care and daycare environments as contexts of development serve as the focus point from which these central themes are explored. Depending upon student interest, specific topics may include: current interpretations of the role of heredity and experience on development; the relationship between social and cognitive competence in determining life outcomes; analysis of differing goals of early childhood caregiving and the complexity and diversity of contemporary contexts of childhood; concepts of resilience and vulnerability.

Assessment for DEd students: One major assignment of 4000 words (50 per cent) and a research proposal and project of 4000 words (50 per cent).

Assessment for all other students: Assignment of 6000 words and seminar presentation (100 per cent).

**466-679 THE POLITICS OF EARLY CHILDHOOD**

Available in these courses: DEd, MEd, MEarlyChild, PGDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Manjula Waniganayake, Kevin Fell

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: This subject aims to identify, describe and analyse key political assumptions underlying current policy directions in early childhood. It reviews the socio-political changes in Australian society which have impacted on early childhood policy, development and delivery. Students are expected to critically evaluate links between early childhood policy and practice in service design, delivery and evaluation and assess the usefulness and limitations of early childhood research on policy development and delivery. The subject
emphasises the universality of the ideas which inform
the debate about human and social services in the post-
welfare state, particularly concepts such as the free
market, user pays and contractual models of service
delivery. Both national and international perspectives on
the issues are explored. Topics may include:
implications of social diversity and family change and its
relevance for public policy; changing forms of state
regulation and quality assurance; the changing role of
the early childhood professional; parent participation
and governance in early childhood services; private and
public sector involvement in early childhood services.
Assessment: Assignments totaling 6000 words.

466-680 NEGOTIATED PROJECT IN
EARLY CHILDHOOD
Available In these courses: MEd, PGDipProfStud,
PGCertProfStud, PGDipEdStud(EarlyChild)
Offered: Either Parkville Campus or external
(correspondence) mode, Semester 1 or 2
Credit points: 25
HECS-band: 1
Co-ordinator: Bridie Raban
Contact: To be arranged with the supervisor. Student is
responsible for obtaining a supervisor.
Description: An individually negotiated project in which
the student undertakes a theoretical study, a
professional study such as a special teaching program, a
research or development study taken within or outside
the Faculty. The study must relate to the area of early
childhood development or education, and must
demonstrate an in-depth understanding of the issue
identified and of the relevant literature, and an ability to
examine critically the issues involved and to express
these issues in a clear, coherent and logical manner.
Assessment: The type of work submitted for assessment
depends on the type of negotiated project undertaken.
It may take the form of an essay, report, reflective
journal or extensive literature review of 6000 words or
equivalent (100 per cent).

466-681 EARLY CHILDHOOD
CURRICULUM
This subject is not offered in 2002
Available In these courses: DEd, MEd
Offered: External (correspondence) mode
Credit points: 25
HECS-band: 1
Staff: Glenda MacNaughton
Contact for DEd students: A total workload of
approximately 240 hours.
Contact for all other students: A total workload of
approximately 288 hours.
Description: A study of a number of curriculum issues of
current importance to the field of early childhood
education (0-Byears). The study of these issues involves
a critical examination of current policy developments in
early childhood curriculum and the educational, socio-
political and developmental assumptions embedded
within these developments using current research
literature concerning early childhood curriculum, child
development and learning and teaching and educational
policy. Issues to be studied may include: the changing
foci of developmental curriculum, early literacy,
multiculturalism, gender equity, parent involvement in
learning, early intervention and evaluating exemplary
curriculum models. At the completion of this study
students should be able to critically analyse the nexus
between research in early childhood curriculum,
learning and teaching and relevant policy developments
and their relationship to broader educational strategies
being implemented in Australia and internationally.
Assessment for DEd students: (1) A 5000-word
assignment (65 per cent); (2) a research paper of 2000
words (25 per cent); (3) a 1000-word abstract (10 per
cent).
Assessment for all other students: A 5000-word
assignment (80 per cent) and a 1000-word abstract (20
per cent).

466-682 FACILITATING FAMILY
FUNCTIONING
Available In these courses: MEd, MSudWeI,
PGDipProfStud, PGCertProfStud,
PGDipEdStud(EarlyChild)
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Erica Frydenberg
Contact: 30 hours
Description: The theoretical and empirical literature on
normal family functioning and family stressors is
reviewed to identify critical elements that facilitate
adaptive family functioning and the relationships
between family functioning and child outcomes. The
research on processes by which professionals can
optimize family functioning is analysed, focussing on
parent/child, sibling, and professional/parental
relationships. An ecological systems model informs the
subject, with an examination of the impact of contextual
factors, supports within and outside the family, and
interactive effects. The implications of a family centred
model of service provision are analysed.
Assessment: A 6000 word project (100 per cent).

466-684 EARLY CHILDHOOD
INTERVENTION:ADVANCED
INTERDISCIPLINARY STUDY OF POLICY
AND PRACTICE
Available In these courses: MEd, PGCertProfStud,
PGDipProfStud
Offered: Parkville Campus, Semester 2
466-838 ASSESSMENT AND PROGRAMMING IN EARLY INTERVENTION

Available In these courses: MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(EarlyInt)
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Anna Bortoli
Contact: 30 hours

Description: This subject examines the principles and applications of sequential and developmental teaching, formal and informal assessments. The subject focuses on programme planning that is inclusive for children attending specialist or mainstream settings. Programming techniques that focus on goal setting, individual education plans and instructional strategies, adapting the teaching material, activity and the learning environment are discussed in depth. The importance of evaluation, alternative assessment techniques and reporting to parents and professionals is discussed. Evaluation focuses on the child in the program, the program and its content and teaching styles. The area of transition is addressed within a curriculum framework.

Assessment: Assignments equivalent to 3000 words (100 per cent).

466-839 PARENT GUIDANCE IN EARLY INTERVENTION

Available in these courses: MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(EarlyInt)
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Margaret Brown
Contact: 30 hours

Description: This subject addresses the impact of childhood disability and atypical development on contemporary family life; current policies and practices in the provision of services to families of children with special needs; principles and practices (including counselling) involved in working in partnership with parents of children with special needs within the context of family-centred practice; the rights of the child and the roles, rights and responsibilities of parents in relation to their child with special needs; the roles and responsibilities of the early intervention worker in relation to issues of information, privacy, and confidentiality; the development of Individual Family Service Plans.

Assessment: Assignments equivalent to 3000 words (100 per cent).

466-840 CHILDREN WITH COGNITIVE AND SOCIOEMOTIONAL NEEDS

Available In these courses: MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(EarlyInt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Anna Bortoli
Contact: 30 hours

Description: This subject addresses the effect of a range of conditions on cognitive and socioemotional development in young children including autism, and the range of Intellectual and social abilities; contemporary theories of cognitive and socio-emotional development in relation to observational, Informal and formal developmental assessment procedures; the use of assessment in determining program planning for young children; contemporary theory on the development of play, its relationships with these two major domains of development, and the important role of play for intervention; parent-child and child-child play interactions; the development of attention and attentional characteristics in young children with a range of disabling conditions.

Assessment: Assignments equivalent to 3000 words (100 per cent).
**466-842 THEORIES AND PRACTICES IN EARLY INTERVENTION**

Available in these courses: MEd, PGDipProfStud, PCCertProfStud, PGDipEdStud(EarlyInt)
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Margaret Brown
Contact: 30 hours

Description: This subject addresses current theories and principles underpinning early intervention practice; the range of models in early intervention for infants and children with differing special needs; transdisciplinary team support, resource and guidance needs of parents, carers and teachers providing inclusive education for young children and students with special learning needs in both specialist and mainstream settings; local and international policies and regulations for early intervention service provision for infants, preschoolers and young school-aged children with special learning needs; principles of transdisciplinary, inclusive educational practice and the role of the early intervention educator in this.

Assessment: Assignments equivalent to 3000 words (100 per cent).

**466-843 NEUROLOGICAL AND SENSORY DISABILITY**

Available in these courses: MEd, PGDipProfStud, PCCertProfStud, PGDipEdStud(EarlyInt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Co-ordinator: Margaret Brown
Contact: 30 hours

Description: This subject addresses anatomy and development of the central nervous system, and the visual and auditory systems in particular; diagnoses, types and developmental consequences of Intellectual disability or acceleration, visual and auditory impairment (ranging from mild to profound), physical disability; educational needs and provision, and teaching approaches and techniques for students with Intellectual, auditory and/or visual impairment; special support programmes, teaching and classroom management strategies and transdisciplinary approaches for inclusion into regular educational settings.

Assessment: Assignments equivalent to 3000 words (100 per cent).

**466-844 PROFESSIONAL PRACTICE IN EARLY INTERVENTION 1**

Available in these courses: PGDipEdStud(EarlyInt)
Offered: Parkville Campus, Year-long
Credit points: 12.5
HECS-band: 1
Staff: Anna Bortoli
Contact: 23 days practicum placement

Special note: Students must contact the School Experience and Professional Practice Unit by the end of the first week of the Semester to discuss placement.

Description: This subject involves 23 days of practicum placement that is divided into two practicum placements. The first, an eight-day placement in an approved special education setting, is required so that students have the opportunity to observe and interact with children with atypical development, to observe teaching strategies and to gain an understanding of the educational philosophy guiding the curriculum. The second, a fifteen-day placement in an approved educational setting is required so that students have the opportunity to observe and assess a small group of children in a selected area of development and based on the observation and assessment, plan and implement an individualised programme for one child within the group. Individual and group tutorial sessions are held to discuss issues relating to practicum placements.

Assessment: Satisfactory completion of a minimum of 23 days supervised teaching (70 per cent), and assignments totalling 1500 words (30 per cent).

**466-845 PROFESSIONAL PRACTICE IN EARLY INTERVENTION 2**

Available in these courses: PGDipEdStud(EarlyInt)
Offered: Parkville Campus, Year-long
Credit points: 12.5
HECS-band: 1
Staff: Anna Bortoli
Contact: 23 days practicum placement

Special note: Students must contact the School Experience and Professional Practice Unit by the end of the first week of the Semester to discuss placement.

Description: This subject involves a 23-day practicum placement that is divided into a 21-day placement in an approved educational setting and a two-day parent guidance workshop. This subject gives students the opportunity to assess, plan and implement individualised programmes for children with a range of special needs, adopt programmes in mainstream settings, provide support and guidance to parents and to work within a trans/multi-disciplinary team. Individual and group tutorial sessions are held to discuss issues relating to practicum placement.

Assessment: Satisfactory completion of a minimum of 21 days supervised teaching and two days of a parent...
guidance workshop (60 per cent), and assignments totalling 1500 words (40 per cent).

466-846 FOUNDATION STUDIES IN EARLY CHILDHOOD
Available in these courses: MEd, MEarlyChild, GDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)
Offered: Either Parkville Campus or external (correspondence) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: Jennifer Standish, Christine Ure
Contact: 30 hours for internal students. External mode students can expect a total workload of approximately 240 hours.
Description: An in-depth and critical appraisal of selected key theories of child development from an interdisciplinary perspective, in particular examining the relationship between the brain and development of complex behaviours including language, cognition, memory and spatial and emotional aspects of behaviour. Current research is used to provide a contemporary understanding of the effects of constitutional and environmental factors affecting early childhood development.
Assessment: Written work equivalent to 6000 words (100 per cent).

466-847 LEARNING ENVIRONMENTS IN THE EARLY YEARS
Available in these courses: MEd, MEarlyChild, GDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)
Offered: External (correspondence) mode, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Kay Margetts
Contact: A total workload of approximately 120 hours
Description: A case-study approach is used to examine selected feminist and postmodernist theoretical perspectives on management in early childhood services. Specific case studies are chosen in the light of student experiences and expertise and set in the context of current government policies, but may include: managing formal meetings, group decision-making, team management in culturally diverse settings, electronic workplace communications and managing interviews. These case studies help students to understand how management communication derives from and contributes to workplace relationships and to critically apply a range of theoretical perspectives to decision-making and communication practices in early childhood services.
Assessment: Written assignments totalling 3000 words (100 per cent).

466-848 MANAGEMENT IN EARLY CHILDHOOD SERVICES
Available in these courses: MEd, MEarlyChild, GDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)
Offered: External (correspondence) mode, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Glenda MacNaughton
Contact: A total workload of approximately 120 hours
Description: A case-study approach is used to examine selected feminist and postmodernist theoretical perspectives on management in early childhood services. Specific case studies are chosen in the light of student experiences and expertise and set in the context of current government policies, but may include: managing formal meetings, group decision-making, team management in culturally diverse settings, electronic workplace communications and managing interviews. These case studies help students to understand how management communication derives from and contributes to workplace relationships and to critically apply a range of theoretical perspectives to decision-making and communication practices in early childhood services.
Assessment: Written assignments totalling 3000 words (100 per cent).

466-849 SOCIAL CONTEXTS OF EARLY CHILDHOOD
This subject is not offered in 2002
Available in these courses: MEd, MEarlyChild, GDipProfStud, PCertProfStud, PGDipEdStud(EarlyChild)
Offered: Either Parkville Campus or external (correspondence) mode
Credit points: 12.5
HECS-band: 1
Staff: Glenda MacNaughton
Contact: 15 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours.
Description: A case-study approach is used to examine selected feminist and postmodernist theoretical perspectives on management in early childhood services. Specific case studies are chosen in the light of student experiences and expertise and set in the context of current government policies, but may include: managing formal meetings, group decision-making, team management in culturally diverse settings, electronic workplace communications and managing interviews. These case studies help students to understand how management communication derives from and contributes to workplace relationships and to critically apply a range of theoretical perspectives to decision-making and communication practices in early childhood services.
Assessment: Written assignments totalling 3000 words (100 per cent).
to critically analyse the changing nature of young children's family contexts and to appreciate the social and cultural influences on young children's understandings of their social world with particular reference to the family. They also learn to identify and critically apply selected sociological perspectives to the analysis of children's constructions of their social world.

Assessment: An essay of approximately 3000 words (100 per cent) or equivalent to be negotiated with the lecturer.

466-850 THEORIES OF PARENTING AND THE FAMILY

Available in these courses: MEd, MEarlyChild, PGDipProfStud, PGCertProfStud, PGDipEdStud(EarlyChild)

Offered: Either Parkville Campus or external (correspondence) mode, Semester 1

Credit points: 12.5

HECS-band: 1

Staff: Margaret Coady

Contact: 15 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours.

Description: A study of the changing nature of childhood and families and of the consequent changes in the role of parents. Topics to be considered may include: an analysis of the social forces influencing the nature of childhood and of parenting; a study of the relationship between parents and the professionals affecting the upbringing of their children; a study of the relationship of both social theories and child development theories to the provision of advice by professionals and in parenting manuals; an evaluation of sources of parental advice; an analysis of the use of parenting programs in attempts to prevent child abuse; a consideration of the role of the law in families; a study of the role of culture in parental behaviour; an analysis of the bases of social and political controversies about the role of both male and female parents; an assessment of the effects of these controversies on the kinds of support to be given to parents.

Assessment: Written assignments totalling 3000 words (100 per cent).

466-851 INFANCY AND THE FIRST YEARS OF LIFE

This subject is not offered in 2002

Available in these courses: MEd, MEarlyChild, PGDipProfStud, PGCertProfStud, PGDipEdStud(EarlyChild)

Offered: Parkville Campus or external (correspondence) mode

Credit points: 12.5

HECS-band: 1

Staff: Shame Rolfe

Contact: 15 hours for internal mode students. External mode students can expect a total workload of approximately 120 hours.

Description: This subject examines in depth aspects of the development of the young child up to about the age of three years. Content includes theoretical and research perspectives on the significance of infancy for the course of subsequent development with emphasis on emotional development. Students are encouraged to consider emotion-centred curricula and how early childhood professionals can develop learning environments that nurture all aspects of psychological development in the first years of life. Students are expected to lead and contribute to class discussions and debate in formal seminars and demonstrate an in depth knowledge of infant development in the social, emotional or cognitive domains. Psychological, sociological and/or anthropological perspectives on infancy are considered. Topics may include: the development and significance of attachment relationships; the nature of emotional control and regulation; empathy and emotional development in at-risk groups such as maltreated children; the interdependence of cognition and affect.

Assessment: A review of a research article based on a class presentation, equivalent 1000 words, (33 per cent) and a personal vision paper equivalent 2000 words (66 per cent), or other written assignments totalling 3000 words.


468-601 MANAGEMENT LEARNING

Available in these courses: DEd, MEd, MTmg&D vt, PGDipProfStud, PGCertProfStud, PGDipEd&Tmg, PGCertEd&Tmg

Offered: Either Parkville Campus or external (on-line) mode, Semester 1

Credit points: 25

HECS-band: 1

Staff: David Beckett

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.
Description: Workplace learning needs and opportunities in the light of growing expectations that managers will be proficient in sophisticated human resources development. Topics include: adult learning principles, group formation and leadership, learning environments (as shaped by local and international policies), relationships between management education and training and work, and the emergence of knowledge productivity in organisation settings.

Assessment for DEd students: A literature review of 3000 words (40 per cent) and major assignment of 5000 words (60 per cent).

Assessment for all other students: A minor assignment of 2000 words in which participants analyse three current journal articles on a content area (40 per cent); and a major assignment of 4000 words on an appropriate topic to be negotiated with the lecturer (60 per cent).

468-603 ADULT EDUCATION AND PROFESSIONAL PRACTICE

Available in these courses: DEd, Med, MTrng&Dvt, PCDipProfStud, PGCertProfStud, PCDipEd&Trng, PCCertEd&Trng

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: David Beckett

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: An analysis of debates in adult education as they are engaged by vocational education and training (VET) policy, looking, for example, at lifelong learning, competence-based training, enterprise-driven skill formation and the like; connecting these debates with broader implications drawing upon, respectively, liberal, socially-critical and postmodern scholarship; focusing on specific workplaces where practice deals in these implications; clarifying appropriate professionalism given the above.

Assessment for DEd students: A literature review of 4000 words (50 per cent) and a case study of 4000 words (50 per cent).

Assessment for all other students: A literature review of approaches and perspectives in adult education as these pertain to one site of practice (3000 words; 50 per cent); a case study of professional practice which engages the tension between adult education and aspects of vocational education and training (VET) policy and delivery (3000 words; 50 per cent).

468-605 VOCATIONAL LEARNING

Available in these courses: Med, MTrng&Dvt, PCDipProfStud, PGCertProfStud, PCDipEd&Trng, PCCertEd&Trng

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Dianne Mulcahy

Contact: 30 hours

Description: An exploration and critique of learning theories and pedagogical and curriculum practices relevant to VET contexts in the light of current trends such as the notion of lifelong learning. Topics include: current arrangements for learning, for example, problem-based learning, on- and off-the-job learning, action learning, competency-based training, self-paced learning and vocational learning in schools; particular categories of learning, for example, adult learning, transformative learning and skill learning; and processes associated with learning, for example identity change and learning transfer. Recently published papers written from a number of different theoretical perspectives are selected for study, giving particular emphasis to those from cognitive, critical, and socio-cultural frameworks. Reflection is expected on professional practices in workplaces or organisations with which students are familiar and narrative and action learning methods for exploring the development of new practices are studied and enacted.

Assessment: A seminar paper of 2000 words (33 per cent) and an assignment of 4000 words or an equivalent individually negotiated project (67 per cent).

468-607 LEARNING IN THE POSTMODERN WORKPLACE

Available in these courses: DEd, Med

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: Dianne Mulcahy

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: A study of recent research on workplace learning from various perspectives with particular attention to postmodern perspectives. Concepts and themes include: postmodernity and emerging workplace practices; knowledge work and knowledge management; the rise of work based learning; the enterprise as a key site of learning; competencies and workplace learning; competence and the question of knowledge-ability; the transformation of adult and vocational learning institutions; working Identities, including Identities for teachers and trainers; work process knowledge and learning through work; work as curriculum and pedagogical implications for teachers and trainers. The focus is on locating work and learning practices within particular theoretical frameworks that produce different and multiple understandings of such practices.

Assessment for DEd students: A literature review of 4000 words outlining one area of research on workplace learning (50 per cent) and a discussion paper of 4000 words investigating an aspect of this learning (50 per cent).
Assessment for all other students: A briefing paper of 500 words outlining one area of current workplace learning, discussing the content which has shaped it (10 per cent); a class paper of 1500 words reviewing the literature on the relationship of either learning, or management, or technology, or policy development with work (30 per cent); and a case study of 4000 words demonstrating an application of the notion of work-based learning in the light of concepts provided in class (60 per cent).

468-620 CURRENT ISSUES IN EDUCATION AND TRAINING

Available in these courses: MEd, MTrng&Dvt, PGDipProfStud, PCCertProfStud, PCDipEd&Tmg, PCCertEd&Tmg
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: David Beckett
Contact: 30 hours

Special note: This subject cannot be taken for credit if 468-611 International Vocational Education, 468-612 Orientations to Education and Training, or 468-817 Contexts of Vocational Education has been completed.

Description: An examination of significant topical developments in or proposals for educational practice in adult and lifelong learning, in a variety of political, social and organisational contexts of VET; analysis of theoretical assumptions underlying education and training policy both nationally and internationally; and implications of educational research for educators and managers of education and training.

Assessment: Two papers of approximately 3000 words (50 per cent each) in which the student demonstrates sound knowledge and critical understanding of the designated topic, specifying its relevance to current educational policy and/or practice. A 6000-word essay may be undertaken by negotiation with the lecturer in charge of the subject.

468-621 SPECIAL PROJECT (VOCATIONAL EDUCATION AND TRAINING)

Available in these courses: MEd, PCDipProfStud, PCCertProfStud, PCDipEd&Tmg, PCCertEd&Tmg
Offered: Parkville Campus or External (correspondence) mode, Semester 1 or 2
Credit points: 25
HECS-band: 1

Co-ordinator: Ian Roos; student is responsible for obtaining a supervisor.

Contact: To be negotiated with supervisor.

Description: An individually negotiated project in which the student undertakes a theoretical study (for example, a substantial critical review of a particular body of literature), a professional study (for example, a mentored internship in industry of at least three months duration), a research or development project, or an approved relevant educational course or experience conducted outside the Faculty of Education.

Assessment: Depending on the type of project undertaken: either a literature review, research report or project report of 6000 words (100 per cent); or a detailed report of the project activity of 6000 words, or equivalent, together with a report from the project mentors (100 per cent).

468-811 LEADERS AND AGENTS OF CHANGE

Available in these courses: MEd, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipEd&Tmg, PCCertEd&Tmg
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Ian Roos
Contact: 30 hours

Description: The influence of education and training in individual, group and organisational change; leadership theories, roles, styles and effectiveness; organisation development and other change theories; industrial relations issues in organisational change; consultancy roles and processes in the context of change; and barriers to change.

Assessment: A class paper of 1500 words (25 per cent) in which students critically analyse journal articles related to issues of leadership and/or change and an assignment of 4500 words, or an individually negotiated project, in which students demonstrate sound knowledge and critical understanding of issues related to leadership and change (75 per cent).

468-812 DEVELOPMENT AND CHANGE IN ORGANISATIONS

Available in these courses: DEd, MEd, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipEd&Tmg, PCCertEd&Tmg
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Paul Hanrahan
Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: The political, economic and social context of workplace learning in Australia; current forces for and against change in organisations; formal and informal processes and practices which influence organisations; the assumptions and principles of technological, political and normative re-educative models of change; contemporary strategies for change, including team-
subject descriptions 2002

468-814 INFORMATION TECHNOLOGY AND SOCIETY
Available in these courses: MEd, MinfoTech, MTrng&Dvt, PCDipCompEdPCDipProfStud, PCCertProfStud, PCDipEd&Trng, PCCertEd&Trng
Offered: External (on-line) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: Ted Clark
Contact: Total workload of approximately 240 hours.
Special requirements: All students who wish to undertake this subject must obtain the approval of the subject lecturer as a thorough grounding in the technical aspects of information and communications technology is required. External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Description: Critical cultural analysis of the use of information and communications technology; historical and theoretical perspectives on computer-mediated communication in education and training; strategic policy and issues in relation to Information technology; and possible and probable futures in Information technology in education and training.
Assessment: Two 3000 word essays or equivalent projects (50 per cent each).

468-820 QUANTITATIVE ANALYSIS IN VET
Available in these courses: MEd, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipEd&Trng, PCCertEd&Trng
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Coordinator: Ian Roos
Contact: 30 hours
Special requirement: All students must obtain written approval from the lecturer prior to enrolment.
Description: A review of official numerical data sources for vocational education and training in Australia; basic data collection techniques; basic data management and presentation of descriptive statistics e.g. in student and trainee movements; analysis of statistical association and association v causation; time-series analysis; analysis of trends e.g. in training costs and benefits; introduction to statistical software packages.
Assessment: Assignments up to 3000 words (50 per cent) and a major statistical project equivalent to 3000 words (50 per cent).

468-827 HUMAN RESOURCE STRATEGIES
Available in these courses: MEd, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipEd&Trng, PCCertEd&Trng
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 25 points
HECS-band: 2
Staff: Paul Hanrahan
Contact: 30 hours for internal mode students.
Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Description: The eclectic concept of human resource management (HRM) and its strategic contribution to individual and organisational performance; mapping the field of human resource management and a specific exploration and analysis of its conceptual relationships with management, rewarding and development of personnel; examination of contemporary developments in human resource management and their strategic influence upon corporate, and individual performance in the changing world of work.
Assessment: An analytical essay (topic negotiable) of 2000 words (30 per cent) and the compilation of a corporate human resource management strategic plan that addresses a human resource development issue within a workplace (4000 words) (70 per cent).

468-839 ON-LINE EDUCATION AND TRAINING
Available in these courses: MEd, MinfoTech, MTrng&Dvt, PCDipCompEdPCDipProfStud, PCCertProfStud, PCDipEd&Trng, PCCertEd&Trng
Offered: External (on-line) mode, Semester 2
Credit points: 25
HECS-band: 1
Staff: Ted Clark
Contact: Total workload of approximately 240 hours
Special requirements: Students must be competent computer users with a sound knowledge of application packages and knowledge of file manipulation procedures, and must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Description: Survey of information technologies used in industry settings for educational communications. Software packages for enabling model communications applicable to relevant workplace practices. Strategies for a workplace implementation plan for online delivery using the internet and other communications methods. The practical application of theory is emphasised. 

Assessment: A concept proposal for online delivery in a vocational education setting (40 per cent); development and implementation of an online delivery system (60 per cent).

468-840 STRATEGIC THINKING
Available in these courses: DEd, MEd, MTrng&Dvt, PGDipProfStud, PGCertProfStud, PGEd&DTrng
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Carol Lewis-Shaw

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: The broad context of philosophical, planning and political processes associated with administrative activity at policy level; the influence of political, economic and organisational theory at this level and the emerging influence of developments in vocational education, technology, leadership and values theory; focus on the development of the cognitive skills of analysis, synthesis and evaluation required for strategic thinking within this context using selected frameworks, methods and techniques of conceptual analysis, rational analysis and values analysis.

Assessment for DEd students: An essay of 4000 words (50 per cent) and the development of a strategic plan, or equivalent individually negotiated assignment of 4000 words (50 per cent).

Assessment for all other students: Assignments equivalent to 6000 words in total.

468-844 DESIGNING VOCATIONAL PROGRAMS
Available in these courses: DEd, MEd
Offered: Either Parkville Campus or external (on-line) mode, Semester 2
Credit points: 25
HECS-band: 1
Staff: Pam St. Leger

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: Program design models and frameworks and methodologies; issues and implications of program designs based on key competencies and work-based competencies; accommodating needs of particular client groups; for example, school, TAFE and industry groups; strategic curriculum implementation planning; and implications for staff training.

Assessment for DEd students: A literature review of 3000 words (40 per cent) and a major assignment of 5000 words (60 per cent).

Assessment for all other students: A seminar paper of 1500 words (25 per cent) and an assignment of 4500 words or individually negotiated project (75 per cent).

468-854 TRAINING AND DEVELOPMENT IN COMMUNITIES OF PRACTICE
Available in these courses: MTrng&Dvt
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Ian Roos

Contact: Three seminar sessions throughout the semester to allow participants to report on the progress of the project. Additional individual contact to be negotiated with the lecturer.

Prerequisite and/or co-requisite: 468-123 The Practising Professional

Description: This is a workplace-based individual project. It provides an ordered, reflective, critical exposition of workplace practice that firmly situates it in a particular community and evaluates such practice in the light of current theories, policies or strategies of professional training and development. This is not a research project or minor thesis, but is a professional practice assignment. The specific focus/topic is negotiable depending on the context of practice available to the student.

Assessment: A major project equivalent to 6000 words and focused on training and development in the workplace (100 per cent)

472-601 WORKING WITH CHALLENGING BEHAVIOUR
This subject is not offered in 2002

Available in these courses: MEd, MEarlyInt, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 25 points
HECS-band: 1
Staff: Anna Bortoli
Contact: 42 hours
Description: This subject addresses current research relating to the origins of challenging behaviour in young children; implications of challenging behaviour on subsequent development; self concept, self esteem and peer relationships in young children exhibiting challenging behaviour; assessment of challenging behaviour; theories of behaviour management; models of intervention and the range of strategies and techniques for intervention; applying behavioural intervention in the classroom in inclusive and specialist settings; the roles of the child, family, teacher and specialists in this process; evaluation of the efficacy of the intervention programme for the child.

Assessment: Assignments equivalent to 6000 words (100 per cent).

472-616 DEVELOPING AUDITORY FUNCTION IN HEARING IMPAIRED CHILDREN

This subject is not offered in 2002

Available in these courses: MEd, MEdHearingImp, PCDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Margaret Brown, Field Rickards

Contact: 36 hours

Prerequisites: 477-802 Assessment and Teaching of Speech to Hearing Impaired Students and 477-803 Assessment and Teaching of Language to Hearing Impaired Students, or equivalent

Description: Topics include: concepts critical to understanding auditory function; auditory experience in the habilitation of a child with hearing loss; emerging auditory development; assessment of auditory skills; speech perception development, auditory-verbal and other approaches to developing auditory skills.

Assessment: One practical assignment equivalent to 3000 words (50 per cent); and one theoretical and practical assignment equivalent to 3000 words (50 per cent).

472-617 ADVANCED PRACTICUM FOR HEARING IMPAIRED CHILDREN

Available in these courses: MEdHearingImp (Streams 1B and 28 only)

Offered: Parkville Campus, Year-long

Credit points: 25

HECS-band: 1

Staff: Margaret Brown, Louise Paatsch

Contact: 45 days supervised practicum plus 18 hours of seminars

Description: Supervised placement in auditory/oral settings to allow students to develop teaching strategies for the development of auditory function and spoken language communication in hearing impaired children.

Assessment: Satisfactory completion of 45 days of supervised teaching with formal assessment by the supervisor (70 per cent) and a comprehensive log book (30 per cent).

472-720 EDUCATIONAL PSYCHOLOGY PRACTICUM 5

Available in these courses: DEdPsych

Offered: Parkville Campus, Year-long

Credit points: 37.5

HECS-band: 1

Co-ordinator: Erica Frydenberg

Contact: 90 days of practicum

Prerequisite: 476-660 Practicum 4

Special note: Students must contact the Practicum Co-ordinator by the end of the first week of the Semester to discuss placement.

Description: The fifth placement represents the final set of training experiences for the student. In conjunction with the Field Supervisor and the Practicum Placement Co-ordinator, a range of experiences are designed. Students are required to conduct themselves in an autonomous professional manner in the development of major policy and projects in the educational psychology context.

Assessment: Successful completion of the formal requirements of the placement including attendance for the required number of days. Submission of major project report (100%).


472-721 ADVANCED SEMINAR IN PSYCHO-EDUCATIONAL PRACTICE

Available in these courses: DEdPsych

Offered: Parkville Campus, Year-long

Credit points: 12.5

HECS-band: 1

Staff: Erica Frydenberg

Prerequisites: Successful completion of all Year 1 and Year 2 subjects

Description: Students develop a specialised knowledge of standard assessment techniques and intervention strategies in respect of specific areas in psychology such as child abuse, school refusal, ADHD, autism, depression, stress and coping etc. Advanced systemic assessment and intervention is a feature of the seminars.
Assessment: An essay and a case report of not more than 3000 words each (50 per cent each). Satisfactory class participation, which may include a presentation is also required.


472-774 RESEARCH-BASED INCLUSIVE PRACTICES
This subject is not offered in 2002

Available in these courses: DEd, MEd, MSpecEd

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Contact: 36 hours

Staff: Daryl Greaves

Description: A rationale for the use of research findings to support the use of teaching practices for students with exceptional needs is explored. Present large-scale research projects in education are examined. Implications are drawn for current practices for students with additional educational needs. Students are encouraged to pursue research evidence to support their own educational practices. Topics include appropriate research techniques to examine the efficacy of teaching practices, data collection procedures for individual and group differences, the role of theory in guiding the development of research topics, large scale studies in literacy and numeracy.

Assessment for DEd students: A paper in the form of a publishable journal article of 8000 words (100 per cent).

Assessment for all other students: A paper in the form of a publishable journal article of 6000 words where possible based on a trial of one of the methods of techniques. (100 per cent).


472-775 MANAGEMENT OF INSTRUCTION AND BEHAVIOUR
This subject is not offered in 2002

Available in these courses: DEd, MEd, MSpecEd

Offered: Parkville Campus

Credit points: 25.0

HECS-band: 1

Contact: 36 hours

Staff: Daryl Greaves

Description: Research-based practices for the effective management of teaching and learning is discussed in relationship to contemporary theories. Specialised techniques for the development of behaviours aimed at enabling the individual to learn in an inclusive classroom and to live in the community are gathered from current research findings. Ethical considerations and legislation guiding the choice of methods and techniques for managing student behaviour are explored. The educational needs of students with intellectual disabilities and those with various forms of behavioural difficulties, including AD/HD and Autism form the major focus.

Assessment for DEd students: A paper in the form of a publishable journal article of 8000 words where possible based on a trial of one of the methods of techniques. (100 per cent).

Assessment for all other students: A paper in the form of a publishable journal article of 6000 words where possible based on a trial of one of the methods of techniques (100 per cent).


472-801 ADULT LEARNING IN LEARNING ORGANISATIONS 1
Available in these courses: MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 2

Credit points: 12.5

HECS-band: 1

Contact: 15 hours

Staff: Anne Jasman

Description: The critical elements of change; professional development; strategic intentions, thinking and planning; management; and leadership which underpin learning at an individual and organisational level is explored in the following topics: learning for adults within the changing work environment; strategic intentions, thinking, planning and action; professional development models for change.

Assessment: Written work equivalent to 3000 words (100 per cent).

472-802 ADULT LEARNING IN LEARNING ORGANISATIONS 2
Available in these courses: MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 2

HECS-band: 1

Credit points: 12.5

Staff: Anne Jasman

Contact: 15 hours
Prerequisite: Successful completion of, or concurrent enrolment in, 472801 Adult Learning in Learning Organisations 1

Description: Critical elements of change including: change agents and the importance of processes for development, implementation and evaluation; professional teams — roles and responsibilities in change management; leadership and management of learning for adult professionals and the organisation.

Assessment: Written work equivalent to 3000 words (100 per cent).

472-853 TEACHING AND LEARNING FOR THE ENVIRONMENT

Available in these courses: MEnvironment

Offered: Parkville Campus, Semester 1 or 2

HECS-band: 1

Credit points: 12.5

Staff: John Baird

Contact: 18 hours

Description: The purpose of this subject is to encourage individuals to reflect upon and analyse the influence of their teaching on the quality of learning within the context of environmental education. It examines the links between learning and particular teaching strategies, and various models and approaches to learning and teaching that foster effective environmental education.

Assessment: A critique of some contemporary theories of teaching and learning to criteria developed in the subject (2000 words, 40 per cent); and a report describing personal action related to the design and implementation of an innovation to implement effective teaching and learning of environmental education (2000 words, 60 per cent).

Prescribed Texts: Teaching and Learning for the Environment. Collected Readings

476-615 EDUCATIONAL AUDIOLOGY AND SENSORY AIDS

Available in these courses: MEd, MEdHearingImp, PGCertProfStud

Offered: Parkville Campus, Summer

Credit points: 25

HECS-band: 1

Staff: Field Rickards

Contact: 36 hours

Prerequisite: 477-801 Audiology in Education, or equivalent

Description: Topics include: anatomy and physiology of the ear; screening and diagnostic methods in infants and young children; hearing aids for hearing impaired children; selection, evaluation and educational strategies; educational amplification; the perception of speech by students with impaired hearing; cochlea implants; selection, programming and trouble shooting.

Assessment: An essay of 3000 words (50 per cent); and a practical project of 3000 words (50 per cent).

476-621 CURRICULUM IMPROVEMENT

This subject is not offered in 2002

Available in these courses: DEd, MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Gael Hildebrand, Maxine Cooper

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Special note: This subject may not be undertaken by students who have already completed 476-691 Perspectives on Curriculum or 476-638 Gender Construction Through the Curriculum.

Description: This subject is designed to meet the needs of educators who are aiming to improve their curriculum practices. It develops from the core subject, 476-689 Curriculum Design, and is particularly relevant to curriculum coordinators and course developers who wish to enhance their expertise in curriculum critique and development from an informed basis. The dynamic nature of curriculum planning, implementation and evaluation is explored through issues and trends at...
local, systemic, national and international levels. A combination of practical and theoretical perspectives draw on literature that critiques current curriculum practices, such as teacher narratives of experience and aspects of critical, post-modern and feminist theories, and show how these offer a spectrum of possibilities for curriculum improvement. As well as providing the tools for students to analyse and critique curriculum principles, policies and practices, this subject also creates opportunities for students to use action-based models of curriculum improvement to focus on a negotiated area such as: curriculum structures; new learning theories about ways of knowing; integrated curriculum; transition stages within schooling; innovative learning technologies; gender; indigenous studies; multiculturalism and Australia's role in Asia and the Pacific region; environmental issues and/or another curriculum dimension that is of concern to the student within their own context.

Assessment for DEd students: Two papers on theoretical and practical perspectives, each of 1500 words, a paper reflecting a curriculum project of 3000 words, and an additional research task of 2000 words. Each of these three papers must be completed at a pass or better level as a necessary condition for passing the subject as a whole.

Assessment for all other students: Two papers on theoretical and practical perspectives, each of 1500 words, and a paper reflecting a curriculum project of 3000 words. Each of these three papers must be completed at a pass or better level as a necessary condition for passing the subject as a whole.

476-622 ADVANCED LANGUAGE ASSESSMENT AND TEACHING FOR HEARING IMPAIRED STUDENTS

Available in these courses: MEd, MEdHearingImp, PGDipProfStud, PGCertProfStud

Offered: Either Parkville Campus, Semester 2 or external (Perth) mode

Credit points: 25

HECS-band: 1

Staff: Kate Leigh, Margaret Brown

Contact: 36 hours

Prerequisites: 477-802 Assessment and Teaching of Speech to Hearing Impaired Students, and 477-803 Assessment and Teaching of Language to Hearing Impaired Students.

Description:

This subject is normally run intensively, including a visiting scholar with specialist knowledge of spoken or signed language. Topics will be selected from: advanced theory of communication and language development and analysis of the impact of hearing impairment on developmental processes at all ages; advanced topics in assessment of communication and language; communication and language sampling; issues related to the evaluation process; advanced techniques in language analysis; literacy development; advanced discussion of language teaching and learning processes and applications for students with impaired hearing.

Assessment: One practical assignment equivalent to 3000 words (50 per cent) and one assignment covering theory and practice equivalent to 3000 words (50 per cent).

476-623 EARLY INTERVENTION FOR HEARING IMPAIRED CHILDREN

This subject is not offered in 2002

Available in these courses: MEd, MEdHearingImp, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Margaret Brown

Contact: 36 hours

Description: This subject addresses early childhood development theories and their application to early intervention for hearing impaired children; models of early intervention for hearing impaired children; principles of parent focussed early intervention; preverbal and verbal developments and their analysis in hearing impaired preschoolers; research into caregiver-child interactions; analysis of caregiver-child interactions; research relating to play and social development in hearing impaired preschoolers; analysis of peer interactions; strategies for intervention in play and social development; programming for hearing impaired children within a family centred practice philosophy.

Assessment: One essay or case study of approximately 3000 words (50 per cent); and a practical assignment equivalent to 3000 words (50 per cent).

476-641 IMPROVING CLASSROOM LEARNING AND TEACHING THROUGH MULTIMEDIA

This subject is not offered in 2002

Available in these courses: MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Keith Pigdon

Contact: 30 hours

Prerequisites: Completion of, or concurrent enrolment in another subject from the Learning, Teaching and Assessment Unit subjects at Masters level.

Special requirements: Students undertaking this subject must be competent computer users, with a sound knowledge of either the Macintosh or Windows interface. Experience with graphics or imaging software.
would be an advantage. Knowledge of programming is not necessary.

Special notes: This is a quota subject. This subject may not be undertaken by students who have already completed either 476-845 Evaluating Multimedia for Learning and Teaching or 476-885 Designing a Multimedia Package.

Description: The focus of this subject is the current and potential influence of multimedia on learning and teaching practices and outcomes. Recent advances are investigated in terms of their educational rationale, purpose and potential influence on classroom teaching and learning. The investigation includes a design and implementation component that requires students to confront issues related to the contribution of multimedia to worthwhile curriculum design and implementation.

Assessment: One paper of 3000 words, reviewing and critically evaluating research and wider literature in the areas of design and evaluation in multimedia-assisted learning (50 per cent). The design and part production of a project, equivalent to 3000 words, that demonstrates student knowledge and skills in designing a multimedia package that is built explicitly on a valid, relevant educational rationale (50 per cent).

476-643 APPROACHES TO TRAUMA AND GRIEF IN EDUCATIONAL SETTINGS

Available in these courses: DEd, MEd, MStudWelf, MYouthHealthEdWelf, PCDipProfStud, PCCertProfStud

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: TBA

Contact: 36 hours

Special note: This is a quota subject with an enrolment limit of 25.

Description: Topics include: definitions, foundations and stages of uncomplicated (normal) and complicated (pathological) grief; responses to trauma and grief across the life-cycle, particularly focusing on children and adolescents; conceptual models of trauma and grief; physiological, psychological, social, political and community reactions to trauma and grief; cross-cultural issues of grief and trauma; grief counselling and support interventions; school organisational responses to critical incident stress; compassion fatigue; youth suicide, prevention, intervention, and postvention; current policies and programs; post-traumatic stress disorder; emergency management processes for schools.

Assessment for DEd students: A 6000-word assignment or equivalent project (75 per cent) and a research paper of 2000 words (25 per cent).

Assessment for all other students: A 6000-word assignment or equivalent project (100 per cent).

476-644 MANAGING CONFLICT IN EDUCATIONAL SETTINGS

Available in these courses: DEd, MEd, MStudWelf, MYouthHealthEdWelf, PCDipProfStud, PCCertProfStud

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: TBA

Contact: 36 hours

Description: Topics include: definitions and classical theories of conflict, human needs theory; research on co-operative, competitive and conflict processes; types of conflict in schools; evaluation of the management of conflict in schools at administration, staff and student levels; third party intervention; the mediation process: history and research; evaluation of applications of mediation in education.

Assessment for DEd students: A 6000-word assignment or equivalent project (75 per cent), and a research paper of 2000 words (25 per cent).

Assessment for all other students: A 6000-word assignment or equivalent project (100 per cent).

476-645 MULTIVARIATE RESEARCH METHODS

Available in these courses: MEd, MAssess&Eval, MEdHearingImp, MEarlyChild, MEarlyInt, MGiftedEd, MSpecEd, MStudWelf, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: Esther Care

Contact: 30 hours

Description: A good understanding of data collection methods and basic statistics is assumed. The appropriate application of multivariate analysis methods is a strong focus of the subject. The interdependence of measurement, design, and analysis in research is emphasised. Practical aspects of data management and analysis (using SPSS 10.0 for Windows) are included in the laboratory component. The importance of theory underlying hypothesis testing is highlighted. Topics include: selection of appropriate techniques for answering research questions; focus on describing group differences; specific techniques — multivariate analyses of variance, discriminant analysis, multidimensional scaling; and interpretation and presentation of analysis results.

Assessment: Written reports totalling 6000 words (100 per cent).

476-646 DIFFERENCES IN INTELLIGENCE AND ACHIEVEMENT

This subject is not offered in 2002

Available in these courses: MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Esther Care
Contact: 30 hours

Description: This subject comprises a study of the relationship between intelligence and achievement. It is based on "state of the art" research into the nature of intelligence, and findings of standardised achievement testing in Australia over the past decade. In the study of intelligence, the roles of biological bases, heredity, and environment are considered. The study of achievement utilises outcome data from tracking programs and select entry. The interaction of intelligence and achievement forms a focus of study. Issues relevant to the individual are illustrated through focus on educationally relevant psychological constructs such as values, learning style, and interests.

Assessment: An examination and written reports to totalling 3500 words.

476-647 EDUCATIONAL PSYCHOLOGY PRACTICUM 1

Available in these courses: DEdPsych, MEdPsych

Offered: Parkville Campus, Year-long
Credit points: 12.5
HECS-band: 1
Co-ordinator: Vicki McKenzie
Contact: 30 days practicum, plus three hours of lectures

Special note: Students must contact the Practicum Co-ordinator by the end of the first week of the Semester to discuss placement.

Description: In this placement the supervisor, in conjunction with the Practicum Placement Co-ordinator, offers a designed set of training experiences which are undertaken with the supervisor. The experiences are determined by the opportunities that arise naturally in the field. The involvement of the student is judged by the supervisor. Generally the student visits a number of educational sites; observes and conducts assessment, interviews, consultations; attends meetings; creates Individual behavioural progress charts; researches key issues; experiences the varied opportunities and challenges of the workplace; reflects on matters of professional importance; collects resource materials for future professional use. The placement provides an understanding of the breadth and depth of the role of the educational psychologist. It facilitates the development of an appreciation of complex professional issues, ethics and identity. There are up to three lectures covering issues of ethics, working with allied professionals and contemporary issues in educational practice.

Assessment: Students are required to successfully complete the formal requirements of the placements including attendance for the required number of days. Assessment occurs on a continuous basis throughout the placement process. A combination of measures is applied to gain an understanding of the student's progress which include: completion of a log book including a written description of the placement setting including its location and operations within the organisational system and the role of the educational psychologist within that setting (approximately 2500 words; 50 per cent); and formal assessment by the field supervisor (50 per cent).

476-648 DIFFERENCES

Available in these courses: DEdPsych, MEdPsych

Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Esther Care
Contact: 24 hours

Description: Mainstream and current research in the fields of personality, intelligence and interests is investigated. Emphasis is placed on gaining in-depth knowledge of important models within these fields, such that students understand the professional implications of utilising psychological measures based on these models.

Assessment: Written reports totalling 6000 words (100 per cent).


476-649 WORKING WITH GROUPS: THE INDIVIDUAL IN THE SOCIAL CONTEXT

Available in these courses: DEdPsych, MEdPsych

Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Erica Frydenberg
Contact: 24 hours

Description: A general review of systems theory and practice is presented, with the particular focus of assisting participants to understand the social system and to develop interventions in that context. The sessions cover: communication in groups (selective perception and culture, perception and communication, understanding communication in groups); membership in formal and informal organisations (multiple
memberships, group norms, group pressure and deviancy, the power of groups, conformity, compliance and obedience and the goals of a group; surface and hidden agendas; leadership; a systemic view of small group behaviour; group problem solving and decision making; the use of humour in groups; the family as a microcosm of a group; supportive structures and processes within groups. Since learning, development and adaptation of the individual occurs within varieties of social contexts, namely the school, the family, the peer group, the role of the support systems within the school, the family and the community are considered. School and family as systems are examined. Since systems work in education is heavily informed by family systems work and training in family therapy readily generalises to work with other groups, the family as a system is addressed.

Assessment: Two parts to the Assessment: (1) an analysis of a selected problem and an interpretation of its genesis, maintenance and possible solution in systemic terms (3000 words; 60 per cent); and (2) a detailed analysis of a selected topic that relates to the prescribed or recommended reading (2000 words; 40 per cent).


476-650 LEARNING PROCESSES AND PROBLEMS
Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: John Munro
Contact: 24 hours

Description: This subject reviews contemporary theories of learning, individual differences in learning, competence versus performance, cognitive and social influences on the means by which individuals display knowledge, the development, implementation and evaluation of appropriately-referenced Instructional procedures, developmental trends in the acquisition of knowledge in the areas of literacy, the psychology of learning disabilities, the assessment of learning disabilities and the design and implementation of effective intervention. Throughout the focus is on how these issues can inform the work of the educational psychologist.

Assessment: Two papers each of 2500 to 3000 words (50 per cent each).


476-651 PSYCHOLOGICAL TESTS
Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Esther Care
Contact: 24 hours

Description: Psychological tests and testing in educational settings are considered from functional and contextual viewpoints, with emphasis on usage of test results. Test construction and psychometric issues, links between theory and measure, reporting and ethics, are covered through examining specific tests. Hands-on practice with mainstream tests (intelligence, development and personality) is used as the primary vehicle for learning.

Assessment: Written reports totalling 6000 words (100 per cent).


476-652 COUNSELLING SKILLS FOR EDUCATIONAL PSYCHOLOGISTS
Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Erica Frydenberg
Contact: 24 hours

Description: The counselling skills of attending, minimal encouragers, open questioning, reflective listening, empathic listening, immediacy, confrontation, and summarising are introduced in the context of a number of models of the counselling process including that of Gerald Egan. Counselling skills are taught within a framework of relationship building with the client, which entails appreciation of the key aspects of the counsellor's attitudes, in particular communication of genuineness and respect. Participants are also introduced to intervention strategies applicable once the counselling relationship has been established. There is also a review of the role of values and ethics in the counselling interview. Students are asked to examine and articulate their own values, investigating the influence of these values on their practice as counsellors. Difficult issues such as those relating to cross-cultural counselling are addressed as students examine the issue of 'value free' counselling. The mode of instruction is largely experiential with development of approaches to counselling skills supported by the use of video feedback and small and large group demonstrations, and student participation. Students are introduced to real-life cases from an educational context
and are asked to contribute case material from their own educational experience as appropriate. The program draws upon established psychological theory and practice and is therefore supported by extensive literature. The unit lays the foundation for much of the work of a practising psychologist.

Assessment: A videotape of a counselling interview, demonstrating competence in the basic counselling skills (60 per cent), and a paper of 1000 to 2000 words (40 per cent).


476-653 EXCEPTIONALITY: ASSESSMENT AND INTERVENTION

Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Daryl Greaves
Contact: 24 hours

Description: This subject provides relevant information to enable educational psychologists to work with children and adolescents with exceptional needs in regard to identification of exceptionality and appropriate assistance. This includes current policies and practices in regard to assessment, interventions, and recommendations to parents and other professionals working with these individuals. The subject is concerned with the full range of exceptionality. An examination of key concepts for those with exceptionality is undertaken which includes definitions, characteristics, symptoms, and likely developmental consequences. Psychological aspects and issues arising from the identification of such individuals are considered in the context of current government policies of inclusion and research based educational theories. Particular emphasis is placed on assessment, program implications, service delivery, and support in meeting the developmental needs of these individuals. The role of the educational psychologist when working with exceptional individuals, their parents, and multidisciplinary teams is explored.

Assessment: Written assignments of not more than 5000 words are required (100 per cent).


476-654 INTERVENTION IN THE PROBLEMS OF CHILDHOOD AND ADOLESCENCE

Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 2
Credit points: 6.25
HECS-band: 1
Staff: Erica Frydenberg
Contact: 12 hours

Description: This unit builds on the assessment, counselling and social context units and has the twin aims of focusing on theory and research as they relate to the treatment of problems of childhood and adolescence. The underlying consideration is prevention rather than cure. For that reason there is an emphasis on developing resilience and psychosocial competence in young people. The content of the unit deals with an introduction to major approaches such as: Adlerian Psychotherapy, Cognitive Behaviour Therapy, Gestalt Therapy, Systems Theory and Humanistic Psychotherapy. A limited number of approaches to intervention from early childhood (e.g. Play Therapy), through to adulthood (e.g. Cognitive Behaviour Therapy), are considered in greater detail. These approaches are examined as they contribute to the treatment of the major developmental problems of childhood and adolescence and their manifestations in an educational setting, such as, for example, depression and ADHD. Assessment of the problem involves a systemic approach using DSM IV diagnostic criteria. An understanding of the genesis and maintenance of problems, taking into account the social context, is the basis for selecting the most appropriate tools for intervention. The focus is on the development of resilience and psychosocial competence, one aspect of which is coping.

Assessment: A paper of 2000 words (100 per cent).


476-655 CONSULTATION IN EDUCATIONAL SETTINGS

Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Semester 2
Credit points: 6.25
HECS-band: 1
Staff: Erica Frydenberg
Contact hours: 12 hours

Description: The unit deals with the role of the educational psychologist as a consultant in helping to maximise to develop an organisational policy and intervention
programs on topics such as discipline, bullying, dealing with trauma, or integration. The program addresses the issues relating to negotiation and consultation, gaining entry into an organisation and the role of the consultant as a collaborative problem solver who works in some circumstances directly and in others indirectly in providing services to an educational community. There is an emphasis on developing the skills that enable an educational psychologist to negotiate a consultation in an educational setting; consult with parents and teachers to increase their effectiveness in resolving the psychological and learning problems of children and adolescents; to become a change agent in an organisation (in particular a school); and to deliver a consultation in a team.

Assessment: The assessment is in two parts: A consultation package to an organisation in the form of a program that addresses contemporary issues of concern to the educational system (60 per cent), and an unseen task taken from practice that requires students to respond to case examples (40 per cent).


476-656 RESEARCH METHODS

Available in these courses: DEdPsych, MEdPsych

Offered: Parkville Campus, Semester 1

Credit points: 12.5

HECS-band: 1

Staff: Esther Care

Contact: 24 hours

Description: An integrated approach to research in the field of educational and developmental psychology. The interdependence of measurement, design, and analysis is emphasised. Practical aspects of data management and analysis (using SPSS 10.0 for Windows) is included in the laboratory component. Specific multivariate techniques are studied — their selection, use, interpretation, and reporting. Datasets relevant to the practice of educational psychology are used to inform exercise hypotheses and analyses.

Assessment: Written reports totalling 6000 words (100 per cent).


476-657 MASTER OF EDUCATIONAL PSYCHOLOGY RESEARCH PROJECT

Available in these courses: MEdPsych

Offered: Parkville Campus, Year-long

Credit points: 50.0

HECS-band: 1

Staff: Esther Care

Contact: 24 hours plus individual supervision

Prerequisite: 476-656 Research Methods

Description: Completion of the research project is intended to give students an appreciation of the processes involved in research, practical skills development, and the capacity to evaluate published research in the field of interest. As advised by the supervisor, the student studies appropriate research methodology and carries out a review of relevant literature and research for an Investigative study resulting in the preparation of a report. The project offers students the opportunity to study in more depth themes discussed in previous subjects, and to apply these to an area of particular interest. Although the work may rely to some extent on the work of others, it should be a new presentation which may involve collecting primary data from the field, evaluating or formulating a construct, or making a theoretical contribution. The result should give clear evidence of research skills and critical judgment.

Assessment: The project is assessed through the submission of a research proposal (hurdle requirement), an application for ethics clearance (hurdle requirement), and a report structured in two parts: a publishable article, and a technical supplement (totalling between 10,000 and 12,000 words; 100 per cent).


476-658 EDUCATIONAL PSYCHOLOGY PRACTICUM 2

Available in these courses: DEdPsych, MEdPsych

Offered: Parkville Campus, Year-long

Credit points: 12.5

HECS-band: 1

Co-ordinator: Vicki McKenzie

Contact: 30 days of practicum, plus up to three hours of lectures

Prerequisite: 476-647 Practicum 1

Special note: Students must contact the Practicum Co-ordinator by the end of the first week of the Semester to discuss placement.

Description: In this placement, the supervisor in conjunction with the Practicum Placement Co-ordinator offers a designed set of training experiences to the student. The training experience, undertaken with the supervisor, is built upon the activities observed in Practicum 1. The practicum placement is generally in the same location as Practicum 1. The experiences are determined by the opportunities which arise naturally in the field. The involvement of the student is judged by the supervisor. Generally, the student visits a number of educational sites; observes and conducts assessments, interviews, consultations; attends meetings, creates individual behavioural progress plans and reports upon their outcomes where appropriate. The placement provides the opportunity to carry out the tasks of an educational psychologist under supervision. Opportunities to receive feedback are built into the task design. There are up to three lectures covering the
issues of ethics, working with allied professionals and contemporary issues in educational practice.

Assessment: Students are required to successfully complete the formal requirements of the placements including attendance for the required number of days. Assessment occurs on a continuous basis throughout the placement process. A combination of measures is applied to gain an understanding of the student’s progress which include: completion of a log book including an account of a prescribed task derived directly from the field placement (approximately 1500 words; 30 per cent); formal assessment by the field supervisor (70 per cent).

476-659 EDUCATIONAL PSYCHOLOGY PRACTICUM 3
Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Year-long
Credit points: 12.5
HECS-band: 1
Co-ordinator: Vicki McKenzie
Contact: 30 days of practicum, plus up to three hours of lectures
Prerequisite: 476-658 Practicum 2
Special note: Students must contact the Practicum Co-ordinator by the end of the first week of the Semester to discuss placement.

Description: In this placement a range of experiences appropriate to the setting are designed by the Field Supervisor and Practical Placement Co-ordinator. These include familiarisation of a unique setting through an induction process; independent experiences in individual services — observation, assessment, interviewing and reporting; program implementation; increased access to professional issues — confidentiality, ethics, identity, networks; professional literature and research. During this placement students are required to conduct themselves in a professional manner with an appropriate degree of autonomy; undertake psycho-educational assessments independently and effectively report on their findings to a range of audiences; undertake small group discussions, interviews, programs and interventions with appropriate negotiation, documentation and evaluation and display sensitivity and skills in counselling, interviewing problem solving, and consultation tasks. There are up to three lectures covering ethical issues in professional practice and the skills required in report writing.

Assessment: Students are required to successfully complete the formal requirements of the placements including attendance for the required number of days. Assessment occurs on a continuous basis throughout the placement process. A combination of measures is applied to gain an understanding of the student’s progress which include: completion of a log book including an account of a case study derived directly from the field placement (approximately 1500 words; 30 per cent); formal assessment by the field supervisor (70 per cent).

476-660 EDUCATIONAL PSYCHOLOGY PRACTICUM 4
Available in these courses: DEdPsych, MEdPsych
Offered: Parkville Campus, Year-long
Credit points: 12.5
HECS-band: 1
Co-ordinator: Vicki McKenzie
Contact: 35 days of practicum, plus up to three hours of lectures.
Prerequisite: 476-659 Practicum 3
Special note: Students must contact the Practicum Co-ordinator by the end of the first week of the Semester to discuss placement.

Description: This placement represents the final set of training experiences for the student. In conjunction with the Field Supervisor and the Practicum Placement Co-ordinator, a range of experiences are designed. These include: independent assessment and reporting services; attendance at professional meetings; experience with other agencies and interdisciplinary teamwork; consultation with a range of personnel; project design, implementation and development; professional development as appropriate. Students are required to conduct themselves in an autonomous professional manner; undertake a wide range of individual assessments, report appropriately and develop successful interventions based on data gained; develop projects around issues of concern; communicate and consult with a range of professions and agencies and have an appreciation of the value of teamwork when appropriate; utilise the combination of education and psychology to enhance practice. There are up to three lectures covering issues in ethics in practice, legal requirements of an educational psychologist, writing for legal and other practitioners.

Assessment: Students are required to successfully complete the formal requirements of the placements including attendance for the required number of days. Assessment occurs on a continuous basis throughout the placement process. A combination of measures is applied to gain an understanding of the student’s progress which include: completion of a log book including an account of a small field project which involves a consultation process directly derived from the field placement (1500 words; 30 per cent); formal assessment by the field supervisor (70 per cent).

476-661 ASSESSMENT DESIGN AND ANALYSIS
Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PGDipProfStud, PCertProfStud, PGDipAssess&Eval
Offered: Either Parkville Campus or external (on-line) mode, Summer
Credit points: 25
HECS-band: 1
Staff: Patrick Griffin, Kelvin Lai
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Prerequisites: Any quantitative methods subject of 25 points, or approved equivalent.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: Topics include: assessment strategies, assessment instrument design; domain specification and definition; test preparation, assessment task development; scoring approaches, strengths and weaknesses, item response theory (one, two and three parameter models) analysis, application, and interpretation of item response and classical analyses of data, using data to improve instruction, designing data bases, item banks, adaptive testing, assessment systems, competency based on assessment, test equating, and dimensions of learning.

Assessment for DEd students: A report of 5000 words on the design, development, administration and calibration of an assessment instrument, presented in a format suitable for publication in an assessment or measurement journal (65 per cent); and a discussion paper, not exceeding 3000 words, on approaches to assessment within a specific discipline (35 per cent).

Assessment for all other students: Development and calibration of an item set, based on field work data, included in a report of 6000 words or equivalent (100 per cent).

476-662 COMPETENCY AND PERFORMANCE ASSESSMENT

Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PGDipProfStud, PGCertProfStud, PGDipAssess&Eval

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 1

Staff: Patrick Griffin, Shelley Gillis

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: A study of performance and competency-based assessment; assessment outside schools, industry, higher education, further education; recognition of prior learning (RPL) policies and practices; strategies for competency assessment; assessment for instrument and process design; assessment systems; technical issues of interpretation and application of performance assessment monitoring performance assessment systems; technical issues of interpretation and application or performance assessment; measurement model applied to performance assessment; application of item response theory to performance assessment and profiles and competency assessment of individuals and groups.

Assessment for DEd students: A report of 5000 words (65 per cent) on the development of a performance or competency assessment system (the report should be written in a journal article format suitable for publication in an assessment or measurement journal); and a paper of 3000 words, suitable for publication in a professional journal, evaluating an aspect of a current implementation of competency or performance assessment (35 per cent).

Assessment for all other students: A performance assessment field project with a report of 4000 words (70 per cent); and a seminar presentation and paper equivalent to 2000 words (30 per cent)


476-664 ADVANCED MEASUREMENT AND PSYCHOMETRICS

Available in these courses: MEd, MAssess&Eval, MTrng&Dvt, PGDipProfStud, PGCertProfStud, PGDipAssess&Eval

Offered: Parkville Campus, Semester 2

HECS-band: 2

Staff: Patrick Griffin, Kelvin Lai

Credit points: 25

Contact: 36 hours

Prerequisite: 476-661 Assessment Design and Analysis

Special requirements: Advanced skills in assessment design and analysis, test equating and interpretation, and a high level of statistical and mathematical skills.

Description: This unit is intended to provide an advanced understanding of item response modelling and psychometric theory. The subject examines item response theory from an advanced perspective, including the development of single and multiple parameter models, their specification, estimation and evaluation. It focuses on procedures for calibration and banking tasks based on rating and criterion referenced scales, constructed response and judgement-based assessments as well as multiple choice tasks. Computer applications linked to item response models and the other specific purposes in psychometric analysis include test equating and adaptive and on-line assessment.
ASSessment: Two papers/reports of 3000 words each (50 per cent each).


476-674 TRANSITIONAL PLANNING AND VOCATIONAL PREPARATION FOR PERSONS WITH DISABILITIES

Available in these courses: DEd, MED, MSpecEd,
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Ishwar Desai
Contact: 36 hours
Description: This subject focusses on conceptual issues, methods, and procedures for assessing the vocational potential and skills of persons with disabilities, and the techniques and resources currently available to facilitate their vocational adjustment and employment. Special attention is given to the development of school to work transitional programs and the strategies for developing effective work and employment related skills and attitudes. In addition, the limits and benefits of various employment models and programs such as supported, transitional and competitive employment are explored.

Assessment: Two written assignments of 4000 words each, (50 per cent each), or a paper of 8000 words approved by the lecturer based on a class presentation (100 per cent).


476-675 CONTEMPORARY ISSUES IN DISABILITY AND EDUCATION

Available in these courses: DEd, MED, MSpecEd,
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Ishwar Desai
Contact: 36 hours
Description: This subject focusses on current issues related to the delivery of programs and services to persons with disabilities. Depending upon the student's area of specialisation, emphasis is placed on a study of persons with Intellectual, physical, social-emotional, and/or learning disabilities. A number of selected reports, policy documents, curriculum frameworks, theoretical writings, and practices in other parts of the world which may have implications for local program development, service delivery models and personnel training are studied. Students are expected to analyse and synthesise information in a selected area.

Assessment: Two written assignments of 4000 words each (50 per cent each), or a paper of 8000 words approved by the lecturer(s) based on a class presentation (100 per cent).


476-676 THEORIES AND RESEARCH IN CHILD DEVELOPMENT

Available in these courses: MED, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Kay Margetts
Contact: 30 hours
Description: This course provides a strong foundational base in the general research and theory of normal child development. Students also attain a practical understanding of children's emerging physical competencies and evolving comprehension of cognitive and social realities. The course includes in-depth examination of theoretical perspectives including Maturationist, Piagetian Cognitive Developmental Theory, and Vygotskian Sociocultural Theory. Child-caregiver relations are explored from the perspective of Attachment Theory.

Assessment: One 3000 word assignment or project (50 per cent); and a two-hour examination (50 per cent).

476-678 ADOLESCENT PSYCHOLOGY AND ITS IMPACT ON EDUCATION

Available in these courses: DEd, MED, MSStudWelf
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Erica Frydenberg
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: The major emphasis of the subject is on developmental theories of adolescence. Topics also deal with the adolescent in school in relation to biological change and sexual development, social and cognitive development and psychological disturbances. The psychological impact of the home, the school and the peer group are considered. The stresses faced by adolescence are considered and in particular there is an emphasis on how young people cope with stress.
Assessment for DEd students: An essay, literature review or book review of 3000 words (40 per cent); a case study of empirically based project report of 3000 words (35 per cent) and a research paper of 2000 words (25 per cent).

Assessment for all other students: An essay, literature review or book review of 3000 words (50 per cent); and a case study of empirically based project report of 3000 words (50 per cent).


476-679 APPLICATIONS OF EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM

This subject is not offered in 2002
Available in these courses: MEd, PCdipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: John Munro
Contact: 30 hours

Description: This subject identifies a range of issues in contemporary educational psychology, reviews and analyse them and identifies implications that they make for effective classroom practice. Issues include cognitive styles and preferences, memory storage and retrieval, locus of control, motivation, adjustment and contemporary psychoeducational assessment. Contemporary educational programmes and curriculum practices are analysed and evaluated in terms of this perspective and policy implications examined.

Assessment: An analytic examination of 2500 words of a current issue in educational psychology and its practical implications for teaching (50 per cent); and a report of 2500 words describing a research project examining a current issue in educational psychology in the classroom (50 per cent).

476-680 STRESS AND COPING IN EDUCATION: CHILDREN, PARENTS AND TEACHERS

This subject is not offered in 2002
Available in these courses: DEd, MEd, MStudWelf
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Erica Frydenberg, Daryl Greaves

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: A study of the recognition, symptoms and definition of stress and coping. Physiological mediation models and theory of stress and coping, e.g. cognitive, learning theory and sources of stress within education and other settings; effects of stress including teacher and administrator dysfunction, burnout, cardiac and other diseases. A major emphasis of the subject is the development of effective coping strategies. The role attitudes play in minimising or increasing stress are considered. Students compare and contrast common coping skills which children, parents and teachers can employ to manage their stress. The ways in which social support can be formalised in school settings as a buffer to stress are discussed. There is a focus on identifying ways in which organisations and administrators can reduce stress and the ways in which they can design curriculum initiatives to facilitate coping.

Assessment for DEd students: A major assignment of 4000 words and a research project of 4000 words (50 per cent each), and an oral class presentation addressing the content of one of the two assignments (oral presentation constitutes 20 per cent of the assessment for that assignment).

Assessment for all other students: An assignment of approximately 4000 words (65 per cent); and a project of 2000 words (35 per cent).


476-681 ASSESSING INDIVIDUAL DIFFERENCES IN LEARNING

This subject is not offered in 2002
Available in these courses: MEd, PCdipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: John Munro
Contact: 30 hours

Description: Individual differences in learning occur in all areas of human performance. This subject develops a model for the assessment of individual differences in learning by examining the assessment both of individual differences in learning outcomes in a range of areas and of the processes mediating these outcomes. The assessment model is referenced on an information-processing model for understanding individual differences in learning. Topics examined include: learner knowledge and management of the assessment process; purposes for assessing individual differences in learning; different types of assessment formats and contexts, the information processing demands of each; the interaction between assessment tasks and learner knowledge; the assessment of Individual differences in the processing, organising, storage and retrieval of
information; the assessment of individual differences in learning outcomes; learner differences in the mechanisms through which knowledge is displayed; and the types of scaling models for describing individual differences in learning, the assumptions made by various scoring procedures used.

Assessment: A critical examination (6000 words) of a current issue/topic in the assessment of individual differences in learning and its practical implications for teaching and education.

476-682 CURRENT ISSUES IN GIFTED EDUCATION
This subject is not offered in 2002

Available in these courses: MEd, MGiftedEd, PGDipProfStud, PGCertProfStud, PGDipEdStud(GiftedDev)
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours
Prerequisites: 476-893 Foundation Studies in Gifted Education and 476-895 Developmental Psychology of Giftedness, or approved equivalents.

Description: This subject addresses topical issues, recent developments and emerging trends in gifted education. Delivery is in seminar format, and may include some specialist visiting lecturers when the opportunity presents. The content involves the analysis of current issues for theoretical, policy, organisational and curriculum implications. Possible topics include: the impact of new information technologies; new research in the neurosciences and genetics; gender and minority issues; the changing roles of gifted people in society; tall poppies; metacognition and pedagogy; self-esteem of gifted children; new government policies on gifted education and talent development. These analyses employ both Australian and international perspectives.

Assessment: One 2000-word assignment (60 per cent) and one seminar paper equivalent to 1000 words (40 per cent).


476-683 CURRENT ISSUES IN VOCATIONAL PSYCHOLOGY

Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Esther Care
Contact: 30 hours

Description: This subject deals with highly significant developments in vocational psychology. Topics include the contributions of Donald Super, John Holland and Linda Gottfredson to the field of vocational psychology; applied Australian research relating to these theories; measures (surveys, questionnaires) used in the field of vocational psychology; and professional applications with adolescents and adults in educational contexts.

Assessment: Written reports totalling 6000 words (100 per cent).

476-684 INTRODUCTION TO GIFTED DEVELOPMENT AND EDUCATION
This subject is not offered in 2002

Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 25
Staff: Anne O Mullane
Contact: 36 hours

Special note: This subject may not be undertaken by students who have already completed either 476-893 Foundation Studies in Gifted Education or 476-895 Developmental Psychology of Giftedness.

Description: An overview of the theoretical, historical and developmental contexts pertaining to the field.

Assessment: Two papers totalling approximately 3000 words (30 per cent each) and two two-hour examinations (20 per cent each).

476-685 ADMINISTERING PROGRAMS FOR THE GIFTED

This subject is not offered in 2002

Available in these courses: DEd, MEd, MGiftedEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Anne O Mullane
Contact: 36 hours

Prerequisites: completion of the Postgraduate Diploma of Educational Studies (Gifted Development), or approved equivalent

Description: This subject emphasises the development of new structures for school-wide and district-wide implementation of gifted education policies based on both government direction and school and community needs. Topics include: understanding and securing change concerned with gifted education; conducting a needs analysis for gifted students; program organisation for a differentiated curriculum; roles of teachers and administrators of gifted education programs; and gifted education program evaluation.
Assessment for DEd students: Two 2500 word assignments (30 per cent each), a two-hour examination equivalent to 1000 words (15 per cent) and a research paper of 2000 words (25 per cent).

Assessment for all other students: Two 3000-word assignments (50 per cent each).


476-686 THE NEUROPSYCHOLOGY OF GIFTEDNESS

This subject is not offered in 2002

Available in these courses: MEd, MGiftedEd, PGCertProfStud, PGDipProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: TBA

Contact: 36 hours

Prerequisites: completion of the Postgraduate Diploma of Educational Studies (Gifted Development), or approved equivalent

Description: This subject presents research findings and explanatory theories in the neurosciences which inform our understanding of the nature and development of high cognitive abilities. Experimental work in memory, emotions, information processing, genetics, neurophysiology and consciousness all contribute to a neuropsychological account of human cognition in general, and giftedness in particular. Data gathered from new techniques of neuroimaging has added greatly to our understanding of brain functioning, and its psychological correlates, including linguistic functioning and mathematical reasoning. Possible implications of this science for education of the gifted are a constant theme.

Assessment: Two 3000-word assignments (50 per cent each).

476-688 TEACHING FOR EFFECTIVE LEARNING

Available in these courses: DEd, MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: John Baird

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The purpose of this subject is to encourage individuals to reflect upon and analyse the influence of their teaching on the quality of learning. It addresses four key questions: Why am I in this classroom? What am I doing? Why am I doing it? What is my theory of teaching and learning? It also examines the links between learning and particular teaching strategies, various models and approaches to learning and teaching, and practical classroom/workplace implementation of specific teaching strategies.

Assessment for DEd students: A critique of some contemporary theories of teaching and learning according to criteria developed in the subject (2500 words, 30 per cent); a report describing personal action related to design and implementation of an innovation to improve effective classroom teaching and learning (3500 words, 45 per cent); and a research paper of 2000 words (25 per cent).

Assessment for all other students: A critique of some contemporary theories of teaching and learning according to criteria developed in the subject (2500 words, 40 per cent); and a report describing personal action research related to design and implementation of an innovation to improve effective classroom teaching and learning (3500 words, 60 per cent).

476-689 CURRICULUM DESIGN

Available in these courses: DEd, MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: Gaell Hildebrand

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: A study of the various ways in which curriculum programs can be conceptualized, structured and implemented. The study uses the curriculum literature, eg. teachers' voices, curriculum documents, change theories, etc. to examine the assumptions, strengths and weaknesses of case studies of developments and their implementation.

Assessment for DEd students: An analysis of the major ideas involved in curriculum development, including an examination and review of the literature (3500 words, 45 per cent); an analysis of a curriculum development and/or its implementation and impact (2500 words, 30 percent); and a research paper of 2000 words (25 per cent).

Assessment for all other students: An analysis of the major ideas involved in curriculum development, including an examination and review of the literature (3500 words, 60 per cent); and an analysis of a curriculum development and/or its implementation and impact. (2500 words, 40 per cent).

476-692 REFLECTION AND
METACOGNITION IN LEARNING AND TEACHING
Available in these courses: DEd, MEd
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: John Baird, Jeni Wilson
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: In the study of thinking generally, and of learning and teaching in particular, reflection and metacognition are two focuses that have assumed prominence over the past two decades. Reflection builds upon a long history of educational enquiry; metacognition, by contrast, is a recent conception. In this subject, the nature and development of interest in these topics are reviewed, and their role and importance for improving the quality of classroom learning and teaching is considered.
Assessment for DEd students: A written submission of 4000 words (55 per cent), a class presentation of 2000 words (20 per cent), and a research paper of 2000 words (25 per cent).
Assessment for all other students: A written submission of 4000 words (70 per cent) and a class presentation of 2000 words (30 per cent).

476-693 PROFESSIONAL DEVELOPMENT, APPRAISAL AND CHANGE
Available in these courses: DEd, MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Anne Jasman
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: The professions generally recognise the importance of staff development and appraisal. There is growing acknowledgement in teaching of the links between appraisal, the professional development of teachers and change in schools. This subject explores the connections between teacher appraisal processes, professional development and school change, it examines trends in these areas in terms of contemporary purposes and practices for improvement in the work of schools and teachers.
Assessment for DEd students: A written submission of 4500 words that reports on and critically evaluates an appraisal/professional development program (65 per cent); and a class presentation of 1500 words or equivalent (15 per cent); and a research paper of 2000 words (25 per cent).
Assessment for all other students: Two papers of 3500 words (50 per cent each).

476-694 EDUCATIONAL MEASUREMENT, ASSESSMENT AND EVALUATION
Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PGDipProfStud, PGCertProfStud, PGCertAssess&Eval
Offered: Either Parkville Campus or external (on-line) mode, Semester 2
Credit points: 25
HECS-band: 1
Staff: Patrick Griffin, Kelvin Lai
Contact for DEd students: 36 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.
Description: This subject provides an overview of the nature of educational measurement, assessment and evaluation by contrasting various perspectives, purposes, models and procedures used in evaluation and monitoring programs. It provides for an analysis from both conceptual and practical viewpoints, using such techniques as classical test theory; test bias, reliability and validity; test and assessment task construction; normative and criterion referenced interpretations; formative, summative and diagnostic assessment; application and use of item response theory; and the design implementation, analysis and evaluation of assessment procedures. Recent international trends will be used to provide a conceptual basis for critical evaluation of some contemporary initiatives in the field. Both qualitative and quantitative aspects of measurement will be addressed and emphasis will be placed on the appreciation of quality monitoring through practical exercises and reviews of large assessment data files.
Assessment for DEd students: A report of 5000 words on the implementation of a current assessment system or model. The paper should be written in a journal article format suitable for publication in an assessment or measurement journal (65 per cent); and a critique of 3000 words of an aspect of current assessment procedure or instrument demonstrating theoretical understanding of models and techniques (35 per cent).
Assessment for all other students: Two papers of 3500 words (50 per cent each).
476-695 ASSESSMENT AND REPORTING FOR STUDENT LEARNING
Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PCDipProfStud, PCCertProfStud.
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Gael Hildebrand, Jeni Wilson, Patrick Griffin
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Description: This subject focuses on the relationship between learning and assessment procedures and how, by building on this relationship, both learning and assessment may be improved. It begins with an exploration of the varying purposes, principles and policies of assessment and reporting and considers trends and perspectives at local, systemic, national and international levels; innovations in assessment and reporting; shifting conceptions of validity and reliability; ways that assessment practices can be utilised to strengthen the links between accountability, improved learning outcomes, policies and quality and excellence. Students then apply the lessons of their critical evaluation of assessment and reporting to the design and evaluation of assessment and reporting policies and practices in an educational program.
Assessment for DEd students: Tasks totalling 6000 words (80 per cent) on matters related to a critical appraisal of assessment and reporting policy and practices, plus a research paper of 2000 words on an assessment and reporting issue (20 per cent).
Assessment for all other students: Tasks totalling 6000 words on matters related to a critical appraisal of assessment and reporting policy and practices (100 per cent).

476-696 INTEGRATIVE STUDY IN LEARNING AND EDUCATIONAL DEVELOPMENT
Available in these courses: MEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus, Semester 1 or 2
Credit points: 25
HECS-band: 1
Co-ordinator: Esther Care; student is responsible for obtaining a supervisor
Contact: 30 hours
Description: This subject arises out of the work in subjects of the department and which involves study of an aspect of the student’s professional work. The nature of the Integrative Study is determined through consultation with staff.
Assessment: A written paper of 6000 words (100 per cent).

476-697 SPECIAL STUDY IN LEARNING AND EDUCATIONAL DEVELOPMENT
Available in these courses: MEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus, Semester 1 or 2
Credit points: 25
HECS-band: 1
Co-ordinator: Esther Care; student is responsible for obtaining a supervisor
Contact: 30 hours
Objectives: On completion of this subject students should be able to elaborate on understandings arising from earlier studies and from workplace experiences regarding effective learning, assessment and special education, through either a program of lectures/seminars or intensive blocks in consultation with a staff member.
Description: An examination of specific aspects in the study of the interrelations among learning, assessment and special education that have been identified as currently important, given policy developments for schools.
Assessment: A written paper of 6000 words (100 per cent).

476-698 PROFESSIONAL DEVELOPMENT: COLLABORATION AND CONSULTANCY
This subject is not offered in 2002
Available in these courses: DEd, MEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Anne Jasman
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: There is growing acknowledgement that for teacher professional development to be effective and lasting, it requires collaboration between teachers themselves or between teachers and others based outside the school. This subject focuses on the role of collaboration — as consultancy, mentoring and collaborative action research — for school-based teacher professional development.
Assessment for DEd students: A written submission of 4500 words that reports on and critically evaluates a professional development program involving
collaboration (50 per cent); a class presentation of 1500 words or equivalent (20 per cent); and a research project of 2000 words (30 per cent).

Assessment for all other students: A written submission of 4500 words that reports on and critically evaluates a professional development program involving collaboration (75 per cent); and a class presentation of 1500 words or equivalent (25 per cent).

476-699 THE STUDY OF LEARNING

This subject is not offered in 2002

Available in these courses: DEd, MEd, PGDipProfStud, PCCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: John Munro

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: This broad-based subject is intended to provide an introduction to the study of the process of learning. It examines various contemporary theories of learning and their Implications for Improvement in the quality of learning in classrooms. Topics include: the dimensions or elements of theories of learning (for example, the integration of cognitive, affective and contextual elements within theories of learning); understanding the variety of ways of learning; the influence of existing knowledge on learning; and strategies for changing one's knowledge base. Throughout the development of these topics, students are encouraged to draw on their existing knowledge and to implement the content in the contexts of their work as educators. They are led to develop their personal frameworks for analysing the learning process.

Assessment for DEd students: A report, presented both orally (equivalent to 2000 words, 20 per cent) and in writing (4000 words, 55 per cent) that critically examines a current topic in learning and teaching and its classroom/workplace implications; and a research paper of 2000 words (25 per cent).

Assessment for all other students: A report, presented both orally (equivalent to 2000 words, 30 per cent) and in writing (4000 words, 70 per cent) that critically examines a current topic in learning and its classroom/workplace implications.

476-803 PRACTICUM IN GIFTED EDUCATION

Available in these courses: PCDipEdStud(GiftedDvt)

Offered: Parkville Campus, Semester 2

Credit points: 12.5

HECS-band: 1

Staff: Heather Turpin, Bridie Raban

Contact: Placement in a primary school as approved by the Faculty for the morning sessions each week throughout the school year; weekly in-service sessions held at the university, and regular field trips across Victoria.

Description: The aim of this research practicum is to become proficient in all aspects of the Reading Recovery teaching procedures, whilst developing the skills required for effective Reading Recovery tutoring. The students are involved in the practicum on a daily basis in respect to their teaching. The tutoring component requires that the students participate in field trips, working with Reading Recovery teacher training groups across Victoria.

Assessment: Students are required to document all the essential Reading Recovery program data; keep a weekly reflective journal (3000 words or equivalent) (30 per cent); and submit a case study (3000 words) of the work.

476-806 READING RECOVERY TEACHING AND TUTORING PRACTICUM

Available in these courses: PCDipEdStud(ReadRec)

Offered: Parkville Campus, Year-long

Credit points: 25

HECS-band: 1

Staff: Heather Turpin, Bridie Raban

Contact: Placement in a primary school as approved by the Faculty for the morning sessions each week throughout the school year; weekly in-service sessions held at the university, and regular field trips across Victoria.

Description: The aim of this research practicum is to become proficient in all aspects of the Reading Recovery teaching procedures, whilst developing the skills required for effective Reading Recovery tutoring. The students are involved in the practicum on a daily basis in respect to their teaching. The tutoring component requires that the students participate in field trips, working with Reading Recovery teacher training groups across Victoria.

Assessment: Students are required to document all the essential Reading Recovery program data; keep a weekly reflective journal (3000 words or equivalent) (30 per cent); and submit a case study (3000 words) of the work.

Contact: 6 hours of planning meetings, plus 25 days of practicum/observation


Special note: Students must contact the School Experience and Professional Practice Unit by the end of the first Semester to discuss placement.

Description: In this subject students undertake 25 days of teaching practicum, during which they keep a log of class activities, observe individual differences in pupil characteristics, behaviours and performance as well as subject matter coverage, classroom management, teaching strategies, and teacher/pupil interactions. Direct teaching responsibility commences as early as possible, depending on the previous teaching experience of the student.

Assessment: Satisfactory completion of 25 days of teaching practicum (30 per cent), supported by presentation of a structured log of observations made on each teaching day with reflections and evaluation of the work undertaken (equivalent to 1500 words, 30 per cent), and one assignment of 1500 words (40 per cent).


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done with a Reading Recovery student during Semester 1 (70 per cent).

476-809 ISSUES IN LITERACY DIFFICULTIES
Available in these courses: PCDipEdStud(ReadRec)
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Bridie Raban
Contact: 30 hours
Description: This subject studies recent research, theory issues and academic debate related to literacy difficulties and intervention programs. The topics covered include: prevention of literacy difficulties; identification strategies; early intervention; individual tutoring/teaching; research and program evaluation.
Assessment: Two critiques of 1500 words each on set articles: i) a critical evaluation of a Research Report; and ii) a critical report of an Intervention Program (50 per cent); a report, presented both orally (1000 words, 30 per cent) and in writing (2000 words, 20 per cent) that critically examines, in the light of current research and literature, one agency which provide assistance to struggling readers and writers in Australian society.

476-814 LEARNING, LITERACY AND READING RECOVERY
Available in these courses: PCDipEdStud(ReadRec)
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Bridie Raban
Contact: 30 hours
Description: The focus of this subject, is on relating theories of learning and thinking, reading and writing to the Reading Recovery program. This subject provides a vehicle for students to re-examine and refine their teaching assumptions, expectations and practices, and develops a broad repertoire for assisting the school community to identify the links between classroom practices and the Reading Recovery program.
Assessment: Class presentation (2000 words; 40 per cent) and a written submission (4000 words; 60 per cent).

476-816 RESEARCHING OLDER AT RISK LITERACY STUDENTS
Available in these courses: PCDipEdStud(ReadRec)
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Bridie Raban
Contact: 30 hours
Description: This subject provides the opportunity for the students to develop their understandings of curriculum, teaching and learning as they relate to working with older 'at risk' literacy students and adult learners. The experience of a practical application of modified Reading Recovery strategies, through a case study of an older 'at risk' student, is monitored and analysed with reference to relevant theory and/or literature. The students systematically research specific teaching strategies and reflect on these with a view to future improvement, both as a Reading Recovery teacher and tutor. This informs the understanding of the dimensions of the role of the Reading Recovery tutor along with an examination of the literature on professional development and teacher change.
Assessment: A class presentation of 1500 words or equivalent (30 per cent); and a written submission of 4500 words (70 per cent).

476-819/820/821 LEARNING DISABILITIES/DISABILITIES AND IMPAIRMENTS PROFESSIONAL PRACTICE (YEAR-LONG)
Available in these courses: PCDipEdStud(Dislmp)(LrngDis)
Offered: Parkville Campus, Year-long
Credit points: 4.2 points each part (12.6 total)
HECS-band: 1
Staff: Daryl Greaves
Contact: A 15-day placement of supervised professional practice for each part (contributing to a total of 45 days). Students must contact the School Experience and Professional Practice Unit by the end of the first week of Semester 1 to discuss placement.
Prerequisite and/or corequisite: 476-864 Understanding and Teaching Students with Disabilities or 476-888 Foundation Studies in the Education of Students with Learning Disabilities
Description: For these three subjects, students undertake three rounds of 15 days of observation and supervised professional practice in at least two different types of settings. These settings provide course participants with the opportunity to design, implement and evaluate programs for students with special needs.
Assessment: Satisfactory completion of professional practice in three settings with 15 days in each one. Students are required to submit a written report on each placement. It includes: a 500 word statement of the setting's policies and programs and its modus operandi to achieve them; an outline of 10 program plans and a rationale for the choice of the methods and strategies used in each session and a 500 word evaluative statement concerning the effectiveness of the teaching and learning strategies used in the lesson plans.
476-822 COUNSELLING IN EDUCATIONAL CONTEXTS 1

Available in these courses: PGDipEdStud(StudWelf)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 30 hours

Description: In this subject students explore the teacher's welfare role, assess the relevance of a specific psycho-educational model of helping for educational settings and develop interpersonal and counselling skills appropriate to the teacher's role. Students explore and assess the importance of values and professional accountability in the helping process and critically evaluate the research on effective helping. Through participation in the unit students practice and develop the appropriate skills for implementing the problem-solving model of counselling. Students are introduced to selected psychological theories relevant to helping.

Assessment: Assignments equivalent to 3000 words (100 per cent).


476-831 COUNSELLING IN EDUCATIONAL CONTEXTS 2

Available in these courses: PGDipEdStud(StudWelf)
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 30 hours
Prerequisite: 476-822 Counselling in Educational Contexts 1

Description: This unit builds on the basic theories of counselling explored in 476-822 Counselling in Educational Contexts 1. The additional models of counselling introduced include Rational-emotive Therapy and Solution-Oriented Therapy. These models are evaluated for their relevance to helping in an educational setting. The advanced helping skills of challenging, goal setting and strategy development are taught through practical exercises and role-plays. Areas for specific application of models and skills include the discipline/welfare interview and youth suicide.

Assessment: Assignments equivalent to 3000 words (100 per cent).

476-845 EVALUATING MULTIMEDIA FOR LEARNING AND TEACHING

This subject is not offered in 2002
Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
HECS-band: 1
Staff: Keith Pigdon
Credit points: 12.5
Contact: 15 hours
Special requirement: Competence in either the Macintosh or Windows environment.
Special notes: This is a quota subject. This subject may not be undertaken by students who have completed 476-641 Improving Classroom Learning and Teaching Through Multimedia.

Description: This subject involves an investigation of the current and potential influence of multimedia on learning and teaching practices and outcomes. Recent developments are investigated in terms of their educational rationale, purpose and potential influence on classroom teaching and learning.

Assessment: A paper of 3000 words, reviewing and critically evaluating research and wider literature in the areas of design and evaluation in multimedia-assisted learning (100 per cent).


476-852 INTERPERSONAL AND GROUP PROCESSES

Available in these courses: PGDipEdStud(StudWelf)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 30 hours
Prerequisite: 476-831 Counselling in Educational Contexts 2

Description: In this subject students develop an understanding of group dynamics, group effectiveness, leadership in groups and group processes relevant to student learning and welfare. Students develop the skills necessary to conducting effective groups and improving the functioning of dysfunctional groups. Furthermore, students explore theories of assertiveness, conflict management and mediation, and critically evaluate their relevance to educational settings and student welfare. The skills and process of assertiveness and conflict management are taught through a variety of role-plays and workshops.

Assessment: Two 1500-word assignments or equivalent projects (each worth 50 per cent).

**476-858 RESEARCH PROJECT IN STUDENT WELFARE**  
Available in these courses: PGDipEdStud(StudWelf)  
Offered: Parkville Campus, Semester 2  
Credit points: 25 pts  
HECS-band: 1  
Contact: 30 hours  
Staff: TBA  
Prerequisite: 476-862 Organisational Change and Student Welfare  
Description: Students develop, implement and evaluate an appropriate student welfare related change in their own school or organisation, using an action-research model. At the completion of the subject 476-862 Organisational Change and Student Welfare, students have defined a special interest area and developed a research proposal for approval. Seminars focus on methodology, progress and the development of a formal research report. Students are required to present their change project in the final seminar. This subject requires students to apply the appropriate knowledge of communication, group dynamics and program development to the process of change and to critically reflect on their own role as change agent.  
Assessment: A project report of 6000 words (100 per cent).

**476-859 THE SOCIO-POLITICAL CONTEXT OF STUDENT WELFARE**  
Available in these courses: PGDipEdStud(StudWelf)  
Offered: Parkville Campus, Semester 1  
Credit points: 12.5  
HECS-band: 1  
Staff: TBA  
Contact: 30 hours  
Description: In this subject students explore the values, ideologies and assumptions influencing social policy and evaluate the impact of government social policy in relation to education in general and student welfare in particular. Systems theory and Egan’s People in Systems framework are introduced as tools to critically analyse the interface between student welfare and social issues. The impact of changes in the structures of family, childhood, and adolescence in contemporary Australian society are analysed to develop an understanding of the complex nature of social welfare, and the role of student welfare processes. Students develop the ability to map their own school community, understand the specific services and culture of key welfare agencies and develop strategies which would strengthen their school’s linkages with community organisations.  
Assessment: A major assignment equivalent to 3000 words (100 per cent).

**476-860 SCHOOL-COMMUNITY PARTNERSHIPS AND STUDENT WELFARE**  
Available in these courses: PGDipEdStud(StudWelf)  
Offered: Parkville Campus, Semester 2  
Credit points: 12.5  
HECS-band: 1  
Staff: TBA  
Contact: 30 hours  
Prerequisite: 476-859 The Socio-political Context of Student Welfare  
Description: This subject explores the concept of community and critically reflects on the nature of community in Australian society. An examination of the schools’ place in community is undertaken with the introduction of the current theoretical approaches to school and community partnerships. The linkages between school and community are critically analysed utilising current research and programs. The unit introduces procedures, principles, barriers and ethics that underpin the development of collaborative relationships between schools, community based welfare services and other professionals. Students develop the ability to map their own school community, understand the specific services and culture of key welfare agencies and develop strategies which would strengthen their school’s linkages with community organisations.  
Assessment: Assessments equivalent to 3000 words (100 per cent).

**476-862 ORGANISATIONAL CHANGE AND STUDENT WELFARE**  
Available in these courses: PGDipEdStud(StudWelf)  
Offered: Parkville Campus, Semester 1  
Credit points: 12.5  
HECS-band: 1  
Staff: TBA  
Contact: 30 hours  
Prerequisite: 476-860 School-Community Partnerships and Student Welfare  
Description: This subject explores models of school organisation, effective school systems, school culture. It uses these tools to analyse student welfare policies and processes. Students are encouraged to use these frameworks to clarify their own student welfare role in their specific educational setting. The unit introduces theories of change and a process of analysing organisational change within schools. Students explore school based policy development in student welfare and identify those factors which contribute to effective implementation within schools. The unit prepares students to undertake 476-858 Research Project in Student Welfare and encourages them to identify a particular area of innovation or change in their own setting.
Assessment: One 3000 word assignment or equivalent projects (100 per cent).

476-864 UNDERSTANDING AND TEACHING STUDENTS WITH DISABILITIES
Available in these courses: MEd, MSpecEd, PGDipProfStud, PCCertProfStud, PGDipEdStud(Disimp)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Ishwar Desai
Contact: 18 hours
Description: This subject is concerned with the range of disabling conditions that may interfere with learning and the impact these have on the child, the family and the school. Key concepts and issues related to disability, including definitions, characteristics, etiology and symptoms associated with particular types of disabling conditions are explored. Particular emphasis is placed on their implications for early identification, assessment, program planning and service delivery and support.
Assessment: A one-hour written examination (30 per cent) and written assignment(s) totalling approximately 2000 words (70 per cent).

476-874 INCLUSIVE CURRICULUM STRATEGIES FOR STUDENTS WITH DISABILITIES
Available in these courses: MEd, MSpecEd, PGDipProfStud, PCCertProfStud, PGDipEdStud(Disimp)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Ishwar Desai
Contact: 18 hours
Description: This subject focuses on the curricular needs of students with disabilities at different developmental and educational levels, eg. early childhood, primary, secondary and in further education. Activities designed to foster conceptual and technical skills required to design and implement effective programs for the integration of disabled persons into educational and community settings are considered in detail. This subject assists students to develop a cohesive approach to program design, implementation and evaluation.
Assessment: A one-hour written examination (30 per cent) and a written assignment totalling approximately 2000 words (70 per cent).

476-881 PROFESSIONAL DEVELOPMENT FOR IMPROVEMENT
This subject is not offered in 2002
Available in these courses: MEd, PGDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Anne Jasman
Contact: 15 hours
Description: The professions generally recognise the importance of staff development and appraisal. There is growing acknowledgment in teaching of the links between appraisal, the professional development of teachers and change in schools. This module explores the connections between teacher appraisal processes, professional development and school change. In particular it examines trends in these areas in terms of contemporary moves to middle schools as one way to improve the work of schools and teachers.
Assessment: A paper of 3000 words that reports on and critically evaluates an appraisal/professional development program (100 per cent).

476-884 TEACHING AND LEARNING IN THE MIDDLE SCHOOL: RESPONDING TO INDIVIDUAL DIFFERENCES
Available in these courses: MEd, PGDipProfStud, PCCertProfStud
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: John Munro
Contact: 15 hours
Description: This subject involves an analysis of the individual learning characteristics of particular groups of students with a particular focus on the middle school level and their implications for effective teaching in contemporary classrooms. Topics include an examination of variation in ways of learning across the middle school span, the individual learning characteristics of student sub-groups (this includes variation in learning ability, motivation to learning and cognitive style), the design and implementation of teaching procedures appropriate for catering to individual differences in learning in a range of key learning areas and appropriate assessment and reporting procedures and the organisation of classes to benefit optimally from multiple individual differences. Contemporary issues in middle school education such as alienation from school, adolescence, discipline, classroom organisation and school effectiveness are examined from the perspective of individual differences in learning.
Assessment: A paper of 3000 words examining the individual learning characteristics of a particular group
of students and its implications for effective teaching, curriculum design and implementation (100 per cent).

476-885 DESIGNING A MULTIMEDIA PACKAGE

This subject is not offered in 2002
Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Keith Pigdon
Special note: This subject may not be undertaken by students who have already completed 476-641 Improving Classroom Learning and Teaching Through Multimedia.

Description: This is a practical subject that requires students to confront the issues related to the contribution of multimedia to teaching and learning through the design of a multimedia package that is built explicitly on a valid educational rationale.

Assessment: A product equivalent to 3000 words that demonstrates student skills in designing a multimedia package that is built explicitly on a valid educational rationale (100 per cent).

476-886 INSTRUCTIONAL METHODS AND STRATEGIES FOR STUDENTS WITH DISABILITIES

Available in these courses: MEd, MSpecEd, PGDipProfStud, PGCertProfStud, PCDipEdStud(Dislmp)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Daryl Creaves
Contact: 18 hours

Description: A broad range of instructional methods and strategies which are appropriate for classroom use with learners who have disabilities are examined. The subject focuses on the development, implementation and evaluation of behavioural, metacognitive, cooperative and computer assisted instructional methods. Some conceptual and methodological aspects of behavioural research and intervention are studied.

Assessment: Written assignments totalling 3000 words (100 per cent).


476-888 FOUNDATION STUDIES IN THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

Available in these courses: MEd, MSpecEd, PGDipProfStud, PGCertProfStud, PCDipEdStud(LrnDis)
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Bob Pillay
Contact: 18 hours for internal students. External mode students can expect a total workload of approximately 120 hours over the semester.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: This subject focuses on the theories and strategies advanced by educators to solve learning problems. Issues related to assessment and program planning and intervention in the field of learning disabilities are considered. Interdisciplinary collaboration and parent involvement and participation are also addressed.

Assessment: A one-hour written examination (30 per cent) and written assignment(s) totalling approximately 2000 words (70 per cent).

476-889 LEARNING DISABILITIES: LITERACY

Available in these courses: MEd, MSpecEd, PGDipProfStud, PGCertProfStud, PCDipEdStud(LrnDis)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: John Munro
Contact: 18 hours

Description: This subject reviews contemporary theories and explanations of literacy learning disabilities and their implications for diagnosis and intervention. It reviews a range of procedures for literacy diagnosis at the primary and secondary levels, develops a framework for intervention and examines ways of teaching students who have literacy difficulties.

Assessment: One written assignment totalling 3000 words (100 per cent).
476-890 LEARNING DISABILITIES: NUMERACY

Available in these courses: MEd, MSpecEd, PGDipEdStud, PGCertEdStud, PGDipEdStud(LrngDis)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: John Munro
Contact: 18 hours

Description: This subject reviews current theories of learning disabilities in numeracy and their implications for instruction. Relevant diagnostic and instructional models are analysed in terms of their theoretical bases, empirical support and implications for implementation. Contemporary numeracy education programs and practices for use with students who have numeracy disabilities are analysed and evaluated. In addition, strategies for the provision of assistance at the systematic, school and classroom levels are examined.

Assessment: One written assignment totalling 3000 words (100 per cent).

476-891 SOCIAL AND EMOTIONAL ASPECTS OF GIFTEDNESS

Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours

Description: This subject presents an exploration of the social and emotional issues intrinsic to the development of high potential. Topics include: overview of social and emotional development of gifted children and the implications for their parents and teachers; introduction to theoretical models of development of exceptionality; specific guidance issues for gifted students, including self-concept, school achievement and underachievement, and adjustment to the school context, and specific affective needs of gifted adolescents. A particular concern is special groups within the gifted population, including gifted learning disabled, gifted ESL and gifted children from cultural minorities. The subject has a strong practical emphasis including appropriate counselling interventions for gifted students, and individual and group counselling techniques.

Assessment: Two assignments of 1500 words (50 per cent each) based on reflections and evaluations of teaching experiences with gifted students.


476-892 CLASSROOM STRATEGIES FOR GIFTED EDUCATION

Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours

Description: This subject provides an introduction to the need for differentiated instruction for the intellectually gifted and the ways in which it can be provided, eg., acceleration, enrichment, extension, mentoring, and within and between subject differentiation. Differentiation of content, processes and products is addressed, as well as modifications in environment (ie., grouping strategies, classroom management, teacher/student relationship) to promote optimal learning. Differentiation of all Key Learning Areas is considered, with a particular focus on English, mathematics and science. The impact of different levels and types of intellectually gifted students on school provisions are explored.

Assessment: Two assignments of 1500 words (50 per cent each) based on reflections and evaluations of teaching experiences with gifted students.


476-893 FOUNDATION STUDIES IN GIFTED EDUCATION

Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours

Description: Through an historical survey, this subject introduces definitions of giftedness and talent, together with the characteristics of gifted children and their educational needs. Programs, provisions and means of identification are outlined, and school curriculum issues both in Australia and internationally are reviewed. The social-emotional needs of gifted children are also presented. Students taking this subject have opportunities to interact with gifted children and their parents and teachers.
476-894 SYSTEMS AND MODELS OF GIFTED EDUCATION
This subject is not offered in 2002
Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours
Description: This subject examines the major organisational constructs which have been developed to order the knowledge about educating gifted students according to unified and coordinated sets of principles. Topics include: analysis and evaluation of a variety of systems and models, the backgrounds which led to their development, and assumptions underlying each; examination of the qualitative and quantitative modifications to basic curriculum which each model suggests; critical review of the research regarding the effectiveness of each model in its application to gifted education; assessment of advantages and disadvantages of applying each model in the Australian context.
Assessment: One assignment of 1500 words (60 per cent), and a two-hour examination equivalent to 1500 words (40 per cent).

476-895 DEVELOPMENTAL PSYCHOLOGY OF GIFTEDNESS
Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours
Description: This subject is a foundation course in the study of the education of gifted and talented children. Over the last twenty years, research and scholarship pertaining to giftedness and talent have been strongly influenced by developmental psychology. This subject is an introductory investigation of current thought about the development of giftedness and the unfolding of talent. It includes explorations of the classical stage theories and evaluation of the extent of their applicability to the study of giftedness and talent. This includes discussions of phenomenological, neo-Piagetian, and contextual developmental theories. This subject also introduces relevant research findings on the development of high intellectual potential.
Assessment: Two assignments of 1500 words each; 1) a case study of the early development of a gifted child or a small research study or critical review focused on giftedness and educational transition and 2) a biographical study.
476-897 COMPREHENSIVE PROGRAMMING FOR THE GIFTED
Available in these courses: PGDipEdStud(GiftedDvt)
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Anne O Mullane
Contact: 18 hours
Description: This subject addresses the design of comprehensive articulated whole school programming meeting the unique intellectual, academic and social-emotional needs of gifted students. It integrates differentiated classroom practices and community-based education programs. Continuity of programming from prep into tertiary education is emphasised, as well as inclusion of affective education addressing issues of asynchronous development throughout the school years.
Assessment: One assignment of 1500 words (60 per cent), and a two-hour examination equivalent to 1500 words (40 per cent).

476-898 FOUNDATION STUDIES IN DEAF EDUCATION
Available in these courses: MEd, MEdHearingimp, PGDipProfStud, PGCertProfStud, PGDipEdStud(Hearimp)
Offered: Either Parkville Campus or external (Perth) mode, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Field Rickards
Contact: 30 hours
Prerequisite (part-time students) or corequisite (full-time students): 476-898 Foundation Studies in Deaf Education
Description: Topics include an introduction to the acoustics of speech; anatomy, physiology and pathology of the ear; the assessment of hearing function; bilingual/bicultural education for hearing impaired students; the impact of hearing impairment on audition and communication; contemporary issues in education of students with impaired hearing; educational systems, teaching approaches and methods of communication and their implications for students with impaired hearing.
Assessment: One 1.5-hour examination (40 per cent), two essays of 1000 words each (60 per cent).

476-899 LISTENING, SPEECH AND LANGUAGE DEVELOPMENT
Available in these courses: MEd, MEdHearingimp, PGDipProfStud, PGCertProfStud, PGDipEdStud(Hearimp), PGDipEdStud(EI)
Offered: Either Parkville Campus or external (Perth) mode, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Margaret Brown
Contact: 30 hours
Description: This subject addresses contemporary theories and research into the processes involved in the acquisition of listening, speech, language and communication development in typically developing children throughout the early childhood and primary school years; research into the effects of sensory impairment and other disabling conditions on the interrelationship of these processes; observation, classification and assessment of preverbal and verbal behaviours in normally developing and atypically developing infants and preschoolers, including early vocal and gestural development, the emergence of communicative intent, first words and the transition to word combinations and rule-based language and speech; parent-child interaction and techniques for the assessment of parent-child interaction; the development of signed language and Auslan; multimodal communication systems and their applications.
Assessment: One two hour examination (50 per cent) and one essay of 1500 words (50 per cent).

477-801 AUDIOLOGY IN EDUCATION
Available in these courses: MEd, MEdHearingimp, PGDipProfStud, PGCertProfStud, PGDipEdStud(Hearimp)
Offered: Either Parkville Campus or external (Perth) mode, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Field Rickards
Contact: 30 hours
Prerequisite (part-time students) or corequisite (full-time students): 476-898 Foundation Studies in Deaf Education
Description: Topics include hearing aids and cochlear implants; their function and use; the acoustics of speech and its application to auditory development and auditory programs; an introduction to speech perception in hearing impaired children and its implications for teachers practice; and classroom acoustic environments and their influence on spoken language input to students with impaired hearing.
Assessment: One two-hour examination (50 per cent) and one essay of 1500 words (50 per cent).
**477-802 ASSESSMENT AND TEACHING OF SPEECH TO HEARING IMPAIRED STUDENTS**

Available in these courses: MEd, MEdHearingImp, PCDipProfStud, PCertProfStud, PGDipEdStud(HearImp)

Offered: Either Parkville Campus or external (Perth) mode, Semester 2

Credit points: 12.5

HECS-band: 1

Staff: Louise Paatsch

Contact: 30 hours

Prerequisites: 476-898 Foundation Studies in Deaf Education, and 476-899 Listening, Speech and Language Development.

Description: This subject addresses anatomy and physiology involved in speech production; articulatory phonetics; theories, principles and issues relating to the assessment and teaching of speech to hearing impaired students; the application of acoustic phonetics to assessment and teaching of speech; techniques for sampling and assessing speech; the application of audition and other sensory modalities in speech remediation; approaches and strategies for speech remediation.

Assessment: One two-hour examination (50 per cent) and one assignment of 1500 words (50 per cent).

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**477-804 TEACHING LEARNING AND HEARING IMPAIRMENT**

Available in these courses: MEd, MEdHearingImp, PCDipProfStud, PCertProfStud, PGDipEdStud(HearImp)

Offered: Either Parkville Campus or external (Perth) mode, Semester 2

Credit points: 12.5

HECS-band: 1

Staff: Margaret Brown

Contact: 30 hours

Prerequisites: 476-898 Foundation Studies in Deaf Education and 476-899 Listening, Speech and Language Development, or approved equivalents.

Description: Topics include, theories, models and approaches in early intervention; the hearing impaired student with additional disabilities; literacy development; teacher effectiveness models; individualised educational programming.

Assessment: One paper of 3000 words (100 per cent).

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**477-803 ASSESSMENT AND TEACHING OF LANGUAGE TO HEARING IMPAIRED STUDENTS**

Available in these courses: MEd, MEdHearingImp, PCDipProfStud, PCertProfStud, PGDipEdStud(HearImp)

Offered: Either Parkville Campus or external (Perth) mode, Semester 2

Credit points: 12.5

HECS-band: 1

Staff: Margaret Brown, Kate Leigh

Contact: 30 hours

Prerequisites: 476-898 Foundation Studies in Deaf Education and 476-899 Listening, Speech and Language Development, or approved equivalents.

Description: Topics include, theoretical constructs underlying assessment and intervention in language and communication; sampling and analysis of pragmatics, discourse, syntax and semantics; interpreting the results of language and communication assessment and determining goals for intervention; determining appropriate teaching contexts and strategies.

Assessment: One two-hour examination (50 per cent) and one assignment of 1500 words (50 per cent).

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**477-805 PROFESSIONAL PRACTICE (HEARING IMPAIRED) 1**

Available in these courses: PCDipEdStud(HearImp)

Offered: Either Parkville Campus or external (Perth) mode, Year-long

Credit points: 12.5

HECS-band: 1

Staff: Louise Paatsch

Contact: 12 hours, plus 20 days practicum placement

Prerequisites (part-time students) or corequisites (full-time students): 476-898 Foundation Studies in Deaf Education and 476-899 Listening, Speech and Language Development, or approved equivalents.

Special note: Students must contact the Practicum Coordinator by the end of the first week of Semester 1 to discuss placement.

Description: One placement in an approved setting to provide an opportunity for an introduction to the practice of the education of students with impaired hearing, with an emphasis on directed observation and interaction with students with impaired hearing. One placement in an approved setting to commence teaching both individuals and groups of students with impaired hearing, in both preplanned sessions and incidental work. A tutorial program which includes planning and preparation for practicum placements; feedback on placement; audiological issues in the classroom, and researching the literature. Weekly workshops in the use of AUSLAN are provided for those students who do not have skill in this area.

Assessment: Satisfactory completion of a minimum of 20 days supervised teaching (70 per cent) and one Practicum Report of 1000 words (30 per cent).
477-806 PROFESSIONAL PRACTICE (HEARING IMPAIRED) 2

Available in these courses: PGDipEdStud(Hearlmp)

Offered: Either Parkville Campus or external (Perth) mode, Year-long

Credit points: 12.5

HECS-band: 1

Staff: Louise Paatsch

Contact: 12 hours, plus 25 days practicum placement including a 2 day counselling workshop

Prerequisites (part-time students) or corequisites (full-time students): 476-898 Foundation Studies in Deaf Education and 476-899 Listening, Speech and Language Development, or approved equivalents.

Special note: Students must contact the Practicum Coordinator by the end of the first week of Semester 1 to discuss placement.

Description: One placement in an approved setting to provide an opportunity for an introduction to the practice of the education of students with impaired hearing, with an emphasis on directed observation and interaction with students with impaired hearing. One placement in an approved setting to commence teaching both individuals and groups of students with impaired hearing, in both preplanned sessions and incidental work. A tutorial program which includes planning and preparation for practicum placements; feedback on placement; topics related to curriculum and educational management of hearing impaired students; deaf studies; bilingual/bicultural education for hearing impaired students; audiological issues and counselling skills. Workshops in the use of AUSLAN and other sign approaches are provided for those students who do not have skill in this area.

Assessment: Satisfactory completion of a minimum of 25 days supervised teaching (70 per cent) and one communication profile of 1000 words (30 per cent).

477-807 POLICY ANALYSIS, PROGRAM MANAGEMENT AND LEADERSHIP IN SPECIAL EDUCATION AND INTEGRATION

Available in these courses: DEd, MEd, MSpecEd, PCDipProfStud, PCGentProfStud, PCDipEdStud(Dislmp), PCDipEdStud(LrngDis)

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Ishwar Desai

Contact: 36 hours

Description: This subject critically examines educational and social policies and practices in the field of disability and education. Key factors that impact on the management of programs, leadership roles and attitudes are considered. Appropriate techniques to evaluate policy, program management and leadership skills are also covered.

Assessment for DEd students: A written paper of 8000 words on a topic to be determined in consultation with the lecturer (100 per cent).

Assessment for all other students: Two written assignments each of approximately 3000 words (50 per cent each) or a written paper of 6000 words based on a class presentation (100 per cent).

477-808 ASSESSING SPECIAL NEEDS AND PLANNING PROGRAMS

Available in these courses: DEd, MEd, MSpecEd, PCDipProfStud, PCGentProfStud, PCDipEdStud(Dislmp), PCDipEdStud(LrngDis)

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Bob Pillay

Contact: 36 hours

Description: This subject is designed to develop the conceptual and technical skills required to identify the instructional needs of students with special needs. Distinctions are made between procedures for placement into specialised settings and assessment for instructional programming. The use, analysis and interpretation of a range of formal and informal assessment measures and strategies, for example, norm-referenced, criterion referenced, ecological, observational and attitude assessment are covered. Family issues related to assessment and program planning are also addressed. Practicum work is provided to enable students to gain experience in the interpretation of assessment data and the translation of these data into appropriate instructional plans.

Assessment for DEd students: A 4000-word written assignment (45 per cent) plus two practicum projects equivalent to 2000 words (30 per cent) and a research paper of 2000 words (25 per cent).

Assessment for all other students: A 4000-word written assignment (60 per cent) plus two practicum projects equivalent to 2000 words (40 per cent).


481-803 CREATING THE LEARNING ORGANISATION

Available in these courses: DEd, MEd

Offered: Parkville Campus, Semester 2

Staff: Gabriele Lakomski

Credit points: 25

HECS-band: 1

Contact for DEd students: 36 hours

Contact for all other students: 30 hours
Description: This subject provides an introduction to what is meant by a learning organisation and organisational learning. The term learning organisation has become increasingly popular in organisational theory and the management and change literatures. An organisation, firm, or school that is capable of learning is deemed to be better at adapting to rapidly changing external circumstances and become more productive and efficient in accomplishing its goals. In talking about an organisation that learns, the subject examines the various reasons for learning; the meaning of organisational as separate from individual learning; the different levels and type of learning, as well as structures and processes which either facilitate or hinder the learning which happens in organisations. Of particular importance are the concepts of the distribution of cognitive labour and socially distributed cognition which indicate that learning happens at all organisational levels. Some suggestions are made on how such organisational learning can be structured more efficiently in school, and non-school organisations alike.

Assessment for DEd students: A paper of 6000 words (75 per cent) and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.

Assessment for all other students: A paper of 6000 words (100 per cent).


481-806 MANAGEMENT OF RESOURCES IN EDUCATION

Available in these courses: MEdMgmt, MEd, PGDipProfStud, PGCertProfStud, PGDipEdAdmin

Offered: Parkville Campus, Semester 1

Co-ordinator: Ibtisam Abu-Duhou

Credit points: 25

HECS-band: 1

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The first part of this subject, on Resources and Outcomes in Education, provides an extensive examination of evidence of the relationship between the allocation of resources and outcomes in education. Implications for policy making at different levels is explored. The second part, on Budgeting in Education, is concerned with budgeting, accounting and the management of information, with particular attention to these for self-managing schools or other educational institutions in the public and private sectors. Each module draws on a range of concepts in this field of study, with particular attention given to theories of political economy and considerations of efficiency, effectiveness and equity. Contemporary approaches to public and private sector funding of education are examined, with particular attention to the role of government. While an Australian setting is assumed, international comparisons are provided in key areas.

Assessment for DEd students: One paper of 6000 words (75 per cent) and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.

Assessment for all other students: Two papers of 3000 words each (50 per cent each).
481-807 HUMAN RESOURCE MANAGEMENT IN EDUCATION
Available In these courses: DEd, MEd, PCDiPProfStud, PGCertProfStud, PCDiPEdAdmin
Offered: Parkville Campus, Semester 2
Co-ordinator: Lawrie Drysdale
Credit points: 25
HECS-band: 1
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: This subject examines the changing role, functions and activities of human resource management in an educational setting, and explores current issues, complexities and future challenges. Content areas include human resource policy and planning; job evaluation and selection; work design; staffing practices; working terms, conditions and employment; performance management; remuneration; staff training; productivity issues and staff relations. The subject also addresses issues of industrial relations and productivity, including world’s best practice, benchmarking, total quality management systems and quality assurance.
Assessment for DEd students: Two papers of 3000 words (37.5 per cent each) or one paper of 6000 words (75 per cent); and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.
Assessment for all other students: Two papers of 3000 words (50 per cent each), or one paper of 6000 words (100 per cent).

481-809 PROGRAM EVALUATION: FORMS AND APPROACHES
Available In these courses: DEd, MEd, MAssess&Eval, MTmng&Dv, PCDiPProfStud, PGCertProfStud, PCDiPAssess&Eval
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: John Owen, Neil Day
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Description: A conceptual overview of theories, issues and recent practice in evaluation. An inductive/case study approach is used in which recent evaluation practice is analysed using frameworks developed by the lecturers. Topics covered include: conflicting views on its nature and purposes; alternative purposes (summative, formative, illuminative); forms and approaches adopted by external and internal evaluators; evaluation and performance auditing; responsive evaluation; links between evaluation, decision-making and action; planning evaluations; an introduction to various qualitative and quantitative evaluation techniques in data management; reporting evaluation findings; evaluation ethics and standards; and a critical appraisal of selected Australian evaluation studies.
Assessment for DEd students: (1) Planning of an evaluation brief, or the design of an evaluation, or a critical review of a completed evaluation, or the conduct of a small-scale evaluation, preferably within a real setting (6000 words, 75 per cent); (2) a research paper of 2000 words (25 per cent); internal students will present this paper to a group of students in cognate fields.
Assessment for all other students: Planning of an evaluation brief, or the design of an evaluation, or a critical review of a completed evaluation, or the conduct of a small-scale evaluation, preferably within a real setting (6000 words, 100 per cent).

481-810 EVALUATING LARGE SCALE PROGRAMS
Available In these courses: DEd, MEd, MAssess&Eval, MTmng&Dv, PCDiPProfStud, PGCertProfStud, PCDiPAssess&Eval
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: Neil Day, John Owen
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Description: A critical analysis and application of theory-based and realist approaches to evaluating large-scale education, health and other social programs. Topics include: the social and political context of large-scale interventions; developing a normative theory for a large-scale program using concept mapping and related approaches; program theories and program logics; research designs for evaluating large-scale programs; program monitoring and the appropriate uses of performance indicators; impact evaluation and the development of causative program theories using...
quasi-experimental, structural modelling, case-study and mixed-method approaches.

Assessment for DEd students: A practical report of 8000 words demonstrating understanding of the application of evaluation strategies to large-scale programs.

Assessment for all other students: A practical report of 6000 words demonstrating understanding of the application of evaluation strategies to large-scale programs.

481-811 EVALUATION FOR MANAGEMENT AND DEVELOPMENT

Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval, PCDipEdAdmin

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 1

Staff: John Owen, Rosalind Hurworth

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: The subject is based on an assumption that leaders and managers need timely, systematic information for use in decision-making about programs (and policies) for which they are responsible. The focus is on internal evaluations within organisations (for example, schools, government agencies and businesses) which have adopted a learning organisation focus. Students are expected to program planning techniques such as Logical Framework Analysis, program logic, and evaluability assessment. Other topics include evaluative techniques to develop and improve programs. These include needs assessment, translation of policy into local action, development of policy from Innovative practice; and various approaches to implementation including action research. Students are exposed to a range of data management approaches and reporting, via case studies used during class sessions.

Assessment for DEd students: undertake a small scale evaluation based on an evaluation form, and carry out a critique of the approaches or methods used (6000 words, 100 per cent).

481-812/481-681 QUALITATIVE METHODS

Available in these courses: DEd, MEd, MAssess&Eval, MEarlyChild, MEarlyInt, MEdHearingImp, MGiftedEd, MSpecEd, MSstudWelf, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 1

Staff: Rosalind Hurworth

Contact for DEd students: 36 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: Approaches to the collection, display and analysis of qualitative data in education and social program evaluation are examined using current evaluations as models. Topics include: orientations to, and criticisms of, qualitative approaches; planning qualitative data collection using particular strategies and methods of data collection (such as interviews, focus groups, participant observation, case study, document analysis, and the use of visual media); the use of systematic methods of data reduction, display and content analysis (using both hand methods and appropriate computer packages); and issues of rigour and trustworthiness associated with conclusions drawn from qualitative analysis. Methods by which qualitative findings can be reported to various audiences are also considered.

Assessment for DEd students: (1) Two assignments equivalent to 3000 words (75 per cent); (2) a research paper of 2000 words (25 per cent) — internal students will present this paper to a group of students in cognate fields.

Assessment for all other students: Two assignments equivalent to 3000 words (50 per cent each).

481-813/481-681 QUANTITATIVE METHODS

Available in these courses: DEd, MEd, MAssess&Eval, MEarlyChild, MEarlyInt, MEdHearingImp, MGiftedEd, MSpecEd, MSstudWelf, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval

Offered: Either Parkville Campus, Semester 1 or Summer or external (on-line) mode, Semester 1

Credit points: 25
HECS-band: 1
Staff: Gerald Elsworth, Neil Day

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook. In addition, external mode students must also have a PC/IBM computer and SPSS Academia (student version) software available from University Computer Supplies at a discount rate upon provision of student number.

Description: An examination of various methods of collection, display and analysis of quantitative data in program evaluation. Topics include: design of quantitative research strategies consistent with evaluation questions and objectives; survey design and sampling in evaluation research; experimental and quasi-experimental designs; development and testing of questionnaires and other data collection instruments; item selection, reliability and validity of construct measures; exploratory and confirmatory statistical analysis including multi-variate techniques; methods for displaying and reporting analyses of quantitative data for various audiences. The subject emphasises the use of standard micro-computer packages and involves the parallel development of computing skills and non-mathematical understanding of quantitative approaches in evaluation.

Assessment for DEd students: Four exercises of 750 words (37.5 per cent); an exercise of 3000 words (37.5 per cent) — internal students will present this paper to a group of students in cognate fields.

Assessment for all other students: Four exercises of 750 words (50 per cent), and an exercise of 3000 words (50 per cent).


481-814 PROJECT IN ASSESSMENT OR EVALUATION

Available in these courses: MAssess&Eval (Streams 1A and 2A), PCDipAssess&Eval

Offered: Either Parkville Campus or external (on-line) mode, Semester 1 or 2

Credit points: 25

HECS-band: 1

Co-ordinator: Rosalind Hurworth, Shelley Gillis

Contact: By negotiation with the supervisor

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.

Description: This subject is designed to enable students to apply knowledge acquired in previous subjects in the Postgraduate Diploma or Masters of Assessment and Evaluation to a social or educational problem. Students apply this knowledge to a project of relevance to them in the workplace. The substantive content varies depending on the nature of the project. All students are expected to use process skills such as: negotiating the project, managing information, using appropriate communication skills, and being aware of political agendas amongst clients.

Assessment: An evaluation report of approximately 12000 words (100 per cent).

481-815 SURVEY DESIGN AND ANALYSIS

Available in these courses: DEd, MEed, MAssess&Eval, MTrng&Dvt, PCGDS, PCGDS, PCCertProfStud, PGDipAssess&Eval

Offered: Parkville Campus, Semester 2

Prerequisite: 481-813 Quantitative Methods

Credit points: 25

HECS-band: 2

Staff: Neil Day, Gerald Elsworth

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The focus of this subject is on current theory of sample survey design and analysis and its practical application to national and local-level education surveys conducted in a policy and evaluation context. Topics covered encompass the range of concepts and skills necessary to complete successfully a large-scale survey, and to analyse, interpret and report the results effectively. They include: the appropriateness of surveys in various decision-making contexts; sampling frames; simple and complex sample designs and the design effect; consideration of sample size from statistical and field operations points of view; questionnaires as structured communications; field-work strategies; data analysis for complex surveys including the use of general and specialised computer packages (SPSS, MLWin, Interactive LISREL and/or EQS, SUDAAN); reporting the results of survey research to maximise understanding and impact; policy implications of poor survey design and inappropriate data analysis.

Assessment for DEd students: (1) Four brief practical exercises of 750 words each (37.5 per cent); (2) an exercise of 3000 words (37.5 per cent) concerning aspects of the design and analysis of a policy-related survey in the student’s local context; (3) a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.

Assessment for all other students: Four brief practical exercises of 750 words (12.5 per cent each) and an
exercise of 3000 words (50 per cent) concerning aspects of the design and analysis of a policy-related survey in the student's local context.

482-620 EVALUATION THEORY
Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval
Offered: Parkville Campus or external (on-line) mode, Semester 2
Credit points: 25
HECS-band: 1
Staff: Gerald Elsworth, Neil Day
Contact for all students:
Special requirements: Students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.
Description: Deriving from a conception of evaluation as explanatory social inquiry, this subject encourages the systematic analysis and application to evaluation practice of three facets of evaluation theory: knowledge construction in evaluation (empiricism, constructivism, realism); program theory; and theories of valuing (including ethical issues in evaluation). From the analysis it is anticipated that students will develop a coherent theory of evaluation practice relevant to their own professional context and be able to appraise critically competing evaluation approaches and models. Extensive use is made of a range of writing from major evaluation theorists (including Campbell, Cronbach, House, Pawson and Tilley, Rossi and Chen, Scriven, Stake, and Weiss) as well as original evaluation reports from the fields of education, health and social welfare.
Assessment for DEd students: Two papers of 1500 words each (25 per cent each); an evaluation proposal of 3000 words (37.5 per cent), and a research paper of 2000 words (25 per cent); internal students will present this paper to a group of students in cognate fields.
Assessment for all other students: Two papers of 1500 words each (25 per cent each) and an evaluation proposal of 3000 words (50 per cent).

482-621 KNOWLEDGE USE IN CHANGE MANAGEMENT
Available in these courses: DEd, MEd, MAssess&Eval, MTrng&Dvt, PCDipProfStud, PCCertProfStud, PCDipAssess&Eval
Offered: Either Parkville Campus, Summer or external (on-line) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: John Owen
Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.
Description: An analysis of ways in which information is accessed and used in organisations such as schools, government departments and local agencies. Review of policy and program implementation and factors affecting Implementation. Evaluation utilisation is examined within the broader context of information sources in decision making. Topics include: types of knowledge including working, craft, local, research and evaluation knowledge, and their use by individuals and organisations; meanings of knowledge utilisation such as conceptual and instrumental use; key concepts in change theory such as adoption, implementation, dissemination and diffusion; internal and external dissemination; factors affecting the spread and use of new knowledge particularly research and evaluation based knowledge; roles and limitations of research and evaluation in promoting change; case studies of effective dissemination and use of new knowledge in Australian settings.
Assessment for DEd students: An investigation of the use of information across a system or organisation, or development and trialling of a dissemination and/or utilisation plan (6000 words, 75 per cent); and a research paper of 2000 words (25 per cent) — Internal students will present this paper to a group of students in cognate fields.
Assessment for all other students: An investigation of the use of Information across a system or organisation, or development and trialling of a dissemination and/or utilisation plan (6000 words, 100 per cent).

482-622 SOCIAL CONTEXT AND EDUCATIONAL OUTCOMES
This subject is not offered in 2002
Available in these courses: MEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Co-ordinator: TBA
Contact: 30 hours
Description: This subject explores current research data on the impact of social context issues for school management. High profile research staff in education policy and management employ a range of criteria such
as student health and well-being, post-compulsory education and training, and employment destinations, to discuss the implications of research on schooling outcomes for school policy and management in relation to issues of student diversity — for example, gender, rurality and non-English speaking backgrounds. The contribution to management of student diversity strategies such as inclusive schooling, full-service schooling and other innovatory management models is discussed.

Assessment: A paper of 6000 words (100 per cent) in which the student prepares a policy and program proposal for school management which accounts for research data on social context factors and outlines an evaluation strategy.


482-623 RESPONSIVE MIDDLE SCHOOLING

This subject is not offered in 2002

Available In these courses: MEd, MStudWelf, PCdipProfStud, PCCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: TBA

Contact: 30 hours

Description: The subject begins with a discussion of common health, welfare and learning issues for young people in Australia and other countries. Particular attention is given to social theories for their capacity to explain causes and correlates of student disaffection, and the preventative role of the school and teachers in partnership with other community agencies. There is a strong focus on the sorts of issues this raises for policy, programs and school organisation for the middle school years. Case studies are introduced to illustrate particular issues, and research on a number of recent programs designed to improve schooling for this age group, are presented. Students are encouraged to design and present their own programs in relation to the current and future well-being of middle school students.

Assessment: A 6000-word paper (100 per cent) in consultation with the co-ordinator on the topic of a personal program evaluation, a summary of which will be presented in class for discussion.


482-632 STRATEGIC LEADERSHIP AND MANAGEMENT

Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5

HECS-band: 2

Staff: Brian Caldwell

Contact: 18 hours

Description: Forces shaping developments in education and training in national and international settings; strategic leadership; strategic managements; matching budget priorities to strategic directions; innovation and abandonment.

Assessment: Papers totalling 5000 words (100 per cent).

482-633 POLICY ANALYSIS AND PUBLIC ACCOUNTABILITY

Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5

HECS-band: 1

Staff: Richard Teese, David Beckett

Contact: 18 hours

Description: Policy processes in context; social, cultural and political contexts for policy; educational policy formulation, implementation and evaluation; frameworks for accountability; indicators of policy performance; modern accountability systems; resourcing and equity in education.

Assessment: Paper or papers totalling 5000 words in the form of proposals for a policy project in a setting of professional interest (100 per cent).
482-634 PROGRAM DESIGN AND EVALUATION
Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5
HECS-band: 1
Staff: John Owen
Contact: 18 hours

Description: A study of different program development frameworks including objectives hierarchies and program logic diagrams; links between program design and overarching policies. The use of proactive and clarificative evaluation forms in developing and clarifying programs. An analysis of approaches to monitoring and impact and the application of qualitative and quantitative methods. Roles of internal and external evaluators in undertaking various phases of development and evaluation, strategies for ensuring that program provision and evaluation are supported by management.

Assessment: An evaluation of a program based on its logic (design), or the development of an evaluation brief/plan, or a critique of an evaluation already undertaken (5000 words, 100 per cent). The assessment should normally be related to the workplace.


482-635 EFFECTIVENESS AND IMPROVEMENT
Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5
HECS-band: 1
Staff: Peter Cuttance
Contact: 18 hours

Description: This subject explores and critically appraises the main findings of research into educational effectiveness and school improvement, with a particular emphasis on conceptual, technical and ethical issues associated with the notion of value added performance indicators. It also examines the knowledge base on initiatives aimed at improving educational effectiveness and on the role of leaders in improving learning outcomes. Candidates are given a significant opportunity to apply this knowledge through designing their own strategy for improving learning outcomes.

Assessment: Papers totalling 5000 words (100 per cent).


482-636 THE ECONOMICS AND FINANCE OF EDUCATION AND TRAINING
Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5
HECS-band: 2
Co-ordinator: Ibtisam Abu-Duhou
Contact: 18 hours

Description: Economic approach to decision making; operations of markets and bureaucracies as resource allocators; economics models of education development; principles of education and training finance; cost studies; cost-benefit analysis in education; education production functions.

Assessment: Two papers of 2500 words each (50 per cent each).


482-637 PERSONNEL AND EMPLOYEE RELATIONS
Available in these courses: MEdMgt

Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5
HECS-band: 2
Staff: Lawrie Drysdale, Paul Hanrahan
Contact: 18 hours

Description: This subject focuses on human resource management as sustained competitive advantage for organisational effectiveness; analyses the current context of change as it impacts on organisation and job design; explores current strategies for improving productivity and efficiency; examines the legislative and legal environment as it applies to human resources and employee relations; audits the trends in human resource management and development; and identifies best practice in people management strategies in both educational and other settings.
482-638 ORGANISATION AND CULTURE
Available in these courses: MEdMgt
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.
Credit points: 12.5
HECS-band: 2
Staff: Gabrielle Lakomski
Contact: 18 hours
Description: Organisations are made up of people, and people live in specific cultures. Understanding the cultural contexts of organisations is important if we want to understand how teaching, learning and management happen. This subject focuses on the importance of the cultural context of organisations in education and training and how this affects the way an organisation does business, how it learns and how it solves, or fails to solve, its problems.
Assessment: Papers totalling 5000 words (100 per cent). Participants may wish to develop an organisational learning plan for their specific organisation; explain why organisational learning is a cultural process; or outline some of the obstacles which may prevent an organisation from learning. Additional topics may be also be considered in consultation with staff.

482-639 INFORMATION TECHNOLOGY AND LEARNING
Available in these courses: MEdMgt
Offered: Either Parkville Campus or external (on-site by negotiation) mode in Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.
Credit points: 12.5
HECS-band: 2
Staff: David Gurr
Contact: 18 hours
Description: This subject examines past, current and expected future developments in information and communication technology in education, and learning and management applications of technology. Best practice illustrations and simulations are used.
Assessment: Report of 5000 words on a project in or related to a setting of professional interest (100 per cent). The project is constrained by a capacity to design and implement it within the time frame of the subject.

482-640 CURRICULUM AND ASSESSMENT
Available in these courses: MEdMgt
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.
Credit points: 12.5
HECS-band: 1
Staff: Patrick Griffin
Contact: 18 hours
Description: This course involves an analysis of the forces shaping the curricula of educational institutions and a critical appraisal of the main features of curriculum and standards frameworks, including national goals and targets. Candidates also consider the setting of priorities and managing the curriculum, accountability and systems for assessing and monitoring student progress, curriculum evaluation and future directions for defining curricula appropriate to the emerging needs of young people.
Assessment: Papers totalling 5000 words (100 per cent).

482-641 MASTER OF EDUCATIONAL MANAGEMENT PRACTICUM
Available in these courses: MEdMgt
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a timetable from the Faculty Office late in 2001 to confirm offerings.
Credit points: 12.5
HECS-band: 1
Co-ordinator: Lawrie Drysdale
Contact: Field experience arranged in a setting of professional interest. A minimum of 80 hours in a placement is required.
Description: This subject requires participants to design, implement and evaluate a project that relates in a significant way to their professional interests in the context of the course. The subject is designed to encourage participants to engage in a significant field-based project in an area of professional interest arising from their work in the different subjects of the course. The setting, local or international, is chosen for its relevance to professional interests of students. A mentor is assigned.
Assessment: A report of a project related to the practicum totalling 5000 words (100 per cent).

482-642 RESEARCH METHODS IN EDUCATIONAL MANAGEMENT
Available in these courses: MEdMgt (Stream 1A only)
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2. Please obtain a
timetable from the Faculty Office late in 2001 to confirm offerings.

Credit points: 12.5
HECS-band: 1
Co-ordinator: David Curr
Contact: 18 hours

Description: This subject examines the research approaches appropriate to the fields of studies in educational management and leadership. An overview of investigative methods is provided, followed by a more detailed study of both quantitative and qualitative methods.

Assessment: A research report and/or a research proposal of 5000 words (100 per cent).

482-644 RESEARCH PROJECT IN EDUCATIONAL MANAGEMENT
Available in these courses: MEdMgt (Stream 1A only)
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Year-long
Credit points: 37.5
HECS-band: 1
Co-ordinator: David Curr, student is responsible for obtaining a supervisor
Contact: to be negotiated with the supervisor
Prerequisite or corequisite: 482-642 Research Methods in Educational Management

Description: Completion of the research project is intended to give candidates an appreciation of the processes involved in research, practical skills development and in-depth exploration of a particular area. The student will select an appropriate topic, carry out a review of the relevant literature and undertake an investigative study resulting in the preparation of a report. The project will offer the candidate the opportunity to study in depth an area of professional interest relevant to the field of educational management.

Assessment: A research report involving a total of 15,000 words (100 points).

482-676 MANAGING CULTURAL DIVERSITY
Available in these courses: DEd, MEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Irene Donohoue-Clyne
Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Special note: This subject would be suitable for students who have completed 482-678 Cross-Cultural Communication in Education, or equivalent; or students who have experience in institutions with culturally diverse populations such as schools, hospitals, factories and other business settings; or students who will be teaching NES overseas born students at secondary or tertiary level.

Description: This subject examines the theory and practice of cross-cultural communication in organisations with a culturally diverse population (such as schools, hospitals, factories, public facilities, etc). It includes developing skills of observation and documentation of cultural differences in communication and developing practical strategies to facilitate cross-cultural communication. The theory of cross-cultural communication is used in a critical review of contemporary case studies.

Assessment for DEd students: A class paper of 2000 words (25 per cent); a case study analysis of 4000 words or negotiated equivalent (50 per cent); and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.

Assessment for all other students: A class paper of 2000 words (40 per cent) and a case study analysis of 4000 words or negotiated equivalent (60 per cent).

482-678 CROSS-CULTURAL COMMUNICATION IN EDUCATION
Available in these courses: DEd, MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(TESOL), PCDipEdStud(Modern Languages Education)
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Irene Donohoue-Clyne
Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: This subject is designed to challenge students understanding of culture and communication in a culturally diverse society, and to develop skills to improve cross-cultural communication. It draws on an interdisciplinary knowledge base. Students are involved in documenting and exploring the educational implications of cultural differences in attitudes and beliefs about education, teachers and learning, discipline and childrearing. There is observation and discussion of cross-cultural communication styles including non-verbal communication, discourse patterns and classroom interactions. The influence of culturally different concepts of time, authority, communication rituals, traditions, gender and age on communication with parents and members of ethnic communities is examined.

Assessment for DEd students: Two fieldwork assignments of 1000 words each involving interviews and observation (30 per cent); a paper of 4000 words on a negotiated topic (45 per cent); and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.
Assessment for all other students: Two fieldwork assignments of 1000 words each involving interviews and observation (40 per cent) and a paper of 4000 words on a negotiated topic (60 per cent).

482-704 MANAGEMENT AND POLICY IN EDUCATIONAL REFORM
Available in these courses: DEd (Thailand stream only)
Offered: External (on-site in Thailand), Semester 1 or 2
Credit points: 25
HECS-band: 1
Staff: David Beckett
Contact: 36 hours
Description: An exploration of common features in education reform movements internationally, with particular reference to Australia, the United Kingdom and the USA, and the way those reforms have affected the management of schools, school systems, and national policies.
Assessment: A paper of approximately 8000 words on a topic to be negotiated with the seminar convenor. It is expected that where it is possible, the paper will have relevance to the research issue to be addressed in the candidate’s doctoral thesis. Candidates are expected to participate fully in class; to present class reports and reviews of important research and writings in the field covered by the course.

482-707 LEADERSHIP
Available in these courses: DEd, MEd
Offered: Either Parkville Campus in Semester 1, or external (on-site by negotiation) mode in Semester 1 or 2
Credit points: 25
HECS-band: 1
Co-ordinator: David Curr, Gabriele Lakomski
Contact for DEd students: 36 hours
Contact for MEd students: 30 hours
Description: The starting point for this seminar is a review of theories in leadership, with detailed attention being given to current and emerging issues in leadership in educational organisations, including the contribution of leaders to outcomes. The seminar also raises critical issues about the field of Leadership studies, both from within the field and from alternative perspectives on leadership.
Assessment for DEd students: A paper of 8000 words on a topic approved by the lecturers (100 per cent).
Assessment for MEd students: A paper of 6000 words on a topic approved by the lecturers (100 per cent).

482-716 CURRENT ISSUES IN EDUCATION
Available in these courses: DEd
Offered: Either Parkville Campus in Semester 2, or external (on-site by negotiation) mode in Semester 1 or 2
Credit points: 25
HECS-band: 1
Co-ordinator: TBA; taught by specialist visiting lecturers and faculty staff
Contact: 36 hours
Description: The subject is normally offered by specialist visiting lecturers. The content varies in accordance with the expertise of the lecturer. In general, however, it deals with highly significant topical developments or proposals in educational practice, analysing their theoretical, policy and organisational contexts, and their relevance to the educational researcher and/or to the practising educator.
Assessment: A paper or papers totalling approximately 8000 words in which the candidate demonstrates sound knowledge of a particular aspect of aspects of the content of the subject, provides a critical assessment of the designated topic, and specifies its relevance to current educational policy and/or practice. Participation as specified by the visiting lecturer.

482-717 DOCTOR OF EDUCATION THESIS RESEARCH SEMINAR
Available in these courses: DEd
Offered: Either Parkville Campus or external (on-site by negotiation) mode, Semester 1 or 2
Credit points: 12.5
HECS-band: 1
Co-ordinator: Gabriele Lakomski
Contact: 20 hours
Description: This doctoral seminar is designed to introduce candidates to the most advanced developments in the area of research methodology in order to facilitate the planning of the doctoral thesis with regard to methodological choice. In addition to discussing the nature, scope and function of research methodology and its theoretical vocabulary, the (Kuhnian) notion of paradigms in educational research is introduced and critically examined. The subject also provides a broad overview of qualitative research, its scope and significance. Finally, the notion of educational research characterised by coherence criteria is discussed for the conduct of research in terms of organizing and structuring the doctoral thesis.
Assessment: A paper totalling 4000 words which demonstrates an appropriate level of understanding of the objectives as applied to a specific problem or issue (100 per cent).

482-801 EDUCATION PLANNING AND WORKPLACE CHANGE
Available in these courses: DEd, MEd, PCDipProfStud, PGCertProfStud, PCDipEdAdmin
SUBJECT DESCRIPTIONS 2002

Offered: Parkville Campus, Semester 2
HECS-band: 1
Co-ordinator: Ibtisam Abu-Duhou
Credit points: 25
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: This subject is comprised of two modules. The first module addresses a range of concepts, models and theories in educational planning and the management of change. The second module examines changes in the workplace in education, including changes derived from developments in industrial relations, organisational restructuring, and technology. The educational administrator’s role as a strategic planner and change agent is also considered.
Assessment for DEd students: One 6000-word paper (75 per cent), and a research paper of 2000 words (25 per cent) presented to a group of students in cognate fields.
Assessment for all other students: Two papers of 3000 words (50 per cent each) or one 6000-word paper (100 per cent).

482-804 INTERACTIVE PROCESSES FOR HEALTH EDUCATION
Available in these courses: MEd, MStudWelf, MYouth, HE&Welf, PGDipProfStud, PCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Johanna Wyn, Helen Cahill
Contact: 15 hours
Description: This subject involves the analysis of group processes, interactive learning structures, leadership and facilitation of groups. It addresses the theory and practice of using group processes as a tool for personal and social learning in areas that are particularly relevant to educators and health practitioners. Participants will have the opportunity to gain familiarity with newly developed health education programs that are currently being employed in schools and other settings, nationally and internationally. The subject aims to skill participants for advanced leadership of health and education programs that employ highly interactive methodologies. It also aims to skill participants in the management of cross-sectoral health and education initiatives.
Assessment: One class presentation with accompanying paper of 1500 words (50 per cent) and one major essay or equivalent paper 1500 words (50 per cent).

482-805 MARKETING IN EDUCATION
Available in these courses: DEd, MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Lawrie Drysdale
Contact: 15 hours
Description: This subject explores the evolution and application of modern marketing as it applies to educational settings. Aspects such as the marketing concept, market orientation, marketing management, relationships marketing, services marketing, and marketing strategy are explored in educational organisations. The subject also examines the strategic market planning process in education and developing and applying marketing information systems in educational organisations.
Assessment for DEd students: Two papers of 3000 words (37.5 per cent each) or one paper of 6000 words (75 per cent), and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.
Assessment for all other students: Two papers of 3000 words (50 per cent each) or one paper of 6000 words (100 per cent).

482-807 CURRICULUM LEADERSHIP AND MANAGEMENT
Available in these courses: MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Summer and Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Lawrie Drysdale
Contact: 15 hours
Description: This subject focuses on the leadership and management competencies necessary to create an effective environment to enhance student learning and success. Topics include: teaching and learning methodologies, assessing student needs, staff development, curriculum administration and structure, computer-based learning, organisational culture, and assessment and reporting.
Assessment: Written assignment or project equivalent to 3000 words (100 per cent).

482-809 LEADING A LEARNING COMMUNITY
Available in these courses: MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Summer and Semester 2
Credit points: 12.5
HECS-band: 1
Staff: David Gurr, Lawrie Drysdale
Contact: 15 hours
Description: This subject examines the leadership necessary for developing a learning community. Candidates focus on topics and skills such as...
collaborative decision-making and problem solving; conflict management and negotiation; and team processes. Understanding of the importance of setting standards, performance monitoring and feedback are also examined.

Assessment: An assignment of 3000 words (100 per cent).

482-811 ANALYSING EDUCATIONAL PERFORMANCE
This subject is not offered in 2002
Available In these courses: DEd, MEd
Offered: Parkville Campus
Staff: TBA
Credit points: 25
HECS-band: 1
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: This subject is organised into two parts. The first concerns a knowledge of current research and development initiatives for improving educational outcomes and for establishing systems- and school-based approaches to monitoring educational performance. The second part focuses on the international research literature on educational effectiveness, improvement and quality assurance in education. Students review theoretical frameworks developed to account for recent findings in the field of school and teacher effectiveness research and critically evaluate approaches to school improvement.
Assessment for DEd students: A paper of 3000 words demonstrating sound knowledge of a particular aspect of performance monitoring, quality assurance, educational effectiveness or school improvement (37.5 per cent); a report of 3000 words on a project undertaken by the candidate (37.5 per cent); and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.
Assessment for all other students: Two papers of 3000 words (50 per cent each), or one paper of 6000 words or equivalent portfolio of writing or reports (100 per cent).

482-827 HUMAN RESOURCE DEVELOPMENT
Available in these courses: DEd, MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Semester 1
Co-ordinator: Lawrie Drysdale, Paul Hanrahan
Credit points: 25
HECS-band: 1
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: The subject examines the role, importance and scope of human resource development for both the individual and the organisation in an educational setting. Aspects of human resource development such as training and development, organisational development and learning, performance management, career development, self-management and succession planning are covered. In particular the subject focuses on issues of training and development including adult learning principles, frameworks and model for effective professional development, program design, and program implementation.
Assessment for DEd students: Two papers of 3000 words (37.5 per cent each), or one paper of 6000 words (75 per cent), and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields.
Assessment for all other students: Two papers of 3000 words (50 per cent each), or one paper of 6000 words (100 per cent).
482-829 PERSONAL AND INTERPERSONAL PROCESSES FOR EDUCATIONAL LEADERS
Available in these courses: MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Summer
Co-ordinator: Lawrie Drysdale
Credit points: 12.5
HECS-band: 1
Contact: 15 hours
Description: This subject addresses development and understanding of self and others, interpersonal relationships, management of organisation and individual stress, conflict management and negotiation skills.
Assessment: One paper of 3000 words (100 per cent).

482-832 CURRENT THINKING ABOUT THINKING
This subject is not offered in 2002
Available in these courses: MEd, PGDipProfStud, PCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Susan Wilks
Contact: 15 hours
Description: Particular attention is paid to the classroom environments, programs and resources which foster higher cognitive levels, dialogical skills, sound reasoning and improved questioning skills. International and local literature reflecting the current research trends are reviewed.
Assessment: A paper of 3000 words in which the candidate demonstrates a sound knowledge of at least one cognitive theory and its associated practical approaches (100 per cent).

482-833 DESIGNING A THINKING CURRICULUM
This subject is not offered in 2002
Available in these courses: MEd, PGDipProfStud, PCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Susan Wilks
Contact: 15 hours
Description: This subject offers candidates the opportunity to design educational modules appropriate for their own setting. They are given first-hand experience in ways of improving questioning and fostering metacognitive, critical and creative thinking skills; facilitating discussions involving complex social and ethical issues, and drawing up a draft curriculum document to incorporate the above.
Assessment: A paper totalling approximately 3000 words in which the candidate designs a unit of work for their setting which demonstrates strategies, resources and approaches which foster improved thinking and dialogue in specific fields of curriculum (100 per cent).

482-844 EDUCATION, TECHNOLOGY AND CHANGE
Available in these courses: MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Summer
Credit points: 12.5
Staff: David Gurr
HECS-band: 1
Contact: 15 hours
Special note: This subject may not be undertaken by students who have completed 482-854 Information Technology and the Educational Administrator, as these two subjects share common elements.
Description: This subject examines the role of technology in relation to student learning, school organisation and school change. Topics include trends in information and communication technologies in education, technology and student learning, strategic planning, and future directions. Case studies are used to support each topic.
Assessment: A project equivalent to 3000 words (100 per cent).

482-848 LEADING THE EDUCATIONAL ORGANISATION
Available in these courses: MEd, PGDipProfStud, PCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Semester 2
Co-ordinator: David Gurr, Lawrie Drysdale
Credit points: 25
HECS-band: 1
Contact: 30 hours
Special note: This is considered a core subject in the field of educational administration. All candidates who intend specialising in this field should take this subject, as well as 482-898 Managing the Educational Organisation, before proceeding to other subjects.
Description: The subject is concerned with leadership and the professional setting in which it is exercised. Themes addressed include leadership theories, roles, and styles; qualities of leadership sought by organisations; gender and leadership; selection of leaders; leaders in literature; social and political contexts for leadership; strategic leadership; and
leadership and educational outcomes for students. Findings from research and case studies of effective educational leadership are examined.

Assessment: Assignment(s) equivalent to 6000 words (100 per cent).

482-854 INFORMATION TECHNOLOGY AND THE EDUCATIONAL ADMINISTRATOR

Available in these courses: MEd, PGDipProfStud, PGCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Semester 2
Staff: David Curr
Credit points: 25
HECS-band: 1
Contact: 30 hours

Special note: This is a quota subject with an enrolment limit of 20 per semester.

Description: This subject includes a study of the developments in information technology in education, with identification of forces which are shaping policy in the field; a review of research on the impact of information technology, including the impact on the role of the educational administrator; and, discussion of future trends. The course also features the range of exemplary practices in the use of information technology and critiques of developments from a range of perspectives. Case studies and simulations are used.

Assessment: Two papers of 3000 words (50 per cent each), or one paper of 6000 words (100 per cent). There is flexibility in the assessment to incorporate the use of appropriate technology to facilitate the communication of ideas.

482-890 LEADERSHIP IN ACTION: STRATEGIC LEADERSHIP

Available in these courses: MEd, PGDipProfStud, PGCertProfStud, PGDipEdAdmin
Offered: Parkville Campus, Summer
Credit points: 12.5
HECS-band: 1
Co-ordinator: Lawrie Drysdale
Contact: 15 hours

Description: This subject focuses on the international research literature on educational effectiveness, improvement and quality assurance in education. Candidates review theoretical frameworks developed to account for recent findings in the field of school and teacher effectiveness research and critically evaluate approaches to school improvement.

Assessment: A paper of 3000 words in which the candidate demonstrates a sound knowledge of a particular aspect of performance indicators, quality assurance or educational effectiveness (100 per cent).
482-894 USING THE WEB FOR TEACHING AND LEARNING: EMERGING TECHNOLOGIES

Available in these courses: MEd, PCDipProfStud, PCCertProfStud.
Offered: Parkville Campus, Semester 1 or 2
Credit points: 12.5
HECS-band: 1
Staff: TBA
Contact: 15 hours

Special requirement: Students must be competent in the use of desktop computers.

Description: This subject is geared towards the requirements of teachers who are keen to explore electronic environments as a means to extend and enhance learning opportunities for students. Participants are provided with temporary e-mail accounts in order to gain hands-on experience with a range of tools and are expected to contribute to electronic discussions and conferences especially set up for the duration of the workshop. Topics covered include: current trends in on-line education; e-mail, listservers, conferencing; new learning environments integrated with the World Wide Web; principles of teaching on-line; technical considerations; interactivity and software helper applications; on-line interactive multimedia and simulations; accounting for individual learning styles; future on-line directions/examples of world best practice.

Assessment: Preparation of a resource pack equivalent to 3000 words consisting of annotated suitable web sites for use in teaching (100 per cent).

482-898 MANAGING THE EDUCATIONAL ORGANISATION

Available in these courses: MEd, PCDipProfStud, PCCertProfStud, PCDipEdAdmin
Offered: Parkville Campus, Semester 1
Co-ordinator: Lawrie Drysdale, David Curr
Credit points: 25
HECS-band: 1
Contact: 30 hours

Special note: This is considered a core subject in the field of educational administration. All candidates who intend specialising in this field should take this subject, as well as 482-848 Leading the Educational Organisation, before proceeding to other subjects.

Description: This subject is concerned with building a framework of knowledge to gain an understanding of organisations. Particular attention is given to the roles of individuals, groups and teams, and to organisational structures. The subject explores current issues affecting organisations and provides an opportunity for the exploration of a range of organisational arrangements that are now making their appearance in different settings.

Assessment: Two papers of 3000 words (50 per cent each) or one paper of 6000 words (100 per cent).

482-899 EDUCATION POLICY AND POLICY PROCESSES

Available in these courses: DEd, MEd, PCDipProfStud, PCCertProfStud, PCDipEdAdmin
Offered: Parkville Campus, Semester 1
Staff: David Beckett
Credit points: 25
HECS-band: 1
Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: The subject as a whole considers policy analysis as a field, and what models are used for the policy-making process, and the factors which go into the making and implementing of policy. Educational policy making in Australia at institutional, system, and national levels and in some overseas countries are used as illustrations, as are topical events and current policy documents. Lifelong learning and professional practices across a range of educational policy settings are particular emphases.

Assessment for DEd students: Two papers of 3000 words (37.5 per cent each), or one paper of 6000 words (75 per cent), and a research paper of 2000 words (25 per cent), presented to a group of students in cognate fields. Students are expected to lead the discussion on selected topics in class sessions.

Assessment for all other students: Two papers of 3000 words (50 per cent each), or one paper of 6000 words (100 per cent). Students are expected to lead the discussion on selected topics in class sessions.

483-603 INNOVATION AND CHANGE IN LANGUAGE EDUCATION

Available in these courses: DEd, MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(TESOL) (TESOL/Modern Languages Education) (Modern Languages Education)
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Sophie Arkoudis
Contact: 36 hours

Description: A study of key directions and innovations in language and literacy policy and programming in Australia. Topics include: the evolution of language and literacy teaching programs in Victoria/Australia; current issues in language education policy and planning; the interface between first and second language education; and the process involved in initiating and managing change in language and literacy education at a variety of levels, including professional development and institutional reform.

Assessment for DEd students: A 2000-word written paper comparing and critically evaluating different
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Interpretations of the origins and development of a particular initiative in language and/or literacy policy or programming (25 per cent); and an in-depth empirical investigation of the impact of a current innovation or change in language education on a particular aspect of a program, including recommendations for change, totalling 6000 words (75 per cent).

Assessment for all other students: A paper of 1500 words on a specific aspect of language and literacy education policy and/or programming (25 per cent); a literature-based assignment which surveys and critiques the impact of a current innovation or change in language education of 4500 words (75 per cent).

483-604 TEACHING SECOND LANGUAGE SPEAKING SKILLS
Available in these courses: DEd, MEd, MModLang, MTESOL, PGDipProfStud, PCertProfStud, PGDipEdStud(TESOL) (Modern Languages Education)
Offered: External (on-line) mode, Semester 2
Credit points: 25
HECS-band: 1
Staff: Jane Orton
Contact for DEd students: 36 hours (external students can expect a total workload of approximately 240 hours)
Contact for all other students: 30 hours (external students can expect a total workload of approximately 240 hours)
Special requirements: Students must have access to the required computing and Internet facilities detailed in the Faculty’s General Information section of this Handbook.
Prerequisites: A pass in a language at tertiary level, or an approved equivalent.
Description: A study of the task of achieving a ’competent presentation of self’ in a second language. The subject focuses on the phonological, somatic and pragmatic aspects of spoken interaction and their relationship to verbal expression. Teaching techniques to enable learners to develop competency by integrating verbal and non-verbal elements are examined. Students are expected to work in depth on the specific challenges in these areas that the language they teach presents to learners.
Assessment for DEd students: Assignments totaling 8000 words.
Assessment for all other students: A theoretical paper of 1500 words outlining the potential value of a selected methodology to the classroom based inquiry relevant to the student (30 per cent), and a negotiated classroom based research project of 4500 words (70 per cent).
Prescribed text: Specific language materials to be advised.

483-606 LANGUAGE TEACHING AND CULTURE
Available in these courses: DEd, MEd, MModLang, MTESOL.
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Jane Orton
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Special requirement: Some experience in language teaching is required.
Description: A study of the notion of culture, its relationship to linguistic and interactional meaning, and of the inherently bicultural nature of the language classroom. The subject develops understanding of the language learner’s task to integrate the Intercultural and the linguistic, and of the consequent demands on the learning environment and processes for it to be successful. A range of strategies for achieving integrated linguistic and cultural learning in classrooms are examined.
Assessment for DEd students: Written work to a total of 8000 words comprising (1) a class paper on one aspect of language and culture of significance for a specified set of second language learners (40 per cent); and (2) an assignment comprising the principles and concrete plans for an elaborated teaching activity integrating linguistic and Intercultural development (60 per cent).
Assessment for all other students: Written work to a total of 6000 words comprising (1) a class paper on one aspect of language and culture of significance for a specified set of second language learners (40 per cent); and (2) an assignment comprising the principles and concrete plans for an elaborated teaching activity integrating linguistic and Intercultural development (60 per cent).

483-610 THE ARTS AND COGNITION
Available in these courses: DEd, MEd
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Lee Emery
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: A study of research into the nature of artistic thought. Piaget’s developmental theories are analysed and are appraised in relation to theories of symbolic processing, and multiple intelligences. Topics include the nature of creativity, tacit knowledge, intuition, metaphoric thinking, symbolic interactionism and emotional intelligence.
Assessment for DEd students: A seminar presentation and written summary of 1000 words (15 per cent) and a
major paper of 7000 words (85 per cent). Students must demonstrate a high level of analytical and evaluative skills in the review of any literature and in the development of ideas and arguments.

Assessment for all other students: A class presentation equivalent of 1000 words (15 per cent) and a paper of approximately 5000 words (85 per cent).

Prescribed text: A collection of readings.

483-620 ASSESSMENT IN THE LANGUAGE CLASSROOM

Available in these courses: DEd, Med, MModLang, MTESOL, PCDipProfStud, PCCertProfStud, PCDipEdStud(TESOL) (Modern Languages Education)

Offered: Either Parkville Campus or external (on-line) mode, Semester 1

Credit points: 25

HECS-band: 1

Staff: Kieran O'Loughlin

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Prerequisite and/or Corequisite: 483-829 Language and Language Acquisition, or an approved equivalent.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: A study of the theory and practice of classroom-based language assessment. Topics include: the purposes of language assessment, models of communicative language ability and their implications for assessment, the design of assessment instruments, assessing speaking, listening, reading and writing skills, self and peer assessment, establishing criteria for the evaluation of assessment instruments, current trends and ethics in language assessment. Participants are encouraged to evaluate existing assessment instruments and to develop appropriate assessment tools for their own teaching contexts.

Assessment for DEd students: Description and evaluation of an existing language assessment instrument (2000 words; 25 per cent); and a theoretically oriented paper on a current issue or trend in language assessment (6000 words; 75 per cent).

Assessment for all other students: A class paper of 1500 words evaluating a specific assessment instrument or technique (25 per cent) and a negotiated project of 4500 words involving the design, trial and evaluation of an assessment instrument for the classroom (75 per cent).


483-621 CRITICAL LITERACY: SOCIAL THEORY AND LITERACY EDUCATION

Available in these courses: DEd, Med, MModLang, PCDipProfStud, PCCertProfStud, PCDipEdStud(TESOL) (Modern Languages Education)

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Ray Misson, Julie Hamston

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: A study of the socio-cultural framing of literacy in contemporary society, with special emphasis on the concept of critical literacy. Topics include: literacy as a social and cultural construct; literacy and conceptions of self and person; the shaping force in language use of class, ethnicity and gender; literacy and power; the social implications of the language of textbooks and other classroom materials; strategies for the development of a critical social awareness of language in students. In following through these topics students are introduced to the contributions of major figures such as Bourdieu, Freire, Gee, Heath, Street and Said.

Assessment for DEd students: Assignments totalling 8000 words (100 per cent).

Assessment for all other students: An essay of approximately 2000 words on theoretical aspects of critical literacy (33 per cent), and a negotiated project of approximately 4000 words on an aspect of critical literacy related to classroom practice (67 per cent).

483-625 GENRE ANALYSIS AND EDUCATION

This subject is not offered in 2002

Available in these courses: DEd, Med, MModLang, MTESOL.

Offered: Either Parkville Campus or external (on-line) mode

Credit points: 25

HECS-band: 1

Staff: Frances Christie

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.
Prerequisites: 483-626 Language Education: Functional Grammar

Description: A detailed study and analysis of genres, both spoken and written, with particular relevance to educational contexts. The theoretical framework will be drawn from systemic functional linguistic theory, though other contemporary approaches to genres will be considered. Topics include: notions of context of situation and context of culture and their impact on the ways different texts types or genres build their meanings; the manner in which texts vary with respect to field, tenor and mode, and the relationship of these three to the three metafunctions in language; the manner in which different areas of knowledge are constructed in different genres; the manner in which different genres combine to create the larger units of macrogenres; questions of ideologies in language, especially written texts; development of educational programs with a focus on genres, for students of various ages, both first and second language.

Assessment for DEd students: An analysis of 3000 words of two sample texts demonstrating familiarity with the principles of linguistic analysis taught (30 per cent); and a substantial assignment of 5000 words, involving both detailed analysis and interpretation of a sample of written texts and an evaluation of the relevance of the analysis and interpretation for education purposes (70 per cent).

Assessment for all other students: Two written assignments each of approximately 3000 words (50 per cent each).


483-626 LANGUAGE EDUCATION: FUNCTIONAL GRAMMAR

Available In these courses: DEd, MEd, MModLang, MTESOL.

Offered: Either Parkville Campus or external (on-line) mode, Semester 1

Credit points: 25

HECS-band: 1

Staff: Frances Christie

Contact for DEd students: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: A study of systemic functional linguistic approaches to the study of English grammar and discourse, as these are relevant to the development of an educational linguistics. Topics include: a brief review of the history of the emergence of the theory, and of its particular claims to contribute to language and learning theory, as well as educational theory more generally; notions of three metafunctions in language, and of the ways in which each of the three metafunctions is said to contribute to the construction of meaning in language; notions of discourse and of the resources with which language builds different texts, both spoken and written; differences between spoken and written language, and the important consequences of these differences for teaching both oral language and literacy in schools.

Assessment for DEd students: An analysis of 3000 words of two sample texts, demonstrating familiarity with the principles of linguistic analysis taught (30 per cent); and a substantial assignment of 5000 words, involving both detailed analysis and interpretation of a sample of texts, spoken and written, and an evaluation of the relevance of the analysis and interpretation for educational purposes (70 per cent).

Assessment for all other students: Two written assignments each of approximately 3000 words (50 per cent each).


483-633 LITERATURE FOR YOUNG PEOPLE IN THE CLASSROOM

This subject is not offered in 2002

Available In these courses: MEd, PGDipProfStud, PCCentProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Pam MacIntyre

Contact: 30 hours

Description: A study of fictional texts written for young people, and their use in the classroom in the context of recent narrative and textual theory. Texts studied cover the range from picture books to young adult novels, with an emphasis on recent Australian texts. Topics include: theoretical perspectives on narrative, narrative genres, socio-cultural positioning of texts and readers; the significance of fictional texts in school programs; determinants for the selection of particular texts for particular groups; questions of valuation of texts; personal and social concerns in texts; strategies for developing understanding of and response to texts in the classroom.

Assessment: An essay of approximately 2000 words (33 per cent); and a negotiated project of approximately 4000 words (67 per cent).

Prescribed texts: Students will be expected to purchase a number of texts for children and young adults to be studied intensively. An initial list will be provided before the first class.
483-634 PROJECT IN MODERN LANGUAGES EDUCATION

Available in these courses: MEd, MModLang, PGDipProfStud, PGCertProfStud, PGDipEdStud (Modern Languages Education)

Offered: Parkville Campus, Semester 1 or 2
Credit points: 25
HECS-band: 1
Staff: Jane Orton
Contact: To be negotiated with the supervisor

Prerequisite: At least one other subject in the Language and Literacy education area

Special requirement: Students must obtain the approval of the staff member before enrolment.

Description: A negotiated study that provides students with an opportunity to develop a critical and informed awareness of themselves as learners and initiates, monitor and evaluate their own professional development through a structured program which builds on and extends interests developed in other subjects in Language and Literacy Education.

Assessment: A reflective journal covering the period of the professional development activity of 1500 words (25 per cent); and an essay or project on an issue arising out of the activity to be negotiated with lecturers of 4500 words (75 per cent).

This subject is not offered in 2002
Available in these courses: DEd, MEd, MModLang, MTESOL
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Jane Orton
Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Special requirement: Some experience in language teaching is required

Description: The subject examines two main topics central to the teaching of English in a world where its use is increasingly widespread: the 'internal' problem of constructing a common meaning base across societies where English serves many purposes, and the 'external' problem of a teacher of English being an agent of social change. The link between a language and its meaning base in society is established and successive views over the past 20 years of English as an international or world language are studied. The politics and economics of the spread of English is examined, as well as charges of linguistic imperialism and hegemony. Students need to demonstrate understanding of the issues presented and be able to assess a given context of English teaching with respect to the issues and propose ethical, linguistically and interculturally sound procedures for teaching.

Assessment for DEd students: Two 4000-word essays (50 per cent each).
Assessment for all other students: Two 3000-word essays (50 per cent each).
Prescribed text: A collection of readings.

483-637 RESEARCHING ARTS EDUCATION

Available in these courses: MEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Co-ordinator: Kate Donelan
Contact: 30 hours

Special note: This subject cannot be taken for credit if 483-637 Teaching and Researching the Arts was completed prior to 2001.

Description: This subject is designed to enable practitioners in arts education to undertake an advanced practical study in the discipline of either dance, drama, music or the visual arts. The practical folio is determined through negotiation with a designated staff supervisor at the beginning of the semester. The student writes a study proposal which outlines the ideas, skills and expressive purpose of the project. Regular negotiation with the supervisor occurs during the work process culminating in a final presentation of the project and the theoretical exposition.

Assessment: Performance or folio presentation of the work 4500 words (75 per cent) and a theoretical exposition paper of approximately 1500 words (25 per cent).
reflexive research reports. Arts practitioners as researchers in their own classrooms, schools and community settings are a focus of the subject. Students select an area of inquiry relevant to their arts education context and design and implement a small-scale study incorporating a reflective practitioner's stance.

Assessment: A written paper and seminar presentation of approximately 2000 words (30 per cent), and a paper of approximately 4000 words (70 per cent).

Prescribed text: A collection of readings.

483-638 THE ART OF VISUAL LITERACY
Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Wes Imms, Pam McIntyre
Contact: 30 hours
Description: Explores how children construct meaning through the visual narrative of picture books, through connoisseurship of the world they perceive, and through aesthetic understandings of the visual arts.
Assessment: An essay of approximately 2000 words (33 per cent) and a negotiated project of approximately 4000 words (67 per cent).

483-639 CONTEMPORARY ARTS PRACTICE AND CURRICULUM
Available in these courses: MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Kate Donelan
Contact: 30 hours
Description: A study of contemporary practice in the arts relevant to curriculum design and pedagogy. Students will critically analyse trends in the teaching of drama, music and visual art in Australia and internationally in the context of social, cultural and historical conceptions of performing and visual arts. Through focusing on arts education practices and associated theories students will explore and critique developments in the field. Topics include: new and emerging art forms, cross-arts and multi-disciplinary arts; arts technologies and multimedia; non-western art forms, multicultural arts and intercultural performance; arts literacy, new literacies and critical pedagogy within arts education.
Assessment: Class presentation equivalent to 2000 words (30 per cent), and written work of approximately 4000 words (70 per cent).

Prescribed text: A collection of readings.

483-640 POSTMODERN EDUCATION: TEXTS AND THE ARTS
This subject is not offered in 2002
Available in these courses: DEd, MEd
Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Lee Emery, Ray Misson
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Special note: This subject cannot be taken for credit if 483-638 Postmodernism and Arts Education or 483-645 Texts, Cultural Studies and the Classroom has been completed.
Description: A study of the various aspects of recent postmodern theory with particular reference to its implications for teaching reading and writing and the Arts. Topics include: theories of postmodernism; structuralism and poststructuralism, ideology and subjectivity; theories of gender, class ethnicity and sexuality; what it means to teach from a postmodern perspective in the literacy and arts classrooms.
Assessment for DEd students: Assignments totalling 8000 words (100 per cent).
Assessment for all other students: Assignments totalling 6000 words (100 per cent).
Prescribed text: A collection of readings.

483-641 TEACHING ENGLISH FOR ACADEMIC PURPOSES
Available in these courses: DEd, MEd, PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Kieran O Loughlin
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Prerequisite: 483-888 TESOL Methodology and Curriculum Design, or approved equivalent
Description: A study of the theory and practice of teaching English for academic purposes (EAP). Building on general TESOL methodology and curriculum design principles, topics in this subject will include: the scope of EAP; needs analysis, syllabus and course design; student learning styles; methods and materials; teaching speaking and listening; reading and writing in EAP contexts; assessment and evaluation. A range of EAP contexts will be examined including the upper secondary, pre-tertiary and tertiary contexts in both Australia and overseas.
Assessment for DEd students: A 4000-word written paper critically examining a key methodological or curriculum design issue in designing an EAP program (50 per cent); a 4000-word paper describing the design of an EAP program for a particular audience and context (50 per cent).

Assessment for all other students: A 3000-word written paper critically examining a key methodological or curriculum design issue in designing an EAP program (50 per cent); a 3000-word paper describing the design of an EAP program for a particular audience and context (50 per cent).


483-642 PROFESSIONAL PRACTICE: TESOL (INTERNATIONAL)

Available to international students only in these courses: MEd, MModLang, MTESOL, PCDocProfStud, PCGCertProfStud, PCDocEdStud(TESOL) (TESOL/Modern Languages Education), PCGCertEdStud(TESOL)

Offered: Parkville Campus, Year-long

Credit points: 12.5

HECS-band: 1

Co-ordinator: Kieran O'Loughlin

Contact: 12 hours plus 22 days of supervised observation

Special note: This subject is offered to international students only, as a replacement for 483-830 Professional Practice: TESOL. Students must contact the School Experience and Professional Practice Unit by the end of the first week of the Semester to discuss placements.

Prerequisite and/or corequisites: 483-888 Methodology and Curriculum Design: TESOL, or approved equivalent

Description: Students undertake placements totalling 22 days of supervised observation and program involvement in the settings relevant to their current or intended English language teaching work.

Assessment: Satisfactory completion of 22 days of supervised observation work together with satisfactory completion of a logbook which includes a detailed record of observations and other program involvement together with a written report on a designated segment of the teaching experience. Total assessment equivalent to 3000 words (100 per cent).


483-804 RESEARCHING LANGUAGE CLASSROOMS

Available in these courses: DEd, MEd, MModLang, MTESOL

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 1

Staff: Kristina Love

Contact for DEd students: 36 hours. External mode students can expect a total workload of approximately 240 hours.

Contact for all other students: 30 hours. External mode students can expect a total workload of approximately 240 hours.

Prerequisite and/or corequisites: 483-829 Language and Language Acquisition, or an approved equivalent.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Description: A study of approaches to and evaluation of classroom research into current issues in language learning in primary, post primary and adult contexts. Topics include the study and investigation of teacher and learner beliefs, teacher and learner roles and teaching and learning styles, the content and structure of the language lesson, teacher and learner language use in the classroom, and input and interaction in the language classroom. Classroom research is integrated into the subject at all levels.

Assessment for DEd students: Assignments totalling 8000 words (100 per cent).

Assessment for all other students: A theoretical paper of 1500 words outlining the potential value of a selected methodology to the classroom based inquiry relevant to the student (30 per cent), and a negotiated classroom-based research project of 4500 words (70 per cent).


483-829 LANGUAGE AND LANGUAGE ACQUISITION

Available in these courses: MEd, MModLang, MTESOL, PCDocProfStud, PCGCertProfStud, PCDocEdStud(TESOL) (TESOL/Modern Languages Education) (Modern Languages Education), PCGCertEdStud(TESOL) (Modern Languages Education)

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: Kieran O'Loughlin
483-830 PROFESSIONAL PRACTICE: TESOL

Available in these courses: MEd, MTESOL, PCDipProfStud, PGCertProfStud, PCStud(TESOL) (TESOL/Modern Languages Education), PGCertStud(TESOL)

Offered: Parkville Campus, Year-long

Credit points: 12.5

HECS-band: 1

Staff: Kieran O'Loughlin

Contact: up to 12 hours, plus 22 days supervised teaching practice and observation

Prerequisite and/or corequisite: 483-888 Methodology and Curriculum Design; TESOL, or approved equivalent.

Special note: This subject is a requirement for local students who intend to teach in Australian schools. International students must enrol in the alternative subject 483-642 Professional Practice: TESOL (International) unless given permission by the Course Co-ordinator to undertake 483-830 Professional Practice: TESOL instead. All enrolling students must contact the School Experience and Professional Practice Unit by the end of the first week of the Semester to discuss placement.

Description: Students undertake 22 days supervised teaching practice and observation in the sectors in which they wish to qualify, together with peer observations and school-based field work. Teaching practice incorporates appropriate modelling of the target language, both spoken and written; the design, implementation and evaluation of lessons and units of work for students at a variety of language levels, the adaptation of existing materials and development of original work to meet student needs and interests; the evaluation and development of appropriate TESOL programs, including needs analysis, syllabus design, program organisation and evaluation; the monitoring, documentation and reporting of students' language development; the establishment of collaborative relationships with other staff members and the wider school community and self-reflection and critical evaluation of one's own practice.

Assessment: Successful classroom performance and the ability to operate independently both within the classroom and within the wider school community as judged by Faculty staff in conjunction with school supervisors along with satisfactory completion of lesson plan logbooks, including a record of observations and classes taught, self-evaluations and a substantially original unit of work consisting of at least five lesson plans together with detailed introductory notes and a written report on a designated segment of the teaching experience. Total assessment equivalent to 3000 words (100 per cent).


483-850 PROFESSIONAL PRACTICE: MODERN LANGUAGES EDUCATION

Available in these courses: MEd, MModLang, PCDipProfStud, PGCertProfStud, PCStud(Modern Languages Education) (TESOL/Modern Languages Education), PGCertStud(Modern Languages Education)

Offered: Parkville Campus, Year-long

Credit points: 12.5

HECS-band: 1

Staff: Jane Orton

Contact: 2 hours, plus 22 days supervised teaching practice and observation

Prerequisite and/or corequisite: 483-889 Methodology and Curriculum Design; Modern Languages Education, or approved equivalent.

Special note: Students must contact the School Experience and Professional Practice Unit by the end of the first week of the Semester to discuss placement.

Description: Students undertake 22 days supervised teaching practice and observation in the sectors in which they wish to qualify, together with peer observations and school-based field work. Assessment: Successful classroom performance and the ability to operate independently both within the classroom and within the wider school community as judged by Faculty staff in conjunction with school supervisors; along with satisfactory completion of lesson plan logbooks, including a record of observations and classes taught, self-evaluations; a substantially original unit of work consisting of at least five lesson plans together with detailed introductory notes; and a written report on a designated segment of the teaching experience. Total assessment equivalent to 3000 words (100 per cent).

483-871 PROFESSIONAL PRACTICE:
This subject is not offered in 2002

**Available in these courses:** MEd, PCDipProfStud, PCCertProfStud, PCDipEdStud(ALBE) (TESOL/ALBE)

**Offered:** Parkville Campus, Year-long

**Credit points:** 12.5

**HECS-band:** 1

**Staff:** Kieran O'Loughlin

**Contact:** 30 hours

**Prerequisite and/or corequisite:** 483-829 Language and Language Acquisition, or approved equivalent.

**Description:** A study of the nature of the TESOL methodology and curriculum design and evaluation in both child and adult English language learning contexts. Topics include the socio-cultural context of TESOL, including educational, cultural, historical and intergroup issues; different approaches to TESOL learning and teaching, needs analysis, curriculum design, the planning and evaluation of units of work, strategies, techniques and resources for learning and teaching speaking, listening, reading and writing; assessment and reporting; the design, implementation and evaluation of TESOL programs, including bilingual programs; and the role of the ESOL teacher in the workplace and wider educational community.

**Assessment:** Assignments totalling 3000 words (100 per cent).


**483-889 METHODOLOGY AND CURRICULUM DESIGN: MODERN LANGUAGES EDUCATION**

**Available in these courses:** MEd, MModLang, PCDipProfStud, PCCertProfStud, PCDipEdStud(Modern Languages Education) (TESOL/Modern Languages Education), PCCertEdStud(Modern Languages Education)

**Offered:** Parkville Campus, Semester 2

**Credit points:** 12.5

**HECS-band:** 1

**Staff:** Jane Orton

**Contact:** 24 hours

**Prerequisite and/or corequisite:** 483-829 Language and Language Acquisition, or approved equivalent.

**Description:** A study of the educational potential of modern language learning and the design and evaluation of policy, programs, curriculum and teaching practices which attempt to realise this potential. The subject includes examination of the Victorian VCE Study Design and Curriculum Standards Framework. Students are expected to plan and evaluate programs of work in a language of their choice, with reference to content, classroom organisation, methodology and resources, language acquisition and educational development.

**Assessment:** A practical article of 1500 words (50 per cent); and a practical exercise on curriculum design of
1500 words (50 per cent). Participation in class exercises and discussion are required.


483-890 METHODOLOGY AND CURRICULUM DESIGN: ALBE

This subject is not offered in 2002

Available in these courses: MEd, PGDipProfStud, PGCertProfStud, PCDipEdStud(ALBE) (TESOL/ALBE)

Offered: Parkville Campus

Credit points: 12.5

HECS-band: 1

Staff: TBA

Contact: 24 hours

Prerequisite and/or corequisite: 483-829 Language and Language Acquisition, or approved equivalent.

Description: A study of the nature of adult literacy and basic education (ALBE) methodology and curriculum design and evaluation in both workplace and educational contexts. Topics include the socio-cultural context of ALBE, including educational, cultural, historical and intergroup issues; different approaches to ALBE learning and teaching, needs analysis, curriculum design, the planning and evaluation of units of work, strategies, techniques and resources for learning and teaching, planning, assessment and reporting; the design, implementation and evaluation of ALBE programs, including special needs programs; and the role of the ALBE teacher in the workplace and wider educational community.

Assessment: A practical article of 1500 words (50 per cent); and a practical exercise on curriculum design of 1500 words (50 per cent). Minimum 80 per cent attendance and participation in class exercises and discussion are required.

485-613 HOW CHILDREN LEARN MATHEMATICS

This subject is not offered in 2002

Available in these courses: DEd, MEd, PCDipMath&MathEd, PCDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: David Clarke

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The focus of this unit is the school mathematics classroom and the theories of learning and instruction by which educationalists attempt to understand the practice and outcomes of classroom participation. Theories of teacher professional development are also studied to the extent that these inform any analysis of classroom practice and teacher innovation. Students study both the results of classroom research and the methods by which these results are obtained. Students are required to demonstrate critical skills in the comparison and evaluation of different theories and different research methods, and practical skills in the use of a subset of these research methods in actual mathematics classrooms.

Assessment for DEd students: Students must submit two major assignments of 4000 words each (50 per cent each). In addition, students are required to make an oral presentation to the class addressing the content of one of the above assignments. Student performance in this oral presentation will constitute part of the student's assessment for that assignment.

485-620 THE MATHEMATICS CLASSROOM

Available in these courses: DEd, MEd, PCDipMath&MathEd, PCDipProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 1

Credit points: 25

HECS-band: 1

Staff: David Clarke

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The focus of this unit is the school mathematics classroom and the theories of learning and instruction by which educationalists attempt to understand the practice and outcomes of classroom participation. Theories of teacher professional development are also studied to the extent that these inform any analysis of classroom practice and teacher innovation. Students study both the results of classroom research and the methods by which these results are obtained. Students are required to demonstrate critical skills in the comparison and evaluation of different theories and different research methods, and practical skills in the use of a subset of these research methods in actual mathematics classrooms.

Assessment for DEd students: Students must submit two major assignments of 4000 words each (50 per cent each). In addition, students are required to make an oral presentation to the class addressing the content of one of the above assignments. Student performance in this oral presentation will constitute part of the student's assessment for that assignment.
485-621 RECONSTRUCTING SCIENCE EDUCATION

Available in these courses: DEd, MEd, PCdipProfStud, PCCertProfStud

Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Rod Fawns

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: Consideration of the appraisal and reform of the science curriculum both in Australia and overseas at primary, secondary and tertiary levels. The study is particularly directed to participants who are assumed to have a leadership role in science education reform and professional development in their institution. It includes consideration of the arguments for the reconstruction of science education in the context of changing patterns of social participation and vocational expectations of science teaching, cognition and participation as public goals, images of science and science teachers, professional appraisal and the subject department as the prime locus of curriculum reform, social organization and professional development in secondary schools. Each student undertakes an intensive program of directed reading tailored to his or her personal requirements leading to the presentation of colloquium papers.

Assessment for DEd students: (1) Participation in weekly seminars, including short presentations (equivalent to 2000 words, 25 per cent); (2) a presentation of a literature review in a clearly defined area of research (3000 words, 37 per cent); and (3) a retrospective account of an aspect of science curriculum or research proposal which addresses a particular question which arose in the literature and in professional practice (3000 words, 38 per cent).

Assessment for all other students: (1) Participation in weekly seminars, including short presentations (equivalent to 2000 words, 33 per cent); (2) a presentation of a literature review in a clearly defined area of research (2000 words, 33 per cent); and (3) a retrospective account of an aspect of science curriculum or research proposal which addresses a particular question which arose in the literature and in professional practice (2000 words, 34 per cent).

485-622 LEARNING SCIENCE IN A COMPUTER AGE

This subject is not offered in 2002

Available in these courses: DEd, MEd, PCdipProfStud, PCCertProfStud

Offered: Parkville Campus
Credit points: 25
HECS-band: 1
Staff: Christina Hart

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: Consideration of the development of curricula to meet the challenges of a technological age in areas such as health, technology, science and outdoor and environmental education at primary, secondary and tertiary levels. The study is based around the need to reconstruct pedagogy and
revitalise infrastructure in the context of changing social and cultural beliefs and public understanding, as well as increasing technological capability and environmental pressures. Topics include personal knowledge, pedagogical relations and narrative identity in teaching; orientations to reflective practice and competence based assessment in informal educational contexts; partnerships, positions and collaboration in teaching, learning and professional development; situative and cognitive psychological frameworks for educational research and professional practice. Each student undertakes an intensive program of directed reading tailored to his/her personal requirements leading to the presentation of colloquium papers.

Assessment for DEd students: (1) Participation in weekly seminars, including short presentations (2000 words, 25 per cent); (2) a presentation of a literature review on a particular theme (3000 words, 37 per cent); and (3) a presentation of a research proposal in the form of a retrospective account of curriculum development in this area (3000 words, 38 per cent).

Assessment for all other students: (1) Participation in weekly seminars, including short presentations (2000 words, 33 per cent); (2) a presentation of a literature review on a particular theme (2000 words, 33 per cent); and (3) a presentation of a research proposal in the form of a retrospective account of curriculum development in this area (2000 words, 34 per cent).

485-643 NEGOTIATED PROJECT IN SCIENCE AND MATHEMATICS EDUCATION

Available in these courses: MEd, MlnfoTech, MModLang, MTESOL, MTmgDvt, MEdHearingImp, MGifTedEd, MSpecialEd, MEarlyChild, MEarlyYnt, MStudWelf, MTESOL, PCDiP&Trng, PCDiPProfStud, PGCertProfStud

Offered: Parkville Campus, Semester 1 or 2

Credit points: 25

HECS-band: 1

Staff: from the Department of Science and Mathematics Education; student is responsible for obtaining a supervisor.

Contact: To be negotiated with the supervisor

Description: An individually negotiated project in which the student undertakes a theoretical study (e.g., a substantial critical review of a particular body of literature), a professional study (e.g., a special teaching assignment of at least three months duration), a research or development project, or a relevant approved course of training conducted outside the Faculty of Education.

Assessment: To be negotiated with the supervisor and depending on the type of project undertaken, either a literature review, research report or project report of 6000 words (100 per cent); or a detailed report of the project activity of 6000 words together with a report from the project supervisor (100 per cent); or a reflective journal covering the period of the professional development activity of 1500 words (25 per cent) plus an essay or project of 4500 words on an issue arising out of the activity to be negotiated with the supervisor (75 per cent).

485-646/681/683 RESEARCH METHODS IN EDUCATION

Available in these courses: MEd, MlnfoTech, MModLang, MTESOL, MTmgDvt, MEdHearingImp, MGifTedEd, MSpecialEd, MEarlyChild, MEarlyYnt, MStudWelf, MTESOL, PCDiP&Trng, PCDiPProfStud, PGCertProfStud

Offered: Summer - Part A and Part B (Qualitative Methods and Quantitative Methods); Semester 1 - Part A and Part B (Qualitative Methods, Quantitative Methods, Reflective Practice and Action Research, and Researching Vocational Education and Training); Semester 2 - Part A (both on-campus and on-line), Part B (Qualitative Methods, Quantitative Methods, and Researching Vocational Education and Training available on-line; Researching VET also available on campus).
SUBJECT DESCRIPTIONS 2002

Credit points: 25
HECS-band: 1
Co-ordinator: David Clarke
Contact: 30 hours

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Special note: This subject is offered under various subject codes (485-646, 485-681, 485-683) depending on the course and stream in which the student is enrolled. Students in the Master of Early Childhood, Master of Early Intervention, and Master of Student Welfare, and Stream 1A students in the Master of Education, Master of Education of the Hearing Impaired, Master of Gifted Education, Master of Information Technology in Education, Master of Modern Languages Education, Master of Special/Integrated Education and Master of TESOL enrol in subject code 485-681. Master of Education Stream 2 students enrol in subject code 485-683. All other students undertaking the subject enrol in subject code 485-646.

Description: The subject is divided into two parts, Part A and Part B. In Part A, students undertake a common course of study. In Part B, students select one module of study relevant to their proposed thesis topic under the direction of their supervisor. These modules are listed below under Part B. Both Part A and Part B must be undertaken in the same semester.

Part A Contact: 15 hours

Part A Description: Topics include: an overview of the methods of disciplined inquiry; historical and philosophical methods; ethnographic research and case study methods; survey methods; quasi experimental methods; introduction to information resources for research.

Part A Assessment: An essay of 3000 words (50 per cent).

Part B Contact: 15 hours

Part B Description: The Part B modules available include Qualitative Methods, Quantitative Methods, Reflective Practice and Action Research, and Researching Vocational Education and Training. Note that not all Part B modules are offered every semester. An information package is available from the Faculty Office from December.

Part B Assessment: A paper of 3000 words (50 per cent). Students undertaking a major thesis of 40,000 words may be required to undertake an oral defence of the research proposal.

485-703 CO-ORDINATION OF THE CURRICULUM

Available in these courses: DEd, MEd
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1

Staff: Rod Fawns
Contact: 36 hours

Description: The seminars provide opportunities for participants to explore conflicting conceptions of curriculum — platform, deliberation and design — as they relate to their particular field or institutional context. Each student undertakes an extensive program of directed reading tailored to his or her personal requirements in current change management, professional development or pedagogical reform. Amongst the ideas examined in the literature and in practice are teacher personal professional knowledge, collaboration and the persistence of privacy; the use of curriculum narratives in professional development and appraisal; levels of shared decision making; discipline subcultures, content as context; subject departments as prime loci for institutional reform; persistent social movements in curriculum reform; the impact of ideological swings; the centralization of curricular control and the decentralization of management and bureaucracy.

Assessment for DEd students: A maximum of three small writing tasks modelling modes of curriculum research — biography, interview, sociological survey — totalling 3000 words; a paper of approximately 3000 words dealing with an aspect of one of the major topics of the course (sample topics will be provided); and an in-class assignment of approximately 2000 words in the final session.

Assessment for MEd students: A maximum of 3 small writing tasks modelling modes of curriculum research — biography, interview, sociological survey — totalling 3000 words (50 per cent); a paper of approximately 3000 words dealing with an aspect of one of the major topics of the course (sample topics will be provided) (50 per cent).

485-802 UPDATING PHYSICS TEACHING IN THE MIDDLE SCHOOL

This subject is not offered in 2002

Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Staff: Jo Sadler
Credit points: 12.5
HECS-band: 1
Contact: 18 hours

Description: This subject enables participants to extend their knowledge of physics through investigating the key concepts and smart teaching ideas in units developed by outstanding teachers. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classes. Teaching strategies, learning theory and resources including appropriate information technologies are reviewed and evaluated.
Assessment: The development, trialing and evaluation of a unit of work appropriate to the specific physics topics studied (3000 words).


485-803 SEXUALITY ISSUES AND THE SCHOOL

This subject is not offered in 2002
Available in these courses: PCDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Val Webster
Contact: 18 hours
Description: A study of human sexuality in the school environment. Topics selected from: school policy in regard to sexuality education including sexual harassment, STD and HIV/AIDS prevention education; sexuality education practice related to the CSF Health and Physical Education learning areas; the role of parents and of community educators; the gendered construction of sexuality; adolescent health and sexuality and sexual behaviour; goals and effectiveness of sexuality education; issues of sexual and reproductive health including sexual violence and homelessness.

Assessment: A paper on a controversial issue in school sexuality education equivalent to 1500 words (50 per cent) and the outline of a sexuality education program for use in a primary or postprimary school equivalent to 1500 words (50 per cent).

485-804 OUTDOOR EDUCATION IN THE PRIMARY SCHOOL

This subject is not offered in 2002
Available in these courses: PCDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Stewart Dickinson
Contact: 18 hours as a two day program, conducted as a weekend field trip including an overnight camp.
Description: This subject equips participants to understand the role of outdoor education in the context of the Curriculum and Standards Framework and to use the outdoors as a unique teaching medium to enrich the integrated curriculum. Topics include the relationship between humans and nature; the contributions of education to understand the natural environment; aesthetic responses to the natural world.

Assessment: The development, trialing and evaluation of a unit of work appropriate to the topics covered (3000 words).


485-805 TEACHING FOR NUMERACY

Available in these courses: DEd, MED, PCDipMath&MathEd, PCDipProfStud, PCCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Helen Chick
Contact for DEd students: 36 hours
Contact for all other students: 30 hours
Description: This unit considers issues associated with the learning, teaching and assessment of numeracy. A central focus is to determine what it means to be numerate; examination of this question leads to a consideration of the relationship between numeracy and mathematics, whether or not numeracy can be measured, and why numeracy has become a central issue in education at this time. Students study and evaluate national and international programs and reform movements intended to improve numeracy levels, and consider recent research results. In particular, students investigate teaching practices and identity resources and strategies which enhance the learning and teaching of numeracy.

Assessment for DEd students: A critique or evaluation of a numeracy program (2500 words), a minor assignment (2000 words) and a major assignment (3500 words).

Assessment for all other students: A critique or evaluation of a numeracy program (2000 words), a minor assignment (1000 words) and a major assignment (3000 words).

485-806 COMMUNICATING SCIENCE

This subject is not offered in 2002
Available in these courses: PCDipProfStud, PCCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Museum Victoria and the Department of Science and Mathematics Education
Contact: 15 hours
Prerequisites: An approved teaching qualification
Description: The program is designed to develop skills in the communication of science and technology in both teachers and their students. Areas covered include: individual learning styles; using objects to link the familiar with the unknown; oral presentation skills and strategies for developing these in students; written
presentation skills including writing scientific articles, and creative writing (science fiction); the development of posters and classroom displays; basic design principles; effective use of learning technologies including the Internet, CD-ROM, video and PowerPoint presentations. Areas of science and technology content include Astronomy, Force and Movement, Light and Sound, Materials, and Life and Living.

Assessment: Development of an 8- to 10-week unit of work for the classroom, equivalent to 3000 words, to include rationale, content, delivery method and evaluation; or production of a classroom exhibition, poster display, or publication demonstrating collaborative teacher-student development, together with documentation and evaluation of the process equivalent to 3000 words.

485-815 CHEMICAL SCIENCE CURRICULUM STUDY

Available in these courses: PGCertScienceTeaching
Offered: Parkville Campus, Semester 1
Credit points: 12.5
HECS-band: 1
Staff: Rod Fawns, Jo Sadler
Contact: 18 hours
Description: This subject enables participants to extend their knowledge of science through investigating science ideas related to the strand of the Science Curriculum and Standards Framework, Chemical Science. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classess. Teaching strategies, learning theory and resources including appropriate information technologies are reviewed and evaluated.

Assessment: The development and testing of a unit of work including student assessment appropriate to the biological science studies (4000 words, 70 per cent; oral presentation to the class, 30 per cent).


485-816 PHYSICAL SCIENCE CURRICULUM STUDY

This subject is not offered in 2002
Available in these courses: PGCertScienceTeaching
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Rod Fawns, Jo Sadler
Contact: 18 hours
Description: This subject enables participants to extend their knowledge of science through investigating science ideas related to the strand of the Science Curriculum and Standards Framework, Physical Science. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classess. Teaching strategies, learning theory and resources including appropriate information technologies are reviewed and evaluated.

Assessment: The development and testing of a unit of work including student assessment appropriate to the biological science studies (4000 words, 70 per cent; oral presentation to the class, 30 per cent).


485-817 EARTH AND SPACE SCIENCE CURRICULUM STUDY

Available in these courses: PGCertScienceTeaching
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Rod Fawns, Jo Sadler
Contact: 18 hours
Description: This subject enables participants to extend their knowledge of science through investigating science ideas related to the strand of the Science Curriculum and Standards Framework, Earth and Space Science. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classess. Teaching strategies, learning theory and resources including appropriate information technologies are reviewed and evaluated.

Assessment: The development and testing of a unit of work including student assessment appropriate to the biological science studies (4000 words, 70 per cent; oral presentation to the class, 30 per cent).


485-818 BIOLOGICAL SCIENCE CURRICULUM STUDY

This subject is not offered in 2002
Available in these courses: PGCertScienceTeaching
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Rod Fawns, Jo Sadler
Contact: 18 hours
Description: This subject enables participants to extend their knowledge of science through investigating science ideas related to the strand of the Science Curriculum and Standards Framework, Biological Science. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classess. Teaching strategies,
learning theory and resources including appropriate information technologies are reviewed and evaluated.

Assessment: The development and testing of a unit of work including student assessment appropriate to the biological science studies (4000 words, 70 per cent; oral presentation to the class, 30 per cent).


485-819 TEACHING ABOUT FORCE AND MOTION IN GENERAL SCIENCE
Available in these courses: PCCertScEdn(Physics)
Offered: Parkville Campus, Semester 1
Credit points: 25
HECS-band: 1
Staff: Christina Hart
Contact: 42 hours

Special Note: Credit may not be gained for this subject in the MEd/DEd if 485-622 Learning Science in a Computer Age is also taken, because of the significant overlap in content.

Description: This subject covers the following content: research findings on children's learning about forces and motion; teaching approaches that facilitate meaningful learning about forces and motion; the applications of computers in learning about forces and motion, including the use of electronic resources for communication and accessing information; assessment strategies that support and enhance the teaching and learning of physical science, and encourage the development of students' skills in communicating and investigating; epistemological views of the nature of physics; historical development of ideas about force and motion; forces that act on contact (pushes or pulls, friction, normal reaction force, buoyant forces) and field forces (gravity, electrostatic attraction and repulsion); magnetic attraction and repulsion; forces as interactions (Newton's Third law); balanced and unbalanced forces (Newton's First law); use of force sensors; simple machines (gears, pulleys and levers) and mechanical advantage; velocity acceleration (Newton's Second law); structure and evolution of the solar system; structure and evolution of the universe.

Assessment: A two-hour examination, projects and other written assignments equivalent in total to 6000 words.

Prescribed text: Students will be provided with a list of recommended readings and a manual containing course notes.

485-820 TEACHING ABOUT ENERGY IN GENERAL SCIENCE
Available in these courses: PCCertScEdn(Physics)
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Gary Asp
Contact for DEd students: 36 hours

Special Note: This subject may not be undertaken by students who have completed 485-893 Technology Enriched Mathematics Teaching 1 or 485-894 Technology Enriched Mathematics Teaching 2.

5.70 The New Mumo
Description: A study of the use of technology enriched learning and teaching within the school mathematics curriculum. The present and potential role, status, impact and contributions to school mathematics education of teaching strategies, curriculum materials and programs incorporating the use of calculators and/or computers. The impact on the school mathematics curriculum and patterns of student thinking about mathematics, arising from the availability and classroom use of technology. Design of and results from relevant research studies are discussed.

Assessment for DEd students: Assignments involving the use of technology for mathematical tasks, analysis and reports from reading, development and evaluation of classroom activities (equivalent in total to 3000 words, 34 per cent); a 4000 word literature review on a topic of research involving the use of technology for the teaching and learning of mathematics (50 per cent); the written and oral presentation of a proposal for a research project on an aspect of technology-enriched mathematics instruction (1000 words, 16 per cent).

Assessment for all other students: Minor assignments involving skills in the use of technology for mathematical tasks, analysis and reports from reading, development and evaluation of classroom activities (50 per cent, equivalent in total to 3000 words); major assignment involving the design, conduct and report of action-research on an aspect of technology-enriched mathematics instruction (50 per cent, equivalent in total to 3000 words).

485-824 TEACHING MATHEMATICS WITH CAS

Available in these courses: DEd, MEd
Offered: Parkville Campus, Year-long
Credit points: 25
HECS-band: 1
Staff: Kaye Stacey
Contact for DEd students: 48 hours
Contact for all other students: 48 hours

Special computer skills required: Basic ability with graphic calculators and mathematical software. All fee paying students must provide a self-contained portable computer algebra system (handheld or laptop).

Description: Teaching with mathematics with computer algebra systems (CAS). Principles influencing changes to curriculum, pedagogy, assessment and practical consequences. Underlying mathematics, pedagogical use of animations etc.

Assessment for DEd students: Assignments totalling 8000 words
Assessment for all other students: Assignments totalling 6000 words


485-828 TEACHING INFO TECH AT SENIOR LEVELS

Available in these courses: MEd, MInfoTech, MTrngDvt, PC Dipl Ed, PC Dipl Prof Stud, PC Cert Prof Stud, PC Dipl Ed Trng, PC Cert Ed Trng
Offered: Parkville Campus, Semester 2
Staff: John Warner
Credit points: 25
HECS-band: 1
Contact: 36 hours
Prerequisites: 485-831 Educational Programming Environments and 485-835 Information Management and Education, or equivalent

Special note: This subject cannot be undertaken by students who have completed 485-829 Teaching With Information Technology

Description: The use of computers for educational purposes with emphasis on current research and educational philosophies of learning and teaching; current and potential uses in key learning areas. Implications for schools of technological change, resourcing and policy. Technology and individual learning styles, thinking strategies, problem solving and attitudes to learning. Curriculum content, teaching methods, assessment and resource materials in the Information Technology learning area in secondary schools with particular emphasis on the VCE Information Technology study design.

Assessment: A literature review of 1500 words relating teaching style to the use of computers in education (25 per cent); a group seminar presentation equivalent to 1200 words based on a written paper on aspects of school policy for Information Technology (20 per cent); an assignment related to the discipline content of the VCE Information Technology study design, equivalent to 2000 words (33 per cent); and an assignment of 1300 words relating to the teaching of Information Processing and management in the CSF or VCE (22 per cent).

485-829 TEACHING WITH INFORMATION TECHNOLOGY
485-830 SOFTWARE ENVIRONMENTS FOR LEARNING

Available in these courses: MEd, MinfoTech, MTrngDvt, PGDipCompEd, PGDipProfStud, PGCertProfStud, PGDipEdTrng, PGCertEdTrng

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 1

Staff: John Murnane

Contact: 30 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook.

Special note: The subject cannot be undertaken by students who have completed 485-828 Teaching Info Tech at Senior Levels.

Description: The place in teaching and administration of generic software tools such as word processors, databases, graphics packages, communications packages and spreadsheets. The manipulation of data using integrated packages. Presentation and publishing using hypermedia. Development of skills in the use of each software tool in the context of curriculum and/or administrative applications. Review of current literature and investigation of trends in educational applications of generic software tools. Educational recording and reporting packages.

Assessment: Four assignments, demonstrating competence in the use of two software tools, and a negotiated study of a specialist software application in a subject area of the student's choice, equivalent in total to 6000 words.

485-831 EDUCATIONAL PROGRAMMING ENVIRONMENTS

Available in these courses: DEd, MEd, MinfoTech, MTrngDvt, PGDipCompEd, PGDipProfStud, PGCertProfStud, PGDipEdTrng, PGCertEdTrng

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: John Murnane

Contact: 48 hours

Special requirements: Students are assumed to have a good acquaintance with the Macintosh and/or Windows environment and competency with at least one major computer application such as word processing, spreadsheet or Web editing.

Description: A study of the technologies which underpin information management and processing: types of computer systems and architectures; leading-edge applications of computer systems; a study of modern computer languages as a vehicle for learning and problem solving across the school system (e.g. Microworlds, HyperTalk, Visual Basic); the expression of problem solutions in algorithmic form; the information system software development cycle. Related robotics and programmed control applications that meet the requirements of the Technology CSF. Issues associated with the teaching of programming and computer controlled systems.

Assessment for DEd students: A series of short essays analysing aspects of the use of a general educational programming environment in the classroom supported by appropriate examples of programming exercises and workshop activities equivalent to 3200 words (40 per cent); assignment and workshop activities involving a multimedia tool equivalent to 1000 words (12.5 per cent); an essay relating the employment of simple automated and robotic technology to problem solving skills in the general curriculum together with appropriate examples equivalent to 2000 words (25 per cent); and a 1800 word essay (22.5 per cent).

Assessment for all other students: Programming assignment and workshop activities utilising a suitable
general educational programming environment equivalent to 2500 words (41 per cent); assignments and workshop activities involving a multimedia tool, equivalent to 1000 to words (17 per cent); assignments and workshop activities in a robotics environment, equivalent to 1500 words (25 per cent); and a 1000 word essay (17 per cent).

485-832 DEVELOPING MULTIMEDIA
Available in these courses: DEd, MEd, MinfoTech, MTmgDvt, PCDipCompEd, PCDipProfStud, PCCntProfStud, PCDIPEdTmg, PCCntEdTmg
Offered: Parkville Campus, Semester 2
Credit points: 25
HECS-band: 1
Staff: Dianne Chambers
Contact: 36 hours
Prerequisites: 485-830 Software Environments for Learning, and 485-829 Teaching With Information Technology, or equivalents
Description: Contemporary developments and research in educational software, especially multimedia applications; its place in current theories of teaching and learning. Advanced software evaluation: strategy and approaches; human factors engineering. Research and analysis of educational software requirements. Psychological factors in interface design. Writing specifications for the design of educational software. Multimedia development environments: comparative evaluation of development tools and delivery systems. Prototyping, testing and evaluation. Investigation of ethical and equity issues in software design.
Assessment for DEd students: An essay of 1200 words (15 per cent); specification of the design of an innovative example of educational software, equivalent to 1200 words (15 per cent); a team-based software development project 2800 words (45 per cent), including an individual report on the design process of 800 words; and an essay of 2000 words (25 per cent).
Assessment for all other students: An essay of 1200 words (20 per cent); specification of the design of an innovative example of educational software, equivalent to 1200 words (20 per cent); and a team-based software development project 2800 words (60 per cent), including an individual report on the design process of 800 words.

485-833 TELECOMMUNICATIONS AND MULTIMEDIA
Available in these courses: MEd, MinfoTech, MTmgDvt, PCDipCompEd, PCDipProfStud, PCCntProfStud, PCDIPEdTmg, PCCntEdTmg
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 25
HECS-band: 1
Staff: John Warner
Contact: 36 hours for Internal mode students. External mode students can expect a total workload of approximately 240 hours.
Special requirements: Students will be assumed to have covered the material contained in 485-830 Software Tools in Education. External mode students must have access to the required computing and Internet facilities detailed in the Faculty’s General information section of this Handbook.
Description: The role of graphics visual presentation and multi-media in human communication. Principles of Interface design and interactive graphical communication. Applications of graphics and multi-media in education. Technology used in schools for delivery of telecommunications; resources, information retrieval and publishing on the World Wide Web and the Internet. Access, equity and ethical issues involved in this technology. Implications for teachers and students. Current state-wide, national and international projects (e.g I`EARN).
Assessment: An assignment involving the creation and educational use of an individual Website, ready for publication on the internet, an essay on an application of telecommunication technology to education, and a negotiated production of a multimedia product, equivalent in total to 6000 words.
SUBJECT DESCRIPTIONS 2002

Available In these courses: DEd, MEd, MInfoTech, MTrngDvt, PGDipCompEd, PGDipProfStud, PGCertProfStud, PGDipEdTrng, PGCertEdTrng

Offered: Parkville Campus, Semester 2

Credit points: 25

HECS-band: 1

Staff: Anne McDougall

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: An exploration of the possibilities offered by new technologies to enhance learning, and related implications for change in the nature of teaching. Examination of the contribution made by work with computer-based techniques, and computational ideas from artificial intelligence, to the development of understanding of the processes of learning. Research methods, including case study approaches, for investigating learning processes and outcomes of technology-related educational programs.

Assessment for DEd students: Participation in weekly seminars as arranged; a literature review of a clearly defined area of research (3200 words, 40 per cent); a research proposal outlining an investigation of learning in a technology-related setting (3200 words, 40 per cent); a small pilot version of original multimedia or educational software for educational purposes with documentation (1600 words, 20 per cent).

Assessment for all other students: Participation in weekly seminars as arranged; a literature review of a clearly defined area of research (3000 words, 50 per cent); a research proposal outlining an investigation of learning in a technology-related setting (3000 words, 50 per cent).

485-837 COMPUTERS AND CURRICULUM

Available In these courses: DEd, MEd, MInfoTech, MTrngDvt, PGDipCompEd, PGDipProfStud, PGCertProfStud, PGDipEdTrng, PGCertEdTrng

Offered: Either Parkville Campus or external (on-line) mode, Semester 1

Credit points: 25

HECS-band: 1

Staff: Dianne Chambers

Contact: 36 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Special requirements: External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook

Prerequisite: 485-829 Teaching With Information Technology, or approved equivalent

Description: An advanced examination of the use of computers within both primary and secondary education begun in Teaching With Information Technology with a specialisation in one of these areas. A detailed investigation of the role and use of computers in a selected area of the curriculum (eg. robotics, LOTE, music, science, mathematics, humanities). Educational policy with regard to Information Technology and its effect on the primary to secondary transition. Implications of technological change in society for the school curriculum.

Assessment for DEd students: Two essays, an evaluation of educational software and a paper — internal students will present this paper (75 per cent); and a reflective journal (25 per cent). Equivalent in total to 8000 words.

Assessment for all other students: Two essays, an evaluation of educational software, and a written paper — internal students will present this paper. Equivalent in total to 6000 words (100 per cent)

485-850 KEY ISSUES IN MATHEMATICS EDUCATION

This subject is not offered in 2002

Available In these courses: DEd, MEd

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: David Clarke

Contact for DEd students: 36 hours

Contact for all other students: 30 hours

Description: The consideration of issues affecting the direction of contemporary mathematics education. In particular, those issues specific to curricular developments in Victoria are distinguished from those which reflect national or international trends. Possible topics include: changing curricular content priorities; the impact of technology on the school mathematics curriculum; mathematical disadvantage within the school mathematics curriculum and in society in general; contemporary theories of mathematics learning and their implications for classroom practice; the assessment of mathematics learning and teaching in schools; the place of mathematics in the contemporary school curriculum and in the practices of the broader community.

Assessment for DEd students: Two projects of 4000 words each (50 per cent each), or one minor assignment of 3000 words and one practical project of 5000 words; and an oral presentation to the class addressing the content of one of the above assignments. Student performance in this oral presentation will constitute part of the student's assessment for that assignment.

Assessment for all other students: Two projects of 3000 words each (50 per cent each), or two minor assignments of 1000 words each and one practical project of 4000 words.

485-851 SCIENCE IN THE PRIMARY SCHOOL
485-853 NEW SCIENCE AND NEW APPROACHES TO TEACHING SECONDARY SCHOOL SCIENCE

Available In these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus, Semester 2
Credit points: 12.5
HECS-band: 1
Staff: Jo Sadler
Contact: 18 hours

Description: This subject enables participants to extend their knowledge of science through investigating science ideas related to recent advances in Engineering Sciences and/or advances in Life Sciences. Hands-on workshops, lectures and excursions provide the background from which participants develop, trial and evaluate teaching activities appropriate to their own classes. Teaching strategies, learning theory and resources including appropriate information technologies are reviewed and evaluated.

Assessment: The development, trialing and evaluation of a unit of work appropriate to the specific science strand studied (3000 words).


485-854 ENVIRONMENTAL EDUCATION

Available In these courses: MEnvironment
Offered: Parkville Campus, Semester 1 or 2
Credit points: 12.5
HECS-band: 1
Staff: Stewart Dickinson

Description: Students will learn the theoretical underpinnings of environmental education through a study of the concept of environmentalism. The course will combine an introduction to theory and practice in the field of environmental education. The growth of environmental education in the modern era, since the publication of Rachel Carson's 'Silent Spring', will be discussed with particular reference to the landmark UNESCO/ENEP environmental education conferences in Belgrade (1975) and Tbilisi (1977).

A particular focus will be the concept of sustainable development and its implications for education. The rhetoric of governments, corporations and NGOs concerning conservation issues and the environment generally will be considered in terms of environmental education for citizenship.

The course will provide students with some of the important strategies for the development of environmental education in a variety of sectors. It will also provide ideas for teaching activities. In addition, the course will deal with ways of actualizing individuals or groups who wish to learn how to become involved in action for the environment.

Assessment: 1. Minor assignment - (1000 words, 25 per cent). Examination of various stakeholders arguments surrounding an environmental issue and relating the issue to an appropriate level of education (primary, secondary, tertiary, public).
2. Major assignment - (3000 words, 75 per cent)

Either: Development of an environmental education unit with lesson plans based on Belgrade Charter for Environmental Educators, or Development, in conjunction with a public body/group/association, of an environmental issue awareness and action programme.


485-855 PERCEPTION OF THE ENVIRONMENT

Available In these courses: MEnvironment
Offered: Parkville Campus, Semester 1 or 2
Credit points: 12.5
HECS-band: 1
Staff: Stewart Dickinson

Description: Students will learn the theoretical underpinnings of environmental education through a study of the concept of environmentalism. The course will combine an introduction to theory and practice in the field of environmental education. The growth of environmental education in the modern era, since the publication of Rachel Carson's 'Silent Spring', will be discussed with particular reference to the landmark UNESCO/ENEP environmental education conferences in Belgrade (1975) and Tbilisi (1977).

A particular focus will be the concept of sustainable development and its implications for education. The rhetoric of governments, corporations and NGOs concerning conservation issues and the environment generally will be considered in terms of environmental education for citizenship.

The course will provide students with some of the important strategies for the development of environmental education in a variety of sectors. It will also provide ideas for teaching activities. In addition, the course will deal with ways of actualizing individuals or groups who wish to learn how to become involved in action for the environment.

Assessment: 1. Minor assignment - (1000 words, 25 per cent). Examination of various stakeholders arguments surrounding an environmental issue and relating the issue to an appropriate level of education (primary, secondary, tertiary, public).
2. Major assignment - (3000 words, 75 per cent)

Either: Development of an environmental education unit with lesson plans based on Belgrade Charter for Environmental Educators, or Development, in conjunction with a public body/group/association, of an environmental issue awareness and action programme.

Contact: 18 hours

Description: Topics will include: historical perspectives on environmental perception; approaches for assessment of human responses to the built and natural environment; exploration of conceptual and methodological frameworks used to understand relationships between environmental attitudes and cognitive and affective meanings people associate with the environment; social construction of landscape meaning including nature and wilderness; theories of environmental aesthetics, psycho-evolutionary and information processing perspectives; psychological and physiological benefits of nature including restorative and transcendent experience; implications for environmental cognition and affect for environmental protection and management; development of environmental consciousness; contributions of education processes to the development of environmental understandings.

Assessment: A paper of 4000 words on a topic agreed by the lecturer.


485-865 DEVELOPING AN EFFECTIVE MATHEMATICS CURRICULUM

This subject is not offered in 2002

Available in these courses: DEd, MEd, PGDipMaths&MathsEd, PGDipProfStud, PGCertProfStud

Offered: Parkville Campus

Credit points: 25

HECS-band: 1

Staff: Kaye Stacey

Contact for DEd students: 36 hours
Contact for all other students: 30 hours

Description: A study of the learning and teaching of mathematics from early primary to upper secondary school. Children's development and difficulties in important curriculum strands are examined in the context of an analysis of the major ideas in broad conceptual fields. Principles for the design of teaching based on psychological studies of learning and memory. Teaching methods which address misconceptions and promote understanding are explored, comparing and contrasting approaches deriving from various theoretical positions. This subject is suitable for both primary and secondary teachers.

Assessment for DEd students: (1) Participation in weekly seminars, including short presentations; (2) reports of four data gathering exercises totalling 2000 words (20 per cent); (3) an essay of 3000 words which delineates an important conceptual field of school mathematics and reviews the literature of children's understanding of it (40 per cent); (4) a critical review of 3000 words of the curriculum materials available to teach a selected mathematical topic, analysed from theoretical and practical perspectives (40 per cent).

Assessment for all other students: (1) Participation in weekly seminars, including short presentations and reports of data gathering as arranged; (2) an essay of 3000 words which delineates an important conceptual field of school mathematics and reviews the literature on children's understanding of it (50 per cent); (3) a critical review of 3000 words of the curriculum materials available to teach a selected mathematical topic, analysed from theoretical and practical perspectives (50 per cent).


485-869 DISCRETE MATHEMATICS AND MATHEMATICAL MODELLING

Available in these courses: MEd, PGDipMaths&MathsEd, PGCertMaths&MathsEd, PGDipProfStud, PGCertProfStud

Offered: Either Parkville Campus or external (on-line) mode, Semester 2

Credit points: 25

HECS-band: 2

Staff: Helen Chick

Contact: 54 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.

Prerequisite: First-year calculus-based mathematics subject of 25 points or equivalent.

Special requirements: A graphic calculator of an approved type is required, and access to a suitable computer is necessary to complete some assignments. Appropriate computer software is used throughout the subject. Externally enrolled students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook. In consultation with the Department, external students must also arrange external supervision of the final examination in the subject.

Description: An introduction to a broad range of discrete mathematics topics, including graph theory, Boolean algebra, difference equations, and simple numerical methods. Examination of some established mathematical models (both discrete and continuous). Methods of teaching modelling throughout the post-primary school.
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Assessment: An examination (3 hours), projects and other written assignments equivalent in total to 6000 words.

485-870 MATHEMATICAL STATISTICS FOR TEACHERS
Available in these courses: MEd, PGDipMaths&MathsEd, PGCertMaths&MathsEd, PGDipProfStud, PGCertProfStud
Offered: Either Parkville Campus or external (on-line) mode, Semester 1
Credit points: 25
HECS-band: 2
Staff: Gloria Stillman
Special requirements: A graphic calculator of an approved type is required, and access to a suitable microcomputer may be necessary to complete some assignments. External mode students must have access to the required computing and Internet facilities detailed in the Faculty's General Information section of this Handbook. In consultation with the Department, external students must also arrange external supervision of the final examination in the subject.
Prerequisite: First-year calculus-based mathematics subject of 25 points or equivalent.
Contact: 54 hours for internal mode students. External mode students can expect a total workload of approximately 240 hours.
Assessment: A three-hour examination, projects and other written assignments equivalent in total to 6000 words.

485-893 TECHNOLOGY ENRICHED MATHEMATICS TEACHING 1
This subject is not offered in 2002
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 2
Staff: Gary Asp
Contact: 18 hours
Special note: This subject may not be undertaken by students who have completed 485-822 Technology Enriched Mathematics Education.
Description: This subject is concerned with the use of technology tools for the teaching and learning of mathematics, in particular geometry software and computer algebra systems. It includes an examination of local and international research literature on technology in mathematics education, with attention given to study design, results and implications for teaching. The emerging and changing patterns of student thinking arising from the availability and classroom use of technology are considered.
Assessment: Mathematical tasks requiring skill in the use of calculators and/or computers (30 per cent, 900 words); development, trial and critical evaluation of a technology based classroom activity (20 per cent, 600 words); action research project exploring negotiated aspect of technology enriched mathematics instruction and related literature review (50 per cent, 1500 words).

485-894 TECHNOLOGY ENRICHED MATHEMATICS TEACHING 2
This subject is not offered in 2002
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: Gary Asp
Contact: 18 hours
Special note: This subject may not be undertaken by students who have completed 485-822 Technology Enriched Mathematics Education.
Description: This subject is concerned with the use of technology tools for the teaching and learning of mathematics, in particular geometry software and computer algebra systems. It includes an examination of local and international research literature on technology in mathematics education, with attention given to study design, results and implications for teaching. The emerging and changing patterns of student thinking arising from the availability and classroom use of technology are considered.
Assessment: Mathematical tasks requiring skill in the use of calculators and/or computers (30 per cent, 900 words); development, trial and critical evaluation of a technology based classroom activity (20 per cent, 600 words); action research project exploring negotiated aspect of technology enriched mathematics instruction and related literature review (50 per cent, 1500 words).

485-895 TEACHING MATHS AND SCIENCE WITH THE INTERNET
This subject is not offered in 2002
Available in these courses: PGDipProfStud, PGCertProfStud
Offered: Parkville Campus
Credit points: 12.5
HECS-band: 1
Staff: John Warner
Contact: 15 hours

Special requirement: Students are assumed to have reasonable acquaintance with the Macintosh and/or Windows interface, word processing and basic file manipulation.


Assessment: An assignment involving the creation and educational use of an individual Home Page on the Internet (34 per cent) and a 2000 word essay on a specific application of Telecommunication Technology to education (66 per cent).

MASTER S THESIS
(40,000 WORDS)

The subject code varies depending on the department which provides the supervisor and on whether the student is doing the thesis on a full-time or part-time basis. Students should consult the Faculty Office for code numbers.

Available in these courses: MEd (Streams 1 and 2), MlnfoTech (Stream 1)

Credit points: 100 points for Master of Education or Master of Information Technology in Education, Stream 1 (013AR and 327AR); 150 points (incorporates research methodology studies) for Master of Education, Stream 2 (013TH).

HECS-band: 1

Staff: Student is responsible for obtaining a supervisor.
Contact: The student is expected to arrange regular meetings with the supervisor at appropriate intervals. In addition, the student is required to participate in research methodology seminars as directed by the supervisor.

Description: As advised by the thesis supervisor each student will study appropriate research methodology, and carry out a review of relevant literature and research to be used in an investigative study resulting in the preparation of a thesis written in accordance with accepted scholarly conventions. The amount of work for 16,000- to 20,000-word thesis may differ from that required for a 40,000-word thesis in ways which could include some of the following: limiting attention to a few main questions, keeping data collection to a minimum, working with groups easily available to the student (which may not necessarily be those best suited for testing hypotheses); confining the literature survey to a level which is sufficient to place the study in its research context without claiming to be exhaustive; deliberately speculating on the findings instead of aiming at generalisations.

Assessment: A thesis of not more than 20,000 words excluding appendices, to be examined by two examiners, one of whom will be external (100 per cent).

DOCTOR OF EDUCATION THESIS PROPOSAL

The subject code varies depending on the department which provides the supervisor. Students should consult the Faculty Office for code numbers.

Available in these courses: DEd(Research)

Offered: Parkville Campus, Semester 1 or 2

Credit points: 12.5

HECS-band: 1

Staff: It is the student's responsibility to obtain a supervisor upon admission to the course.
Contact: The student is expected to arrange regular meetings with the supervisor at appropriate intervals.
Description: The purpose of writing a thesis proposal, irrespective of its specific topic, is to provide a clear indication of the nature and purpose of the research to be undertaken. Specifically, it should contain:

(a) a clear statement of the purposes of the research which includes a statement of what kind of novel theoretical and/or practical solution is proposed as a result of having conducted the research;

(b) a justification of why the chosen topic is a worthwhile research topic. This should include a discussion regarding its relevance for the theory or practice of education;

(c) a reasonably comprehensive overview and critical discussion of what research has already been done in this area, what conclusions have been reached, and, most importantly, which issues or problems have not been addressed to date (literature review);

(d) a critical discussion of research methodology selected to conduct the proposed research successfully.

Assessment: The preparation, successful explanation and satisfactory defence of a detailed proposal of approximately 5,000 words (100 per cent). The thesis proposal is graded on a Pass or Fail basis.

DOCTOR OF EDUCATION THESIS
The subject code varies depending on the department which provides the supervisor and on whether the student is doing the thesis on a full-time or part-time basis. Students should consult the Faculty Office for code numbers.

Available in these courses: DEd
Credit points: 200 points
HECS-band: 1
Staff: It is the student's responsibility to obtain a supervisor upon admission to the course.

Contact: The student is expected to arrange regular meetings with the supervisor at appropriate intervals. In addition the student is required to participate in research methodology seminars as directed by the supervisor.

Description: As advised by the thesis supervisor each candidate will study appropriate research methodology, and carry out a review of relevant literature and research to be used in an investigative study resulting in the preparation of a thesis written in accordance with accepted scholarly conventions. The thesis should be a significant piece of research and should make a significant contribution to theory and practice in education.

Assessment: A thesis of approximately 55,000 words excluding appendices, to be examined by two external examiners (100 per cent). The thesis is graded on a Pass or Fail basis.

PROFESSIONAL PROJECT PROPOSAL
Available in these courses: DEd(Coursework)

Offered: Parkville Campus or external mode (correspondence), Semester 1 or 2
Credit points: 12.5
HECS-band: 1
Staff: It is the student's responsibility to obtain a supervisor upon admission to the course.

Contact: Individual supervision and a seminar presentation.

Description: In consultation with a supervisor, the student will prepare a proposal for a project that investigates some aspect of their professional practice. Examples of what a professional project might be are: an action research project implementing an innovation in teaching pedagogy; evaluation of a new school administrative structure; designing, implementing and evaluating a new curriculum; etc.

Assessment: Proposal of 4000 words (75 per cent); oral defence of proposal (25 per cent).

PROFESSIONAL PROJECT
Available in these courses: DEd(Coursework)

Offered: Parkville Campus or external mode (correspondence), Semester 1 or 2
Credit points: 37.5
HECS-band: 1
Staff: It is the student's responsibility to obtain a supervisor upon admission to the course.

Contact: Individual supervision.

Description: In consultation with a supervisor, the student will design and undertake a professional proposal, as proposed in Professional Project Proposal.

Assessment: Project report of 12,000 - 15,000 words (100 per cent)

472-722 DOCTOR OF EDUCATIONAL PSYCHOLOGY THESIS
The above year-long subject code may vary. Students should consult the Faculty Office for part-time code numbers.

Available in these courses: DEdPsych
Credit points: 100 points
HECS-band: 1
Staff: from the Department of Learning and Educational Development. Students must contact the program coordinator to arrange supervision upon entry to the course.

Contact: The student is expected to arrange regular meetings with the supervisor at appropriate intervals. In addition the student is required to participate in research methodology seminars as directed by the supervisor.

Description: As advised by the thesis supervisor each candidate will study appropriate research methodology,
and carry out a review of relevant literature and research to be used in an investigative study resulting in the preparation of a thesis written in accordance with accepted scholarly conventions. The thesis should be a significant piece of research and should make a significant contribution to theory and practice in educational psychology. The preparation, successful explanation and satisfactory defence of a detailed proposal of approximately 5000 words will be required to be completed in Semester 2 in the first year of enrolment for full-time students and Semester 2 in the second year of enrolment for part-time students.

Assessment: A thesis of approximately 45,000 words excluding appendices, to be examined by two external examiners (100 per cent). The thesis is graded on a Pass or Fail basis.
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