FACULTY OF EDUCATION
HANDBOOK 1976
INTRODUCTION

The Foundation Chair in Education within the University of Newcastle was occupied in 1968 by Professor L. N. Short and the Department has grown steadily since that time. A second chair was established in 1973 and was taken up by Professor J. B. Biggs. The University Council has recently decided to establish a Faculty of Education to oversee the professional postgraduate courses in Education from the beginning of 1976.

The Department of Education offers courses covering a wide range of studies in Education at both undergraduate and postgraduate level. Undergraduate studies and supervision of Master of Arts candidates are offered within the Faculty of Arts and details of these are listed in the Handbook for that Faculty.

The basic course offered in the Faculty of Education is the professional postgraduate Diploma in Education course through which graduates prepare for a career in teaching. Further postgraduate qualifications in this Faculty are available to professional educators through the coursework Bachelor of Educational Studies degree and the research oriented Master of Education programme.

The Department also caters for the specialised research interests of Doctor of Philosophy students. The research interests of members of staff are listed on pages 63 - 65.

The Department of Education is presently housed in the Arts/Administration Building but new facilities will be available in 1976. A Curriculum and Resource Centre was established in 1974 and is being expanded to provide access to a comprehensive collection of teaching material and audio-visual aids. Video-tape facilities are available for micro-teaching activities and sections of the Curriculum Centre can be used as a practical workshop and laboratory. Technical and secretarial assistance is available for research activities.
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Faculty of Education

The colour band on the spine of this Handbook is the lining colour of the hood worn by Bachelors of Educational Studies of this University.

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Faculty of Education

Dean
Vacant

Sub-Dean
Vacant

Faculty Secretary
P. W. Day

Education

Professors
J. B. Biggs, BA (Tasmania), PhD (London)
L. N. Short, MSc (Sydney), DPhil (Oxford), DipEd (Sydney), MACE, FRSA

Associate Professors
A. R. Barcan, MA, MEd (Sydney), PhD (Australian National), DipEd (Sydney)
K. F. Collis, BA, MEd (Queensland), PhD, MAPsS, MACE

Senior Lecturers
E. J. Braggett, BA (New England), MA (New South Wales), MEd (Sydney), PhD, DipEd (New England), MAPsS
P. N. Chopra, BSc (Benares), BA, DipEd (Adelaide), MAPsS, MACE
A. G. Doczy, BA, PhD, DipEd (Western Australia), MAPsS, ABPsS

Lecturers
Audrey L. Chopra, BA (Melbourne), MAPsS
C. A. Cranfield, BA (New South Wales), MA, DipEd
A. V. Everett, BA (Queensland), MAPsS
R. J. McNeil, BA (New Zealand), MA (London), BPhil (Liverpool)
J. W. McQualter, BSc (Sydney), BA, DipEd (New England)
M. N. Maddock, BSc (Tasmania), BEd (Queensland), MS, PhD (Florida State), DipEd (Tasmania), MACE
P. J. Moore, BA
P. W. O'Brien, BA (Southampton), MEd (Calgary), DipEd (Sheffield)

Veronica de R. O'Byrne, BA (Budapest), MLit, LLB (Dublin), DLettres (Caen), Advocate of High Court (Salisbury, S.R.)
M. B. Scott, MA
A. G. Smith, BA, BEd, DipEd (New England)
W. G. Warren, BA, AASA
J. H. Wise, BSc (Nottingham), MEd (British Columbia), PhD (Iowa), PGCE, FRGS

Departmental Office Staff
D. E. Brock, BA (New England)
Teresa M. Johnson
Margaret Walpole
Suzanne P. Wilson

PROGRAMMES OF STUDY AVAILABLE IN EDUCATION

Undergraduate Courses
The Department offers undergraduate courses in Education through the Faculty of Arts.
The first undergraduate unit in Education is available at the second year level. Education II seeks to introduce the student to education as a function of society, and examines Educational Concepts, Sociology of Education, History of Western Education and Comparative Aspects of Education.
Education IIIA and Education IIIB focus on Educational Psychology, Research Methodology, Philosophy of Education and the History of Australian Education. Provision is made for students to pursue individual interests to honours level in Education IV. These undergraduate courses provide a broad base for the study of education and are in no way vocationally orientated. Further information about undergraduate studies may be found in the Faculty of Arts Handbook.

Postgraduate Studies

Master of Arts (MA). The degree of Master of Arts in Education, which involves pure research in a chosen field, is offered in the Faculty of Arts.
The following postgraduate qualifications are available in the Faculty of Education.

(a) Diploma in Education (DipEd). This course is available for graduates who seek professional teacher status. The programme requires one year of full-time study and combines both core and elective subjects with curriculum and method studies. This is supplemented by school experience and teaching practice.
(b) Bachelor of Educational Studies Degree (BEdStud). This coursework postgraduate degree is designed to allow students to explore in depth areas of education relevant to their own interests. The programme is normally undertaken over two years of part-time study through a series of seminar courses and written assignments. The degree enables professional educators to develop individual specialization at a postgraduate level.

(c) Master of Education (MEd). Students who have completed the BEdStud degree or its equivalent may be enrolled in the Master of Education programme which allows research in areas of individual professional interest.

(d) Doctor of Philosophy (PhD). The Department makes provision for those students who wish to study Education at a highly specialised research level by offering the Doctor of Philosophy Degree to suitably qualified candidates.

Postgraduate Scholarships

Full-time candidates for a degree of Master or Doctor may be eligible for Commonwealth Postgraduate Awards or University of Newcastle Postgraduate Research Scholarships.

Applications for these Scholarships should reach The Secretary, The University of Newcastle, N.S.W., 2308 by 31st October.

REQUIREMENTS FOR THE DIPLOMA IN EDUCATION

1. In these Requirements, unless the context or subject-matter otherwise indicates or requires, “the Faculty Board” means the Faculty Board of the Faculty of Education, and “the Dean” means the Dean of the Faculty of Education.

2. An applicant for registration shall have satisfied:
   (a) all the requirements for admission to a degree in the University of Newcastle; or all the requirements for admission to a university degree approved for this purpose by the Faculty Board and
   (b) any prerequisites specified for an individual subject in the course.1

3. (a) Notwithstanding the provisions of Clause 2, a student who needs one or two additional subjects to qualify for a degree may be admitted as a part-time student to the course for

1 These are set out on page 17.

7. To qualify for the Diploma a candidate shall:
   (a) pass the examinations prescribed by the Faculty Board;
   (b) attain a satisfactory level of proficiency during supervised practice teaching; and
   (c) if he has been registered as a candidate by virtue of the provisions of Clause 3 (a), satisfy the requirements for admission to the degree.

8. In order to provide for exceptional circumstances arising in particular cases, the Senate, on the recommendation of the Faculty Board, may relax any provision of the Requirements.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATIONAL STUDIES

1. In these Requirements, unless the context or subject-matter otherwise indicates or requires, “the Faculty Board” means the Faculty Board of the Faculty of Education, and “the Dean” means the Dean of the Faculty of Education.

2. The degree of Bachelor of Educational Studies shall be awarded in one grade only.
3. Applicants for registration shall —
(a) have qualified for the degree of Bachelor in the University of Newcastle or another university approved for this purpose by the Faculty Board; and hold a Diploma in Education of the University of Newcastle or another approved university or have completed an alternative course of professional training for teaching which is approved by the Faculty Board,
OR
(b) have qualified for the degree of Bachelor of Arts with Honours in Education in the University of Newcastle or another university approved for this purpose by the Faculty Board,
OR
(c) have obtained graduate status in the University of Newcastle or another university approved for this purpose by the Faculty Board,
OR
(d) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

4. The Faculty Board shall appoint an adviser for each candidate.

5. A candidate shall register as either a full-time or part-time student.

6. After registration a candidate, if admitted under 3 (a) or 3 (b), shall undertake a course of studies which includes three units of graduate work; or if admitted under 3 (c), or 3 (d) three, four or five units of graduate work as determined by the Dean. Each unit will require attendance at lectures, seminars and tutorials, reading, exercises and examination as may be prescribed by the Faculty Board. In addition each candidate, under the supervision of his adviser, shall be required to submit an extended essay in the area of his specialisation.

7. Where it is appropriate to the total programme one unit may consist of advanced work in a Department not composing the Faculty as approved by the Dean after consultation with the Head of that Department.

8. The course for the degree of Bachelor of Educational Studies shall be completed in not less than three terms and, except by special permission of the Faculty Board, not more than twelve terms from the date of registration of the candidate.

9. An applicant for registration as a candidate for the degree may be granted standing on conditions to be determined by the Faculty Board.

10. In exceptional circumstances, the Senate may, on the recommendation of the Faculty Board, relax any provision of these Requirements.

REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

1. In these Requirements, unless the context or subject-matter otherwise indicates or requires, “the Faculty Board” means the Faculty Board of the Faculty of Education.

2. The degree of Master of Education shall be awarded in one grade only.

3. Applicants for registration shall —
(a) be qualified for the degree of Bachelor of Educational Studies in the University of Newcastle, or its equivalent as approved by the Faculty Board.
OR
(b) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

4. The Faculty Board shall appoint a committee usually of three members to supervise the work of each candidate.

5. A candidate shall register as either a full-time or part-time student.

6. After registration a candidate shall undertake a course of studies which will include:
(a) a unit specifically designed (in consultation with his supervisors) for the candidate in the area of his special interest; the supervisors shall be responsible for the examining of the unit;
(b) a dissertation embodying the results of a major study in the area of a candidate’s specialisation.

7. A candidate may further be required to take such examinations and perform such other work as may be prescribed by the Faculty Board.

8. For each candidate there shall be two examiners (appointed by the Senate, at least one of whom shall be an external examiner. Should the two examiners disagree, the Senate shall appoint a third examiner.) of whom one at least shall not be a member of the staff of the University.
9. The examiners may require a candidate to answer, viva voce or in writing, any questions concerning the subject of his dissertation or work.

10. A candidate who fails to satisfy the examiners may be permitted to re-submit his dissertation. Such a re-submission must take place within twelve months from the date on which a candidate is advised of the result of the first examination.

11. A candidate who re-submits his dissertation for examination and fails to satisfy the examiners shall not be eligible for any further examination for the degree of Master of Education.

12. Every candidate shall submit three copies of the dissertation provided under Clause 6(b). All copies of the dissertation shall be in double-spaced typescript, shall include a summary of approximately 200 words, and a certificate signed by the candidate to the effect that the work has not been submitted for a higher degree to any other university or institution. The original copy of the dissertation for deposit in the Library shall be prepared and bound in a form approved by the University. The other two copies of the dissertation shall be bound in such a manner as allows their transmission to the examiners without possibility of disarrangement.

13. It shall be understood that the University retains three copies of the dissertation to be consulted or borrowed. Subject to the provisions of the Copyright Act (1968) the University may issue the dissertation in whole or in part in photostat or microfilm or other copying medium.

14. The course for the degree of Master of Education shall be completed in not less than three terms and, except by special permission of Faculty Board, not more than twelve terms from the date of registration of the candidate.

15. In exceptional circumstances, the Senate may, on the recommendation of the Faculty Board, relax any provision of these Requirements.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Senate to a candidate who has satisfied the following requirements.
8. The course, other than field work, must be carried out in a department of the University, under the direction of a supervisor appointed by the Senate, or under such conditions as the Senate may determine, save that a candidate may be granted special permission by the Senate to spend a period of not more than three academic terms in research at another institution approved by the Senate.

9. Not later than three academic terms after registration the candidate shall submit the subject of his thesis for approval by the Senate. After the subject has been approved it may not be changed except with the permission of the Senate.

10. A candidate may be required to attend a formal course of study appropriate to his work.

11. On completing his course of study every candidate shall submit a thesis which complies with the following requirements:—
   (i) The greater proportion of the work described must have been completed subsequent to registration for the Ph.D. degree.
   (ii) It must be a distinct contribution to the knowledge of the subject.
   (iii) It must be written in English or in a language approved by the Senate and reach a satisfactory standard of literary presentation.

12. The thesis shall consist of the candidate's own account of his research. In special cases work done jointly with other persons may be accepted provided the Senate is satisfied on the candidate's part in the joint research.

13. Every candidate shall be required to submit with his thesis a short abstract of the thesis comprising not more than 300 words.

14. A candidate may not submit as the main content of his thesis any work or material which he has previously submitted for a University degree or other similar award.

15. The candidate shall give in writing three months' notice of his intention to submit his thesis and such notice shall be accompanied by the appropriate fee.

16. Four copies of the thesis shall be submitted together with a certificate from the supervisor that the candidate has completed the course of study prescribed in his case and that the thesis is fit for examination.

17. The thesis shall be in double-spaced typescript. The original copy for deposit in the Library shall be prepared and bound in a form approved by the University. The other three copies shall be bound in such manner as allows their transmission to the examiners without possibility of disarrangement.

18. It shall be understood that the University retains four copies of the thesis and is free to allow the thesis to be consulted or borrowed. Subject to the provision of the Copyright Act (1968) the University may issue the thesis in whole or in part in photostat or microfilm or other copying medium.

19. The candidate may also submit as separate supporting documents any work he has published, whether or not it bears on the subject of the thesis.

20. The Senate shall appoint three examiners of whom at least two shall not be members of the teaching staff of the University.

21. The examiners may require the candidate to answer, viva voce or in writing, any questions concerning the subject of his thesis or work.

22. The result of the examination shall be in accordance with the decision of a majority of the examiners.

23. A candidate permitted to re-submit his thesis for examination shall do so within a period of twelve months from the date on which he is advised of the result of the first examination.

DESCRIPTION OF SUBJECTS AND UNITS

Guide to Subject Entries

Subject outlines and reading lists are set out in a standard format to facilitate easy reference. An explanation is given below of some of the technical terms used in this Handbook.

(a) Prerequisites are subjects or units which must be passed before a candidate enrolls in a particular subject or unit.

(b) Corequisites refer to subjects or topics which the candidate must either take before enrolment or be taking concurrently.

(c) Examination. The By-Laws provide for “annual examinations” to be held in subjects offered. However, not all Departments base their assessments on formal written examinations. Some attempt has been made to indicate for each subject how the assessment of the students' ability is likely to be made, where this has been decided before the Handbook goes to press.

(d) Texts are essential books recommended for purchase.

(e) References are books relevant to the subject or topic which, however, need not be purchased.
Diploma in Education

General

The course for the Diploma in Education requires one year full-time study but part-time students may be admitted. No evening classes will be offered.

The programme consists of four basic elements:
(a) Core Programme (Education A and Education B)
(b) Electives (First Term and Third Term)
(c) Curriculum and Method Studies
(d) Practical Teaching Experience

In first and third terms, at least four hours per week are spent on each of (a), (b) and (c), giving a total minimum of twelve hours per week.

For Secondary Curriculum Method groups this may be supplemented by a school experience programme requiring visits to local schools while in second term a reduced lecture programme operates and emphasis is placed on block practice teaching which provides intense practical experience in two sessions each of three weeks.

Experience in schools for students enrolled in the Primary Curriculum and Method Studies will consist of one to two days per week throughout the whole academic year as well as two blocks of continuous practice arranged during Second Term.

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SECONDARY GROUPS

* School Experience (4 days per week)

PRIMARY GROUP

Practice Teaching (1 day per week)

* School Experience (1 day per week)

* Operates at discretion of Methods Lecturer.

Prerequisites

Before being registered in the course a student must satisfy the general requirements as set out on page 8 of this Handbook and the prerequisite specified for one curriculum and method study from those set out below.

These prerequisites are stated in terms of passes in subjects of the University of Newcastle. Applicants with qualifications from other universities, whose courses of study have included subjects which are deemed for this purpose to provide an equivalent foundation, may be registered by the Dean on the recommendation of the Head of the Department of Education.

(i) English (a) A Part I and a Part II subject in English; and
(b) one additional subject from English, Linguistics or Drama.

(ii) History A Part II subject in History

(iii) Modern Languages A Part III subject in French or German

(iv) Classics A Part III subject in Greek or Latin

(v) Geography A Part II subject in Geography

(vi) Commerce/Economics B.A. including Economics IIA or B.Com. including Microeconomics and Macroeconomics

(vii) Social Science/Studies Out of Economics, Geography, History, Psychology, Sociology, Legal Studies and Economic History:
(a) one subject at Part II level; and
(b) two other subjects at Part I level

(viii) Mathematics (a) At least four subjects in Mathematics for the degree of B.A., B.Math., or B.Sc.; or
(b) A degree in a field of applied science, with experience in the application of mathematics.

(ix) Science (a) Three subjects from the disciplines of Biology, Chemistry, Geology and Physics, or related fields of applied science, such subjects to be drawn from at least two of the disciplines of Biology, Chemistry, Geology and Physics; and
(b) at least one other subject drawn from any of the above or from Mathematics, Geography or Psychology.

(x) Primary No specific prerequisites.

Note

A Part II subject assumes as a prerequisite a pass in a Part I subject in the same discipline. A part III subject assumes a pass in a Part I subject and a Part II subject in the same discipline.
Diploma in Education Programme

The Diploma programme consists of the following components (described separately below):

(a) 320150 Education A
    (Core Programme)
(b) 320151 Education B
(c) 320210 First Term Elective
(d) 320211 Third Term Elective
(e) * Curriculum and Method Studies
(f) 320163 Practice Teaching

*Number varies according to Study chosen. See descriptions page 30.

Components of the Course

Core Programme

(a) 320150 Education A

Prerequisites

Hours

Examination

Content

(b) 320151 Education B

Prerequisites

Hours

Examination

Content

Core Content

Each programme will be organised in three strands. The first will be concerned with recent developments in Educational Psychology which are of importance to educators concerned with both teaching and curriculum development. The second deals with a study of the development of education in Australia (special reference to N.S.W.) and with certain basic ideas and theories in education. The third strand consists of an introduction to a selection of educational topics which have important implications for the practising teacher. Advice on texts and references will be made available in lectures. Students will be expected to satisfy course requirements in each strand of Education A and Education B.

(c) 320210 First Term Elective

Prerequisites

Hours

Examination

Content

Nomination of elective choices will be called for by the Department of Education after students have registered for the Diploma. Each student is required to select one elective from the following list and the accompanying descriptions which indicate those electives that are expected to be offered in Term 1 but no guarantee is given that all groups will operate. Decisions with regard to the final offering will be made in light of student interest and the availability of staff. It may also be necessary to impose upper limits on some groups.

ELECTIVE LIST - TERM 1

Modern Principles of History Teaching (Mr C. A. Cranfield)
Curriculum for Minorities (Mr P. W. O'Brien)
Education and Global Perspectives (Dr J. H. Wise)
Adolescents (Mr P. N. Chopra)
Community Involvement (Professor J. B. Biggs)
Behaviour Problem Children in School (Mrs A. L. Chopra)
Education of the Atypical Child (Mrs A. L. Chopra)
Audio-Visual Techniques in Education (Mr M. B. Scott)
Social Psychological Research in the Classroom (Dr A. G. Doczy)
The Process of Learning a new Language (Spanish) (Dr V. de R. O'Byrne)
Living Together Effectively — A Classroom Approach (Mrs L. M. Catley)
OUTLINES OF ELECTIVES

— Modern Principles of History Teaching (Mr C. A. Cranfield)

Examination
Both lectures and seminars will be conducted. Assessment will be by assignment and seminar paper.

Content
The elective is intended for students who are not in the History Curriculum and Method Course but who feel that they may teach history in the secondary school. The course will deal with the nature of history as a discipline, its place in the curriculum and with the ways in which history may be integrated with other discipline areas. It will be assumed that each student has a background which includes a pass in History I.

References

— Curriculum for Minorities (Mr P. W. O'Brien)

Content
This course examines the concept of "Cultural Pluralism" and its implications for society, schools, and the school curriculum. The characteristics of culturally pluralistic teachers, schools and curricular programmes are reviewed. The problem of constructing culturally pluralistic curricula for schools in New South Wales, and curriculum planning techniques investigated. The aim of the course is to produce a culturally pluralistic curriculum especially relevant to one minority group in society. Two term papers and a project will be set.

References
Borrie, W. D. (ed.)  The Cultural Integration of Immigrants  (Paris, UNESCO 1959)
Brotherhood of St. Laurence  Two Worlds: School and the Migrant Family  (North Melbourne, Stockland Press Pty Ltd)

Other references will be supplied.

— Education and Global Perspectives (Dr J. H. Wise)

Content
This seminar course examines current affairs and problems of a global nature (such as "starvation in The Third World", "noise pollution", and "guerrilla warfare") and considers ways in which each may suitably be treated in primary or secondary classrooms and curricula. The approaches will generally be practical and of interdisciplinary kinds: music, for instance, will receive as much attention as statistics.

Each course participant will be encouraged to follow his or her own curricular interests in assembling or designing teaching material associated with a particular chosen topic.

References
To be advised during the course.

— Adolescents (Mr P. N. Chopra)

Content
This will be a discussion/seminar course dealing with the psychology and sociology of adolescence. Students working in syndicates will be required to prepare and present at least one major seminar paper during the course. A major essay may also be required.

Areas to be discussed will include some or all of the following:
- The Modern Family
- Social Change and Intergenerational Conflict
- Australian Cultural Influences
- Urban-Industrial Life
- The Adolescent Sub-culture: Drugs, Music, Fads, etc.
- The Adolescent and Sex
- The Adolescent and the School
- Delinquency and Deviance
- The Drop-Out

References
List will be available in early February

— Community Involvement (Professor J. B. Biggs)

Content
Students in this elective will be required to participate in a community after-school scheme at Wickham Primary School which is situated in a severely underprivileged area of Newcastle. The time
commitment will amount to three hours per week, and students are to provide activities for the children of the school and act as general helpers in the scheme. Students must be prepared to attend as scheduled.

In addition, some classes will be scheduled throughout the term, and students will be required to read around, and discuss, the theoretical issues of involvement between school and community, particularly in underprivileged areas. Evaluation, which will be in terms of pass-fail only, will be on the basis of (a) satisfactory participation in both practical and class work; and (b) a report, in which students should attempt to integrate their practical experience at Wickham with more general issues raised in class and in reading.

The maximum enrolment in the class is 12. Because of the specialized nature of the practical involvement, students need to think carefully of their own suitability for the work.

Reference

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**Behaviour Problem Children in School** (Mrs A. L. Chopra)

*Examination*
Assessment of (a) satisfactory participation, (b) a Workshop Notebook, and (c) group seminar contribution.

*Content*
This will be a lecture/seminar course concerned with behaviours which are disruptive, or which interfere with an individual's learning or social adjustment within the classroom.

Such behaviours include — Overactivity; attention seeking; anxiety; daydreaming; over-dependence; phobias; over-sensitiveness; irritability; disobedience; poor concentration; inattention; lying; stealing; sexual activity; incontinence; psychosomatic complaints; destructiveness; aggression.

Possible causative factors, methods and agencies for treatment, and classroom management will be discussed. There will be an emphasis on the application of behaviour modification techniques to the treatment of behaviour disorders.

Students working in groups will be required to prepare and present one major seminar paper, and to participate in workshops in which case histories will be studied, and treatment planned.

*References*
List will be available in early February.

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**Education of the Atypical Child** (Mrs A. L. Chopra)

*Content*
This will be a lecture/seminar course concerned with descriptions of symptomatology of various atypical patterns of development in children; with the emotional, social and intellectual consequences of such atypical development; and particularly with the special educational requirements in such development. Incidence in the population and questions of aetiology will be considered briefly. The aim of this course is to enable the teacher to recognize children with special needs and to gain some familiarity with the literature and current thinking in the area of Special Education, rather than to produce specialist teachers.

The conditions and disorders to be studied include sensory disorders (deafness, partial sightedness), speech and language disorders (including Aphasia), learning disorders (including Dyslexia), Cerebral Palsy, Minimal Brain Dysfunction, Epilepsy, emotional disorders, psychoses (including Autism), hereditary and congenital conditions, mental retardation and intellectual superiority.

Students working in groups will be required to prepare and present one major seminar paper. Assessment, which will be progressive, will be based on the seminar paper, short-answer tests and/or brief assignments.

*References*
A list will be available in early February.

*Text*
Van Osdol, W. R. & Shane, D. G. *An Introduction to Exceptional Children* (Iowa, W. C. Brown & Co. 1974)

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**Audio-Visual Techniques in Education** (Mr M. B. Scott)

*Examination*
Assessment will be on contributions to projects and tutorials and an essay required on an aspect of educational use of audio-visual media.

*Content*
This elective will deal with the fundamentals of the use of audio-visual material as teaching aids. There will be a survey of educational results achieved through audio-visual inputs and the general principles of production of audio-visual software will be examined. Pre-packaged software will be evaluated and each student will be required to participate in a production project employing Overhead Projector Transparencies, 8mm Film, Videotape, Audiotape, Slides and/or Strip Films (possibly linked with audio-taped material).
— Social Psychological Research in the Classroom

(Dr A. G. Doczy)

Content

The course aims (a) at the student's awareness of the main areas of social psychological research that a teacher can undertake in the classroom and (b) at the student's acquaintance with some of the methods of studying the child at school. The areas include cognitive variables (especially intelligence), personality and self concept, life problems and interests, attitudes and values, as well as the sociometric assessment of the classroom "sub-culture".

Reference

Gordon, I. J. Studying the Child at School (New York, Wiley 1966)

— The Process of Learning a Foreign Language (Spanish)

(Dr V. de R. O'Byrne)

Content

What is it like to learn a new language from scratch? What is the relationship between oral and written work in language learning? How much hard work is involved in the early stages? Does it help to have previous successful foreign language experience? What is a realistic rate of progress in the early stages? What difficulties could migrant children, or migrant adults, have in learning English as a second language?

Whether you are a linguist or not, you are invited to find out some of the answers by taking part in a Spanish course for beginners.

— Living Together Effectively — A Classroom Approach

(Mrs L. M. Catley)

Content

This course is intended to involve students in a wide variety of procedural activities as later their own students will be involved. Small and large group activities as well as individual activities will evolve as the course proceeds. Hopefully students will become aware of their own and others' feelings; be able to discuss and become aware of the need for feelings; become aware of the need to develop various characteristics if we are to live together effectively in our complex society; be able to apply these insights and gained procedures to the development of a healthy learning environment where children should be freed of at least some of their anxieties.

There will be at least two in-class assignments; minimal outside work except as the individual student commits himself. Evaluation of the course work will be based upon class participation, evidence of thought, effort, imagination and ingenuity put into the course away from the classroom, the brief in-class assignments and students' written evaluation at the end of the course as to what was gained from the class and how it will be utilized. A variety of reprints will be circulated to students for their own practical use in the classroom as well as their being shown a movie titled "Living Together Effectively" as the concepts of the class were applied in a U.S. classroom.

No assigned text. Bibliography will be furnished for encouraged reading.

Maximum enrolment is 30.

(d) 320211 Third Term Elective

Prerequisites Nil

Hours Four hours per week in Term 3

Examination As prescribed by the Head of Department

Content

Nomination of elective courses will be called for by the Department of Education during Second Term.

Each student is required to select one elective. The following list and the accompanying descriptions indicate those electives that are expected to be offered in Term 3, but no guarantee is given that all groups will operate. Decisions with regard to the final offering will be made in light of student interest and the availability of staff. It may also be necessary to impose upper limits on some groups.

ELECTIVE LIST — TERM 3

Small Group Learning (Professor J. B. Biggs)

School Resource Centres (Mr J. W. McQualet)

Sex Education (Mr P. N. Chopra)

Community Involvement (Professor J. B. Biggs)

Remedial Teaching in the Lower Secondary School (Mrs A. L. Chopra)

Systems Approach to Curriculum Planning (Mr P. W. O'Brien)

Concepts in Radical Educational Theory (Mr W. G. Warren)

Educational Drama¹ (Mr M. B. Scott)

The Immigrant Child at School (Dr A. G. Doczy)

Relevance of Cognitive Development for Education (Associate Professor K. F. Collis)

Educational Sociology (Mr A. V. Everett)

Mathematics for Nonmathematical Teachers (Mr C. J. Ashman)

¹ An elective entitled Elective English Method may be offered instead. Students will be given further details during second term.
OUTLINES OF ELECTIVES

— **Small Group Learning** (Professor J. B. Biggs)

**Content**
Groups can be used in a variety of ways to facilitate learning. In this elective, the group interaction will be used as a means of making participants more aware of their typical ways of screening, handling and evaluating information, particularly that relating to teaching-type situations. Students should also obtain some insight into group dynamics in general.

Students will be expected to participate actively and to maintain their own contemporary records. Class size will be limited to 10.

**References**
M. L.
Dillon, J.

— **School Resource Centres** (Mr J. W. McQualter)

**Content**
This is an elective course on the nature and development of resource centres. The increasing use of multi-media learning resources and different patterns of teaching and school organization has caused the Schools Council in England to investigate methods of organizing materials in resource centres. This course will discuss the School's Council reports and investigate ways of applying their conclusions to problems of organizing resource centres in an Australian education system.

**Text**
Beswick, N. W. *School Resource Centres*
Schools Council Working Paper #43 (Evans/Methuen Educational 1972)

— **Sex Education** (Mr P. N. Chopra)

**Examination**
Assessment will be by assignments and seminar papers.

**Content**
This will be a discussion-oriented seminar type course. It is probable that students will be asked to prepare and present papers either individually or in groups.

The course's primary concern will not be with aspects of the biology of human reproduction but rather with psychological and sociological considerations. In other words the assumption is that it is not the sexual act per se that is important but rather the meaning ascribed to it by the individual and society.

**References**
A list will be available before the start of Term 3.

— **Community Involvement** (Professor J. B. Biggs)

The First Term elective will be repeated and available for any student who has not previously participated. See page 21.

— **Remedial Teaching in the Lower Secondary School**

(Mrs A. L. Chopra)

**Hours**
Three hours per week of lectures, seminar/discussions, and two 1/2-hours of directed remedial teaching with an individual pupil.

**Examination**
Assessment of contribution to group seminars and practical work.

**Content**
This course will be oriented towards the practical remediation of reading problems. The major reading methods currently in use will be critically examined in relation to theories of dyslexia and the practice of remedial teaching. There will be demonstrations of a wide range of remedial reading materials.

In view of the nature of the practical work, regular attendance is obligatory. The group will be restricted to a maximum of 24 students.

**Text**
Aukerman, R. C. *Approaches to Beginning Reading*
(N.Y., Wiley 1971)

**References**
Bond, G. & Tinker, M. *Reading Difficulties: Their Diagnosis and Correction* 2nd edn (N.Y., Appleton-Century 1967)

Haring, N. & Schiefelbusch, R. *Methods in Special Education*
(N.Y., McGraw-Hill 1967, Chs 8, 9)

Myers, P. & Hammill, D. *Methods for Learning Disorders*
(N.Y., John Wiley 1969)
Reger, R. et al. *Special Education* (N.Y., Oxford University Press 1968, Chs 14, 15)

These have been placed on reserve in the Auchmuty Library for Dip. Ed. students.

--- Systems Approach to Curriculum Planning (Mr P. W. O'Brien)

**Content**

This course examines the systems approach in relation to curriculum planning and development. Two term papers and a project will be required. There are no set texts but a list of references will be supplied.

--- Concepts in Radical Educational Theory (Mr W. G. Warren)

**Content**

A critical, cross-disciplinary consideration of some of the "god terms" (Individual, Person, Freedom, Participation, etc.) and some of the "devil terms" (Alienation, Authority, Institutionalisation, etc.) in the language of the "radical approach" in education. The aim is not to demean this approach but to satisfy a legitimate demand for some precision in the use of certain concepts (thus also perhaps forestalling a distortion and "takeover" of the concepts by conventional approaches). There is no single text for this elective and reading lists will be suggested when specific topics are decided on. A preliminary reading of J. M. Rich, *Education and Human Values* (Addison-Wesley 1968) is expected.

--- Educational Drama (Mr M. B. Scott)

**Examination**

Assessment will be on contribution to practical activities and participation in seminar/discussion activities.

**Content**

This is to be a practical and experiential course in its orientation, with concepts and applications being developed by engaging in the activity of drama. Therefore, the theoretical and the practical activities will be interwoven throughout the course. The areas dealt with in this way will be:

1. The varieties of applications of drama activities in education.
2. Educational Drama — its rationale and philosophy as an approach to education generally.
3. Types of Drama activities.
   e.g. modelling; mining, role-playing; improvisations; "psycho-

--- The Immigrant Child at School (Dr A. G. Doczy)

**Content**

Any Australian teacher-to-be can expect to have immigrant children in his/her class. What are these children like? The course is an attempt at answering this question.

**References**

A list will be provided.

--- Relevance of Cognitive Development for Education (Associate Professor K. F. Collis)

**Examination**

Assessment will be on an essay (3,000 words) which relates results of practical work in 3 below to the student's own teaching area.

**Content**

The available time will be divided into three periods during which the following activities will be engaged in:

1. Introduction to Piagetian Cognitive Theory as it relates to children of school age (5-17 years);
2. Determination of the relevance of Piagetian concepts to specific subject matter areas;
3. Cross-sectional study in which the students, (in groups) (a) prepare items, tests etc. related both to a. selected school subject matter and to (1) above; (b) give tests devised in (a) above to small samples of children at various age levels; (c) analyse data gathered in (b) above and prepare a group report for consideration by all the course participants.

It is preferable that students entering this course will have included some study of psychology in their undergraduate work. However, acceptance in the course is independent of this condition.
Preliminary Reading

Peel, E. A.  
*The Pupil's Thinking*  
(London, Oldbourne 1960)

Peel, E. A.  
*The Nature of Adolescent Judgement*  
(London, Granada 1971)

Wadsworth, E. J.  
*Piaget's Theory of Cognitive Development*  
(New York, McKay 1971)

--- Educational Sociology (Mr A. V. Everett)

**Content**

The main concern of this course is to examine pressures of an institutional and social nature that affect the behaviour of individuals in the educational context. Some of the topics to be covered include institutional socialization, consensus and conflict, and social deviance.

**Texts**

Kinch, J. W. (ed.)  
*Sociology in the World Today*  
(Reading, Mass., Addison-Wesley 1971)

Westby-Gibson, D. (ed.)  
*Education in a Dynamic Society: A Contemporary Source Book*  
(Reading, Mass., Addison-Wesley 1972)

--- Mathematics for Non Mathematical Teachers (Mr C. J. Ashman)

**Content**

For those students who have not studied Mathematics beyond secondary school, this course will concern itself with basic aspects of Mathematics teaching. It should be of particular value to Primary Method students and others from related areas. While details are not yet available, a full content description will be provided during 1976.

**References**

To be advised.

(e) Curriculum and Method Subject

Students must choose one of the following:

(i) 320303 English

**Prerequisites**

(i) A Part I and a Part II subject in English; and

(ii) One additional subject from English, Linguistics or Drama

--- Hours and Examination

**Hours**

Four hours per week

**Examination**

Assessment by assignment and seminar participation

**Content**

The course will be mainly concerned with discussion on standards of good practice with respect to new curricula in English and the provision of suitable teaching contexts.

Seminar-units studied will be oriented to practical classroom problems, and students will be required to prepare and present lessons that exemplify appropriate principles and teaching styles.

Extensive reading and preparation may be required as it is not assumed that students will be familiar with English curricula with a language communication bias.

**Texts**

Doughty, P., Pearce, J. & Thornton, G.  
*Language in Use School Council Programme in Linguistics & English Teaching*  
(London, Edward Arnold 1971)

(Tape accompanying *Language in Use* is available)

Doughty, P., Pearce, J. & Thornton, G.  
*Exploring Language*  
(London, Edward Arnold 1972)

Leech, G. N.  
*English in Advertising: A Linguistic Study of Advertising in Great Britain*  
(London, Longmans 1966)

Powell, B.  
*English Through Poetry Writing*  
(Sydney, Novak 1967)

Powell, B.  
*Making Poetry*  
(Ontario, Collier-Macmillan Canada Ltd, Don Mills 1973)

Wilkinson, A. (ed.)  
*Spoken English, Educational Review*  
Occasional Paper Number Two (University of Birmingham 15, 1965)

(ii) 320305 History

**Prerequisites**

A Part II subject in History

**Hours**

Two lecture hours, two tutorial hours, and one ¼ day per week school experience in Terms I and III. Six weeks practice teaching in Term II.

**Examination**

By assignments
Content
This course will —
(a) Consider the nature values and objectives of history teaching in
the secondary school.
(b) Explore the theories concerning syllabus construction.
(c) Analyse and practise some of the major teaching skills.

Texts
Walshe, R. D. & Little, N. A. (eds) *Ways We Teach History* (Sydney, History Teachers' Assoc. 1971)

References
Carr, E. H. *What is History?* (Harmondsworth, Penguin 1964)

(iii) 320307 Modern Languages

Prerequisites A Part III subject in French or German

Hours
Four hours per week

Examination
To be announced

Content
It is hoped that students will be initiated into both the theoretical and practical aspects of teaching foreign languages, by means of lectures, prescribed reading, and discussion, as well as classroom observation both live and on videotape; that they will learn something of the problems in this field both in Australia and elsewhere, and realise the need in the future for constant up-dating of their knowledge and techniques and a critical appraisal of the effectiveness (or otherwise) of their work. The course may also be helpful to students preparing themselves to teach English as a second language either in Australia or elsewhere.

Texts
and others to be specified later.

(iv) 320301 Classics

Prerequisites A Part III subject in Greek or Latin

Hours
Four hours per week

Examination
To be announced

Content
Classics. Students will be introduced to language teaching principles in both theory and practice; and the teaching of classical languages and civilisation in a separate section of the course. Special stress will be laid on acquainting these with some new developments in this field.

Texts
To be advised

(v) 320304 Geography

Prerequisites A Part II subject in Geography

Hours
Four hours per week

Examination
To be announced

Content
This course is designed to encourage individual judicious reflection upon the nature, objectives, techniques, and problems of teaching geography (and geographical ideas) in schools, especially in secondary schools. Particular attention is given to geography in N.S.W. high schools in the light of course members' school visits and teaching experiences during the academic year and in the light of their possible or expected experiences in educational matters during the years to come. Details of the course will be provided at the beginning of the year.

Texts
There is no "set textbook" for the course. Nevertheless, it is advisable for students to become familiar with the following references as soon as possible.

References
(i)
Bailey, Patrick *Teaching Geography* (Newton Abbot, David & Charles 1974)
Walford, Rex (ed.) *New Directions in Geography Teaching* (London, Longman 1973)
Willmer, John E. (ed.) *Africa: Teaching Perspectives and Approaches* National Council for Geographic Education Pacesetter Book (Tualatin, Oregon, Geographic & Area Study Publications 1975)

Wise, J. H. *Geography and the Teacher* (Brisbane, Jacaranda Press 1966)

(ii)

A full bibliography will be provided at the beginning of the year.

(vi) **320302 Commerce/Economics**

**Prerequisites**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Examination</th>
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<tbody>
<tr>
<td>Four hours per week</td>
<td>Assessment on essays, reports, guides, tests and resource units.</td>
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</table>

**Content**

The course aims at introducing prospective teachers to the nature of commercial and economics education, the syllabi being used in schools and in developing competencies in the teaching strategies appropriate to teaching the content of these syllabi to children.

It is expected that students will have foundation experiences in several schools using micro and macro teaching models to complement the following major aspects:

(a) syllabi;
(b) literary in economics and commerce;
(c) teaching strategies;
(d) resources development;
(e) equipment handling and competency;
(f) evaluation procedures.

A more detailed programme will be issued to students at the commencement of the course.

**Texts**


**References**


Fowler, P. S. *An Annotated Bibliography of Economics Education* (Suffolk Economics Association of U.K. 1972)


Sandford, C. M. & Bradbury, M. S. *Case Studies in Economics Projects and Role Playing in Teaching Economics* (Suffolk, Macmillan 1971)


(vii) **320311 Social Science/Studies**

**Prerequisites**

Out of Economics, Geography, History, Psychology, Sociology, Legal Studies and Economic History:

(i) one subject at Part II level; and

(ii) two other subjects at Part I level

**Hours**

Four hours per week

34
Examination
Four term papers and a project

Content
This course examines the interdisciplinary approach to the social science subjects known variously as 'social science', 'social studies', 'social education', or 'man and society'. It examines various teaching strategies in Social Education, aspects of classroom management, evaluation and assessment, and the preparation of teaching units in the new New South Wales Social Science syllabus guidelines.

Texts
Nil

References
Banks, J. A. & Clegg, A. A., Jr
Morrissett, I. & Stevens, W. W.
Phillips, R. C.
Rogers, V. R. & Weinland, T. P. (eds)

(viii) 320306 Mathematics

Prerequisites
(i) At least four subjects in Mathematics for the degree of B.A., B.Math., or B.Sc.; or
(ii) A degree in a field of applied science, with experience in the application of mathematics.

Hours
Approximately four hours per week

Examination
Assessment will be on two 2,000 word essays, seminar contribution and organised group activity participation.

Content
The course will have five major units:
1. The relating of students knowledge of tertiary level mathematics to primary and secondary school topics (Term 1).
2. The acquisition of knowledge and skills for classroom teaching of mathematics (Term 1).
3. Practical work e.g. micro-teaching, workshops, school observations, practice teaching (Term 1, Term 2, Term 3).
4. The psychological underpinnings for mathematics learning and teaching (Term 3).
5. A study of mathematics curriculum development in Australia and overseas (Term 3).

Texts
Craig, R. C. The Psychology of Learning in the Classroom 5th edn (New York, Macmillan 1967)

References
Aichele, D. B. & Reys, R. E. (eds)
Collis, K. F.
Lamon, W. E.

(ix) 320308 Science

Prerequisites
(i) Three subjects from the disciplines of Biology, Chemistry, Geology, and Physics, or related fields of applied science, such subjects to be drawn from at least two of the disciplines of Biology, Chemistry, Geology and Physics; and
(ii) at least one other subject drawn from any of the above or from Mathematics, Geography or Psychology.

Hours
Two 2 hours of lectures, seminars, workshop or laboratory per week, as appropriate, except for the duration of practice teaching.

Examination
No formal examination. Assessment by assignments and practice teaching.

Content
Current issues in science education which affect decisions to be made by the classroom teacher.
A critical review of current NSW and other Australian State syllabuses.
A review of ASEP and JSSP — Australian curriculum packages.
A review of curriculum packages from USA and UK.
Classroom organisation and management, field work, and the use of aids. 
Assessment and evaluation.

Texts
Nil

References
The following two books will act as basic references. Students will be expected to develop their own reading list in addition to these.
Gardner, P. L. (ed.) *The Structure of Science Education* (Hawthorn, Longmans 1975)

(x) 320312 Primary

Prerequisite
Nil

Hours
Up to five hours per week

Examination
Satisfactory completion of prescribed number of essays.

Content
(Primary is considered as Kindergarten through to year six)
In this lecture, seminar and workshop orientated course the major emphases will be on the Language Arts, Mathematics, Social Science and recent trends in Primary education.
The Language Arts will be primarily concerned with the reading process, particularly with respect to beginning reading and development in the areas of oracy and literacy.
The Mathematics component will be workshop oriented and will consider the use of the environment for the learning of mathematics whilst the Social Science unit will stress enquiry techniques, simulation games and moral education.
The unit concerned with recent trends will focus on the multi-dimensional process of opening education.
Music, Art and Craft, Natural Science and Physical Education will be treated in additional workshop sessions.
Students should note the arrangements for practice teaching which provide for continuous contact with schools. (see page 39).

References
Aukerman, R. C. *Approaches to Beginning Reading* (N.Y., Wiley 1971)

320163 (e) Practice Teaching

Prerequisites
Nil

Examination
Assessment of teaching skills

Content
The course provides a continuous programme of school orientation achieved by school visits throughout the year, as well as blocks of intensive practical experience in teaching situations.

Secondary Method students undertake two three-week sessions of practice teaching during Second Term, and most groups will also participate in a School Experience programme during First and Third Term. This scheme requires each student to attend a school as a "teacher aide", for one morning a week over a given period of time. The students are expected to assist teachers in simple preparatory tasks and to gain valuable experience in classroom procedures.

Primary Method students maintain close contact with schools throughout the entire academic year, and participate in a continuous programme of practice teaching. The schedule of school attendances begins at one day per week, progresses to two days per week and reaches a peak in the sessions of "block" practice teaching during Second Term. In Third Term, one and a half days are spent in the schools to consolidate earlier experience.

Practice teaching is closely related to Curriculum and Method Studies and, accordingly, students should be prepared for Method groups to conduct discussions and workshops on selected topics related to professional practice. Video and audio equipment may be used in micro-teaching situations wherever it is felt that this will be of benefit to individual students.
BACHELOR OF EDUCATIONAL STUDIES

The programme for the degree of Bachelor of Educational Studies comprises three, four or five seminar units and an extended essay, the number of units depending upon entry qualifications. The course is designed to allow students to explore in depth areas of education relevant to their own interests. Successful completion of the programme is a prerequisite for registration for the degree of Master of Education.

Before registration for the degree of Bachelor of Educational Studies a student must satisfy the general requirements as set out on page 9 of this Handbook.

The course is available to full-time and part-time students; it may be completed in three terms by full-time study, or between six and twelve terms by part-time study.

Part-time students may undertake up to two units in a year, each requiring two hours a week attendance usually in the late afternoon or early evening.

Upon registration for the degree of Bachelor of Educational Studies each candidate will be allocated to a staff member who will from then be regarded as the candidate’s adviser. The original allocation will be made on the basis of the candidate’s and the adviser’s special interests. A candidate may request a particular member of staff as adviser, and where ever possible such requests will be met. Students should regard advisers as their primary contact with the Department.

If possible, the allocation will be done prior to commencement of lectures. The first two units might ideally be selected in consultation with the adviser. It is not important that the student take any units his adviser is giving, although this would probably be usual given their commonality of interest.

During the first year (in the case of a part-time student), student and adviser should work towards defining a suitable topic for the extended essay, as well as narrowing the choice for the third subject. In general, students would be expected to submit a suitable topic title before the commencement of the second academic year.

Possible units for 1976 are shown below, but only a limited number of these will operate, the final decision depending upon the number and interests of students and staff.

Students intending to register for the degree of Bachelor of Educational Studies may wish to consult with Mr. D. E. Brock, Department of Education (Ext. 651) and in any case should submit their application forms to the Secretary (Student Administration) by Friday, 16th January, 1976.

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<thead>
<tr>
<th>UNITS</th>
<th>DESCRIPTION</th>
<th>ADVISER</th>
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<tbody>
<tr>
<td>325106</td>
<td>Philosophy of Education</td>
<td>Mr W. G. Warren</td>
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<tr>
<td>325107</td>
<td>Educational Psychology</td>
<td>Mr A. V. Everett</td>
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<tr>
<td>325103</td>
<td>Introductory Research Methodology</td>
<td>Mr A. G. Smith</td>
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<tr>
<td>325100</td>
<td>Tertiary Teaching</td>
<td>Dr H. Maddox</td>
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<tr>
<td>325204</td>
<td>Curriculum Development</td>
<td>Dr M. N. Maddock</td>
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<td>325308</td>
<td>Oral Communication</td>
<td>Prof. L. Chopra</td>
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<td>325206</td>
<td>Mathematics Education</td>
<td>Prof. V. G. Smith</td>
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<td>325303</td>
<td>Educational Problems in Developing Countries</td>
<td>Dr M. N. Maddock</td>
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<td>325309</td>
<td>Educational Management</td>
<td>Dr M. N. Maddock</td>
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<td>325310</td>
<td>Mass Media and Education</td>
<td>Dr J. H. Wise</td>
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<td>325213</td>
<td>Education and the World Scene</td>
<td>Mr A. G. Smith</td>
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<td>325104</td>
<td>Advanced Research Methodology</td>
<td>Mr A. G. Smith</td>
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<td>325311</td>
<td>Remedial Education</td>
<td>Mrs A. L. Chopra</td>
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<tr>
<td>325312</td>
<td>School Assessment, Test Construction and Evaluation</td>
<td>Mr A. G. Smith</td>
</tr>
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<td>325313</td>
<td>Recent Innovations in Primary Education</td>
<td>Mr P. J. Moore</td>
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<td>325314</td>
<td>Adolescents</td>
<td>Mr P. N. Chopra</td>
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<td>325315</td>
<td>Workshop on Behaviour Modification</td>
<td>Mr P. N. Chopra</td>
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<td>325300</td>
<td>Teacher Education</td>
<td>Prof. L. N. Short</td>
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<td>325316</td>
<td>Learning and Individual Differences</td>
<td>Prof. J. B. Biggs</td>
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<tr>
<td>325317</td>
<td>Physical Education: The Physiology of Exercise</td>
<td>Mr D. Parsons</td>
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<tr>
<td>325318</td>
<td>Educational Sociology</td>
<td>Mr A. V. Everett</td>
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<tr>
<td>325319</td>
<td>Children’s Writing (7-17 years)</td>
<td>Mr R. J. McNeil</td>
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<tr>
<td>325320</td>
<td>Teaching English as a Foreign Language</td>
<td>Dr V. de R. O’Byrne</td>
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</tbody>
</table>

Students interested in the History of Education should refer to p. 59.

1Introductory Research Methodology or its equivalent is a prerequisite for Advanced Research Methodology. Students who are already qualified for the Advanced Unit will not be permitted to enrol in the Introductory Unit.
DESCRIPTIONS OF UNITS

325106 Philosophy of Education (Mr W. G. Warren)

Prerequisites Nil

Hours Two hours per week

Examination As prescribed

Content
This course focuses on the philosophical aspects of concepts and issues used or encountered in discussions of teaching, learning and schooling. A seminar format is used with specific topics emerging from class interest and the seminars will be conducted in the context of various theories or approaches to education both as process and institution.

Texts Nil

References
No single book adequately covers the course which will vary according to student interest. A general review will be found in:
Beck, Clive Educational Philosophy and Theory (Boston, Little, Brown & Co. 1974)

325107 Educational Psychology (Mr A. V. Everett)

Prerequisites Nil

Hours Two hours per week

Examination Term tests, one major assignment and seminar contributions

Content
1. Social and cognitive development
   - Socialization, Piaget, Bruner, Gagné
   - language and moral development
2. Learning and motivation
   - classical and operant conditioning
   - complex learning
3. (a) The student in the classroom
   - group dynamics, leadership
   - the atypical child
   - creativity
   (b) Evaluation and the educational institution.

Text Educational Psychology — A Contemporary View (CRM BOOKS, Del Mar, California 1973)

References To be advised

325103 Introductory Research Methodology (Mr A. G. Smith)

Prerequisites
A background in basic educational psychology is assumed. Students who have taken a similar statistics/methodology course as part of undergraduate education or other humanities studies, will only be permitted to enrol in this course with the approval of the course coordinator and the Head of Department. Students should have ready access to good calculating aids and library resources.

Hours Two hours per week

Examination Progressive assessment.
A minor formal examination may be employed.

Content
This course introduces students to the basic research techniques used in the study of education and educational problems. The first part of the course considers the nature of the scientific method and its application to education as a social science, types of educational research and an overview of 'typical' procedures in each type. Subsequent sections of the course provide an introduction to empirical research methodology, and basic descriptive and inferential statistics (non-parametric and parametric) as research tools. Much of the course content will be discussed in relation to classroom- or school-based problems and examples.

Texts
Ferguson, G. A. Statistical Analysis in Psychology and Education (McGraw-Hill 1972 (or latest edition))


References
Games, P. H. & Klare, G. R. Elementary Statistics: Data Analysis for the Behavioural Sciences (McGraw-Hill)
Kerlinger, F. N. Foundations of Behavioural Research (Holt, Rinehart & Winston)
Runyon, R. P. & Haber, Audrey Fundamentals of Behavioural Statistics (Addison-Wesley)
Rummel, J. F. An Introduction to Research Procedures in Education (Harper & Row)
### 325100 Tertiary Teaching (Dr H. Maddox)

**Prerequisites**  
Nil

**Hours**  
Two hours per week

**Examination**  
As prescribed by the Head of Department

**Content**  
The main part of the course will deal with methods of teaching and assessment in tertiary education. The following topics may be included:
- Entry and admission procedures
- Learning Principles in Higher Education
- The Lecture Method and techniques of lecturing
- Discussion Methods, Syndicate and Project work
- Practical and Laboratory work
- The Psychology of Study
- Open University — type instruction
- Course Evaluation
- Principles of Assessment
- Educational technology

**Reference**  
Beard, Ruth  
Teaching and Learning in Higher Education  
(Penguin 1970)

### 325204 Curriculum Development (Dr M. N. Maddock)

**Prerequisites**  
Nil

**Hours**  
One two-hour seminar session per week

**Examination**  
Assessment will be on seminar presentations and assignments

**Content**  
A framework for curriculum theory and practice. Clarification of the use of the term “curriculum”. Current curriculum theories. Factors influencing the curriculum. Aims and objectives and the place of behavioural objectives. Curriculum projects and movements. Mechanics of carrying out curriculum development projects. The students will follow up one or more of their own curriculum interests within the above terms of reference.

**Texts**  
Nil

**References**  
Students will be expected to expand from this list to a comprehensive list of selected interest and specializations.

### 325308 Oracy: Spoken English and Curriculum (Mr R. J. McNeil)

**Prerequisites**  
Nil

**Hours**  
Two hours per week

**Examination**  
Continuous assessment

**Content**  
Discussion of research findings, their relevance for classroom teaching and the reform of the curriculum. Though the language theory may be novel and demanding it is no more than is required for a professional understanding of the literature. The course is of the ‘in-service’ type and is oriented towards the Language programmes of the new Total Curriculum but it covers the Listening and Speaking strands of the present syllabus as well.

**Texts**  
Cazden, C. et al.  
Functions of Language in the Classroom  
Gahagan, D. M. & G. A.  
Talk Reform  
Wilkinson, A.  
Spoken English  
Wilkinson, A.  
The Quality of Listening
References
Separate lists available for each topic.

325206 Mathematics Education
(Associate Professor K. F. Collis and Mr J. W. McQualter)

Prerequisites
Nil

Hours
Two hours per week

Examination
Seminar paper and a final examination

Content
The course will consist of two strands:

Strand A: The Psychology of Mathematics Learning
This will be concerned with the psychological underpinnings for mathematics learning and teaching, dealing with theorists such as Piaget, Ausabel and Bruner.

Strand B: The Making of a Mathematics Curriculum
An investigation of the nature of the mathematics curriculum and its development in primary and secondary schools since 1900 in western societies.

Texts
Collis, K. F. A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint (Melbourne, ACER 1975)

References
Collis, K. F. The Development of Formal Reasoning (Newcastle, University of Newcastle 1975)

325303 Educational Problems in Developing Countries
(Dr M. N. Maddock)

Prerequisites
Nil

Hours
One two-hour seminar per week

Examination
No formal examination. Assessment will be on seminar presentations and assignments.

Content
The purpose of education: traditional “non-school” education and formal schooling.

Strategies for educational development: the manpower approach to educational planning and socio-cultural approaches.

The organisation of education: levels and kinds of education, urban and rural education, academic and technical education, government schools and mission schools.

Curriculum development.

International aid.

Special problems in multilingual-multicultural societies.

Case studies: Papua New Guinea and other selected case studies of countries of special interest to the student.

Texts
Nil

References
The following list represents an initial, basic reading list covering some of the key principles to be dealt with. An additional list covering education in Papua New Guinea will be issued early in the course.

Cerych, L. Problems of aid to education in developing countries (N.Y., Praeger 1965)
Curle, A. Educational strategy for developing societies: a study of educational and social factors in relation to economic growth (London, Tavistock 1966)
Hall, E. T. The silent language (N.Y., Greenwich, Conn.; Fawcett Publications 1959)
325309  Educational Management  (Mr P. W. O'Brien)

Prerequisites  Nil

Hours  Two hours per week

Examination  Four seminar/term papers and a project

Content
The purpose of this seminar course is to introduce students to concepts, methods and techniques in Educational Management, not to train Educational Administrators and/or Educational Planners. Topics covered by the seminar course may include (1) evolving concepts of administration, (2) patterns of organisation and organisational change, (3) communication and interpersonal relations, (4) planning techniques, (5) personnel in education systems, (6) the Australian education system(s), (7) planning and administration of the educational programme, (8) concepts of work, leisure and recreation and education, and (9) the school and the community. Provision will be made to seminar members to include topics of particular interest to them.

Texts  Nil

References
Hunt, J. W.  The Restless Organisation (Sydney, Wiley 1972)

325310  Mass Media and Education  (Mr M. B. Scott)

Prerequisites  Nil

Hours  Two hours per week

Examination  Assessment will be on seminar participation and papers, a major essay and a formal test

Content
1.  Introduction
   (a)  Communication Theory and the Mass Media.
   (b)  The Operation of the Media in Society.
   (c)  Students, Teachers and the Media.
2.  The Media in Education
   (a)  Instructional Media.
       Their uses, benefits and shortcomings.
   (b)  Non-Instructional Media Products in the School Context.
       Their uses, benefits and shortcomings.
   (c)  The Effects of Extraneous Media Experiences.
       Educational, Cultural, Psychological, etc. implications.
   (d)  Media Studies in the School Context.
       Place, relevance, benefits.
   (e)  Creative Mass Media Activities.
       Place, function and benefits.
3. Communications Research and Education
   (a) Survey of specific research into Media and Education.
   (b) Survey of Media research with implications for Education.
   (c) Investigation of one specific area of above types of research, with critical commentary.

   **Texts**
   Nil

   **References**
   To be advised

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325213 Education and the World Scene (Dr J. H. Wise)

**Prerequisites**
Nil

**Hours**
Two hours per week

**Examination**
Assessment based on seminar participation and assignments.

**Content**
This seminar course is concerned with contemporary issues in education and with education systems in foreign countries. It is designed to encourage individual reflection upon the nature, purposes, and implementation of education within different parts of the world, and upon the milieu in which the education takes place. In this way, it is hoped that the student may become (using the words of an early influential comparative educationalist) better fitted to study and understand the education system in which he or she teaches. Details of the course will be given at the beginning of the year.

**Texts**
Nil

**References**
A bibliography will be provided at the beginning of the year. Prior to that students may wish to read:


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325104 Advanced Research Methodology (Mr A. G. Smith)

**Prerequisites**
The course Introduction to Research Methods in Education or an equivalent, approved by the Head of Department, is essential background to this course. Students must be able to spend time in the computer room and in library research.

**Hours**
Two hours per week

**Examination**
Assessment based on seminar participation, assignments, and the project report

**Content**
This course surveys several procedures for data gathering and processing, and more advanced statistical methods. The computer as a research tool is an underlying theme of the course. Instrument design and statistical methods in attitude research, multiple regression studies as an alternative to the analysis of variance experimental design model, factor analysis, profile (or hierarchical grouping), analysis, are among the major topics considered. There will be room for individual selection for specialisation. It is hoped that students will undertake a project of empirical investigation in a selected topic, to be reported at the end of the course.

**Texts**
As for the Introductory Research Methodology course

**References**
Draper, N. R. & Smith, H. *Applied regression analysis* (Wiley)

Edwards, A. *Attitude scale construction* (Appleton-Century-Croft)

Edwards, A. *Experimental design in psychological research* (Holt, Rinehart & Winston)

Kerlinger, F. N. & Pedhazur, E. J. *Multiple regression in behavioural research* (Holt, Rinehart & Winston)

Kirk, R. E. *Experimental design: procedures for the behavioural sciences* (Brooks/Cole)

Kirk, R. E. *Statistical issues: a review for the behavioural sciences* (Brooks/Cole)

Siegel, S. *Nonparametric statistics for the behavioural sciences* (McGraw-Hill)

Veldman, D. J. *Fortran programming for the behavioural sciences* (Holt, Rinehart & Winston)

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325311 Remedial Education (Mrs A. L. Chopra)

**Prerequisites**
Nil

**Hours**
Two hours per week

**Examination**
To be advised
This will be basically a discussion/seminar course which will consider the principles and techniques involved in remedial education of the child of average ability, and to a lesser extent in the teaching of slower learners.

A heavier emphasis will be given to remedial reading than to remedial spelling and arithmetic, both because of the greater incidence, and probably importance, of reading problems, and because of the extent of the resources available to help children with such problems. A study will also be made of methods of teaching beginning reading, as a basis for the understanding and application of remedial reading methods. Participants in the course will also be required to undertake, under guidance, the remedial teaching of a selected pupil.

Texts
Nil

References
A reading list will be available early in February

325312 School Assessment, Test Construction and Evaluation

(Mr A. G. Smith)

Prerequisites
A background in basic educational psychology is assumed, and an introductory research methodology and statistics course is an advantage.

Hours
Two hours per week

Examination
Assessment of assignments and of a major paper. There may be a formal examination at the end of the course.

Content
A practical introduction to achievement testing and evaluation. It is oriented particularly towards classroom practices in the secondary school, but other situations are considered. Topics include: cognitive and affective domains in evaluation, characteristics of good measuring instruments, the role of behavioural objectives (cognitive and affective domains), writing test questions, analysis of test and item characteristics, norm-referenced Vs. criterion referenced testing (e.g. in vertical- or non-graded classrooms), grading and reporting procedures, and new developments in testing (e.g. implications of abolition of external public examinations). An introduction to test theory is implicit in considering these topics.

Text
Mehrens, W. A. & Lehmann, I. J. Measurement and evaluation in education and psychology (Holt, Rinehart & Winston 1973)

References
Cronbach, L. J. Essentials of psychological testing (Harper & Row)
Dunn, S. S. Measurement and evaluation in the secondary school (A.C.E.R.)
Guilford, J. P. Psychometric methods (McGraw-Hill)
Hoffman, B. The tyranny of testing (Collier Books)
Nunnally, J. C. Psychometric theory (McGraw-Hill)
Payne, D. A. The specification and measurement of learning outcomes (Blaisdell)
Tanner, D. Using behavioural objectives in the classroom (Collier-Macmillan)

325313 Recent Innovations in Primary Education

(Mr P. J. Moore)

Prerequisites
Nil

Hours
Two hours per week

Examination
As prescribed by the Head of Department

Content
The aim of this seminar course is to examine in depth some recent innovations in the primary school. Reference will be made to the processes of innovation and change and the forces that direct such processes. Whilst the major focus will be the Australian scene, consideration will also be made of other countries, particularly the U.S.A. and Britain.

Particular stress will be placed on “open education” and the process of opening education.

The concept of the “alternative” school will also be considered.

Students will be encouraged to pursue research into innovations of interest to themselves.

Texts
Nil

References
Bassett, G. W. Primary Education in Australia (Sydney, Angus & Robertson 1974)
Myers, D. & L. Open Education Re-examined (Lexington, Heath 1973)

Additional lists will be available in February.
### 325314 Adolescents (Mr P. N. Chopra)

**Prerequisites**
Nil

**Hours**
Two hours per week

**Examination**
Assessment of seminar participation

**Content**
This will be a discussion/seminar course dealing with the psychology and sociology of adolescence. Students working in syndicates will be required to prepare and present at least one major seminar paper during the course. A major essay may also be required. Areas to be discussed will include some or all of the following:
- The Modern Family
- Social Change and Intergenerational Conflict
- Australian Cultural Influences
- Urban-Industrial Life
- The Adolescent Sub-culture: Drugs, Music, Fads, etc.
- The Adolescent and Sex
- The Adolescent and the School
- Delinquency and Deviance
- The Drop-Out

**Text**
Nil

**References**
A list will be available in February

### 325315 Workshop on Behaviour Modification (Mr P. N. Chopra)

**Prerequisites**
Nil

**Hours**
Two hours per week

**Examination**
By assessment
No formal examination

**Content**

#### Term I — Principles of Behaviour Modification
Lectures and student seminars on conditioning theory and techniques; the ethical issues; parameters of control, etc.

#### Terms II & III — Analysis of case study material and discussion of behaviour modification procedures, leading up to development of strategies for application.
Films and tapes will probably be used extensively during Terms II and III.

**Texts**
Nil

**References**
A list will be available in February, 1976

### 325300 Teacher Education (Professor L. N. Short)

**Prerequisites**
Nil

**Hours**
Two hours per week

**Examination**
Assessment on assignments and seminar participation
Three papers (one each term)

**Content**
The preparation of teachers provides an example of the complexity which characterizes the major aspects of national educational systems. The approach adopted in a particular system will owe much to the history of education, and to the peculiar circumstances which prevail at a given time and place. Educational theory, in the broadest sense, will contribute to the recognition of the qualities and abilities to be cultivated in the teacher, but a general social pressure or political climate may also influence the expectations, and the demands on the institutions. The selection of staff and students, the conditions imposed by employing authorities, the general level of resources available in the institution and the community: these are but a few of the possible factors which owe little to more specifically “academic” considerations.

It is hoped that throughout the seminar programme this “systems” view of teacher education will yield a deeper appreciation, not only of the subject, but also of the nature of enquiry in education.

**Study Programme**
The subject has been divided into three sections each of which is expected to occupy about one term.

#### Section 1 —
The context of teacher education including
(a) historical review with particular emphasis on England and Australia;
(b) national approaches in the context of
   (i) social and political structures
   (ii) economic and industrial development
   (iii) dominant educational theories
(England; Australia; U.S.A.; Canada; U.S.S.R.; France; developing countries).

#### Section 2 —
The role and function of the teacher; changing perceptions of the teacher and the teaching process derived from educational and psychological theory. Selection of teachers. The teacher, the school, the community.
Section 3 — The preparation of teachers

(i) types of institutions;
(ii) the structure and content of courses;
(iii) teaching methods;
(iv) continuing professional development.

Texts
Nil

References
To be advised

Note
In the absence of sufficient demand for this unit, the unit entitled "Higher Education in Australia" could become available. (For content see Department of Education Manual — 1975). Interested persons should contact the administrative officer.

325316 Learning and Individual Differences (Professor J. B. Biggs)

Prerequisites
Students will be expected to have some background in psychology or educational psychology

Hours
Two hours per week

Examination
Assessment of assignments, seminar participation, and of a practical project

Content
Two major questions are investigated in this course:

1. How do students differ from each other in ways that may affect school learning? and
2. What can teachers do about it?

Psychologists have made many distinctions between students that have a bearing on their education: such distinctions refer to abilities, styles of handling information, motivational patterns, and general personality characteristics. Some of the more important of these distinctions are selected for detailed treatment.

Teachers can vary the way they handle students at various points: goal-setting, presenting material, evaluating outcomes, motivating and disciplining students, and overall in the degree of structure used.

Particular emphasis is given to the ways in which the learning environment can be utilised to fit learner characteristics.

Much of the course will be conducted in the form of seminars on prescribed material. Students will also have the opportunity of specializing in an area of particular relevance to them, and will be encouraged to implement ideas gained in the course. Students must be prepared to read widely.

Text
Sperry (ed.)

References
Gagne, R. (ed.)
Lesser, G. S. (ed.)
Jensen, A. R.
Hunt, D. E. & Sullivan, E.

Learning Performance and Individual Differences (Glenview, Ill, Scott Foresman 1972)
Learning and Individual Differences (Columbus, Merrill 1967)
Psychology and Educational Practice (Glenview, Ill, Scott Foresman 1971)
Educational Differences (London, Methuen 1973)
Between Psychology and Education (Hinsdale, Ill, Dryden Press 1970)

325317 Physical Education: The Physiology of Exercise (Mr D. Parsons)

Prerequisites
Nil

Hours
Two hours per week

Examination
As prescribed by the Head of Department

Content
The course will take the form of:

a lecture and laboratory oriented consideration of some of the human body adaptations to stresses of vigorous sports movements and motor performances.

Topics to be discussed include:
exercise physiology; physical training and fatigue in relation to vigorous physical activity; individual differences in cardiovascular and respiratory function; immediate and long range adaptations of the body to exercise physiological limits; and individual work capacities in relation to age, sex, diet, environmental factors and the nature of the activity.

Texts

de Vries, H. A.
Sinning Wayne, E.

Physiology of Exercises for Physical Education and Athletics 2nd edn (Dubuque, Iowa, W. C. Brown Publishers 1975)
Experiments and Demonstrations in Exercise Physiology (Philadelphia, W. B. Saunders Company 1975)
References
Astrand, Per Olaf & Kaare Rodahl
Karpovich, P. V. & Sinning, W. E.
Guyton, Arthur C.
Johnson, W. C. (ed.)

Physiology of Muscular Activity (Philadelphia, W. B. Saunders 1971)
Medical Physiology (Philadelphia, W. B. Saunders 1956)

325318 Educational Sociology (Mr A. V. Everett)

Prerequisites Nil
Hours Two hours per week
Examination Assessment of assignments and seminar participation

Content
The course will look at the relationship and nature of social pressures that impinge on the individual, with particular emphasis on the educational context.
Dominant themes to be covered will include
- social change
- knowledge and social control
- power
- educational bureaucracy and institutional change

Texts
References
Brown, R.
A guide to the sociology of Australian Education (Melbourne, Macmillan 1974)

A list of further references will be available.

325319 Children's Writing (7-17 years) (Mr R. J. McNeil)

Prerequisites Nil
Hours Two hours per week
Examination Assessment of assignments and seminar participation

Content
This course illustrates the principle underlying modern English teaching viz. that teaching should proceed from the context-bound (restricted) to the context-free (elaborated). This principle will be discussed in connection with research, classroom practice, school curriculum policy and national policies for literacy.

Texts
Britton, J. et al.
Clegg, A. B.
Druve, R.
Crystal, D. & Davy, D.
The Development of Children's Writing Abilities (Macmillan 1975)
The Language of Primary School Children (Penguin 1973)
The Excitement of Writing (Chatto & Windus 1964)
The Eye of Innocence (Brockhampton Press 1965)
Investigating English Style (Longman 1969)

325320 Teaching English as a Foreign Language (Dr V. de R. O'Byrne)

Prerequisites A good command of spoken and written English, and acceptance of applicants' academic qualifications
Hours Two hours per week
Examination To be announced

Content
This course is designed for those who wish to teach English either to migrants within Australia, or as a foreign language in some other part of the world. Further details will be provided upon request.

Texts To be advised
References A list will be available in February

History of Education — not available 1976
A unit entitled "Education in N.S.W. in the Twentieth Century" was offered in 1975 and will be available again in 1977. Its content is expected to consist of a general survey of education in New South
Wales from 1901 to the present time. Students will be required to select two seminar topics examining specific aspects of New South Wales education within particular years of the Twentieth Century.

Students who have taken or intend to take this unit may, with special permission, enrol in 1976 in the topic “The History of Australian Education” provided for Education III undergraduate students.

Any student intending to write the extended essay on a topic associated with the history of education in New South Wales should take both the units referred to.

325110 Extended Essay

Work Load
The extended essay is to be the culmination of work considered approximately equivalent in time consumption, effort, reading and reflective thinking to that required to cope successfully with a set B.Ed.Stud. unit of two hours per week for the academic year.

Length
No hard and fast rule can be set for the length of the essay; this should be worked out in consultation with the adviser. Adequate length must vary according to the methodology and nature of the topic. 15,000 words would cover most topics (approx. 60 pages of A4).

Topic and treatment
The topic should be chosen from an area in education of direct interest and relevance to the candidate. It can take the form of a critical review of the literature (something more than just an encyclopaedic discussion of available references); an analysis of a practical educational situation or issue; or a synthesis of the candidate's ideas and theories around a specific theme. All statements should be well supported by documentary evidence and logical argument. A report on original research is not precluded, but if attempted, the research should be a simple small scale project which can be handled within the limits of the work load referred to above. Further details concerning the format of the Extended Essay are available upon request.

MASTER OF EDUCATION

Continuing candidates
Students continuing in the M.Ed. course under the Requirements operative before 1975 who still have to take units of course work will choose from those listed below. The content for these units is the same as that shown for the B.Ed. Stud. units (see page 41).

Units available in 1976 for students continuing in the Master of Education (Coursework) programme.

320121 Philosophy of Education
320139 Educational Psychology
320128 Introductory Research Methodology
320125 Tertiary Teaching
320104 Curriculum Development
320444 Oracy: Spoken English and Curriculum
320114 Mathematics Education
320445 Educational Problems in Developing Countries
320446 Educational Management
320447 Mass Media and Education
320141 Education and the World Scene
320129 Advanced Research Methodology
320113 Remedial Education
320448 Recent Innovations in Primary Education
320449 Adolescents
320450 Workshop on Behaviour Modification
320101 Teacher Education
320451 Learning and Individual Differences
320452 Physical Education: The Physiology of Exercise
320453 Educational Sociology
320454 Children's Writing (7-17 years)
320455 Teaching English as a Foreign Language
320456 School Assessment, Test Construction and Evaluation

Students interested in the History of Education should refer to p. 59. Introductory Research Methodology or its equivalent is a prerequisite for Advanced Research Methodology. Students who are already qualified for the Advanced Unit will not be permitted to enrol in the Introductory Unit.

New candidates
The Master of Education degree was re-structured in 1975 and now provides a programme which requires professional research in an area of Education suited to the individual interests of the student.

The Requirements for the degree are outlined on page 11. Before registration, students must have satisfied requirements for the degree of Bachelor of Educational Studies or its equivalent. Students are required to complete a unit of course work which will be designed to meet individual needs and interests. A major thesis is also required, directed towards the development of professional competence in some field of educational practice. For each candidate there will be appointed a supervisor who will give guidance in relation to the course work unit and the writing of the thesis.

The course is available to full-time and part-time students; it may be completed in a minimum of three terms by full-time study or up to twelve terms by part-time study. Intending students are invited to consult the Head of the Department of Education before submitting their application forms to the Secretary.
AD
candidates~

Postgraduate Research Seminars

During First and Second terms each year, group research seminars will be held for candidates enrolled in the M.Ed., M.A. in Education, and Ph.D. in Education programmes. These seminars, which will be attended by students and staff, will be held once each week, probably between 4 p.m. and 6 p.m. on Tuesdays, two papers being presented at each meeting. The exact time and place of meetings will be notified at the beginning of the year. Unless special circumstances exist, candidates will be asked to present a paper once each year.

The aims of these group seminars are:

(a) to allow candidates to present an outline of their proposed thesis or project;
(b) to allow later year students to present work-in-progress reports and some of their findings or written work.

Discussion will form a valuable part of these meetings. All M.Ed., M.A. and Ph.D. students in the Department will be expected to attend these meetings.

DOCTOR OF PHILOSOPHY

Requirements for the degree of Doctor of Philosophy are set out on page 12. Enquiries should be addressed to either the Head of the Department or to the co-ordinator of postgraduate research degrees, Associate Professor A. R. Barcan.

The attention of potential candidates is drawn to the paragraph under the sub-heading "Postgraduate Research Seminars" above and to the Research Interests of staff listed below.

Research Interests of Staff

J. B. Biggs
Individual differences in learning.
Students' study behaviour.
Theories of learning and teaching.
The psychopolitics of education.

L. N. Short
The development of higher education in Australia.
School climate.

A. R. Barcan
History of Australian education.
Current developments in Australian education.
History in the Secondary School.

K. F. Collis
Cognitive Processes, especially relating to elementary mathematical material.
Cognitive Development of the Primary & Secondary student.
Implications for school learning and curriculum formation in conjunctive development theory.

E. J. Braggett
Cognitive development in young children.
Preschool education.
Primary education — change and innovation.
Child development.

A. G. Doczy
Immigrant adjustment.
Self concept.
Problems and interests of adolescents.

P. N. Chopra
Punishment phenomena.
Methodology of teaching.
Behaviourism and schooling.

Audrey L. Chopra
Remedial and special education.
Methods of teaching reading and spelling.
Cognitive and perceptual dysfunction in children, and the development of relevant psychological and educational tests.
Neurological impairment.

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C. A. Cranfield
Development of syllabus, methods of teaching, and evaluation in the teaching of history.
Evaluation of history curricula.
Australian interests in the Pacific in the nineteenth century.

M. B. Scott
Studies of mass media and educational implications.
The place of drama in education.
Interdisciplinary studies in the secondary school.
Adaptations of literature for film.

A. V. Everett
Social relationships
Personality and role behaviour.
Social deviance and social change.

R. J. McNeil
Curriculum development relating to English.
Linguistics and education.
English literature.

J. W. McQualter
Development of primary and secondary mathematics curricula.
Development of secondary education systems — organisation and curricula.

M. N. Maddock
Curriculum development, relating to science education, especially science education in developing countries.
The relationship between curriculum and culture.
The evaluation of stated affective domain aims for curricula.
Education in developing countries.

P. J. Moore
Curriculum studies relating to primary education.
Innovation and change in primary education.

P. W. O'Brien
Curriculum development and administration, especially in relation to Social Science and the use of simulation gaming.
Educational management and policy research, including the use of forecasting techniques and the development of alternative educational futures.

Veronica de R. O'Byrne
Curriculum studies relating to the teaching of modern languages, at all levels.
The education of the exceptionally able. Language learning for the slow learner.

A. G. Smith
Computer applications to education; content analysis, item banking.
Test construction and data processing.

W. G. Warren
Social and political philosophy and theory.
The process of education.
Educational institutions.
Psychological theory and methodology.

J. H. Wise
The nature of geography-education in various countries.
Geography teacher education.
Links between social education, the arts and “world problems”.
Comparative studies.

RESEARCH THESES

The following theses have been completed within the Department of Education.

Doctor of Philosophy
1975 E. J. Braggett
“The effect of preschool kindergarten attendance on aspects of cognitive development”.

Master of Education
1972 T. J. Sheedy
“Aspects of the ‘swing from science’ in New South Wales.”

1972 J. Solomon
“An analysis of the cognitive skills involved in pre-logical thinking; and implications for the development of early childhood education curricula.”
1973 W. P. Galvin
“A comparative assessment of a change in school mathematics courses in terms of its effect on Teachers' College entrants.”

1973 B. F. Joyce
“The development of spatial concepts in young children: a task in haptic perception within the context of geometrical transformations.”

1974 D. J. Cruckshank
“An investigation of aspects of the decline in number of students of modern language in New South Wales high schools.”

1975 W. J. Parsons
“Students from two high schools report their problems.”

1975 Sister J. Rees
“Towards a theory of change and innovation with particular reference to science and religious education.”

Master of Arts
1974 J. A. Burke
“The history of Catholic schooling for deaf and dumb children in the Hunter Valley.”

Bachelor of Arts (Honours)
1961 E. J. Braggett
“The history of state controlled education in Newcastle 1866 — 1880.”

1961 A. Renwick
“The relative success of Teachers' College students in training.”

1968 T. J. Fullerton
“An approach to number readiness by scalogram analysis.”

1968 R. V. Gilbert
“The reintroduction of state-aid in New South Wales.”

1969 P. Danilenko
“Convergent and Divergent Thinking.”

1970 E. R. Humphreys
“A theoretical model for evaluating selected features of New South Wales state elementary education.”

1970 J. Rees
“A study of the learning environment in seven secondary schools in the Newcastle Educational Area.”

1972 J. L. Newell
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