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, and Professor J. B. Biggs became the first Dean.

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 page 57 et seq.

A Curriculum and Resource Centre established in 1974 and now housed in the new building provides 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.
CONTENTS

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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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 I seeks to introduce the student to education as a function of society. Education IIA and Education IIB 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 (M.A.). 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 (Dip. Ed.). This course is available for graduates who seek professional teacher status. The programme requires one year of full-time study and combines both foundation and elective subjects with curriculum and method studies. This is supplemented by school experience and teaching practice.

(b) Bachelor of Educational Studies Degree (B.Ed.Stud.). 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 though a series of seminar courses and written assignments. The degree enables professional educators to develop individual specialisation at a postgraduate level.

(c) Master of Education (M.Ed.). Students who have completed the B.Ed.Stud. 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 (Ph.D.). 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 Australian Government 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 for the following academic year.

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.

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 the Diploma with such programme as the Dean recommends, provided that the student is not enrolled in any subject for which he has not satisfied the prerequisite. Before making such recommendation the Dean will obtain the agreement of the Heads of all Departments concerned.
   (b) In no case will the Diploma be awarded until requirements for the degree have been satisfied.

4. Candidates for the Diploma shall complete —
   (i) the programme of studies prescribed by the Faculty Board, and
   (ii) such supervised practice teaching as the Head of the appropriate Department shall require.

5. When a candidate has previously completed a course or subject in Education or a related discipline, the Faculty Board may approve alternative subjects to those prescribed.

6. The course shall normally be completed in one year’s full-time study except that, with the permission of the Faculty Board, a candidate may be permitted to complete the course by part-time study over two or more years.

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 approved university or have completed an alternative course of professional training for teaching which is approved 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.
A candidate shall register as either a full-time or part-time student.

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.

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.

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.

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

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 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 per-
mission 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.

2. A candidate for registration for the degree of Doctor of Philosophy shall:—
   (i) have satisfied all of the requirements for admission to the degree of master or the degree of bachelor with first or second class honours in the University of Newcastle or a degree from another university recognised by the Senate as having equivalent standing;
   or
   (ii) have satisfied all of the requirements for admission to the degree of bachelor with third class honours or without honours in the University of Newcastle or a degree from another university recognised by the Senate as having equivalent standing, and have achieved by subsequent work and study a standard recognised by the Senate as equivalent to at least second class honours;
   or
   (iii) in exceptional cases submit such other evidence of general and professional qualifications as may be approved by the Senate.

3. The Senate may require a candidate, before he is permitted to register, to undergo such examination or carry out such work as it may prescribe.

4. A candidate for registration for a course of study leading to the degree of Ph.D. shall:—
   (i) apply on the prescribed form at least one calendar month before the commencement of the term in which he desires to register;
   and
   (ii) submit with his application a certificate from the Head of the Department in which he proposes to study stating that the candidate is a fit person to undertake a course of study or research leading to the Ph.D. degree and that the Department is willing to undertake the responsibility of supervising the work of the candidate.

5. Before being admitted to candidature, an applicant shall satisfy the Senate that he can devote sufficient time to his advanced study and research.

6. Subsequent to registration, the candidate shall pursue a course of advanced study and research for at least nine academic terms save that in exceptional cases Senate may exempt a candidate from not more than three academic terms.

7. A candidate shall present himself for examination not later than fifteen academic terms from the date of his registration, unless special permission for an extension of time be granted by the Senate.

8. (a) The course shall be carried out in a Department of the University.
   (b) Notwithstanding the provisions of subsection (a) of this clause, 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.
   (c) The course shall be carried out under the direction of a supervisor or supervisors appointed 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 conjointly 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 month's 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.

24. In exceptional circumstances the Senate may relax any of these Requirements.

DESCRIPTION OF UNITS

Guide to Unit Entries

Unit 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 units which must be passed before a candidate enrolls in a particular unit.

(b) Corequisites refer to units or topics which the candidate must either pass 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 unit or topic which, however, need not be purchased.

Diploma in Education

General

The Course for the Diploma in Education normally requires one year full-time study. Part-time students may be admitted but will be required to complete the course over a two year period.

Aims

The Dip.Ed. course does not pretend to turn out a 'finished' teacher, but it lays the foundations for future professional development while providing experience of the basic skills the teachers will need to function effectively during their probationary year in their schools and the system of which they are a part.

More specifically:

(i) To encourage the student teacher to see pupils as individuals with many needs, only a few of which are purely academic.

(ii) To encourage the student teacher to reorganise the academic content and the modes of thinking and research applicable to their university studies so that they can provide for the educational needs of their future pupils.

(iii) To introduce the student teacher to the basic skills of classroom management (in its broadest sense) and to enable them to practise these.

(iv) To introduce the student teacher to some of the basic disciplines upon which the academic study of education is based e.g. educational psychology, philosophy of education, etc.

(v) To allow the student teacher the chance to analyse and learn from the classroom performance of professional practitioners.

(vi) To allow the student teacher the chance to analyse existing school system and classroom entities with a view to assessing and initiating future proposals and developments.
(vii) To help the student develop a notion of, and a sense of belonging to, a profession.

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 to provide an equivalent foundation, may be registered by the Dean on the recommendation of the Head of the Department of Education.

Classics
Commerce/Economics
English
Geography
History
Mathematics
Modern Languages
Science
Social Science/Studies
Primary

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.

Course Structure
1. There are five strands (Groups) from which the students choose the units comprising their programme.

2. He/she must select:
   (a) Two units from Group I;
   (b) One unit from Group II;
   (c) The practicum as a whole, as directed by his main course Curriculum and Method Lecturer. This will involve Practice Teaching with the possibility of a School Experience programme as a supplement;
   (d) One unit from Group IV (a);
   (e) One unit from Group IV (b);

3. Units will operate for the full academic year, with time out for Practice Teaching.

4. Constraints upon student choice of units are as few as possible, but note that:
   (a) a Curriculum and Method unit, Practice Teaching and certain Foundations units are required by employers for eventual certification;
   (b) the groupings of units are arranged according to affinities between them, so that only one or two of each type may be chosen;
   (c) further, each student is required to make choices in consultation with the lecturer in the student's main area: this lecturer is the student's adviser;
   (d) students will be directed to select certain units at certain levels in the light of their previous undergraduate studies. Students who have successfully completed a part two or three unit, for example in Education, may be directed by their adviser to select units at appropriate levels according to their previous undergraduate experience.

UNITS TO BE OFFERED
(Units will be offered subject to staff availability and student demand).

GROUP I
Educational Foundations
  320144 Comparative Education
  320145 Educational Measurement and Evaluation
  320146 Educational Psychology
  320147 History of Education
  320148 Philosophy of Education
  320149 Sociology of Education

GROUP II
Curriculum and Method Studies
  (a) (i) 320312 Primary
         (ii) 320301 Classics
         (iii) 320302 Commerce/Economics
         (iv) 320303 English
(v) 320313 General Method (for candidates not wishing to specialise in or who do not qualify for available C & M courses)

(vi) 320304 Geography

(vii) 320305 History

(viii) 320306 Mathematics

(ix) 320307 Modern Languages

(x) 320308 Science

(xi) 320311 Social Science/Studies

(c) (xii) 320314 Special Education

(d) (xiii) 320315 Tertiary Teaching

GROUP III 320164 Practicum

GROUP IV 320335 Electives
One to be chosen from each of (a) and (b).

(a) 320212 A Community Project (Involvement & Report)

320213 A Directed Study

320214 Educational Media & Mass Communications

320215 Educational Research in the Classroom

320216 Remedial Teaching

320217 A School-Based Extra-Curricular Project (Involvement & Report)

(b) 320218 Education & Global Perspectives

320219 Adolescents

320220 The Atypical Child

320221 Educational Administration

320222 Educational Drama

320243 School Resource Centres

320224 Small Group Learning

320231 The Process of Learning a Foreign Language (Spanish)

GROUP V Additional Courses
This could take the form of:

(a) one additional unit from I, II or IV

or

(b) one additional unit from outside the Faculty of Education to supplement a degree pattern for teaching purposes. (To be permitted only with the approval of the Heads of Departments concerned.)

GROUP I UNITS

320144 Comparative Education

320145 Educational Measurement and Evaluation (Dr A. G. Smith)

Prerequisites Nil

Hours 2 hours per week

Examination Progressive assessment and minor formal examination

Content Achievement testing and evaluation, oriented particularly towards classroom practices in the secondary school, but other situations are considered. Topics include: characteristics of good measuring instruments, the role of behavioural objectives (cognitive and affective domains), writing test questions, analysis of test and item characteristics, grading and reporting procedures, and new developments in testing (e.g. implications of abolition of external public examinations).

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

Reference
Mehrens, W. A. Readings in measurement and education in education and psychology (Holt, Rinehart & Winston 1976)

320146 Introductory Educational Psychology (P. N. Chopra)

Prerequisites Nil

Hours 2 hours per week

Examination To be advised

Content
The following will be discussed using a variety of presentational modes e.g. mass lectures, slide/tape/work-books, seminars, tutorials etc., Learning, Motivation, Cognition, Individual Differences, Discipline and Control, Children with Special Needs. Overall the orientation of this unit will be practical, i.e. school based rather than theoretical.

Texts To be advised

320165 Advanced Educational Psychology (Dr. E. J. Braggett)

Prerequisites Previous courses in Psychology or Educational Psychology.

Hours 2 hours per week

Examination To be advised

Texts...
320147 History of Education (Associate Professor A. R. Barcan)
(New South Wales Education in its Australian Context, 1938 to date.)

Prerequisites Nil

Hours 2 hours per week

Examination 2 essays, 1 tutorial paper and a written examination

Content
The course concentrates on developments in New South Wales education since 1938 and particularly since 1967. Attention is given to developments in other Australian states which provide analogies or contrasts with developments in New South Wales. Some topics will be devoted to recent changes in specific areas, such as the curriculum, the teaching service, the aims of education, and so on.

References
Barcan, A. Background Notes on N.S.W. Education in its Australian Context, 1938 - 1976 (Dept of Education, University of Newcastle 1975)
Maclaine, A. G. Australian Education (1975)

320148 Philosophy of Education (W. G. Warren)

Prerequisites Nil

Hours 2 hours per week

Examination To be advised

Content
This course aims at a critical examination of the underlying assumptions of, and of some approaches to, various facets of education, in the widest sense of this latter term. Education as a process and an institution will be examined, and schooling considered in the context of this examination. Due regard will be taken to both “conventional” and “radical” approaches within this topic, in an analysis of both concepts and issues in teaching, learning and schooling.

Texts Nil

References

Bowyer, H. Philosophical Perspectives for Education (Scott, Foresmen 1970)

Further references to be advised

320149 Sociology of Education (A. V. Everett)

Prerequisites Nil

Hours 2 hours per week

Examination Progressive assessment

Content
The major theme of this strand is to familiarize prospective teachers with the social determinants and constraints on behaviour in the educational context. In Term I the emphasis will be on the socialization process; this will include an examination of the various socialization agencies, the organizational structure of industrial society, the relationship of the school to the broader society. In Term III some of the assumptions underlying the educational process will be questioned. Topics to be covered will include status, self-esteem and the sources of power in society, social control and change, and the problem of social deviance.

Presentation of material will be through lectures and seminars. Assessment will be based on seminar performance, a major assignment and a practical exercise based on school experience. Considerable outside reading will be expected, particularly in areas of personal interest around which the seminars will be based. Two relatively cheap textbooks are prescribed.

Texts
Berger, P. L. Invitation to Sociology (Penguin 1963)

References To be advised

GROUP II UNITS

Group II Curriculum and Method Studies
Students must choose one of the following:

(i) 320312 Primary

Prerequisite Nil

Hours Up to 5 hours per week
Examination  Progressive assessment

Content
(Primary is considered as Kindergarten through to year six)
The major emphases will be on the Language Arts, Mathematics, Social Science and recent trends in Primary education.
Language Arts — the reading process, particularly with respect to beginning reading and development in the areas of oracy and literacy.
Mathematics — the use of the environment for the learning of mathematics, Social Science enquiry techniques, simulation games and moral education.
Recent trends will focus on the multidimensional process of opening education.
Music, Art and Craft, Natural Science and Physical Education — in additional workshop sessions.
Students should note the arrangements for practice teaching which provide for continuous contact with schools. (see page 29).

References
Aukerman, R. C.  Approaches to Beginning Reading (Wiley 1971)
Howes, V. M.  Informal Teaching in the Open Classroom (Macmillan 1974)
Saxby, H. M. & Turney, C.  Teaching the New English in Primary Schools (Novak 1974)
Taba, H. & Durkin, M.  A Teacher's Handbook to Elementary Social Science (Addison-Wesley 1971)
Williams, E. & Shuard, H.  Primary Mathematics Today (Longmans 1970)

(ii) 320301 Classics

Prerequisites  A Part III subject in Greek or Latin
Hours  4 hours per week
Examination  To be advised

Content
Language teaching principles in both theory and practice; and the teaching of classical languages and civilisation. Special stress will be laid on acquainting these with some new developments in this field.

Texts  To be advised

(iii) 320302 Commerce/Economics

Prerequisites  B.A. including Economics IIA or
B.Com. including Microeconomics and Macroeconomics

Hours  4 hours per week

Examination  Progressive assessment

Content
The nature of commercial and economics education, the syllabi used in schools and in developing competencies in appropriate strategies. 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) literacy in economics and commerce;
(c) teaching strategies;
(d) resources development;
(e) equipment handling and competency;
(f) evaluation procedures.

Texts

References
Assistant Masters' Assn  The Teaching of Economics in Secondary Schools (Cambridge U.P. 1971)
Dawson, G. G. (ed.)  Economic Education Experiences of Enterprise Teachers Vols 1-10 (Joint Council on Economics Education)


(iv) 320303 English (R. J. McNeil)

**Prerequisites**

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

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

**Hours**

4 hours per week

**Examination**

Progressive assessment

**Content**

Standards of good practice with respect to new curricula in English and the provision of suitable teaching contexts. Seminar-units 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**


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

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

(v) 320313 General Method

(This unit may not be offered in 1977). Details to be advised.

(vi) 320304 Geography (Dr J. H. Wise)

**Prerequisites**

A Part II subject in Geography

**Hours**

4 hours per week

**Examination**

To be advised

**Content**

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 school visits and teaching experiences during the academic year and possible or expected experiences in educational matters in the future. Details of the course will be provided at the beginning of the year.

**Texts**

Nil

**References**


Graves, N. J. *Geography in Secondary Education* (Geographical Assn 1972)

Hall, D. *Geography and the Geography Teacher* (Allen & Unwin 1976)

Walford, R. (ed.) *New Directions in Geography Teaching* (Longman 1973)

Willmer, J. E. (ed.) *Africa: Teaching Perspectives and Approaches* (Geographic & Area Study Publications 1975)

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

(ii) Recent articles in such journals as: Classroom Geographer, Geographical Education, Geography, Geography Bulletin, Geography

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

(vii) 320305 History (C. A. Cranfield)

Prerequisites  A Part II subject in History

Hours  2 lecture hours, 2 tutorial hours, 1 day per week school experience in Terms I & III and 6 weeks practical teaching in Term II.

Examination  Progressive assessment

Content
(a) The nature values and objectives of history teaching in the secondary school.
(b) Curriculum unit and lesson construction.
(c) Major teaching skills.

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

References
Ballard, M. (ed.)  *New Movements in the Study and Teaching of History* (Cheshire 1971)
Burston, W. H.  *Principles of History Teaching* (Methuen 1972)
Carr, E. H.  *What is History?* (Penguin 1964)
Marwick, A.  *The Nature of History* (Macmillan 1971)

(viii) 320306 Mathematics

Prerequisites  
(i) At least 4 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  Approx. 4 hours per week

Examination  Progressive assessment

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

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

References

(ix) 320307 Modern Languages (Dr V. de R. O’Byrne)

Prerequisites  A Part III subject in French or German

Hours  4 hours per week

Examination  To be advised

Content
The theoretical and practical aspects of teaching foreign languages by means of lectures, prescribed reading, discussion, and classroom observation both live and on videotape; the problems in this field both in Australia and elsewhere, the need for constant up-dating of 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
Cole, L.  *Language Teaching in Action* (Longmans 1974)
Harding, D. H. *The New Pattern of Language Teaching* (Longmans 1967)
(others to be advised)

(x) 320308 Science (Dr M. N. Maddock)

**Prerequisites**
(i) 3 subjects from Biology, Chemistry, Geology, and Physics, or related fields of applied science, including at least 2 from Chemistry, Geology and Physics;
and
(ii) at least 1 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, except during practice teaching.

**Examination**
Progressive assessment

**Content**
The interdisciplinary approach to the social science subjects known variously as 'social science', 'social studies', 'social education', or 'man and society'. 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
Rogers, V. R. & Weinland, T. P. (eds)

**Basic references** —
Students will be expected to develop their own reading list in addition to these.

(xi) 320311 Social Science/Studies
This unit may not be offered in 1977

**Prerequisites**
Out of Economics, Geography, History, Psychology, Sociology, Legal Studies and Economic History:
(i) 1 subject at Part II level;
and
(ii) 2 other subjects at Part I level

**Hours**
4 hours per week

**Examination**
4 term papers and a project

**Content**
A continuous programme of school orientation achieved by school visits throughout the year, as well as blocks of intensive practical experience in teaching situations.

**References**
Banks, J. A. & Clegg, A. A. Jr
Gronlund, N. E.
Tisher, R. P. et al.

**Basic references** —
Students will be expected to develop their own reading list in addition to these.

(xii) 320314 Special Education
These units may not be offered in 1977. Details to be advised.
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 Terms. 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.

Practicum 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.

GROUP IV ELECTIVES

Group IV (a)

320212 A Community Project (Involvement and Report)

| Prerequisites | Nil |
| Hours         | 2 hours per week, except for practicum demands |

Content

This subject entails participation in an approved programme of community activity and the submission of a written report on its operation and the student's contribution to it. The programmes eligible for approval in this regard include voluntary service projects, resident action groups, community initiated and based social action programmes, youth work schemes, compensatory education programmes, environmental improvement activities, etc. The programme chosen may have a direct or only an indirect relationship to education in the narrow sense.

A staff member will be designated as adviser for each student engaging in a project and all activities will be undertaken in consultation with him/her.

Texts
References

320213 A Directed Study

| Prerequisites | Nil |
| Hours         | 2 hours per week, except for practicum demands |

Content

Each student is required to engage in a programme of reading and (if applicable) empirical research on an approved topic within the field of education generally and submit a report of the study. The topic is to be chosen in consultation with a staff-member designated as adviser, who will also establish guidelines as to the scope of the study and the form of the report.

Texts
References

320214 Educational Media and Mass Communications
(M. B. Scott)

| Prerequisites | Nil |
| Hours         | 2 hours per week, except for practicum demands |

Content

This subject requires participation in practical and experiential activities using the various mass media, integrated with the academic investigation of the nature and operation of the media in general and their implications for and applications in education in particular.

1. Educational media in the context of mass communications. Fundamentals of the use of educational media in teaching and learning. Survey of the educational results of media inputs. Assessment of educational media products available. Production projects — An instructional programme using one or more of the media.

2. The Operation of the media in society. Students, teachers and the media. The case for media studies and creative media activities in the school context. A media studies programme (options include Film Study, TV Criticism, Journalism and the Press, etc.)
A creative media project (options include film making, a TV production, script writing, journalism, radio production, graphics, etc.)

3. Research in the mass media.
   (a) Survey of specific research into Media and Education
   (b) Survey of media research with implications for Education.
Progressive assessment based on contributions to projects and tutorials and on three essays on aspects of the media and education.

Texts References

320215 Educational Research in the Classroom
Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination Details to be advised
Content

320216 Remedial Teaching (Mrs A. L. Chopra)

Hours 1 hour of lectures/seminars/workshop, and two § hours of directed remedial teaching with an individual pupil
Examination Assessment of contribution to group seminars and practical work
Content
This course will be chiefly oriented towards the practical remediation of reading problems. The principles and techniques involved in the remedial education of the child of average ability or above, and to a lesser extent in the teaching of slower learners, will be considered. A study will be made of the methods of beginning reading, in current use, as a basis for the understanding and application of remedial reading methods. These will also be critically examined in relation to theories of dyslexia. Learning disabilities generally, and associated behaviour disorders, and also specific difficulties in the areas of spelling, writing, language and number will be considered briefly. A wide range of remedial reading materials will be studied in a workshop setting.

Text

References
Otto, W. et al. Corrective and Remedial Teaching (2nd edn)
Dallmann, M. et al. The Teaching of Reading (4th edn)
Otto, W. & Koenke, K. (eds) Remedial Teaching

320217 A School-Based Extra-Curricular Project (Involvement & Report)
Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised
Content
This subject entails participation in an approved programme of activity which takes place in, or under the aegis of a school or other educational institution, but which is not directly concerned with the day to day teaching activities of the institution. A written report on the programme and the student’s contribution to it will also be required.
An example of the type of project eligible for approval is an extensive programme of student activities based upon the operations of school clubs and societies — for instance, a full-scale dramatic production. A staff member will be designated as adviser for each student engaging in a project and all activities will be undertaken in consultation with him/her.

Texts References

GROUP IV (b)

320218 Education and Global Perspectives
Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised
Content
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.

Curricular interests in assembling or designing teaching material associated with a particular chosen topic will be encouraged.

**Texts**

References: To be advised

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**320219 Adolescents** (P. N. Chopra)

**Prerequisites**

Nil

**Hours**

2 hours per week, except for practicum demands

**Examination**

To be advised

**Content**

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


Van Osdol, W. R. & Shane, D. G. An Introduction to Exceptional Children (Brown 1974)

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**320220 The Atypical Child** (Mrs A. L. Chopra)

**Prerequisites**

Nil

**Hours**

2 hours per week, except for practicum demands

**Examination**

Progressive assessment

**Content**

This will be a lecture/seminar course concerned with description 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 resultant special educational requirements. 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

Baird, H. W. The Child with Convulsions

Dunn, L. M. (ed.) Exceptional Children in the Schools (2nd edn)


Ross, A. O. Psychological Aspects of Learning Disabilities and Reading Disorders

Saxen, L. & Rapola, J. Congenital Defects

Special subject reference list will be made available on request.

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**320241 Orientation to Teaching** (R. A. Telfer)

**Prerequisites**

Nil

**Hours**

2 hours per week

**Examination**

Assessment based on contributions to seminars and on the assignment
Content
This course aims to assist beginning teachers to become more aware of the expectations of others in educational organizations, and of a wider range of alternatives in response to incidents arising from interpersonal relations associated with teaching. Problem cases will be drawn from the relationships of a teacher with pupils (e.g., motivation, control, adjustment, etc.); teachers (ethics, professionalism, industrial issues); administrators (supervision, evaluation, role strain and conflict) and members of the community (misunderstandings and conflict, community participation in the school, teacher involvement in community activities, parents and educational change). Participants have the opportunity to suggest topics and means of treatment.

Texts
Telfer, R. & Rees, J.
Souper, P. C.

References
Bennett, N.
Clarizio, H. F.
Daigon, A. & Dempsey, R. A.
Eddy, E. M.
Edgar, D. E.
Gregory, T.
Harley, B.
Kim, E. C. & Kellough, R. D.
McFarland, H. S. N.
Tronc, K. & Cullen, P.
Ryan, K. & Cooper, J. M.
Williams, P.

Teacher Tactics (Symes 1975)
About to Teach (Routledge and Keegan Paul 1976)
Teaching Styles and Pupil Progress (Open Books 1976)
Toward Positive Classroom Discipline 2nd edn (Wiley 1976)
School: Pass at Your Own Risk (Prentice Hall 1974)
Becoming a Teacher (Columbia U.P. 1969)
The Competent Teacher (Angus & Robertson 1974)
Encounters with Teaching (Prentice Hall 1972)
A Synthesis of Teaching Behaviours (McGraw Hill 1973)
Intelligent Teaching (Routledge and Keegan Paul 1973)
School and Community (McGraw Hill 1976)
Those who Can, Teach (Houghton Mifflin 1975)
Behaviour Problems in Schools (London U.P. 1974)

320222 Educational Drama (M. B. Scott)
Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised
Assessment will be on contribution to practical activities and participation in seminar/discussion activities.
Content
A practical and experiential course in its orientation, with concepts and applications being developed by engaging in the activity of drama. Theoretical and the practical activities will be interwoven and the areas dealt with 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; "psychodrama"; "encounter" type activity; simulation games; "activity" interpretation of non-dramatic written material; "activity" interpretation of playscripts; staging scripted drama; the use of film, audiotape and videotape in drama activities.
4. Planning and Presentation of Drama Activities.
   (a) The integration of drama into other educational activities.
   (b) Courses in Drama as such.
   (c) Drama and the mass media.

Two essays on these areas or on topics arising from them will be required.

Texts

References

320243 School Resources Centres
Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised
Content
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**

**320224 Small Group Learning** (Professor J. B. Biggs)

**Prerequisites**
Nil

**Hours**
2 hours per week, except for practicum demands

**Examination**
To be advised

**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.

**References**

**320231 The Process of Learning a Foreign Language (Spanish)**
(Dr V. de R. O'Byrne)

**Prerequisites**
Nil

**Hours**
2 hours per week, except for practicum demands

**Examination**
To be advised

**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.

**Texts**

**References**

**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 wherever 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 1977 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.

Applicants wishing to register for the degree of Bachelor of Educational Studies may consult with Mr J. G. Ashurst, Department of Education (Ext. 417) Building "W" and in any case should submit their application forms to the Secretary (Student Administration) by Friday, 14th January, 1977.
BACHELOR OF EDUCATIONAL STUDIES UNITS — 1977

The following list and the accompanying descriptions indicate the units that will be offered in 1977, enrolments and staff availability permitting. The Department gives no commitment to offer a unit if the enrolments for that unit are less than 10, although every effort will be made to meet student requirements. It may also be necessary to impose upper limits on the enrolments in some units.

There are two kinds of unit: General (to be offered every year) and Special Interest (mostly offered in alternative years).

## GENERAL UNITS (offered every year)

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<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Instructor(s)</th>
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<tr>
<td>325204</td>
<td>Curriculum Development</td>
<td>Dr M. N. Maddock</td>
</tr>
<tr>
<td>325107</td>
<td>Educational Psychology</td>
<td>Dr J. R. Kirby</td>
</tr>
<tr>
<td>325103</td>
<td>Introductory Research Methodology</td>
<td>Dr A. G. Doczy</td>
</tr>
<tr>
<td>325106</td>
<td>Philosophy of Education</td>
<td>W. G. Warren</td>
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<tr>
<td>325100</td>
<td>Tertiary Teaching</td>
<td>Dr H. Maddox &amp; Professor L. N. Short</td>
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## SPECIAL INTEREST UNITS

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Instructor(s)</th>
</tr>
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<tbody>
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<td>325314</td>
<td>Adolescents</td>
<td>P. N. Chopra</td>
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<td>325210</td>
<td>Adult Education</td>
<td>Dr B. Smith</td>
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<td>325104</td>
<td>Advanced Research Methodology</td>
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<td>325212</td>
<td>The Atypical Child</td>
<td>Mrs A. L. Chopra</td>
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<td>325208</td>
<td>Childhood Education</td>
<td>Dr E. J. Braggett</td>
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<td>325216</td>
<td>The Computer in the Social Sciences</td>
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<td>325214</td>
<td>Education in N.S.W. in the Twentieth Century</td>
<td>Associate Professor A. R. Barcan</td>
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<td>325213</td>
<td>Education and the World Scene</td>
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<td>320221</td>
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<td>Mass Media and Education</td>
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<td>The Nature of Human Abilities</td>
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<td>325317</td>
<td>Physical Education: The Physiology of Exercise</td>
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<td>School Assessment, Test Construction and Evaluation</td>
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<td>325320</td>
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<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. 54.

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

### GENERAL UNITS

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

**Prerequisites**  
Nil

**Hours**  
One 2-hour seminar per week

**Examination**  
Progressive assessment

**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**  
Each student will be expected to diverge along lines determined by the pursuance of his own interest field in the light of the framework established.

- Bloom, B. S. et al.  
  *Handbook of Formative and Summative Evaluation of Student Learning*  
  (McGraw-Hill 1971)

- Doll, R. C.  
  *Curriculum Improvement: Decision Making and Process*  
  (Allyn & Bacon 1970)

- Herrick, V.  
  *Strategies of Curriculum Development*  
  (Merrill 1965)

- Hughes, P. (ed.)  
  *The Teachers Role in Curriculum Design*  
  (Angus & Robertson 1973)

- Musgrave, P. W.  
  *Knowledge, Curriculum and Change*  
  (Melbourne U.P. 1973)

- Neagley, R. L. & Evans, D. N.  
  *Handbook for Effective Curriculum Development*  
  (Prentice-Hall 1967)

- Payne, D. A. (ed.)  
  *Curriculum Evaluation: Commentaries on Purpose, Process, Product*  
  (Heath 1974)

- Peddiwell, J. A.  
  *The Sabre Tooth Curriculum*  
  (McGraw-Hill 1939)

- Taba, H.  
  *Curriculum Development: Theory and Practice*  
  (Harcourt, Brace & World 1971)

- Wheeler, D. K.  
  *Curriculum Process*  
  (London U.P. 1967)
325107 Educational Psychology (Dr J. R. Kirby)

Prerequisites Nil

Hours 2 hours per week

Examination Term tests, seminar presentation/papers, and one major assignment

Content
This course will examine the educational relevance of modern cognitive psychology. It will adopt the viewpoint that any child's (or group's) behaviour at a certain time is a function of both the nature of the individual, and of the learning environment. Traditional content (the conditions of learning, instructional objectives, cognitive and moral development) will be covered with a view to integrating them in a cognitive, interactive way. The implications of these psychological concepts for education will be stressed. Special topics will be examined in response to the interests of the class.

Text Will be assigned by February

References
Hunt, D. E. & Sullivan, E. V. Between psychology and education (Dryden 1974)
will provide a good idea of the course content.

325103 Introductory Research Methodology (Dr A. G. Doczy)

Prerequisites Students who have taken a similar statistics/methodology course as part of undergraduate education or other humanities studies, will be permitted to enrol in this course only with the approval of the course coordinator and the Head of Department.

Hours 2 hours per week

Examination Progressive assessment and a 3 hour examination

Content
Basic research techniques in the study of education and educational problems. A. 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. B. An introduction to empirical research methodology. C. Basic descriptive and inferential statistics (non-parametric and parametric) as research tools.

Text

Reference

325106 Philosophy of Education (W. G. Warren)

Prerequisites Nil

Hours 2 hours per week

Examination To be advised

Content
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, C. Educational Philosophy and Theory (Little, Brown 1974)

325100 Tertiary Teaching (Dr H. Maddox & Professor L. N. Short)

Prerequisites Nil

Hours 2 hours per week

Examination To be advised

Content
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, R. Teaching and Learning in Higher Education (Penguin 1970)
325314 Adolescents (P. N. Chopra)

Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

Content
The psychology and sociology of adolescence. Students working in syndicates will present at least one major seminar paper. A major essay may also be required.

Areas 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 To be advised

325210 Adult Education (Dr B. Smith)

Prerequisites Nil
Hours 2 hours per week
Examination To be advised

Content
The course aims to provide a broad understanding of the diverse area of post-school education usually described as 'adult education' and the ways in which it differs from the education of young people and the formal post-school education provided by 'mainstream' institutions.

The first half of the course will examine the history and philosophy of adult education, its aims and values, student motivation, its social roles and range of diversity and its relationships to more specific education programmes. Thereafter the course will be concerned with methods, both in adult teaching/learning and in organisation, planning and administering adult education provisions.

Texts To be advised
References To be advised

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

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

Hours 2 hours per week
Examination Progressive assessment

Content
Data gathering and processing, and more advanced statistical methods. The computer as a research tool. Instrument design and statistical methods in attitude research, multiple regression studies as an alternative to the analysis of variance experimental design model, factor analysis, cluster analysis and students will undertake a project of empirical investigation in a selected topic, to be reported at the end of the course.

Text
Veldman, D. J. Fortran Programming for the Behavioural Sciences (Holt, Rinehart & Winston 1967)

References

325212 The Atypical Child (Mrs A. L. Chopra)

Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

Content
The main emphasis in this course will be on the problems of, and posed by, exceptional children in schools. The incidence, symptomatology, aetiology, physical, intellectual, social and emotional consequences, treatment and/or education of specific categories of these children will be studied in depth. However this study will be done within the general framework of the full range of genetic, congenital, and acquired abnormalities of development. The special problems and education of the intellectually superior or creative child will also be considered.
Preliminary Reading
Van Osdol, W. R. & Shane, D. G. An Introduction to Exceptional Children. (Brown 1974)

Texts

References
Baird, H. W. Blake, K. A. Lerner, J. W.
Petrie, C. Ramp, E. & Semlo, G. (eds)

320136 Childhood Education (Dr E. J. Braggett)
Prerequisites Nil
Hours 2 hours per week
Examination To be advised
Content
The aim of this seminar course is to analyse the educational and psychological principles underlying the education of preschool and primary aged children. Specific theories of child development will be studied; cognitive development will be analysed in considerable depth; and affective variables will be examined. Stress will be placed on educational implications for preschool, infants and primary curricula and for school organisation. Students will be encouraged to pursue their own research interests, and to combine their work with research for the B.Ed.Stud. extended essay.

Text

References To be advised

325216 The Computer in the Social Sciences (Dr A. G. Smith)
The role of the computer in research and instruction. A practical introduction to computer-based research methodology, data analysis applications in Education. The FORTRAN programming language. Simulation and gaming in the learning process, computer-assisted instruction, content analysis and language application, artificial intelligence. Social and educational ramifications of computer technology.

Texts
Veldman, D. J. Fortran programming for the behavioural sciences (Holt, Rinehart & Winston 1967)

325214 Education in N.S.W. in the Twentieth Century (Associate Professor A. R. Barcan)
Prerequisites Nil
Hours 2 hours per week
Examination 1 essay, 2 seminar papers and a written examination
Content
A general survey of the development of education in New South Wales since 1901, coupled with some detailed studies of particular facets of education in this period. Special attention is paid to the years since 1938.

Texts Nil

References
Barcan, A. A Short History of Education in New South Wales (Martindale 1965)

This unit is offered in alternate years. It is offered in 1977 and will be available again in 1979. A minimum enrolment of five students is necessary for the course to proceed.

325213 Education and the World Scene (Dr J. H. Wise)
Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

Content
Contemporary issues in education and education systems in foreign countries. 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.

Texts
King, E. J. *Other Schools and Ours: A Comparative Study for Today* 4th edn revised (Holt, Rinehart & Winston 1973)

A bibliography will be available.

320221 Educational Administration (R. A. Telfer)

Prerequisite Nil

Hours 2 hours per week

Examination Progressive assessment based upon seminar presentations and assignments

Content
This course aims to provide an introduction to the study of theory and practice in educational administration. Seminars will include studies of the development of educational administration as an area of enquiry; organization in theory and practice; the school as a social system; organizational behaviour and interpersonal relations; decision-making; educational leadership; change and innovation; policy-making; and the school's political and social context.

Texts


References


Kutz, F. W. & Iannoconne, I. *Understanding Educational Organizations* (Merrill 1969)


Owens, R. G. *Organizational Behaviour in Schools* (Prentice Hall 1970)

Sergiovanni, T. J. & Elliott, D. L. *Educational and Organizational Leadership in Elementary Schools* (Prentice Hall 1975)

Stogdill, R. M. *Handbook of Leadership: A Survey of Theory and Research* (Free 1974)


School, College and University, *The Administration of Education in Australia* (Queensland U.P. 1972)

320222 Educational Drama (M. B. Scott)

Prerequisites Nil

Hours 2 hours per week, except for practicum demands

Examination To be advised

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

Content
A practical and experiential course in its orientation, with concepts and applications being developed by engaging in the activity of drama. Theoretical and practical activities will be interwoven and the areas dealt with 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; miming, role-playing; improvisations; “psycho­
drama”; “encounter” type activity; simulation games; “activity”
interpretation of non-dramatic written material; “activity” in­
terpretation of playscripts; staging scripted drama; the use of
film, audiotape and videotape in drama activities.

4. Planning and Presentation of Drama Activities.
(a) The integration of drama into other educational activities.
(b) Courses in Drama as such.
(c) Drama and the mass media.

Two essays on these areas or on topics arising from them will be
required.

Texts References
To be advised

325318 Educational Sociology (A. V. Everett)

Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

Content
The relationship and nature of social pressures that impinge on
the individual, with particular emphasis on the educational context.
Dominant themes will include
— social change
— knowledge and social control
— power
— educational bureaucracy and institutional change

Texts Nil

Reference
Brown, R. A Guide to the Sociology of Australian
Education (Macmillan 1974)
A further list will be available.

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

Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

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.

4. Production Project
Each student is to engage in the production of an item of material
in some medium or media. This is to have an intensive or ex­
tensive educational purpose.

Texts References
To be advised

325217 The Nature of Human Abilities (Dr J. R. Kirby)

Prerequisites Some previous study of educational
Psychology

Hours One two-hour seminar per week

Examination Assessment will be based upon short tests,
seminar/term papers, a major essay/project
and seminar performance

Content
This seminar course will examine educationally-relevant human
abilities in children. The history of the concepts of “intelligence” and
“abilities” will be covered, and an attempt will be made to integrate
these concepts into modern cognitive psychology. A number of issues
(group, race and sex differences, the roles of heredity and environ­
ment, the effects of schooling) will be considered, in the context of
a number of theoretical viewpoints (Vernon, Jensen, Cattell, the
information processing theorists). An attempt will be made to generate a comprehensive theoretical approach which will rely upon information processing ideas. Though the course will examine theories, the emphasis throughout will be upon what is useful and what will be relevant in changing school children’s abilities.

Text
Wiseman, S. (ed.) *Intelligence and ability* 2nd edn (Penguin 1973)

References
Cronbach, L. J. *Five decades of mental testing* (American Psychologist 1975)
Tyler, L. E. *The psychology of individual differences* (Appleton-Century-Crofts)

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

Prerequisites Nil

Hours 2 hours per week

Examination To be advised

Content
Human body adaptations to stresses of vigorous sports movements and motor performances. Topics 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. *Physiology of Exercises for Physical Education and Athletics* 2nd edn (Brown 1975)
Sinning, W. E. *Experiments and Demonstrations in Exercise Physiology* (Saunders 1975)

References
Karpovich, P. V. & Sinning, W. E. *Physiology of Muscular Activity* (Saunders 1971)
Guyton, A. C. *Medical Physiology* (Saunders 1956)

325312 School Assessment, Test Construction and Evaluation
(A. V. Everett)

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

Hours 2 hours per week

Examination Progressive assessment and a minor examination

Content
Achievement testing and evaluation, 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.
Texts
Mehrens, W. A. & Lehmann, I. J.
Measurements and Evaluation in Education and Psychology (Holt, Rinehart & Winston 1973)

Mehrens, W. A.
Readings in Measurement and Evaluation in Education and Psychology (Holt, Rinehart & Winston 1976)

References
Chase, L.
The Other Side of the Report Card (Goodyear 1975)
Cronbach, L. J.
Essentials of Psychological Testing (Harper & Row)
Hoffman, B.
The Tyranny of Testing (Collier)
Payne, D. A.
The Specification and Measurement of Learning Outcomes (Blaisdell)
Tanner, D.
Using Behavioural Objectives in the Classroom (Collier-Macmillan)
Thorndike, R. L. (ed.)
Educational Measurement 2nd edn (Amer. Council on Education)

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
2 hours per week

Examination
To be advised

Content
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
To be advised

323104 History of Australian Education
(Associate Professor A. R. Barcan)

Students may, with special permission, enrol in the topic "The History of Australian Education" provided for Education III undergraduate students. This unit is available each year. (Interested students should refer to the Education section of the Faculty of Arts Handbook).
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.

**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.

**Postgraduate Research Seminars**

All candidates enrolled in the M.Ed., M.A. in Education, and Ph.D. in Education programmes are expected to participate in the postgraduate research seminars, which are normally held in Second and Third Terms. The seminars, which are attended by students and staff, will probably be held each week on Tuesdays, between 4 p.m. and 6 p.m. Two papers are usually presented at each meeting. Normally, each candidate presents a paper annually, and his supervisor acts as chairman for the session.

The purposes of the postgraduate seminars are:

(a) to allow candidates to present an outline of their proposed thesis or project;
(b) to allow students whose work is under way to present progress reports in which they can discuss their methods of work, problems in handling material, and findings.
(c) to give all postgraduate students a chance to discuss techniques of work.
(d) to acquaint persons involved in research with the range of research activities being undertaken under the auspices of the Department.

A programme of meetings will be circulated at various times, starting towards the end of First Term. Associate Professor A. R. Barcan is the co-ordinator of postgraduate research seminars.

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**Research Interests of Staff**

**J. B. Biggs**
Individual differences in learning and studying.
Theories of learning and teaching.
The psychopolitics of education.
Cognitive development phenomena in the classroom.

**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.

**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, especially migrant children.
Social role.

**P. N. Chopra**
Punishment phenomena.
Methodology of teaching.
Behaviourism and schooling.
Teaching and pupil feedback.

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

**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.

J. R. Kirby  
Relations among information processing, intellectual abilities, cognitive development, and learning.  
Role of strategies in problem solving and cognition.  
Development of instructional programs to meet the information processing abilities and styles of students.  
Instructional psychology.

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.

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, CAI.  
Test construction and data processing.  
Affective implications of feedback systems and technology in the teaching/learning process.

R. A. Telfer  
Educational administration; decision-making and policy formation.

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.