THE UNIVERSITY OF NEWCASTLE

FACULTY OF EDUCATION HANDBOOK 1978

AMENDMENTS

p. 16 To Group IV(a) list:
Add 320218 Education & Global Perspectives

To Group IV(b) list:
Add 320249 Contemporary Theories of Schooling

p. 34 Before the heading BACHELOR OF EDUCATIONAL STUDIES add the following item.

320249 Contemporary Theories of Schooling

Examination

One brief seminar paper and an essay. Topics and other details to be advised.

Content

The unit will examine various contemporary theories of schooling. In particular it will examine the ideas of John Holt, Ivan Illich, Paulo Freire and those contained in The Black Papers.

Text

Barry Hill

The Schools (Penguin), 1977

References

C.B. Cox & Rhodes Boyson

The Black Papers, 1977

John Holt

Freedom and Beyond (Penguin), 1975

Ivan Illich

Deschooling Society (Penguin), 1970

Paulo Freire

Pedagogy of the Oppressed (Penguin), 1972

S. Bowles & H. Gintis

Schooling in Capitalist America (Routledge and Kegan Paul), 1976

p. 38 Introductory Research Methodology

Substitute the following for the Content Section.

Content

An introduction into the rationale and use of basic research techniques in the study of education. A. Types of educational research. B. Empirical research methodology. C. Descriptive and inferential statistics as research tools.

p. 54 After The Computer in the Social Sciences add

320249 Contemporary Theories of Schooling.
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. At the end of 1975 a Faculty of Education was established to oversee the professional postgraduate courses in Education, 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 52 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.

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Faculty of Education

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Faculty of Education

Dean
Professor J. B. Biggs

Sub-Deans
Dr A. G. Smith
Dr R. A. Telfer

Faculty Secretary
P. W. Day

Education

Professor
J. B. Biggs, BA(Tasmania), PhD(London)

Associate Professors
A. R. Barca, MA, MEd(Sydney), PhD(Australian National), DipEd(Sydney)
T. H. MacDonald, LMus(Montreal), BSc (McGill), Med (Colorado), PhD
(Glasgow), FIMA(London), (Head of Department)

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
M. N. Maddock, BSc(Tasmania), BEd(Queensland), MS, PhD(Florida
State), DipEd(Tasmania), MACE
Veronica de R. O'Byrne, BA(Budapest), MLit, LLB(Dublin),
DLettres(Caen), Advocate of High Court (Salisbury, S.R.)
R. A. Telfer, BA(New South Wales), MEdAdmin(New England), PhD;
DipEdAdmin(New England), MACE
J. H. Wise, BSc(Nottingham), MEd(British Columbia), PhD(Iowa), PGCE
(Nottingham), FRGS

Lecturers
Audrey L. Chopra, BA(Melbourne), MAPsS
A. V. Everett, BA(Queensland), MAPsS
J. R. Kirby, BA(McGill), PhD(Alberta)
R. Mackie, MA, DipEd(Sydney)
R. J. McNeil, BA(New Zealand), MA(London), BPhil(Liverpool)
J. W. McQualter, BSc(Sydney), BA, DipEd(New England)
P. J. Moore, BA, BedStud
J. A. Ramsland, BA(New England), Med(Sydney)
A. G. Smith, BA, Bed, PhD, DipEd(New England)
W. G. Warren, MA, AASA
J. M. Wood, BCom(Melbourne), Bed(Monash), Med(Alberta),
DipEd(Monash)

Administrative Officer
G. J. Martin, BCom.

Graduate Library Assistant
Ann Roche, BA(New South Wales), DipEd

Technical Officer
K. J. Scott

Laboratory Assistant
R. G. Secrett

Departmental Office Staff
Suzanne Gallagher
Pamela H. Kristensen
Kerry V. Leonard
Anne Robotham
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. 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 (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 through 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 and passed the extended essay at a level satisfactory to the Faculty Board 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.

Faculty Policy on Results and Progress

1. Examination results

A candidate in the Faculty of Education who successfully completes a unit may be given either one of a series of graded results as shown below:

<table>
<thead>
<tr>
<th>Result</th>
<th>Code</th>
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<tbody>
<tr>
<td>High Distinction</td>
<td>HD</td>
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<tr>
<td>Distinction</td>
<td>D</td>
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<tr>
<td>Credit</td>
<td>C</td>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
</tr>
<tr>
<td>Ungraded Pass</td>
<td>UP</td>
</tr>
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</table>

or an ungraded pass (UP) which will be clearly differentiated from passes in a graded scale.

2. Retrieval procedures for coursework units

Where the merit of a candidate is in doubt with respect to the evaluation requirements for a coursework unit, or where a section of work is not done because of special circumstances, a retrieval procedure may be invoked by the examiner. The examiner will specify the requirements of retrieval work considered equivalent to the sections of the unit not completed satisfactorily, or not attempted because of special circumstances. Pending the finalisation of any retrieval procedure, the result recorded on the student’s record will be “INCOMPLETE”.

3. Appeals against a result in a coursework unit

The process of appeals is currently under review.

4. Withdrawal

A request from a student who wishes to withdraw from more than one-half of the units in which he is enrolled in an academic year shall be submitted to the Faculty Board which may or may not grant permission for the withdrawal.

5. Exclusion from course

When reviewing the academic progress of students enrolled in the Faculty, pursuant to By-Law 5.4.1-2, the Faculty Board, Faculty of Education, will recommend to the Admissions Committee that, unless there are justifying circumstances, a student be excluded from the degree or Diploma course in the following cases:

(i) where a candidate has failed any unit twice;

(ii) where a candidate who, being enrolled in more than one coursework unit in the Faculty in an academic year, has failed more than half of the total number of those units.

1 By-Law 5.4.1-2 is reprinted in the General Supplement to the Faculty Handbooks.
CURRICULUM RESOURCES CENTRE

Concept and Function
Since its establishment in 1974 the Curriculum Resources Centre has played an increasingly important role for students enrolled in postgraduate education courses in the Faculty of Education. Indeed, for many students the Centre becomes an integral and indispensable part of their programme, particularly in the Diploma in Education. The Centre is modelled on Teacher and School Resource Centres which have been developed in U.K. and U.S.A. and other parts of Australia. The basic purpose of such a centre is to be an agency for stimulating the creation and use of teaching resource materials. Hence the principal functions of the Centre are to:

(i) produce its own resource materials;
(ii) select and acquire other resource material;
(iii) provide an adequate information retrieval system for use or borrowing all types of resource material;
(iv) evaluate resource material;
(vii) stimulate classroom research and development of resource materials.

The Collection
The Centre has a growing collection of resources of written and audio-visual materials, official documents and theoretical material. The material housed in the Centre covers all major teaching areas — primary, secondary and some tertiary. It also houses journals, testing materials and official documents for research.

Facilities and Use
Most of the material and equipment housed in the Centre is available for users. Students especially are encouraged to familiarise themselves with the equipment in the Centre to gain experience in preparing their own resource material. Some material may be restricted to use under supervision of staff and a few items, e.g. psychology tests, may only be used by those with specific qualifications.

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) (i) all the requirements for admission to a degree in the University of Newcastle; or
   (ii) all the requirements for admission to a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education; 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. A candidate shall normally complete the course in a period of one year as a full-time student or two years as a part-time student. However, the Faculty Board may permit a candidate to extend that period by not more than one full-time or two part-time 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.

1 These are set out on page 13.
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 conferred in one grade only.

3. An applicant for admission to candidature shall —
   (a) (i) have completed the requirements for a degree of Bachelor in the University of Newcastle or for a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education; and
   (ii) have completed the requirements for a Diploma in Education of the University of Newcastle or have completed an alternative course of professional training for teaching which is approved by the Faculty Board,

   (b) have completed the requirements for the degree of Bachelor of Arts with Honours in Education of the University of Newcastle or another institution of tertiary education approved for this purpose by the Faculty Board,

   (c) have completed the requirements for a degree of the University of Newcastle or for a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education;

   (d) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

4. An application for candidature shall be considered by the Faculty Board which shall approve or reject the application as it sees fit.

5. A candidate may be granted standing on conditions to be determined by the Faculty Board.

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

7. A candidate shall enrol as either a full-time or part-time student.

8. To qualify for admission to the degree a candidate shall complete to the satisfaction of the Faculty Board units of advanced work requiring attendance at lectures, seminars and tutorials, reading exercises and examinations as may be determined by the Faculty Board.

9. A candidate admitted to candidature pursuant to Section 3 (a) or 3 (b) shall complete four units; a candidate admitted to candidature pursuant to Section 3 (c) or 3 (d) shall complete four, five or six units as determined by the Faculty Board.

10. One of the units referred to in Sections 8 and 9 above may comprise an extended essay completed under the supervision of the Supervisor appointed by the Faculty Board.

11. Where it is appropriate to the candidate's 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.

12. The course for the degree of Bachelor of Educational Studies shall be completed in not less than one academic year and, except by special permission of the Faculty Board, not more than four years (not counting years for which leave of absence has been granted by the Faculty Board) from the date of admission to candidature.

13. 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. An applicant for registration shall —
   (a) have completed the requirements for the degree of Bachelor of Educational Studies of the University of Newcastle or for a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education provided that in either case the applicant shall have completed, whether or not as part of the requirements for that degree, an extended essay or its equivalent at a level satisfactory to the Faculty Board,

   (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 enrol as either a full-time or part-time student.

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

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

Candidates who intend to proceed to the course leading to the degree of Master of Education should note that satisfactory completion of an extended essay is one of the prerequisites for admission to candidature for that degree.
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 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.

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.

The purpose of the Diploma in Education is not to turn out a 'finished' teacher, but to provide the foundations of future professional development while giving experience in the basic skills teachers will need if they are to function effectively during their probationary years.

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 prerequisites 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.
Classics

Commerce/Economics

English

Geography

History

Mathematics

Modern Languages

Science

1Social 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. This will involve participation in practical experiences related to classroom teaching as directed by the Group II lecturer. It may involve actual teaching of classes or groups of students, school experience, activities, or other related practical work. If a student elects to take a second Curriculum and Method subject as an extra subject under Group V, practice teaching in the area of the second method may be arranged within the practicum, if possible.

(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 largely based on affinities between them, so that only one or two of each major area may be chosen;

(c) all units are offered subject to staff availability and adequate student demand;

(d) students are requested to nominate a third, or reserve, choice when indicating their two choices for Group I and Group IV units; if necessary, this reserve choice will be used in determining the student's programme;

(e) students may be required to select certain units at certain levels, or may be excluded from selecting certain units, in the light of their previous undergraduate studies: for example, students who have successfully completed a Part II or Part III subject in Education, or particular units in Psychology, may be required not to select particular units, or to select units at levels appropriate to their undergraduate experience;

(f) students who take the Diploma in Education as a full-time course are permitted to take additional units outside the Faculty of Education only with the permission of the Head of the Department of Education; in particular, students will not normally be granted permission to take Part III subjects as Group V units.

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 & Evaluation

320146 Educational Psychology

320166 History of N.S.W. Education (1938 on)

320148 Philosophy of Education

320149 Sociology of Education

GROUP II

Curriculum and Method Studies

(a) (i) 320312 Primary

(b) Secondary

(ii) 320301 Classics

(iii) 320302 Commerce/Economics

3Not offered in 1978.
(iv) 320303 English
(v) 320304 Geography
(vi) 320305 History
(vii) 320306 Mathematics
(viii) 320307 Modern Languages
(ix) 320308 Science

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
320246 Educational Research in the School
320216 Remedial Teaching
320217 A School-Based Extra-Curricular Project (Involvement & Report)
320245 The Computer in the Social Sciences
320248 Sport in the Secondary School

(b) 320218 Education & Global Perspectives
320247 Migrant Education
320220 The Atypical Child
320241 Orientation to Teaching
320222 Educational Drama
320243 School Resources Centres
320224 Small Group Learning

GROUP V  Additional Unit
This could take the form of one additional unit from I, II or IV

GROUP I UNITS

320144 Comparative Education

Prerequisites Nil
Hours 2 hours per week
Examination Progressive assessment

Content
Methodologies in comparative education are detailed, and the course provides investigation of education in a number of areas. Australian educational problems are examined relative to overseas practices.

Texts To be advised
References

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).


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

320146 Educational Psychology

Prerequisites Nil

N.B. Candidates who have already reached Part II level in Psychology or Part III level in Educational Psychology will study the content labelled (ii) below. Other candidates will study (i)

Hours 2 hours per week
Examination (i) to be advised
(ii) Progressive assessment

Content
(i) The following will be discussed using a variety of presentational modes, e.g. mass lectures, films, seminars, tutorials, etc.: Learning, Motivation, Cognition, Individual Differences, Discipline and Control, Children with Special Needs, Affective Development. Overall the orientation of this unit will be practical, i.e. school based rather than theoretical.

(ii) Students’ background in psychology will be used as a basis for application to educational learning. Particular emphasis will be placed upon cognitive development, learning, motivation and individual differences and how interpretations of psychological concepts in these areas may be used in education; it is argued that applications are rarely direct. Project work will be used to illustrate this point, with students conducting their own investigations into applications.
320166 History of N.S.W. Education (1938 on)  
(J. W. McQualter)

Prerequisites: Nil
Hours: 2 hours per week
Examination: 2 essays, 1 tutorial paper & a written examination

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

References:
Anderson, W. E. & Cleverley, J.  
Barcan, A.  
Maclaine, A. G.  
Exploring Education (Pitman 1975)  
Background Notes on N.S.W. Education in its Australian Context, 1938-1976 (Dept of Education, University of Newcastle 1975)  
Australian Education (1975)  
To be advised

GROUP II UNITS

320312 Primary (P. J. Moore)

Prerequisites: 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 relevant educational issues (e.g. opening education, grouping, team teaching).  
Music, Art and Craft, 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 25).
References

Aukerman, R. C.
Biggs, E. E. & MacLean, J. R.
Howes, V. M.
Saxby, H. M. & Turney, C.
Southgate, V. & Roberts, G.
Stephens, L. S.
Taba, H. & Durkin, M.
Williams, E. & Shuard, H.

(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 (Dr J. M. Wood)

Prerequisites
B.A. including Economics IIA. or B.Com. including Microeconomics & 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.

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

Prerequisites
(i) A Part I & a Part II subject in English; or (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
Hocking, A. et al.
Lee, N. (ed.)
Whitehead, D. (ed.)

Curriculum Development in Economics (Heinemann 1974)

References
Assistant Masters’ Assn
Dawson, G. G. (ed.)
Fowler, P. S.
Lumsden, K. G. (ed.)

New Developments in the Teaching of Economics (Prentice-Hall 1967)
Recent Research in Economics Education (Prentice-Hall 1970)
Case Studies in Economics Projects and Role Playing in Teaching Economics (Macmillan 1971)
Texts

Bullock, Sir A. R. (Chairman) A Language for Life (HMSO 1975)
Doughty, P. et al. Language in Use (Edward Arnold 1971)
Hardy, B. Tellers and Listellers: the Narrative Imagination (Athlose 1975)

Students are expected to purchase the above set texts and be familiar with their contents.

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

Prerequisites A Part II subject in Geography
Hours 4 hours per week
Examination Progressive assessment

Content

This unit 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 unit will be provided at the beginning of the year.

References

Deer, C. E. et al. A Handbook for Australian Geography Teachers (Sorrett 1977)
Graves, N. J. Geography in Education (Heinemann Educational 1975)
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 Teacher, The Journal of Geography, and The Journal of the Geography Teachers' Association of Queensland. A full bibliography will be provided at the beginning of the year.

(vi) 320305 History (J. A. Ramsland)

Prerequisites A Part II subject in History
Hours 2 lecture hours, 2 tutorial hours, ½ day per week school experience in Terms I & III & 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)

(vii) 320306 Mathematics (Associate Professor T. H. MacDonald & J. W. McQuater)

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 plus final examination.

Students should note that an ability to express themselves correctly in written English will be a major factor in determining whether or not they pass a unit.

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).

Text

References

(viii) 320307 Modern Languages (Dr V. de R. O’Byrne & Mrs G. E. Reeves)

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 updating of knowledge and techniques and a critical appraisal of the effectiveness (or otherwise) of their work. The unit may also be helpful to students preparing themselves to teach English as a second language either in Australia or elsewhere. The texts will be read at home, chapter by chapter, and will then be discussed during class contact times.

Texts
Rivers, Wilga M. A Practical Guide to the Teaching of German (O.U.P.)
Wilkins, D. A. Second Language Learning and Teaching (Edward Arnold)

References
O’Byrne, Vera de R. 8 Years After Auchmuty (Deals with language teaching in general & Asian languages) (Applied Linguistics Assns of Australia)
O’Byrne, Vera de R. The Curriculum in Modern Languages. Proceedings of the Brisbane all Australia Language Teachers’ Conference (Qld Modern Languages Assn)

O’Byrne, Vera de R. The Role of Grammar in the Teaching of French (Macquarie Univ. French monograph)
Politzer, R. L. The Successful Foreign Language Teacher (Centre for Curriculum Dev., Philadelphia)
Smith, P. D. Towards a Practical Theory of Second Language Construction (Centre for Curriculum Dev., Philadelphia)

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

Prerequisites
(a) 3 subjects from the disciplines of Biology, Chemistry, Geology & Physics, or related fields of applied science, such subjects to be drawn from at least 2 of the disciplines of Biology, Chemistry, Geology & Physics; and
(b) 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
Current issues in science education which affect decisions to be made by the classroom teacher.
Current NSW and other Australian State syllabuses.
ASEP and JSSP — Australian curriculum packages.
Curriculum packages from USA and UK.
Classroom organisation and management field work, and the use of aids. Assessment and evaluation.

Texts
Nil

References
Gardner, P. L. (ed.) The Structure of Science Education (Longmans 1975)
Gronlund, N. E. Constructing Achievement Texts (Prentice-Hall 1968)

GROUP III UNIT
320164 Practicum

Prerequisites
Nil

Examination
Progressive assessment

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.
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 Curriculum and Method groups to conduct discussions and workshops on 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 students. In cases where a student elects an additional Curriculum and Method subject under Group V, practice teaching cannot be guaranteed in this area but, if possible, the practicum may be arranged to include practical teaching and related work in the second method subject.

GROUP IV ELECTIVES

320212 A Community Project (Involvement and Report)
   (A. V. Everett)

Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised

Content
This unit 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 To be advised

320213 A Directed Study (Dr E. J. Braggett)

Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised

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 To be advised

320214 Educational Media and Mass Communications

Prerequisites Nil
Hours 2 hours per week, except for practicum demands
Examination To be advised

Content
This unit 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 To be advised
320246  Educational Research in the School (Dr A. G. Doczy)

**Prerequisites**  
Nil

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

**Examination**  
To be advised

**Content**

Introduction to
(a) design and conduct of research in the area of attitudes and values of students, their parents and teachers;
(b) rationale, technique and evaluation of sociometric inquiry in the classroom.

**Texts**  
Nil

**References**

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

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

**Prerequisites**  
Nil

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

**Examination**  
To be advised

**Content**

This unit 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  
To be advised

320216  Remedial Teaching (Mrs A. L. Chopra)

**Hours**  
1 hour of lectures/seminars/workshop, & two ½ hours of directed remedial teaching with an individual pupil

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

**Content**

This unit 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.

**Texts**

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

Dallman, M. et al.  
*The Teaching of Reading* 4th edn

Otto, W. et al.  
*Corrective and Remedial Teaching* 2nd edn

Otto, W. & Koenke, K. (eds)  
*Remedial Teaching*

Seymour, M.  
*Remedial Reading: A Teachers' Handbook* (ANZ Book Co. 1975)

**References**

Hallan, D. P. & Kauffman, J.M.  

320245  The Computer in the Social Sciences (Dr A. G. Smith)

**Prerequisites**  
Previous computer experience is highly desirable

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

**Examination**  
To be advised

**Content**

Emphasizes the role of the modern computer in areas other than traditional numerical applications: Computer-assisted learning and instruction, content analysis of natural language, artificial intelligence, information storage and retrieval, and computer graphics. The social and educational ramifications of computer technology. A study of *Fortran* and *Basic* programming languages. Computing for school pupils. Opportunity to specialize in an area of interest.

**Texts**

Engelsohn, H. S.  
*Practical Fortran: an applied and simplified problem-solving approach* (Macmillan 1975)

Computing Centre Handbook, 1978

Language reference manuals on Fortran IV, Basic-Plus
320248  Sport in the Secondary School (Dr D. Parsons et al.)

**Prerequisites**  
Nil

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

**Examination**  
By formal final examination where necessary, & progressive assessment which will include term paper, umpire's certificate & practical field/laboratory work

**Content**  
An examination of many facets of contemporary sport in the secondary school in the Hunter Region. Included in this theoretical consideration will be excursions to selected venues to make personal observations of sports competitions and championships in aquatics, track and field, individual and team games. An opportunity will be created for students to attempt to qualify for an official's credential in selected sports.

1. Examination of sport in the secondary field including visitation to sports competitions and critical examination of sport in the secondary school in the Hunter Region.
2. An examination of sport as both a competition and recreation. Pursuit of a sports referee's credential in a recognised team or individual sports area.
3. An examination of the administration of a team sport as seen in the Hunter Region Secondary School sports programme.

**Texts**  
No set texts exist at this time, but students will be issued with roneographs from the N.S.W. Department of Education regarding rules for the conduct of secondary school sport.

**References**  
A variety of references exist such as:

- Cratty, B. J.  
  *Teaching Motor Skills* (Prentice-Hall 1973)

- McGlynn, G. H.  
  *Issues In Physical Education* (National Press Books 1974)

- Singer, R. N.  
  *Motor Learning and Human Performance*  
  2nd edn (Macmillan 1975)

- Slusher, H. S. & Lockhart, A. S.  
  *Anthology of Contemporary Readings*

In addition rule books of various sports will prove most useful.

320247  Migrant Education (J. A. Ramsland)

**Prerequisites**  
Nil

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

**Examination**  
Progressive assessment; 1½ hours examination

**Content**  
To develop within the student an empathy and understanding of ethnic, racial, minority and national cultural groups in Australia that will enhance the educative process.

1. A demographic study of the areas of migrant settlement in Australia.
2. A sociological study of individual ethnic settlements and communities.
3. The education of ethnic groups in Australia in the socio-cultural context.
4. Recent developments, both in Australia and overseas, in cross-cultural education.
5. The resources available in Australia for the education of ethnic groups and the possibilities for their development.
6. The social education of the host community young.
7. Adult migrant education — aims and objectives, problems and their solutions, recent developments.
8. A survey of formal education for ethnic groups at the pre-school, primary, secondary and tertiary levels.

**Texts**  
Bullivant, B. M. (ed.)  
*Educating the Immigrant Child — Concepts and Cases* (Angus & Robertson 1973)

**References**  
Lippman, Lorna  
*The Aim is Understanding — Techniques to promote better intergroup relations* (ANZ Book Co. 1973)

London, H. I.  
*Non-White Immigration and the White Australia Policy* (Sydney U.P. 1970)

McNeal, J. & Rogers, M.  
*The Multi-Racial School* (Penguin 1971)

Taft, R.  
*From Stranger to Citizen* (U.W.A. Press 1966)
320220  The Atypical Child (Mrs A. L. Chopra)

Prerequisites  Nil

Hours  2 hours per week, except for practicum

Examination  Progressive assessment

Content
This will be a lecture/seminar unit 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 resultant special educational requirements. Incidence in the population and questions of aetiology will be considered briefly. The aim of this unit 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-answers tests and/or brief assignments.

Text
Van Osdol, W. R. & Shane, D. G.

References

Special subject reference list will be made available on request.

320221  Orientation to Teaching (R. A. Telfer)

Prerequisites  Nil

Hours  2 hours per week, except for practicum

Examination  To be advised

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

Content
A practical and experiential unit 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; miming; role-playing; improvisations; “psycho-drama”; “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
Telfer, R. & Rees, J.

References
To be advised

320222  Educational Drama

Prerequisites  Nil

Hours  2 hours per week, except for practicum

Examination  To be advised

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

Content
A practical and experiential unit 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; miming; role-playing; improvisations; “psycho-drama”; “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
To be advised
The Bachelor of Educational Studies course is available to full-time and part-time students; it may be completed in three terms by full-time study or it may take between 6 and 12 terms by part-time study.

Part-time students may undertake up to 2 units in a year, each requiring 2 hours a week attendance, usually in the late afternoon or early evening.

Upon enrolment in the course, 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 ask for a particular member of staff as his adviser and where possible such requests will be met. Candidates should regard advisers as their primary contact with the Department.

During the first year (in the case of a part-time student) candidate 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.

Applicants wishing to apply for admission to candidature for the degree of Bachelor of Educational Studies may consult with Mr P. W. Day, Faculty Secretary (extension 296), Building A, and in any case should submit their application forms to the Secretary (Student Administration) by Friday, 13th January, 1978.

**Bachelor of Educational Studies Units — 1978**

The following list and the accompanying descriptions indicate the units that will be offered in 1978, subject to availability of staff and sufficient student enrolments. The Department gives no commitment to offer a unit if the enrolments for that unit are less than 6, 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. In general the Department does not favour having more than 16 students in anyone coursework unit.

Units are grouped in two categories — Foundation units and Special Interest units. It is suggested to candidates that they should include at least one of the Foundation units in their programme, though this is not a formal requirement of the course. Some units are offered in alternate years only.

**GENERAL UNITS (offered every year)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Title</th>
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<td>325204</td>
<td>Curriculum Development</td>
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<td>325107</td>
<td>Educational Psychology</td>
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<td>Introductory Research Methodology</td>
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<tr>
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</tr>
<tr>
<td>322225</td>
<td>History of N.S.W. Education (1938 on)</td>
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</tbody>
</table>

*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.*
325100 Tertiary Teaching
325104 Advanced Research Methodology
325220 Community Education—Concept, History and Structure
325221 Community Education—Teaching Adult Citizens
325226 Mathematical Structures and the Teacher
325311 Remedial Education
325208 Childhood Education
325213 Education and the World Scene
325222 Educational Administration
325318 Educational Sociology
325219 Advanced Educational Psychology: Human Abilities
325228 Physical Education: Motor Learning
325303 Educational Problems in Developing Countries
325227 French in the Classroom
325229 The Psychology of Reading
325224 Geographical Education
325218 Administrative Behaviour in Education
325107 Educational Psychology (Dr J. R. Kirby)

Prerequisites Nil
Hours 2 hours per week
Examination Term tests, seminar presentation/papers, & 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 implication of these psychological concepts for education will be stressed. Students will be encouraged in the latter half of the year to pursue a particular topic of their choice in greater depth.

Text
Farnham-Diggory, S. Cognitive processes in education (Harper and Row 1972)

References
Cavell, J. H. Cognitive Development (Prentice-Hall 1977)
Hunt, D. E. & Sullivan, E. V. Between psychology and education (Dryden 1974)
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 unit only with the approval of the course coordinator.

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 as research tools.

Text

325106 Philosophy of Education (R. Mackie)

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

References

325225 History of N.S.W. Education (1938 on) (J. W. McQualter)

Prerequisites
Nil

Hours
2 hours per week

Examination
2 essays, 1 tutorial paper & written examination

325100 Tertiary Teaching (Dr H. Maddox)

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 & admission procedures
- Learning Principles in Higher Education
- The Lecture Method & techniques of lecturing
- Discussion Methods, Syndicate & Project work
- Practical & 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)

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

Prerequisites
The unit Introduction to Research Methodology 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. 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


325220 Community Education — Concept, History and Structure (Dr B. Smith)

Prerequisites Nil

Hours 2 hours per week

Examination Progressive assessment

Content

As the aim is to provide awareness of and insight into the nature, development and range of community education as it now exists, this unit will be largely descriptive and informative. However, a discussion approach will be used throughout and value questions will be dealt with as they arise.

It will include crucial conceptual distinctions within the community education framework, always with reference to specific cases, a survey of historical development with major attention to the present Australian situation, a close practical survey of the local scene, critical examination of some underlying assumptions and the range of current methods and modes of community education provisions, concluding with a consideration of accountability.

Texts Nil

References To be advised progressively

325221 Community Education — Teaching Adult Citizens (Dr B. Smith)

Prerequisites Nil

Hours 2 hours per week

Examination Progressive assessment

Content

An examination, in practical case-oriented terms, of the capacities and motivations of mature people in learning situations and the methods and approaches appropriate to them.

After a consideration of experienced problems with and common assumptions about adult learners, motivation patterns will be examined, with particular attention to expressed and underlying aims, initial and subsequent motivation and the relationship between learners' aims and teachers' aims. The main weight of this unit, however, will be in down-to-earth examination of actual teaching-learning situations in both formal and informal settings — what seems to work and why — and the relationship between organisation and actual teaching which is peculiar to the Community Education situation.

Texts Nil

References To be advised progressively

325226 Mathematical Structures and the Teacher (Associate Professor T. H. MacDonald)

Prerequisites Nil

Hours 2 hours per week

Examination Term Tests

Content

It is the intention of this unit to awaken (and inform) the aesthetic and intellectual principles which underlie mathematical structure generally and to demonstrate their relevance to mathematical learning. Four major concepts will be presented — Set, Relation, Logic and Deduction. As well, the respective roles of intuition and analysis in the elaboration of mathematical structures will be discussed. It is hoped that the material to be covered will not only be of interest to mathematics teachers but to people from other disciplines as well.

Texts No text does justice to the topic, although the students will, from time to time, be referred to articles, research papers and other extraneous material.

325311 Remedial Education (Mrs A. L. Chopra)

Prerequisites A background in Psychology (e.g. Educational Psychology at Part III level, B.Ed. Stud. Educational Psychology unit, etc.)

Hours 2 hours per week

Examination 1st term examination; assessment based on seminar participation and assignments; a major end-of-year essay
Content
This will be basically a discussion/seminar unit which will consider the principles and techniques involved in remedial education of the child of average ability. As a necessary pre-cursor to the study of remedial reading and spelling, the first term will be largely devoted to surveying research into and theory regarding the nature of the reading and of the spelling process. Models of the reading and spelling functions, and the separate skills hierarchies involved in the two processes will be studied. A study will also be made of methods of teaching beginning reading, and of methods of evaluating reading materials, kits and programmes, as a basis for the understanding and application of remedial reading methods. Remedial teaching of spelling and arithmetic will be considered briefly.

Participants in the unit will also be required to undertake, under guidance, during Terms II & III, the remedial teaching of a selected pupil. A portion of the two-hour per week time allocation for the unit will be made available for this.

Texts
Nil

References
Staats, A. W. Learning, Language, and Cognition (Holt, Rinehart & Winston 1968) esp. Ch. 16
A reading list will be available early in February

325208 Childhood Education (Dr E. J. Braggett)

Prerequisites
Nil

Hours
2 hours per week

Examination
To be advised

Content
The aim of this seminar unit 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.

Texts
Nil

References
To be advised

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

Prerequisites
Nil

Hours
2 hours per week

Examination
Progressive assessment

Content
This seminar unit 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 unit 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:
King, E. J. Other Schools and Ours: A Comparative Study for Today 4th edn rev (Holt, Rinehart & Winston 1973)

325222 Educational Administration (Dr R. A. Telfer)

Prerequisite
Nil

Hours
2 hours per week

Examination
Progressive assessment based on seminar presentations and assignments

Content
This unit 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; organisation in theory and practice; the school as a social system; organizational behaviour and interpersonal relations; decision-making; educational leadership; change and innovation; policymaking; and the school's political and social context. It is hoped that participants will be able to base case analysis on practical experiences.

Texts
Owens, R. G. & Steinhoff, C. F. Administering Change in Schools (Prentice-Hall 1976)
Trone, K. A Principal's Workbook (Queensland U.P. 1977)

References
To be advised

325318 Educational Sociology (A. V. Everett)

Prerequisites
Nil

Hours
2 hours per week

Examination
Progressive assessment

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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 further list will be available

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**325219 Advanced Educational Psychology: 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 unit 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 environment, 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 unit will examine theories, the emphasis throughout will be upon what is useful and what will be relevant in changing school children's abilities.

**Texts**
To be advised

**References**
Cronbach, L. J.  
*Five decades of mental testing* (American Psychologist 1975)

Das, J. P. et al.  
*Simultaneous and successive synthesis: An alternative model for cognitive abilities* (Psychological Bull. 1975, 82, 87-103)

Horn, J. L.  

Resnick, L. (ed.)  
*The nature of intelligence* (Erlbaum 1976)

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

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**325228 Physical Education: Motor Learning**  
(Dr D. Parsons)

**Prerequisites**  
Nil

**Hours**  
2 hours per week

**Examination**  
To be advised

**Content**  
Lecture and laboratory approaches to various considerations of pupil learning and performance of motor skills in the field of Physical Education, including "Sports skills". Individual differences in motor learning and performance of skilled movements in sport and physical education: specificity vs generality in motor learning; skilled performance; acquisition of skill; transfer of motor learning, interference and retention in motor learning.

**Texts**
Lockhardt, A. S. & Johnson, J. M.  
*Laboratory Experiments in Motor Learning* 2nd edn (Brown 1977)

Singer, R. N.  
*Motor Learning and Human Performance* 2nd edn (Macmillan 1975)

**References**
Alderman, R. B.  
*Psychological Behaviour in Sport* (Saunders 1974)

Cratyly, B. J.  

Frost, R. B.  
*Psychological Concepts applied to Physical Education and Coaching* (Addison-Wesley 1971)

Johnson, W. C. (ed.)  
*Science and Medicine of Exercise and Sports* 2nd edn (Harper & Brothers 1977)

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**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.
325230 Teaching English as a Second or Foreign Language  
(Dr V. de R. O'Byrne)

**Prerequisites**  
It is assumed that students opting for this unit will be native speakers of English. Migrants who speak a different language in their homes are acceptable if — probably as a result of having gone to school and been educated in Australia — their command of English is native or equivalent. Different criteria of acceptance may apply to overseas students who intend to teach English in their own countries.

**Hours**  
2 hours per week

**Examination**  
To be advised

**Content**  
To be advised

**Texts**  
Selected articles on the teaching of English as a foreign language (OUP)

**References**  
Allen & Campbell

Paulston, C. B. & Bruder, Mary N. Smith, P. D. Jnr

Vallette, R. M.

Wilkins, D. A.

Teaching English as a second language  
(McGraw-Hill)

Teaching English as a second language (Winthrop)

Toward a practical theory of second language instruction (Centre for Curriculum Dev. Philadelphia)

Modern Language testing (Harcourt Brace & World)

Second language learning and teaching  
(Edward Arnold)
Students who are interested in this unit must contact either Mr Moore or Dr Kirby before enrolling in it.

325229 The Psychology of Reading (P. J. Moore, Dr J. R. Kirby)

Prerequisites
Nil

Hours
2 hours per week

Examination
Progressive assessment, seminar presentations, assignments

Content
This seminar unit will examine the psychological processes involved in reading. Theoretical models, research, and their practical implications for educational methods and materials will be considered. Students will be encouraged to pursue in greater depth a particular interest in the area.

Text
References
Dechani, E. V. & Smith, H. P. Psychology in teaching reading 2nd edn (Prentice-Hall 1977)
Gibson, E. J. & Levin, H. The psychology of reading (MIT Press 1975)
Smith, F. Understanding reading (Holt, Rinehart & Winston 1971)

Students who are interested in this unit must contact either Mr Moore or Dr Kirby before enrolling in it.

325231 Teaching a Second Language to young children (5-12) (Dr V. de R. O'Byrne)

Prerequisites
Reasonable proficiency in the language(s) in question except that those who do have some proficiency in the language but not enough for the purpose of teaching must bring their linguistic proficiency to the required standard in some acceptable way before completing the course.

Hours
2 hours per week

Examination
To be advised

Content
Those interested in teaching European — including migrant — languages to young children in a classroom situation may find this unit useful.

Most of the work will be concentrated in terms 2 and 3 because of the lecturer's absence overseas.

Some of the books in the reading list deal with specific languages; others with language teaching to young children generally. Of course much of what is said about teaching one particular language is applicable to the broader language teaching situation as a whole.

References
Cole, L. R. Teaching French to juniors (OUP)
O'Byrne, Vera de R. Primary French in Tasmania (Macquarie Univ. French Monographs)
O'Byrne, Vera de R. Migrant languages in Australia. The eleventh hour (Victorian Educ. Dept.)
Kellerman, Marcelle Two experiments in language teaching in primary schools in Leeds (Nuffield Foundation)
Stern, H. H. Foreign languages in primary education (OUP)
Stern, H. H. (ed.) Languages and the young school child (OUP)
325218 Administrative Behaviour in Education (Dr J. M. Wood)

**Prerequisites**
Nil

**Hours**
2 hours per week

**Examination**
Assessment will be based on seminar contributions a major paper and formal test

**Content**
This seminar unit provides an introduction to theoretical concepts, techniques and issues in Administrative Behaviour. Topics covered in seminars may include: (1) Theory in Administration (2) Interpersonal Perception (3) Motivation (4) Organizational Communication (5) Constraints on Administrative Behaviour (6) Decision Making (7) Organizational Goals (8) Organizational Conflict. Provision will be made to seminar members to include topics of particular interest to them.

**Text**
Nil

**References**
Aram, J. *Dilemmas of Administrative Behaviour* (Prentice-Hall 1976)
A list of other useful books will be available from the lecturer.

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 topics 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
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 admission to candidature, students must have satisfied requirements for the degree of Bachelor of Educational Studies or its equivalent and have completed an extended essay to a level satisfactory to the Faculty Board. 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.

**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.
Research Interests of Staff

J. B. Biggs
Individual differences in learning and studying, the psychology of study.
Theories of learning and teaching.
Schooling and moral development.
Cognitive development phenomena in the classroom.
Pupil evaluation of student teachers.

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. I. 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.
Schoolchildren's views on education.

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.

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

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 programmes to meet the information processing abilities and styles of students.
Instructional psychology.

T. H. MacDonald
Learning theory.
Concept formation — internalisation models.
Mathematics Education.
Aesthetics and the Affective Domain as they effect structural insights.

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

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

M. N. Muddock
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
Beginning and early reading.
Curriculum studies relating to primary education.
Innovation and change in primary education.

Veronica de R. O'Byrne
How human beings learn a language — first, second, or subsequent.
Differences and similarities.
Modern languages curriculum.
Particular difficulties in teaching French and other languages to anglophones.
English as a second language.
French as a foreign or second language.
Bilingual education.
The effectiveness of the use of visual aids in teaching structure.

A. G. Smith
Computer applications in educational measurement and research, item banking, test construction and latent trait test theory, content analysis.

R. A. Telfer
Educational administration; decision-making and policy formation.
Teaching problems.
Simulation and teacher education.

W. G. Warren
Education as process and institution in the context of social and political philosophy and theory.
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.
### Subject Computer Numbers for the Diploma in Education Units

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