THE UNIVERSITY OF NEWCASTLE
NEW SOUTH WALES

LEGEND

BUILDINGS

DESIGNATION

ARTS/ADMINISTRATION

A

ARTS 1

6 + GROUND FLOOR

6 + GROUND FLOOR

ADMINISTRATION

A

COMMUNITIES PROGRAMS

C

COMPUTING CENTRE

C

ENGLISH

C

HISTORY

C

LINGUISTICS

C

MODERN LANGUAGES

C

PHILOSOPHY

C

UNIVERSITY COUNSELLING SERVICE

C

MULTI LECTURE THEATRE

C

PHYSICS

C

LECTURE THEATRE

C

PHYSICAL SCIENCE

C

MEDIATICAL SCIENCES

C

ARCHITECTURE

C

BRANN THEATRE

C

GEOGRAPHY

C

COMPARE

C

ECONOMICS

C

LEGAL STUDIES

C

TEMPORARY BUILDINGS

C

NEUROSCIENCES

C

ODIN

C

BEHAVIOURAL SCIENCES

C

EDUCATION

C

PSYCHOLOGY

C

ENGINEERING COMPLEX

C

ARCHITECTURAL ENGINEERING

C

CIVIL ENGINEERING

C

ELECTRICAL ENGINEERING

C

MECHANICAL ENGINEERING

C

ENGINEERING THEATRE

C

UNIONS

C

UNIVERSITY SERVICES

C

HEALTH SERVICE

C

ENGINEERING HALL

C

CENTRAL FACILITIES

C

BEDROOM BLOCKS

C

WOLLONGBAR HALL

C

MISCELLANEOUS

C

COMMUNITY 2

C

COMMUNITY 1

C

CALTHURGE

C

CENTRAL HALL

C

GRAND HALL

C

LODDI

C

COMMUNITY CENTRE

C

STAFF VILLAGE

C

SPORTS CENTRE

C

TENNIS COURTS

C

THE FACULTY OF EDUCATION HANDBOOK 1979

THE UNIVERSITY OF NEWCASTLE
NEW SOUTH WALES 2308

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One Dollar Fifty

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INTRODUCTION

The first 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 and Master of Educational Studies degree and the research-oriented Master of Education programme.

The Faculty also caters for the specialised research interests of Doctor of Philosophy students. The research interests of members of staff are listed on page 54 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.
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 Part II 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 Educational Studies degree (M.Ed.Stud.). This coursework offers further study at the Master's level following completion of the course leading to the degree of Bachelor of Educational Studies.

(d) Master of Education degree (M.Ed.). Students who have completed the B.Ed.Stud. degree course 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

(e) Doctor of Philosophy degree (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 or Coursework 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 an UNGRADED PASS (UP) or one of a series of graded results as shown below:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH DISTINCTION (HD)</td>
<td></td>
</tr>
<tr>
<td>DISTINCTION (D)</td>
<td></td>
</tr>
<tr>
<td>CREDIT (C)</td>
<td></td>
</tr>
<tr>
<td>PASS (P)</td>
<td></td>
</tr>
</tbody>
</table>

   Ungraded passes obtained from 1977 onwards 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 after the sixth Monday in second term 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, provided that "units in which he is enrolled" shall be taken to include only units which count towards the qualification for which he is a candidate.

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 (an extended essay counting for this purpose as a coursework unit), has failed more than half of the total number of those units.

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

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**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;
(v) 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 be used only 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. (1) An applicant for admission to candidature shall have completed:
   (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.

2. Admission to candidature shall require the approval of the Faculty Board.

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.

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) have completed the requirements for a degree of Bachelor of the University of Newcastle or for a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education and have satisfactorily completed either:
      (i) the requirements for a teaching qualification approved for this purpose by the Faculty Board, or
      (ii) a Part II subject and a Part III subject in Education, or
      (iii) equivalent studies in Education approved by the Faculty Board.
   or
   (b) have completed the requirements for a degree of Bachelor of the University of Newcastle or for a degree, approved for this purpose by the Faculty Board, of another institution of tertiary education;
   or
   (c) in exceptional cases produce evidence of possessing such other qualifications as the Faculty Board may approve.

4. An application for admission to 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 a programme approved by the Faculty Board consisting of 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) shall complete four units; a candidate admitted to candidature pursuant to Section 3 (b) or 3 (c) shall complete six units.

10. (1) 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.
     (2) Except with the special permission of the Faculty Board an extended essay shall be completed in no more than six terms after enrolment in the unit.

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.
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 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.

2. The degree of Master of Educational Studies shall be conferred in one grade only.

3. An applicant for admission to candidature 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 tertiary institution, OR
   (b) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

4. Admission to candidature shall require the approval of the Faculty Board.

5. Before approving an admission to candidature, the Faculty Board shall be satisfied that adequate supervision and facilities are available.

6. The Faculty Board may grant standing to a candidate on such conditions as it may determine.

7. To qualify for the degree the candidate shall enrol and, in not less than nine months and, except by special permission of the Faculty Board, not more than four years, complete to the satisfaction of the Faculty Board, a programme approved by the Faculty Board consisting of four units of advanced work requiring attendance at such lectures, seminars and tutorials, and the completion to the satisfaction of the Faculty Board of such exercises and examinations as the Faculty Board may determine.

8. The results of successful candidates in the units may be graded or ungraded.

9. Upon a request by a candidate the Faculty Board may grant leave of absence from the course. Such leave of absence shall not be taken into account in calculating the period prescribed in section 7.

10. Where it is appropriate to the candidate's total programme one unit may consist of advanced work in a department outside the Faculty of Education.

11. In exceptional circumstances, the Senate, on the recommendation of the Faculty Board, may 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 tertiary institution 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, 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 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.

**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 of full-time study. Part-time students may be admitted but will be required to complete the course over a two year period. In either case formal classes are held during the day.

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. Upon enrolment the candidate’s adviser is the lecturer in his Group II C & M unit. Problems of an academic nature should be discussed with the adviser in the first place.

**Prerequisites**

Before being admitted to the course a student must satisfy the general requirements as set out on page 7 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 at 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 to these prerequisites, may be admitted to candidature 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

A Part III subject in Greek or Latin.
B.A. including Economics II or B.Com. including Economics II or B.Econ. including Economics II.
(a) A Part I & a Part II subject in English; and
(b) 1 additional subject from English, Linguistics or Drama.
A Part III subject in Geography.
A Part II subject in History.
(a) At least 4 subjects in Mathematics for the degree of B.A. B.Math., or B.Sc.; or
(b) A degree in a field of applied science, with experience in the application of mathematics.
A Part III subject in a modern language.
(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.
Out of Economics, Geography, History, Psychology, Sociology, Legal Studies & Economic History:
1 subject at Part II level; and
2 other subjects at Part I level.

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.

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 students choose the units comprising their programme.
2. Each candidate 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 unit as an extra unit under Group V, practice teaching in the area of the second method could possibly be arranged within the practicum;
   (d) One unit from Group IV (a);
   (e) One unit from Group IV (b).
3. Units will operate for the full academic year, except for the period during which students are engaged in Practice Teaching.

1 Not offered 1979.

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 various State and other employers for eventual certification;
   (b) all units are offered subject to staff availability and adequate student demand;
   (c) students are requested to nominate a third, or reserve, choice when indicating their two choices for Group I and Group IV units;
   (d) 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 to select units at levels appropriate to their undergraduate experience;
   (e) 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
Comparative Education
Educational Psychology
History of N.S.W. Education (1938 on)
Philosophy of Education
Sociology of Education

Group II
Curriculum & Method Studies
Primary
Secondary:
   Classics
   Commerce/Economics
   English
   Geography
   History
   Mathematics
   Modern Languages
   Science

Group III
Practicum
GROUP IV (a)
Adolescents
A Community Project (Involvement & Report)
A Directed Study
Educational Media
Remedial Education
A School-based extra-curricular project (Involvement & Report)

Planned for 1980
Educational and Global Perspectives

GROUP IV (b)
The Atypical Child
A Directed Study
Education for a Multi-Cultural Society
Educational Drama
Orientation to Teaching
The Process of Learning a New Language (Spanish)

Planned for 1980
Educational and Global Perspectives

GROUP I UNITS

320144 Comparative Education (Dr T. H. MacDonald)

Prerequisites Nil
Hours 2 hours per week
Examination Final Examination

Content
Since this is an introductory unit in the subject, technical methodology (sociological or otherwise) will not be emphasized. Instead, the unit will feature a descriptive/narrative approach to the systems of education in four nations - two Communist (German Democratic Republic and Cuba) and two non-Communist (France and Fiji). Where relevant, political ideologies and historical analysis will be treated at an elementary level.

Texts
References

320146 Educational Psychology

Prerequisites Nil
Hours 2 hours per week
Examination To be advised

Content
This unit aims to introduce students to those aspects of Development, Learning, Motivation and Individual Differences pertinent to the classroom situation. Emphasis will be placed on the setting of objectives and the evaluation of each student's progress. Overall the orientation will be practical and school based.

Text
Gibson, J. R. Psychology for the Classroom (Prentice-Hall 1976)

References To be advised

320166 History of N.S.W. Education (1938 on)
(Assoc. Prof. A. R. Barcan)

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

Content
The unit 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
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 (Professor R. S. Laura)

Prerequisites Nil
Hours 2 hours per week
Examination To be advised

Content
The unit, subtitled Moral Problems in Education, is designed to afford students of education an opportunity to reflect upon some of the moral problems with which they will be confronted in the profession teaching. Topics to be discussed include: Punishment and Discipline (Incentives to Learning?); Teacher's Obligation to Obey and Enforce School Rules (Is There a Prima Facie Obligation to Obey the Law?); Sexual Morality (In what ways is our changing morality to be accommodated in schools?); Obscenity (What is It? and What Response is Appropriate?); Drugs and Alcohol (Is there an Ethic of Dropping Out?); The Use of Animals in Teaching (To
what extent does moral obligation extend to our treatment of Animals?); Education and Environmental Ethics (What is the school’s responsibility in respect of environmental ethics?).

Text

References

320149 Sociology of Education (A. V. Everett, R. J. McNeil)

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

(i) 320312 Curriculum and Method — 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. accountability, grouping, team teaching outdoor/environmental education).

Music, Art and Craft, Science and Physical Education — in additional workshop sessions.

Small group “reflective” teaching sessions will form an important component of the classroom management section of the unit.

Students should note the arrangements for practice teaching which provide for continuous contact with schools (see page 24).

Texts
To be advised

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)
Stephens, L. S. The Teacher’s Guide to Open Education (Holt, Rinehart & Winston 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 Curriculum and Method — Classics

Prerequisites
A Part III subject in Greek or Latin

Hours
4 hours per week

Examination
To be advised

Content
Classical languages and civilisations in today’s schools.

Texts
To be advised

References
To be advised

(iii) 320302 Curriculum and Method — Commerce/Economics

Prerequisites
B.A. including Economics IIA
or
B.Com. including Economics II
or
B.Ec. including Economics II
(iv) 320303 Curriculum and Method — English (R. J. McNeil)

Prerequisites

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

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

(v) 320304 Curriculum and Method — Geography

Prerequisites

A Part III 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.

Texts

Nil

References

(i) Readings in Geographical Education; Vol. 2 (Whitcombe & Tombs 1973)

Deer, C. E. et al. (eds) "A Handbook for Australian Geography Teachers" (Sorrell 1977)

Graves, N. J. "Geography in Education" (Heinemann Educational 1975)

(vi) 320305 Curriculum and Method — History

Prerequisites

A Part III subject in History

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 history in schools, especially in secondary schools. Particular attention is given to history 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.

Texts

Nil

References

(i) "Readings in Geographical Education; Vol. 2" (Whitcombe & Tombs 1973)

Deer, C. E. et al. (eds) "A Handbook for Australian Geography Teachers" (Sorrell 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 Curriculum and Method — 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
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)
Walshe, R. D. & Little, N. A. (eds) Ways We Teach History (History Teachers' Assn 1971)

(vii) 320306 Curriculum and Method — Mathematics (J. W. McQualter)

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

(viii) 320307 Curriculum and Method — Modern Languages (Dr V. de R. O’Byrne)

Prerequisites A Part III subject in a modern language

Hours 4 hours per week

Examination To be advised

Content
The theoretical and practical aspects of the teaching of Modern Languages, including an introduction to applied linguistics.

Texts
Kehoe, M. Applied Linguistics
Rivers, Wilma M. A practical guide to the teaching of French
Rivers, Wilma M. A practical guide to the teaching of German

References To be advised

(ix) 320308 Curriculum and Method — Science (Dr M. N. Maddock)

Prerequisites
(a) 3 subjects from the disciplines of Biology, Chemistry, Geology & Physics, or related fields of applied science, such as
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

**Current Issues**
A review of current curriculum issues which affect decisions to be made by the classroom teacher.

**Objectives for Science Teaching**
A review of syllabus documents to determine the nature and values of science teaching.

**Resources for Teaching**
A review of resources available which enable the teacher to best achieve stated objectives, Australian and Overseas Curriculum Packages.

**Classroom Organisation and Management**
The basic skills required for planning teaching units, organisation of classroom, laboratory and fieldwork, and pupil control.

**Assessment and Evaluation**
Practical work in achievement and attitude test construction.

**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. The School Experience 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 unit under Group V, practice teaching cannot be guaranteed in this area but the practicum may be arranged to include practical teaching and related work in the second method unit.

**GROUP IV ELECTIVES**

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

**Prerequisites**
Nil

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

**Examination**
To be advised

**Content**
A discussion/seminar unit 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

Texts
References

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

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

160401 Education Media (J. Dugas)

Prerequisites Nil
Hours 2 hours per week except for practicum demands
Class Size Maximum limit 15 students per class group
Examination Progressive assessment with the final mark made up of the following components:
1. The preparation of a videotape, or a film, or a tape-slide show, or a set of overhead projector transparencies, or an audio tape or a set of photographs by each student
2. A major written essay
3. A number of seminar papers and practical exercises which will be set from time to time
4. A practical examination in equipment usage conducted towards the end of the year

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.

2. The operation of the media in society. The changing role of students and educators in a mass media oriented society. Developing programmes for media studies and creative media activities in the school situation. A creative media project (options include film making, videotape production, audio tape production, photography, script-writing, and graphics).
3. Research in the mass media.
   (a) Survey of specific research into Media and Education.
   (b) Survey of media research with implications for Education.

Text

References To be advised
160404 Remedial Education (Mrs. A. L. Chopra & A. F. Ashman)

Hours
1 hour of lectures/seminars/workshop, & two 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.
Seymour, M.

References
Dallman, M. et al.
Hallahan, D. P. & Kauffman, J. M.
Zintez, M. V.

320217 A School-Based Extra-Curricular Project (Involvement & 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 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
Nil

References
To be advised

320218 Education and Global Perspectives (Dr J. H. Wise)
(Not to be offered in 1979)

Prerequisites
Nil

Hours
2 hours per week, except for practicum demands

Examination
Progressive assessment

Content
This seminar unit examines current affairs and problems of a global nature (such as "starvation in The Third World", "noise pollution", and "guerrilla warfare") and considers ways in which each may suitably be treated in primary or secondary classrooms and curricula. The approaches will generally be practical and of inter-disciplinary kinds: music, for instance, will receive as much attention as statistics. Each participant will be encouraged to follow his or her own curricular interests in assembling or designing teaching material associated with a particular chosen topic.

Texts
Nil

References
To be advised

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 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-answer tests and/or brief assignments.

**Text**

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

**References**

Baird, H. W. *The Child with Convulsions*

Cruickshank, W. M. & Johnson, O. O. *Education of Exceptional Children and Youth* 3rd edn (Prentice-Hall 1975)

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

Dupont, H. (ed.) *Educating Emotionally Disturbed Children* 2nd edn


Saxen, L. & Rapola, J. *Congenital Defects*

Special subject reference list will be made available on request.

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

for details see page 26

### 160402 Education for a Multi-Cultural Society (J. A. Ramsland)

**Prerequisites** Nil

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

**Examination** Progressive assessment, 1½ hours examination

**Content**

This unit aims to develop in the student:

1. A better appreciation and understanding of the social and cultural backgrounds of the various ethnic groups in Australian society so as to enhance the educative process;
2. A range of teaching skills, capacities and strategies necessary in a multi-cultural classroom situation;
3. An objective awareness of the educative problems of migrant and Aboriginal children and evaluate possible solutions to these problems;
4. The necessary capacities as a teacher to improve the knowledge and understanding of all children in regard to the influence which ethnic groups have had on the character of Australian society.

Assignments for this unit include field-work case studies, group presentations and the manufacture of a teaching resource unit.

**Texts**


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

**References** To be advised

### 320222 Educational Drama

**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 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 playcripts; 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

### 320241 Orientation to Teaching (Dr R. A. Telfer)

**Prerequisites** Nil

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

**Examination** Assessment based on contributions to seminars, assignments and case analyses
This unit 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.

Text
Telfer, R. & Rees, J. Teacher Tactics (Symes 1975)

References
To be advised

160403 The Process of Learning a New Language (Spanish)
(Dr V. de R. O'Byrne)

Prerequisites
Nil

Hours
2 hours per week, except for practicum demands

Examination
By continuous assessment

Content
In the course of tackling the early stages of a new language, a process which is accompanied by analysis of teaching materials and critical appreciation of results, and examination of the ways and means of language learning, it is hoped that future teachers will gain some insight into this process. Active participation on the students' part will be encouraged.

Texts
To be advised

References
To be advised

320218 Education and Global Perspectives
(Not to be offered in 1979)
for details see page 29

BACHELOR OF EDUCATIONAL STUDIES
The Faculty Board has adopted the following as the major purposes of the degree of Bachelor of Educational Studies:

(1) as a qualifying route for progress to higher degrees in education;
(2) to extend the professionalism of the educator and to challenge and broaden the student's thinking in the educational field;
(3) to provide an opportunity for students to specialise in depth in particular areas.

The formal requirements for admission to candidature are set out on page 8 of this Handbook.

A candidate with an approved degree who has completed approved studies in education needs to complete four units to qualify for the degree. Graduates or graduands who have not completed approved studies in education are required to pass six units to qualify. In either case one of the units may be an extended essay, satisfactory completion of which is a prerequisite for entry to the course leading to the degree of Master of Education.

B.Ed.Stud. units are offered at two levels:

- introductory (500)
- advanced (600)

Every 600-level unit has as its prerequisite at least two 500-level units, which may or may not be specified, or their equivalent, as published in the "content" section of the Faculty Handbook.

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 in the evening. Therefore it will not normally be possible to take the course full-time except where a candidate already has a suitable background in education.

A candidate's total programme must contain at least two units above the 500 level.

Upon enrolment in the course, each candidate will be allocated to an 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 his adviser and where possible this will be met. Candidates should regard advisers as their primary contact with the Department.

As a general rule, the approval of a topic for the Extended Essay will depend upon the candidate's prior academic background. Candidates are advised to choose a topic in consultation with their adviser or supervisor at an early stage in the course, and to select coursework units which will support the choice of their Extended Essay topic.

Applicants wishing to apply for admission to candidature for the degree of Bachelor of Education Studies may consult with Mr. G. J. Martin, Departmental Administrative Officer, (extension 417), Building W, and in any case should submit their application forms to the Secretary (Student Administration) by Friday, 12th January, 1979.
Transitional arrangements

Enrolment by a candidate in a particular unit will be determined by the Course Committee after consultation with the lecturer concerned. Students who wish to enrol in a 600-level unit in 1979, therefore, are strongly advised to consult the lecturer in the first place. Because of the transitional arrangements which may apply to students enrolled before 1979, prerequisites for 600-level units may be varied for these candidates in individual cases.

500-LEVEL UNITS 1979

Educational Psychology 501
Educational Sociology 511
Research Methodology 521
Philosophy of Education 531
Schools, Curricula and Social Change 541

In the list following, and in the subject descriptions, 600-level units have prerequisites specifically prescribed. Nevertheless, a candidate may be deemed to have passed the equivalent of the prerequisites or part of the prerequisites in respect of previous appropriate work completed.

600-LEVEL UNITS 1979

Unit | Prerequisite
--- | ---
Administrative Behaviour in Education 651 | To be advised
Adolescents 601 | 2 500-level units, one of which must be 501
Community Education — Organisation and Presentation 691 | 2 500-level units
Comparative Education 671 | 2 500-level units, one of which must be 541
Curriculum Development 642 | 2 500-level units, one of which must be 501
Developmental Psychology 602 | 2 500-level units, one of which must be 531
Epistemology and Education 631 | 2 500-level units
Innovations in Primary Education 641 | 2 500-level units, together with appropriate experience and language background
Modern Languages in the Classroom 645 | To be advised
Organisation Theory 652 | 2 500-level units, one of which must be 511
Problems in Education in Developing Countries 611 | 2 500-level units, one of which must be 521
Research Methodology 621 | 2 500-level units, one of which must be 541
Resources for Teaching 643 | 2 500-level units, one of which must be 511
Sociology of Education 612 | 2 500-level units, one of which must be 501
Special Education A 661 | 2 500-level units, with 501 desirable
Special Education B 662 | 
Tertiary Teaching 644 | 

The following units will not be offered in 1979 but may be offered in later years.

Unit | Prerequisite
--- | ---
Community Education — Planning and Provision | 2 500-level units
Educational Administration | 2 of the units 511, 531, 541
Geographical Education | 2 500-level units, together with Dip.Ed. (Geography Method)
Problems in Primary Education | 2 500-level units, together with appropriate experience
Teaching English as a Second or Foreign Language | 2 500-level units, together with appropriate experience and language background

165001 Educational Psychology 501 (Dr J. R. Kirby)

Prerequisites | Nil
Hours | 2 hours per week
Examination | Term tests, seminar presentation/papers, & one major assignment

Content

This unit will be a survey of aspects of psychology that are relevant to education. Major emphasis will be devoted to learning and cognition, intelligence and individual differences, development, and social psychology, through personality and communication will also be treated. The implications 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 | To be advised

References

- Aronson, E. (Prentice-Hall 1977)
- Farnham-Diggory, S. (Harper 
Row 1972)
- Flavell, J. H. (Freeman 1972)
- The Social Animal (W. H. Freeman 1972)
- Cognitive processes in education (Harper & Row 1972)
- Cognitive Development (Prentice-Hall 1977)
- Between psychology and education (Dryden 1974)

165002 Educational Sociology 511 (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
165003 Research Methodology 521 (Dr A. G. Doczy)

Prerequisites  
Nil

Hours  
2 hours per week

Examination  
Progressive assessment and a 3 hour examination

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.

Texts  
- Guildford, J. P. & Fruchter, B.  
  *Fundamental Statistics in Psychology and Education*  
  6th edn (McGraw-Hill 1978)
- VanDalen, D. B.  
  *Understanding Educational Research*  
  3rd edn (McGraw-Hill 1973)

165004 Philosophy of Education — Thinking about Thinking 531  
(Professor R. S. Laura)

Prerequisites  
Nil

Hours  
2 hours per week

Examination  
To be advised

Content  
Much of recent philosophy of education has relied very heavily upon a certain conception of philosophy. In order to understand something of the scope and limits of this philosophy of education, it is necessary to understand something of the conception of philosophy which underpins it. This course attempts to achieve this end by considering a number of contemporary issues, each of which relates to the general theme ‘Does Science Monopolize Rationality?’. In coming to understand how this question has been approached, we shall be better placed to understand how the approach has shaped the form which most philosophy of education takes.

Topics to be discussed include: the conflict between science and religion (is it as rational to be religious as it is to be scientific?); the contribution of the physical sciences to our concept of mind (is a 'mind' anything more than a 'brain'? what is a 'person'? could we develop scientific theories that would enable us to predict the behaviour of a person as accurately as the behaviour of a machine?); the possibility of life-after-death (is the claim that we survive our deaths a contradiction in terms?); and the status of the claims of psychical research (what would we have to show in order to establish that ESP claims are true? would their validity force a revision of scientific principles?); Rationality and Ideology (is rationality a myth?).

Students with or without any previous training in philosophy are welcome.

Texts

References

To be advised

165005 Schools, Curricula and Social Change 541  
(Assoc. Prof. A. R. Barcan & J. W. McQualter)

Prerequisites  
Nil

Hours  
2 hours per week

Examination  
Progress Assessment and an examination

Content  
An analysis of the changing pattern of primary and secondary school curricula in England, Australia and the U.S.A. since 1900. The intention of the unit is to describe and analyse the changing patterns of primary and secondary schooling so that students can describe the major social, economic, political and intellectual factors which influence school curriculum change and development in Australia.

Texts  
Lawton, D.  
*Social Change, Educational Theory & Curriculum Planning*  
(University of London Press 1975)

Other texts and references to be advised.

165101 Administrative Behaviour in Education 651  
(Dr J. M. Wood)

Prerequisites  
To be advised

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 advanced examination of 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**

**Basic References**
Herbert, P.  
*Dimensions of Organisational Behaviour* (Collier-Macmillan 1976)
Ivanevich, J. et al.  
*Organizational Behavior and Performance* (Goodyear 1977)
Porter, L.  
*Behaviour in Organizations* (McGraw-Hill 1975)

**Additional References**
Aram, J.  
*Dilemmas of Administrative Behaviour* (Prentice-Hall 1976)
Newell, C.  
*Human Behaviour in Educational Administration*  
(Prentice-Hall 1978)
Rogers, E.  
*Communication in Organizations* (Free Press 1976)

**165102 Adolescents 601 (P. N. Chopra)**

**Prerequisites**
Two 500-level units, one of which must be 501

**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 progressively

**165117 Comparative Education 671** (Associate Professor T. H. MacDonald)

**Prerequisites**
Two 500-level units

**Hours**
2 hours per week

**Examination**
Progressive assessment

**Content**
Analyses of comparative education, the extent to which sociological and historical materials are used, methodologies, etc., are topics dealt with as an introduction to the systematic study of educational systems per se. This will be followed by lectures on the educational systems of the Soviet Union, France, Great Britain, U.S.A., and two developing nations.

**Text**

**References**
To be advised

**165104 Curriculum Development 642** (Dr M. N. Maddock)

**Prerequisites**
Two 500-level units, one of which must be 541

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

**Examination**
Progressive assessment

**Content**
The students will follow up one or more of their own curriculum interests within the above terms of reference.

**Text**
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.  

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

Hughes, P. (ed.)  
The Teacher's 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.)  

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

Reynolds, J. & Skilbeck, M.  
Culture and the Classroom (London: Open Books 1976)

Saylor, J. G. & Alexander, W. M.  

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

Tanner, D. & Tanner, L.  
Curriculum Development: Theory into Practice (NY: Macmillan 1975)

Wheeler, D. K.  

Zais, R. S.  

### References

- Flavell, J.
- Sigel, I. & Cocking, R.
- Strommen, E. A., McKinney, J. P. & Fitzgerald, H.
- Cognitive Development from Childhood to Adolescence: A Constructivist Perspective (Holt, Rinehart & Winston 1977)
- Developmental Psychology — The School Aged Child (Dorsey Press 1977)

#### 165106 Epistemology and Education 631 (R. Mackie)

**Prerequisites**
Two 500-level units, one of which must be 531

**Hours**
2 hours per week

**Examination**
To be advised

**Content**
This unit will presume some background in philosophy. It will embrace various theories of knowledge from the ancient Greeks to the present day, and focus on the epistemological bases of social and physical sciences in school curricula. A format combining lectures and seminars will be employed.

**Text**
Chalmers, A. F.  
What Is This Thing Called Science? (University of Queensland Press 1976)

**References**

- Grene, M.  
The Knower and the Known (University of California Press 1974)

- Hirst, P.  
Knowledge and the Curriculum (Routledge & Kegan Paul London 1974)

- Popper, K. R.  
Conjectures and Refutations (Routledge & Kegan Paul London 1974)

- Kuhn, T.  
The Structure of Scientific Revolutions (University of Chicago Press 1970)

- Lakatos, I. & Musgrave, A.  
Criticism and the Growth of Knowledge (Cambridge University Press 1970)

- Polanyi, M.  
Personal Knowledge (Routledge & Kegan Paul London 1958)

- Ryan, A.  
The Philosophy of the Social Sciences (Macmillan London 1970)

- Ryan, A. (ed.)  
The Philosophy of Social Explanation (Oxford University Press 1973)

- Inglis, F.  
Ideology and the Imagination (Cambridge University Press 1975)

### 165105 Developmental Psychology 602 (Dr E. J. Braggett)

**Prerequisites**
Two 500-level units, one of which must be 501

**Hours**
2 hours per week

**Examination**
Seminar presentation/papers; major assignments, including case studies; final examination

**Content**
This unit will examine the psychological development of children and adolescents in the general areas of (a) cognitive development, (b) personality and (c) social development. Implications for the school will be emphasised and case study work will be required.

**References**
- Flavell, J.
- Cognitive Development (Prentice-Hall 1977)
- Cognitive Development from Childhood to Adolescence: A Constructivist Perspective (Holt, Rinehart & Winston 1977)
- Strommen, E. A., McKinney, J. P. & Fitzgerald, H.
- Developmental Psychology — The School Aged Child (Dorsey Press 1977)

#### 165107 Innovations in Primary Education 641 (P. J. Moore)

**Prerequisites**
Two 500-level units

**Hours**
2 hours per week
Examination
Progressive assessment, seminar presentations, assignments

Content
The major aim of this seminar unit is to examine in depth some recent innovations in primary education. Reference will be made to the processes of innovation and change and the forces that influence such changes. While the major focus will be the Australian scene, consideration will be made of other countries particularly the U.S.A. and Britain.
Investigation of innovations will be more than descriptive with research evidence examining innovations being assumed.

References
Havelock, R. G. Planning for Innovation (Michigan: University of Michigan 1973)

165108 Modern Languages in the Classroom 645 (Dr V. de R. O'Byrne)

Prerequisites
Two 500-level units together with appropriate experience and language background

Hours
2 hours per week

Examination
To be advised

Content
Modern Languages, with particular reference to oral work, and transition from this to other languages skills, in the classroom.

Texts
To be advised

References

165109 Organisation Theory 652 (Dr J. M. Wood)

Prerequisites
To be advised

Hours
2 hours per week

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

Content
This seminar unit provides an advanced examination of the concepts, problems and issues relating to the study of educational organizations at all levels within an education system. Topics covered in seminars may include: (1) A systems view of organizations (2) types of organizations (3) goals and effectiveness (4) organizational size (5) organizational complexity (6) formalization (7) power and conflict (8) the environment and the organization (9) organizations and social change. Provision will be made for seminar members to include topics of particular interest to them.

References
Goodman et al. New Perspectives on Organizational Effectiveness (Jossey-Bass 1977)
Pugh, D. S. Organization Theory (Penguin 1977)
Tannenbaum et al. Hierarchy in Organizations (Jossey-Bass 1977)

165110 Problems in Education in Developing Countries 611 (Dr M. N. Maddock)

Prerequisites
Two 500-level units, one of which must be 511

Hours
2 hours per week

Examination
Progressive assessment

Content
The purpose of education: traditional “non-school” education and formal schooling.
Strategies for educational development: the manpower approach to educational planning and socio-cultural approaches.
The organisation of education: levels and kinds of education, urban and rural education, academic and technical education, government schools and mission schools.
Curriculum development.
International aid.
Cultural factors.
Special problems in multilingual-multicultural societies.
Case studies: Papua New Guinea and other selected case studies of countries of special interest to the student.

Texts
Nil

References
The following list represents an initial, basic reading list covering some of the key principles to be dealt with.
Adiseshiah, M. S. The relationship of education to economic development. Papua New Guinea J. of Education 3 (2) (1965) or Australian Territories (1965) 5 (4) (1965) 2-21
Beeby, C. E.  
Cerych, L. 
Cowan, L. G. et al. 
Curle, A.  
Hall, E. T.  
Harbison, F. & Myers, C. A.  
Huq, M. S.  
Mead, M.  
Mead, M. (ed.)  
Scanlon, D. G.  

The quality of education in developing countries  
(1966)  
America's role in international education;  
a perspective of thirty years. In Shane, H. G. (ed.)  
United States and International Education. NSSE  
Year Book. (National Society for the Study in  
Education 1969)  

Problems of aid to education in developing countries  
(Praeger 1965)  
Education and nation building in Africa  
(Praeger·1965)  
Educational strategy for developing societies: a study  
of educational and social factors in relation to  
economic growth (Tavistock 1966)  
Education in Papua and New Guinea. Aust.  
J. of Education 12 (1) (1968)  
The silent language  
(Fawcett 1959)  
Manpower and education: country studies in economic  
development (McGraw-Hill 1965)  
Education and development strategy in South East Asia  
(East West Center Press 1965)  
Coming of age in Samoa : a study of adolescence and  
sex in primitive societies (Penguin 1954)  
Growing up in New Guinea; a study of adolescence and  
sex in primitive societies (Penguin 1954)  
New lives for old: cultural transformation (Gollanz  
1956)  
Cultural patterns and technical change (New American  
Library 1959)  
Church, state and education in Africa (Teachers  
College Press, Columbia Univ. 1966)  

N.B. This unit is unlikely to be offered in 1980.

165111 Research Methodology 621 (Dr A. G. Smith)

Prerequisites Two 500-level units, one of which must be 521
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, 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.

References
Guildford, J. P. & Fruchter, B.  
Fundamental Statistics in Psychology and Education  
5th edn (McGraw-Hill)

165112 Resources for Teaching 643 (J. W. McQualter)

Prerequisites Two 500-level units, one of which must be 541
Hours 2 hours per week
Examination Progressive assessment and an examination

Content
The rapid changes in teaching methods since 1950 have accelerated  
the trend towards a wider use of multi-media learning resources for  
individual and group study as well as class teaching. This unit looks  
at the changes in teaching methods since 1950 and how these have  
influenced the development of teaching resources and posed a problem  
in the development, production and organisation of teaching  
resources.

Text
Beswick, N.  
Resource Based Learning (Heinemann Educational  
1977)

165113 Sociology of Education 612 (A. V. Everett)

Prerequisites Two 500-level units, one of which must be 511
Hours 2 hours per week
Examination Progressive assessment

Content
An examination of the relevance of various theories and theorists to  
the understanding of education in society today. Some of the theorists  
to be considered include Durkheim, Weber, Merton, Riesman,  
Goffman, Berger and Cohen. Assessment will be based on seminar  
performance and an assignment in a theoretical area  
of the student's choice.

Text
Cuzzort, R. P.  
Humanity and Modern Sociological Thought (Holt,  
Rinehart & Winston 1971)

165114 Special Education A 661 and 165115 Special Education  
B 662 (Mrs A. L. Chopra and A. F. Ashman)

Prerequisites Two B.Ed.Stud. units, one of which must be 501
Hours 2 hours per week
Examination See below

44
Content
Each of the two units will consist of any three of the modules listed below, provided that any module can count once only. It is hoped that the modules will be timetabled so that any three or all six can be taken in the same year. The modules provide an opportunity for the study in depth of specific topics, with special emphasis in each case on the educational aspects.

(a) Autism
(b) Minimal Brain Dysfunction and Learning Disabilities
   (Hyperactivity)
(c) Dyslexia
(d) Speech and Language Disorders
    and two of:
(e) The Mildly Mentally Retarded
(f) The Severely Mentally Retarded
(g) The Gifted Child

(a) 165190 Autism (Mrs A. L. Chopra)
Hours  1 hour per week for one term
Examination  Seminar contributions and brief assignments
Content
Symptoms, definitions, and the brief history of autism; comparison of the various theories relating to causation; review of recent research into therapies and educational treatment of the autistic child.

(b) 165191 Minimal Brain Dysfunction and Learning Disabilities
   (Hyperactivity) (Mrs. A. L. Chopra)
Hours  1 hour per week for one term
Examination  Seminar contributions and brief assignments
Content
Symptoms, definitions and brief history of the MBD syndrome; related perceptual, cognitive and behaviour disorders; education of the MBD and/or hyperkinetic child; recent theories and suggested treatment of hyperkinesis.

(c) 165192 Dyslexia (Mrs A. L. Chopra)
Hours  1 hour per week for one term
Examination  Seminar contributions and brief assignments
Content
Disorders of the skills needed for reading, spelling and writing will be included for study under this head. Approaches to remediation will also be considered.

Texts  Nil
References  To be advised

(d) 165193 Speech and Language Disorders (Mrs A. L. Chopra)
Hours  1 hour per week for one term
Examination  Seminar contributions and brief assignments
Content
Disorders related to the acquisition of symbolic language will be studied under the headings of Expressive, Receptive, Central and Developmental Aphasis etc. Speech is regarded as the vocal expression of language as such, disorders of functioning of the motor apparatus involved in speaking, such as stuttering, dyslalia, and dysarthria, will be considered. The educational needs and the social and emotional problems of the speech or language/handicapped child will be stressed.

Texts  Nil
References  To be advised

Two of the following three modules will be offered in 1979.

(e) 165194 The Mildly Mentally Retarded (A. F. Ashman)
Details to be advised.

(f) 165195 The Severely Mentally Retarded (A. F. Ashman)
Details to be advised.

(g) 165196 The Gifted Child (A. F. Ashman)
Details to be advised.

165116 Tertiary Teaching 644 (Assoc. Prof. H. Maddox)
Prerequisites  Two 500-level units, with 501 desirable.
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


Details of units being offered after 1979 will be announced in future Handbooks.

165006 Extended Essay 699

**Prerequisite**

Any two B.Ed.Stud. coursework units or approval of the B.Ed.Stud. Course Committee

**General**

The Extended Essay is not a compulsory part of the degree course, but is a prerequisite for admission to candidature for the degree of Master of Education.

As a general rule, the approval of a topic for the Extended Essay will depend upon the candidate's prior academic background. Candidates are advised to choose a topic in consultation with their advisor at an early stage in the course, and to select coursework units which will support the choice of their Extended Essay topic. For example, students may be refused permission to undertake an Extended Essay based on empirical studies unless they have previously completed approved studies in research methodology.

Students may undertake an Extended Essay in the area of community education only if adequate supervision is available. Candidates considering attempting an Extended Essay in this area are particularly advised to note the need for appropriate coursework support.

**Supervision**

The candidate's adviser is also the supervisor of the Extended Essay. Candidates are reminded that circumstances may arise in which it is desirable for an adviser to be changed. For example, a candidate may intend to undertake an Extended Essay in an area which is more appropriately supervised by some other member of staff. In such cases candidates should make formal application to the Faculty Secretary after consultation with their previous adviser and, if necessary, the course co-ordinator.

**Time Limit**

Except with the special permission of the Faculty Board, candidates enrolling in the unit Extended Essay for the first time in or after 1979 are required to complete it in no more than 6 terms after enrolment in the unit. This period does not include the vacation immediately following the sixth term. Enrolment in this unit may be effected at the beginning of any term.

**Work Load**

The Extended Essay is to be the culmination of work considered approximately equivalent in time, effort, reading and reflective thinking to that required to cope successfully with a set 600-level B.Ed.Stud. unit of two hours per week for the academic year.

**Length**

This should be determined 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, i.e. approx. 60 pages of A4 in double type).

**Topic and treatment**

The topic should be chosen from an area in education of direct interest 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 from the administrative officer, Department of Education (tel. ext. 417).

**MASTER OF EDUCATIONAL STUDIES**

The Master of Educational Studies course is intended to provide for students who wish to pursue academic studies of a coursework nature without the thesis component of the traditional Master of Education programme.

Admission to the course is open to those who have completed the Requirements for the degree of Bachelor of Educational Studies. It is not necessary to have completed an Extended Essay at the postgraduate Bachelor level.
The total degree course for each candidate consists of 4 units, being 2 units at each of 2 different levels. Each unit comprises approximately 2 hours per week face-to-face class contact.

A student will normally attempt two units in each of two years, and the second year's programme will build on the first.

In 1979 four units are being offered for candidates enrolling for the first time. Each of these units has at its prerequisite a particular B.Ed.Stud. unit. From 1980 students will be allowed to specialise in greater depth in a wider range of areas of study when additional units will be offered in the second year of the course.

N.B. It is not possible to complete the whole degree course in 1979 as only units at the first level will be offered.

**Master of Educational Studies units 1979**

**166001 Individual Differences and School Performance 701**
*Prerequisite* A B.Ed.Stud. unit in educational psychology

**166002 Planning for Educational Organisations 702**
*Prerequisite* A B.Ed.Stud. unit in educational administration

**166003 Praxis and Education 703**
*Prerequisite* Either two B.Ed.Stud. units in philosophy of education or a Part III subject in philosophy

**166004 Research in Curriculum 704**
*Prerequisite* A B.Ed.Stud. unit in curriculum

**166001 Individual Differences and School Performance 701** *(Dr J. R. Kirby)*
*Prerequisites* The study of Educational Psychology at the B.Ed.Stud. level, or equivalent
*Hours* 2 hours per week for 3 terms
*Content* This unit will examine intellectual and personality factors in children which are related to their academic performance. Some group differences (e.g. sex and race differences) will also be considered. The application of these concepts to the design of instruction will be stressed.

**References**

**166002 Planning for Educational Organisations 702** *(Dr J. M. Wood)*
*Prerequisites* At least one unit in Educational Administration or equivalent
*Hours* 2 hours per week for 3 terms
*Examination* Assessment will be based on seminar contributions, a major paper and a formal test
*Content* This seminar unit provides an introduction to theoretical concepts, techniques and issues in the area of educational planning. Topics covered in seminars may include: (i) nature of educational planning; (ii) structuring planning decisions and flow charting; (iii) educational needs assessment; (iv) delphi and future projection; (v) programme-planning-budgeting systems; (vi) network analysis; (vii) alternative models of time allocation; (viii) operations research and queueing theory.

Provision will be made for seminar members to include topics of particular interest to them.

*Reference*
Banghart, F. & Trull, A. *Educational Planning* (Macmillan 1973)
Immegart & Pilecki *An Introduction to Systems for the Educational Administrator* (Addison-Wesley 1973)

A list of other useful books will be available from the lecturer.

**166003 Praxis and Education 703** *(R. Mackie)*
*Prerequisites* Either a bachelor’s degree with a Part III subject in philosophy, or completion of the two B.Ed.Stud. units in philosophy of education
*Hours* 2 hours per week for 3 terms
*Examination* To be advised
*Content* This unit will presume a substantive background in either philosophy or philosophy of education. It will focus on the interrelations of theory and practice in education, examining this problem from four principal standpoints: (i) pragmatism; (ii) existentialism; (iii) marxism; and (iv) conceptual analysis. The contributions of these philosophical traditions to an understanding of theory and practice in education will be of central concern. A seminar format will be used, with opportunities for private in-depth research also provided.
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 appropriate Division before submitting their application forms to the Secretary.

**Postgraduate Research Seminars**

All candidates enrolled in the M.Ed.Stud., 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 be held each week at a time to be announced. Two papers are usually presented at each meeting. Normally, each candidate presents a paper annually, and his supervisor or adviser 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 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.

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**Text**

Bernstein, R. J.  *Praxis and Action* (Duckworth 1971)

**References**

To be advised

**166004 Research in Curriculum 704**

**Prerequisites**

**Essential:** A unit in curriculum at B.Ed. Stud. level or equivalent

**Desirable:** 500 level Research Methodology at B.Ed. Stud. level or equivalent

**Hours**

2 hours per week for 3 terms

**Examination**

Progressive Assessment

**Content**

This unit will review in depth the current situation in the area of curriculum research:

- directions and emphases
- major findings
- response to research findings by curriculum changes
- implications for teaching and curriculum development

Each student will be required to complete an in-depth directed reading programme of research articles and research reviews, particularly in areas related to the student's curriculum interest.

Each student will contribute to a "review of research" assignment produced by the class at the end of the year.

**Texts and References**

To be advised

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**MASTER OF EDUCATION**

The Master of Education degree 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.

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. Students are also required to complete a unit of course work which will be designed to meet individual needs and interests.
Research Interests of Staff

J. B. Biggs
Individual differences in learning and studying, the psychology of study.
The structure of learning outcomes in different curriculum areas and cognitive
development.
Theories of learning and teaching.
Cognitive and affective effects of schooling.
R. S. Laura
Moral and religious education.
Philosophical foundations of science education.
Foundations of the social sciences.
L. N. Short
The development of higher education in Australia.
The University curriculum.
A. R. Barcan
History of Australian education.
Current developments in Australian education.
History in the Secondary School.
A. F. Ashman
Individual differences.
Cognitive styles.
Special education.
E. J. Braggott
Cognitive development in young children.
Preschool education.
Primary education — change and innovation.
Child development.
Parental involvement in education.
A. G. Docoy
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
Individual differences in intelligence, development, and learning.
Role of strategies in problem solving and cognition.
Psychological models of reading.
Learning problems.
Instructional psychology.
T. H. MacDonald
Learning theory.
Concept formation — internalisation models.
Mathematics Education.
Aesthetics and the Affective Domain as they effect structural insights.
R. Mackie
Social and political philosophy of education.
Theory and practice in education.
Paulo Freire.
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.
R. J. McNeil
Curriculum development relating to English.
Linguistics and education.
English literature.
Philosophical aspects of concept formation with respect to mastery of specific
learning techniques.
J. W. McQuater
Development of primary and secondary mathematics curricula.
Development of secondary education systems — organisation and curricula.
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.
J. A. Ramsland
The history and sociology of Australian education.
Multi-cultural curriculum development.
History and English in the secondary school.
Desiteute, orphan and dllelquent children.
A. G. Smith
Computer applications in educational research, item banking, and test theory.
R. A. Telfer
Educational administration; decision-making and policy formation.
Teaching problems.
Evaluating teacher education programmes.
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.
Death and death education.
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.
J. M. Wood
Administrative behaviour.
Organisation theory.
Educational planning.
Economics of education.
### Computer Numbers for the Diploma in Education Units

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<th>Computer Number</th>
<th>Name of Subject</th>
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<tbody>
<tr>
<td>320144</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>320146</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>320166</td>
<td>History of N.S.W. Education (1938 on)</td>
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<tr>
<td>320148</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>320149</td>
<td>Sociology of Education</td>
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<tr>
<td>320312</td>
<td>C &amp; M Primary</td>
</tr>
<tr>
<td>320301</td>
<td>C &amp; M Classics</td>
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<td>320307</td>
<td>C &amp; M Modern Languages</td>
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<td>Practicum</td>
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<tr>
<td>320335</td>
<td>Electives</td>
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Names of individual electives will not appear on students' records until late in first term, when they will replace the entry 320335 Electives. They will be shown in the subject column.

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<td>The Atypical Child</td>
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<td>320212</td>
<td>A Community Project (Involvement &amp; Report)</td>
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<td>320213</td>
<td>A Directed Study</td>
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<td>160402</td>
<td>Education for a Multi-Cultural Society</td>
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<tr>
<td>320222</td>
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<td>320217</td>
<td>A School-Based Extra-Curricular Project (Involvement &amp; Report)</td>
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<td>160403</td>
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### Computer Numbers for the Bachelor of Educational Studies Units

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<td>165102</td>
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<td>Extended Essay 699</td>
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(Three to be chosen for each unit)

Autism

Minimal Brain Dysfunction and Learning Disabilities (Hyperactivity)

Dyslexia

Speech and Language Disorders

The Mildly Mentally Retarded

The Severely Mentally Retarded

The Gifted Child

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## Computer Numbers for the Master of Educational Studies Units

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