FOREWORD

As you commence or indeed continue your study in Education, I should like on behalf of all the staff to welcome you warmly to the Faculty of Education. You will soon discover the many dimensions of the Faculty, with its varied teaching and research activities. Our student population is diverse, as are the special skills of the staff, and it is hoped that you will benefit from and contribute to the significance of both. May I wish you a happy and exciting time here and remind you that while we may sometimes think the grass is always greener elsewhere, the truth is that the grass is always greener where it is watered.

The staff of the Faculty of Education realise that it is immensely important that your time with us is intellectually and professionally rewarding, and we shall do everything we can to ensure that it is. But when all is said, it is you who in the end must determine what you do with your time. May I conclude by saying that if I can in any way assist with this determination or with any problems that may arise, please feel free to visit me. My door is always open to you.

R. S. LAURA,
Dean, Faculty of Education.
INTRODUCTION

A Department of Education was created in the then Newcastle University College in 1955, staffed by part-time lecturers. In 1968 the first full-time staff were appointed, and Professor L. N. Short took up the first Chair in Education within the University. The Department has grown steadily since that time.

A second chair was established in 1973, Professor J. B. Biggs arriving to occupy it. On Professor Short being appointed full-time Deputy Vice-Chancellor in 1976 a replacement was sought, and Professor R. S. Laura was appointed in late 1978. At the end of 1975 a Faculty of Education was established to oversee the professional postgraduate courses in Education. Professor Laura became Dean of the Faculty in 1979.

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 Faculty of Education offers a postgraduate Diploma in Education course for graduates wishing to prepare for a career in teaching. Further postgraduate qualifications are available in this Faculty to professional educators and others through the coursework Bachelor of Educational Studies degree, the coursework 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 the present 24 members of the academic staff are listed near the back of this Handbook.

A Curriculum Resources and Research Centre, established in 1974, provides access to a comprehensive collection of teaching material and audiovisual 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.

A Remedial Reading Clinic catering for schools and the community has been operating since 1971.
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 provides an opportunity for students to obtain an introduction to psychological and social aspects of education. Students may choose two strands from Individual/Social Development, History of Western Education, and Comparative Education.

Education IIIA and Education IIIB focus on Educational Psychology, Research Methodology, Philosophy of Education and the History of Australian Education. Provision is made for students to pursue individual interests to honours level in Education IV. These undergraduate courses provide a broad base for the study of education and are in no way vocationally orientated. Further information about undergraduate studies may be found in the Faculty of Arts Handbook.

The Department offers Teaching I as a non-credit unit designed to introduce intending teachers to some practical aspects of teaching. This unit, which lasts one hour per week, is timetabled twice each week to provide convenience of choice.

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 specialization at a postgraduate level.

(c) Master of Educational Studies degree (M.Ed.Stud.). This degree by 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:
   
   HIGH DISTINCTION (HD)
   DISTINCTION (D)
   CREDIT (C)
   PASS (P)

   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 5.4.1-2,1 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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CURRICULUM RESOURCES AND RESEARCH CENTRE

Concept and Function
Since its establishment in 1974 the Curriculum Resources and Research 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 Resources 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. (i) 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.1

1 These are set out on pages 00 & 00.
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 attendances 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.1

     (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.

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.

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.
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.

REGULATIONS GOVERNING MASTERS DEGREES

Part I — General

1. (1) These Regulations, including the Schedules thereto, prescribe the conditions and requirements relating to the degrees of Master of Architecture, Master of Arts, Master of Commerce, Master of Education, Master of Educational Studies, Master of Engineering, Master of Engineering Science, Master of Mathematics, Master of Psychology (Clinical), Master of Psychology (Educational) and Master of Science.

(2) In these Regulations and the Schedules thereto, unless the context or subject matter otherwise indicates or requires:

"Faculty Board" means the Faculty Board of the Faculty responsible for the course in which a person is enrolled or is proposing to enrol;

"programme" means the programme of research and study prescribed in the Schedule;

"Schedule" means the Schedule of these Regulations pertaining to the course in which a person is enrolled or is proposing to enrol; and

"thesis" means any thesis or dissertation submitted by a candidate.

(3) These Regulations shall not apply to degrees conferred honoris causa.

(4) A degree of Master shall be conferred in one grade only.

2. An application for admission to candidacy for a degree of Master shall be made on the prescribed form and lodged with the Secretary to the University by the prescribed date.

3. (1) To be eligible for admission to candidacy an applicant shall:

(a) (i) have satisfied the requirements for admission to a degree of Bachelor in the University of Newcastle as specified in the Schedule; or

(ii) have satisfied the requirements for admission to a degree or equivalent qualification, approved for the purpose by the Faculty Board, in another tertiary institution; or

(iii) have such other qualifications and experience as may be approved by the Senate on the recommendation of the Faculty Board or otherwise as may be specified in the Schedule; and

(b) have satisfied such other requirements as may be specified in the Schedule.

1 Subject to confirmation by Council.

(2) Unless otherwise specified in the Schedule, applications for admission to candidacy shall be considered by the Faculty Board which may approve or reject any application.

(3) An applicant shall not be admitted to candidacy unless adequate supervision and facilities are available. Whether these are available shall be determined by the Faculty Board unless the Schedule otherwise provides.

4. To qualify for admission to a degree of Master a candidate shall enrol and satisfy the requirements of these Regulations including the Schedule.

5. The programme shall be carried out:

(a) under the guidance of a supervisor or supervisors either appointed by the Faculty Board or as otherwise prescribed in the Schedule or

(b) as the Faculty Board may otherwise determine.

6. Upon request by a candidate the Faculty Board may grant leave of absence from the course. Such leave shall not be taken into account in calculating the period for the programme prescribed in the Schedule.

7. (1) A candidate may withdraw from a subject or course only by informing the Secretary to the University in writing and such withdrawal shall take effect from the date of receipt of such notification.

(2) A candidate who withdraws from any subject after the relevant date shall be deemed to have failed in that subject unless granted permission by the Dean to withdraw without penalty.

The relevant date shall be:

(a) in the case of a subject offered in the first half of the academic year - the eighth Monday in first term;

(b) in the case of a subject offered in the second half of the academic year — the second Monday in third term;

(c) in the case of any other subject — the sixth Monday in second term.

8. (1) If the Faculty Board is of the opinion that the candidate is not making satisfactory progress towards the degree then it may terminate the candidature or place such conditions on its continuance as it deems fit.

(2) For the purpose of assessing a candidate's progress, the Faculty Board may require any candidate to submit a report or reports on his progress.

(3) A candidate against whom a decision of the Faculty Board has been made under Regulation 8(1) of these Regulations may request that the Faculty Board cause his case to be reviewed. Such request shall be made to the Dean of the Faculty within seven days from the date of posting to the candidate the advice of the Faculty Board's decision or such further period as the Dean may accept.

(4) A candidate may appeal to the Vice-Chancellor against any decision made following the review under Regulation 8(3) of these Regulations.

12

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9. In exceptional circumstances arising in a particular case, the Senate, on the recommendation of the Faculty Board, may relax any provision of these Regulations.

Part II — Examination and Results

10. The Examination Regulations approved from time to time by the Council shall apply to all examinations with respect to a degree of Master with the exception of the examination of a thesis which shall be conducted in accordance with the provisions of Regulations 12 to 16 inclusive of these Regulations.

11. The Faculty Board shall consider the results in subjects, the reports of examiners and any other recommendations prescribed in the Schedule and shall decide:
   (a) to recommend to the Council that the candidate be admitted to the degree; or
   (b) in a case where a thesis has been submitted, to permit the candidate to resubmit an amended thesis within twelve months of the date on which the candidate is advised of the result of the first examination or within such longer period of time as the Faculty Board may prescribe; or
   (c) to require the candidate to undertake such further oral, written or practical examinations as the Faculty Board may prescribe; or
   (d) not to recommend that the candidate be admitted to the degree, in which case the candidature shall be terminated.

Part III — Provisions Relating to Theses

12. (1) The subject of a thesis shall be approved by the Faculty Board on the recommendation of the Head of the Department in which the candidate is carrying out his research.
   (2) The thesis shall not contain as its main content any work or material which has previously been submitted by the candidate for a degree in any tertiary institution unless the Faculty Board otherwise permits.

13. The candidate shall give to the Secretary to the University three months' written notice of the date he expects to submit a thesis and such notice shall be accompanied by any prescribed fee.

14. (1) The candidate shall comply with the following provisions concerning the presentation of a thesis:
   (a) the thesis shall contain an abstract of approximately 200 words describing its content;
   (b) the thesis shall be typed and bound in a manner prescribed by the University;
   (c) three copies of the thesis shall be submitted together with:
      (i) a certificate signed by the candidate that the main content of the thesis has not been submitted by the candidate for a degree of any other tertiary institution; and

1 At present there is no fee payable.

(ii) a certificate signed by the supervisor indicating whether the candidate has completed the programme and whether the thesis is of sufficient academic merit to warrant examination; and

(iii) if the candidate so desires, any documents or published work of the candidate whether bearing on the subject of the thesis or not.

(2) The Faculty Board shall determine the course of action to be taken should the certificate of the supervisor indicate that in the opinion of the supervisor the thesis is not of sufficient academic merit to warrant examination.

15. The University shall be entitled to retain the submitted copies of the thesis, accompanying documents and published work. The University shall be free to allow the thesis to be consulted or borrowed and, subject to the provisions of the Copyright Act, 1968 (Com), may issue it in whole or any part in photocopy or microfilm or other copying medium.

16. (1) For each candidate two examiners, at least one of whom shall be an external examiner (being a person who is not a member of the staff of the University) shall be appointed either by the Faculty Board or otherwise as prescribed in the Schedule.
   (2) If the examiners' reports are such that the Faculty Board is unable to make any decision pursuant to Regulation 11 of these Regulations, a third examiner shall be appointed either by the Faculty Board or otherwise as prescribed in the Schedule.

SCHEDULE 4 — MASTER OF EDUCATION

1. The Faculty of Education shall be responsible for the course leading to the degree of Master of Education.

2. To be eligible for admission to candidature an applicant shall:
   (a) have satisfied 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.

3. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Faculty Board a programme prescribed by the Faculty Board which will include:
   (a) a unit specifically designed (in consultation with his supervisor or supervisors) for the candidate in the area of his special interest;
   (b) a dissertation embodying the results of a major study in the area of the candidate's specialisation;
   (c) such examinations and such other work as the Faculty Board may prescribe.
4. The programme shall be completed in not less than 9 months and not more than four years unless the Faculty Board otherwise permits.

**SCHEDULE 5 — MASTER OF EDUCATIONAL STUDIES**

1. The Faculty of Education shall be responsible for the course leading to the degree of Master of Educational Studies.

2. To be eligible for admission to candidacy an applicant shall:
   (a) have satisfied 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;
   (b) in exceptional cases produce evidence of possessing such other qualifications as may be approved by the Faculty Board.

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

4. To qualify for admission to the degree the candidate shall complete to the satisfaction of the Faculty Board a programme prescribed 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 examinations as the Faculty Board may determine.

5. The programme shall be completed in not less than 9 months and not more than four years unless the Faculty Board otherwise permits.

**DESCRIPTION OF UNITS**

Guide to Unit Entries

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

(a) **Prerequisites** are units which must be passed before a candidate enrols 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 legislation provides for examinations to be held. However, not all Departments base their assessments on formal written examinations. Some attempt has been made to indicate for each unit 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. In most cases lists will be provided by individual lecturers at the first class meeting.

**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 9 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 candidacy by the Dean on the recommendation of the Head of the Department of Education.

**Classics**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>A Part III subject in Greek or Latin.</td>
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<tr>
<td>English</td>
<td>(a) A Part I &amp; Part II subject in English; and</td>
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<td></td>
<td>(b) 1 additional subject from English, Linguistics or Drama.</td>
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</tbody>
</table>

**Economics**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>A Part II subject in History.</td>
<td>(a) At least 4 subjects in Mathematics for the degree of B.A., B.Math., or B.Sc.; or</td>
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<tr>
<td></td>
<td>(b) A degree in a field of applied science, with experience in the application of mathematics.</td>
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</tbody>
</table>

**Modern Languages**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>A Part II subject in a modern language.</td>
<td></td>
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<tr>
<td></td>
<td>(a) 3 subjects from the disciplines of Biology, Chemistry, Geology &amp; Physics, or related fields of applied science, such subjects to be drawn from at least 2 of the disciplines of Biology, Chemistry, Geology &amp; Physics; and</td>
</tr>
<tr>
<td></td>
<td>(b) at least 1 other subject drawn from any of the above or from Mathematics, Geography or Psychology.</td>
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**Science**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Out of Economics, Geography, History, Psychology, Sociology, Legal Studies &amp; Economic History:</td>
<td>(a) 1 subject at Part II level; and</td>
</tr>
<tr>
<td></td>
<td>(b) 2 other subjects at Part I level. No specific prerequisites.</td>
</tr>
</tbody>
</table>

1 May not be offered in 1980.
2 It is expected that from 1981 the prerequisite for English C & M will be a Part III English subject.
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.

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 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
Social Psychology 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
Education and Global Perspectives
Educational Deprivation
Reflective Teaching
Remedial Reading
Remediating Specific Learning Disabilities

Group IV (b)
The Atypical Child
Education and Global Perspectives
Education for a Multi-Cultural Society
Educational Drama
Educational Media
Orientation to Teaching
The Process of Learning a New Language (Spanish)

GROUP I UNITS

320144 Comparative Education (Associate Professor T. H. MacDonald)
Prerequisites Nil
Hours 2 hours per week
Examination A 2 hour test at the end of third term
Content
1. Brief introduction to scope and purpose of Comparative Education.
2. Study of schooling systems of France and the German Democratic Republic, then of Jamaica and Cuba.

Texts
King, E. Other Schools and Ours (Macmillan's 1974)
Wald, K. Children of Che (Ramparts)

References
To be advised
Micrographed notes will be provided.

320146 Educational Psychology

Prerequisites
Nil

Hours
2 hours per week

Examination
To be advised

Content
A number of staff will be involved in this unit. Each staff member will be responsible for conducting a course for between 15 and 20 students. The names of staff and details of the courses they will be offering will be available from the Departmental office prior to the start of term 1.

Text
To be advised

References
To be advised

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

Prerequisites
Nil

Hours
2 hours per week

Examination
Assignments & written examination

Content
The unit concentrates on development in New South Wales education since 1938 and particularly since 1967. Some attention is given to developments in other Australian States. Some topics will be devoted to recent changes in specific areas, such as pre-school education, teacher training and the education of handicapped children.

Text
Nil

References
To be advised

320148 Philosophy of Education (Professor R. S. Laura & W. G. Warren)

Prerequisites
Nil

Hours
2 hours per week

Examination
Progressive assessment based upon seminar presentation and assignments

Content
The aim of this course is to introduce students to a number of philosophical problems in education. The following topics will be included:
- Is Religious Education Simply Indoctrination?
- Can There Be Objective Moral Education?
- Traditional and Progressive Education: Alternative Schools;
- Authority and Discipline;

Text
To be advised

References
To be advised
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 00).

Text
Nil

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

(ii) 320301 Curriculum and Method — Classics (Dr V. de R. O'Byrne)

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.

Text
To be advised

References

(iii) 320302 Curriculum and Method — Commerce/Economics (Dr J. M. Wood)

Prerequisites Economics IIA or Economics II

Hours 4 hours per week

Examination Progressive assessment

Content
The nature of commercial and economics education, the syllabi used in schools and in developing competencies in appropriate strategies. It is expected that students will have foundation experience in several schools using micro and macro teaching models to complement the following major aspects:

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

Texts

References
Dawson, G. G. (ed.) Economic Education Experiences of Enterprise Teachers Vols 1-10 (Joint Council on Economics Education)
Sandford, C. M. & Bradbury, M. S. Teaching the Social Sciences: A Creative Direction (McGraw-Hill 1972)

(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

Hours 4 hours per week

Examination Progressive assessment

Content
Standards of good practice with respect to new curricula in English and the provision of suitable teaching contexts.
Seminar-units will be oriented to practical classroom problems, and students will be required to prepare and present lessons that exemplify appropriate principles and teaching styles. Extensive reading and preparation may be required as it is not assumed that students will be familiar with English curricula with a language communication bias.

Texts

Bullock, Sir A. R. (Chairman)  
Doughty, P. et al.  
Hardy, B.  
Leech, G. & Svartvik, J.

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

(v) 320304 Curriculum and Method — Geography (Dr J. H. Wise)

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 units will be provided at the beginning of the year.

Texts

Nil

References

(i)  
Biddle, D. S. & Deer, C. E. (eds)  
Readings in Geographical Education: Vol. 2  
Whitecombe & Tombs (1973)

(ii)  
Biddle, D. S. & Deer, C. E. (eds)  
A Handbook for Australian Geography Teachers  
(Sorrett 1977)

Graves, N. J.  
Hall, D.  
Walford, R. (ed.)  
Willmer, J. E. (ed.)  
Wise, J. H.

Africa: Teaching Perspectives and Approaches  
(Geographic & Area Study Publications 1975)

Geography and the Teacher (Jacaranda 1966)

(vi) 320305 Curriculum and Method — History (J. A. Ramsland)

Prerequisites  
A Part II subject in History

Hours  
4 hours per week

Examination  
Progressive assessment

Content

(a) The nature of history teaching in the secondary school with special reference to the N.S.W. Junior High School History Syllabus and the N.S.W. Senior Modern and Ancient History Syllabi.

(b) Approaches and strategies in history teaching.

(c) Curriculum development relating to history education.

(d) Current trends, issues and development in the teaching of history.

(e) Practical classroom problems in the teaching of history and their solutions.

(f) Innovation in the teaching of history.

Texts

Ballard, M. (ed.)  
Chaffer, J. & Taylor, L.  
Gunning, D.  
Walsh, R. D. & Little, N. A. (eds)

New Movements in the Study and Teaching of History  
(Cheshire 1971)

History and the History Teacher (Unwin 1975)

The Teaching of History (Croom Helm 1978)

Ways We Teach History (History Teachers' Assn 1971)

(vii) 320306 Curriculum and Method — Mathematics (Associate Professor T. H. MacDonald)

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  
Final examination (3 hours)

Content

The structure of mathematics.

Major themes underlying syllabus planning.

Identifying and planning for stages of cognitive development.

Classroom management and teaching strategies applied to mathematics at secondary school in New South Wales.

Text

Scopes, P. G.


References

To be advised
Curriculum and Method — Modern Languages
(320307)  Dr V. de R. O'Byrne

Prerequisites
A Part II 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.
Rivers, Wilga M.
Rivers, Wilga M.

Other texts to be advised.

References
Applied Linguistics
A practical guide to the teaching of French
A practical guide to the teaching of German

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

Examination
Progressive assessment
**Content**

A seminar unit —

Lectures/discussions/workshops will be combined with student prepared and presented papers. Some or all of the following topics will be covered. Adolescent sexuality; the family; the school; the peer group; religion; drugs; alcohol; the pop culture; work/unemployment; the media; delinquency; inter-generational conflict.

**Texts**

Nil

**References**

To be advised

**320212 A Community Project (Involvement and Report)**

**Prerequisites**

Nil

**Hours**

2 hours per week

**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**

To be advised

**References**

To be advised

**320213 A Directed Study**

**Prerequisites**

Nil

**Hours**

2 hours per week

**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**

To be advised

**References**

Nil

**320218 Education and Global Perspectives (Dr J. H. Wise)**

**Prerequisites**

Nil

**Hours**

2 hours per week

**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 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

**160412 Educational Deprivation (Dr E. J. Braggett)**

**Corequisite**

Educational Psychology (320146)

**Hours**

2 hours per week, and field work

**Examination**

Progressive assessment, reports, assignments, and term tests

**Content**

This unit, which will be integrated with Educational Psychology, will examine the reasons for educational deprivation, its effects, and possible remedial measures that may be considered. Students will be expected to spend time in schools to develop resource kits to assist teachers of educationally deprived children.

**Text**

To be advised

**References**

To be advised

**160410 Reflective Teaching (Dr R. A. Telfer)**

**Prerequisites**

Nil

**Hours**

2 hours per week

**Examination**

Progressive assessment based upon lesson preparation and seminar participation
Content
Peer teaching of small groups. Designated teachers are given a week's notice to prepare lessons on specific topics involving specified teaching skills. Teacher and learners evaluate the lesson in a discussion.

Texts
Nil

References
Sydney Micro Skills Handbooks Series 1, 2, 3, 4
Sydney University Press
(Printed notes will be distributed)

320234 Remedial Reading (Mrs. A. L. Chopra)

Prerequisites
Nil

Hours
1 hour of lectures/seminars/workshop, & two 1/2 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.
Approaches to Beginning Reading (Wiley 1971)
Remedial Reading: A Teachers' Handbook (ANZ Book Co. 1975)

References
Dallman, M. et al.
The Teaching of Reading 4th edn (Holt, Rinehart & Winston 1974)
Haliahan, D. P. & Kauffman, J. M.
Introduction to Learning Disabilities: A Psycho-Behavioural Approach (Prentice-Hall 1976)
Zenz, M. V.
Corrective Reading (Wm C. Brown 1977)

160408 Remediating Specific Learning Disabilities (Dr A. F. Ashman)

Prerequisites
Nil

Hours
2 hours per week

Examination
Progressive assessment

Content
This unit will focus on the use of intellectual and educational assessments to develop remedial strategies in areas such as reading, social-emotional problems, language (speech, vocabulary, comprehension) mathematics, writing, spatial and visual-motor performance. Some aspects of brain damage, mental retardation and physical disabilities may be covered briefly. The major emphasis will be Kindergarten through Grade 8. A workshop format will be required to prepare informal assessment or remedial activities each week for presentation and discussion in class. A 4 day practical assignment may be arranged during the year.

Text
Wallace, G. & Kauffman, J. M.
Teaching Children with Learning Problems 2nd edn
Columbus, Ohio: (Charles E. Merrill, 1978)

References
To be advised

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

Prerequisites
Nil

Hours
2 hours per week

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

References
Baird, H. W.
Cruickshank, W. M. & Johnson, Q. O.
The Child with Convulsions
Education of Exceptional Children and Youth 3rd edn
(Prentice-Hall 1975)
320218  Education and Global Perspectives (Dr J. H. Wise)
for details see page 29

160402  Education for a Multi-Cultural Society (J. A. Ramsland)
Prerequisites  Nil
Hours  2 hours per week
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 multicultural 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 resources unit.

Texts
Lippman, Lona 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
Examination  To be advised

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 application of drama activities in education.
2. Educational Drama — its rationale and philosophy as an approach to education generally.
3. Types of Drama activities.
   e.g. modelling; mining; role-playing; improvisations; “psycho-drama”; “encounter” type activity; simulation games "activity" interpretation of non-dramatic written material; "activity" interpretation of playscripts; staging scripted drama; the use of film, audiotape and videotape in drama activities.
4. Planning and Presentation of Drama Activities.
   (a) The integration of drama into other educational activities.
   (b) Courses in Drama as such.
   (c) Drama and the mass media.

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

Texts
To be advised

160401  Educational Media (J. Dugas)
Prerequisites  Nil
Hours  2 hours per week
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 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 application 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, scriptwriting, 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
Tindall, K., Collins, B. & Reid, D.

References
The Electric Classroom (McGraw-Hill 1973)

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

Prerequisites
Nil

Hours
2 hours per week

Examination
Assessment based on contributions to seminars, assignments and case analyses

Content
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.

Texts
Gross, B. Teaching under Pressure (Goodyear, 1979)
Telfer, R. & Rees, J. Teacher Tactics (Symes 1975)

References
To be advised

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 10 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 Extended Essay 699, satisfactory completion of which is a prerequisite for entry to the course leading to the degree of Master of Education. Completion of the B.Ed.Stud. course with or without Extended Essay 699 will qualify a student for admission to candidature for the degree of Master of Educational Studies.

B.Ed.Stud. units are offered at two levels: introductory (500) and 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, 11th January, 1980.

**B.Ed.Stud. UNITS 1980**

B.Ed.Stud. units are offered subject to staff availability and student demand.

### 500-LEVEL UNITS

- Educational Psychology 501
- Sociology of Education 511
- Research Methodology 521
- Philosophy of Education 531
- Educational Administration 551
- History of Education 581

In the list following, and in the subject description, 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. Candidates who wish to enrol in a 600-level unit in 1980, particularly those who have not passed the formal prerequisites, are advised to consult the lecturer in the first place.

### 600-LEVEL UNITS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Prerequisite</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescents 601</td>
<td>2 500-level units, one of which must be 501</td>
<td>2 500-level units, one of which must be 501</td>
</tr>
<tr>
<td>The Education of Exceptional Children 603</td>
<td>2 500-level units, one of which must be 501</td>
<td>2 500-level units, one of which must be 501</td>
</tr>
<tr>
<td>Psychology of Reading 604</td>
<td>2 500-level units, one of which must be 501</td>
<td>2 500-level units, one of which must be 501</td>
</tr>
<tr>
<td>Social Theories of Education 613</td>
<td>2 500-level units, one of which must be 511 or 531</td>
<td>2 500-level units, one of which must be 511 or 531</td>
</tr>
<tr>
<td>Research Methodology 621</td>
<td>2 500-level units, one of which must be 521</td>
<td>2 500-level units, one of which must be 521</td>
</tr>
<tr>
<td>Epistemology and Education 631</td>
<td>2 500-level units, one of which must be 531</td>
<td>2 500-level units, one of which must be 531</td>
</tr>
<tr>
<td>Curriculum Development 642</td>
<td>2 500-level units, one of which must be 541</td>
<td>2 500-level units, one of which must be 541</td>
</tr>
<tr>
<td>Simulation and Gaming in Education 646</td>
<td>2 500-level units</td>
<td>2 500-level units, one of which must be either 511 or 541</td>
</tr>
<tr>
<td>Geographical Education 648</td>
<td>2 500-level units + appropriate experience</td>
<td>2 500-level units + appropriate experience</td>
</tr>
<tr>
<td>Problems in Elementary Education 649</td>
<td>2 500-level units + appropriate experience</td>
<td>2 500-level units + appropriate experience</td>
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</tbody>
</table>

The following units which have specific prerequisites will not be offered in 1980 but may be offered in later years.

**165007 Educational Administration 551 (Dr R. A. Telfer)**

- **Prerequisite**: Nil
- **Hours**: 2 hours per week
- **Examination**: Progressive assessment based on seminar presentations and assignments

**Content**

This unit aims to provide an introduction to the study of theory and practice in educational administration. Seminars will include studies of the development of educational administration as an area of enquiry; organisation in theory and practice; the school as a social system; organizational behaviour and interpersonal relations; decision-making; educational leadership; change and innovation; policy-making; and the school's political and social context. It is hoped that participants will be able to base case analysis on practical experiences.

**Text**

- Shipman, M. *In-School Evaluation* (Heinemann 1979)

**References**

To be advised

**165001 Educational Psychology 501 (Prof J. B. Biggs)**

- **Prerequisites**: Nil
- **Hours**: 2 hours per week
**Examination**  
Progressive assessment

**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.

**Text**  
To be advised

**References**

165008 **History of Education 581**  
(Associate Professor A. R. Barcan & J. W. McQualter)

**Prerequisites**  
Nil

**Hours**  
2 hours per week

**Examination**  
Assignments and an examination

**Content**

This unit treats **Australian Education in the 20th Century**. In the period up to 1938 the main emphasis will be on education in New South Wales. In the remainder of the course attention will be distributed fairly evenly over all Australian states. As the unit seeks to provide a background for 600-level units attention will also be spread across a wide range of the aspects of education. The seminar system will be followed.

**Text**

Cleverley, J. & Lawry, J. (eds)  
*Australian Education in the Twentieth Century*  
(Longman 1972)

165009 **Philosophy of Education 531**  
(Professor R. A. Laura)

**Prerequisites**  
Nil

**Hours**  
2 hours per week

**Examination**  
To be advised

**Content**

This unit is sub-titled **Moral Problems in Education**. It 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 of 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**

Wasserstrom, R. (ed.)  
*Today's Moral Problems*  
(Collier Macmillan, 1975)

**References**

Rachels, J. (ed.)  
*Moral Problems*  
(Harper & Row, 1975)

Rachels, J. & Tillman, F. A. (ed.)  
*Philosophical Issues: A Contemporary Introduction*  
(Harper & Row, 1972)

165003 **Research Methodology 521**  
(Dr A. G. Doczy)

**Prerequisites**  
Nil

**Hours**  
2 hours per week

**Examination**  
Progressive assessment and a 2 hour end of year 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.

**Text**

Guildford, J. P. & Fruchter, B.  
*Fundamental Statistics in Psychology and Education*  
6th edn (McGraw-Hill 1978)

Van Dalen, D. B.  
*Understanding Educational Research*  
3rd edn (McGraw-Hill 1973)

165010 **Sociology of Education 511**  
(Associate Professor A. R. Barcan & J. A. Ramsland)

**Prerequisites**  
Nil. However, some previous study of history of education would be an advantage

**Hours**  
2 hours per week

**Examination**  
Assignments and examination

**Content**

This unit treats the **Sociology of Australian Education**. Topics will include: What is the Sociology of Education? The Sociology of Australian Education in the 1950s; New Society, new ideology, new education; Social class and education; the family and education; the peer group and education; ethnic groups and education; religious groups and education; locality influences on education; the school as a social institution; the sociology of the teaching profession. The seminar system will be followed.

**Texts**  
Nil

**References**  
To be advised
165101 Administrative Behaviour in Education 651 (Dr J. M. Wood)

**Prerequisites**
Two 500-level units, one of which must be 551

**Hours**
2 hours per week

**Examination**
Assessment will be based on seminar contributions and 2 major papers

**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 Conflict (8) Group Dynamics. Provision will be made to include topics of particular interest to seminar members.

**Texts**

Herbert, P. *Dimensions of Organisational Behaviour* (Collier-Macmillan 1976)
Ivanecvich, J. et al. *Organizational Behaviour and Performance* (Goodyear 1977)

**References**
Aram, J. *Dilemmas of Administrative Behaviour* (Prentice-Hall 1976)
Kelly, J. *Organizational Behaviour* (Irwin 1974)
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**
A seminar unit —
Lectures/discussions/workshops will be combined with student prepared and presented papers. Some or all of the following topics will be covered. Adolescent sexuality; the family; the school; the peer group; religion; drugs; alcohol; the pop culture; work/unemployment; the media; delinquency; inter-generational conflict.

**Text**
Nil

**References**
To be advised progressively

165118 Change in Educational Organisations 652 (Dr R. A. Telfer)

**Prerequisites**
Two 500-level units, one of which must be 551

**Hours**
2 hours per week

**Examination**
Progressive assessment based upon seminar presentations and assignments. (Two major assignments are envisaged: one based upon change in educational organisations; the other upon an original design for optimal educational organisation)

**Content**
This unit will survey approaches to the study of educational organisations. The essential characteristics of educational organisations will be considered as a prelude to an analysis of change and innovation. Emphasis will be placed on the crucial factors for successful organisational change and organisational development. The alternative school movement will be considered for its educational and developmental implications.

A major project will be each student’s development of an optimal organisational model for the institution in which he/she is employed.

**Text**

165119 Community Education — Planning and Production 692 (Dr B. Smith)

**Prerequisites**
Two 500-level units

**Hours**
2 hours per week

**Examination**
Progressive assessment

**Content**
The aim is to develop broad awareness and understanding of the concept, scope and structure of Community Education, its aims and potential, the ways in which it is, and could be, planned and administered, the roles of different kinds of providing agencies and the financial, social and political implications of different approaches, with some reference to accountability.

**Text**
Nil

**References**
To be advised progressively

165117 Comparative Education 671 (Associate Professor T. H. McDonald)

**Prerequisites**
Two 500-level units
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<tr>
<th>Hours</th>
<th>2 hours per week</th>
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<tr>
<td>Examination</td>
<td>3-hour written examination at end of year</td>
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</table>

**Content**

The scope of Comparative Education. A detailed study of two communist and two non-communist systems with emphasis on analysis of the points of contrast.

This unit involves a heavy reading load, including at least two novels and three other texts — one on schooling in Cuba, one on that in the USSR and one on that in France.

**Text**

To be advised

**References**

- 165104 **Curriculum Development 642** (J. W. McQualter)

**Prerequisites**

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

**Hours**

One 2-hour seminar per week

**Examination**

Progressive assessment

**Content**

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

**Text**


**References**

To be advised

<table>
<thead>
<tr>
<th>Hours</th>
<th>2 hours per week</th>
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<tr>
<td>Examination</td>
<td>To be advised</td>
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</table>

**Content**

This unit may be taken by students interested in developing a specialised topic with the close direction of a member of staff. The content of both the lecturer to be involved and the Course Co-ordinator is required.

**Texts**

To be advised

**References**

- 165128 **The Education of Exceptional Children 603** (Mrs A. L. Chopra)

**Prerequisites**

2 500-level units, one of which must be 501; OR a suitable background in psychology or educational psychology

**Hours**

2 hours per week

**Examination**

Progressive assessment

**Content**

This is expected to be a lecture/seminar unit (depending upon student numbers). Topics for study will be selected from the following: the partially-sighted, the deaf, superior and creative children, cerebral palsy, autism, mental deficiency, the culturally disadvantaged, speech and language problems, dyslexia, psychosomatic disorders, minimal brain dysfunction, slow learners, emotionally disturbed children, and delinquency.

**Texts**

- Saxen, L. & Rapola, J. *An Introduction to Exceptional Children* (Brown 1974)

**References**

Special topic reference lists will be made available on request.

- 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 focus on the nature of knowledge and its relation to education.
165120 Geographical Education 648 (Dr J. H. Wise)

Prerequisites Two 500-level units together with Dip. Ed. (Geog.)

Hours 2 hours per week

Examination Progressive assessment

Content
This in-service seminar unit is intended for geography teachers wishing to develop further their own professional understanding and expertise. Topics for consideration include the evolution, nature and objectives of geographical education; teaching approaches and techniques; curriculum design; and evaluation. Details of the unit and a full bibliography will be provided at the beginning.

Texts Nil

References To be advised

165121 Multi-Cultural Education 647 (J. A. Ramsland)

Prerequisites Two 500 units including either 511 or 541

The unit aims to help students:
1. develop an understanding of the cultural and social background of the ethnic groups in Australia.
2. examine the educative problems of Aborigines and other ethnic minority groups in Australia and the cultural, social and economic resources available to consider possible solutions.
3. make a critical study of various models of multi-cultural curriculums in selected societies.
4. review the state of research in Australia concerning ethnic groups in Australia to identify the needs for further research.
5. develop a limited research project in the local community involving a particular ethnic minority.

References To be advised

165122 Problems in Elementary Education 649 (Dr E. J. Braggett)

Prerequisites Two 500-level units plus appropriate experience

Hours 2 hours per week

Examination To be advised

Content
This unit of work will allow students to examine in depth pertinent problems in Primary Education through seminars and individual research. A close connection with Primary Education will be prerequisite. For this reason the numbers in the group will be restricted. Although group seminars will form an integral part of this unit, it is envisaged that problem areas will be defined by the individual student, and that close consultation will be directed to the needs of the individual.

Texts To be advised

165123 Psychology of Reading 604 (Dr J. R. Kirby)

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

Hours 2 hours per week

Examination Progressive assessment

Content
This seminar unit will survey areas of psychology relevant to the development of reading skills. Topics will include cognitive and effective processes within the child, methods of instruction and assessment, and sources of reading difficulties. Students will be encouraged to develop an area of interest as a major project.

Texts To be advised

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

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 To be advised

165124 Simulation and Gaming in Education 646 (Dr R. A. Telfer)

Prerequisites Two 500-level units

Hours 2 hours per week
Examination

Progressive assessment based upon seminar presentations and assignments. A major aspect of the assignments will be the production and use of educational simulations or games.

Content

This unit aims to familiarise participants with the potential of games and simulations as media of instruction. Content will include:

- a brief consideration of the historical origins of simulations and games;
- types of games and simulations with application to the classroom;
- advantages and disadvantages of their use;
- research findings;
- procedures for optimal use on the classroom;
- design, production, use and evaluation of an original game or simulation.

Text

To be advised

References


165125 Social Theories of Education 613 (W. G. Warren)

Prerequisites

Two 500-level units, one of which must be 511 or 531

Hours

2 hours per week

Examination

To be advised

Content

Various groups of theorists — conservative, liberal, radical and so on — will be considered. The various assumptions, claims and beliefs of these theorists about social life and their educational recommendations will be discussed.

Text

To be advised

References

165126 Teaching English as a Second or Foreign Language 650 (Dr V. de R. O'Byrne)

Prerequisites

Two 500-level units plus appropriate experience. It is assumed that students opting for this unit will be native speakers of English. Migrants who speak a different language in their homes are acceptable if — probably as a result of having gone to school and been educated in Australia — their command of English is native or equivalent. Different criteria of acceptance may apply to overseas students who intend to teach English in their own countries.

Hours

2 hours per week

Examination

To be advised

Content

To be advised

Texts

Hill, J. A.

O'Neill, R.

References

Allen & Campbell

Paulston, C. B. & Bruder, Mary N.

Smith, P. D. Jr

Vallette, R. M.

Wilkins, D. A.

16506 Extended Essay 699

Prerequisites

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 candidacy for the degree of Master of Education. It is not a prerequisite for admission to candidacy for the degree of Master of Educational Studies.

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, 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 office, Department of Education (tel. ext. 417).

MASTER OF EDUCATIONAL STUDIES
The Master of Educational Studies course is intended 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 or its equivalent. It is not necessary to have undertaken an Extended Essay at the postgraduate Bachelor level.

The total course for each candidate consists of four full-year coursework units. Details are set out below.

The course has been designed to give each candidate the opportunity of specialising in a particular area.

A candidate who is a part-time student may enrol initially in any one or two units but will be required to submit to the Faculty Secretary, by the end of March of the first year of enrolment, a proposed programme for the remainder of the course. After this programme has been approved by the Faculty Board or its authorised Committee, it may be varied only by that Board or Committee.

In general, each area of study will consist of 4 units. The units listed may not be offered every year. Some indication is given below of the year in which each particular unit will probably be offered, but it may be necessary to vary the order in which the units are taken if particular members of staff are not available or if enrolments are too few.

It is expected that an "area" in curriculum studies will be introduced after 1980. At least three units must be clearly within the area of study selected. One unit may be taken from another area or another course where indicated.

M.ED.STUD. PACKAGES AND UNITS
Units are offered subject to student demand and staff availability.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Component Units (A total of 4 to be chosen for each area)</th>
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<tbody>
<tr>
<td>Educational Administration</td>
<td>(a) Organisation Theory 705/753 (1979/1980)</td>
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<tr>
<td></td>
<td>(b) Policy and Practice in Educational Administration 751 (1980)</td>
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<tr>
<td></td>
<td>(c) Planning in Educational Organisations 752 (1980)</td>
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<td></td>
<td>(d) Any other approved postgraduate unit</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>(a) Individual Differences and School Performance 701 (1979)</td>
</tr>
<tr>
<td></td>
<td>(b) Individuality 707 (1980)</td>
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<td></td>
<td>(c) Mental Retardation (1981)</td>
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<td></td>
<td>(d) Psychology of Learning Disabilities 706 (1980)</td>
</tr>
<tr>
<td></td>
<td>(e) Development Psychology (1981)</td>
</tr>
<tr>
<td></td>
<td>(f) Any other approved postgraduate unit</td>
</tr>
<tr>
<td>History of Education</td>
<td>(a) Australian Education since 1938 781 (1980)</td>
</tr>
<tr>
<td></td>
<td>(b) The Politics of Australian Education 711 (1980)</td>
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<tr>
<td></td>
<td>(c) The Sociology of Australian Education (1981)</td>
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<tr>
<td></td>
<td>(d) Any other approved postgraduate unit</td>
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<tr>
<td>Special Education</td>
<td>(a) Mental Retardation (1981)</td>
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<td></td>
<td>(b) Psychology of Learning Disabilities 706 (1980)</td>
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<tr>
<td></td>
<td>(c) Individual Differences and School Performance 701 (1979)</td>
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<td></td>
<td>(d) Research Project 709 (1980+)</td>
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<tr>
<td>Additional Units</td>
<td>(a) Praxis and Education 703/731 (1979/1980)</td>
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<td></td>
<td>(b) Research in Curriculum 704 (1979)</td>
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<tr>
<td></td>
<td>(c) A Directed Study 709 (1980+)</td>
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16606 Australian Education since 1938 781
(Associate Professor A. R. Barcan)

| Prerequisites | Nil |
| Hours | 2 hours per week |
| Examination | Assignments and written examination |
Content
The unit commences with a survey of Australian education about 1938 and then considers major developments in each State, as well as on an Australian-wide level. The development of particular facets of educational change, such as the curriculum, educational theory, examinations and teacher training, forms part of the course. The seminar system (presentation of papers, discussion) will be used.

Text
Maclaine, A. G. Australian Education (Novak)
Fitzgerald, R. T. Through a Rear Vision Mirror (A.C.E.R 1975)

References
To be advised

166007 Individuality 707 (Professor J. B. Biggs)

Prerequisites
Adequate background in Psychology or Educational Psychology (e.g. postgraduate coursework in Educational Psychology, a Part III subject in Psychology)

Hours
2 hours per week

Examination
To be advised

Content
The aim of this unit is to study what is implied in the concept of individuality, as opposed to individual differences, with special reference to adult development after adolescence. The content will be flexible, according to student interest and expertise, but it is expected that the following will be examined at some stage: nomothetic and ideographic approaches to the study of the person; Kelly and personal construct psychology, cognitive and affective development to, and beyond adolescence; the stages and periods of adult life; some contributions from the psychoanalytic schools; evolution and sociobiological approaches to the study of the person; implications for education, particularly continuing education.

Students are required to attend and participate in seminars, and to conduct at least one seminar on an agreed topic; to submit a final paper on their own integration of material covered in class and through reading; to participate in other class activities as may be decided.

Texts
Tyler, Leona. Individuality: Human Possibilities and Personal Choice in the psychological development of men and women (Jossey Bass 1978)
Levinson, D. et al The Seasons of a Man's Life (Knopf 1978)

166008 Organisation Theory 753 (Dr J. M. Wood)

Prerequisites
At least one unit in Educational Administration or equivalent

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) organizational effectiveness (4) organizational size (5) organizational structure (6) formalization (7) centralization/decentralization (8) the environment and the organization (9) organizations and social change (10) allocation of time in organizations. 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)
Tannerbaum et al Hierarchy in Organizations (Jossey-Bass 1977)
A list of other useful books will be available from the lecturer.

166009 Planning in Educational Organisations 752 (Dr J. M. Wood)

Prerequisites
At least one B.Ed.Stud. unit in Educational Administration or equivalent

Hours
2 hours per week

Examination
Assessment will be based on seminar contributions, two major papers and one minor paper

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
Hostrop, R. W. Managing Education for Results (ETC 1975)
Immegart, G. & Pilecki, F. An Introduction to Systems for the Educational Administrator (Addison-Wesley 1973)

A list of other useful books will be available from the lecturer.
166010 Policy and Practice in Educational Administration 751
(Prof. R. A. Telfer)

Prerequisites
At least one unit in Educational Administration at the B.Ed.Studies level, or its equivalent.

Hours
2 hours per week

Examination
Assessment will be based upon seminar papers, assignment(s), and a final examination.

Content
This unit will focus on the formation, implementation and evaluation of educational policy at the institutional level. This will lead to a consideration of the social and political context of schools; the law and education; comparative aspects of roles and responsibilities (USA and England; school-community relations; leadership; decision-making; group factors; power and authority; facilities; supervision and accountability.

Texts
To be advised.

166011 The Politics of Australian Education 711
(Prof. A. R. Barcan and Dr R. A. Telfer)

Prerequisites
Nil

Hours
2 hours per week

Examination
Assignments and an examination

Content
This unit concentrates on the politics of Australian education. It opens with a survey of political attitudes to education in the 19th and early 20th Centuries. The limited political concern with education in the 1950's is contrasted with the increased political interest in education in the 1960's. The educational policies of the major political parties will be discussed, including the origins and formulation of the policies. Other topics include the 1972-5 federal Labor government's role in education and the nature and operations of pressure groups in Australian education. Some comparisons will be made with politics and education in England and the United States. The course will be presented through staff and student seminars.

Texts
To be advised.

166012 Praxis and Education 731 (Prof. 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

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.

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

References
To be advised.

166013 Psychology of Learning Disabilities 706 (Prof. D. R. Kirby)

Prerequisites
A B.Ed.Stud. unit in Educational Psychology or equivalent

Hours
2 hours per week

Examination
To be advised.

Content
This seminar unit examines psychological models of children's learning problems. In general the emphasis will be upon children of relatively normal ability who perform poorly in school, rather than the mentally retarded. The unit will adopt a "problem-solving" approach, attempting to derive theoretical principles from case studies. Theories will be examined for their relevance to the design of remedial instruction.

Text
To be advised.

References
To be advised.

166014 A Directed Study 799 (Prof. J. R. Kirby)

Prerequisite
Relevant unit(s) at the B.Ed.Stud. level, and 2 M.Ed.Stud. units.

Hours
The equivalent of two hours per week for three terms

Content
This unit will allow qualified students to pursue a specialised topic in great depth with a particular lecturer. Topics must be acceptable to the student and the lecturer involved, as well as the lecturer-in-charge. Results of the study will normally be reported in a series of papers.
Research Project 709 (Dr J. R. Kirby)

Prerequisite
Research Methodology 521 (or equivalent), and enrolment in the Special Education area

Hours
To be advised

Examination
Contributions to seminars, report of research project

Content
In this unit, the student will examine research methods, and design and conduct a research project in the area of special education. Seminar sessions will consider substantive and methodological problems, and provide a forum for the discussion of student projects. The project will be reported in thesis style at the end of the unit.

MASTER OF EDUCATION

The Master of Education degree provides a programme which requires professional research in an area of Education.

The Requirements for the degree are outlined on page 12. 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 or a directed study appropriate to the research work being undertaken.

The course is available to full-time and part-time students; it may be completed in a minimum of three terms by full-time study or up to twelve terms by part-time study. Intending students are invited to consult the Head of the Department 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 theses or projects;
(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.

Research Interests of Staff

A. F. Ashman
Individual differences.
Mental retardation.
Special Education.

A. R. Barcan
History of Australian education.
Current developments in Australian education.
Curriculum Change.

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.

E. J. Braggatt
Cognitive development in young children.

J. B. Biggs
Cognitive and perceptual dysfunction in children, and the development of relevant psychological and educational tests, and remediation techniques.
Neurological impairment.

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

A. G. Dacey
Immigrant adjustment.
Self concept.
Problems and interests of adolescents, especially migrant children.
Schoolchildren's views on education.

A. V. Everett
Self concept measurements.
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.

R. S. Laura
Migrant education.
Moral and religious education.
Philosophical foundations of science education.
Foundations of the social sciences.

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.
Contemporary radical theories in education.
The theory and practice of education.
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.
Multicultural education.
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.
Destitute, orphan and delinquent children.
L. N. Short
The development of higher education in Australia.
The University curriculum.
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 gaming.
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.

Research Interests of Students
A list of theses, reports and extended essays written by education students may be obtained from the Supervisor of the Curriculum Resources and Research Centre. Copies of many extended essays and some theses and reports are deposited at the C.R.R.C. and may be used by approved borrowers.