EPC150 - Curriculum Studies 1

**Description:** Students enrolling in the Bachelor of Education require competency in a range of areas: basic literacy (e.g. spelling, grammar, punctuation), basic numeracy (e.g. basic calculations), and information literacy (e.g. word processing, PowerPoint, email applications, using a range of web-based resources for locating information), and therefore success in subjects such as English, Maths, and Information Technology would be an advantage. There will be a range of pathways for remediation available, subsequent to diagnosing areas of concern, and students are strongly encouraged to take advantage of these pathways.

The mathematics component introduces students to the mathematics curriculum with a particular focus on the number and chance and data strands. Curriculum documents, in particular the K-8 Guidelines, will be used to familiarise students with appropriate pedagogies and their role in the classroom. Content will focus on practical ways of developing positive attitudes towards maths, along with exemplars of activities which could be used on SE1. The unit provides a foundation for the subsequent curriculum studies in mathematics in years 2-4 of the course.

The literacy component provides an overview of theory relating to English literacy education. Emphasis is placed on the development of a balanced reading program.

**Requisites:** PREREQ - A pass/enrolment in the literacy/ ICT/numeracy

**Staff:** Ms J. Browett, Ms T. Muir

**Teaching Pattern:** 2-hr tutorial weekly (Literacy - first 6 weeks; Mathematics - second 6 weeks)) 1x1-hr weekly lecture

**Assessment:** Any combination of written assignments, practical work, exams and tests.

**Required Texts:**

- Van de Walle JA, *Elementary and Middle School Mathematics* (5th Ed.)

**Offered in Courses:** [ E3A ]

**Unit Delivery Information:**

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EPC250 - Curriculum Studies 2A (Literacy, Mathematics)

**Description:** The mathematics component provides an overview of theory relating to mathematics curriculum and pedagogy. Topics include: the nature and importance of mathematics, the importance of affective factors in mathematics teaching and learning, and early number concepts. Topics from the number, space and measurement strands provide contexts for consideration of appropriate pedagogies, including the use of ICT and the crucial role of language in linking verbal, concrete and symbolic representations of mathematics. The literacy component provides an overview of theory relating to English literacy education. Emphasis is placed on developing components of a balanced literacy program in early childhood and primary settings.

Key curriculum documents are introduced in both the mathematics and English components.

**Requisites:** PREREQ - EPT150, EPC150, EPF155, EPF156

**Staff:** Maths: Dr K Beswick; Literacy: Dr D Cole

**Teaching Pattern:** 2x1-hr lectures, 2x1-hr tutorials -- one ea for Maths, Literacy (13 wks)

**Assessment:** any combination of written assignments, practical work, exams and tests

**Required Texts:** For the mathematics strand:

For the literacy strand:
- TBA

**Offered in Courses:** [ E3A ]

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EPC251 - Curriculum Studies 2B

**Description:** The Health and Physical Education (HPE) component imparts background knowledge for, and an understanding of, health and physical education in the total education experience of the child. Students develop teaching and learning approaches necessary to implement an effective program for health and physical education.

**Requisites:** PREREQ - EPT150, EPC150, EPF155, EPF156

**Staff:** Mrs SA Deverell & Mrs M Barrett

**Teaching Pattern:** 1-hr lecture (wk 1); tutorials (wks 2-13 x 2hrs for HPE & 2hrs for Music) ICT to be incorporated
EPC251 - Curriculum Studies 2C

Description: The Studies of Society and Environment (SOSE) component familiarises students with the underpinning framework of the social sciences; the role and value of experiential learning; and planning approaches for effective learning and assessment. Students should also increase their research competency and knowledge of the available teaching and learning resources in the community. The Science component provides an introduction to the key curriculum area of science. The unit contains both theory and practical elements. Students will be expected to become familiar with the structure and content of a quality science curriculum and be able to translate this into a practical classroom application. The unit is designed to prepare students for teaching science in subsequent school experience sessions and to understand the place of science in a trans-disciplinary inquiry based curriculum. On successful completion of the unit, students will be able to articulate and demonstrate the links between these two learning areas and, where appropriate, to other areas of the curriculum.

Requisites: PREREQ - EPT150, EPC150, EPF155, EPF156

Staff: SOSE - Dr M Robertson, Science - John Kenny

Teaching Pattern: SOSE 1x2-hr lecture (tutorial information TBA)
Science 1-2 hr tutorial
ICT to be incorporated

Assessment: Written assignments and practical work


Recommended Texts: Atlas of the World
Atlas of Tasmania

EPC253 - Curriculum Studies 2D

Description: Allows students to develop their understanding of the theories and methods involved in teaching the arts in early childhood and primary school curriculum. Students are introduced to the theories underpinning visual arts curriculum, educational drama curriculum, and music curriculum.

Requisites: PREREQ - EPT150, EPC150, EPF155, EPF156

Staff: Ms M. Baguley, Ms J Porteus

Teaching Pattern: Drama: 1 x 2 hr tutorial per week (13 weeks)
Visual Art: 1 x 2 hr tutorial per week (13 weeks)
ICT to be incorporated

Assessment: written assignments and practical work

Reader for Drama
Reader for Visual Arts

Recommended Texts: Wright, S. The Arts, Young Children & Learning, 1st Edition: Allyn & Bacon

Offered in Courses: [ E3A ]

EPC350 - Curriculum Studies 3A (Language, Mathematics)

Description: The mathematics component provides further opportunities for students to examine the application of appropriate mathematics pedagogies to topics in the mathematics curriculum. These include further topics in number, space and measurement as well as chance and data, and pattern and algebra. The theoretical foundations of appropriate mathematics pedagogy and the key role of language are further developed in these contexts.

The language component provides students with further opportunity to understand critique and apply models of English literacy pedagogy.
Units Coded E – Faculty of Education

Students examine the developmental continuum of language and literacy development and develop appropriate teaching and learning principles and strategies. Students investigate and apply understandings about a wide range of texts types.

**Requisites:** PREREQ - EPC250

**Staff:** Ms J. Browett, Dr K Beswick, Ms Tracey Muir

**Teaching Pattern:** TBA

**Assessment:** Any combination of written assignments, practical work, exams and tests.


**Offered in Courses:** [ E3A ]

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**EPC351 - Contemporary Curriculum Developments A**

**Description:** Explores contemporary curriculum developments in early childhood and primary education. Students select specific studies relevant to their course specialisation, and Tasmanian based curriculum initiatives are reviewed and application of these into classroom practices are undertaken.

**Requisites:** PREREQ - EPC250, EPC251, EPC252, EPC253

**Staff:** Dr M Boardman, and others

**Teaching Pattern:** 1x1 hr lecture (combined Primary/ECE) 1x1 hr lecture (ECE) 1x1 hr lecture (Primary) (6 wks), 2x2-hr tutorials, two ea for ECE (6wks) and Prim (6wks)

**Assessment:** written assignment and presentations

**Required Texts:** tba

**Recommended Texts:** tba

**Offered in Courses:** [ E3A ]

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**EPC352 - Curriculum Investigations A**

**Description:** Provides the opportunity to engage in depth with a long module of specific and significant educational importance. Students select specific content from a range of modules provided by the School in the preceding semester. Students’ selections are based partly on course specialisation.

**Requisites:** PREREQ - EPC250, EPC251, EPC252, EPC253

**Staff:** Margot Boardman

**Teaching Pattern:** 1x2-hr tutorials weekly (13 wks); 1 modules of 12 wks each

**Assessment:** Assessment will be specific to content of chosen modules and may focus on the completion of authentic tasks. Some contact time in schools or with students may be involved.

**Required Texts:** tba

**Recommended Texts:** tba

**Offered in Courses:** [ E3A ]

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**EPC353 - Modes of Curriculum Inquiry A**

**Description:** ICT: Free and open source software, m-learning, pedagogic rationales for ICT and national ICT skill pilot testing. Embedding Educational Technology into classroom practice, learning content management systems (eCentre), current primary school practice and transforming educational practice with ICT. Technology: Definition of the terms 'Design' & 'Technology' Practical tutorials will be based around the Design-Make-Appraise model of presenting this subject in Primary schools. Practical work will include graphics, food technology and design-based projects which result in classroom-based construction.

**Requisites:** PREREQ - EPC250, EPC251, EPC252, EPC253

**Staff:** Andrew Fluck & TBA

**Teaching Pattern:** 1 x 1 hour Lecture weeks 14-26 (6 x 2 hour tutorials each for ICT and Technology)

**Assessment:** ICT; Unit plan, review of a novel educational digital resource Technology: Short essay, lesson plan and practical projects


**Recommended Texts:** tba

**Offered in Courses:** [ E3A ]

University of Tasmania, Unit Guide 2006 www.utas.edu.au/units/ 346
**EPC450 - Curriculum Studies 4A (English, Mathematics)**

**Description:** Both the mathematics and English components focus on issues of classroom planning including models of planning, assessment methods and tools, and curriculum frameworks. The mathematics component also extends key ideas from earlier units as well as emphasising the importance of providing rich mathematical learning environments that cater for the needs of individual learners. The English component also addresses issues relating to program evaluation, and reporting to a range of audiences. Students continue to develop understandings of policy contexts at the national and state level that influence curriculum development, emphases and supported practices.

**Requisites:** PREREQ - EPC350

**Staff:** Dr D. Cole, Dr K Beswick, Ms Tracey Muir

**Teaching Pattern:** 1-hr lecture, 1-hr tutorial (English), 2-hr tutorial (Mathematics) weekly (13 wks)

**Assessment:** any combination of written assignments, practical work, exams and tests.


Van de Walle JA, Elementary and Middle School Mathematics (5th Ed.)ISBN 0801332532

**Recommended Texts:** Winch A et al, Literacy: Reading, Writing and Children’s Literature, ISBN 0195506715

**Offered in Courses:** [ E3A ] [ E4A ]

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**EPC451 - Contemporary Curriculum Development B**

**Description:** Extends the investigations introduced in EPC351 Contemporary Curriculum Development A. The unit involves studies in curriculum issues and developments pertaining to current theory and practices in education. Students’ selections in the module may be governed by their course specialisation.

**Requisites:** PREREQ - EPC350, EPC351, EPC352, EPC353 or permission from HoS

**Staff:** Dr M Boardman _ Unit Coordinator

**Teaching Pattern:** Strand A - Elective Module 1x2 hour tutorial. Strand B - Compulsory Module *Curriculum Directions* 1x2 hour tutorial

**Assessment:** written assignments, presentations, practical work

**Recommended Texts:** tba during the year

**Offered in Courses:** [ E3A ] [ E4A ]

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**EPC452 - Curriculum Investigations B**

**Description:** Extends the investigations introduced in EPC352 *Curriculum Investigations A*. Students may pursue independent studies into selected topics.

**Requisites:** PREREQ - EPC350, EPC351, EPC352, EPC353 or permission from HoS

**Staff:** Julie Porteus - Unit Coordinator

**Teaching Pattern:** 2x2-hr tutorials weekly (13 wks)

**Assessment:** written assignments, practical work

**Recommended Texts:** Tba in Module Outline

**Offered in Courses:** [ E3A ] [ E4A ]

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**EPC453 - Modes of Curriculum Inquiry B**

**Description:** Enables students to explore in greater depth the contemporary curriculum development introduced in EPC451 Contemporary Curriculum Development B. Students are consulted regarding specific content to be covered. The unit relies heavily on students capacity to work independently and negotiate with staff when appropriate.

**Requisites:** PREREQ - EPC350, EPC351, EPC352, EPC353 or permission from HoS

**Staff:** TBA

**Teaching Pattern:** 1-hr lecture & 1-hr tutorials (ECE/Prim, 6wks), NB: There is flexibility in this arrangement according to students needs.

**Assessment:** written assignments, participation, negotiated contribution to end-of-year event

**Required Texts:** TBA
EPF155 - Education 1A

**Description:** This unit introduces students to an understanding of the intricate relationship between teaching and learning from different perspectives through a focus on teaching and learning skills -- both academic and personal --. Key concepts in education such as teaching and relationships with students, parents and other stakeholders will be explored along with a critical examination of the nature of teachers' work. Students are introduced to various approaches to teaching and learning; to child development in relation to education; to classroom observation techniques used in monitoring and assessing learning; and are provided with knowledge and skills for classroom management. There is a special emphasis on developing critical thinking, learning, and communications skills.

**Requisites:** COREQ - EPF156 COREQ - EPT150, EPC150

**Staff:** Dr Sharon Pittaway + tutors

**Teaching Pattern:** 2x1-hr weekly lecture, 1x 2-hr weekly tutorial (13 wks)

**Assessment:** Essays tests, written assignments, seminar presentations, tutorial activities


**Offered in Courses:** [ E3A ] [ OCS ] [ S3I ]

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EPF156 - Education 1B

**Description:** This unit focuses on issues relating to curriculum theory and practice. It is important for students to be aware that the question of what is taught in the early childhood and primary classrooms is as important as how it is taught. Throughout this unit, students will explore the role stakeholders play in curriculum decision-making, will become aware of state curriculum frameworks, and will engage with wider questions relating to curriculum as it relates to classroom practice. This unit will build on, and further develop, the principles and foundations set down in EPF155, specifically those relating to critical thinking and reflective practice.

**Requisites:** COREQ - **EPF155** COREQ - EPT150, EPC150

**Staff:** Dr Sharon Pittaway + tutors

**Teaching Pattern:** 2x1-hr weekly lecture, 1x 2-hr weekly tutorial (13 wks)

**Assessment:** Essays tests, written assignments, seminar presentations, tutorial activities


**Offered in Courses:** [ E3A ] [ OCS ] [ S3I ]

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EPF250 - Education 2

**Description:** Enables students to understand basic theoretical and practical concepts and issues in communication in human development, and personal interaction and its relevance to teaching and learning. Students learn to appreciate the vital role of linguistic awareness and to analyse school and classroom environments as interactive communicative discourse where linguistic and communicative failure can lead to educational failure.

**Requisites:** PREREQ - EPF155, EPF156

**Staff:** Dr T Le

**Teaching Pattern:** Face-to-face teaching: 1-hr lecture, 1-hr tutorials weekly (13 wks)

**Assessment:** test, essay, online discussion

**Required Texts:** tba
**EPF351 - Education 3A**

**Description**: Successful participation in this core unit should enable students to gain an understanding of typical and exceptional dimensions of child and adolescent development relevant to the work of early childhood, primary and middle school educators. Students are prepared to ascertain and accommodate needs of the wide range of abilities and cultural identities of learners. Modules of inclusion and equity and intervention, positive behaviour support, child development and educational psychology; and schooling, values and reason prepare students for diverse learner groups in EPF350 School Experience 3 and beyond

**Requisites**: PREREQ - EPF250  COREQ - EPF352

**Staff**: Mr R Andrew, Ms S Thomas, Mr P Davson Galle

**Teaching Pattern**: sem 1 Inclusion/Intervention: 2-hr lecture weekly (7wks), 2-hr tutorials; Positive Behaviour Support: 1-hr lecture weekly (7wks), 3x1-hr tutorials. sem 2 Child Development & Education Psychology: 9 x 2-hr lectures; Schooling, Values & Reason: 4 x 2-hr lectures

**Assessment**: Inclusion/Intervention: 1,200-word essay (20%), 1-hr multiple choice text (15%); Positive Behaviour Support: 2,000-word narrative inquiry (20%); Child Development and Educational Psychology: 1-hr multiple choice test (15%), cross-unit development of teaching materials (10%) (EPF350/EPC350) -- pass needed in all modules for an overall pass

**Required Texts**: tba

**Offered in Courses**: [E3A] [S3I]

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**EPF352 - Education 3B**

**Description**: In this unit, students are introduced to reasoning skills suitable for addressing ethical issues concerning schooling and to theories of child development.

**Requisites**: PREREQ - EPF250  COREQ - EPF351

**Staff**: Mr P Davson Galle and others.

**Teaching Pattern**: 2 hr lecture, 2hr tutorial.

**Assessment**: Essay (50%), cross-unit development of teaching materials (50%) - pass needed in each module for an overall pass.

**Required Texts**: tba

**Offered in Courses**: [E3A] [S3I]

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**EPF410 - Honours Dissertation A**

**Description**: Students selected into the honours program (see BEd(Hons) course details) will undertake this unit. The main purpose of the unit is to introduce students to broad professional and research issues in Education and to prepare students to undertake a substantial research study, culminating in the honours dissertation (approx 12,000 words). Students successfully completing this unit will have undertaken the following: the development of an appropriate honours research proposal; the development of a substantial literature review in the area of the student's dissertation topic; the planning and conduct of a research study; appropriate data analysis; the production of a dissertation written in an appropriately scholarly style; and, the public presentation of the research findings. Students will work with the honours coordinator and their individual dissertation supervisors to produce these outcomes. In addition, students are required to attend the honours seminars and to contribute to them through presentations (written and oral), discussion and completion of work as required by the honours/unit coordinator.

**Staff**: Dr M Myhill

**Teaching Pattern**: 8 hrs weekly class seminar, an independent study and consultation with dissertation supervisors

**Assessment**: dissertation (100%)

**Required Texts**: tba

**Recommended Texts**: tba

**Offered in Courses**: [E4A]

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**EPF420 - Honours Dissertation B**

**Description**: Students selected into the honours program (see BEd(Hons) course details) will undertake this unit. The main purpose of the unit is to introduce students to broad professional and research issues in Education and to prepare students to undertake a substantial research study, culminating in the honours dissertation (approx 12,000 words). Students successfully completing this unit will have undertaken the following: the development of an appropriate honours research proposal; the development of a substantial literature review in the area of the student's dissertation topic; the planning and conduct of a research study; appropriate data analysis; the production of a dissertation written in an appropriately scholarly style; and, the public presentation of the research findings. Students will work with the honours coordinator and their individual dissertation supervisors to produce these outcomes. In addition, students are required to attend the honours seminars and to contribute to them through presentations (written and oral), discussion and completion of work as required by the honours/unit coordinator.

**Staff**: Dr M Myhill

**Teaching Pattern**: 8 hrs weekly class seminar, an independent study and consultation with dissertation supervisors

**Assessment**: dissertation (100%)

**Required Texts**: tba

**Recommended Texts**: tba

**Offered in Courses**: [E4A]
study, culminating in the honours dissertation (approx 12,000 words). Students successfully completing this unit will have undertaken the following: the development of an appropriate honours research proposal; the development of a substantial literature review in the area of the student's dissertation topic; the planning and conduct of a research study; appropriate data analysis; the production of a dissertation written in an appropriately scholarly style; and, the public presentation of the research findings. Students will work with the honours coordinator and their individual dissertation supervisors to produce these outcomes. In addition, students are required to attend the honours seminars and to contribute to them through presentations (written and oral), discussion and completion of work as required by the honours/unit coordinator.

**Staff:** Dr M Myhill

**Teaching Pattern:** 8 hrs weekly class seminar, an independent study and consultation with dissertation supervisors

**Assessment:** dissertation (100%)

**Required Texts:** tba

**Offered in Courses:** [E4A ]

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### EPF450 - Education 4

**Description:** In semester 1, students continue their inquiries into ethical issues concerning schooling and develop further their reasoning skills and knowledge of moral theory (50% of unit): They are introduced to methods for the integration of information and communication technology into classroom practice (25% of unit)

In semester 2, students pursue an individual study (25% of unit).

**Requisites:** PREREQ - EPF351, EPF352 COREQ - EPF451 and EPT450

**Staff:** Mr PJ Davson-Galle, Dr A Fluck, Mr I Edmonson, Mr S Sexton

**Teaching Pattern:** sem 1 12-hr lectutrs, 2-hr tutorials, sem 2 1-hr lecture, 2-hr tutorials

**Assessment:** sem 1: essay (50%), assignment (12%), portfolio (13%); sem 2: TBA

**Required Texts:** tba

**Offered in Courses:** tba

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### EPF451 - Education 5

**Description:** Students

- become conversant with the policies and practices that characterise the contemporary school sector, particularly those affecting graduating and beginning teachers;
- use lecture and tutorial content of Internship Planning (weeks 8-13) to structure their planning and management frameworks for EPT450 School Experience 4 (SE4); specific unit and lesson content is negotiated by students with their internship class teachers;
- have a clear knowledge and understanding of the legal issues surrounding teaching;
- critically review and evaluate their SE4 or most recent practicum;
- examine professional educational organisations, becoming familiar with several education systems of relevance to their state, nationally and abroad;
- understand contemporary school management structures, including up-to-date knowledge on professional progression, redevelopment and promotion;
- be prepared for the task of job applications and associated skills such as writing resumes, interviewing and preparing a teaching portfolio appropriate for use in gaining employment and developing a record of professional learning and development; and

**Requisites:** PREREQ - EPC350, EPC351, EPC352, EPC353 or permission of HoS COREQ - EPF450 and EPT450

**Staff:** DR R Andrew

**Teaching Pattern:** 2-hr lecture (13 wks sem 1), 1-hr tutorial (6 wks sem 1), AEU Legal Issues workshop 2 ½ days Semester 1, 2-hr lectures (5 wks, sem 2)

**Assessment:** 1,500-word Law and Socio-cultural issues essay (35%), Internship Planning Structure folder (UP 30%); Professional Portfolio (UP 35%)

**Required Texts:** tba

**Recommended Texts:** McBurney-Fry G, Improving Your Practicum, Social Science Press, NSW, 2002

**Offered in Courses:** [E3A ] [E4A ]

### Unit Delivery Information:

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### EPT150 - School Experience 1 (ECE/Primary)

**Description:** Students undertake purposeful observations of teachers teaching and students learning in a primary or early childhood classroom. They are expected to complete specified teaching tasks with small groups of children and to present themselves in an appropriately professional manner. Successful completion of this unit should enable students to make informed decisions about entering the

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University of Tasmania, Unit Guide 2006  www.utas.edu.au/units/ 350
teaching profession.

**Requisites:** COREQ - EPC150, EPF155, EPF156

**Staff:** Year-1 Coordinator

**Teaching Pattern:** Phase 1: 4 weeks of preparatory lectures at University for SE1
Phase 2: 10 consecutive days of in-school practicum in allocated SE1 school

**Assessment:** Assessment undertaken against 6 areas of beginning teacher competence. Recommendations are made by supervising colleague teacher, in consultation with the Practicum co-ordinator at that school, to the School experience co-ordinator on a pass/fail basis. (Satisfactory completion of Phase 1 is required for progression to Phase 2 of SE1)

**Required Texts:** Nil

**Recommended Texts:** Nil

**Offered in Courses:** [ E3A ]

**Unit Delivery Information:**

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**EPT250 - School Experience 2 (ECE/Primary)**

**Description:** Students undertake planned individual small-group and whole class teaching activities under the supervision of a school-based colleague teacher. Students are expected to complete a range of specified tasks in the area of behaviour management and the non-teaching elements of teachers' work as well as classroom teaching. Students are to present themselves in an appropriately professional manner.

**Requisites:** PREREQ - EPF150, EPC150, EPT150 COREQ - EPF250, EPC250

**Staff:** TBA and school-based colleague teachers

**Teaching Pattern:** Phase 1: 5 weeks of preparatory lectures at University for SE2
Phase 2: 15 consecutive days of in-school practicum in allocated SE2 school

**Assessment:** Assessment undertaken against 6 areas of beginning teacher competence. Recommendations are made by supervising colleague teacher, in consultation with the Practicum co-ordinator at that school, to the School Experience co-ordinator on a pass/fail basis. (Satisfactory completion of Phase 1 is required for progression to Phase 2 of SE2)

**Offered in Courses:** [ E3A ]

**Unit Delivery Information:**

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**EPT350 - School Experience 3 (ECE/Primary)**

**Description:** Students undertake a total of 35 days of in-school teaching experience. Depending on the teaching timetables of the host schools, students undertake the placement in two separate blocks, at the beginning and towards the end of the first term of the school year. Students progressively accept increasing levels of responsibility for class teaching, culminating in 80% of a full-time load in a supervised context.

**Requisites:** PREREQ - EPT250, EPF250, EPC250, EPC251, EPC252, EPC253

**Staff:** TBA and school-based colleague teachers

**Teaching Pattern:** initial 2-wk observation;
Phase 1: 5 weeks of preparatory Lectures at University for SE3
Phase 2: 5 consecutive weeks of in-school practicum in allocated SE3 school

**Assessment:**

**Required Texts:** N/A

**Recommended Texts:** N/A

**Offered in Courses:** [ E3A ]

**Unit Delivery Information:**

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**EPT450 - School Experience 4 (Early Childhood/Primary)**

**Description:** Students prepare planning and associated pro-formas for approval of University staff and plan content in consultation with colleague teachers for an internship. They then undertake a total of 35 days of in-school teaching experience, including a 25 day internship. Students accept increasing levels of responsibility, undertaking a minimum of 80% of a full-time teacher's load, including all non-teaching duties. This unit progresses in three phases: Phase 1: In which the student undertakes the planning and preparation. Phase 2: In which the student operates, under direct colleague teacher supervision. Phase 3: The internship, in which supervision is indirect.

**Requisites:** PREREQ - EPT350, EPC350, EPC351, EPC352, EPC353, EPF350

**Staff:** TBA and school-based colleague teachers and/or school coordinators

**Teaching Pattern:** Phase 1: 6 weeks of preparatory Lectures at university for SE4
Phase 2: 7-wk block of in-school practicum in allocated Se4 school with at least 4 consecutive weeks of unsupervised internship.

**Assessment:** Assessment undertaken against 6 areas of beginning teacher competence. Recommendations are made by supervising colleague teacher, in consultation with the Practicum co-ordinator of that school, to the School Experience co-ordinator on a pass/fail basis. (Satisfactory completion of Phase 1 is required for progression of students to Phase 2 of SE4.)

**Required Texts:** Nil
### ESA106 - School Experience 1 & 2 (Part A)

**Special Note:** compulsory unit

**Description:** School Experience 1 provides students with an introduction and orientation to the teaching profession. Students have a series of questions to focus observations and make connections between theory and practice. School Experience 2 builds on the structured observational studies of School Experience 1 with students taking an increased responsibility for planning specific lessons and teaching them to the whole class at planned intervals during the session.

**Requisites:** COREQ - ESA102 - appropriate curriculum and method units

**Staff:** Dr NR Brown, Dr D Bridge

**Teaching Pattern:** SE1: 8 half days and 10 full days (block) in an assigned school; SE2: 20 days full time in an assigned school.

**Assessment:** attendance and participation at all sessions is mandatory, students receive a developmental report prepared by the school colleague teachers and University supervisor

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### ESA107 - Multi-literacies 1 & 2 (Part A)

**Special Note:** compulsory unit

**Description:** Provides student-teachers with a range of cross-curriculum skills and understandings - ICT, Literacy Across the Curriculum, Numeracy Across the Curriculum, Quantitative Literacy, Information Literacy, Multi-Media - that are now a standard component of the contemporary curriculum environment in Australian schools. The unit also develops the skills and understandings in generic pedagogical approaches - Community of Inquiry Across the Curriculum, Drama Across the Curriculum - associated with best practice teaching in Australia and internationally. In Year 1, students will study ICT (Levels 1 and 2), Literacy across the Curriculum, Numeracy Across the Curriculum, Information Literacy and Multi-Media.

**Requisites:** COREQ - ESA102

**Staff:** Mr G van de Geer, Dr A Fluck, Ms L French, Dr C Hiller, Mr C Hindrum, Dr D Cole

**Teaching Pattern:** 20 hours lecture/tutorials (block delivery) + 1 hr tutorial (20 wks)

**Assessment:** participation and attendance; 5 tests (ICT competencies), quantitative literacy, 1 written assignment


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### ESA160 - Professional Studies 1A

**Special Note:** compulsory unit

**Description:** Consists of three modules: Students and Learning, Curriculum Assessment & Teaching and Practice of Teaching. These modules are taught jointly in semester 1 and individually in semester 2.

**Requisites:** COREQ - ESA161

**Staff:** Dr C Owen, Dr D Satterthwait, Dr M Myhill

**Teaching Pattern:** combination of lectures and professional learning team cooperative group work , nominally 10 hrs weekly (15 wks)

**Assessment:** assignments, group and individual presentations, participation, attendance at lectures


One of the following three texts:


**Offered in Courses:** [ E3H ] [ E4H ]

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ESA161 - Professional Studies 1B

Special Note: compulsory unit

Description: Consists of three modules: Students and Learning, Curriculum Assessment & Teaching and Practice of Teaching. These modules are taught jointly in semester 1 and individually in semester 2.

Requisites: COREQ - ESA160

Staff: Dr C Owen, Dr D Satterthwait, Dr M Myhill

Teaching Pattern: combination of lectures and professional learning team cooperative group work, nominally 10 hrs weekly (15 wks)

Assessment: assignments, group and individual presentations, participation, attendance at lectures


One of the following three texts:


Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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ESA162 - Curriculum and Method Studies: Primary (K-6) 1A

Special Note: compulsory unit

Description: Introduces the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions, study of curriculum integration and essential learnings.

Requisites: COREQ - Practice of Teaching, School Experience 1 and 2 COREQ - ESA163

Staff: Mr G Van de Geer (Coordinator)

Teaching Pattern: 10--12 hrs weekly tutorials (9 wks); Credit hrs: English 40, Mathematics 40, Science 20, SOSE 20, The Arts 24, Technology 15, LOTE 8, HPE (15)

Assessment: written assignments, practical work

Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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ESA163 - Curriculum and Method Studies: Primary (K-6) 1B

Special Note: compulsory unit

Description: Introduces the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions, study of curriculum integration and essential learnings.

Requisites: COREQ - Practice of Teaching, School Experience 1 and 2 COREQ - ESA162

Staff: Mr G Van de Geer (Coordinator)

Teaching Pattern: 10--12 hrs weekly tutorials (9 wks); Credit hrs: English 40, Mathematics 40, Science 20, SOSE 20, The Arts 24, Technology 15, LOTE 8, HPE (15)

Assessment: written assignments, practical work

Offered in Courses: [ E3H ] [ E4H ]

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ESA164 - Curriculum and Method Studies: English Literacy 1A

Description: Deals with the teaching of English/Literacy in secondary schools. Initially the unit concentrates on the goals and methodology of English teaching, Grades 7-12, with attention to both text and language strands of the curriculum. The unit provides an introduction to
current theories in language and literacy learning and examines the practical implications of such theories for the teaching of English Literacy. Some issues, such as developing students' responses to a wide range of literature (including adolescent literature, mass media, everyday and visual texts), catering for specific needs of different groups of students, using non-print texts, developing students' writing and varying approaches to assessment, receive particular attention. Reference is made throughout to national and state curriculum documents and support materials. The unit focuses on planning, implementing and assessing programs in English Literacy, and employs interactive and workshop approaches to developing understanding and skills in the field.

**Requisites:** PREREQ - sub-major in English or equiv COREQ - Practice of Teaching, School Experience 1 and 2 COREQ - ESA165

**Staff:** Dr CJ Hiller, Dr D Cole

**Teaching Pattern:** 4 hrs weekly lectures/tutorials (9 wks)

**Assessment:** written paper for sem 1 & amp; 2 (60%), participation in workshops and seminars, demonstration of writing, reading, speaking and listening skills (40%)


Rowan, L, *Write Me In*, Peta, 2000

**Offered in Courses:** [ E3H ] [ E4H ]

**ESA165 - Curriculum and Method Studies: English Literacy 1B**

**Description:** Deals with the teaching of English/Literacy in secondary schools. Initially the unit concentrates on the goals and methodology of English teaching, Grades 7-12, with attention to both text and language strands of the curriculum. The unit provides an introduction to current theories in language and literacy learning and examines the practical implications of such theories for the teaching of English Literacy. Some issues, such as developing students' responses to a wide range of literature (including adolescent literature, mass media, everyday and visual texts), catering for specific needs of different groups of students, using non-print texts, developing students' writing and varying approaches to assessment, receive particular attention. Reference is made throughout to national and state curriculum documents and support materials. The unit focuses on planning, implementing and assessing programs in English Literacy, and employs interactive and workshop approaches to developing understanding and skills in the field.

**Requisites:** PREREQ - sub-major in English or equiv COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA164

**Staff:** Dr CJ Hiller, Dr D Cole

**Teaching Pattern:** 4 hrs weekly lectures/tutorials (9 wks)

**Assessment:** written paper for sem 1 & amp; 2 (60%), participation in workshops and seminars, demonstration of writing, reading, speaking and listening skills (40%)


Rowan, L, *Write Me In*, Peta, 2000

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA166 - Curriculum and Method Studies: Information Technology 1A**

**Special Note:** rotating between Hobart, Launceston and video-conferencing. Students must travel every third week

**Description:** Presents the theory, methods and practice of teaching Computing Studies. It provides students with skills in teaching Computing Studies at all levels of secondary schooling. The unit ensures that students are familiar with a wide range of computer applications and technologies and their use in educational settings. Consideration is given to managing computer resources in schools. The unit will be taught in two discrete modules: one in year one (Information Technology A) and a second shorter module (Information Technology B) in year 2.

**Requisites:** PREREQ - sub-major in Computing or Information Systems study COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA162

**Staff:** Dr A Fluck

**Teaching Pattern:** 4 hrs weekly (9 wks)

**Assessment:** lesson plans (30%), IT environment case study (30%), production of education computer system project (40%)

**Required Texts:** Anderson L, *Guidebook for Developing an Effective Instructional Technology Plan*,...
Units Coded E – Faculty of Education

http://www.2msstate.edu/11sa1/nctp/Guidebook.pdf


Moursund D. (2004) Introduction to information and Communication technology in Education
http://darkwing.uoregon.edu/~moursund/dave/ICT Book.html

Hackett, S & Kennedy, B (2001) Managing School ICT (Person)

Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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ESA167 - Curriculum and Method Studies: Information Technology 1B

Special Note: rotating between Hobart, Launceston and video-conferencing. Students must travel every thrid week

Description: Presents the theory, methods and practice of teaching Computing Studies. It provides students with skills in teaching Computing Studies at all levels of secondary schooling. The unit ensures that students are familiar with a wide range of computer applications and technologies and their use in educational settings. Consideration is given to managing computer resources in schools. The unit will be taught in two discrete modules: one in year one (Information Technology A) and a second shorter module (Information Technology B) in year 2.

Requisites: PREREQ - sub-major in Computing or Information Systems study COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA166

Staff: Dr A Fluck

Teaching Pattern: 4 hrs weekly (9 wks)

Assessment: lesson plans (30%), IT environment case study (30%), production of education computer system project (40%)


Hackett, S & Kennedy, B (2001) Managing School ICT (Person)

Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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ESA168 - Curriculum and Method Studies: LOTE 1A

Description: Introduces the theory, methods and practice of teaching Languages Other Than English in secondary schools, and English as a Second Language (ESL) in secondary schools. The unit will be taught in two modules: one in Year one (LOTE A) and a second shorter module (LOTE B) in Year 2.

Requisites: PREREQ - sub-major in French, German, Italian, Japanese or another modern language for which suitable teaching practice can be provided COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA169

Staff: Dr Natalie Brown

Teaching Pattern: 4 hrs weekly tutorials (9 wks)

Assessment: 2 major assignments, class presentations

Offered in Courses: [ E3H ] [ E4H ]

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ESA169 - Curriculum and Method Studies: LOTE 1B

Description: Introduces the theory, methods and practice of teaching Languages Other Than English in secondary schools, and English as a Second Language (ESL) in secondary schools. The unit will be taught in two modules: one in Year one (LOTE A) and a second shorter module (LOTE B) in Year 2.

Requisites: PREREQ - sub-major in French, German, Italian, Japanese or another modern language for which suitable teaching practice can be provided COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA168

Staff: Dr Natalie Brown

Teaching Pattern: 4 hrs weekly tutorials (9 wks)
Requisites: periodically during the unit.

various types of further study, is an important consideration of the unit. Case studies developed at Harvard University are considered periodically during the unit.

Requisites: PREREQ - Sub-major in Mathematics study or equivalent COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA171

Staff: Dr Natalie Brown

Teaching Pattern: 4 hrs weekly (9 wks) -- mainly in tutorial format, including computer sessions, in-class presentations and discussion

Assessment: 2 essays, (1 major, 1 minor) addressing issues in maths education, preparation/presentation of units of work, class attendance and participation.


Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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**ESA170 - Curriculum and Method Studies: Mathematics 1A**

**Description:** Presents the theory, methods and practice of teaching Mathematics in secondary schools. The unit develops an appreciation of how children form mathematical concepts and provides students with skills in planning to teach Mathematics. Consideration is given to the use of technology, to a range of methodologies involving individual and group participation, to the transition from primary to secondary schooling and to mathematical topics and rich tasks appropriate for all levels of student ability. The place of Mathematics in a curriculum that acknowledges both the importance of quantitative literacy for all students and the necessity to prepare some students with expertise for various types of further study, is an important consideration of the unit. Case studies developed at Harvard University are considered periodically during the unit.

**Requisites:** PREREQ - Sub-major in Mathematics study or equivalent COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA171

**Staff:** Dr Natalie Brown

**Teaching Pattern:** 4 hrs weekly (9 wks) -- mainly in tutorial format, including computer sessions, in-class presentations and discussion

**Assessment:** 2 essays, (1 major, 1 minor) addressing issues in maths education, preparation/presentation of units of work, class attendance and participation.


**Offered in Courses:** [ E3H ] [ E4H ]

**Unit Delivery Information:**

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**ESA171 - Curriculum and Method Studies: Mathematics 1B**

**Description:** Presents the theory, methods and practice of teaching Mathematics in secondary schools. The unit develops an appreciation of how children form mathematical concepts and provides students with skills in planning to teach Mathematics. Consideration is given to the use of technology, to a range of methodologies involving individual and group participation, to the transition from primary to secondary schooling and to mathematical topics and rich tasks appropriate for all levels of student ability. The place of Mathematics in a curriculum that acknowledges both the importance of quantitative literacy for all students and the necessity to prepare some students with expertise for various types of further study, is an important consideration of the unit. Case studies developed at Harvard University are considered periodically during the unit.

**Requisites:** PREREQ - Sub-major in Mathematics study or equivalent COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA170

**Staff:** Dr Natalie Brown

**Teaching Pattern:** 4 hrs weekly (9 wks) -- mainly in tutorial format, including computer sessions, in-class presentations and discussion

**Assessment:** 2 essays, (1 major, 1 minor) addressing issues in maths education, preparation/presentation of units of work, class attendance and participation.


**Offered in Courses:** [ E3H ] [ E4H ]

**Unit Delivery Information:**

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**ESA172 - Curriculum and Method Studies: Science 1A**

**Description:** Introduces the theory, methods and practice of teaching Science in the first four years of secondary schools, and the senior secondary school. Particular emphasis is given to the consideration of contemporary issues impacting on the teaching of science and to the different approaches used in present-day science teaching. Relevant curriculum documents are introduced and used to prepare students for planning and assessment requirements of secondary teaching. Authentic assessment including the use of rich tasks and inter-disciplinary projects is modelled. Students will learn to appreciate the role of good organisation in handling practical work in the laboratory and on field trips. The importance of the science learning area in developing scientific literacy underpins this unit.

The course will be taught in two discrete modules: one in Year one (Science A) and a second shorter module (Science B) in Year 2.

**Requisites:** PREREQ - 2 full yr-1 subjects (or equiv), eg physics, chemistry, zoology, botany, geology, geography and environmental studies, zoology; 1 full yr-2 subject (or equiv), eg botany, chemistry, geology, physics, zoology, microbiology, biochemistry. (It would be an advantage to have tertiary study in a physical science) COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA173

**Staff:** Dr NR Brown

**Teaching Pattern:** 2x2-hr weekly tutorials, lab sessions and field trips (9 wks)
### ESA173 - Curriculum and Method Studies: Science 1B

**Description:** Introduces the theory, methods and practice of teaching Science in the first four years of secondary schools, and the senior secondary school. Particular emphasis is given to the consideration of contemporary issues impacting on the teaching of science and to the different approaches used in present-day science teaching. Relevant curriculum documents are introduced and used to prepare students for planning and assessment requirements of secondary teaching. Authentic assessment including the use of rich tasks and inter-disciplinary projects is modelled. Students will learn to appreciate the role of good organisation in handling practical work in the laboratory and on field trips. The importance of the science learning area in developing scientific literacy underpins this unit.

**Teaching Pattern:** 2x2-hr weekly tutorials, lab sessions and field trips (9 wks)

**Assessment:**
- seminar and workshop participation
- group and individual presentations
- 2 major assignments
- resource file

**Required Texts:**
- Longman Atlas, + CD, Pearson Education Aust, Melbourne. Or similar atlas with CD

**Offered in Courses:** [ E3H ] [ E4H ]

**Unit Delivery Information:**

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### ESA174 - Curriculum and Method Studies: SOSE 1A

**Description:** Studies of Society & Environment (SOSE) is a holistic key learning area. The unit develops the links between the natural, social and build environments through analysing how disciplines such as history, economics, and futures education interrelate. The Essential Learnings (ELS) are integrated throughout the unit. The objectives include understanding the value base of SOSE, plus demonstrating competence in holistic teaching/learning methods and unit content. Therefore the theoretical perspectives will be linked to demonstrated performance in formulating and accessing SOSE outcomes and objectives. The unit will be taught in two discrete modules: Year 1 (SOSE A) and a shorter module in year 2 (SOSE B).

**Teaching Pattern:** 4 hrs weekly seminars and workshops (9 wks)

**Assessment:**
- development and evaluation of a practicum unit (55%), analysis of SOSE within the ELS framework (30%), oral presentation evaluating SOSE resources (15%)

**Required Texts:**

**Recommended Texts:**

**Offered in Courses:** [ E3H ] [ E4H ]

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### ESA175 - Curriculum and Method Studies: SOSE 1B

**Description:** Studies of Society & Environment (SOSE) is a holistic key learning area. The unit develops the links between the natural, social and build environments through analysing how disciplines such as history, economics, and futures education interrelate. The Essential Learnings (ELS) are integrated throughout the unit. The objectives include understanding the value base of SOSE, plus demonstrating competence in holistic teaching/learning methods and unit content. Therefore the theoretical perspectives will be linked to demonstrated performance in formulating and accessing SOSE outcomes and objectives. The unit will be taught in two discrete modules: Year 1 (SOSE A) and a shorter module in year 2 (SOSE B).

**Teaching Pattern:** 4 hrs weekly seminars and workshops (9 wks)

**Assessment:**
- development and evaluation of a practicum unit (55%), analysis of SOSE within the ELS framework (30%), oral presentation evaluating SOSE resources (15%)

**Required Texts:**

**Recommended Texts:**

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA176 - Curriculum and Method Studies: Performing Arts - Drama 1A**

**Special Note:** the unit is offered flexibly

**Description:** In Semester One this unit provides an introduction to educational drama with an emphasis on curriculum design and implementation in years seven and eight. It provides a foundation for subsequent units. Students will participate in a range of activities and theoretical discussions centred on drama pedagogy at the secondary school level. Students will review a range of texts pertaining to drama education. They will also conduct workshops for their peers based on drama teaching techniques and processes in accordance with curriculum documentation such as Essential Learnings (Tasmania Department of Education, 2002-). Activities undertaken in the classes and associated assessment tasks will provide the basis for an in-school program with an emphasis on students in years seven to ten. Subsequently students will critically evaluate their drama teaching in this program.

In Semester Two students will continue to develop understandings of theories, methodologies and practices of drama pedagogy in Secondary schools. Areas of focus will include theories underpinning educational drama and program/curriculum development pertaining to drama education.

**Requisites:** PREREQ - 3-year degree with Drama major
COREQ - ESA177 COREQ - ESA160, ESA161, School Experience 1 and 2

**Staff:** Mr R Sallis

**Teaching Pattern:** block delivery, weekend sessions

**Assessment:**
- sem 1: drama seminar (30%), case study reflection (20%)
- sem 2: essay (25%), documentation and reflection (25%)

**Required Texts:**

**Recommended Texts:** Contact School for Details

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA177 - Curriculum and Method Studies: Performing Arts - Drama 1B**

**Special Note:** the unit is offered flexibly

**Description:** In Semester One this unit provides an introduction to educational drama with an emphasis on curriculum design and implementation in years seven and eight. It provides a foundation for subsequent units. Students will participate in a range of activities and theoretical discussions centred on drama pedagogy at the secondary school level. Students will review a range of texts pertaining to drama education. They will also conduct workshops for their peers based on drama teaching techniques and processes in accordance with curriculum documentation such as Essential Learnings (Tasmania Department of Education, 2002-). Activities undertaken in the classes and associated assessment tasks will provide the basis for an in-school program with an emphasis on students in years seven to ten. Subsequently students will critically evaluate their drama teaching in this program.

In Semester Two students will continue to develop understandings of theories, methodologies and practices of drama pedagogy in Secondary schools. Areas of focus will include theories underpinning educational drama and program/curriculum development pertaining to drama education.

**Requisites:** PREREQ - 3-year degree with Drama major
COREQ - ESA176 COREQ - ESA160, ESA161, School Experience 1 and 2

**Staff:** Mr R Sallis

**Teaching Pattern:** block delivery, weekend sessions

**Assessment:**
- sem 1: drama seminar (30%), case study reflection (20%)
- sem 2: essay (25%), documentation and reflection (25%)

**Required Texts:**

**Recommended Texts:** Contact School for Details

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA178 - Curriculum and Method Studies: Performing Arts - Music 1A**

**Description:** Introduces students to materials and processes appropriate to the K–12 generalist and specialist music classrooms; develops students’ understanding of the role of music in education; and introduces them to a range of curriculum issues in music education.

**Requisites:** PREREQ - 3-year degree with music minor
COREQ - ESA160, ESA161, School Experience 1 and 2
COREQ - ESA179

**Staff:** Dr M Barrett

**Teaching Pattern:** flexible delivery
Assessment: seminar participation, 4 major assignments, 2 minor assignments


Recommended Texts: tba

Offered in Courses: [E3H] [E4H]

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**ESA179 - Curriculum and Method Studies: Performing Arts - Music 1B**

Description: Introduces students to materials and processes appropriate to the K–12 generalist and specialist music classrooms; develops students’ understanding of the role of music in education; and introduces them to a range of curriculum issues in music education.

Requisites: PREREQ: 3-year degree with music minor COREQ: ESA160, ESA161, School Experience 1 and 2 COREQ: ESA178

Staff: Dr M Barrett

Teaching Pattern: flexible delivery

Assessment: seminar participation, 4 major assignments, 2 minor assignments


Recommended Texts: tba

Offered in Courses: [E3H] [E4H]

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**ESA180 - Curriculum and Method Studies: Performing Arts - Music PP 1A**

Description: Introduces students to a range of pedagogical methods related to the teaching of instrumental and vocal music in both K–12 school, ensemble and studio contexts. Students are introduced to rehearsal planning, selection and preparation of Musical Pedagogical Texts for musical understanding, theories of learning and motivation pertaining to music education in instrumental and ensemble settings, and develop an understanding of the organisational, teaching and music skills required to develop a comprehensive instrumental music program.

Requisites: PREREQ - 3-yr degree with music minor COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA181

Staff: Assoc Prof M Barrett (Coordinator)

Teaching Pattern: flexible delivery

Assessment: seminar participation, 3 major assignments, 3 minor assignments


Recommended Texts: tba

Offered in Courses: [E3H] [E4H]

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**ESA181 - Curriculum and Method Studies: Performing Arts - Music PP 1B**

Description: Introduces students to a range of pedagogical methods related to the teaching of instrumental and vocal music in both K–12 school, ensemble and studio contexts. Students are introduced to rehearsal planning, selection and preparation of Musical Pedagogical Texts for musical understanding, theories of learning and motivation pertaining to music education in instrumental and ensemble settings, and develop an understanding of the organisational, teaching and music skills required to develop a comprehensive instrumental music program.

Requisites: PREREQ - 3-yr degree with music minor COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA180

Staff: Assoc Prof M Barrett (Coordinator)

Teaching Pattern: flexible delivery

Assessment: seminar participation, 3 major assignments, 3 minor assignments


Recommended Texts: tba

Offered in Courses: [E3H] [E4H]

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**ESA182 - Curriculum and Method Studies: Technology Education (MDT) 1A**

Description: Introduces students to technology in an education setting and provides for the application of knowledge, experience and resources over a wide range of technical and theoretical experiences. Specifically it provides students with the skills needed to plan and teach the technology curriculum at all levels of secondary schooling. Additionally, various forms of visual and verbal communication appropriate
Requisites: PREREQ - appropriate major or sub-majors COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA183

Staff: Ms R Glade-Wright

Teaching Pattern: 8 hrs weekly, tutorials (10 wks)

Assessment: two and three dimensional design projects, class presentations and written assignments


Recommended Texts: A Statement on Technology for Australian Schools, Curriculum Corporation, Carlton, 1994

Technology -- A Curriculum Profile for Australian Schools, Curriculum Corporation, Carlton, 1994

Bolton R, People Skills, Simon and Schuster, Brookvale, 1987

Offered in Courses: [ E3H ] [ E4H ]

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ESA183 - Curriculum and Method Studies: Technology Education (MDT) 1B

Description: Introduces students to technology in an education setting and provides for the application of knowledge, experience and resources over a wide range of technical and theoretical experiences. Specifically it provides students with the skills needed to plan and teach the technology curriculum at all levels of secondary schooling. Additionally, various forms of visual and verbal communication appropriate to the classroom are examined.

Requisites: PREREQ - appropriate major or sub-majors COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA183

Staff: Ms R Glade-Wright

Teaching Pattern: 8 hrs weekly, tutorials (10 wks)

Assessment: two and three dimensional design projects, class presentations and written assignments


Recommended Texts: A Statement on Technology for Australian Schools, Curriculum Corporation, Carlton, 1994

Technology -- A Curriculum Profile for Australian Schools, Curriculum Corporation, Carlton, 1994

Bolton R, People Skills, Simon and Schuster, Brookvale, 1987

Offered in Courses: [ E3H ] [ E4H ]

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ESA184 - Curriculum and Method Studies: Technology Education (Single) 1A

Description: Provides students with an understanding of the technology curriculum (Secondary and Post-Compulsory levels of schooling). The unit includes a review of the technology curriculum (lectures and tutorials) and an introduction to computing technology. The former adopts a theoretical and practical approach to developing the skills needed to design, implement and evaluate educational experiences. Additionally, various forms of visual and verbal communication appropriate to the classroom are examined.

Requisites: PREREQ - appropriate major or sub major COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA184

Staff: Ms R Glade-Wright

Teaching Pattern: 5 hrs weekly, tutorials (10 wks)

Assessment: two and three dimensional design projects, class presentations, written assignments


Recommended Texts: A Statement on Technology for Australian Schools, Curriculum Corporation, Carlton, 1994

Technology -- A Curriculum Profile for Australian Schools, Curriculum Corporation, Carlton, 1994

Bolton R, People Skills, Simon and Schuster, Brookvale, 1987

Offered in Courses: [ E3H ] [ E4H ]

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ESA185 - Curriculum and Method Studies: Technology Education (Single) 1B

Description: Provides students with an understanding of the technology curriculum (Secondary and Post-Compulsory levels of schooling). The unit includes a review of the technology curriculum (lectures and tutorials) and an introduction to computing technology. The former adopts a theoretical and practical approach to developing the skills needed to design, implement and evaluate educational experiences. Additionally, various forms of visual and verbal communication appropriate to the classroom are examined.

Requisites: PREREQ - appropriate major or sub major COREQ - ESA160, ESA161, School Experience 1 and 2 COREQ - ESA184

Staff: Ms R Glade-Wright

Teaching Pattern: 5 hrs weekly, tutorials (10 wks)

Assessment: two and three dimensional design projects, class presentations, written assignments


Recommended Texts: A Statement on Technology for Australian Schools, Curriculum Corporation, Carlton, 1994

Technology -- A Curriculum Profile for Australian Schools, Curriculum Corporation, Carlton, 1994
### ESA185 - Curriculum & Method Studies: Middle School Mathematics 1A

**Description:** This Special Secondary subject is an extension to the middle school mathematics program designed to enhance the opportunities for students majoring in secondary science but without a tertiary background in mathematics. Issues of integration of science and mathematics in the middle school and of addressing the fundamental concerns of the mathematics curriculum at the middle school level will be paramount. The importance of Mathematics in trans-disciplinary planning is stressed in the light of the need for students to be quantitatively literate in today’s world. Curriculum documents and relevant literature related to teaching, evaluation, and assessment will be examined.

**Requisites:** PREREQ - 2 full yr-1 science subjects (or equiv); 1 full yr-2 science subject (or equiv) COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 COREQ - ESA187

**Staff:** TBA

**Teaching Pattern:** 4 hrs weekly (9 wks) - mainly in tutorial format, including computer sessions, in-class presentations and discussion.

**Assessment:** 2 essays (1 major, 1 minor) addressing issues in mathematics education, performance assessment of team teaching a mathematics topic, integrated unit plan, class attendance and participation

**Required Texts:** TBA

**Recommended Texts:** TBA

### ESA187 - Curriculum & Method Studies: Middle School Mathematics 1B

**Description:** This Special Secondary subject is an extension to the middle school mathematics program designed to enhance the opportunities for students majoring in secondary science but without a tertiary background in mathematics. Issues of integration of science and mathematics in the middle school and of addressing the fundamental concerns of the mathematics curriculum at the middle school level will be paramount. The importance of Mathematics in trans-disciplinary planning is stressed in the light of the need for students to be quantitatively literate in today’s world. Curriculum documents and relevant literature related to teaching, evaluation, and assessment will be examined.

**Requisites:** PREREQ - 2 full yr-1 science subjects (or equiv); 1 full yr-2 science subject (or equiv) COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 COREQ - ESA186

**Staff:** TBA

**Teaching Pattern:** 4 hrs weekly (9 wks) - mainly in tutorial format, including computer sessions, in-class presentations and discussion.

**Assessment:** 2 essays (1 major, 1 minor) addressing issues in mathematics education, performance assessment of team teaching a mathematics topic, integrated unit plan, class attendance and participation

**Required Texts:** TBA

**Recommended Texts:** TBA

### ESA188 - Curriculum and Method Studies: Visual Art 1A

**Description:** In Australian schools, visual art is part of the key learning area called The Arts. In Tasmanian high schools art is normally undertaken as a compulsory subject in grades 7 and 8, as an optional subject in grades 9 and 10, and it is a pre-tertiary subject in grades 11 and 12. This unit contributes to the pre-service education of secondary art teachers in Tasmania by examining local, national, and international issues of both a practical and conceptual nature. It builds upon student's previous study in some area of the visual arts, to help them prepare for classroom realities as well as developing a critical awareness of best curriculum practice. The unit introduces students to these subject areas covered.

**Requisites:** COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 PREREQ - Sub major in fine or contemporary arts (or equiv) COREQ - ESA189

**Staff:** Margaret Baguley

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** participation (10%), various practical and written tasks (90%)


**Recommended Texts:** A full list of recommended reading supplied at commencement of unit

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA188 - Curriculum and Method Studies: Visual Art 1A**

**Description:** In Australian schools, visual art is part of the key learning area called The Arts. In Tasmanian high schools art is normally undertaken as a compulsory subject in grades 7 and 8, as an optional subject in grades 9 and 10, and it is a pre-tertiary subject in grades 11 and 12. This unit contributes to the pre-service education of secondary art teachers in Tasmania by examining local, national, and international issues of both a practical and conceptual nature. It builds upon student's previous study in some area of the visual arts, to help them prepare for classroom realities as well as developing a critical awareness of best curriculum practice. The unit introduces students to these subject areas covered.

**Requisites:** COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 PREREQ - Sub major in fine or contemporary arts (or equiv) COREQ - ESA189

**Staff:** Margaret Baguley

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** participation (10%), various practical and written tasks (90%)


**Recommended Texts:** A full list of recommended reading supplied at commencement of unit

**Offered in Courses:** [ E3H ] [ E4H ]

### Unit Delivery Information

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ESA189 - Curriculum and Method Studies: Visual Art 1B

**Description:** In Australian schools, visual art is part of the key learning area called The Arts. In Tasmanian high schools art is normally undertaken as a compulsory subject in grades 7 and 8, as an optional subject in grades 9 and 10, and it is a pre-tertiary subject in grades 11 and 12. This unit contributes to the pre-service education of secondary art teachers in Tasmania by examining local, national, and international issues of both a practical and conceptual nature. It builds upon student's previous study in some area of the visual arts, to help them prepare for classroom realities as well as developing a critical awareness of best curriculum practice. The unit introduces students to these subject areas covered.

**Requisites:** COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 PREREQ - Sub major in fine or contemporary arts (or equiv) COREQ - ESA188

**Staff:** Margaret Baguley

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** participation (10%), various practical and written tasks (90%)


**Recommended Texts:** A full list of recommended reading supplied at commencement of unit

**Offered in Courses:** [ E3H ] [ E4H ]

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ESA190 - Curriculum and Method Studies: Multi-Media 1A

**Description:** The broad aims of this unit are to provide students with practical skills and theoretical understanding to develop children’s media products using various technologies and mediums. By the end of the unit students are able to use digital still and video images to create art works, short narrative films, edit moving images and over score these images with text, sound and music.

**Requisites:** COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 COREQ - ESA191

**Staff:** Mr G Van de Geer

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** video product (30%), Written Assignment (40%), group electives (30%)

**Required Texts:** Curriculum Corporation, *National Statement and Profiles on the Arts for Australian Schools*, 1994

**Recommended Texts:** A full list of recommended reading supplied at commencement of unit

**Offered in Courses:** [ E3H ] [ E4H ]

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ESA191 - Curriculum and Method Studies: Multi-Media 1B

**Description:** The broad aims of this unit are to provide students with practical skills and theoretical understanding to develop children’s media products using various technologies and mediums. By the end of the unit students are able to use digital still and video images to create art works, short narrative films, edit moving images and over score these images with text, sound and music.

**Requisites:** COREQ - Curriculum and Method Studies: Science A, ESA160, ESA161, School Experience 1 and 2 COREQ - ESA190

**Staff:** Mr G Van de Geer

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** video product (30%), Written Assignment (40%), group electives (30%)

**Required Texts:** Curriculum Corporation, *National Statement and Profiles on the Arts for Australian Schools*, 1994

**Recommended Texts:** A full list of recommended reading supplied at commencement of unit

**Offered in Courses:** [ E3H ] [ E4H ]

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ESA192 - Curriculum & Method Studies: Middle School 1A

**Special Note:** compulsory unit

**Description:** Introduces the theory and methods of the learning areas covered in the middle school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. English and Mathematics form the core of the unit. Students undertaking Middle School Curriculum and Method Studies need to elect to be assessed in only two of the non-core curriculum areas (Visual Art, Drama, Music, Technology and/or LOTE). The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions and a study of curriculum integration.

**Requisites:** COREQ - ESA160 COREQ - ESA193

**Staff:** Mr G Van de Geer (Coordinator)
**Teaching Pattern:** 10 hrs weekly seminars and workshops (9 wks); Credit hrs: English 80, Mathematics 80, Science 20, SOSE 20, Electives: The Arts 24, Technology 15, LOTE 8, Physical Education/Health 15

**Assessment:** written assignments, practical work


**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA193 - Curriculum & Method Studies: Middle School 1B**

**Special Note:** compulsory unit

**Description:** Introduces the theory and methods of the learning areas covered in the middle school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. English and Mathematics form the core of the unit. Students undertaking Middle School Curriculum and Method Studies need to elect to be assessed in only two of the non-core curriculum areas (Visual Art, Drama, Music, Technology and/or LOTE). The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions and a study of curriculum integration.

**Requisites:** COREQ - ESA160 COREQ - ESA192

**Staff:** Mr G Van de Geer (Coordinator)

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA194 - Curriculum & Method Studies: Primary (K-6) 1A**

**Special Note:** compulsory unit

**Description:** Introduces the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions, study of curriculum integration and essential learnings.

**Requisites:** COREQ - ESA160, ESA161 School Experience 1 and 2 COREQ - ESA195

**Staff:** Mr G Van de Geer (Coordinator)

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA195 - Curriculum & Method Studies: Primary (K-6) 1B**

**Special Note:** compulsory unit

**Description:** Introduces the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment (SOSE), Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. The unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions, study of curriculum integration and essential learnings.

**Requisites:** COREQ - ESA160, ESA161 School Experience 1 and 2 COREQ - ESA194

**Staff:** Mr G Van de Geer (Coordinator)

**Offered in Courses:** [ E3H ] [ E4H ]

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**ESA196 - Cross-Curriculum Studies: Multiliteracies 1A**

**Special Note:** Includes ICT competencies. On completion of ESA196, students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESA197. Students are required to enrol concurrently in ESA196 and ESA197.

**Description:** Provides student-teachers with a range of cross-curriculum skills and understandings -- ICT, Literacy Across the Curriculum, Numeracy Across the Curriculum, Quantitative Literacy, Information Literacy, Multi-Media -- that are now a standard component of the contemporary curriculum environment in Australian schools. The unit also develops the skills and understandings in generic pedagogical approaches -- Community of Inquiry Across the Curriculum, Drama Across the Curriculum -- associated with best practice teaching in Australia and internationally. In Year 1, students will study ICT (Levels 1 and 2), Literacy across the Curriculum, Numeracy Across the Curriculum, Information Literacy and Multi-Media.

**Requisites:** COREQ - ESA197

**Staff:** Mr G van de Geer, Mr A Fluck, Ms L French, Dr C Hiller

**Teaching Pattern:** 20 hours lecture/tutorials (block delivery) + 1 hr tutorial (20 wks) (ESA196 and ESA197 combined)

**Assessment:** participation and attendance; portfolio; 5 tests (ICT competencies, quantitative literacy), 1 written assignment


**Offered in Courses:** [E3H] [E4H]

**Unit Delivery Information:**

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**ESA197 - Cross-Curriculum Studies: Multiliteracies 1B**

**Special Note:** Includes ICT competencies. On completion of ESA196, students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESA197. Students are required to enrol concurrently in ESA196 and ESA197.

**Description:** Provides student-teachers with a range of cross-curriculum skills and understandings -- ICT, Literacy Across the Curriculum, Numeracy Across the Curriculum, Quantitative Literacy, Information Literacy, Multi-Media -- that are now a standard component of the contemporary curriculum environment in Australian schools. The unit also develops the skills and understandings in generic pedagogical approaches -- Community of Inquiry Across the Curriculum, Drama Across the Curriculum -- associated with best practice teaching in Australia and internationally. In Year 1, students will study ICT (Levels 1 and 2), Literacy across the Curriculum, Numeracy Across the Curriculum, Information Literacy and Multi-Media.

**Requisites:** COREQ - ESA196

**Staff:** Mr G van de Geer, Mr A Fluck, Ms L French, Dr C Hiller

**Teaching Pattern:** 20 hours lecture/tutorials (block delivery) + 1 hr tutorial (20 wks) (ESA196 and ESA197 combined)

**Assessment:** participation and attendance; portfolio; 5 tests (ICT competencies, quantitative literacy), 1 written assignment


**Offered in Courses:** [E3H] [E4H]

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**ESA198 - School Experience 1 and 2 Part A**

**Special Note:** Compulsory Unit. On completion of ESA198, students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESA199. Students are required to enrol concurrently in ESA198 and ESA199.

**Description:** School Experience 1 provides students with an introduction and orientation to the teaching profession. Students have a series of questions to focus observations and make connections between theory and practice. School Experience 2 builds on the structured observational studies of School Experience 1 with students taking an increased responsibility for planning specific lessons and teaching them to the whole class at planned intervals during the session.

**Requisites:** COREQ - ESA199

**Staff:** Dr NR Brown, Dr D Bridge

**Teaching Pattern:** SE1: 6 x 1 day placements and 10 full days (block) in an assigned school; SE2: 20 days full time in an assigned school.

**Assessment:** attendance and participation at all sessions is mandatory, students receive a developmental report prepared by the school colleague teachers and University supervisor

**Offered in Courses:** [E3H] [E4H]

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**ESA199 - School Experience 1 and 2 Part B**

**Special Note:** Compulsory Unit. On completion of ESA198, students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESA199. Students are required to enrol concurrently in ESA198 and ESA199.

**Description:** School Experience 1 provides students with an introduction and orientation to the teaching profession. Students have a series of questions to focus observations and make connections between theory and practice. School Experience 2 builds on the structured observational studies of School Experience 1 with students taking an increased responsibility...
for planning specific lessons and teaching them to the whole class at planned intervals during the session.

Requisites: COREQ - ESA198

Staff: Dr NR Brown, Dr D Bridge

Teaching Pattern: SE1: 6 x 1 day placements and 10 full days (block) in an assigned school; SE2: 20 days full time in an assigned school.

Assessment: attendance and participation at all sessions is mandatory, students receive a developmental report prepared by the school colleague teachers and University supervisor

Offered in Courses: [ E3H ] [ E4H ]

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**ESÁ207 - Multi-literacies 1 & 2 (Part B)**

Special Note: includes ICT competencies

Description: Extends the work completed in year 1 of the Multiliteracies unit (see ESA104). The emphasis in the second year of the BTch program is on students applying their skills and insights developed during ESA104 in the classroom plus critically evaluate their practice. This unit also works towards preparing students for employment and introduces career education. The unit provides student-teachers with a range of cross-curriculum skills and understandings _ ICT, Literacy Across the Curriculum, Numeracy Across the Curriculum, Quantitative Literacy, Information Literacy, Multi-media _ that are now a standard component of the contemporary curriculum environment in Australian schools. The unit also develops the skills and understandings in generic pedagogical approaches _ Community of Inquiry Across the Curriculum, Drama Across the Curriculum _ associated with best practice teaching in Australia and internationally. In Year 2, students study ICT (Levels 3 and 4), Quantitative Literacy, Community of Inquiry Across the Curriculum and Drama Across the Curriculum.

Requisites: PREREQ - ESA107

Staff: Mr G van de Geer, Mr A Fluck

Teaching Pattern: 13 hours lecture/tutorials (block delivery) + 1 hr tutorial (13 wks)

Assessment: participation and attendance; portfolio; 3 tests (ICT competencies).


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**ESÁ227 - Curriculum and Method Studies: English Literacy 2**

Description: Extends the scope of English/Literacy A (see ESA10) to deepen the study of the full range of English curriculum to include theoretical issues as well as those of assessment and planning and using current policy and curriculum documents in English. The unit prompts critical enquiry into the goals and methodologies of English/Literature teaching and learning, and encourages students to develop and articulate their own theoretical and pedagogical beliefs about the teaching of the English Literacy.

Requisites: PREREQ - ESA164, ESA165 COREQ - School Experience 3, Internship

Staff: Dr CJ Hiller, Dr D Cole

Teaching Pattern: 4 hrs weekly lectures/tutorials (13 wks)

Assessment: extensive unit of work in English curriculum (60%), participation in workshops and seminars, demonstrating writing, reading, speaking and listening skills (40%)


Offered in Courses: [ E3H ] [ E4H ]

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**ESÁ230 - Cross-Curriculum Studies (Hons)**

Description:

Staff: Dr Natalie Brown, Rohyn Glade-Wright, Andrew Fluck

Assessment: A portfolio demonstrating ICT competency, a presentation, a collaborative exhibition

Required Texts: tba

Recommended Texts: tba

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ESA231 - School Experience 3

Special Note: compulsory unit
Description: Provides a third session of supervised practical teaching totalling 20 days in metropolitan or country secondary schools within Tasmania. Students will be required to undertake intensive planning of specific lessons and teaching of these lessons to whole class groups in their specific curriculum areas of study that will build up to around 80% of the teaching time for the final two weeks of the session.
Requisites: PREREQ - ESA132 COREQ - ESA260, ESA261 and appropriate secondary Curriculum and Methods units
Staff: Dr NR Brown
Teaching Pattern: 20 days full-time in an assigned school
Assessment: attendance and participation at all sessions is mandatory; students receive a developmental report prepared by school colleague teachers
Required Texts: Nil
Recommended Texts: Nil
Offered in Courses: [E3H]

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ESA232 - School Experience 4

Special Note: compulsory unit; Internship takes place in Term 2 of the School Year
Description: Provides an Internship session totalling 35 days in metropolitan or country secondary schools within Tasmania. Students will be required to take full responsibility for teaching certain assigned classes during approximately 40 days of this session. A Pro Seminar is held following this unit.
Requisites: PREREQ - ESA132 COREQ - ESA260, ESA261 and appropriate secondary Curriculum and Methods units
Staff: Dr NR Brown
Teaching Pattern: 35 days full-time in an assigned school
Assessment: attendance and participation at all sessions is mandatory; students receive a developmental report prepared by school colleague teachers; successful completion of phase 1 (after 5 weeks) required prior to the student’s continuing with phase 2
Offered in Courses: [E3H]

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ESA235 - School Experience 3 & 4

Special Note: compulsory unit; Internship takes place in Term 2 of the School Year
Description: School Experience 3 totals 20 days supervised practical teaching in metropolitan or country secondary schools within Tasmania. Students will be required to undertake intensive planning of specific lessons and teaching of these lessons to whole class groups in their specific curriculum areas of study that will build up to around 80% of the teaching time for the final two weeks of the session. A Pro Seminar is held following this unit.

School Experience 4 - Internship
totals 35 days in metropolitan or country secondary schools within Tasmania. Students will be required to take full responsibility for teaching certain assigned classes during approximately 40 days of this session.
Requisites: PREREQ - ESA132 COREQ - ESA202 and appropriate secondary Curriculum and Methods units
Staff: Dr NR Brown
Teaching Pattern: School Experience: 20 days full-time in an assigned school; Internship: 35 days full-time in an assigned school
Assessment: attendance and participation at all sessions is mandatory; students receive a developmental report prepared by school colleague teachers; for the internship, a developmental report is prepared at the end of five weeks (phase 1). Successful completion of phase 1 required prior to student’s proceeding to phase 2.
Offered in Courses: [E4H]

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ESA236 - Curriculum and Method Studies: Information Technology 2

Special Note: rotating between Hobart, Launceston and video-conferencing. Students are required to travel every 3rd week.
Description: Extends the theory and practice of the teaching of Computing Studies in secondary schools beyond that covered in Information Technology A (see ESA111).
Requisites: PREREQ - ESA166, ESA167 COREQ - School Experience 3, Internship
Staff: Dr A Fluck
Teaching Pattern: 4 hrs weekly (11 wks)
Assessment: preparing teaching materials (70%), topical essay (30%)
Required Texts: Deitel P, Deitel H (1999) *Java: How to Program*

Offered in Courses: [ E3H ] [ E4H ]

Unit Delivery Information:

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**ESA238 - Curriculum and Method Studies: Languages Other Than English (LOTE) 2**

Description: Extends the theory and practice of the teaching of LOTE in secondary schools beyond that covered in LOTE A.

Requisites: PREREQ - ESA168, ESA169 COREQ - School Experience 3, Internship COREQ - ESA239

Staff: Dr Natalie Brown

Teaching Pattern: 4 hrs weekly tutorials (13 wks)

Assessment: seminar participation, 2 major assignments

Offered in Courses: [ E3H ] [ E4H ]

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**ESA240 - Curriculum and Method 2 (Unit not offered in 2006)**

Special Note: compulsory unit

Description: Consists of Year-2 curriculum and method areas. (Students continue at year-2 level the same disciplines as for year 1).

Staff: Dr C Hiller

Teaching Pattern: refer to appropriate curriculum units

Offered in Courses: [ E4H ]

**ESA260 - Professional Studies 2A**

Special Note: compulsory unit

Description: Consists of three modules: (1) Students and Learning, (2) Curriculum Assessment and Teaching, (3) The Practice of Teaching. These are described fully below.

Requisites: PREREQ - ESA160 and ESA161 COREQ - ESA261

Staff: Dr D Satterthwaite, Dr M Myhill

Teaching Pattern: A combination of lectures, professional learning team cooperative group work (nominally 10 hrs weekly) (13 wks)

Assessment: Participation, attendance at lectures, assignments, group and individual presentations


Recommended Texts:


Offered in Courses: [ E3H ] [ E4H ]

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**ESA261 - Professional Studies 2B**

Special Note: compulsory unit

Description: Consists of three modules: (1) Students and Learning, (2) Curriculum Assessment and Teaching, (3) The Practice of Teaching. These are described fully below.

Requisites: PREREQ - ESA160 and ESA161 COREQ - ESA260

Staff: Dr D Satterthwaite, Dr M Myhill

Teaching Pattern: A combination of lectures, professional learning team cooperative group work (nominally 10 hrs weekly) (13 wks)

Assessment: Participation, attendance at lectures, assignments, group and individual presentations


Recommended Texts:

ESA262 - Curriculum & Method Studies: Primary (K-6)

Special Note: compulsory unit

Description: Continues from ESA109. The unit covers the theory and methods of the learning areas covered in the early childhood and primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment, Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. This unit examines the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice are explored. The 8 learning areas are closely linked to the school experience sessions, a study of curriculum integration and essential learnings.

Requisites: COREQ - ESA160, ESA161

Staff: Mr G Van de Geer (Coordinator)

Teaching Pattern: 10 hrs weekly tutorials (13 wks); credit hrs: English 26, Mathematics 26, Science 10, SOSE 10, The Arts 24, LOTE 8

Assessment: written assignments, practical work

Required Texts: tba

Recommended Texts: tba

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ESA264 - Curriculum and Method Studies: Mathematics 2

Description: Extends the theory and practice of the teaching of Mathematics in secondary schools from that covered in Mathematics A (ESA113). The unit will focus on planning programs of work for a variety of secondary mathematics classes. Special attention will be given to assessment and reporting of pupil performance, remedial strategies, problem solving, creating connections among topics within Mathematics, devising cross-disciplinary activities, and use of web-based resources and technology.

Requisites: PREREQ - ESA170, ESA171 COREQ - School Experience 3, School Experience 4

Staff: TBA

Teaching Pattern: 4 hrs weekly (13 wks) -- mainly in tutorial format, including computer sessions, in-class presentations and discussion (sem1 and sem 2 combined)

Assessment: 2 major essays (one including a unit of work for the classroom), various mathematical tasks and class participation


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ESA266 - Curriculum and Method Studies: Science 2A

Description: Extends the theory and practice of the teaching of Science in secondary schools beyond that covered in Science A (ESA114).

Requisites: PREREQ - ESA172, ESA173 COREQ - School Experience 3, Internship

Staff: Dr NR Brown

Teaching Pattern: 2x2-hr weekly tutorials, lab sessions and field trips (13 wks)

Assessment: seminar participation, group and individual presentations, assignments

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ESA268 - Curriculum and Method Studies: Society and Environment (SOSE) 2

Description: Extends the theory and practice of the teaching of SOSE as part of the Essential Learnings in secondary schools beyond that covered in SOSE A.

Requisites: PREREQ - ESA174, ESA175 COREQ - School Experience 3, Internship

Staff: Dr C Desmarchelier

Teaching Pattern: 4 hrs weekly seminars and workshops (13 wks)
Assessment: 2 written assignments, 3-min video on negotiated topic, reflective essay on video making as productive pedagogy, attendance and participation


Offered in Courses: [ E3H ] [ E4H ]

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**ESA270 - Curriculum and Method Studies: Performing Arts: Drama 2**

Special Note: *The unit is offered flexibly.*

Description: Further develops students' understanding of drama and of the arts in education and to focus attention on current issues, in particular addressing connecting theory with practice. A large part of the unit involves focused observations in school and seminars on those observations. Involvement in practical classes is also a feature of the unit.

Requisites: PREREQ - ESA176, ESA177 COREQ - School Experience 3, Internship

Staff: Mr Cameron Hindrum

Teaching Pattern: block delivery, weekend sessions

Assessment: class workshop (25%), book review and lessons (25%); sem 2: theory to practice (25%), video case study (25%)


0’Neill C, *Drama Worlds*, Heinemann, 1995

Recommended Texts: Contact School for details

Offered in Courses: [ E3H ] [ E4H ]

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**ESA272 - Curriculum and Method Studies: Performing Arts: Music 2**

Description: Extends students' knowledge of the theory and practice of music education beyond that covered in Music A (see ESA117). The focus is on developing and refining teaching strategies with a view to planning, implementing and evaluating practical experiences for students in classrooms.

Requisites: PREREQ - ESA178, ESA179 COREQ - School Experience 3, Internship

Staff: Assoc Prof M Barrett

Teaching Pattern: flexible delivery

Assessment: seminar participation, 4 major assignments


Offered in Courses: [ E3H ] [ E4H ]

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**ESA274 - Curriculum and Method Studies: Performing Arts Music - PP 2**

Description: Introduces students to approaches to teaching composition and improvisation from K–12, and a range of issues related to the implementation of music technology in K–12 school and studio settings. Students participate in practical composition and improvisation teaching and learning experiences, and develop an understanding of creative practice as a pedagogical strategy in developing musical understanding.

Requisites: PREREQ - ESA180, ESA181 COREQ - School Experience 3, Internship

Staff: Assoc Prof M Barrett (Coordinator)

Teaching Pattern: flexible delivery

Assessment: seminar participation, 3 major assignments, ongoing practical assessment

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ E3H ] [ E4H ]

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**ESA276 - Curriculum and Method Studies: Technology Education 2**

Description: Draws on the knowledge and experiences gained in *Technology Education A* (ESA122) and extends students experiences in
teaching and learning the technology curriculum. It adopts a theoretical and practical approach to developing the skills needed to design, implement and evaluate educational experiences in the technology learning area. Additionally, various forms of visual and verbal communication appropriate to the classroom are examined.

**Requisites:** PREREQ - ESA182, ESA183 COREQ - School Experience 3, Internship

**Staff:** Ms R Glade-Wright

**Teaching Pattern:** 3 hrs weekly tutorials, seminars, demonstrations and workshops (13 wks)

**Assessment:** 2 and 3-dimensional design projects, class presentations and the design and presentation of two educational experiences relevant to written assignments


**Recommended Texts:** *A statement on Technology for Australian Schools*, Curriculum Corporation, Carlton, 1994

**Offered in Courses:** [ E3H ] [ E4H ]

### ESA276 - Special Secondary - Middle School Mathematics 2

**Description:** This Special Secondary subject extends the theory and practice of teaching mathematics at the middle school level, and its integration, particularly with the science curriculum. Special attention will be given to planning programs of work for a variety of middle school environments, creating transdisciplinary connections of mathematics and science to other areas of the curriculum, assessment, and the use of technology in the classroom.

**Requisites:** PREREQ - ESA186, ESA187 COREQ - ESA214, ESA231 and ESA232

**Staff:** TBA

**Teaching Pattern:** 4 hours weekly (13 weeks) - mainly in tutorial format, including computer sessions, in-class presentations and discussion

**Assessment:** 2 major essays (one including a unit of work for the classroom), various mathematical and technology tasks, class attendance and participation

### ESA280 - Honours Seminar

**Description:** One seminar on research design and methods will be required of all students.

**Requisites:** PREREQ - DN average (GPA = 4.0) in yr-1 BTeach coursework COREQ - enrolment in BTeach yr-2 program

**Staff:** Dr C Hiller

**Teaching Pattern:** 20 hrs during BTeach yr-2

**Assessment:** Attendance, participation and a Research Proposal

**Offered in Courses:** [ E4H ]

### ESA284 - Curriculum and Method Studies: Visual Art 2A

**Description:** In Australian schools, visual art is part of the key learning area called The Arts. In Tasmanian high schools art is normally undertaken as a compulsory subject in grades 7 and 8, as an optional subject in grades 9 and 10, and it is a pre-tertiary subject in grades 11 and 12. This unit contributes to the pre-service education of secondary art teachers in Tasmania by examining local, national, and international issues of both a practical and conceptual nature. It builds upon student's previous study in some area of the visual arts, to help them prepare for classroom realities as well as developing a critical awareness of best curriculum practice. The unit builds on and extends knowledge and skills acquired in ESA125.

**Requisites:** PREREQ - ESA188, ESA189 COREQ - School Experience 3, Internship

**Staff:** Margaret Baguley

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** participation (10%), various practical and written tasks (90%)
### ESA286 - Curriculum and Method Studies: Multi-Media 2

**Description:** Has the same general aims as and builds on the work started in ESA126. The unit further expands video edition experience on Casblanca Avio and other editing platforms, computer based animation and production of print media through Adobe elements. Increased focus is given to lesson planning and delivery.

**Requisites:** PREREQ - ESA190, ESA191, COREQ - School Experience 3, Internship

**Staff:** Mr G Van de Geer

**Teaching Pattern:** 4-hr tutorial/ workshop weekly or equiv

**Assessment:** Adobe Elements (40%), paper (40%), group work (10%), animation (10%)

**Required Texts:**

**Offered in Courses:** [E3H] [E4H]

**Unit Delivery Information:**

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### ESA288 - Cross-Curriculum Studies: Multiliteracies 2

**Special Note:** Includes ICT competencies.

**Description:** Extends the work completed in year 1 of the Multiliteracies unit. The emphasis in the second year of the BTeach program is on students applying their skills and insights developed in the classroom plus critically evaluate their practice.

The unit provides student-teachers with a range of cross-curriculum skills and understandings -- ICT, Literacy Across the Curriculum, Numeracy Across the Curriculum, Quantitative Literacy, Information Literacy, Multi-media -- that are now a standard component of the contemporary curriculum environment in Australian schools. The unit also develops the skills and understandings in generic pedagogical approaches -- Community of Inquiry Across the Curriculum, Drama Across the Curriculum -- associated with best practice teaching in Australia and internationally. In Year 2, students study ICT (Levels 3 and 4), Quantitative Literacy, Community of Inquiry Across the Curriculum and Drama Across the Curriculum.

**Requisites:** PREREQ - ESA104or ESA196 and ESA197

**Staff:** Mr G van de Geer, Mr A Fluck, Ms L French, Dr C Hiller

**Teaching Pattern:** 13 hours lecture/tutorials (block delivery) + 1 hr tutorial (13 wks)

**Assessment:** participation and attendance; portfolio; 3 tests (ICT competencies).

**Required Texts:**

**Offered in Courses:** [E3H] [E4H]

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### ESA289 - Cross-Curriculum Studies: Interdisciplinary Project

**Special Note:** Includes ICT competencies.

**Description:** The ICP requires students to develop, teach (if possible), evaluate and report a cross-curriculum unit developed as a member of a team as a way of preparing them to understand and teach in the kinds of integrated, cross-curriculum environments that are increasingly characterising contemporary Australian schools, including Tasmania through the Essential Learnings Framework.

**Requisites:** PREREQ - ESA104or ESA196 and ESA197

**Staff:** Prof D Hogan, Ms L French, Dr NR Brown and BTch staff

**Teaching Pattern:** 10 hours workshops (block delivery) and independent group work

**Assessment:** participation and attendance; exhibition

**Offered in Courses:** [E3H] [E4H]

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### ESA290 - Curriculum and Method Studies: Technology Education (Single) 2

**Description:** Extends the theory and practice of the teaching of technology in secondary schools beyond that covered in Technology A Single Major (see ESA123). The unit continues studies into the technology curriculum and different strategies for its presentation in the classroom. Additionally, various forms of visual and verbal communication appropriate to the classroom are examined.

**Requisites:** PREREQ - ESA111 PREREQ - School Experience 3, Internship

**Staff:** Ms R Glade-Wright and Technology staff

**Teaching Pattern:** 3 hrs weekly, tutorials (13 wks)

**Assessment:** 2 and 3-dimensional design projects, class presentations written assignments

**Required Texts:**
- *People Skills*, Simon and Schuster, Brookvale, 1987
**Units Coded E – Faculty of Education**

Offered in Courses:  [ E3H ]  [ E4H ]

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**ESA292 - Curriculum & Method Studies: Early C&P Education(K-6)**

**Special Note:** compulsory unit

**Description:** Continues from ESA145. The unit covers the theory and methods of the learning areas covered in the middle school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment, Science, Health, Technology, Languages Other Than English (LOTE) and The Arts. English and Mathematics form the core of the unit. This unit will examine the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice will be explored. The 8 learning areas will be closely linked to the school experience sessions, a study of curriculum integration and essential learnings.

**Requisites:** PREREQ - ESA192, ESA193 COREQ - ESA260, ESA261, School Experience 1 and 2

**Staff:** Mr G Van de Geer (Coordinator)

**Teaching Pattern:** 10 hrs weekly tutorials (11 wks); Credit hrs: English 26, Mathematics 26, Science 10, SOSE 10, The Arts 24, LOTE 8

**Assessment:** written assignments, practical work


Offered in Courses:  [ E3H ]  [ E4H ]

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**ESA294 - Curriculum & Method Studies: Primary (K-6)**

**Special Note:** compulsory unit

**Description:** Continues from ESA146. The unit covers the theory and methods of the learning areas covered in the primary school curriculum. Sub-units are based on the national statement and profile's 8 key learning areas: English, Mathematics, Studies of Society and Environment, Science, Health, Technology, Languages Other Than English (LOTE) and The Arts as well the Practice of Teaching and the Pro-seminars. This unit will examine the current curriculum documents, approaches to teaching, and evaluation procedures in each learning area. Current literature and classroom applications which link theory and practice will be explored. The 8 learning areas will be closely linked to the school experience sessions, a study of curriculum integration and essential learnings.

**Requisites:** PREREQ - ESA194, ESA195 COREQ - Practice of Teaching; School Experience 1 and 2, ESA260, ESA261

**Staff:** Mr G Van de Geer (Coordinator)

**Teaching Pattern:** 10 hrs weekly tutorials (11 weeks); Credit hrs: English 26, Mathematics 26, Science 10, SOSE 10, The Arts 24, LOTE 8

**Assessment:** written assignments, practical work

**Offered in Courses:**  [ E3H ]  [ E4H ]

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**ESA296 - Honours Dissertation A**

**Description:** Along with participation in the Honours seminar (see ESA280), Honours students will be required to undertake a program of independent approved study, and to write a dissertation. The dissertation will be based on a major study in an area directly related to classroom practice, selected by the student in consultation with the supervisor, approved by the Honours Panel, and supervised by a member of the University's academic staff. The length of the dissertation will vary according to the nature of the topic and the method of presentation but should not be less than 15,000 words. The dissertation topic should be decided early in the first semester of Year 2. During the year at a time appointed by the Honours Panel, the student will be required to make an oral presentation of the work in progress in relation to the dissertation and to defend it at a specially convened seminar.

**Requisites:** PREREQ - DN average (GPA = 4.0) in yr-1 BTeach coursework COREQ - enrolment in BTeach yr-2 program COREQ - ESA297

**Staff:** Dr C Hiller

**Teaching Pattern:** supervision by arrangement

**Assessment:** dissertation to be assessed by two examiners acting independently of each other

**Offered in Courses:**  [ E4H ]

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**ESA297 - Honours Dissertation B**

**Description:** Along with participation in the Honours seminar (see ESA280), Honours students will be required to undertake a program of independent approved study, and to write a dissertation. The dissertation will be based on a major study in an area directly related to classroom practice, selected by the student in consultation with the supervisor, approved by the Honours Panel, and supervised by a member of the University's academic staff. The length of the dissertation will vary according to the nature of the topic and the method of presentation
but should not be less than 15,000 words. The dissertation topic should be decided early in the first semester of Year 2. During the year at a
time appointed by the Honours Panel, the student will be required to make an oral presentation of the work in progress in relation to the
dissertation and to defend it at a specially convened seminar.

Requisites:
- PREREQ - DN average (GPA = 4.0) in yr-1 BTeach coursework
- COREQ - enrolment in BTeach yr-2 program
- COREQ - ESA296

Staff: Dr C Hiller

Teaching Pattern: supervision by arrangement

Assessment: dissertation to be assessed by two examiners acting independently of each other

Offered in Courses: [ E4H ]

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ESF900 - Governance and Leadership

Special Note: availability of this unit is subject to viable class size

Description: Covers theories of organisations and management and their relevance to the educational context, organisational cultures and climates; leadership, ethics and social policy; school based decision making; working with the community; theoretical perspectives on the management of change; financial management and program budgeting; human resource development and the evaluation of leadership services.

Staff: Prof WB Mulford

Offered in Courses: [ E9Z ]

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ESF901 - Teaching and Assessment

Special Note: availability of this unit is subject to viable class size

Description: Covers pedagogy, andrology, and teaching outcomes; teaching strategies and styles, instructional skills and training techniques. Issues could include teacher and adult education, staff development, the appraisal of teaching, teacher effectiveness, outcomes-based teaching and managing learning environments.

Staff: Prof J Williamson

Offered in Courses: [ E9Z ]

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ESF902 - Educational Policy and Professional Practice

Special Note: availability of this unit is subject to viable class size

Description: Provides a critical examination of contemporary policy initiatives in education in terms of policy formation, articulation, transmission, interpretation and implementation at system, school and classroom levels.

Staff: Prof J Williamson

Offered in Courses: [ E9Z ]

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ESF903 - Dissertation A

Special Note: availability of this unit is subject to viable class size

Description: For details of this unit, contact the School of Education at Launceston.

Staff: Assoc Prof M Barrett, Prof B Mulford

Offered in Courses: [ E9Z ]

Unit Delivery Information:

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ESF905 - Research Methodology

Special Note: availability of this unit is subject to viable class size

Description: Covers quantitative and qualitative research methods. Computer-assisted questionnaire design, data processing and analysis.

Staff: Prof J Williamson

Offered in Courses: [ E9Z ]

Unit Delivery Information:
### ESF905 - Dissertation B

**Special Note:** availability of this unit is subject to viable class size

**Description:** For details of this unit, contact the School of Education at Launceston.

**Offered in Courses:** [E9Z]

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### ESF906 - Dissertation B

**Description:**

For details of this unit, contact the School of Education at Launceston.

**Offered in Courses:** [E9Z]

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### ESF909 - Dissertation B

**Special Note:** availability of this unit is subject to viable class size

**Description:**

Is a critical examination of curriculum planning, curriculum development at the local, state and national level, curriculum change and models, curriculum evaluation; recent initiatives in curriculum frameworks and profiles and curriculum theorising.

**Staff:** S Pittaway

**Offered in Courses:** [E9Z]

#### Unit Delivery Information:

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### ESG501 - Learning Communities

**Description:** This unit provides students with the opportunity to review current theory and best practice on learning communities and learning as a tool for managing change and regional development. Skills development, learning for innovation, the role of learning communities in building social capital and leadership for learning communities will be considered.

**Staff:** TBA

**Teaching Pattern:** Flexibly delivered with online materials and web-based asynchronous student/lecturer interaction. Optional block workshop.

**Assessment:** A critical literature review that demonstrates knowledge and understanding of current theory and best practice on learning communities and learning as a tool for managing change and regional development (2,500 words - 40%). A plan for the application of the principles of learning communities and learning as a tool for managing change and regional development to a context of their choice (2,500 words - 60%).

**Recommended Texts:**


**Offered in Courses:** [R5S] [R6S] [R7S] [OCS]

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### ESF910 - Curriculum and Assessment

**Description:**

This unit examines curriculum planning, curriculum development at the local, state and national level, curriculum change and models, curriculum evaluation; recent initiatives in curriculum frameworks and profiles and curriculum theorising.

**Staff:** S Pittaway

**Offered in Courses:** [E9Z]

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### ESG502 - Authentic E-Learning Pedagogies

**Special Note:** Students will be required to demonstrate their knowledge and understanding of the principles through online discussions and written responses to case study materials based on authentic workplace e-learning contexts. Through negotiation students will be required to demonstrate their understanding through application of their knowledge to the analysis of an e-learning context of their choice.

**Description:** This new unit provides students with the opportunity to review current educational theory and best practice in teaching and learning in general, and with specific reference to a range of e-learning, multi-media, digital and online contexts. These contexts range from fully online environments in the workplace and educational settings to mixed mode contexts where digital and online tools are integrated.
with traditional learning tools. Relevant e-learning research will be reviewed through selected readings. Issues considered are requisite working knowledge of the e-learning tools, communication processes and levels of cooperation implicit for successful outcomes, connectivity including reliability, and decision making aimed at matching technologies with institutional needs.

**Requisites:** PREREQ - Batchelor's degree

**Staff:** Dr Margaret Robertson & x

**Assessment:**
- Participation and written responses to online tutorials (1500 words = 30%)
- Assessment criteria: Evidence of understanding of the principles of learning and teaching as they apply to learning in digital and multi-media contexts.
- Assessment task to review current literature on issues and authentic teaching and learning responses and apply these within a context of choice (3500 words = 70%)
- Assessment criteria: Demonstrated understanding and application of theories of learning and teaching within digital and multi-media contexts.

**Required Texts:**

**Offered in Courses:** [ ESE ] [ E7E ]

### Unit Delivery Information:

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**ESG503 - E-Learning Project**

**Special Note:** Using Activity theory students will be required to first conduct an analysis of the e-learning needs of their chosen workplace context; design and construct a plan that integrates the needs of each of stakeholders within that context; apply the plan; review the outcomes, and produce a final report which includes a web-based component.

**Description:** This unit is designed to bring together the respective contributions of educational theory, computing and systems analysis in an E-Learning project which will be a negotiated workplace study complete with inbuilt evaluation processes designed to assess outcomes. The E-Learning project will encompass the principles of Activity Theory set in the context of an Action Learning project.

**Requisites:** PREREQ - Batchelor's degree

**Staff:** Dr Margaret Robertson and others

**Teaching Pattern:** Flexible Delivery

**Assessment:** There will be two assessment requirements.

1. Using Activity Theory and Action Learning principles students will be required to identify, design, implement and evaluate an agreed e-learning project in their workplace (Report equivalent to 5000 words in negotiated formats including a web-based component =70%).
   - Assessment criteria: Demonstrated understandings of:
     - pedagogy in e-learning contexts,
     - web-based skills,
     - application of principles of change and innovation to knowledge management, and
     - demonstrated theoretical understandings relevant to the chosen workplace innovation.

2. Students will be required to participate in online tutorials and presentations with peers which will include a combination of face-to-face and web-based components (=30%).


**Offered in Courses:** [ ESE ] [ E7E ]

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**ESG700 - Contemporary Educational Issues A**

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers.

**Description:** Students undertake a thorough and critical review of selected contemporary issues in educational theory, policy and practice. There is opportunity for individuals to explore issues specific and relevant to their field of expertise.

**Staff:** Dr Margaret Robertson, Professor John Williamson

**Teaching Pattern:** flexible delivery for distance education students; lectures and tutorials for internal students; 1 week at summer school

**Assessment:** seminar paper (100%)
Required Texts: a package of selected readings to be provided

Offered in Courses: [ E5E ] [ E7E ]

Unit Delivery Information:

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ESG701 - Contemporary Educational Issues B

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Students continue with the thorough and critical review of selected contemporary issues in educational theory, policy and practice. There is opportunity for individuals to explore issues specific and relevant to their field of expertise.

Requisites: PREREQ - ESG 700 Contemporary Educational Issues A

Staff: Dr Margaret Robertson, Professor John Williamson

Teaching Pattern: flexible delivery for distance education students; lectures and tutorials for internal students; 1 week at summer school

Assessment: essay (100%)

Required Texts: a package of selected readings to be provided

Offered in Courses: [ E5E ] [ E7E ]

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ESG702 - Research Methods A

Special Note: restricted to students enrolled in the Master of Education (Honours) course - this unit will only be offered subject to sufficient enrolment numbers

Description: Participants in this unit review research approaches and techniques with a view to planning a research project in education. Each student is expected to (a) identify a researchable issue, topic or question, (b) develop an approach that links purpose, data types, collection techniques, analysis and presentation, and (c) argue a coherent methodology. Minor assignments may include reviews and class presentations. The major assignment may include the design of a research proposal or a critical review of literature relating to a topic or area. The unit is shaped to meet the needs of those intending to complete their degree by Dissertation.

Staff: Professor J Williamson

Teaching Pattern: flexible delivery for distance education students; lectures and tutorials for internal students; 1 week at summer school

Assessment: seminar paper (40%), research exercise (60%)

Required Texts: package of readings to be supplied


Offered in Courses: [ E7D ]

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ESG703 - Research Methods B

Special Note: restricted to students enrolled in the Master of Education (Honours) course - this unit will only be offered subject to sufficient enrolment numbers

Description: Participants in this unit continue to review research approaches and techniques with a view to planning a research project in education. Each student is expected to (a) identify a researchable issue, topic or question, (b) develop an approach that links purpose, data types, collection techniques, analysis and presentation, and (c) argue a coherent methodology. Minor assignments may include reviews and class presentations. The major assignment may include the design of a research proposal or a critical review of literature relating to a topic or area, and/or the completion of a Human Subjects Ethics Application. The unit is shaped to meet the needs of those intending to complete their degree by Dissertation.

Requisites: PREREQ - ESG702 Research Methods A

Staff: Professor J Williamson

Teaching Pattern: flexible delivery for distance education students; lectures and tutorials for internal students; 1 week at summer school

Assessment: essay (50%), learning contract to be negotiated (50%)

Required Texts: package of readings to be supplied


Offered in Courses: [ E7D ]

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ESG704 - Dissertation Part A

**Special Note:** a GPA of at least a credit level is required; restricted to students enrolled in the Master of Education (Honours) course - this unit will only be offered subject to sufficient enrolment numbers

**Description:** This is a major piece of work to complete a Master of Education (Honours). Candidates are required to work closely with a supervisor throughout the term of the study. The overall length should be between 15,000–18,000 words. Accuracy, comprehensiveness and careful standards of presentation are required. The study should be an orderly and fully documented investigation of some problem or point of interest arising from coursework undertaken by the student. The topic may be closely related to the student’s professional practice.

**Requisites:** PREREQ - ESG702/ESG703 Research Methods A+B and 100% of MEd coursework which must include ESG700/ESG701 Contemporary Educational Issues (A+B) if proceeding via the non-specialist pathway

**Staff:** Appointed on an individual basis.

**Teaching Pattern:** independent work including contact-time with lecturer

**Assessment:** the finished study to be marked by two outside assessors.

**Offered in Courses:** [E7D]

**Unit Delivery Information:**

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ESG705 - Dissertation Part B

**Special Note:** restricted to students enrolled in the Master of Education (Honours) course - this unit will only be offered subject to sufficient enrolment numbers

**Description:** This is the second half of the dissertation. Where work is not completed (dissertation submitted for assessment) within the semester in which the student is enrolled, the student will need to re-enrol in the unit in subsequent semesters until the dissertation is submitted.

**Requisites:** PREREQ - ESG702/ESG703 Research Methods A+B and 100% of MEd coursework which must include ESG700/ESG701 Contemporary Educational Issues (A+B) if proceeding via the non-specialist pathway

**Staff:** appointed on an individual basis.

**Teaching Pattern:** independent work including contact-time with lecturer

**Assessment:** the finished study to be marked by two outside assessors.

**Offered in Courses:** [E7D]

**Unit Delivery Information:**

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ESG706 - Dissertation

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** This is a major piece of work to complete a Master of Education (Honours). Candidates are required to work closely with a supervisor throughout the term of the study. The overall length should be between 15,000–18,000 words. Accuracy, comprehensiveness and careful standards of presentation are required. The study should be an orderly and fully documented investigation of some problem or point of interest arising from coursework undertaken by the student. The topic may be closely related to the student's professional practice. Where work is not completed (dissertation submitted for assessment) within the semester in which the student is enrolled, the student will need to re-enrol in ESG705 Dissertation Part B in subsequent semesters until the dissertation is submitted.

**Requisites:** PREREQ - ESG702/ESG703 Research Methods A+B and 100% of MEd coursework which must include ESG700/ESG701 Contemporary Educational Issues (A+B) if proceeding via the non-specialist pathway

**Staff:** DR Margaret Robertson

**Teaching Pattern:** independent work including contact-time with lecturer

**Assessment:** the finished study to be marked by two outside assessors.

**Required Texts:** tba

**Recommended Texts:** tba

**Offered in Courses:** [E7D]

**Unit Delivery Information:**

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ESG707 - Teaching Studies A

Special Note: this unit will only be offered subject to sufficient enrolment numbers

Description: Provides participants with the opportunity to reflect on their own teaching, to widen their understanding of techniques and approaches available, and to study research and theory related to teaching and curriculum development and evaluation

Staff: Dr M Robertson

Teaching Pattern: semester 3: combination of lectures/tutorials/workshops; semester 1: by distance packages

Assessment: seminar paper (100%)


Offered in Courses: [ E5E ] [ E7E ]

Unit Delivery Information:

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ESG708 - Teaching Studies B

Special Note: students enrolling in ESG707 in sem 3 (summer school) need to enrol for this unit in sem 1 or 2 - this unit will only be offered subject to sufficient enrolment numbers

Description: Extends the opportunity for students to reflect on their own teaching, to widen their understanding of techniques and approaches available, and to study research and theory related to teaching and curriculum development and evaluation

Requisites: PREREQ - ESG707 Teaching Studies A

Staff: Dr M Robertson

Teaching Pattern: semester 3: combination of lectures/tutorials/workshops; semester 1/2: by distance packages

Assessment: critiques (50%) anecdote paper (50%)


Offered in Courses: [ E5E ] [ E7E ]

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ESG714 - Current Issues in Second Language Learning

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Deals with the following aspects/issues: Linguistic issues in TESOL/LOTE; Linguistic awareness; The politics of TESOL; TESOL in multicultural society; Multimedia and second language learning; Assessing language competence; and Critical theory perspective in TESOL/LOTE.

Staff: Dr T Le, Dr K McPherson

Assessment: 3,000-word essay (65%) non-essay (2000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)


Gas SM & Schachter J (eds), Linguistic Perspectives on Second Language Acquisition. Melb, CUP, 1989

Long MH & Richards JC (eds), Methodology in TESOL, Boston, Mass, Heinle & Heinle Publ, 1987

Offered in Courses: [ ESE ] [ E7E ]

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ESG715 - Aspects of Linguistics

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: This unit deals with the following aspects/issues: What is linguistics?; Phonology; Morphology; Syntax; Semantics; Pragmatics; Discourse analysis; and the contribution of linguistics to TESOL.

Staff: Dr T Le, Dr K McPherson

Teaching Pattern: off-campus or on-campus flexible mode

Assessment: 3,000-word essay (65%) non-essay (2,000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)

Required Texts: Eggins S, An Introduction to Systematic Functional Grammar, Lond, Pinter Publishers, 1994 (This 345 [age-book provides a good background on systematic functional linguistics, a Hallidayan focus)


Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:
## ESG716 - Language, Culture and Society

**Special Note:** This unit will be offered subject to sufficient enrolment numbers

**Description:** Deals with the following aspects/issues: What is sociolinguistics?; The contribution of sociolinguistics to language education; Language and society; Language and culture; Linguistic Relativity Theory; Berstien and Labov on language variation; Code-switching; Language and prejudice; and Language education: a Critical Theory Perspective.

**Staff:** Dr T Lee, Dr K McPherson

**Teaching Pattern:** off-campus or on-campus flexible mode

**Assessment:** 3,000 word essay (65%) non-essay (2,000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)

**Required Texts:** Scollon R & Schollon S, *Intercultural Communication*, Oxf, UK, Blackwell, 1995 (This is an interesting profound 171-page book)

**Offered in Courses:** [ E5E ] [ E7E ]

### Unit Delivery Information:

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## ESG717 - Teaching English as a Second/Foreign Language

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Deals with the following aspects/issues: What is TESOL Education? What makes a good TESOL teacher? TESOL in the context of the world; TESOL in Asia/the Pacific; TESOL in theory and practice; Linguistics and TESOL; and Teaching Methodology.

**Staff:** Dr T Le, Dr K McPherson

**Assessment:** 3000-word essay (65%) non-essay (2000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)


Ellis R, *Understanding Second Language Acquisition*, OUP, 1990. (This is an excellent book of about 280 pages, providing a solid theoretical background.)


**Offered in Courses:** [ E5E ] [ E7E ]

### Unit Delivery Information:

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## ESG718 - Curriculum and syllabus in TESOL

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Deals with the following aspects/issues: The question of content: what to teach?; Learning styles; Independent learners; Socio-cultural factors affecting curriculum and syllabus design; Teaching listening, speaking, reading and writing; Approach, design and procedure; Teaching through the Internet; Teaching and learning resources; and Evaluation.

**Staff:** Dr T Le, Dr K McPherson

**Assessment:** 3,000-word essay (65%) non-essay (2,000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)

**Required Texts:** Richards JC & Rodgers T, *Approaches and Methods in Language Teaching*: a description and analysis, Melb, CUP, 1986

**Offered in Courses:** [ E5E ] [ E7E ]

### Unit Delivery Information:

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## ESG719 - Curriculum issues in TESOL

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Deals with the following aspects/issues: Curriculum: theory & practice; Transmission model of teaching; Learner-centred curriculum; Constructivism in second language teaching; The role of grammar in language teaching and learning; Theories of second language learning; Approaches to second language learning Translation and interpreting; and Assessment issues

**Staff:** Dr T Le, Dr K McPherson

**Teaching Pattern:** off-campus or on-campus flexible mode
ESG720 - Special Project in TESOL

Description: Provides the opportunity to carry out a practical project which strongly reflects students’ interests in any aspect in the broad area of language education. It could be based on a case study (e.g., a migrant learning English, an international student coping with linguistic problems at a university). The project could also be based on the construction of a language software package or a video as seen in open learning TV show, implementation of a program, evaluation of a teaching program. It may be an analysis of a language teaching discourse or a conversational analysis.

Staff: Dr T Le, Dr K McPherson

Teaching Pattern: off-campus or on-campus flexible mode

Assessment: 5,000-word project report

Offered in Courses: [ ESE ] [ E7E ]

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ESG721 - Language and Communication

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Deals with the following aspects/issues: Communication as a process; Transmission and interaction models; Interpersonal communication; Intercultural communication; Communicative strategies; Communication and conflict resolution; Cognitive and affective aspects of communication; Language as a system; Language acquisition; First and second language learning; and Literacy development.

Staff: Dr T Le, Dr K McPherson

Teaching Pattern: off-campus or on-campus flexible mode

Assessment: 3,000-word essay (65%) non-essay (2,000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)


Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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ESG722 - Language Learning for Specific Purposes

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Deals with the following aspects/issues: The concept of ‘context’ in language learning; Theory in practice; Classroom as a learning environment; Foreign language learning and LOTE; Second language learning in childhood; Second language learning in adulthood; and English for different specific purposes.

Staff: Dr T Le, Dr K McPherson

Teaching Pattern: off-campus or on-campus flexible mode

Assessment: 3,000-word essay (65%) non-essay (2,000 words) (35%); (the non-essay includes one of the following categories: journal, portfolio, report, book or article review, brief case study)

Offered in Courses: [ ESE ] [ E7E ]

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ESG723 - Numeracy and the Mathematics Curriculum A

Description: Current policy in education emphasises the need for schools to focus on the development of numeracy for all students. The basis of this unit will be on exploring the following: the implications for teaching mathematics with the emphasis on numeracy; numeracy in
relation to each strand of the mathematics syllabus and other key learning areas; the need for and the nature of new teaching approaches based on conceptual development.

Staff: Dr Kim Beswick

Teaching Pattern: combination of workshops and seminars with guest speakers (where possible)

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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**ESG724 - Numeracy and the Mathematics Curriculum B**

Description: Current policy in education emphasises the need for schools to focus on the development of numeracy for all students. The basis of this unit will be on the continued exploration of the following: the implications for teaching mathematics with the emphasis on numeracy; numeracy in relation to each strand of the mathematics syllabus and other key learning areas; the need for and the nature of new teaching approaches based on conceptual development.

Requisites: PREREQ - ESG723 Numeracy and the Mathematics Curriculum A

Staff: Dr Kim Beswick

Teaching Pattern: combination of workshops and seminars with guest speakers (where possible)

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

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**ESG725 - Diagnosis and Intervention in Mathematics A (Unit not offered in 2006)**

Description: For details of this unit, contact the School of Education.

Offered in Courses: [ ESE ] [ E7E ]

**ESG726 - Diagnosis and Intervention in Mathematics B (Unit not offered in 2006)**

Description: For details of this unit, contact the School of Education.

Offered in Courses: [ ESE ] [ E7E ]

**ESG727 - Issues in Mathematics Education A**

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Mathematics has traditionally been regarded as purely logical. However, there has been increasing acknowledgement of the important role of affects, including beliefs, attitudes and emotions in both the teaching and learning of mathematics. This unit explores affective issues in mathematics education. Topics include the scope of the affective domain, mathematics teacher beliefs and their relationship with practice, affective factors in teacher change and development, and student beliefs and attitudes relating to mathematics.

Requisites: COREQ - ESG728

Staff: Dr Kim Beswick

Teaching Pattern: by distance education

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

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**ESG728 - Issues in Mathematics Education B**

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: This unit explores a range of equity issues in mathematics education. The meaning of equity in this context is explored and equity issues relating to gender, socio-economic background, culture and inclusion as they relate to mathematics education, are examined.

Requisites: COREQ - ESG727

Staff: Dr Kim Beswick

Teaching Pattern: by distance mode

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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</table>
ESG729 - Thinking and Working Mathematically A (Unit not offered in 2006)

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Promoting students' thinking, reasoning and problem solving skills is a major emphasis in today's school curricula and one that aligns the goals of school mathematics in Australia. Within this unit, current research on problem-solving will be analysed, and strategies for developing students' mathematical thinking and reasoning skills through the content strands of the curriculum will be explored. The notion of cognitive and metacognitive strategies in order to work mathematically within and across various mathematical domains will be the focus in this unit.

Staff: Dr K Beswick

Teaching Pattern: combination of workshops and seminars with guest speakers (where possible)

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

ESG730 - Thinking and Working Mathematically B (Unit not offered in 2006)

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Promoting students' thinking, reasoning and problem solving skills is a major emphasis in today's school curricula and one that aligns the goals of school mathematics in Australia. Within this unit, current research on problem-solving will be analysed, and strategies for developing students' mathematical thinking and reasoning skills through the content strands of the curriculum will be explored. The notion of cognitive and metacognitive strategies in order to work mathematically within and across various mathematical domains will be the focus in this unit.

Requisites: PREREQ - ESG729 Thinking and Working Mathematically A

Staff: Dr K Beswick

Teaching Pattern: combination of workshops and seminars with guest speakers (where possible)

Assessment: 2 pieces of written assessment relating to material covered within the unit and individual participant's research interests.

Offered in Courses: [ ESE ] [ E7E ]

ESG735 - Tasmanian Heritage, Lifestyle and Education (Unit not offered in 2006)

Description: This negotiated coursework unit will be based on invited presentations which run in parallel with the formal coursework activities of summer school. A feature of the content will be local fieldwork involving heritage sites in Northern Tasmania. This varied program will enable students to negotiate assignments based on contemporary socio-cultural educational thinking. It should be attractive to people wishing to pursue personal educational philosophies in an environment of critical enquiry.

Staff: Dr M Robertson

Teaching Pattern: flexible

Assessment: negotiated assignment (equivalent of 5,000 words)

Required Texts: Reading material will be provided

Offered in Courses: [ ESE ] [ E7E ]

ESG737 - New Directions in Art Education 1A (Unit not offered in 2006)

Description: Introduces students to some of the cutting edge debates and directions in art education today. The unit challenges teachers to reconsider their ideas and practices and to forge new directions, which are commensurate with the challenges of an increasingly diverse and fluid cultural landscape.

Staff: Ms M Baguley

Teaching Pattern: 5x6-hr days summer school

Assessment: 5,000-word paper


Recommended Texts: tba

Offered in Courses: [ ESE ] [ E7E ]

ESG738 - Empathic Intelligence: Theory and Practice

Special Note: This unit will only be subject to sufficient enrolment numbers

Description: Please contact the Faculty for a description and details of this unit.

Staff: Professor R Arnold

Teaching Pattern: Flexible

Offered in Courses: [ ESE ]

Unit Delivery Information:

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ESG739 - Curriculum Theory and Practice (Unit not offered in 2006)

Description: Please contact the Faculty for a description and details of this unit.

Offered in Courses: [ ESE ]

ESG740 - Teacher Research and Curriculum Change (Unit not offered in 2006)

Description: Please contact the Faculty for a description and details of this unit.

Offered in Courses: [ ESE ]
**ESG741 - Reason, Truth and Knowledge A (Unit not offered in 2006)**

**Description:** Students are introduced to the skills of reason and argument, especially as employed when a member of an inquiring group in critical interlocution. Although some conceptual framework concerning reasoning is formally presented, the skills are built up by practice when addressing the unit's subject-matter. The major philosophical questions considered in this unit continue to be ones such as the following. What is it for a statement to be true? Are there different types of truths? What is it to know something to be true? Do the natural sciences supply us with knowledge of the universe? Are there different ways of knowing? Is there any such thing as absolute knowledge? Are the methods of inquiry of the natural sciences appropriate for the human and social sciences? And so on. In parallel with students' own engagement with these issues will be discussion of the pedagogy of having school students engage with the same issues.

**Requisites:** COREQ - ESG742 Reason, Truth and Knowledge B  
**Staff:** P Davson-Galle (unit coordinator) with members of the School of Philosophy and colleagues from other universities as suitable  
**Assessment:** 1 x 1,500 and 1 x 3,500-word essay  
**Recommended Texts:** tba  
**Offered in Courses:** [ E5E ] [ E7E ]

**ESG742 - Reason, Truth and Knowledge B (Unit not offered in 2006)**

**Description:** Skills of reason and argument continue to be fostered, especially as employed when a member of an inquiring group in critical interlocution. Although some conceptual framework concerning reasoning is formally presented, the skills are built up by practice when addressing the unit's subject-matter. The major philosophical questions considered in this unit continue to be ones such as the following. What is it for a statement to be true? Are there different types of truths? What is it to know something to be true? Do the natural sciences supply us with knowledge of the universe? Are there different ways of knowing? Is there any such thing as absolute knowledge? Are the methods of inquiry of the natural sciences appropriate for the human and social sciences? And so on. In parallel with students' own engagement with these issues will be discussion of the pedagogy of having school students engage with the same issues.

**Requisites:** COREQ - ESG741 Reason, Truth and Knowledge A  
**Staff:** P Davson-Galle (unit coordinator) with members of the School of Philosophy and colleagues from other universities as suitable  
**Assessment:** 1 x 2,000 and 1 x 3,000-word essay  
**Offered in Courses:** [ E5E ] [ E7E ]

**ESG743 - What Is a Person? A (Unit not offered in 2006)**

**Description:** Skills of critical inquiry continue to be fostered with the focus for discussion being the question: 'What is a person?' and issues arising out of that question such as the following. Could machines or animals be persons? When does personhood begin and end? What are minds? Do we have free will? How should we live our lives? Do only persons have duties? Do only persons have rights? What is it for something to be right or good anyway? Are there any moral truths? Is right and wrong the same for everybody? If there are any moral truths, how would we know what they were? Is there a God? Were there not to be a God, would life be meaningless? What can be done in the face of disagreement on these matters? And so on. Again, in parallel with students' own engagement with these issues will be discussion of the pedagogy of having school students engage with the same issues.

**Requisites:** COREQ - ESG744 What Is a Person? B  
**Staff:** P Davson-Galle (unit coordinator) with members of the School of Philosophy and colleagues from other universities as suitable  
**Assessment:** 1 x 1,500 and 1 x 3,500-word essay  
**Offered in Courses:** [ E5E ] [ E7E ]

**ESG744 - What Is a Person? B (Unit not offered in 2006)**

**Description:** The skills of critical inquiry continue to be fostered with the continuing focus for discussion being the question: 'What is a person?' and issues arising out of that question such as the following. Could machines or animals be persons? When does personhood begin and end? What are minds? Do we have free will? How should we live our lives? Do only persons have duties? Do only persons have rights? What is it for something to be right or good anyway? Are there any moral truths? Is right and wrong the same for everybody? If there are any moral truths, how would we know what they were? Is there a God? Were there not to be a God, would life be meaningless? What can be done in the face of disagreement on these matters? And so on. Again, in parallel with students' own engagement with these issues will be discussion of the pedagogy of having school students engage with the same issues.

**Requisites:** COREQ - ESG743 What Is a Person? A  
**Staff:** P Davson-Galle (unit coordinator) with members of the School of Philosophy and colleagues from other universities as suitable  
**Assessment:** 1 x 1,500 and 1 x 3,500-word essay  
**Offered in Courses:** [ E5E ] [ E7E ]

**ESG745 - Teaching Asia**

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers  
**Description:** For teachers new to studies of Asia and for teachers and curriculum coordinators who wish to include studies of Asia within specific learning areas as well as across the curriculum. In this unit teachers examine contentious issues in concepts, representations and teaching of Asia; explore aspects of the historical experiences and achievements of countries of Asia, and of Australian-Asian relationships relevant to the curriculum emphases of the Studies of Asia Statement for Australian Schools.

**Staff:** Mrs J Browett  
**Teaching Pattern:** learning will be conducted through the completion of interactive teaching materials and teacher-student, student-student online discussion.
ESG745 - Asia in the Curriculum

Assessment: Two assignments based on course content to total 5000 words (80%), discussion board participation (20%)

Required Texts: Students will be sent the CDROM containing course materials.

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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ESG746 - Asia in the Curriculum

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Teachers are provided with an understanding of the contexts of curriculum and policy relevant to implementing studies of Asia in classrooms and schools and explore strategies for introducing curriculum change. The unit explores the rationale for teaching studies of Asia in Australian schools and the policy framework within which these studies are being developed.

Staff: Mrs J Browett

Teaching Pattern: Learning will be conducted through the completion of interactive teaching materials and teacher-student, student-student online discussion.

Assessment: Two assignments based on course content to total 5000 words (80%), discussion board participation (20%)

Required Texts: Students will be sent the CDROM containing course materials.

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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ESG747 - Education Project

Description: The negotiated project may be investigatory in nature and is frequently an extended piece of writing (5,000 words), monograph, curriculum development, professional development program, video or cine film production, or journal article for refereed publication at national or international level.

Requisites: MEXCL -

Staff: Dr Margaret Robinson

Teaching Pattern: learning contract to be negotiated

Assessment:

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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ESG747 - Education Project 1

Description: The negotiated project may be investigatory in nature, similar to, but less comprehensive than, a dissertation. It is frequently an extended piece of writing (10,000 words), monograph, curriculum development, professional development program, video or cine film production, or journal articles for refereed publication at national or international level.

Staff: Dr Margaret Robinson

Teaching Pattern: learning contract to be negotiated

Assessment:

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ ESE ] [ E7E ]

Unit Delivery Information:

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ESG749 - Community Education & Learning A

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: This unit will focus on education and learning in the community. It provides relevant and practical, theoretical introduction to informal and non-formal learning in variety of contexts. Based on a contemporary approach, this unit will examine the scope of community learning and its contribution to the educational, economic and social outcomes of the nation, state and individual. In addition, the practical and theoretical aspects of public education campaigns will be examined.

Staff: Dr M Robertson

Teaching Pattern: flexible; online communication support
ESG750 - Community Education & Learning B

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Focuses on education and learning in the community. The unit provides relevant and practical, theoretical introduction to informal and non-formal learning in variety of contexts. Based on a contemporary approach, this unit examines the scope of community learning and its contribution to the educational, economic and social outcomes of the nation, state and individual. In addition, the practical and theoretical aspects of public education campaigns are examined

Requisites: PREREQ - ESG749 Community Education & Learning A

Staff: Dr M Robertson

Teaching Pattern: flexible; online communication support

Assessment: negotiated on an individual basis


Offered in Courses: [ ESE ] [ E7E ]

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ESG751 - Community Development A (Unit not offered in 2006)

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Advances on the unit ESG749 and ESG750 Community Education and Learning A & B. The unit reviews relevant processes in engaging community members in problem diagnosis, of economic, social, political, environmental and psychological impact. Based on both a facilitated view of community development, and community self-help processes, this unit focuses on theories and methods of building community and citizen participation in decision-making. Importantly, the role of human interaction, social dimensions, and their relationship to connectedness of the individual-in-community are explored.

Staff: Ms L Harrison

Teaching Pattern: flexible

Assessment: to be negotiated


Offered in Courses: [ ESE ] [ E7E ]

ESG752 - Science, Literacy & Multiliteracies (Unit not offered in 2006)

Special Note: This unit will be offered subject to sufficient enrolment numbers

Description: This unit is an exciting new development that links science, literacy and the multi literacies within a new Essential Learnings framework. It will focus on modelling innovative methods of teaching science and literacy through interaction of the key learning areas, new basics and rich tasks. It will take an integrated approach to the teaching of science and literacy through the multi Literacies. Participants will be encouraged to develop individual programs of work suitable for each professional context.

Staff: Dr N. Brown, Dr CJ Hiller

Teaching Pattern: 1 week summer school

Assessment: negotiated assignment

Gazis S, Slattery J, Simon W & Shepherd M, Literacy Links, Longmans, 1999
Knobel M & Healy A (eds), Critical Literacies in the Primary Classroom, PETA, 1998
Rowan L, Write Me In, PETA, 2001

Offered in Courses: [ ESE ] [ E7E ]

ESG753 - The Pedagogy of Online Learning A

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Examines the various online learning environments, tools, and resources. The World Wide Web provides new opportunities for distance education over the Internet. The Web, when combined with other network tools, can be used to create a virtual classroom to bring together a community of learners for interactive education. This unit allows the student to explore and experiment in integrating unique features of the Web into their learning environment. The relevance of a personalised learning environment, collaborative learning, multimedia presentation of content, reinforcing content, experiential learning and new approaches to assessment are examined and evaluated.

Staff: Dr M Robertson

Teaching Pattern: internal & amp; online

Assessment: to be negotiated

Required Texts: tba

Offered in Courses: [ ESE ] [ E7E ]
ESG753 - The Pedagogy of Online Learning B

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Further examines the various online learning environments, tools, and resources. The World Wide Web provides new opportunities for distance education over the Internet. The Web, when combined with other network tools, can be used to create a virtual classroom to bring together a community of learners for interactive education. This unit allows the student to explore and experiment in integrating unique features of the Web into their learning environment. The relevance of a personalised learning environment, collaborative learning, multimedia presentation of content, reinforcing content, experiential learning and new approaches to assessment are examined and evaluated.

Requisites: COREQ - ESG753, The Pedagogy of Online Learning A

Staff: Dr M Robertson

Teaching Pattern: internal & online

Assessment: to be negotiated

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

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ESG754 - Creating an Online Teaching Course A

Special Note: No experience with HTML is required but computer skills are required. This unit will only be offered subject to sufficient enrolment numbers.

Description: Expands on the units ESG753 and ESG754, The Pedagogy of Online Learning. Students are exposed to the web based course management system of WebCT and are able to create their own online teaching environment. Students are encouraged to think beyond classroom paradigms using sound online teaching and learning strategies, and student and teacher administrative tools, student progress tracking, and student management tools.

Requisites: PREREQ - ESG753, ESG754, The Pedagogy of Online Learning A & B

Staff: Dr M Robertson

Teaching Pattern: internal & amp; online

Assessment: to be negotiated

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

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ESG755 - Creating an Online Teaching Course B

Special Note: No experience with HTML is required. Computer skills are required. This unit will only be offered subject to sufficient enrolment numbers.

Description: Expands on the unit ESG753 and ESG754, The Pedagogy of Online Learning. Students are exposed to the web based course management system of WebCT and are able to create their own online teaching environment. Students are encouraged to think beyond classroom paradigms using sound online teaching and learning strategies, and student and teacher administrative tools, student progress tracking, and student management tools.

Requisites: PREREQ - ESG755, Creating an Online Teaching Course A, ESG753, ESG754, The Pedagogy of Online Learning A & B

COREQ - Computer skills

Staff: Dr M Robertson

Teaching Pattern: internal & online

Assessment: to be negotiated

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

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ESG756 - Difference, Disability and Diversity A

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Introduces understandings of inclusive educational communities. The theory and practice on inclusive learning communities are developed through an exploration of the notion of difference. How we understand difference, shapes our pedagogy. Difference is explored through the special education knowledge tradition philosophical thinking and inquiry into practice.

Staff: Dr D Bridge
Teaching Pattern: 1 week (5 days x 7 hrs per day)
Assessment: equiv of 4,000 words
Required Texts: tba
Offered in Courses: [ E5E ] [ E7E ]

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ESG758 - Difference, Disability and Diversity B

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Examines ways that the theories informing inclusive schooling are expressed through policy and through practice. Understandings of national and local inclusion and equity policies are developed. There is a focus on particular abilities and disabilities, associated pedagogies and on the formation of inclusive learning communities. Conceptions of diversity and difference are explored. Teaching for difference rather than to accommodate difference is emphasised.

Requisites: PREREQ - ESG757 Difference, Disability and Diversity A

Staff: Dr D Bridge

Teaching Pattern: 1 week (5 days x 7 hrs per day)
Assessment: equiv of 4,000 words
Required Texts: tba
Offered in Courses: [ E5E ] [ E7E ]

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ESG759 - Inclusive Curriculum Leadership A (Unit not offered in 2006)

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Focuses on inclusive leadership with the intention to build the capacity of schools to cater for a wide range of students. There is a focus on the development of inclusive learning communities. The diverse need of different social groups and students are addressed including those students who are gifted and/or live with disability. The impact of schooling as both enabling and disabling is explored.

Staff: Dr D Bridge

Teaching Pattern: 1 week (5 days x 7 hrs per day)
Assessment: equiv of 4,000 words
Required Texts: tba
Offered in Courses: [ E5E ] [ E7E ]

ESG760 - Inclusive Curriculum Leadership B (Unit not offered in 2006)

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: Investigates methodologies and strategies to evaluate inclusive practices and the inclusiveness of learning communities from the perspective of the student, classroom teacher and/or school leaders. There is a focus on local policy requirements and guidelines.

Requisites: PREREQ - ESG759 Inclusive Curriculum Leadership A

Staff: Dr D Bridge

Teaching Pattern: 1 week (5 days x 7 hrs per day)
Assessment: equiv of 4,000 words
Required Texts: tba
Offered in Courses: [ E5E ] [ E7E ]

ESG761 - Classroom Management: Theory and Practice A (Unit not offered in 2006)

Description: Introduces a range of theoretical positions from which classroom management is understood. The principles and practice of developing a supportive school structure are investigated.

Staff: tba

Assessment: equiv of 4,000 words
Required Texts: tba
Offered in Courses: [ E5E ] [ E7E ]

ESG762 - Classroom Management: Theory and Practice B (Unit not offered in 2006)

Description: Investigates approaches to classroom and school wide discipline policy and practice. Issues of curriculum as potential contributors to the exclusionary practices of the classroom and school are investigated. A range of methodologies appropriate to classroom-based investigations and school policy development and evaluation are introduced and applied.

Requisites: PREREQ - ESG761 Classroom Management: Theory and Practice A

Staff: tba

Assessment: equiv of 4,000 words
Offered in Courses: [ E5E ] [ E7E ]
ESG763 - Challenging Behaviours and Curriculum Practices A (Unit not offered in 2006)

Description: Covers in detail the issues of curriculum and inclusion/exclusion of groups of students, who present with challenging behaviour in classrooms (eg students with ADHD, Autism, learning difficulties). A range of theoretical models is introduced as well as practical investigations which lead to critical reflection and evaluation of the applicability of models in practice.

Staff: Dr P Bishop

Assessment: equiv of 4,000 words

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

ESG764 - Challenging Behaviours and Curriculum Practices B (Unit not offered in 2006)

Description: Focuses on the types of strategies that provide the classroom teacher/support teacher with the skills to implement social skills programs, inclusive of all learners. Both classroom and school wide approaches are covered. The role of the teacher/support teacher in collaboration with other stakeholders, agencies and services, is addressed.

Requisites: PREREQ - ESG763 Challenging Behaviours and Curriculum Practices A

Staff: Dr P Bishop

Assessment: equiv of 4,000 words

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

ESG765 - Curriculum Issues in Arts Education 1 A

Description: In this unit students are encouraged to integrate theories of arts education with a view to examining their beliefs concerning their positioning as arts educators; the function of the arts in education; and the professional, personal and political dimensions of arts education. Participants are involved in a rigorous investigation of past and current theoretical perspectives of arts in education.

Staff: Assoc Prof M Barrett

Teaching Pattern: summer school 5 days (6 hrs)/ semester 1 weekend workshops

Assessment: essay (50%) learning contract to be negotiated (50%)


Offered in Courses: [ E5E ] [ E7E ]

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ESG766 - Curriculum Issues in Arts Education 1 B

Description: Provides students with the opportunity to build on the theoretical, philosophical and practical knowledge of the arts in education. The unit incorporates the analysis, interpretation and discussion of a range of curriculum issues in arts education.

Requisites: PREREQ - ESG765 Curriculum Issues in Arts Education A

Staff: Assoc Prof M Barrett

Teaching Pattern: weekend workshops

Assessment: essay (50%) learning contract to be negotiated (50%)


Offered in Courses: [ E5E ] [ E7E ]

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ESG767 - Curriculum Issues in Arts Education 2 A

Description: Provides the opportunity for arts educators and practitioners to critically examine and reflect upon a range of current arts issues. A specific focus for this unit is the examination and interpretation of participants’ professional practice in order to develop critical theories which enlighten and shape arts education theory and practice.

Requisites: PREREQ - ESG765/ESG766 Curriculum Issues in Arts Education 1 A & B

Staff: Assoc Prof M Barrett

Teaching Pattern: weekend workshops

Assessment: essay (50%) learning contract to be negotiated (50%)


Offered in Courses: [ E5E ] [ E7E ]

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ESG768 - Curriculum Issues in Arts Education 2 B

Description: Provides the opportunity for arts educators and practitioners to further critically examine and reflect upon a range of current arts issues. A specific focus for this unit is the examination and interpretation of participants’ professional practice in order to develop critical theories which enlighten and shape arts education theory and practice.

Requisites: PREREQ - ESG765/ESG766 Curriculum Issues in Arts Education 1 A & B; ESG765/ESG766 Curriculum Issues in Arts Education 1 A & B; ESG767 Curriculum Issues in Arts Education 2 A

Staff: Assoc Prof M Barrett

Teaching Pattern: weekend workshops

Assessment: essay (50%) learning contract to be negotiated (50%)


Offered in Courses: [ E5E ] [ E7E ]

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ESG769 - Drama in Education 1 A (Unit not offered in 2006)

Description: Provides a professional curriculum focus through which participants can identify issues, formulate strategies to address perceived needs for curriculum development, and foster excellence in curriculum research in the Arts and Drama Education; and to examine specific issues pertinent to Drama Education.

Staff: Dr H Smigiel

Assessment: essay (50%) learning contract to be negotiated (50%)

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

ESG770 - Drama in Education 1 B (Unit not offered in 2006)

Description: Provides a professional curriculum focus through which participants can continue to identify issues, formulate strategies to address perceived needs for curriculum development, and foster excellence in curriculum research in the Arts and Drama Education; and to examine specific issues pertinent to Drama Education.

Requisites: PREREQ - ESG769 Drama in Education 1 A

Staff: Dr H Smigiel

Assessment: essay (50%) learning contract to be negotiated (50%)

Required Texts: tba

Offered in Courses: [ E5E ] [ E7E ]

ESG771 - Drama in Education 2 A (Unit not offered in 2006)

Description: Participants develop the skills of critical inquiry. The unit encourages the investigation of a range of social, political and cultural features of a drama classroom which are taken for granted in respect of the social self, society and the interface between these two elements. A specific focus will be the examination and interpretation of participants’ professional practice in order to develop critically self-reflective strategies.

Requisites: PREREQ - ESG769/ESG770 Drama in Education 1 A & B

Staff: Dr H Smigiel

Assessment: essay (50%) learning contract to be negotiated (50%)

Required Texts: O’Toole & Donehan (eds), Drama, Culture and Empowerment, NADIE, 1996.

Offered in Courses: [ E5E ] [ E7E ]

ESG772 - Drama in Education 2 B (Unit not offered in 2006)

Description: Participants continue to develop the skills of critical inquiry. The unit encourages the investigation of a range of social, political and cultural features of a drama classroom which are taken for granted in respect of the social self, society and the interface between these two elements. A specific focus will be the examination and interpretation of participants’ professional practice in order to develop critically self-reflective strategies.

Requisites: PREREQ - ESG771 Drama in Education 2 A; ESG769/ESG770 Drama in Education 1 A & B

Staff: Dr H Smigiel

Assessment: essay (50%) learning contract to be negotiated (50%)

Required Texts: O’Toole & Donehan (eds), Drama, Culture and Empowerment, NADIE, 1996.

Offered in Courses: [ E5E ] [ E7E ]

ESG773 - Reflections in Music Education A

Description: In this unit students are encouraged to interrogate theories of music education with a view to examining their beliefs concerning: their positioning as music educators; the function of music in education; and the professional, personal and political dimensions of music education.

Staff: Assoc Prof M Barrett

Teaching Pattern: weekend workshops

Assessment: tba

Offered in Courses: [ E5E ] [ E7E ]
**ESG774 - Reflections in Music Education B**

**Description:** Students explore current developments in the fields of sociology, philosophy and psychology of music education, in order to examine critically the curriculum implications of these developments.

**Requisites:** PREREQ - ESG773 Reflections in Music Education A

**Staff:** Assoc Prof M Barrett

**Teaching Pattern:** weekend workshops

**Assessment:**

**Recommended Texts:** tba

**Offered in Courses:** [ E5E ] [ E7E ]

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**ESG775 - Language and Literacy in Education A**

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Introduces educators to current theories and practices in language and literacy education. It encourages a critically reflective stance which supports teachers in developing their own theoretical position which is reflected in planning the most effective literacy programs for students. Teachers are encouraged to make connections between theory and practice and to explore a range of teaching and learning strategies appropriate to literacy teaching. State and National documents relevant to literacy education and to the teaching of English in senior secondary, secondary, primary and early school contexts inform the course. This unit encourages a transformative approach to teaching of literacy in schools and examines the implications of a critical pedagogy.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** 1 week summer school/ Flexible Delivery

**Assessment:** negotiated assignment (Masters & Graduate Certificate - 5000 words 100%, BA 2000 words 100%)

**Required Texts:**
- Rowan, L, *Write Me In*, Peta 2000

**Recommended Texts:**

**Offered in Courses:** [ E5E ] [ E7E ]

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**ESG776 - Language and Literacy in Education B**

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Seeks to support teachers to develop their own critical frameworks for analysing assumptions and practices and for recognising the strengths and omissions in current teaching methodologies. The unit encourages teachers and other professionals to reflect on and refine the strategies they use to assist their students to develop their literacy skills and to see this reflection as ongoing. It sees literacy as a continuing challenge because of its changes and developments which require on going analysis and examination in order to improve the learning outcomes of students. The unit encourages a transformative approach to the teaching of literacy as part of a social justice agenda.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** 1 week summer school/ Flexible Delivery

**Assessment:** negotiated assignment (Masters, Graduate Certificate -5000 words 100%, BA -2000 words 100%)

**Required Texts:**
- Rowan, L, *Write Me In*, Peta 2000

**Offered in Courses:** [ E5E ]

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**ESG777 - Literature for Children**

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** Is designed for serving teachers and teacher librarians in early childhood, primary and secondary education. Students enrolling
for this course need to read widely across the full range of literature for the young. The unit introduces the wide range of material now being published for the young and enables students to develop evaluative criteria for selecting books for use with individuals, groups and classes. It considers the nature of the reading process and the interrelation of reading with the other modes of language, exploring, in particular, the relationship of literature to the development of children’s powers of expression in speech and writing. The focus is especially on visual texts including picture books, film and computer visuals.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** 1 Week Summer School/ Flexible Delivery

**Assessment:** negotiated

**Recommended Texts:** Anstey M & Bull G, *Reading the visual*, Harcourt, 2000

M & Bull, G *Crossing the Boundaries*, Harcourt, 2000


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**ESG778 - Language, Gender and Communication in Education**

**Special Note:** *This unit will only be offered subject to sufficient enrolment numbers*

**Description:** This unit is part of a program of study in communication, gender and education. The unit develops participant’s awareness of gender issues embedded in language and the implications of these for learning, teaching and education. This leads to the establishment of principles to be applied to a case study approach which asks participants to observe their teaching or other professional situations and to examine the gender related differences and patterns of communication which exist and which may influence learning. A transformative approach to teaching and learning is an important part of the course.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** 1 Week Summer School/Semester One/Flexible Delivery

**Assessment:** negotiated 

**Assignment (Masters, Graduate Certificate - 5000 word essay 100% or Women Studies Major - 2000 word essay 100%)**

**Required Texts:**

- Rowan L, *Write me In*, Peta, 2001

**Offered in Courses:** [ E5E ] [ E7E ] [ R3A ]

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**ESG779 - Literature, Gender and Education**

**Special Note:** *This unit will only be offered subject to sufficient enrolment numbers.*

**Description:** This unit is part of a program devoted to communication, gender and education. Selected literature is examined to develop an awareness of the literary narrative as a shaper of changing human subjectives. The unit studies the effects of both language and literature on the understanding of gender difference and how these influence learning and teaching style and the choice of materials. It also studies changing views of the lives of women and men in the literature studied and the implications these views may have for the formulation of educational goals. The unit encourages a transformative approach to the teaching of literature in classrooms which is informed by a social justice agenda.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** Flexible delivery/ semester 2

**Assessment:** negotiated Assignment (Master and Graduate Certificate of Education - 5000 words 100%) (Women’s Studies major -- 2,000-word essay (100%))

**Required Texts:**

- Rowan L, *Write me In*, Peta, 2001

**Offered in Courses:** [ E5E ] [ E7E ] [ R3A ]

**Unit Delivery Information:**

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ESG780 - Education of Women and Girls (Unit not offered in 2006)

**Special Note:** will be offered in 2004 - This unit will only be offered subject to sufficient enrolment numbers

**Description:** Reviews recent research on women’s education in western societies and the teaching and performance of girls in our classrooms. Understanding the implications of this research for classroom and professional practice is an important objective of the unit. This unit makes important connections with the education of boys. It examines how constructions of gender impact on the educational opportunities for both boys and girls. It moves towards a transformative agenda.

**Staff:** Dr CJ Hiller

**Teaching Pattern:** Semester 1/ Flexible delivery

**Assessment:** negotiated Assignment (Master and Graduate Certificate of Education - 5000 words 100%) (Women’s Studies major - written assignment - 2000 words(100%))

**Required Texts:** Rowan L, *Write me In*, Peta, 2001

**Offered in Courses:** [ ESE ] [ E7E ] [ R3A ]

ESG781 - Education and Women's Careers

**Description:** Examines critical policies and practices in women's education. Feminist and anti-feminist theories about education are included. There is an emphasis on students analysing their own education experiences and career opportunities. The relationship between gender and work will be explored. There is an examination of the cultural ideologies that separate men's work from women's work. Changing attitudes towards the role of women are examined. This unit examines current issues which challenge, constrain and sustain career pathways for both women and men.

**Staff:** Dr Clare Hiller

**Assessment:** negotiated assignment (Masters of Education, Graduate Certificate - 5000 word assignment (100%))

**Required Texts:** Reinharz S, *Feminist Methods in Social Research*

**Offered in Courses:** [ ESE ] [ E7E ] [ R3A ]

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ESG782 - Special Study 1

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Is considered the equal of two 12.5% units. The unit is intended to provide an opportunity for supervised individual study on occasions when a student has an academic interest which is not addressed in existing units or when enrolments in exiting units are insufficient for a class to be formed or when an inter-faculty arrangement will be of benefit.

**Staff:** Prof B Mulford

**Teaching Pattern:** individual study negotiated

**Assessment:**

**Recommended Texts:** tba

**Offered in Courses:** [ ESE ] [ E7E ]

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ESG783 - Effective Implementation A

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Is concerned with the management of change and its institutionalisation. Basic change models and strategies are examined and factors in the change process are identified and diagnosed. Close examination of case studies by syndicates of students are exchanged and /or a problem-based learning strategy leads participants to problem-based solutions to a complex problem in education and application to their back-home work situation.

**Staff:** Professor B Mulford, Dr P Bishop

**Teaching Pattern:** Problem based learning

**Assessment:**


Offered in Courses:  [ E5E ] [ E7E ]

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ESG784 - Effective Implementation B

Special Note: this unit will only be offered subject to sufficient enrolment numbers

Description: This Unit incorporates the learnings from ESG783, its analytical framework, problem-based learning situations, and research and readings, to better understand and improve your own work situation. Participants write an agreed paper working on an individual basis and at a distance with the course lecturer(s).

Requisites: PREREQ - ESG783 Effective Implementation A

Staff: Professor B Mulford, Dr P Bishop

Teaching Pattern: paper

Assessment:

Olsen, B., & Kirtman, L. (2002). Teacher as mediator of school reform: An examination of teacher practice in 36 California restructuring schools. Teachers College Record. 104(2), 301-324

Offered in Courses:  [ E5E ] [ E7E ]

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ESG785 - Successful School Leadership A

Special Note: this unit will only be offered subject to sufficient enrolment numbers

Description: This Unit takes as its focus one of the largest and most important industries for Australia's advancement and future economic and social competitiveness, that is, public education. It aims to extend present understandings of the nature of effective leadership in the context of public school restructuring. It will focus on leadership contributions to the stimulation of organisational learning and inquire about the effects of both leadership and organisational learning on student performance.

Requisites: MEXCL -

Staff: Professor B Mulford, Dr P Bishop

Teaching Pattern: Problem Based Learning

Assessment: graded pass


**Offered in Courses:** [ ESE ] [ E7E ]

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### ESG786 - Successful School Leadership B

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** This Unit incorporates the learnings from ESG785, its analytical framework, problem-based learning situations, and research and readings, to better understand and improve your own work situation. Participants write an agreed paper working on an individual basis and at a distance with the course lecturer(s).

**Requisites:** COREQ -

**Staff:** Professor B Mulford, Dr P Bishop

**Teaching Pattern:** paper

**Assessment:** graded pass


**Offered in Courses:** [ ESE ] [ E7E ]

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### ESG787 - Tertiary Teaching A

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Examines principles and practices of teaching and learning at the tertiary level. Participants will have the opportunity to practice lecturing. Besides lecturing, the unit includes small group teaching, laboratory skills, course design, flexible delivery modes including information and communication technology (ICT), monitoring and assessing pupils and thesis supervision.

**Staff:** Dr M Robertson

**Teaching Pattern:** flexible

**Assessment:**

**Recommended Texts:** Biggs J, *Teaching for Quality Learning at University.* Buckingham. Open Uni Press

**Offered in Courses:** [ ESE ] [ E7E ]

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ESG788 - Tertiary Teaching B

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Continues to examine principles and practices of teaching and learning at the tertiary level. Participants have the opportunity to practice lecturing. Besides lecturing, the unit includes small group teaching, laboratory skills, course design, flexible delivery modes including information and communication technology (ICT), monitoring and assessing pupils and thesis supervision.

**Staff:** Dr M Robertson

**Teaching Pattern:** flexible

**Assessment:**

**Recommended Texts:** Biggs J, *Teaching for Quality Learning at University*, Buckingham. Open Uni Press

**Offered in Courses:** [E5E] [E7E]

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ESG789 - Adult Learning

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Familiarises students with the literature and theories of adult learning and related concepts, such as life long education and self directed learning. Students' current knowledge and skills are acknowledged and incorporated into the teaching and assessment of the unit.

**Staff:** Dr M Robertson

**Teaching Pattern:** flexible

**Offered in Courses:** [E5E] [E7E]

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ESG790 - Adult Learning Issues

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Allows students to explore, analyse, interpret and discuss adult learning issues; consider the impact of these issues on current education and demonstrate an understanding of the problems involved and divergent views that exist on adult learning issues. Frequently students and lecturer will negotiate an individual course of study. Normally students will have studied ESG789 prior to enrolling in this unit.

**Staff:** Dr M Robertson

**Teaching Pattern:** flexible

**Offered in Courses:** [E5E] [E7E]

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ESG791 - Exploring Cultural Diversity through Children's Literature and Film (Unit not offered in 2006)

**Description:** Develops understandings of cultural diversity and of a range of enduring understandings that can be developed in classroom settings. It focuses on the use of children’s literature with an emphasis on picture books and some junior novels. Examples of children’s film are explored. Participants have the opportunity to develop teaching and learning sequences for their contexts. This unit also offers the opportunity to become conversant with a range of fiction for teachers’ personal reading that explore a variety of cultural settings.

**Staff:** Ms J Browett

**Teaching Pattern:** 5 x 6-hr days summer school plus active participation in online course during semester 1

**Assessment:** development of a teaching sequence with accompanying rationale plus active participation in online course component

**Required Texts:** Compiled book of readings

**Offered in Courses:** [E7E]

ESG792 - Qualitative Research Methods

**Special Note:** this unit will only be offered subject to sufficient enrolment numbers

**Description:** Aims to introduce students to the theory and practice of qualitative research in educational settings. Students' will interrogate the theoretical constructs of approaches to qualitative research, explore a range of qualitative research methods and techniques, examine the ethical implications of research practices, examine a range of analytical processes, and analyse and critique the ways in which qualitative research may be presented.

**Staff:** Assoc Prof M Barrett

**Teaching Pattern:** block teaching (summer school) and/or 3 x intensive week-end schools

**Assessment:** 3,000-word essay (65%), 2,000-word written assignment in one of the following modes: brief case study; article, book, report, or portfolio review (35%)

**Required Texts:** Hatch JA, *Doing Qualitative Research in Education Settings*, State Univ of NY, Univ Press, Albany, 2002


**Offered in Courses:** [E7E]
ESG792 - Asian Cultures and Societies

Special Note: this unit will only be offered subject to sufficient enrolment numbers
Description: For details of this unit, please contact the Faculty of Education.
Staff: Ms J Browett
Offered in Courses: [E7E]

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ESG793 - Literary Representations of Asian Australian Relations

Special Note: this unit will only be offered subject to sufficient enrolment numbers
Description: For details of this unit, please contact the Faculty of Education.
Staff: Dr P Allen
Offered in Courses: [E7E]

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ESG795 - Science Education A (Unit not offered in 2006)

Description: For details of this unit, please contact the Faculty of Education.
Staff: Dr P Ferguson
Teaching Pattern: 5–6 hrs daily (summer school)
Assessment: 1 x 5,000-word written assignment
Recommended Texts: Besides the following, other readings may be recommended at the commencement of the unit.
Offered in Courses: [E5E] [E7E]

ESG796 - Science Education B (Unit not offered in 2006)

Description: For details of this unit, please contact the Faculty of Education.
Requisites: COREQ - ESG795 Science Education A
Staff: Dr P Ferguson
Teaching Pattern: 5–6 hours daily (summer school)
Assessment: 1 x 1,500-word written assignment
Recommended Texts: Besides the following, other readings may be recommended at the commencement of the unit.
Offered in Courses: [E5E] [E7E]

ESG797 - Special Topic (Design & Context in Technology Education A) (Unit not offered in 2006)

Description: The history and philosophy of modernism and postmodernism in Design and Technology are examined. An investigation of the social changes resulting from advances in technology, consumerism and the ascent of industry are investigated.
Offered in Courses: [E7E]

ESG798 - Cross-Cultural Dimensions: Preparing for In-Country Experience (Unit not offered in 2006)

Special Note: this unit will only be offered subject to sufficient enrolment numbers
Description: Please contact the faculty for details of this unit.
Offered in Courses: [E7E]

ESG799 - Special Topic

Special Note: this unit will only be offered subject to sufficient enrolment numbers
Description: The aim of this unit it to work collaboratively with interested students to construct an ICT learning environment that best suits the needs of learners contexts. Through an Action Learning approach we seek to develop the requisite computing competence, management strategies and pedagogical skills to work towards transformative practices within the workplace.
Staff: Dr M Robertson, Dr A Fluck
Teaching Pattern: flexible
Assessment: Action Learning project report
Offered in Courses: [ E7E ]

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**ESH404 - Teaching and the Essential Learning Framework**

**Description:** This unit is designed to focus on the Essential Learnings Framework, which is to be implemented into Tasmanian public schools in 2005. Planning, teaching and assessment issues will be addressed in light of the Essential Learnings Framework.

**Staff:** TBA

**Teaching Pattern:** Lectures, workshops, study days

**Assessment:** Essay, presentation and unit planning

**Required Texts:** Department of Education, Tasmania (2002). *Essential learnings framework 1*. Hobart, TAS: Department of Education


**Offered in Courses:** [ E3B ]

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**ESH414 - Mathematics and Education**

**Description:** Provides an opportunity to explore a number of ideas about the nature of mathematics, the way pupils learn mathematics and ways of teaching mathematics. The unit enables students to reflect on the national statement and profiles and to consider such notions as working numerately, assessment alternatives and constructivist classrooms. The unit it designed to be practically based, with students strongly encouraged to test ideas and innovations in the mathematics classroom and to explore topics of their own choice. Specific topics covered are problem solving and reasoning; pen-and-paper computation and mathematical understanding, writing in mathematics, and classroom based assessment and assessment alternatives.

**Staff:** Dr Kim Beswick

**Teaching Pattern:** distance (Some campus study days may be required.)

**Assessment:** assignments based on readings, and from reflection on activities tested with children or in class

**Recommended Texts:** Lists to be made available.

**Offered in Courses:** [ E3B ]

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**ESH415 - Mathematics for Middle School**

**Description:** Mathematics is a key learning area for all students and essential to an individual's ability to fully participate in society. The teaching of mathematics at all levels is changing in response to research into its teaching & learning and to ongoing changes in society. Research has shown that significant numbers of students become less positive about mathematics and their own ability to do mathematics during the middle years of their compulsory education. Teachers of middle school mathematics must be able to teach in ways that facilitate student's learning whilst attending to effective aspects of their own response to mathematics. This unit will enable students to study in some detail topics in mathematics of particular relevance in the middle years. These will include integers, proportional reasoning and introductory algebra.

**Requisites:** PREREQ - ESI413

**Staff:** Dr Kim Beswick

**Teaching Pattern:** 1 Week on campus tuition

**Assessment:** Assignment 1500 words (25%) Assignment 3000 words (50%) presentation plus supporting paper 500 words (25%)

**Required Texts:** Reader

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**ESH416 - Inclusive Numeracy**

**Description:** Evidence suggests that students who are perceived as having difficulty with mathematics are not offered rich and challenging numeracy curricula to the extent that other children are. This unit aims to challenge beliefs about the capacities of those students for achieving mathematical understanding and to provide a range of strategies for helping all students to fulfill their potential in mathematics.
Requisites: PREREQ - ESI413
Staff: Dr Kim Beswick
Teaching Pattern: 1 Week on campus tuition
Assessment: Assignment 1500 words (25%) Assignment 3000 words (50%) presentation plus supporting paper 500 words (25%)
Required Texts: Reader

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ESH419 - Health and Physical Education

Description: Offers teachers an integrated program of study in the area of teaching health, physical education or recreation. Teachers gain an awareness of the place of physical education in the overall education of children. They apply the task analysis approach to devising skill learning sequences and consider contemporary approaches to curriculum design and program planning in health, physical education and recreation.

Staff: Mrs R Pryce-Jones
Teaching Pattern: flexible delivery, some compulsory Saturday/Sunday study days.
Assessment: task analysis assignment (30%), seminar presentation (30%), innovative program (40%)
Offered in Courses: [ E3B ]

ESH425 - Boys and Education

Description: In the Australian and world context there has been an increasing focus on the education of boys who are perceived as underperforming and disconnected from education. This unit sets out to provide access to ways in which educators might become better prepared to address the challenging issue of boys’ education. The unit provides a substantial theoretical and practical foundation on which educational decisions can be made.

Staff: Robin Wills
Teaching Pattern: 1 week Summer School
Assessment: In class work and Assignments
Offered in Courses: [ E3B ]

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ESH428 - Inclusive Education

Description: Investigates methodologies to evaluate inclusive curriculum practice from the perspective of the classroom teacher and/or the school leader/support teacher with responsibility for Equity policy implementation. Focuses on inclusive leadership with the intention to build the capacity of schools to cater for a wide range of students. There is a focus on the development of inclusive classroom practice for classroom teachers and school leaders. The diverse need of social groups are address including students with disabilities. The impact of curriculum as both enabling and disabling is explored.

Staff: Dr D Bridge
Teaching Pattern: 5x6-hr days summer school, Hbt, 1 study day in sem 1, possible classroom observation
Assessment: group participation, major research/inquiry linked to classroom practice, portfolio presentation
Recommended Texts: supplementary readings offered as core to group work and tutorials
Offered in Courses: [ E3B ]

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ESH429 - Issues in Studies of Society and Environment

Description: Students explore current issues in Studies of Society and Environment (SOSE) and are expected to think creatively and imaginatively about the implementation of SOSE in the curriculum. Students are also expected to incorporate a vision of the future, to become familiar with the aims and objectives for a global community and to strengthen, extend and demonstrate knowledge of available resources, particularly in the Tasmanian context.

Staff: Dr M Robertson
Teaching Pattern: Distance, 3 field trips
Assessment: tba
Recommended Texts: An Atlas of the World
Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESH435 - Leadership and Organisational Learning

Description: Uses actual school data to answer the following three questions: What leadership practices promote organisational learning? What is organisational learning in schools? Does leadership and/or organisational learning contribute to teaching and student outcomes? Use will be made of a problem-based learning package. Students form part of a leadership team that has the task of preparing and presenting a plan to ensure continued demonstrable improvement of a Tasmanian school of which they have a case detailed study.

Staff: Prof B Mulford, Dr P Bishop

Teaching Pattern: Summer School

Assessment: prepare and present a plan (max 5 pages) for the development of the unit's case study school in the last session; essay (approx 5,000 words) applying learnings to student’s own work situation.


Mulford B, Silins, H, & Leithwood K, Leadership for Organisational Learning and Improved Student Outcomes: A Problem-based Learning Approach, Dordrecht: Klumer, 2004

Offered in Courses: [ E3B ]

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ESH440 - Art and Education

Description: This unit provides students with opportunity to develop an understanding of the theory and practice of arts education in early childhood and primary school settings. Students are introduced to state, national and international curricular approaches to arts education and through practical experiences address key issues in the philosophy, sociology and psychology of arts education.

Staff: Associate Professor Margaret Barrett

Teaching Pattern: 1 week Summer School

Assessment: 2 major assignments (60%), minor papers (40%)

Offered in Courses: [ E3B ]

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ESH444 - Early Childhood Education

Description: Examines current Early Childhood Education issues in the light of the students' professional training and experience. The course of development in a child's early years is charted and linked to the provision of children's services of all kinds. Current practices in the education of young children is considered. The unit is organised to fit in with the usual school holidays. The class meets for a two-hour workshop each week with students, under the tutor's guidance and supervision, choosing topics and taking responsibility for presenting them to the group.

Staff: TBA

Assessment: TBA

Offered in Courses: [ E3B ]

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ESH445 - Visual Art in Education

Description: This unit involves looking at a variety of ways young children can work 3-dimensionally in the classroom, and how these techniques can be incorporated into a primary (art) educational program. The unit involves 'hands on' activities using techniques of construction, modelling and carving.

Staff: Ms M Baguley

Teaching Pattern: Summer school, 5 days, in Launceston, with follow-up session during semester 1

Assessment: Practical/written work and presentation

Offered in Courses: [ E3B ]

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ESH446 - Dance in Education

Description: The broad aims for this unit are to provide students with practical skills and theory to develop their understanding of this method within a school context. Throughout this module students will be introduced to a rationale for dance in education and be provided
with a range of practical experiences that will provide students with opportunities to develop their own practical skills. Participants will explore a variety of dance forms. Exploration of dance in relation to the National Statements and Profiles on the Arts, Essential Learnings Framework will be practical and participatory with a strong focus on deconstruction and reflection on the learning that is possible through the use of dance as a learning pedagogy.

**Requisites:** PREREQ - ESH440

**Staff:** TBA

**Teaching Pattern:** 1 Week on campus tuition

**Assessment:** Reflective Learning Journal 2000 words (40%) Written Assignment 3000 words (60%)

**Required Texts:** Curriculum Corp National Statement and Profiles on the Arts for (1994) Australian Schools. Curriculum Corporation

**Recommended Texts:** TBA

**Unit Delivery Information:**

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**ESH452 - Information Technology**

**Description:** Students develop an awareness of and discuss the pedagogy relating to the integration of information and communication technologies into classroom practice. Practical application involves students participating in software application and evaluation, use of hardware including digital cameras, videos and scanners and basic web page design.

**Staff:** Dr A Fluck

**Teaching Pattern:** lectures and practical tutorials

**Assessment:** assignment tba

**Required Texts:** tba

**Recommended Texts:** tba

**Offered in Courses:** [ E3B ]

**ESH453 - Drama in Education**

**Description:** Throughout this module students will be introduced to a rationale for drama in education. A range of practical experiences will give students opportunities to participate and develop skills in a variety of drama structures using a range of teaching strategies. This unit will investigate and interrogate the links between theory and practice while engaging students in the elements of dramatic form. Exploration of drama in relation to the Essential Learnings Framework will be practical and participatory with a strong focus on deconstruction and reflection on the learning that is possible through the study and use of drama as a learning pedagogy.

**Staff:** Ms Maureen Innes

**Teaching Pattern:** Summer School (5 days @ 7 hours a day) Launceston + 1 follow-up weekend during semester 1

**Assessment:** A reflective Learning Journal (30%), Exploring practice: Practical component (25%), Part A: Curriculum Development project (45%) Part B

**Required Texts:** tba (Texts constantly change to ensure engagement with contemporary literature and research)

**Offered in Courses:** [ E3B ]

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**ESH454 - Topics in Science**

**Description:** The overall aim of this unit is to introduce students to the teaching and learning of science in the primary school. The content of the unit will focus upon the skills and processes of scientific inquiry and will be supported by a field experience which supports the place of scientific and technological education using resources available outside the school system. Includes off-site at Arm River Forest Education Camp January 18th-20th.

**Staff:** Ms M Colvill

**Teaching Pattern:** Summer School, incl. off-site at Arm River Forest Education Camp

**Assessment:** Science based research investigation (50%); development of an excursion plan (50%)


**Curriculum Corporation (1996) Student Work Samples in Science. Carlton Curriculum Corporation**

**Offered in Courses:** [ E3B ]

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**ESH455 - Studies in Classroom Management**

**Description:** Classroom Management is designed to give those working in education both a theoretical and practical understanding of how to promote positive behaviour in the classroom. The unit provides an understanding of the purpose of misbehaviour and specific techniques
to intervene and create a cooperative classroom. These techniques are applicable to children from preschool to students in senior secondary school.

**Staff:** Ms Alison Stone

**Teaching Pattern:** summer school, 5 days x 7 hours

**Assessment:** tba

**Required Texts:**

**Recommended Texts:** Balson M, *Understanding Classroom Behaviour*, ACER, 1992

**Offered in Courses:** [E3B]

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#### ESH461 - Design & Context in Technology Education

**Description:** The history and philosophy of modernism and postmodernism in Design and Technology will be examined in this unit. An investigation of the social changes resulting from advances in technology, consumerism and the ascent of industry will be investigated.

**Staff:** Mrs R Glade-Wright

**Assessment:** by negotiation

**Offered in Courses:** [E3B]

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#### ESH466 - Honours Dissertation Part A

**Description:** Students completing this unit successfully will have undertaken the following: the development of an appropriate honours research proposal; the development of a substantial literature review in the area of the dissertation topic; the planning and execution of a research study; and the production of an appropriately written scholarly dissertation. Students work with the honours coordinator and their individual dissertation supervisor to produce these outcomes.

**Requisites:** PREREQ - Credit grade or better in ESH464 COREQ - ESH467

**Staff:** Dr D Cole

**Teaching Pattern:** flexible delivery

**Assessment:** Honours dissertation of approx 15,000 words

**Offered in Courses:** [E4C]

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#### ESH467 - Honours Dissertation Part B

**Description:** Students completing this unit successfully will have undertaken the following: the development of an appropriate honours research proposal; the development of a substantial literature review in the area of the dissertation topic; the planning and execution of a research study; and the production of an appropriately written scholarly dissertation. Students work with the honours coordinator and their individual dissertation supervisor to produce these outcomes.

**Requisites:** PREREQ - Credit grade or better in ESH464 COREQ - ESH467

**Staff:** Dr D Cole

**Teaching Pattern:** flexible delivery

**Assessment:** Honours dissertation of approx 15,000 words

**Offered in Courses:** [E4C]

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#### ESH468 - Language and Education

**Description:** Helps teachers to increase their understanding of the importance of language and literacy in learning and teaching in the context of the Essential Learnings Framework. The unit is underpinned by the four roles of the literacy learner (current theoretical & policy documents including code breaking, interpreting, producing and critical analysis) and focuses in particular on how the integration of literacy and the key learning areas assists students to increase their powers of reflective and critical thought through a transformative pedagogy

**Staff:** Dr CJ Hiller

**Teaching Pattern:** 5 days in Summer School, Hobart or 5 days in Winter School, Hobart or Flexible delivery

**Assessment:** tba


**Offered in Courses:** [E3B]

### Unit Delivery Information:
ESH469 - Thinking Globally: Thinking & Enquiry Skills in Global Educ

Description: This unit aims to develop understandings about the cross-curricular perspective of Global Education, concerned with: identity and cultural diversity (multicultural education) social justice, rights and responsibilities (human rights education) peace building (peace education) sustainable futures (environmental education) equality, power, poverty and interdependence (development education) Participants will explore case studies in each of these areas in order to develop their own understandings. The unit also explores how associated concepts can be developed as inquiry based units for primary and secondary school contexts. A range of quality teaching and learning materials will be made available to participants. Close connections will be made with key elements of the Essential Learnings.

Staff: Greg Ashman

Teaching Pattern: 1 week summer school.

Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESH470 - Gender Studies

Description: Focuses on and examines how difference, especially gender, but also age, socio-economic status, sexuality, physical appearance, physical abilities and cultural identity are constructed and reproduced in schools and classrooms. The unit explores how teachers might challenge accepted norms through the use of innovative teaching strategies.

Staff: (Coordinator) Dr CJ Hiller

Teaching Pattern: 5 days Summer School in Hobart or semester 1, flexible delivery, Hobart

Assessment: minor 1,000-word paper: students present one seminar (paper to be negotiated but may focus on the topics outlined under language and literacy), major 3,000-word paper

Rowan, L. Write Me In: Inclusive practices in the Primary Classroom. Peta, 2001

Offered in Courses: [ E3B ]

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ESH478 - Special Study: Visual Literacy

Description: The unit will explore the notion of 'text' as a resource; and will operate from a perspective that positions learning as a social process of negotiating meanings through, within and about texts. Students will explore theoretical positions on the changing nature of literacy; consider the significance of "reading the visual" in contemporary life. Within this unit there is a strong emphasis on the use of drama to support the development of visual literacy in classroom contexts. Students will also be required to work collaboratively to analyse the visual semiotics of appropriate texts; develop activities to explore the social and cultural meanings embedded in these texts; and reflect on the learning that is possible through the study and use of visual texts.

Staff: Ms Maureen Innes

Teaching Pattern: Winter School 2006, 5days @ 7hours, Hobart + 1 follow-up weekend during semester

Assessment: A Reflective Learning Journal (30%), Exploring practice: Practical component (25%), Part A; Curriculum Development project (45%) Part B.

Required Texts: tba as texts constantly change to ensure engagement with contemporary literature and research.

Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESH486 - Children's Literature Studies

Description: This unit offers the opportunity to develop critical awareness of children's literature; consider their own construction as consumers of textual productions; develop an understanding of children's social construction as literacy participants; engage in a considerable variety of textual forms of fiction, non-fiction and poetry.

Staff: Dr Robin Wills

Teaching Pattern: Winter school, 5 days on campus, Launceston, with a possible follow-up session on-campus during semester 2

Assessment: Workshop presentation 25% & paper 15%; Childrens Book 30%; Rationale for Childrens Book (2000 words) 20%

Required Texts: Required Reading
Important Note: The following required texts are only available from the University of Tasmania Co-op Bookshop:

- Breaktime
- Seedfolks

The following texts are only available from the University of Tasmania, Launceston Uni-Print shop:

- Making up Megaboy
- Bat 6.

The text: *Voices in the park* is usually available in good bookshops.

**Recommended Texts:**


**Unit Delivery Information:**

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**ESH494 - Qualitative Research Methods**

**Special Note:** An In-service unit which may also be taken as an Honours unit under course E4C.

**Description:** This unit provides students with an introduction to the theory and practice of qualitative research and equips them with skills to undertake qualitative research. Issues addressed through the unit encompass thinking qualitatively, designing qualitatively, analysing qualitatively and writing qualitatively. Students will participate in a number of practical research tasks designed to develop understandings and skills in the field of qualitative inquiry.

**Staff:** Assoc Prof Margaret Barrett

**Teaching Pattern:** 5x 6-hr days summer school plus independent study

**Assessment:** 2 x 2,500-word assignments

**Required Texts:** Hatch JA, *Doing Qualitative Research in Education Settings*, SUNY, 2002


**Offered in Courses:** [ E3B ]

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**ESH700 - Learning Communities and Capacity Building**

**Description:** This unit provides students with the opportunity to review current theory and best practice on learning communities and learning as a tool for managing change and regional development. Skills development, learning for innovation, the role of learning communities in building social capital and leadership for learning communities will be considered.

**Requisites:** PREREQ - Entry to course

**Staff:** Dr S Kilpatrick (Coordinator)

**Assessment:** 40% - A critical literature review that demonstrates knowledge and understanding of current theory and best practice on learning communities and learning as a tool for managing change and regional development (2500 words).
- 60% - A plan for the application of the principles of learning communities and learning as a tool for managing change and regional development to a context of their choice (2500 words).

**Required Texts:** Nil

**Recommended Texts:**

**Offered in Courses:** [ ESE ] [ E7E ]

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ESH701 - Boys And Education

Description: This unit adopts an evidenced-based approach through which to view 'boys' education. Theoretical frameworks, research and stories from the field (practice) will be considered so that participants can enhance change and student achievement in classrooms and schools.

Staff: Prof R Arnold, Dr P Bishop, Mr R Wills

Teaching Pattern: 1 Week (5 days x 7hrs per day)

Offered in Courses: [ E7E ]

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ESH702 - Being an Effective Support Teacher in an Inclusive Education System (Unit not offered in 2006)

Description:

Staff: K Shipway

Teaching Pattern: 1 week (5 days x 7hrs per day)

Offered in Courses: [ E7E ]

ESH703 - Education For All

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: This unit has a theoretical and practical focus on creating and deepening inclusive learning communities. The unit has an emphasis on inquiry into local learning communities.

Staff: Dr D Bridge

Teaching Pattern: 1 week (5 days x 7hrs per day)

Offered in Courses: [ E7E ]

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ESI400 - Studies in TESOL

Description: This 25 hour unit aims to provide participants with an overview of key second language learning issues; this overview includes a focus on TESOL principles and classroom practice.

In terms of TESOL principles, we focus on:

* language learning styles and strategies
* theoretical underpinnings for language teaching approaches
* the nature of language systems, including the basics of English grammar
* the nature of language skills (listening, speaking, reading, writing)

In terms of TESOL classroom practice, we cover:

* task design
* materials evaluation
* lesson structure, including classroom management
* classroom interaction patterns, including teacher talk
* providing meaningful feedback

By the end of the unit, participants will have a basic understanding of some major TESOL principles, and a developing ability to relate these to aspects of their classroom practice.

Staff: Kate McPherson

Teaching Pattern: 1 Week on campus tuition

Assessment: Anotated bibliography 1000 words (20%) Critical review of TESOL resource 3000 words (50%) seminar presentation plus supporting paper 1000 words (30%)


Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESI406 - Music in Education

Description: Throughout this module students will be introduced to a rationale for music in education. A range of practical experiences will give students opportunities to participate and develop skills in a variety of musical mediums using a range of teaching strategies. This unit will investigate the links between theory and practice while engaging students in the music elements suitable for the generalist teacher. Exploration of music in relation to the National Statements and Profiles on the Arts, Essential Learnings Framework will be practical and participatory with a strong focus on deconstruction and reflection on the learning that is possible through the study and use of Music as a learning pedagogy.

Staff: Gerard VanDeGeer

Teaching Pattern: 1 Week on campus tuition, follow-up during semester 1

Assessment: Reflective Learning Journal 2000 words (40%) Written Assignment 3000 words (60%)


Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESI410 - Aboriginal Studies: Cultural Awareness

Description: The unit will begin with an overview of contemporary practice in Aboriginal education, placing this in its historical and political contexts, and proceed to tease out the major differences in cultural outlooks that have consequences for formal education policy and practice. Classes will be in seminar/tutorial mode, with students responding to a range of supplied material, including articles, videos and curriculum packages and opportunity for dialogue with experienced educators.

Staff: Claire Anderson

Teaching Pattern: 1 Week on campus tuition, follow-up during semester 1

Assessment: 1 x 3000 word assignment 1x 2000 word assignment

Recommended Texts: Craven, R. 1999 Teaching Aboriginal Studies, Allen and Unwin, Crows Nest, NSW.

Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESI413 - Studies in Numeracy

Description: Considers current definitions of ‘numeracy’ in relation to other parts of the school curriculum using the recent Australian statements and profiles in all learning areas. Methods for achieving better numeracy skills throughout the primary and lower secondary years are covered.

Staff: Dr K Beswick

Teaching Pattern: 1-wk summer school and 1 study day in sem 1, OR Semester 1, Distance

Assessment: tba


Offered in Courses: [ E3B ]

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ESI419 - Health and Physical Education (Unit not offered in 2006)

Description: Offers teachers an integrated program of study in the area of teaching health, physical education or recreation. Teachers gain an awareness of the place of physical education in the overall education of children. They apply the task analysis approach to devising skill learning sequences and consider contemporary approaches to curriculum design and program planning in health, physical education and recreation.

Staff: Mrs R Pryce-Jones

Teaching Pattern: flexible delivery, some compulsory Saturday/Sunday study days.
Assessment: task analysis assignment (30%), seminar presentation (30%), innovative program (40%)


Offered in Courses: [ E3B ]

ESI421 - Introductory Educational Studies 1 (Part 1)

Description: This unit introduces the Principles and Practice of Teaching, addressing practical issues in the planning, organising and interacting required for successful teaching in a variety of contexts. Studies cover: classroom climate and interaction, and communication skills; teaching skills (introductory procedures, questioning, explaining, reinforcing, motivating etc); strategies for effective teaching (grouping, individualising instruction, roles of pupil and teacher, preparation and planning etc); classroom management and control; persons with special education needs; evaluation, measurement, and assessment techniques available to teachers

Staff: tba

Teaching Pattern: Semester 1 Distance, Launceston (Some Saturday or Sunday study days may be required on-campus)

Assessment: 4 assignments of varying formats & sizes (totalling approx 9,000 words)

Required Texts:


Recommended Texts:


Offered in Courses: [ E3B ]

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ESI422 - Introductory Educational Studies 2 (Part 1)

Description: Has the same objectives as ESI472.

Requisites: PREREQ - ESI421, ESI447

Staff: tba

Offered in Courses: [ E3B ]

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ESI423 - Introductory Educational Studies 3 (Part 1)

Description: Has the same objectives as ESI473.

Requisites: PREREQ - ESI422, ESI448

Staff: tba

Assessment: detailed report of the package (100%)

Offered in Courses: [ E3B ]

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ESI424 - Introductory Educational Studies 4 (Part 1)

Description: Students complete a Practicum of 45 days. The Practicum is supervised by approved senior teachers in schools and, where appropriate, senior educators in other institutions.

Requisites: PREREQ - ESI471, ESI472, ESI473

Staff: TBA

Teaching Pattern: 45 days practicum (15 days observation, 30 days small-group work)

Assessment: a satisfactory report for the Practicum

Recommended Texts:


**Offered in Courses:** [ E3B ]

**Unit Delivery Information:**

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**ESI439 - Studies in Teaching**

**Description:** This unit includes a study of a wide range of approaches to teaching and teaching styles, and a consideration of what this means in relation to student learning, planning to teach, monitoring student progress, assessing student achievement and evaluating effective teaching and learning. Students are required to plan and evaluate teaching episodes and to reflect critically on theories of teaching and learning.

**Requisites:** PREREQ - Introductory Educational Studies 1, 2, 3

**Staff:** TBA

**Teaching Pattern:** flexible delivery; distance: lectures, study days on campus during sem 1 & 2 or summer school, 5 days, with follow up sessions in semester 1

**Assessment:** Written assignments: action research (40%), 2 essays (35%), seminar presentation (25%); (note: dist.ed students complete another essay instead of a seminar presentation)

**Required Texts:** Eggen PD & Kauchak DP, *Strategies for Teachers*, 4th edn, Allyn & Bacon

**Offered in Courses:** [ E3B ]

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**ESI447 - Introductory Educational Studies 1 (Part 2)**

**Description:** Has the same objectives as ESI471.

**Staff:** TBA

**Teaching Pattern:** Semester 2, distance

**Assessment:** detailed report of the package (100%)

**Offered in Courses:** [ E3B ]

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**ESI448 - Introductory Educational Studies 2 (Part 2)**

**Special Note:** Prerequisites ESI421 and ESI447

**Description:** Has the same objectives as ESI472.

**Requisites:** PREREQ - ESI422

**Staff:** TBA

**Teaching Pattern:** semester 2, distance

**Offered in Courses:** [ E3B ]

**Unit Delivery Information:**

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**ESI449 - Introductory Educational Studies 3 (Part 2)**

**Special Note:** Prerequisites ESI421, ESI422 and ESI447, ESI448

**Description:** Has the same objectives as ESI473.

**Requisites:** PREREQ - ESI423, ESI449

**Staff:** TBA

**Teaching Pattern:** Semester 2, distance, some study days on campus may be required

**Assessment:** detailed report of the package (100%)

**Offered in Courses:** [ E3B ]

**Unit Delivery Information:**

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ESI450 - Introductory Educational Studies 4 (Part 2)

Special Note: This should be the final unit undertaken for study in this program

Description: As for ESI424 but (instead of a 45-day practicum) a 35-day practicum including a 25-day internship.

Requisites: PREREQ - ESI424, ESI439, ESI475

Staff: TBA

Teaching Pattern: 35 days practicum (10 days small-group teaching, 25 days full-class teaching)

Assessment: satisfactory report for the Practicum.

Brown S & McIntyre D, Making Sense of Teaching, Open Univ Press, Buckingham, 1993
Hargreaves A & Fullan MG, Understanding Teacher Development, Cassell, Lond, 1992

Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESI470 - Gender Studies

Description: Focuses on and examines how difference, especially gender, but also age, socio-economic status, sexuality, physical appearance, physical abilities and cultural identity are constructed and reproduced in schools and classrooms. The unit explores how teachers might challenge accepted norms through the use of innovative teaching strategies.

Staff: (Coordinator) Dr CJ Hiller

Teaching Pattern: 5 days Summer School in Hobart or semester 1, flexible delivery, Hobart

Assessment: minor 1,000-word paper: students present one seminar (paper to be negotiated but may focus on the topics outlined under language and literacy), major 3,000-word paper

Rowan, L. Write Me In: Inclusive practices in the Primary Classroom. Peta, 2001

Offered in Courses: [ E3B ]

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ESI475 - School and Classroom Based Curriculum Development

Description: Introduces students to various theories and models in the field of curriculum design and development and encourages the student to explore them critically in relation to their own educational purposes and practices. The second part of the unit focuses on the application of current theories and concepts to the review, design and or development of specific curriculums.

Requisites: PREREQ - ESI447, ESI448 Introductory Educational Studies 1 & 2

Staff: TBA

Teaching Pattern: Winter School - one week on campus, Launceston with follow up during semester 1 - lectures, seminars and small-group work or Distance Mode, on campus either Saturday or Sunday.;

Assessment: Flexible, three written assignments


Offered in Courses: [ E3B ]

Unit Delivery Information:

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ESI487 - Special Study (Literacy)

Description: Develops students' understanding of language and literacy theories with a focus on their practical application in the classroom. From these understandings students learn to apply their knowledge to the planning, implementation and assessment of appropriate sequences of literacy education.

Staff: Dr R Wills

Teaching Pattern: summer school in Launceston + 2 weekends attendance during sem 1 Or Flexible delivery sem 2
ESI494 - Qualitative Research Methods

Special Note: An In-service unit which may also be taken as an Honours unit under course E4C.

Description: This unit provides students with an introduction to the theory and practice of qualitative research and equips them with skills to undertake qualitative research. Issues addressed through the unit encompass thinking qualitatively, designing qualitatively, analysing qualitatively and writing qualitatively. Students will participate in a number of practical research tasks designed to develop understandings and skills in the field of qualitative inquiry.

Staff: Assoc Prof Margaret Barrett

Teaching Pattern: 5x 6-hr days summer school plus independent study

Assessment: 2 x 2,500-word assignments

Required Texts: Hatch JA, Doing Qualitative Research in Education Settings, SUNY, 2002
Robson C, Real World Research: A Resource for Social Scientists and Practitioner-researchers, Blackwell, Oxf, 2002

Recommended Texts: Denzin N & Lincoln Y, Handbook of Qualitative Research, Sage Publ, 2000

Offered in Courses: [ E3B ]

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ESI499 - Multi Media in Education

Description: The broad aims for this unit are to provide students with practical skills and theoretical understanding to develop student's media products using various technologies and media and locate them within a k-10 curriculum. Throughout this module students will be introduced to a rationale for media in education. A range of practical experiences will give students opportunities to develop practical skill through the creation of media products using accessible technologies. Participants will explore a variety of media forms, in particular video, editing and animation. Exploration of media in relation to the National Statements and Profiles on the Arts, Essential Learnings Framework will be practical and participatory with a strong focus on deconstruction and reflection on the learning that is possible through the use of media as a learning pedagogy.

Requisites: PREREQ - ESI440

Staff: Gerard VanDeGeer

Teaching Pattern: 1 Week on campus tuition

Assessment: reflective journal (25%), video product (50%), group electivges (25%)

Theodosakis, N. The Director in the Classroom, How filming Inspires learning (2001) www.thedirectorintheclassroom.com

Callow, J. Images Matter, Visual Text in the Classroom. (1964) Primary English Teaching Association
Greenaway, Peter Teaching Visual Media The Jacaranda Press

Offered in Courses: [ E3B ]

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ESP113 - Human Development Across the Lifespan

Description: Students will develop an understanding of the major theories related to human development, including their strengths and weaknesses. Knowledge of both the sequence of human development and the processes that underlie it will be gained. An appreciation of the impact of context and culture will also be developed.

Staff: Ms K Swabey (Coordinator)

Teaching Pattern: 2 x 1 hr lectures, 1 x 1 hr tutorial weekly (13 weeks)

Assessment: Paper (50%), 2-hr exam (50%)

ESP113 - Health Fitness & Physical Activity

Description: Provides students with knowledge and understanding of mental and physical benefits of regular exercise participation, fitness components, training principles and relationship between physical activity and healthy diet. The unit addresses the problem of behavioural change focusing on establishing of values and beliefs associated with active lifestyle, social norms and self-concept as predetermining factors of intention to and adoption of physical activity and exercise. The relationship between health risk behaviours (smoking, alcohol and drug abuse) and health promoting behaviours, such as exercise and a variety of hypokinetic diseases such as diabetes, CHD and osteoporosis forms the second part of the unit.

Staff: TBA (Coordinator)

Teaching Pattern: 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks)

Assessment: Practical Exercises (50%), Final Exam (50%)


Offered in Courses: [E3J] [E4J]

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ESP115 - Learning Theory and Practice

Description: The primary purpose of this course is to expand your understanding and knowledge about educational psychology and its role in the classroom. The course considers the following key topics: 1. Classroom management, with emphasis on creating productive learning environments. 2: Personal, social, emotional development with an emphasis on self-esteem development. 3: Learning and motivation: theories and applications: (i) behavioural and social views of learning; (ii) cognitive learning; (iii) information processing theory; (iv) learning styles, strategies, and approaches; (v) the humanistic view of learning; (vi) the concept of intelligence 4: Teaching methods and practices. 5: Assessing learning in the classroom.

Staff: Dr Dean Cooley (Coordinator)

Teaching Pattern: 2 x 1 hour lectures, 1 x 1 hour tutorial (13 weeks)

Assessment: Negotiated study (40%), Multiple choice quizzes (30%), Final examination (30%)

Required Texts: McInerney & McInerney, (2003) \textit{Educational Psychology}

Offered in Courses: [E3J] [E4J]

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ESP136 - Physical Activity Laboratory 1

Description: The application of the physical principles of movement in the context of the analysis and development of game skills including: Striking/Fielding; Net/Wall; and Invasion Games. Using the Teaching Games for Understanding approach.

Staff: Ms Robyn Pryce-Jones (Coordinator)

Teaching Pattern: 6 hours per week (12 weeks) - Games

Assessment: Assignment/Logbook (40%), Class Engagement (30%), Test (30%), (students must attain at least a pass standard in each sub-unit)


Offered in Courses: [E3J] [E4J]

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ESP140 - Foundations of Human Movement

Description: Students develop a fundamental understanding of the philosophy, history and current relevance of human movement as a discipline. The field of pedagogy is examined in detail and practical application is made games skills. Academic reading and writing is also a focus of this unit.

Staff: Ms Karen Swabey (Coordinator)

Teaching Pattern: 2-hr Lecture weekly (13 wks), 1-hr Tutorial (weekly (12 weeks), 1-hr workshop weekly (12 wks)

Assessment: Presentation (30%), Essay (20%), Final Exam (50%)


Offered in Courses: [E3J] [E4J]

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ESPG 208 - Body, Culture, Identity, & Physical Activity

**Description:** This unit examines sport and physical activity as a social phenomena. The purpose of this course is to expand the student's understanding of various sociological aspects of sport and physical activity by investigating how they interact with society. The relationship of sport and physical activity to social variables (race/ethnicity, gender, social class, age, physical ability/disability), institutions (education, economy, politics, family, religion, media) and issues/problems (social values, socialisation, sportsmanship, sexuality, aggression/violence, drug use/abuse, eating disorders) will be examined.

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** 2 x 1 hour lectures, 1 x 1 hour tutorial (13 weeks)

**Assessment:** Workshop Precis (30%), Essay (30%), Final examination (40%)  

**Required Texts:** Coakley, J. (2003) *Sport in Society*

**Offered in Courses:** [E3J] [E4J]

**Unit Delivery Information:**

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ESPG 209 - Psychological Contexts for Physical Activity

**Description:** The unit is primarily concerned with the study of psychological factors that impact on participation in sport & physical activity. Areas for study include: personality, motivation, attribution, attention, anxiety and arousal, group dynamics, and leadership.

**Requisites:** PREREQ - ESP115  

**Staff:** Dr. Dean Cooley (Coordinator)

**Teaching Pattern:** 2 x 1 hour lectures, 1 x 1 hour tutorial (13 weeks)

**Assessment:** Workshop Precis (40%), Multiple choice quizzes (30%), & Final examination (30%)

**Required Texts:** Leunes & Nation (2003) *Sport & Exercise Psychology*  

**Recommended Texts:** Weinburg and Gould, (2003) *Foundations of Sport & Exercise Psychology*

**Offered in Courses:** [E3J] [E4J]

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ESPG 211 - Physical Activity Laboratory 2

**Description:** Takes an education focus when examining a range of movement activities, including Aquatics, Outdoor Education and Athletics.

**Requisites:** PREREQ - ESP136  

**Staff:** Ms R Pryce-Jones (Coordinator)

**Teaching Pattern:** 6 hours per week (12 wks) - Introduction to Outdoor Education, Aquatics, Athletics

**Assessment:**  

- **Introduction to Outdoor Education:** Individual and Groupwork (40%) Assignment (60%);  
- **Aquatics:** Short Answer Test Paper (20%) CPR Multiple Choice and Practical Test (30%) Rescue Skills (50%);  
- **Athletics:** Multiple Choice and Practical Test (50%), Teaching Log (50%); Combination of Teaching Logs (50%), Class Engagement (20%), Written Test (30%) for the sub-units.


**Offered in Courses:** [E3J] [E4J]

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ESPG 214 - Professional Experience 1

**Description:** This unit is the first of the four professional experience units in the BHM program. It is presented in two parts, an introductory theory and practical based component which aims to assist students to develop an understanding of the nature and scope of the health and physical education teaching area, organising and managing the learning environment, with particular emphasis on the teaching of swimming and water safety. This is followed by part 2, at the end of the year, which is an aquatics based practicum experience. Where appropriate, students are expected to complete their professional work experience in their home location.

**Requisites:** PREREQ - Police Clearance Check  

**Staff:** Dr Dean Cooley (Coordinator), Ms Robyn Pryce-Jones

**Teaching Pattern:** 1-hr Lecture weekly (13 wks), 1-hr Tutorial weekly, 10 day Swimming & Water Safety teaching Placement

**Assessment:**  

- Lesson Planning Assignment (20%), Planning and Resource Folio (30%), Swimming and Water Safety Practicum Experience (50%). (All components must be completed to gain an award of Satisfactory/Unsatisfactory).

**Required Texts:**  

- Professional Experience 1 Handbook  

**Offered in Courses:** [E3J] [E4J]

University of Tasmania, Unit Guide 2006  www.utas.edu.au/units/  411
ESP233 - Motor Learning and Skill Development 1

Description: Develops an understanding of selected theories and concepts which apply to the learning of motor skills and human performance, including motor control, information processing, and factors which influence the learning environment -- in order to enable students to apply this understanding when giving instruction and in solving problems.

Requisites: PREREQ - ESP209

Staff: Dr Dean Cooley (Coordinator)

Teaching Pattern: 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks)

Assessment: Written Paper (30%), Multiple Choice Quiz (25%), Workshop Reports (20%), Final Exam (25%)


Offered in Courses: [ E3J ] [ S3I ] [ E4J ]

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ESP304 - Sport Injuries

Description: Covers the prevention, emergency care and treatment of injury resulting from participation in physical sporting activity. The study of the aetiology of injury can give direction to the measures which can be taken to prepare the athlete adequately, to influence the design of equipment, the training process and even the modification of the rules governing sporting activity.

Requisites: PREREQ - CXA273 (desirable)

Staff: TBA (Coordinator)

Teaching Pattern: 2-hr lecture weekly (13 wks), 1-hr tutorial weekly (12 wks)

Assessment: Assignment Presentation (30%), Mid-Semester Exam (20%), Final Exam (50%)


Offered in Courses: [ E3J ] [ M3H ] [ E4J ]

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ESP307 - Adapted Physical Activity

Description: Examines various types of disabilities in order to develop an understanding of what they mean in terms of meeting the needs and making the necessary adjustments to ensure a quality lifestyle. Students interact with people with disabilities, to enable them to develop appropriate physical activity programs.

Staff: Ms Karen Swabey (Coordinator)

Teaching Pattern: 2 hr Lecture weekly (13 wks), 2-hr Tutorial weekly (12 wks)

Assessment: Multiple Choice Exam (20%), Seminar Paper (50%), Seminar Presentation (30%)


Offered in Courses: [ E3J ] [ M3H ] [ S3I ] [ E4J ]

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ESP310 - Human Movement Pedagogy 1

Description: Develops teaching expertise needed to design and administer effective health and physical education lessons. Content includes an understanding of the nature, content, scope and sequence of experiences appropriate for health and physical education programs, organisational skills for lesson presentation, lesson design for various activity areas using a variety of teaching approaches, and structuring an effective learning environment for health and physical education. This is the first semester of the health & physical education pedagogy sequence, placing an emphasis on K-6 levels.

Requisites: PREREQ - ESP214

Staff: Ms Karen Swabey (Coordinator), Ms Robyn Pryce-Jones

Teaching Pattern: 2-hr Lecture weekly (13 wks), 2-hr Tutorial weekly (12 wks)

Assessment: Microteaching Presentation (30%), Lesson Planning (20%), Exam (50%)

ESP311 - Human Movement Pedagogy 2

**Description:** Assists students to develop an understanding of the nature, scope, content and experiences appropriate for health and physical education programs for children in schools in grades 7 to 12. Fundamental teaching skills, including a wider range of methods suitable for children in grades 7 to 12, and the means to measure and describe pupil behaviour are covered. Lectures, seminar workshop and peer teaching are used.

**Requisites:** PREREQ - ESP310 only in Bachelor of Human Movement Degree

**Staff:** Ms Karen Swabey (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 wks), 2-hr Tutorial weekly (12 wks)

**Assessment:** Assessment: Unit Plan (50%), Lesson Plans (30%), Exam (20%)


ESP312 - Philosophy & Context for Outdoor Education

**Description:** On successful completion of this course the student will possess the theoretical knowledge including philosophy, contexts, history, and future developments of Outdoor Education.

**Staff:** Dr J Dyment (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 weeks), 2-hr Tutorial (12 weeks)

**Assessment:** Exam 30%, Presentation 30%, Assignment 40%

**Required Texts:** Reading Package (a collection of readings)

ESP313 - Outdoor Activity Laboratory 1

**Description:** This unit is a presentation of the theoretical and applied principles required to help students develop an awareness of the skills that are necessary to be an outdoor educator in a number of contexts. Through self propelled outdoor recreation activities, such as rock climbing, and adventure education activities, such as challenge courses, students will have an experience both as a participant and as an outdoor education teacher in training.

**Staff:** Ms H Smith (Coordinator), Dr J Dyment

**Teaching Pattern:** 3 hours per week (12 wks)

**Assessment:** Participation (25%), Assignments (75%)

ESP314 - Professional Experience 2

**Description:** The main emphasis of this unit is on the development of the student's own pedagogical expertise. Students will be expected to apply theoretical principles learned in foundation units to the practice of teaching. Students will be expected to demonstrate sound knowledge of the relevant discipline areas associated with teaching and learning in Health and Physical Education; teaching methods associated with Health and Physical Education; motivate and engage students in their learning of Health and Physical Education, plan and deliver learning sequences for Health and Physical Education, and manage the teaching environment. Students will be expected to teach under supervision in a learning environment (through field placement) demonstrating their ability to successfully deliver learning sequences.

**Requisites:** PREREQ - ESP214/ESP310/Police Clearance Check and Attendance at Practicum Briefing Compulsory

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** 2 x 1-hour tutorial weekly (13 weeks), 5 wks Professional Placement

**Assessment:** On Campus: Take Home Exam (Pass/Fail)

**In School:** Achievement of identified pre-service teaching competencies. Recommendation is made by supervising schools on a PASS/FAIL basis

**Required Texts:** Professional Experience 2 Handbook.
## ESP316 - Outdoor Activity Laboratory 2

**Description:** Building on ESP313, this unit is a presentation of additional theoretical and applied principles required to help students develop an awareness of the technical and interpersonal skills that are necessary to be an outdoor educator in a wilderness context. Through self propelled outdoor recreation activities (e.g. bushwalking), students will have an experience both as a participant and as an outdoor educator teacher in training.

**Staff:** Ms H Smith (Coordinator), Dr J Dyment

**Teaching Pattern:** 3 hours per week (12 weeks)

**Assessment:** Participation (25%), Assignments (75%)


## ESP317 - Health Education Issues 1

**Description:** Students will develop an understanding of the emotional, intellectual, spiritual, interpersonal, social & environmental dimensions of health and wellness. Knowledge of these dimensions will be applied to a range of topics covered in the health and physical education curriculum, for example, drugs, bullying, and safety issues.

**Staff:** Ms K Swabey (Coordinator)

**Teaching Pattern:** 2x1 - hr lectures, 1-hr tutorial weekly (13 weeks)

**Assessment:** Tutorial presentation (50%), Exam (50%)


**Weinstein E, Rosen E, Teaching Children About Health, 2nd edn, Thomson Wadsworth, 2003**

## ESP318 - Research Concepts in Human Movement

**Special Note:** This unit will be available only for potential BHM Honours students

**Description:** Investigates the nature and purpose of the research process, particularly as it relates to physical activity. The unit develops students’ understanding of statistical and measurement concepts and techniques used in qualitative (parametric and non-parametric) and qualitative investigation process. Consideration is given to both the understanding of statistical process and the ability to compute the data using available statistical software. In addition, the unit addresses the tests and measurements issues using a variety of assessment instruments typically used in health and physical education, exercise science and exercise and wellness.

**Staff:** Assoc Prof R Brooker (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks)

**Assessment:** Mid-Term exam (30%), Practical Exercises (30%), Final Paper (40%)


## ESP319 - Coaching Theory & Practice

**Description:** The main emphasis of this unit is on the practice of coaching, with students expected to apply the scientific principles of biomechanics of sports, sports physiology, acquisition of sports skill and sports psychology. Students will learn how to formulate a yearly training program comprising many aspects of coaching and sports science. The principles of coaching pedagogy will be introduced and the student's own pedagogical expertise will be developed through individual coaching analysis and experience. Students will be expected to coach outside groups (through field placements) demonstrating their ability to successfully correct technique and create a conductive training climate.

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks), 25 hours Coaching Practice.

**Assessment:** Practical Coaching Experience (15%), Written Report (40%), Final Exam (45%)

**Required Texts:** Cassidy, Jones & Potrac (2003) *Understanding Sports Coaching*

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University of Tasmania, Unit Guide 2006  www.utas.edu.au/units/  414
ESP320 - Sport Psychology (Unit not offered in 2006)

Description: Examines key psychological theories which explain the involvement of participants in physical activity, especially in relation to the learner and performer, coach and athlete, teacher and student. Students are expected to apply theory to the practice of basic interventions in learning physical skills through a research project.

Requisites: PREREQ - ESP209 Credit or above or Equivalent

Staff: Dr Dean Cooley (Coordinator)

Teaching Pattern: 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks)

Assessment: Research Project (60%), Presentation (40%)


Offered in Courses: [E3J] [S3I]

ESP336 - Physical Activity Laboratory 3

Description: Takes on an education focus when examining a range of movement activities, including: Gymnastics, Dance, Sport Skills for invasion games with a Sport Education approach.

Requisites: PREREQ - ESP211

Staff: Ms R Pryce-Jones (Coordinator)

Teaching Pattern: 6 hours per week (12 wks) - Dance, Gymnastics, Invasion Games

Assessment: Dance, Gymnastics and Invasion Games: Combination of Class Engagement (20%), Teaching Log (50%) and a Multiple Choice/Short Answer Test (30%)


Offered in Courses: [E3J] [E4J]

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ESP404 - Issues in Outdoor Education

Description: Students will develop an understanding of the issues for outdoor education programs across a range of contexts, including issues of gender, participation, risk and certification.

Staff: Dr J Dyment (Coordinator)

Teaching Pattern: TBA

Assessment: Participation 10%, Presentation 30%, Assignment 60%

Required Texts: Reading Package (a collection of readings)

Offered in Courses: [E3J] [E4J]

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ESP405 - Outdoor Education Pedagogy

Description: On successful completion of this course the student will possess the theoretical knowledge and practical competence to develop leadership skills in others and be able to deliver safe and effective outdoor programs.

Staff: Dr J Dyment (Coordinator)

Teaching Pattern: TBA

Assessment: Participation 40%, Presentation 30%, Assignment 30%

Required Texts: Reading Package (a collection of readings)

Offered in Courses: [E3J] [E4J]

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ESP406 - Outdoor Activity Laboratory 3

Description: Building on ESP313 and ESP316, this unit is an opportunity for students to refine and apply the interpersonal and technical knowledge and skills of an outdoor educator. Students will be responsible for planning and executing all aspects of an extended wilderness expedition.

Requisites: PREREQ - ESP316

Staff: Ms H Smith (Coordinator), Dr J Dyment

Teaching Pattern: TBA

Assessment: Participation (25%), Assignments (75%)
**ESP406 - Safety and Risk Management in the Outdoors**

**Description:** On successful completion of this course the student will possess the theoretical knowledge and practical competence to develop quality programs and safe practices in the Outdoor environment.

**Staff:** Dr J Dyment (Coordinator)

**Teaching Pattern:** TBA

**Assessment:** Participation 30%, Presentation 30%, Assignment 30%


**Offered in Courses:** [E3J] [E4J]

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**ESP409 - Community Project in Physical Activity**

**Description:** This unit will be a culminating unit in the BHM program. Students will apply knowledge and skills developed throughout the course to the design, delivery and evaluation of a community-based physical activity program for young people. The type of program will be negotiated.

**Staff:** Ms R Pryce-Jones (Coordinator)

**Teaching Pattern:** Negotiated but to include on-campus meetings and off-campus activity

**Assessment:** Program Design (50%); Program Evaluation (50%)


**Offered in Courses:** [E3J] [E4J]

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**ESP410 - Human Movement Pedagogy 3**

**Description:** The unit focuses on designing and using assessment instruments for teaching and learning in the HPE curriculum area. A second emphasis in the unit will be on the development of students' abilities to promote of thinking skills and processes (one of the five Essential Learnings in the Tasmanian Curriculum) through the teaching and learning process in the HPE area.

**Requisites:** PREREQ - ESP311

**Staff:** Assoc Prof Ross Brooker (Coordinator)

**Teaching Pattern:** 4 hours Lectures/Tutorials weekly (9 weeks)

**Assessment:** Take Home Exam (40%), Final Exam (60%)

**Offered in Courses:** [E3J] [E4J]

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**ESP411 - Health Education Issues 2**

**Description:** Investigates the relationship between the acute and chronic exercise and public health from the epidemiological perspective. Both physical and mental benefits of regular, habitual exercise participation are addressed and the appropriate exercise intensity, frequency, duration and type of exercise intervention are presented. In addition the exercise behaviour is analysed focusing on the predisposing, facilitating and reinforcing factors with emphasis given to strategies aimed at adoption of and adherence to a regular exercise regimen. Students are required to design and implement one project focusing on promotion of a health lifestyle change in Tasmanian population.

**Staff:** Ms K Swabey (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 wks), 2-hr Tutorial weekly (12 wks)

**Assessment:** Exam (50%), Research Project Paper (50%)


**Offered in Courses:** [E3J] [E4J]

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**ESP412 - Organisation of Sport, PE & Recreation**

**Description:** Develops specific applications of management functions to events. It covers the financing, organisational structure, marketing,
operations control, legal issues inherent in the development and efficient management of events.

Staff: TBA (Coordinator)

**Teaching Pattern:** 2-hr Lecture weekly (13 wks), 1-hr Tutorial weekly (12 wks)

**Assessment:** Exercises (20%), Assignment (40%), Final Exam (40%)


**Offered in Courses:** [ E3J ] [ E4J ]

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**ESP414 - Professional Experience 3**

**Description:** The main emphasis of this unit is on the continued development of the student's own pedagogical expertise with a specific focus on behaviour management skills. Students will be expected to have a sound understanding of the theoretical basis for behaviour management. Students will be expected to teach under supervision in learning environments (through field placement) demonstrating their ability to successfully deliver learning sequences. They will engage in self-evaluation, reflection, formal and informal discussion and consultation regarding teaching practice and associated skills. Students will be expected to produce lesson-plans, which reflect an ability to articulate clear aims, objectives, procedural steps, outcomes, and evaluation procedures. Lesson plans and other written work and documentation will contribute to the assessment for this unit as will participation in group briefing and debriefing meetings.

**Requisites:** PREREQ - ESP314, ESP311 - Students must also attend a pre-practicum meeting and have passed a Police Clearance Check

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** 2-hr Tutorial weekly (9 wks), 4-week Placement in School Setting.

**Assessment:** Presentation (Pass/Fail)

**In School:** Achievement of identified pre-service teaching competencies. Recommendation is made by the supervising schools on a PASS/FAIL basis

**Required Texts:** Professional Experience 3 Handbook.

**Offered in Courses:** [ E3J ] [ E4J ]

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**ESP415 - Professional Experience 4**

**Description:** The main emphasis of this unit is on the student demonstrating their pedagogical expertise. Students will be expected to teach with limited supervision in learning environments (through field placement) demonstrating their ability to successfully deliver pre-planned learning sequences. They will engage in self-evaluation, reflection, formal and informal discussion and consultation regarding teaching practice and associated skills. Students will be expected to produce unit-plans, lesson-plans, which reflect an ability to articulate clear aims, objectives, procedural steps, outcomes, and evaluation procedures. Planning documentation and other written work will contribute to the assessment for this unit as will participation in group briefing and individual supervision by University and school staff.

**Requisites:** PREREQ - ESP414, ESP410 and successful completion of all ESP units to the end of year 4, semester 1. Students must also attend a pre-practicum meeting and pass a Police Clearance Check

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** 2-hr Lecture/Tutorial weekly (12 wks) 5-week Professional Placement

**Assessment:** On Campus: Assignment; Portfolio (Pass/Fail)

**In School:** Achievement of identified pre-service teaching competencies; recommendation is made by the supervising schools on a PASS/FAIL basis

**Required Texts:** Professional Experience 4 Handbook.

**Offered in Courses:** [ E3J ] [ E4J ]

**Unit Delivery Information:**

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**ESP420 - Health and Physical Education Pedagogy**

**Description:** In this unit students will examine HPE curriculum from other Australian states as well as consider a number of issues that contextualise their HPE curriculum and teaching work in the school context.

**Requisites:** PREREQ - ESP410

**Staff:** Assoc Prof Ross Brooker (Coordinator)

**Teaching Pattern:** 4 hrs Lecture/Tutorial weekly (12 wks)

**Assessment:** Seminar presentation (30%) Exam (50%), Class Tasks (20%)


**Offered in Courses:** [ E3J ] [ E4J ]

**Unit Delivery Information:**

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ESP433 - Motor Learning & Skill Development 2

Description: Develops an understanding of selected theories which apply to perception, cognition and motor action and human performance, including neuromuscular control, skill development and the evaluation of skill. Students will be expected to apply knowledge to the fields of teaching and coaching through a research project.

Requisites: PREREQ - ESP233

Staff: Dr Dean Cooley (Coordinator)

Teaching Pattern: 2 hr Lecture weekly (13 wks), 1 hr Tutorial weekly (12 wks)

Assessment: Research project (25%), Presentation (25%), Written Paper (50%)


Offered in Courses: [ E3J ] [ E4J ]

Unit Delivery Information:

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ESP460 - Research Seminar

Description: This unit is available only for those students offered a place in the BHM(Hons) program. The unit examines statistical concepts and methods, both quantitative and qualitative, as well as a number of research design applicable to the BHM(Hons) dissertation. The unit caters for students in all three streams of the BHM. The unit covers basic descriptive statistics as well as hypotheses testing and a number of qualitative statistical methods. The use of computer statistical packages is also investigated. Students will initiate a research proposal which they will see through the Ethics Committee and they will complete a literature review.

Requisites: PREREQ - Acceptance into BHM(Hons) program

Staff: Assoc Prof Ross Brooker (Coordinator) and various CHM staff

Teaching Pattern: One week in summer school plus 4-hr lecture weekly

Assessment: Introductory Paper (30%), Literature Review & methodology Papers (70%)


Offered in Courses: [ E4J ]

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ESP465 - Honours Seminar and Dissertation

Description: In this unit, which is for Honours Students in the BHM program, students undertake the writing of a scholarly piece of work under the close supervision of a Centre for Human Movement (CHM) staff member. This piece of work will be in one of the three streams of the program, namely Health and Physical Education, Exercise and Sports Science or Outdoor Education and Recreation Management. Students discuss the various aspects of their research with their fellow students and staff members in a seminar format. Seminars are held at the discretion of the unit coordinator.

Requisites: PREREQ - ESP460

Staff: Assoc Prof Ross Brooker (Coordinator) and various CHM staff

Teaching Pattern: 2-hr Lecture weekly

Assessment: Dissertation


Offered in Courses: [ E4J ]

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ESP700 - Action Research Project

Description: Participants in this unit will review research approaches and techniques with a view to planning a research project in Human Movement. Each is expected to:

* Identify a researchable issue;
* Develop a research question;
* Develop the methodology design;
* Understand how to use the www databases and software applications to speed up the process;
* Identify a suitable statistical analysis technique and understand how to use software to carry out this task; and
* Understand the requirements for the final presentation of the thesis or dissertation.

Requisites: PREREQ - Graduate Standing
Staff: Assoc Prof Ross Brooker (Coordinator)

Teaching Pattern: Negotiated

Assessment: Negotiated

Required Texts: TBA

Offered in Courses: [ E5J ] [ E7J ]

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ESP701 - Changing Physical Activity Patterns Across the Lifespan

Description: The emerging evidence of preventing and rehabilitating effect of participation in a regular, habitual exercise has triggered a number of research and program development/implementation efforts in Australia, US and Europe. The graduate unit sequentially addresses three paradigms: exercise, health and behavioural modification. Their inter-relationship is examined from the programmatic perspectives, focusing on the role of the school, family and community.

Requisites: PREREQ - Graduate standing

Staff: Assoc Prof Ross Brooker (Coordinator)

Teaching Pattern: Negotiated

Assessment: Negotiated

Required Texts: TBA

Offered in Courses: [ E5J ] [ E7J ]

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ESP703 - Human Movement Independent Study

Description: Provides considerable flexibility for students and staff to negotiate topics of interest which may not be appropriate within more specific units. The unit also enables students, on an individual basis, to extend their investigations beyond the scope of existing units.

Requisites: PREREQ - Graduate Standing

Staff: Assoc Prof Ross Brooker (Coordinator)

Teaching Pattern: Negotiated

Assessment: Negotiated

Required Texts: TBA

Offered in Courses: [ E5J ] [ E7J ]

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ESP704 - Designing Teaching and Learning Experiences in the Health and Physical Education Curriculum

Description: A graduate course designed for school Health and Physical Education teachers and administrators in the area of curriculum theory. Variety of instructional strategies, curriculum contents, lesson plan designs are discussed from the school perspective. In addition, the course examines prominent curriculum models and their application in health and physical education.

Requisites: PREREQ - Graduate standing

Staff: Ms Karen Swabey (Coordinator)

Teaching Pattern: Negotiated

Assessment: Negotiated


Offered in Courses: [ E5J ] [ E7J ]

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ESP705 - Health Enhancement Curriculum

Description: A graduate unit designed for health and physical education teachers, school administrators and curriculum specialists. The theoretical underpinning of Health Enhancement Curriculum is introduced with a focus on ecological validity value orientation as a structural framework for content selection and instructional design. Exercise and fitness activities are presented as a common denominator to a variety of student-centred activities aimed at the reduction/elimination of health risk behaviours, prevention of hypokinetic diseases, learning basic nutrition and enhancement of personal/environmental health.

Requisites: PREREQ - Graduate standing

Staff: Assoc Prof Ross Brooker (Coordinator)

Teaching Pattern: Negotiated

Assessment: Negotiated
Required Texts:  TBA
Offered in Courses:  [ E5J ][ E7J ]

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**ESP706 - Promoting Play and Developing Motor Skills in Primary HPE**

**Description:** Examines and critically reviews some of the key educational theories and links these to teaching and learning in the primary health and physical education (HPE) context. Participants are expected to apply this knowledge to teaching methods and programming.

**Requisites:** PREREQ - Graduate standing

**Staff:** Ms Karen Swabey (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated

**Offered in Courses:**  [ E5J ][ E7J ]

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**ESP711 - Quality Systems**

**Description:** Provides an introduction to the theory and practice of risk analysis and to managing a program in human movement. It examines the philosophy, principles and practices of competent leadership as they apply to experiences in human movement. It demands an understanding of the concepts of safety and risk as well as legal liability and safety management. Specific to outdoor education and recreation program management, the unit will cover remote area emergency responses, trip planning, trip management and further knowledge specific to either water based or land based outdoor education and recreation programs.

**Requisites:** PREREQ - Graduate standing

**Staff:** Assoc Prof Ross Brooker (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated

**Offered in Courses:**  [ E5J ][ E7J ]

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**ESP712 - Environmental Perspectives**

**Description:** Focuses on the knowledge and skills necessary to conduct outdoor education programs that encourage harmonious interaction between individuals and the environment. The unit allows students to develop deeper understanding of the outdoor environment around us. Special emphasis is placed on keeping a balance between protecting and using the wilderness wisely.

**Requisites:** PREREQ - Graduate standing

**Staff:** Dr Janet Dyment (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated


**Offered in Courses:**  [ E5J ][ E7J ]

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**ESP713 - Advanced Programming for Outdoor Recreation Pursuits -- Land and Water-based**

**Description:** Designed to give the group facilitator a variety of theories and models to be applied in a growth oriented adventure program. Emphasis will be placed on safe and effective facilitation of activities such as new and initiative games, low and high ropes courses, climbing, minimum impact bushwalking, orienteering, sailing, flatwater and whitewater canoeing, kayaking and whitewater rafting. Emphasis is on safety, skill development, trip planning and formulation of a personal teaching/leadership style.

**Requisites:** PREREQ - Graduate standing

**Staff:** Dr Janet Dyment (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated


**Offered in Courses:**  [ E5J ][ E7J ]

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**ESP716 - Human Movement Project**

**Description:** Provides considerable flexibility for students and staff to negotiate topics of interest which may not be appropriate within more specific units. The unit also enables students, on an individual basis, to extend their investigations beyond the scope of existing units.

**Requisites:** PREREQ - Graduate standing

**Staff:** Assoc Prof Ross Brooker (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated

**Required Texts:** TBA

**Offered in Courses:** [ E5J ] [ E7J ]

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**ESP717 - Contemporary Issues for Youth in the Health Education and Physical Education Fields**

**Description:** Gives an understanding of selected issues that provide a context for the school health education and physical education fields, and teaches the skills to respond to the issues in the context of teaching and learning in the health and physical education field

**Requisites:** PREREQ - Graduate standing

**Staff:** Dr Dean Cooley (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated

**Required Texts:** Select readings from contemporary texts and journals will be used

**Offered in Courses:** [ E5J ] [ E7J ]

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**ESP718 - Designing Physical Activity Programs for Special Populations**

**Description:** On successful completion of this unit the participant will possess an awareness of the issues impacting individual students' access to physical activity experiences, as well as developing knowledge and competency in catering for the physical activity needs of specific populations.

**Requisites:** PREREQ - Graduate standing

**Staff:** Ms Karen Swabey (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated


**Offered in Courses:** [ E5J ] [ E7J ]

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**ESP719 - The Outdoor Recreation and Education Field**

**Description:** Provides an understanding of the historical and contemporary influences that have shaped the outdoor education and recreation field as a basis for predicting the likely futures for the field.

**Requisites:** PREREQ - Graduate standing

**Staff:** Dr Janet Dyment (Coordinator)

**Teaching Pattern:** Negotiated

**Assessment:** Negotiated

**Required Texts:** Select readings from contemporary texts and journals will be used

**Offered in Courses:** [ E5J ] [ E7J ]

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**ESP720 - Instructional Issues for Effective Learning in Outdoor Education**

**Description:** Develops theoretical understandings and practical competencies in relation to four key learning issues in the outdoor education and recreation field: (1) participant outcomes, (2) facilitation, (3) pedagogical processes and (4) program applications.

**Requisites:** PREREQ - Graduate standing

**Staff:** Dr Janet Dyment (Coordinator)

**Teaching Pattern:** Negotiated
Assessment: Negotiated


Offered in Courses: [ E5J ] [ E7J ]

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**EST113 - Applied Food Studies**

Description: Introduces students to the study of food, its physical properties, processing and presentation. Food projects include the practical application of materials and processes relevant to the production of certain types of food. Students are encouraged to gain a general understanding of food and nutrition, an awareness and appreciation of the physical and chemical properties of food and an appreciation of the social and environmental issues concerned with the purchase and production of food. An emphasis is placed on the development of safe and hygienic work practices.

Staff: Ms Robyn Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: self, peer and teacher evaluations (outlined at the start of each session or project); assessments are ongoing; a final assessment at end-of-sem when all written work must be presented

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ E3H ]

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**EST117 - Design & Technology 1**

Description: Introduces students to the fundamental principles of design including function, appearance and style and material attributes including surface and colour. The attributes of colour are examined along with colour harmonies, colour effects and the physiological and psychological effects of colour. Practical projects are set within a variety of design briefs that explore the relationship between colour and design and their influence on utility, commercialism and aesthetics.

Staff: Ms R Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: details of assessment to be provided at commencement of semester

Offered in Courses: [ E3H ]

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**EST127 - Design & Technology 2**

Description: Provides an introduction to the history of 20th-century design styles. An investigation of the social changes resulting from advances in technology, consumerism and the ascent of industry is examined. Communication skills in the areas of sketching, drawing and writing are developed.

Staff: Technology staff

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: ongoing assessment with each brief being individually assessed; a final assessment is made at end-of-sem when all practical work must be prepared for presentation

Offered in Courses: [ E3H ]

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**EST203 - Textiles**

Description: Develops an understanding of the psychological, social, cultural and historical significance of clothing and how the elements and principles of design may be applied to artefacts and clothing. Students are encouraged to gain a general understanding of design and problem solving, through the practical application of soft materials and fibres; an understanding of materials, systems and technologies related to the use and manipulation of textiles and associated materials; an appreciation of the practical skills needed to implement textiles courses at secondary and post-compulsory levels of schooling, and an ability to visualise and articulate ideas.

Staff: Ms R Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: details of assessment are provided at commencement of semester

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ E3H ]

Unit Delivery Information:
EST210 - Design & Technology 5

Special Note: this is a core unit

Description: An intermediate study of design history, culture, theory and practice. This unit continues the study of the history of product design, architecture, and technology with the emphasis placed on late modernism and postmodernism. This contextual study is used as a framework for practical design projects and written assignments.

Staff: Technology staff

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: formative and summative assessment practices are described at the start of the unit

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [ E3H ]

Unit Delivery Information:

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EST213 - Design & Technology 3

Description: Introduces students to the processes of design, from rough sketching through to highly refined working drawings for manufacture. Developing a ‘critical eye’ is an important aspect of this unit and is taught throughout. Students are introduced to the concepts and techniques relating to the use of CAD systems in design. Emphasis is placed on developing the essential presentation and communication skills required in design. Assessment is through a series of exercises and design presentations.

Staff: Design and Technology CAD/Graphics lecturer

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: described separately for each design brief

Recommended Texts: tba at commencement of semester

Offered in Courses: [ E3H ]

Unit Delivery Information:

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EST214 - Human Nutrition 1

Description: Introduces students to the fundamentals of human nutrition and diet. An overview of the social and physiological role of food is provided. Contemporary issues related to food and nutrition are explored. Students are encouraged to apply their knowledge to solve various problems related to food and nutrition. A broad range of strategies is experienced, including computerised nutrition analysis, designing and appraising a nutrition empowerment process and catering for peers. Students develop healthy, safe and hygienic work practices and other practical skills required for food preparation and presentation that are applicable for teaching food studies. Project work enables students to develop skills related to enquiry, initiative, ingenuity and resourcefulness.

Staff: Ms Robyn Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: ongoing; final assessment at end of sem

Wahlqvist ML, Food and Nutrition in Australia, 3rd edn, Thomas Nelson, Sth Melb, 1994

Recommended Texts: tba

Offered in Courses: [ E3H ]

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EST216 - Design & Technology 4

Description: Students develop their design and making skills through participation in design projects involving wood and metal. Each project has varied design aspects that are approached individually by the student. Creative exploration of visual and technical solutions is encouraged. Design briefs are used to produce wood and metal items that have a practical application. Prior experience of wood and/or metal work would be an advantage. However, the design briefs are tailored to the students' ability to use these materials. Participants gain experience in the following: concept and workshop drawing, design and making, manufacturing processes, occupational health and safety, and research.

Staff: Ms Robyn Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (12 wks)

Assessment: described separately for each design brief

Offered in Courses: [ E3H ]

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EST221 - Design & Technology 8

Description: Introduces students to digital media including computer aided design programs and the use of digital cameras. The unit provides students with an awareness of the design and communication skills needed to support the articulation of design ideas in a 2D format.

Requisites: PREREQ - EST117

Staff: Ms R Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: a completed folio of work

Offered in Courses: [E3H]

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EST226 - Design & Technology 7

Description: Offers greater autonomy in the practice of design, making and appraising in the areas of metal and timber fabrication, and alternate technologies. Students are given an opportunity to explore technical and visual solutions in a creative and imaginative manner to solve design problems related to the artificial environment. Students wishing to undertake this unit should be prepared to provide evidence of prior knowledge and experience of using metal and or wood. Design project work will depend on the student's ability to use these materials. Students are encouraged to gain: an understanding of manufacturing processes; experience in designing and problem solving; skills in the preparation of prototypes, graphic representations, and numeracy; and, an understanding of workshop safety and rules.

Staff: Ms Robyn Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: described separately for each design brief

Offered in Courses: [E3H]

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EST230 - Textile Design

Description: Develops and understanding of the psychological, social, cultural and historical significance of textiles and how the elements and principles of design may be applied to artefacts and clothing. Students are encouraged to gain a general understanding of design and problem solving, through the practical application of soft materials and fibres; an understanding of materials, systems and technologies related to the use and manipulation of textiles and associated materials.

Staff: Ms R Glade-Wright

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: details of assessment are provided at commencement of semester

Required Texts: tba

Recommended Texts: tba

Offered in Courses: [E3H]

Unit Delivery Information:

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EST312 - Design & Technology 6

Description: Builds on principles introduced in EST213 Design and Technology 3 while delving into the wider context of technology education. Students are introduced to specialised applications of technology, eg creative graphics, furniture design, CAD/CAM and product design. Students are encouraged to increase their awareness of the design world around them and be familiar with current designers of note. With the application of these skills and increased awareness of design, students will also be in a position to evaluate current and emerging technologies to determine their suitability as educational tools.

Staff: Design and Technology CAD/Graphics lecturer

Teaching Pattern: tutorial sessions, 3 hrs weekly (13 wks)

Assessment: described separately for each design brief

Recommended Texts: tba at commencement of semester

Offered in Courses: [E3H]

Unit Delivery Information:

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ESV201 - Communication
Special Note: offered subject to sufficient enrolment numbers

Description: Covers two areas. First, the unit is designed to introduce the student to the requirements of academic work, including the organisational skills and research behind the process of academic writing. Second, there is a group of topics which provides a solid foundation to inform the students' areas of teaching practice through: an exploration of the communication process, questioning the importance of listening, non-verbal recognition and language and literacy in communication.

Staff: TBA

Teaching Pattern: intra-state optional tutorials (sem 1 only) in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Offered in Courses: [ E3G ]

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**ESV202 - Managing Learning**

Special Note: offered subject to sufficient enrolment numbers

Description: Facilitators of adult learning must be able to identify the needs of learners, plan a learning program, successfully implement and evaluate the performance of students to determine if learning has occurred as intended. This unit encourages students to examine and implement instructional and learning strategies which are appropriate for a range of adult and vocational contexts and applications. Essential practical skills for beginning adult learning facilitation will be developed.

Staff: Dr C Owen

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Tovey, M.D., *Training in Australia*, Prentice Hall, Sydney, 2004

Offered in Courses: [ E3G ]

Unit Delivery Information:

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**ESV203 - Foundations of Adult Learning**

Special Note: offered subject to sufficient enrolment numbers

Description: Provides a basis for understanding adult learning by introducing the key disciplines informing adult and vocational education: adult learning theory, sociological, psychological, economic, philosophical and historical. These introductions are studied in the context of the current international and national socio-political milieu. Such assumptions as pedagogy, androgogy, self-directed learning and critical reflection and analysis will also be explored in the context of lifelong learning. The unit concludes with an exploration of the policy foundations which influences the contexts in which adult learning in Australia is practised.

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Offered in Courses: [ E3G ] [ M3H ]

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**ESV204 - Teaching and Learning 1**

Special Note: access to teaching/training practical work is essential; offered subject to sufficient enrolment numbers; students studying ESV209 study ESV204 in semester 2

Description: Blends a performance-based approach with reflection, resulting in a focus on praxis: the integration of theory and practice. The unit aims to encourage students to become more aware of their roles as educators, to raise awareness of current teaching, training and facilitation practices, and to develop skills of critical evaluation of their own practice methodology, and those of other adult educators.

Staff: Helen Bound

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support
ESV204 - Communication Strategies

Special Note: offered subject to sufficient enrolment numbers

Description: Continues the study of the informing disciplines of adult and vocational education through an extension of the themes studied in Communication ESV201. The unit examines the processes and contexts of socio-linguistic and social activities associated with educational management, group and public spheres of adult and vocational education. Spoken applications are studied in the context of the learning environment, in counselling and interviewing settings, as well as for meetings and presentations. The written application is consolidated through effective identification of text types, of critique, formal reports, submissions, technical manuals and educational materials.

Staff: Dr C Desmarchelier

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment

ESV205 - Curriculum Development

Special Note: offered subject to sufficient enrolment numbers

Description: Is designed to introduce students to the knowledge, process and skills required to develop and implement inclusive curriculums in adult and vocational education. Unit content includes the influences and processes involved in curriculum design, how to identify and incorporate individual student needs and the development of learning and teaching materials from national standards (where appropriate and available) in a specific adult and/or vocational area. Students are required to relate the three stages of ‘define, design and implement’ to their own work-based curriculums.

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment

ESV206 - Assessment and Evaluation

Special Note: offered subject to sufficient enrolment numbers

Description: Adopts a holistic approach to assessment and evaluation where the overall assessment regime is related to the context and purpose for individual assessment items. In this way, the various traditional and contemporary approaches to assessment in adult and vocational education are given practical application. As part of this approach, the unit considers competency-based assessment and evaluation in the more traditional testing knowledge-base, and some other, newer assessment and evaluation methods and philosophies.

Requisites: COREQ - ESV203

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment

Required Texts: Pithers, R., Improving learning through effective training, Social Science Press, Katoomba, 1998
Tovey, M., Training in Australia, 2nd edn, Prentice Hall Sydney, 2004

Offered in Courses: [ E3G ]
ESV207 - Issues and Contexts in AVE

Description: This final unit for year two has a twofold purpose: first to synthesise the many issues relevant to the field of adult and vocational education through a critical analysis organised around the distinctive and contemporary research questions asked in the field. One of these issues is the way in which the informing disciplines are reflected in current policies and areas of practice. The second purpose is to provide an introduction to the way in which the founding discipline bases have resulted in four significant and distinctive areas of policy and practice within the more general field of adult and vocational education, namely: Workplace Learning and Training (HRD), Community and Public Education, Instructional Design in AVE, and Language, Literacy and Numeracy in AVE.

Requisites: PREREQ - ESV201, ESV202, ESV203, ESV204, ESV205, ESV206, ESV207

ESV208 - Conversion (A& WPT)

Description: Extends the practical competencies gained by students in completing Certificate IV in Assessment and Workplace Training with the theoretical and critical aspects of the Bachelor of Adult and Vocational Education (BAdVocEd). This unit comprises 3 modules, each of which deals with a specific topic that is associated with Certificate IV in Assessment and Workplace Training and the BAdVocEd.

Requisites: PREREQ - Certificate IV in A&WPT

ESV220 - Learning and Communication

Description: This unit develops personal learning, communication and group process capabilities typically required by leaders, managers, facilitators, teachers, trainers and university students. The basic theoretical and practical knowledge developed though this unit is essential in diverse occupations and for success in university studies, and can be applied to students’ own circumstances. The unit aims to enhance professional practices, the ability to use a range of information sources, communicate effectively and work with individuals and groups to foster change. The relationship between communication, learning and change key to this unit. There is also a focus on informing students’ professional practice through introducing them to critical understandings they need to effectively use knowledge, skills and strategies for independent learning, interpersonal communication, and interpersonal effectiveness in relation to the appraisal of group dynamics in a learning environment.

Requisites: PREREQ - Completion of Year 1

Staff: TBA

University of Tasmania, Unit Guide 2006 www.utas.edu.au/units/

Offered in Courses: [E3K]

Unit Delivery Information:

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ESV221 - Instructional Design in AVE 1

Special Note: This unit is available for cross-listing for other Degrees/studies.

Description: The unit is particularly useful to those wanting an introduction to instructional design (ID) and how adult learning concepts and principles can be applied to instructional design tasks. The unit offers challenging opportunities for students to critically consider how theory and practice of adult learning can be used to develop adult learning experiences and for them to practice applying adult learning theory to teaching and learning materials design and tools that include training sessions, plans, in an area of adult learning and in an area of vocational education. The study investigates the nature of instructional design and its place in adult and vocational education (AVE). The approach promotes awareness of the basic processes of teaching, learning and assessment, stressing the importance of considering interdependence of those factors when engaging in ID processes. Stages in the ID process are explored before considering some key issues impacting on ID practice, in particular: implications of technology on the delivery and development of instruction; the question of quality, with focus on evaluating ID; and re-assessing ID theory and practice in the light of current understandings about learners and the learning process.

Requisites: PREREQ - Completion of Year 1
Staff: TBA
Teaching Pattern: Sem 1; Study days; participation through WebCT VISTA
Assessment: Assessment Task 1: (20% 1000 words)
Assessment task 2: (40% word total of 2000)
Assessment Task 3: (40% Reflection 800-1000 words + work samples)
Appropriate web sites which will be identified to students in a timely fashion to ensure web sites are current and still existing.

Offered in Courses: [E3K]

Unit Delivery Information:

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ESV222 - Development and Change

Description: This unit introduces students to adult lifespan development from adolescence to old age and its implications for lifelong learning. Students will develop knowledge of lifespan development of both the individual and of groups, teams and organisations. The unit requires students to analyse the implications of lifespan development for lifelong learning. In addition students will develop skills for collective development and understandings necessary to participate effectively in professional collaborative work. Individual and collective practices will be analysed to understand their influence on learning.

Requisites: PREREQ - Completion of Year 1
Staff: TBA
Teaching Pattern: Sem 1, participation through WebCT VISTA
Assessment: Assessment task 1: (20% 1000 words)
Assessment task 2: (30% 1500 words)
Assessment Task 3: (50% total of 2000-2500 words including observations)
ESV223 - Policy, Issues and Contexts in AVE

Description: In this unit students will identify and critically analyse major global and national influences on adult and vocational education. The relation between major influences and national and international policy initiatives in adult and vocational education and the issues arising from these factors will be explored. Students will be asked to investigate how national and international influences and policy are impacting upon different areas of adult and vocational education. In addition students will evaluate how issues arising from these factors and their impact on the area of adult and vocational education in which the student works or is intending to work.

Requisites: PREREQ - Completion of Year 1

Staff: TBA

Teaching Pattern: Sem 1; Study days; participation through WebCT VISTA

Assessment: Assessment task 1: (10%) Draw a concept map / matrix of the major issues confronting adult and vocational education and the influences on these issues.

Assessment task 2: (40% 1500 words) Critical examination of case studies

Assessment task 3: (50% 2000 words) Written assignment and prediction of influences on AVE


Useful websites:
www.opcct.tas.gov.au/
www.ncver.edu.au
www.avetra.org.au
www.acal.edu.au
http://www2.trainingvillage.gr/etv/lll/index.asp

Offered in Courses: [ E3K ]

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ESV224 - Manage and Develop Learning Strategies

Special Note: This unit is available for cross-listing for other Degrees/studies.

Description: Students will critically consider how theory and practice of learning can be used when identifying learner needs, organising a learning session (structuring, sequencing content and establishing the conditions in the learning environment to achieve the educational intent) and determining delivery methods for adult learning. The unit integrates theory and practical knowledge by engaging students in planning learning sessions. Students will critique their own and others’ learning strategies and make recommendations for change to enhance their own performance in managing and developing learning strategies for individuals and small groups.

Requisites: PREREQ - Completion of Year 1

Staff: TBA

Teaching Pattern: Sem 2; Study days; participation through WebCT VISTA

Assessment: Assessment Task 1: (20%) Identification of learning needs

Assessment Task 2: (40%) Delivery of a micro-teaching session and critical reflection

Assessment Task 3: (40%) Develop and share a lesson plan with peers through WebCT VISTA and critical reflection


Offered in Courses: [ E3K ]
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ESV225 - Practicum A

**Description:** This unit aims to develop students' ability to exercise sound pedagogical judgement in their field of Adult and Vocational Education practice. High levels of understanding of learners, the learning process, the setting and appropriate curriculum design and assessment and professional values and principles will be developed. This unit also develops students' ability to reflect critically on their professional practices. For this unit students require access to a group of adult learners in any adult or vocational setting to develop teaching expertise. All students are required to make their own arrangements for their practicum and will be supported to do this. Students intending to or already working in Vocational Education and Training (VET) in schools or be involved with the delivery of Vocational Education Learning (VEL) will have the opportunity to work through Faculty arrangements to gain placements in appropriate Colleges/Schools.

**Requisites:** PREREQ - Completion of Year 1

**Staff:** TBA

**Teaching Pattern:** Sem 2; Study days; participation through WebCT VISTA; workplace experience

**Assessment:**
- **Assessment task 1:** (20%) Develop 3 to 5 learning plans, relate to learning theories. Develop assessment tasks and criteria.
- **Assessment task 2:** (50%) Teaching log for 100 hours plus 2 observations
- **Assessment task 3:** (30% 1500 words) Journal of teaching experiences and written reflection


**Recommended Texts:**

**Offered in Courses:** [ E3K ]

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ESV230/330 - Career and Learning Transitions

**Description:**

**Unit Delivery Information:**

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ESV250/350 - Community Education

**Description:** This unit is for those interested in careers or studies in adult learning, community education programs and/or public education activities. Students will investigate contemporary developments and issues that impact on community education and explore and critically analyse theories of community change and development. Political and ethical considerations will be studied in a practical way through developing strategies for identifying and accessing resources and negotiating support for community education and change. Students will plan a community education program.

**Staff:** TBA

**Teaching Pattern:** Sem 2, Study days, participation through WebCT VISTA

**Assessment:**
- **Assessment task 1:** (Level 200: 30% and Level 300: 10%) Develop a matrix (es)
- **Assessment task 2:** (Level 200 and 300: 30% 1500 words) participate in and compete all VISTA activities
- **Assessment task 3:** (Level 200 and 300: 40%) Develop a program for community change
- **Assessment task 4 level 300 only** (20% 1000 words) Develop an implementation plan for the program developed in Task 3 and evaluate your own facilitation strengths and weaknesses in community development

**Required Texts:**

**Recommended Texts:**
- Kaye Schofield & Assoc. (1996). *Think local and compete: An analysis of the role of adult and community education in the implementation*
of a national system for vocational education and training. Brisbane: ANTA.

Offered in Courses:  [ E3K ]

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ESV251/351 - Adult Literacy

Special Note: This unit is available for cross-listing for other Degrees/studies.

Description: This unit is for those interested in teaching in the field of adult literacy. A range of adult literacy teaching/learning practices will be explored and students will develop strategies and techniques for teaching adult literacy and knowledge of learning in this field. Students will also develop learning plans, materials and assessment strategies appropriate to their adult literacy learning environment. Knowledge of the context of adult literacy will be developed by students by critically analysing national and international policies, funded programs and debates and the theories and concepts that support these policies and debates.

Staff: TBA

Teaching Pattern: Sem. 2 Study Days, Participation through WebCT VISTA

Assessment: Assessment task 1: (Level 200: 50% 2000 words; Level 300: 30% 1500-2000 words) Critical examination of a controversial statement and justification of your view.

Assessment task 2: (Level 200: 50%; Level 300 40%) Part A: Develop strategies for learning, assessment and teaching strategies and WebCT VISTA. Discussion Part B: Portfolio of teaching materials and strategies

Assessment task 3 Level 300 only (30% 1500-2000 words) Observation of your teaching; a critical reflection of your mentoring experience and develop a plan to build on strengths and address weaknesses.


Offered in Courses:  [ E3K ]

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ESV252/352 - Online Learning and Teaching

Special Note: This unit is available for cross listing

Description: This unit is for those who are or intend to use online learning as one of multiple forms of delivery for units, courses, professional development, organisational learning. Students will actively participate in a range of online learning environments while analysing the environments, materials and underpinning pedagogies. Ways of identifying the needs of an online learner will be explored as will strategies for encouraging both self-directed and collaborative learning. Students will have the opportunity to design an online learning environment including appropriate assessment strategies.

Requisites: PREREQ - Learning and Communication

Staff: TBA

Teaching Pattern: Sem. 2, participation through WebCT VISTA, Study day

Assessment: Assessment task 1: (Level 200: 30%; Level 300 20%) Active engagement in on-line learning and critical reflection.

Assessment task 2: (Level 200: 40% 2000 words; Level 300 30% 2000 words) Research and critically examine an on-line teaching/learning course.

Assessment task 3: (Level 200: 30% participation only; Level 300 50% participation and write up of group assignment) Collaborative team project to research and collate a range of online teaching/learning resources.


Recommended Texts: A range of up-to-date web sites will be given to students at the commencement of semester and throughout the semester.

Offered in Courses:  [ E3K ]

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**ESV252 - Research and Methods in AVE**

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** Provides an introduction to existing research in adult and vocational education and to qualitative and quantitative research methods. The merits and purposes of research contributing to adult and vocational education knowledge will be evaluated in terms of the traditional and contemporary issues and research questions for the field, identified in ESV208 Issues and Contexts in AVE.

**Requisites:** PREREQ - all ESV2- units or equiv

**Staff:** Helen Bound

**Teaching Pattern:** intra-state optional tutorials in daily blocks; online communication support

**Assessment:** assignment and research proposal

**Required Texts:**


**Recommended Texts:** TBA

**Offered in Courses:** [ E3G ]

**Unit Delivery Information:**

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**ESV302 - Research and Methods in AVE**

**Special Note:** offered subject to sufficient enrolment numbers

**Description:**

Provides an introduction to existing research in adult and vocational education and to qualitative and quantitative research methods. The merits and purposes of research contributing to adult and vocational education knowledge will be evaluated in terms of the traditional and contemporary issues and research questions for the field, identified in ESV208 Issues and Contexts in AVE.

**Requisites:** PREREQ - all ESV2- units or equiv

**Staff:** Helen Bound

**Teaching Pattern:** intra-state optional tutorials in daily blocks; online communication support

**Assessment:** assignment and research proposal

**Required Texts:**


**Recommended Texts:** TBA

**Offered in Courses:** [ E3G ]

**Unit Delivery Information:**

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**ESV303 - Teaching and Learning 2A**

**Special Note:** Access to teaching/training practical work is essential; offered subject to sufficient enrolment numbers. On completion of ESV303 students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESV303. Students are required to enrol concurrently in ESV303 and ESV303.

**Description:**

Extends the breadth and scope of ESV204 Teaching and Learning 1 in its focus on blending a performance-based approach with reflection, resulting in praxis, which is the integration of theory and practice. The unit aims to extend students' awareness of their roles as educators, raising their awareness of current teaching, training and facilitation practices, and to develop skills of critical evaluation of their own practice methodology, and those of other adult educators. These extensions occur in a specific elective studies area of practice nominated by the students for study.

**Requisites:** PREREQ - all ESV2- units or equiv COREQ - ESV304

**Staff:** Dr H Mahoney

**Teaching Pattern:** intra-state optional tutorials in daily or half day blocks; subject to sufficient numbers; online communication support

**Assessment:** assignment and practical work


**Offered in Courses:** [ E3G ]

**Unit Delivery Information:**

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**ESV304 - Teaching and Learning 2B**

**Special Note:** Access to teaching/training practical work is essential; offered subject to sufficient enrolment numbers. On completion of ESV303 students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESV303. Students are required to enrol concurrently in ESV303 and ESV303.

**Description:**

Extends the breadth and scope of ESV204 Teaching and Learning 1 in its focus on blending a performance-based approach with reflection, resulting in praxis, which is the integration of theory and practice. The unit aims to extend students' awareness of their roles as educators, raising their awareness of current teaching, training and facilitation practices, and to develop skills of critical evaluation of their own practice methodology, and those of other adult educators. These extensions occur in a specific elective studies area of practice nominated by the students for study.

**Requisites:** PREREQ - all ESV2- units or equiv COREQ - ESV303

**Staff:** Dr H Mahoney

**Teaching Pattern:** intra-state optional tutorials in daily or half day blocks; subject to sufficient numbers; online communication support

**Assessment:** assignment and practical work


**Offered in Courses:** [ E3G ]

**Unit Delivery Information:**

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ESV305 - Workplace Learning and Training 1

Special Note: offered subject to sufficient enrolment numbers
Description: Workplace Learning and Training (HRD) is concerned with the establishment of learning needs in organisational settings where HRD practitioners operate. The unit is concerned with the planning and implementation of organised learning programs directed at individual, group and organisational performance improvement and/or personal growth. The key areas for study include: planning and implementing training and development programs; organisational change and organisational learning; and the role of learning within quality management approaches. Upon completion of this unit, participants will be able to: understand the existing and emerging roles played by HRD practitioners and the competencies required by practitioners and in related roles; and understand the changing nature of workplace organisations and the implications for HRD practice.

Requisites: PREREQ - all ESV2- units or equiv
Staff: Helen Bound
Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support
Assessment: assignment


Offered in Courses: [ E3G ]

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ESV306 - Workplace Learning and Training 2

Special Note: offered subject to sufficient enrolment numbers
Description: Introduces the key elements of the learning organisation and details the ways in which HRD practitioners can participate in the development of learning organisation practices. The unit argues that HRD practitioners are best placed to provide consultancy services (internal and external) that focus on these practices. Upon completion of the unit, participants will be able to: situate the range of possible HRD roles within the changing Australian and international context; demonstrate a capacity to identify the learning needs of different organisations; understand a range of issues involved in organisational change; and appraise the opportunities for, and value of, HRD research/evaluation roles for external consultants.

Requisites: PREREQ - all ESV2- units or equiv, plus ESV305
Staff: H Bound
Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support
Assessment: assignment


Offered in Courses: [ E3G ]

Unit Delivery Information:

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ESV307 - Community and Public Education 1

Special Note: offered subject to sufficient enrolment numbers
Description: Provides the relevant practical, theoretical and research perspectives, acts as a foundational introduction to Community and Public Education, and traces the emergence of the sector and its role in society. The unit begins by establishing how the key informing disciplines introduced in ESV208 have resulted in the features identified in this area of practice. The unit will examine the scope of Community and Public Education and its contribution to the educational, economic and social outcomes of the nation, state and individual.

Requisites: PREREQ - all ESV2- units or equiv
Staff: TBA
Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support
Assessment: assignment


Offered in Courses: [ E3G ] [ M3H ]

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ESV308 - Community and Public Education 2

Special Note: offered subject to sufficient enrolment numbers
Description: Using recently acquired student experience and knowledge of research processes and methods, the unit concentrates on skills that will enhance constructive negotiation as advocate, change agent, or empowering agent to stimulate social, physical, economic place and community action. It then assists students to design and conduct applicable public promotional campaigns and suitable approaches, to raise
awareness, disseminate information support and resources.

Requisites: PREREQ - all ESV2- units or equiv, plus ESV307

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Offered in Courses: [ E3G ] [ M3H ]

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ESV309 - Instructional Design in AVE 1

Special Note: offered subject to sufficient enrolment numbers

Description: Begins by establishing how the key informing disciplines introduced in ESV208 have resulted in the features identified in this area of practice. The unit investigates the nature of instructional design, the history of the instructional design movement and the place of instructional design in the context of adult and vocational education. Stages in the ID process are explored before considering three further key issues which are impacting on current ID practice: the implications of new technologies on the development and delivery of instruction; the question of quality, with focus on evaluating the ID process; and the re-assessment of ID theory and practice in the light of current understandings about learners and the learning process.

Requisites: PREREQ - all ESV2- units or equiv

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Offered in Courses: [ E3G ]

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ESV310 - Instructional Design in AVE 2

Special Note: offered subject to sufficient enrolment numbers

Description: Looks at the elements of communication and project management that are important in the work of an instructional designer. These are not the traditional 'skills' of materials-based ID, but the essential interpersonal and organisational abilities which facilitate effective outcomes.

Requisites: PREREQ - all ESV2- units or equiv, plus ESV309

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment


Offered in Courses: [ E3G ]

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ESV311 - Language, Literacy and Numeracy in AVE 1

Special Note: offered subject to sufficient enrolment numbers

Description: Provides the practical, theoretical and research perspectives which allow an understanding of the many social, educational and workplace contexts of use in which adult language, literacy and numeracy education occurs. Using the primary discipline base of sociolinguistics, the overall direction develops the idea that language and literacy is part of and results from the activities of the particular context, whether these are related to vocational, functional or personal contexts of language and literacy use. The basis for the unit is to establish how the key informing disciplines introduced in ESV208 have resulted in the features identified in this area of practice.

Requisites: PREREQ - all ESV2- units or equiv

Staff: TBA

Teaching Pattern: intra-state optional tutorials in daily or half day blocks, subject to sufficient numbers; online communication support

Assessment: assignment

Required Texts: All readings for this unit are supplied

Offered in Courses: [ E3G ]

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### ESV312 - Language, Literacy and Numeracy in AVE 2

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** Builds on the groundwork laid in ESV311. The links are made between the contexts in which educational practices occur in adult language, literacy and numeracy education and the practical application of those skills. The key discipline base of socio-linguistics is explored in greater depth. The underlying theme is that effective adult language, literacy and numeracy education depends on an ethical and equitable blend of both generic and context-specific practices, whether these are related to vocational, functional or personal contexts of use.

**Requisites:** PREREQ - all ESV2- units or equiv, plus ESV311

**Staff:** TBA

**Teaching Pattern:** intra-state optional tutorials in daily of half day blocks, subject to sufficient numbers; online communication support

**Assessment:** assignment

**Required Texts:** tba

**Offered in Courses:** [E3G]

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### ESV313 - Online Learning and Teaching in AVE

**Special Note:** as the majority of this unit is computer-interactive study, students require computer skills and access to the internet; offered subject to sufficient enrolment numbers

**Description:** Using the world wide web-based educational environment, this unit provides hands-on experience alongside pedagogical content of online learning. The student has the opportunity to examine the relevance of a personalised learning environment, collaborative learning, multi-media presentation of content, reinforcing content, experiential learning and new approaches to assessment. As a learner, the student is introduced to interactive communication tools of discussion boards, chat room, whiteboard and email. As teachers/trainers in Adult and Vocational Education, students have the opportunity to use these technologies as a teacher and designer of online teaching using the course tool, WebCT.

**Requisites:** PREREQ - all ESV2- units or equiv

**Staff:** TBA

**Teaching Pattern:** offered entirely online

**Assessment:** assignment and participation

**Offered in Courses:** [E3G]

**Unit Delivery Information:**

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### ESV315 - Research Practice in AVE

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** Builds on ESV302, to provide students with the opportunity to demonstrate a synthesis of the skills and knowledge from the whole degree, through undertaking a literature research project.

**Requisites:** PREREQ - all ESV2- units or equiv, plus ESV302 or equiv

**Staff:** H Bound

**Teaching Pattern:** intra-state optional tutorials in daily blocks; online communication support

**Assessment:** assignment; write a review and develop and questionnaire


**Offered in Courses:** [E3G]

**Unit Delivery Information:**

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### ESV316 - Managing AVE A

**Special Note:** offered subject to sufficient enrolment numbers. On completion of ESV316 students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESV317. Students are required to enrol concurrently in ESV316 and ESV317.

**Description:** Considers the various organisational structures which exist in various AVE contexts and issues of the management of physical and human resources, in particular the interpersonal skills required in managing AVE. These include consulting, negotiating, working in teams and leadership.

**Requisites:** PREREQ - all ESV2- units or equiv COREQ - ESV317

**Offered in Courses:** [E3G]
Units Coded E – Faculty of Education

Staff: Anntoinette Ralston
Teaching Pattern: online communication support
Assessment: assignment

Eunson B, Negotiation Skills, Wiley, Bne, 1994
Owens R, Organizational Behaviour in Education, Prentice-Hall, New Jersey, USA

Offered in Courses: [ ESG ]

Unit Delivery Information:

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ESV317 - Managing AVE B

Special Note: Offered subject to sufficient enrolment numbers. On completion of ESV316 students are awarded an XX result (result shown in another unit), the final result for this unit is awarded on completion ESV317. Students are required to enrol concurrently in ESV316 and ESV317.

Description: Considers the various organisational structures which exist in various AVE contexts and issues of the management of physical and human resources, in particular the interpersonal skills required in managing AVE. These include consulting, negotiating, working in teams and leadership.

Requisites: PREREQ - all ESV2- units or equiv COREQ - ESV316

Staff: Anntoinette Ralston
Teaching Pattern: online communication support
Assessment: assignment

Eunson B, Negotiation Skills, Wiley, Bne, 1994
Owens R, Organizational Behaviour in Education, Prentice-Hall, New Jersey, USA

Offered in Courses: [ ESG ]

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ESV340 - Foundations of Adult Learning and Teaching

Special Note: This unit is available for cross-listing for other Degrees/studies.

Description: This unit studies ways in which the foundational theories of philosophy, sociology, psychology and history influence and inform the field's of adult/vocational education. Students will have the opportunity to develop curriculum for a selected group of learners and evaluate current curriculum models in Adult and Vocational Education. In this unit students will investigate and report on working examples of curricula, assessment, pedagogical and related practices as they relate to their field of practice.

Requisites: PREREQ - Year 2 core units or equivalent

Staff: TBA
Teaching Pattern: Sem 1; Study days; participation through WebCT VISTA
Assessment: Assessment task 1: (10% 800 words) Critical analysis of curriculum documents
Assessment task 2: (40% 1500 words) Part A: Observations and analysis of curriculum models being used and influences on the observed curriculum.
Assessment task 3: (50% 2000 words total. VISTA Group work 20% and 40% 1500 words for analysis and design of learning experiences)Design / plan a series of learning sessions, plus a justification, reflection and participation in WebCT VISTA discussion.
Illeris, K. (2003). Three dimensions of learning contemporary learning theory in the tension field between the cognitive, the emotional and the social. NIACE.


**Offered in Courses:** [ E3K ]

**Unit Delivery Information:**

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**ESV341 - Research Practice in AVE**

**Special Note:** This unit is available for cross-listing for other Degrees/studies.

**Description:** This unit provides an introductory basis for understanding research processes in adult and vocational education (AVE). Students will investigate the purposes and applications of research in adult and vocational education and its role in AVE. Some basic research skills will be developed by students including database search skills and the ability to assess and apply research publications. The main methods of educational enquiry in adult and vocational education will be investigated and appropriate research methodologies for specific purposes will be explored. Students will also critically analyse underpinning assumptions of what constitutes knowledge in selected research articles.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Staff:** TBA

**Teaching Pattern:** Sem 1; Study days; participation through WebCT VISTA

**Assessment:**

- **Assessment task 1:** Part A: (30% 1000 -1200 words) Assignment: Identification and comparison of different research methodologies.

- **Assessment task 2:** (40% 2000 words) Development of a research proposal.

- **Assessment task 3:** (30% 1200 words) Assignment: Critical examination of ways of knowing.


**Offered in Courses:** [ E3K ]

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**ESV342 - Assessment, Monitoring and Reporting in AVE**

**Description:** This unit synthesises understanding of many matters relevant to learning assessment. It adopts stances whereby assessment can be viewed holistically and discretely, and related to contexts and particular purposes. A range of approaches to assessment in adult and vocational education, including competency based assessment, are considered for their appropriateness and practical application. The unit explores the rhetoric and reality of assessment through challenging unit materials and activities. Uses comparative analysis of the features in common of effective assessment systems, investigating this in relation to factors that include transparency, validity and reliability, and how quality assurance processes are built-in to ensure effective assessment systems.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Staff:** TBA

**Teaching Pattern:** Sem 2; Study days; participation through WebCT VISTA

**Assessment:**

- **Assessment task 1:** (20%) Part A Draw a concept map of assessment strategies and develop assessment strategies.

- **Assessment task 2:** (30%): Part A: 10% 600 words; Part B 20% 800-1000 words) Brief report - Critical analysis of feedback (case studies) and evaluation of your own feedback.

- **Assessment task 3:** (50% 10% for VISTA postings; 40% and 1500 words for case studies) WebCT discussion and development of assessment strategies and tasks for case studies provided.


**Useful websites:**


**Offered in Courses:** [ E3K ]
ESV343 - Quality and Evaluation in AVE

**Description:** This unit challenges students to evaluate the processes used in different AVE settings and the results of teaching and assessment processes. Through comparative analysis of effective teaching/learning systems, students will identify a range of features that contribute to effectiveness. Quality assurance processes will be investigated as processes to best meet the needs of stakeholders. Students will critically examine the literature on quality and program evaluation and evaluate a range of quality assurance frameworks and their appropriateness for different types of adult and vocational education. Students will design a suitable quality assurance methodology which addresses needs of stakeholders, ensuring there is constant dialogue and feedback processes with stakeholders. Ethical and moral dilemmas are inevitable in these processes and these issues are explored throughout the unit.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Staff:** TBA

**Teaching Pattern:** Sem 2; Study days; participation through WebCT VISTA

**Assessment:**
- **Assessment task 1:** (50% 2000 words) Critical examination of quality assurance and evaluation processes.
- **Assessment task 2:** (50% 2000 words) Design a quality assurance strategy


**Offered in Courses:** [ E3K ]

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ESV344 - Instructional Design Projects in AVE

**Special Note:** This unit is available for cross-listing for other Degrees/studies. The unit is an elective/specialist choice for Bachelor of Adult and Vocational Education.

**Description:** The unit studies and applies the design theory and methods of instructional design in AVE, also drawing on and developing the elements of communication and project management that are important in the work of an instructional designer, including essential interpersonal and organisational abilities which facilitate effective outcomes. The unit develops each student's ability to work collaboratively with others in a variety of instructional design/development situations within recognised parameters/theories/models of instructional design responsibility. The approach in this unit applies instructional design theory and methods in a practical education setting, along with critical discussion of the implications of some issues on the practice of instructional design in an adult and vocational education setting.

**Requisites:** PREREQ - Instructional Design in AVE

**Staff:** TBA

**Teaching Pattern:** Sem. 1 Optional study days; online communication support.

**Assessment:**
- **Assessment task 1:** Practical project: (50% 2500 words) Produce a set of instructional materials
- **Assessment task 2:** Self-evaluation of instructional design abilities. (30% 1200 words)
- **Assessment task 3:** (20% 1000 -1200 words) Development of a learning plan and examination of factors affecting instructional design

**Required Texts:**

Appropriate web sites, which will be identified to students in a timely manner to ensure web sites are current and still existing.

**Offered in Courses:** [ E3K ]

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ESV345 - Workplace Learning and Training

**Description:** This unit is for practitioners who work in roles where they are developing learning in the workplace, you may work as a workplace trainer, a member of the Human Resource Development Team or related role. In this unit you will have the opportunity to identify and discuss changes in the nature of work and workplaces and what these changes mean within your chosen organisation. You will consider how traditional terms such as _career_ are changing and the implications of this for learning in the workplace. Strategies and approaches for...
individual, group and organisational learning will be supported by a critical evaluation of the literature. Learning organisations will be an important concept that will be studied.

**Staff:** TBA

**Teaching Pattern:** Sem 1, Study days, participation through WebCT VISTA

**Assessment:**
- **Assessment task 1:** (Level 200 and 300: 20% 1000 words) Case study
- **Assessment task 2:** (40% Level 200:1500 words; Level 300: 2500 words) Write a user-guide, in a _how-to_ format
- **Assessment task 3:** (40% Level 200: 1500 words; Level 300: 2500 words) Assignment critically examining learning organizations

Marsick, V., Bitterman, J., & van der Veen, R. (2000). From the learning organization to learning communities toward a learning society. ERIC Clearing House on Adult, Career and Vocational Education, Columbus, OH.

**Offered in Courses:** [ E3K ]

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**ESV346 - Leading and Managing in AVE**

**Special Note:** This unit is available for cross-listing for other Degrees/studies. The unit is an elective choice for Bachelor of Adult and Vocational Education, and a pre-requisite unit for Bachelor of Adult and Vocational Education (Honours).

**Description:** This unit is for those who are in or who wish to work as leaders in Adult and/or Vocational Education. Students will critically analyse key concepts of leadership and management. The roles of leadership and management will be differentiated. Leadership styles and their implications for organisational change will be studied, as will capacity building of staff and/or volunteers. Students will develop the skills, knowledge and tools to develop frameworks for leading and managing change.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Staff:** Teaching staff TBA

**Teaching Pattern:** Sem 1, Study days, participation through VISTA

**Assessment:**
- **Assessment task 1:** (10% 500-800 words) Critical analysis of stories to explore leadership styles and their impact
- **Assessment task 2:** (40% - Part A 10% 500-800 words, Part B 30% 1500-2000 words) Part A: Write a true story of empowering an individual or group and WebCT discussion. Part B: Develop a _how to_ manual based on empowerment
- **Assessment task 3:** (50% 2500 words) Critical analysis of organisational culture and a plan to address strategic issues.

**Recommended Texts:**

**Offered in Courses:** [ E3K ]

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**ESV347 - Adolescent Development and Behaviour**

**Special Note:** This unit is available for cross-listing for other Degrees/studies.

**Description:** This unit is for those working with adolescents in for example high schools, Colleges, TAFE, or as youth workers,. The emphasis is on raising awareness of adolescent development and behaviour in the learning environment. The broad aims are to equip practitioners with the basic understanding that underpins the use of knowledge, skills and strategies to work effectively with adolescents and to support adolescents in making transitions to careers, further studies and/or training. The unit investigates developmental theories and concepts of childhood, adolescence and adulthood. Activities challenge participants to recognise and respond appropriately to special needs and behavioural issues of adolescents that can impinge on their learning and the learning environment. This unit is not concerned with diagnostic or therapeutic aspects of adolescent development and behavior, apart from distinguishing between indicators of normal development and special needs and awareness of behavioral issues which should be addressed and/or referred appropriately.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Staff:** TBA
**ESV348 - Practicum B**

**Special Note:** This unit is available for cross-listing for other Degrees/studies.

**Description:** Students have the opportunity in this unit to choose their focus for development within the parameters of the unit. They will not merely repeat the experience and learning acquired through Practicum A; rather they will be expected to extend the scope of their learning and experience, for instance in another setting, or through non-traditional approaches to teaching and learning such as enterprise based learning. This unit aims to further develop students' ability to exercise sound pedagogical judgement in their field of Adult and Vocational Education practice. High levels of understanding of learners, the learning process, the setting and appropriate curriculum design and assessment and professional values and principles will be developed. This unit enhances students’ ability to reflect critically on their professional practices. For this unit students require access to a group of adult learners in any adult or vocational setting to develop teaching expertise. All students are required to make their own arrangements for their practicum and will be supported to do this. Students intending to or already working in Vocational Education and Training (VET) in schools or be involved with the delivery of Vocational Education Learning (VEL) will have the opportunity to work through Faculty arrangements to gain placements in appropriate Colleges/Schools.

**Requisites:** PREREQ - Practicum A

**Staff:** TBA

**Teaching Pattern:** Sem 1; Study days; participation through WebCT VISTA; workplace experience

**Assessment:**
- **Assessment task 1:** (10% 600-800 words) Self evaluation of teaching strengths and weaknesses and a learning plan
- **Assessment task 2:** (50%) Teaching log for 100 hours plus 2 observations of your teaching practice
- **Assessment task 3:** (40% 2000 words) Reflective journal and critique of own practices

**Required Texts:**

**Offered in Courses:** [E3K]

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**ESV349 - Career and Learning Transitions**

**Special Note:** This unit is available for cross-listing for other Degrees/studies. The unit is an elective/specialist choice for Bachelor of Adult and Vocational Education.

**Description:** This unit is for those interested in assisting people with learning pathway planning and career transitions in settings such as vocational education and learning (VEL) in schools, TAFE and recruitment agencies. Students will investigate policy initiatives, understanding of labour markets, contemporary workforce practices and issues and current education and training options. The links between lifelong learning and life and work transitions will be explored including the value of informal as well as formal learning structures. Students have the opportunity in this unit to choose their focus for development within the parameters of the unit. They will not merely repeat the experience and learning acquired through Practicum A; rather they will be expected to extend the scope of their learning and experience, for instance in another setting, or through non-traditional approaches to teaching and learning such as enterprise based learning. This unit aims to further develop students' ability to exercise sound pedagogical judgement in their field of Adult and Vocational Education practice. High levels of understanding of learners, the learning process, the setting and appropriate curriculum design and assessment and professional values and principles will be developed. This unit enhances students’ ability to reflect critically on their professional practices. For this unit students require access to a group of adult learners in any adult or vocational setting to develop teaching expertise. All students are required to make their own arrangements for their practicum and will be supported to do this. Students intending to or already working in Vocational Education and Training (VET) in schools or be involved with the delivery of Vocational Education Learning (VEL) will have the opportunity to work through Faculty arrangements to gain placements in appropriate Colleges/Schools.

**Requisites:** PREREQ - Year 2 core units or equivalent

**Teaching Pattern:** Sem 2; Study days; participation in WebCT VISTA

**Assessment:**
- **Assessment task 1:** (20% 1200 words) Evaluation of career transition programs
- **Assessment task 2:** (30% 1500 words) Develop a career transition program and a justification
- **Assessment task 3:** (50%) Part A; (30%) Portfolio of activities to assist youth Part B (20%) Develop strategies for developing linkages with community and businesses

**Required Texts:** There is no set text for this unit

ESV353 - Learning Communities

Description: This unit links to the post-graduate unit Learning Communities and Capacity Building. The Learning Communities unit provides students with the opportunity to explore the concepts and theories on learning communities and their many applications, from learning communities within an organisation to regional learning communities. The importance of developing partnerships, trust and social capital and the role of policy will be considered.

Requisites: PREREQ - Year 2 core units or equivalent

Staff: TBA

Teaching Pattern: Sem 2, Study days, participation through WebCT VISTA. Optional block study school

Assessment: Assessment task 1: (40% 2000 words) A literature review
Assessment task 2: (40% 2000 words) Evaluation of case studies
Assessment task 3: (20% equiv. of 1000-1200 words) Participation in WebCT VISTA discussions.


ESV354 - Workplace Learning and Change

Description: This unit follows on from Workplace Learning and Training. The unit is for practitioners who work in roles where they are working with workplace change through learning in the workplace, you may work as a workplace trainer, a member of the Human Resource Development Team or related role, CEO of a small organisation or related roles. In this unit students will explore intervention strategies for managing workplace change. The emphasis will be on strategies and processes that develop a collective understanding of where the organisation is headed and the tools and processes used to work towards transformational and expansive learning. Specifically students will analyse current learning processes and the fit between these and organisational objectives; critically examine theories of change processes in organisations; develop a proposal for managing change and propose processes for managing ongoing change.

Requisites: PREREQ - Workplace Learning and Training

Staff: TBA

Teaching Pattern: Sem 2, Study days, participation in WebCT VISTA

Assessment: Assessment task 1: (30% 1000 words) Case study and historical analysis of the tensions and contradictions within an organisational system.
Assessment task 2: (30% 1000 words) Case study and historical analysis of the tensions and contradictions within an organisational system.
Assessment task 3: (40% 2500-2000 words) Develop a change process

Fay, D., L., hrmann, H. (Eds.). Facing up to the constancy of organizational change. Prentice Hall.

Offered in Courses: [ E3K ]
ESV355 - Research Methods in AVE

Special Note: This unit is available for cross-listing for other Degrees/studies.

Description: Contemporary changes in knowledge, work and professional practice have led to an increased demand for new and relevant research. This unit builds on Research Practices in AVE, which is a pre-requisite for this unit. Students wishing to undertake honours or undertake research in the workplace will find this unit essential. The unit offers a range of perspectives on research. Students will explore different types of research, research methodologies and different research paradigms and perspectives. To prepare students for undertaking research and developing the ability to assess research, students will write a literature review, design a research proposal and consider ethical issues in relation to conducting research particularly in relation to your research proposal.

Requisites: PREREQ - Research Practice in AVE

Staff: TBA

Teaching Pattern: Sem 2, Study days, participation through WebCT VISTA

Assessment: Assessment task 1: (40% 2000 words) Write a literature review.
Assessment task 2: (20% 800 - 1000 words) Critically evaluate a number of research proposals and provide feedback.
Assessment task 3: (40% 2000 words) Develop a research proposal.


Offered in Courses: [ E3K ]

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#### ESV403 - Dissertation

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** For details, contact the Faculty

**Requisites:** PREREQ - ESV401, ESV402

**Staff:** H Bound

**Teaching Pattern:** individual consultation with adviser; online communication support

**Assessment:** dissertation

**Offered in Courses:** [E4G]

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#### ESV404 - Dissertation (Part A)

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** For details, contact the Faculty

**Requisites:** PREREQ - ESV401, ESV402

**Staff:** H Bound

**Teaching Pattern:** individual consultation with adviser; online communication support

**Assessment:** NA

**Offered in Courses:** [E4G]

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#### ESV405 - Dissertation (Part B)

**Special Note:** offered subject to sufficient enrolment numbers

**Description:** For details, contact the Faculty

**Requisites:** PREREQ - ESV404

**Staff:** H Bound

**Teaching Pattern:** individual consultation with adviser; online communication support

**Assessment:** dissertation

**Offered in Courses:** [E4G]

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#### ESW701 - Counselling Skills

**Description:** Consists of observation and direct practice in using effective non-verbal and verbal communication skills, application a generic skill based model of counselling and an examination of the relevance of helping skills across a variety of contexts. The unit is introductory and assumes that students have no prior background in counselling practice. Therefore opportunity provided in this course to engage in rigorous supervised practice of appropriate counselling skills and helping behaviours is essential prior to using these skills with clients.

**Requisites:** PREREQ - Admission to GradCert in Counselling or Master of Counselling course

**Staff:** visiting staff, all qualified and practising counsellors

**Teaching Pattern:** 9 days intensive; formal presentations (mornings); video practice (afternoons)

**Assessment:** classroom participation, video review, transcripts of practice and critical analysis of transcripts


**Offered in Courses:** [E5W] [E7W]

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ESW702 - Theories of Counselling

**Description:** Introduces students to a wide variety of counselling theories as well as the concepts of efficacy in counselling, value conflict in counselling and ethical practices. Requires comprehensive analysis of Adlerian, Cognitive-Behaviour, Existential, Gestalt, Person-centred, Behavioural, Psychodynamic, Reality, Narrative, Solution-focused and feminist therapies.

**Requisites:** PREREQ - Admission to GradCert in Counselling or Master of Counselling course

**Staff:** Ms K Parkyn

**Teaching Pattern:** evening lectures by video conference, 1 x weekend seminar

**Assessment:** assignments, seminar presentations


**Offered in Courses:** [ESW] [E7W]

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ESW703 - Ethical and Professional Issues

**Description:** Provides an examination of contemporary models of the practice of a counsellor and an examination of relevant ethical issues. The unit includes ethical decision making, including an exploration of forensic issues faced by counsellors and a review of applications of codes of practice and working with ethics. Preparation and delivery of effective counselling programs, utilisation of research in relation to the professional practice of counselling and ongoing professional development will be explored.

**Requisites:** PREREQ - Admission to GradCert in Counselling or Master of Counselling course

**Staff:** Ms A Stark

**Teaching Pattern:** 5 weekend seminars, 2 evening video conferences

**Assessment:** seminar presentations, assignments and group presentations


**Offered in Courses:** [ESW] [E7W]

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ESW704 - Special Topics in Counselling

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** 2006: Grief, Loss and Trauma Grieving and the grief process, explores concepts of trauma and best practice in trauma management. Includes a one day seminar on early intervention in trauma response.

**Staff:** Ms A Stark, visiting staff, all qualified, practicing counsellors.

**Teaching Pattern:** 5 Weekend Seminars, 2 Evening Video Conferences

**Assessment:** Assignments


**Offered in Courses:** [ESW] [E7W]

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ESW705 - Counselling Adolescents

**Special Note:** This unit will only be offered subject to sufficient enrolment numbers

**Description:** This unit is designed to introduce students to the specific theoretical issues and practical skills involved in working with firstly children and then adolescents in a counselling setting. Whilst the emphasis is ultimately on working with adolescents, it also addresses the foundational approaches applicable to working with both children and adolescents. The concepts of childhood and adolescence and the nature of the boundaries between these developmental stages are explored, both from a theoretical and applied perspective. Commonalities and differences in working with the two populations are explored and there is scope for students to emphasize the particular client group most relevant to their interests. Opportunities to address particular developmental challenges are provided. Most particularly, the common challenge in working with adolescents and children of discriminating between symptoms which indicate normal developmental stages and those which are indicative of an underlying pathology is highlighted. Particular skills required for working with children and adolescents will be highlighted.

**Requisites:** PREREQ - Admission to GradCert in Counselling or Master of Counselling course

**Staff:** Mr S Pinkus

**Teaching Pattern:** 8 video-conferences, 2 weekend seminars, lectures, student presentations, presentation of case material for analysis and
Description: This unit focuses on the issues and challenges working with clients in a relational context. It is grounded in systemic theory. Introductory material will provide a framework for relational thinking and explore issues such as family functioning and coping styles, the significance of transition points in family and couple development, patterns of communication and other basic concepts in relationship work. In the second section of the unit the focus will be on the major schools of systems-based family therapy; application of theory to practice and integration of varying theories into a model for working systematically.

Students gain:
- Knowledge in development theories of individual, couple and family tasks and issues
- Knowledge of the methods, techniques and procedures of major approaches to family and couple counselling, family education and consultation
- Develop competence in demonstrating the use of a representative number of methods, techniques and procedures in family and couple counselling

Requisites:
- PREREQ - Admission to GradCert in Counselling or Master of Counselling course

Staff:
- Ms A Stark

Teaching Pattern:
- Weekend seminar (December) and one contact (January); sessions during summer school include discussion of readings, experiential exercises, skill development, lectures and case analysis.

Assessment:
- 2 major assignments, including analysis of case material (provided)

Required Texts:

Recommended Texts:
- A list of articles to be provided on e-reserve

Offered in Courses: [ E5W ] [ E7W ]

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ESW707 - School-Based Counselling

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: The aim of this unit is to provide a basis of knowledge and understanding of the theory and practice of school based counselling

Staff: Mr T Horniblow

Offered in Courses: [ E7W ]

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ESW708 - Creative Arts in Counselling

Special Note: This unit will only be offered subject to sufficient enrolment numbers

Description: This unit will cover the history and development of music therapy, theoretical approaches to music therapy, application of therapy method and outcome research.

Requisites: PREREQ - Admission to GradCert in Counselling or Master of Counselling course

Staff: Ms S Thompson

Teaching Pattern: 5 x 6 hour days over one week summer school

Assessment: In class presentation, Major written assignment

Required Texts: List of reading supplied

Recommended Texts: To be advised

Offered in Courses: [ E5W ] [ E7W ]

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ESW709 - Supervised Practicum in Counselling

Description: Provides students with a supervised field placement experience in individual, group counselling and consultation settings appropriate to the career need of the student. Supervised experience in an applied setting assists in further defining the role of the
professional counsellor with respect to ethical issues, professional development and role and to refine students' counselling, coordinating and consulting skills.

Requisites: PREREQ - successful completion of ESW701, ESW702, ESW703

Staff: Ms A-M Lancaster

Teaching Pattern: supervised practice full time or part time as agreed to by supervisor (not exceeding 6 months)

Assessment: contract to be established between student, professional supervisor and practicum supervisor. Case study and reflective journal

Required Texts: To be advised

Offered in Courses: [ E7W ]

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**ESW710 - Counselling Research and Assessment**

Description: Introduces students to the range and application of individual and group assessments in counselling, including instruments that assess achievement, interest, aptitude, behaviour, relationships personality and mental health. Aspects of the Diagnostic and Statistical manual -IV (DSM-IV TR) will be addressed. The unit includes an introduction to types of research methods and data analysis, program evaluation and ethical considerations in counselling research.

Requisites: PREREQ - successful completion of ESW701, ESW702, ESW703

Staff: Ms A Stark

Teaching Pattern: weekly evening lectures by video conference, one weekend seminar

Assessment: seminar presentation, assignments


Offered in Courses: [ E7W ]

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**ESW711 - Research Methods in Counselling (Unit not offered in 2006)**

Description: For information contact the Manager, Postgraduate programs in Counselling on (03) 6226 2553

Requisites: PREREQ - acceptance into Master of Counselling (Honours) course

Staff: Assoc Prof C Denholm

Offered in Courses: [ E7X ]

**ESW712 - Dissertation in Counselling (Unit not offered in 2006)**

Description: For information contact the Manager, Postgraduate programs in Counselling on (03) 6226 2553

Requisites: PREREQ - Acceptance into Master of Counselling (Honours) course

Staff: Assoc Prof C Denholm

Offered in Courses: [ E7X ]

**ESW713 - Dissertation in Counselling Part A (Unit not offered in 2006)**

Description: For information contact the Manager, Postgraduate programs in Counselling on (03) 6226 2553

Requisites: PREREQ - Acceptance into Master of Counselling (Honours) course

Staff: Assoc Prof C Denholm

Offered in Courses: [ E7X ]

**ESW714 - Dissertation in Counselling Part B (Unit not offered in 2006)**

Description: For information contact the Manager, Postgraduate programs in Counselling on (03) 6226 2553

Requisites: PREREQ - Acceptance into Master of Counselling (Honours) course

Staff: Assoc Prof C Denholm

Offered in Courses: [ E7X ]